

Things to include each half term:

- 1 x active learning
- 1 x outdoor science lesson
- 3 x experiments/investigations
- 1 x child-led investigation
- 3 x examples of working scientifically

Science display:

Key words, diagram of digestive system, images of teeth, food chains, children's work, children's questions

Week 1

- Children use mirrors to look at their teeth and others' teeth (investigation)
- Children to make model of teeth using clay thinking about different shapes of teeth and label model of teeth with incisors, molars and canines (take pics for books) Think about purpose of each tooth.
- Children plan experiment that would investigate the impact of sugar/drinks on teeth using egg shells as teeth and set up the experiment + make predictions (child led)

*identify the different types of teeth in humans and their simple functions

*gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

*setting up simple practical enquiries, comparative and fair tests

**Science Adventure
Medium Term Planning**

Week 2

- Look at egg shells from week 1 experiment.
- Children record results from the egg shell experiment using a table.
- Make links between egg shells and tooth enamel.
- Children make poster on different teeth and how to keep teeth healthy- think about how best to brush based on shape.
- Visit from dentist?

*identify the different types of teeth in humans and their simple functions

*gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

Week 3

- Have pictures of the digestive organs around the room- children need to gather them all for their team and then discuss what they think they have in common. (active learn)
- Video of digestive system
- Use bananas, crackers, water, orange juice, tights and cups to recreate the digestive system. (experiment) (model in front of class first and then children recreate themselves) could be outdoor- messy
- Children act out what happens in a healthy digestive system and how it might be different if we were ill.
- Children label diagram of digestive system with names and purpose.

*describe the simple functions of the basic parts of the digestive system in humans

*recording findings using simple scientific language, drawings, labelled diagrams

Science Adventure
Medium Term Planning

Week 4

-Odd one out journal type activity in books
3 images of organs. Which do they think is the odd one out?
-Play game where children become different parts of the digestive system. (active learn/outdoor)
-Do children think that all animals will have the same digestive system?
-Children choose an animal to research and compare digestive system to humans.
Explorify- What's going on?
Takeaway dinner
<https://explorify.wellcome.ac.uk/en/activities/w-hats-going-on/takeaway-dinner>

*describe the simple functions of the basic parts of the digestive system in humans
*identifying differences, similarities or changes related to simple scientific ideas and processes
*asking relevant questions and using different types of scientific enquiries to answer them

Week 5

-Children recap what they know about herbivores, carnivores and omnivores by sorting animals into those groups- link back to teeth- different animals have different teeth. (active learn)
-Introduction of sorting animals into predator, prey and producer.
-Children label themselves as animals/food in groups (tomato plant, greenfly, ladybird, shrew, badger)
-Organise themselves into food chain. Repeat with different sets of animals.
-Using scenarios from Hamilton- Children discuss how food chains would be affected if one animal was gone.
-Children plan how they would test it and how they would measure the impact.
*construct and interpret a variety of food chains, identifying producers, predators and prey.
*setting up simple practical enquiries, comparative and fair tests
*using straightforward scientific evidence to answer questions or to support their findings.

Week 6

-Investigation into "who did the poo?"
-Make fake playdough poo with images of different food/animals buried in it.
-Children record findings from poo in a table.
-Children use these findings and food chains to identify the animal that did the poo.
-Children design their own animal
What type of teeth does it have?
What type of food does it eat? Is it a herbivore, carnivore or omnivore?
Would it have a digestive system similar to humans? Why?
Is it predator or prey or both?
What would happen to the food chains if this animal really existed?

*construct and interpret a variety of food chains, identifying producers, predators and prey.
*gathering, recording, classifying and presenting data in a variety of ways to help in answering questions