

Hook:

Ask the children to talk about when they have ever been to the dentist. What was it like?

Then ask them what they think it would be like at the dentist in Ancient Egypt? Did dentists exist then?

Watch Horrible Histories video:

<https://www.bbc.co.uk/iplayer/episode/b01j8pfx/horrible-histories-series-4-episode-11>

Watch from 20.11

Complete activity on 'dentists' in ancient Egypt. Then explain the class that this term we are going to be learning all about teeth and the human digestive system.

Year 4: Science Medium Term Plan: Autumn



Areas of learning (subject)

Science, Topic and Literacy.

Texts: Pierre Fauchard fact file. Reading comprehension in WCGR - animal teeth and Egyptian Dentist.

Key Vocabulary: Dentist, incisor, molar, premolar, canine, gum, enamel, dentine, pulp, cementum, blood vessels, nerves, root, crown, decay herbivore, omnivore, carnivore, digestion, oesophagus, stomach, kidney, bile, anus, appendix, intestine

• **Resources:** Eggs, toothpaste, vinegar, fizzy pop, Scales, Tomatoes, Anti-bac, Natron, Kitchen towel, Containers, Knives, Spoons, gloves, vegetables and meat.

Significant individuals: Pierre Fauchard - The first 'official' dentist.



Year 4: Animals Including Humans- Teeth and Digestion



Curriculum

What will we learn?

Children will be able to:

- Identify and describe the different human and animal teeth.
- Describe the purpose of each human tooth.
- Draw and label a diagram of a human tooth.
- Investigate tooth decay using eggs.
- Compare human teeth to animals and group animals according to their teeth.
- Describe the way food is digested in the digestive system.
- Record measurements using equipment or a data logger
- Use results to draw up a conclusion and make predictions.

Creativity:

How will we show we understand in multiple ways? What elements of Working Scientifically will we cover?

Children to research different types of teeth and their purposes -human and animal. Based on this knowledge they should then link each type to different foods (meat, vegetables, seeds...) Children must think about what teeth/animal it would most likely to belong to. **WS (I can ask relevant questions and use different types of scientific enquiry to answer them)**

Plan and conduct an investigation into the effect acidic and sugary drinks have on tooth enamel. (Factors to consider - amount of liquid poured and time scale of experiment). **WS (I can set up a practical fair test experiment to answer a specific question).**

Compare results of the tooth decay investigation by importing data into a bar chart allowing children to visually compare their results. **WS (I can record my findings in labelled diagrams, keys, bar charts or tables).**

Use data from the bar chart produced to explore similarities and comparisons of the different liquids used on the egg shells. **WS (I can identify differences, similarities or changes when making comparisons in my experiments or scientific calculations).**

Create a conclusion/recommendations for care of teeth after the investigation. **WS (I can report my conclusion from the data I have measured).**

Research the digestive system- create a reconstruction to aid understanding using tights and bananas.

Additional activity- Mummifying tomatoes to link to Egyptians, drawing **WS** skills gained during planning and delivery of tooth decay experiment (**A SCIENCE HOT TASK!**)

Connections: *What are the connections to our curriculum past and present?*

Connections to previous learning:

Children have studied Living Things & Habitats in KS1 and Year 3. They should be able to:

- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene
- 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

Connections to Future learning:

Y5 & Y6 -recognise organs, the effects of good health and water and nutrients in humans and animals

Community:

What links can we develop 'Near and Far'? What opportunities will we create to use the outdoors?

Uganda- How do people in Uganda keep their teeth healthy? Do they have dentists? How do they brush their teeth?