



# Journey Through The Human Body



## Entry Task

The children will have the opportunity to meet and discuss with a dentist or dental nurse to discuss the importance of keeping their teeth healthy.

What are the names and functions of our 4 types of teeth? How many teeth do I have and how do they compare to other's teeth?

How should we look after our teeth to stop decay?

Am I maintaining my health and well-being do I look after my teeth properly?

What effect do different types of food have on our teeth?

What effect can fizzy drinks have on our teeth?

How do the teeth of carnivores compare to the teeth of herbivores? What are the reasons for these differences?

What organs are key to a human digestive process? What are their functions?

## What to revisit?

Year 3- Parts of the body

Year 2- Importance of healthy eating and exercise

Year 1—3 - Designing, making and evaluating products

## Threads

Health, Wellbeing, Exploration

Why do we have saliva? What is its role in relation to the digestive system?

How does food make its way through the digestive system?

## Big Question

What happens to our food in our body after we have eaten it?

Can I prepare my healthy side and healthy snack for my packed lunch taking appropriate precautions for hygiene and safety?

Can I appraise my own and my peers' products against design criteria and identify strengths and areas for improvement? Can I suggest how I might improve my product in future?

Can I prepare a sandwich for my packed lunch taking appropriate precautions for hygiene and safety?

Can I list and gather the appropriate ingredients and tools? Can I practise using a range of tools to prepare foods including, washing, cutting, slicing, peeling, de-seeding, shredding, spreading, grating, cutters etc.

Can I identify the characteristics of animals, post, constructing a classification key, identify each type?

Can I use computer aided design to create an exploded diagram of my packed lunch?

How can I improve my digestive health?

Referring to my design criteria, can I select ingredients and provide reasoning for my choices, thinking about nutrition, taste and appearance?

Can I sort ingredients into food groups (proteins, carbohydrates, fruit and vegetables and fats and oils) and argue the importance of a varied diet? Can I distinguish between fresh, processed and pre-cooked foods?

Can I explore a range of existing packed lunches discussing to match potential users, based on their requirements? Can I collaborate to create a design criteria for a child's packed lunch?

## Celebration/Evaluation

I will write a diary called 'I'm a piece of food, get me out of here' which explains the process of the digestive system and food's journey through the human body.

## Curriculum Passport Challenge

Children will be given the opportunity to explore what happens after they eat by producing a model of the digestive system.

## Key Vocabulary

As a scientist, I will use... digestion, digestive system, excretion, anus, , small intestine, large intestine, stomach, rectum, oesophagus, tongue, saliva, acid, bile, enzymes, incisors, canines, molars, pre-molar, chew, grind, cut,

As a food technician, I will use... suitability, nutritional value, energy, calories, aroma, texture, ingredients, nutrition, utensils, protein, carbohydrate, fruit, vegetable, fats and oils, processed, fresh, user, design criteria, computer aided design CAD, appearance , wash, cut, slice, peel, safety precautions, healthy

DRIVER SUBJECTS ARE SCIENCE & D.T