



Medium Term Unit Planning

<p>Topic Name: - “Excuse me are these your teeth?”</p>	
<p>Learning outcome: <i>Brief description of key takeaways:</i> *To describe the simple functions of the basic parts of the digestive system in humans * To identify the different types of teeth in humans and their simple functions * To construct and interpret a variety of food chains, identifying producers, predators and prey</p>	
<p>Hook: Tasting different textured foods to identify different jobs of different teeth.</p>	<p>Topic Showcase (e.g. display, museum, performance, presentation) A KS1 Assembly on healthy teeth and eating</p>
<p>Oracy: Children to present an assembly on some of the most interesting facts of the topic and give a helpful guide on how to stay healthy.</p>	<p>Key Vocabulary: Teeth, incisors, molars, canines, jaw, evidence, digestion, chew, saliva Question, digestive system, nutrition, mouth, teeth, saliva, oesophagus (gullet), stomach, small intestine, large intestine, rectum, anus, faeces (poo), herbivore, carnivore, omnivore, digestion, diet, food chain, producer, predator, prey, consumer, impact</p>
<p>Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.): The Mole who knew it was none of his business by Werner Holzwarth Tooth By Tooth: Comparing Fangs, Tusks and Chompers by Sara C Levine Dentist Dan by Shel Silverstein Demon Dentist by David Walliams</p>	
<p>Citizenship/Community Opportunities: <i>(Focus – change in attitude/increase knowledge and awareness/make a difference)</i> Improve the health of the teeth and diet of children in KS2 through an informative assembly</p>	



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Create posters for the Lunch hall about healthy eating.			
Experiences/Visits/Visitors Visit from a dental nurse or dentist.			
Main Subjects covered: Science Art			
Subject 1 Threshold concepts Science - Understand animals and humans This concept involves becoming familiar with different types of animals, humans and the life processes they share.			
Subject 2 Threshold Concepts Art - Master Techniques This concept involves developing a skill set so that ideas may be communicated.			
Notes:			
Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
1. "Excuse me are these your teeth?" To understand the first stage of the digestive system	Understand animals and humans This concept involves becoming familiar with different types of animals, humans and the life processes they share.	<ul style="list-style-type: none"> Identify the different types of teeth in humans and their simple functions. Use clay and other mouldable materials 	<ul style="list-style-type: none"> Look at different types of teeth and purposes. Eat pieces of fruit to explore the effectiveness of different teeth types.



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	<p>Master techniques This concept involves developing a skill set so that ideas may be communicated</p>		<ul style="list-style-type: none"> • Create replica teeth out of clay to note differences.
<p>2. "What happens to my food?" To describe the simple functions of the basic parts of the digestive system in humans</p>	<p>Understand animals and humans This concept involves becoming familiar with different types of animals, humans and the life processes they share.</p>	<ul style="list-style-type: none"> • Describe the simple functions of the basic parts of the digestive system in humans. 	<ul style="list-style-type: none"> • Watch the PowerPoint about the various components of the digestive system. • Order and label the correct components.
<p>3. "What does the small intestine do?" 4. "What did this poo?"</p>	<p>Understand animals and humans This concept involves becoming familiar with different types of animals, humans and the life processes they share.</p>	<ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. 	<ul style="list-style-type: none"> • Recap last week and answer the questions about what happens if the system goes wrong e.g. vomit, diarrhoea • Children learn the difference between herbivores, carnivores and omnivores and research animals of each type and present that in a style of their choice.
<p>5. "Who's the predator?"</p>	<p>Understand animals and humans This concept involves becoming familiar with different types of animals, humans and the life processes they share.</p>	<ul style="list-style-type: none"> • Construct and interpret a variety of food chains, identifying producers, predators and prey 	<ul style="list-style-type: none"> • Explain the meaning of Predator, Prey and Producer. Discuss food chains and link them to the tomato plant, greenfly scenario. • Children are given a set of scenarios where they must



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			identify the key stakeholders and give verbal feedback to other groups using the key vocabulary.
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