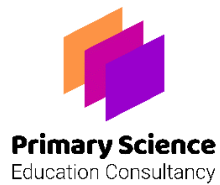



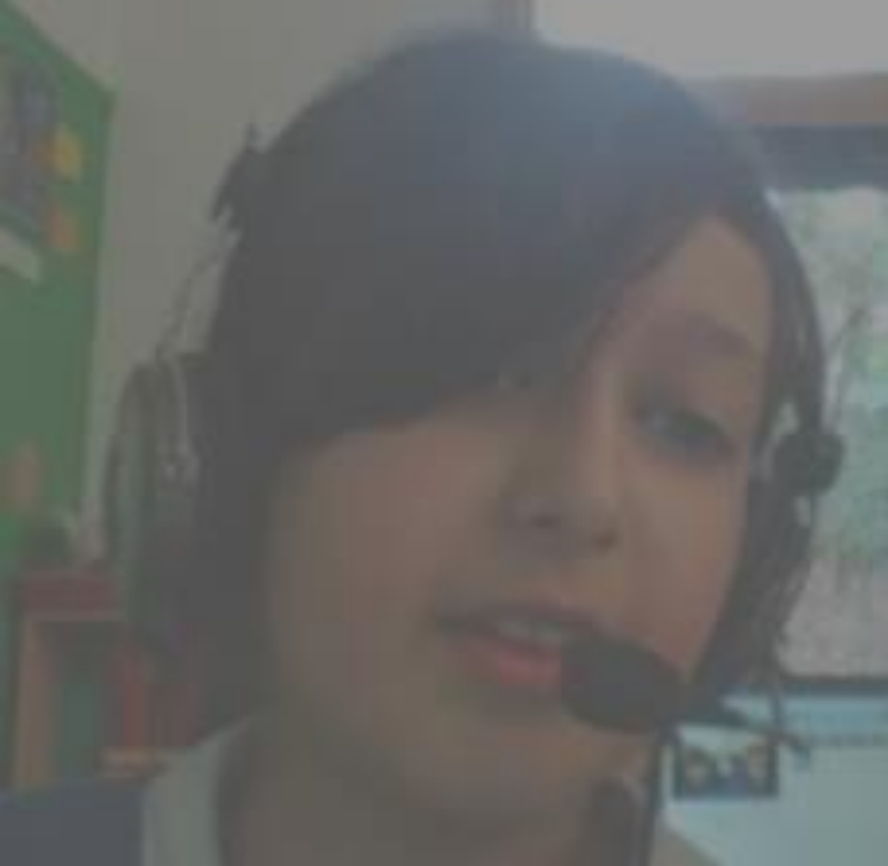
## Examples of Work


Hadia

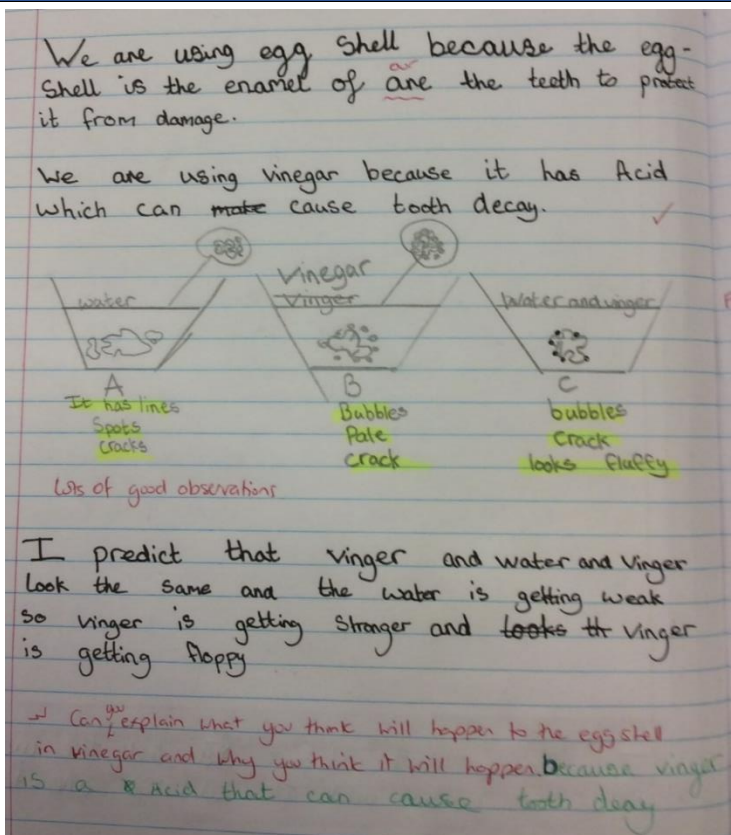
Animals, including humans - Year 4




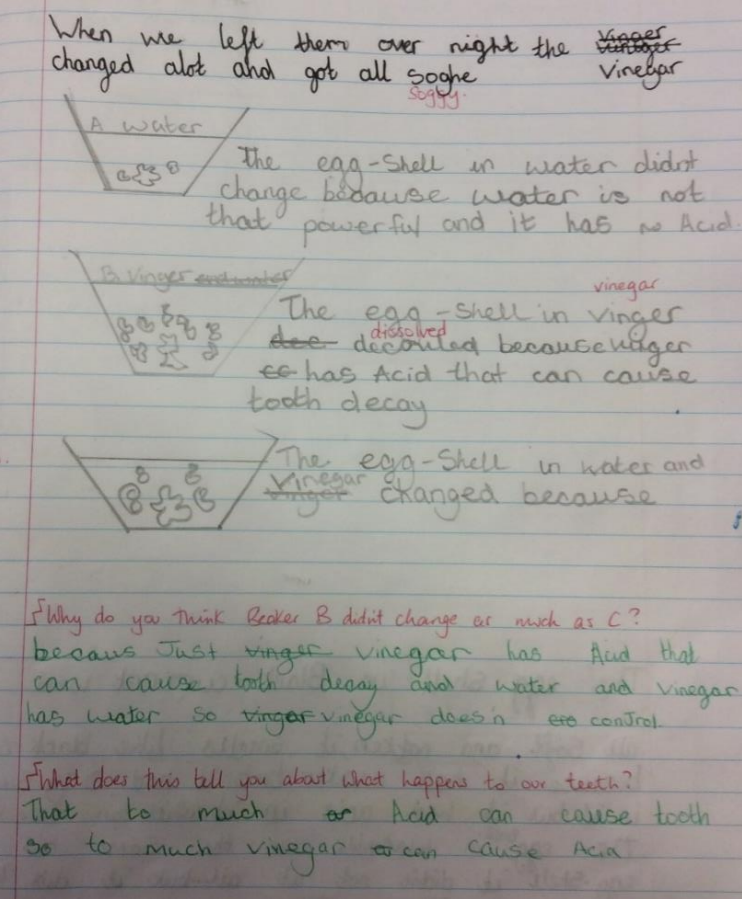
	Year	4	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Identify the different types of teeth in humans and their simple functions.</li> </ul>			
	Description of activity			
The children were given an apple to eat and they discussed which teeth they used and why. After learning, about the functions of the different teeth through internet research and counting the number they had, they made videos in pairs to explain what they had learnt.				

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>“We use teeth to bite things and stop us from choking. These are our incisors (points to front teeth), now we use these to bite things and then these teeth are called the canines. These little sharp teeth (pointing) are used to tear food. Dogs, tigers and lions have them and they are bigger than ours because they are carnivores and eat meat and catch their prey. Our molars at the back of our mouth are used to chew our food so that we don’t choke when we swallow. Premolars are between our canines and molars. They are used to chew and crush food.”</p>		<p>In the video Hadia created, she names the different teeth, identifies where they are in the mouth, and explains their function. She also makes links to the different types of teeth animals have, showing she can apply her knowledge.</p>
Teacher observations		Working scientifically

	Year	4	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Identify the different types of teeth in humans and their simple functions.</li> </ul>			
	Description of activity			
<p>This is an enrichment activity carried out by the children that had demonstrated they were secure with the types and function of the teeth. It provides an additional opportunity for working scientifically. The children received a letter from a toothpaste company asking them to investigate tooth decay and different toothpastes to give advice about the design of a new toothpaste.</p>				

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations		Working scientifically
<p>The activity involved investigating what happened to teeth in acid. They used egg shell and vinegar to represent teeth and acid.</p>		<p>Hadia uses her knowledge about tooth decay to make a prediction.</p>

	Year	4	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Identify the different types of teeth in humans and their simple functions.</li> </ul>			
	Description of activity			
The children made observations the following day.				

