



TEETH AND EATING

Vocabulary

anus: the end of the digestive system where unwanted food leaves the body.
 canine: a tooth for gripping food, a pointy tooth.
 carnivores: animals such as lions whose main way of getting food is to kill and eat other animals, or to scavenge their dead flesh.
 decay: what happens when teeth aren't cared for.
 digestion: breaking down food.
 enamel: the hard covering of the tooth.
 energy: used to help us move, grow and repair our body.
 herbivore: animals such as cows that mainly eat plants.
 incisor: a tooth for biting food, at the front of the mouth.
 large intestine: absorbs water and stores undigested food.
 molar: a tooth for grinding food at the back of the mouth.
 mouth: where digestion starts and food gets into the body.
 nutrients: chemicals needed for growth, movement, repair and health in general.
 oesophagus: the scientific name for the food pipe.
 omnivores: animals, like you and me, that eat both plants and meat.
 small intestine: the thin tube where broken down food is absorbed.
 stomach: a bag of muscle used in the first part of digestion

We are learning to:

- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

OVERVIEW

Children learn about digestion and different types of teeth, before moving on to explore deadly predators and their prey, in their exploration of food chains. They work scientifically throughout the topic, using enquiry, practical experiments and hands-on research to answer questions and investigate how we eat, why we eat and what we eat.

WORKING SCIENTIFICALLY

- Ask relevant questions and use different types of scientific enquiries to answer them.
- Set up simple practical enquiries, comparative and fair tests.
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- Identify differences, similarities or changes related to simple scientific ideas and processes.
- Use straightforward scientific evidence to answer questions or to support their findings.

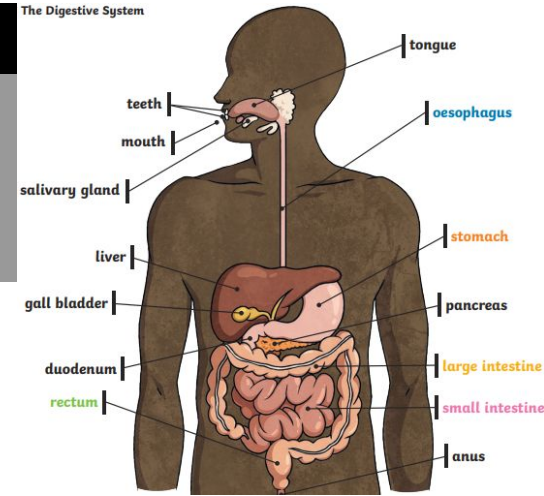
PRIOR LEARNING

- The names of external parts of the body.
- That children grow into adults and the changes that happen as a result.
- How important it is to eat the right amounts of different foods.
- How to identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- How to explore and compare the difference between things that are living, are dead and have never been alive.

HOW TO LOOK AFTER YOUR TEETH

- To help prevent tooth decay: limit sugary food and drink; brush teeth at least twice daily using a fluoride toothpaste; visit your dentist regularly.

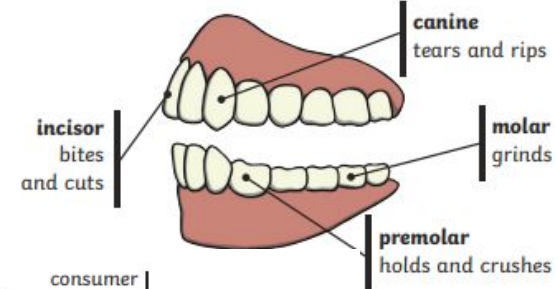
The Digestive System



LET'S THINK LIKE SCIENTISTS

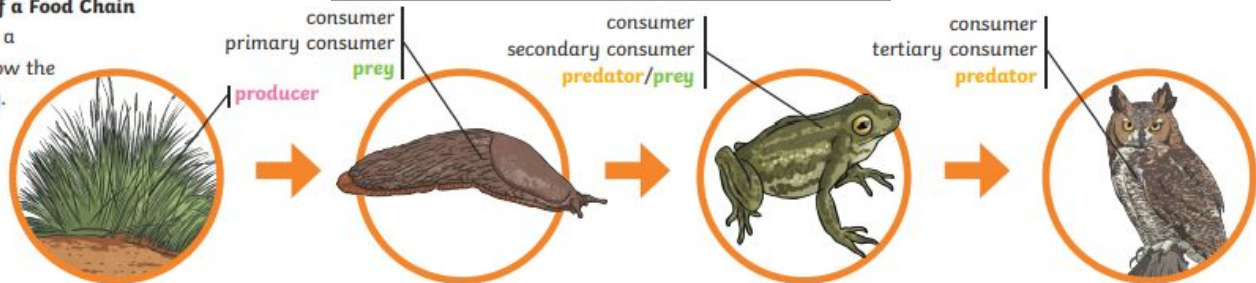
- Why are teeth so hard and what would happen if they were made of something softer?
- What would happen if we didn't have saliva?

Human Teeth and Their Functions



An Example of a Food Chain

The arrows in a food chain show the flow of energy.



The first president of the United States of America, George Washington, wore false teeth made out of teeth from a cow, hippopotamus and walrus!