

## Year 4 – Animals Inc Humans – Where Does All that Food Go?

### What it looked like last year...

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food – they get nutrition from what they eat.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

### What it looks like next year (inc in Living Things and their Habitats)

- Describe the changes as humans develop to old age.
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life processes of reproduction in some plants and animals.

### Vocabulary (definitions)

**oesophagus** – tube which connects the throat to the stomach.

**herbivore** – an animal that feeds on plants.

**carnivore** – an animal that feeds on other animals.

**omnivore** - an animal or person that eats a variety of food of both plant and animal origin.

**producer** – an organism that makes its own food.

predator

prey

consumer

digestive system

digestion

large intestine

rectum

mouth

anus

stomach

small intestine

nutrients

saliva

teeth

incisor

canine

molar

premolars

### Sequence of Learning

1. Recap food and nutrition knowledge from Year 3.
2. Learn the basic parts of the digestive system.
3. Learn about how digestion takes place and create a model to demonstrate it.
4. Learn about the types of teeth humans have and their functions.
5. Learn about how to look after our teeth.
6. Create food chains and webs for different animals.
7. Understand what a producer and a consumer are and identify which animals are predators, prey or both.

### Cultural Capital

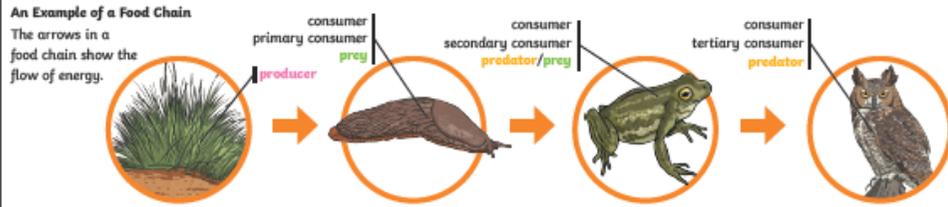
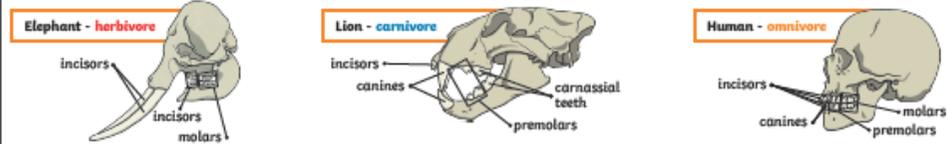
- To be able to describe the simple functions of the basic parts of the digestive system in humans.
- To be able to identify the different types of teeth in humans and their simple functions.
- To be able to construct and interpret a variety of food chains, identifying producers, predators and prey.
- The real life knowledge that links is: exploration, grouping and classifying and using secondary sources for research.
- The jobs it can be used in are: Biologist, Medical Professional (doctors, dentists, etc.), Vet.

## Year 4 – Animals Inc Humans – Where Does All that Food Go?

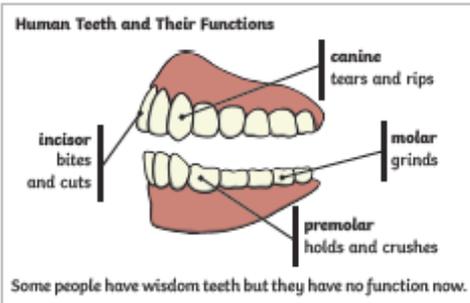
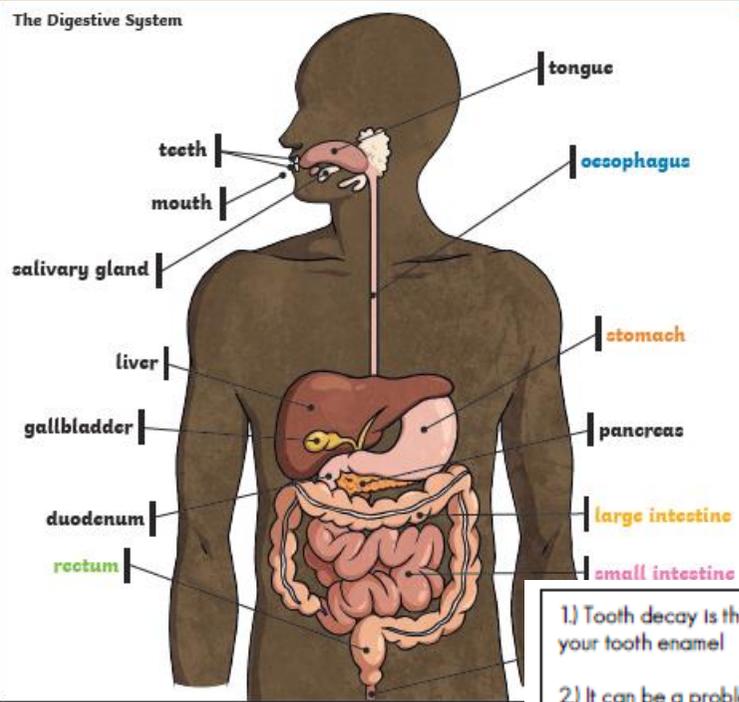
### Principles of Teaching Science.

- E**xploring – when we look at how things work in the world
- Q**uestioning – when we question what will happen
- U**nderstanding – when we use scientific language to explain
- I**nvestigating – when we can explore and are hands on
- P**redicting – when we use our previous knowledge to say what we think will happen.

The teeth of an animal are designed to eat different foods depending on the diet of the animal. Examples of a **herbivore**, a **carnivore** and an **omnivore** skull:



<b>herbivore</b>	An animal that eats plants.
<b>carnivore</b>	An animal that feeds on other animals.
<b>omnivore</b>	An animal that eats plants and animals.
<b>producer</b>	A plant that produces its own food.
<b>predator</b>	An animal that hunts and eats other animals.
<b>prey</b>	An animal that gets hunted and eaten by another animal.



- 1.) Tooth decay is the destruction of your tooth enamel
- 2.) It can be a problem for children, teens and adults.
- 3.) Plaque, a sticky film of bacteria, constantly forms on your teeth.
- 4.) When you eat or drink foods containing sugars, the bacteria in plaque produce acids that attack tooth enamel.
- 5.) Tooth ache and bad breath are symptoms of tooth decay.