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"This beaker is just vinegar, so it is really strong acid. This one is vinegar and water, so it is not as strong. That's why it has changed colour and gone very soft but not dissolved."</p>		<p>Working scientifically</p> <p>Hadia makes careful observations of the changes in the eggshell and begins to associate this with the strength of the acid.</p>
Teacher observations		Working scientifically
<p>The marking prompts Hadia to identify the effect of the different strengths of acid in container B and C.</p>		



Year

4

Topic

Animals, including humans

Focus of assessment (National Curriculum statements)

- Identify the different types of teeth in humans and their simple functions.

Description of activity

The children set up a number of tests to compare toothpastes. They discussed the colour and smell, tested how long it took to clean permanent pen off an enamel tile, and how long it took to shake the toothpaste off the toothbrush. This is an additional enrichment activity.

EVIDENCE OF LEARNING

ASSESSMENT

Oral evidence

Examples of work

Knowledge


Teacher observations

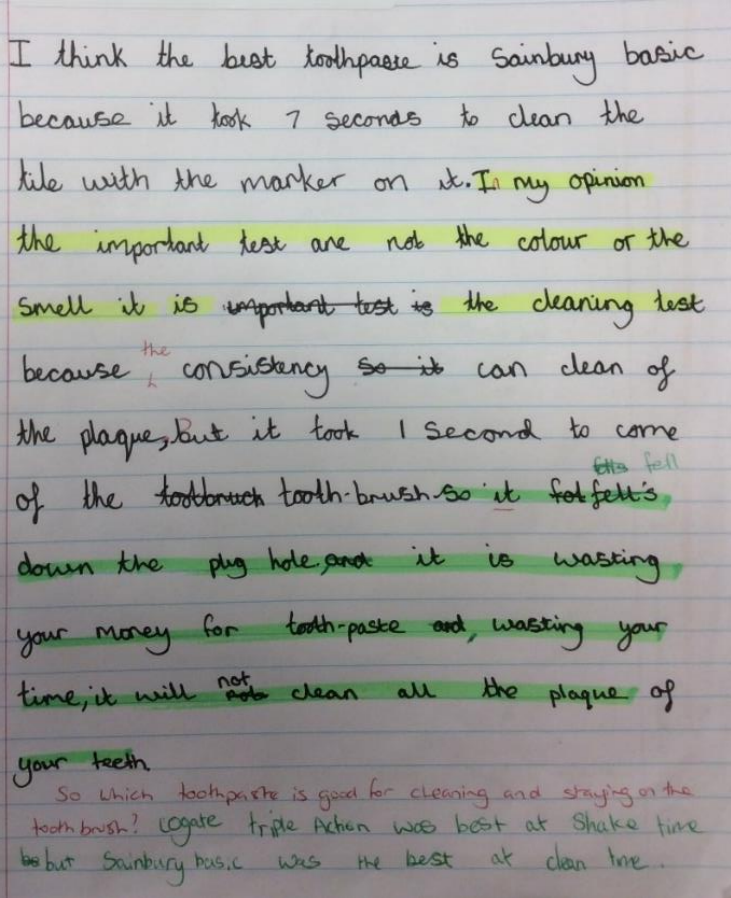
Hadia's group designed their own set of tests. Hadia compared her tests and results with those of another group.


tooth paste name	colour	smell	cleaning time	shake time
colgate triple ACTION	blue and white	minty ⊙	29 seconds	13 seconds
colgate Maxicare	white	Pepper Mint ⊙	12 sec	5 sec
Maclean's	white	fresh mint ⊙	30 second	3 second
Sainsbury basic	white	Mint ⊙	7 second	1 second

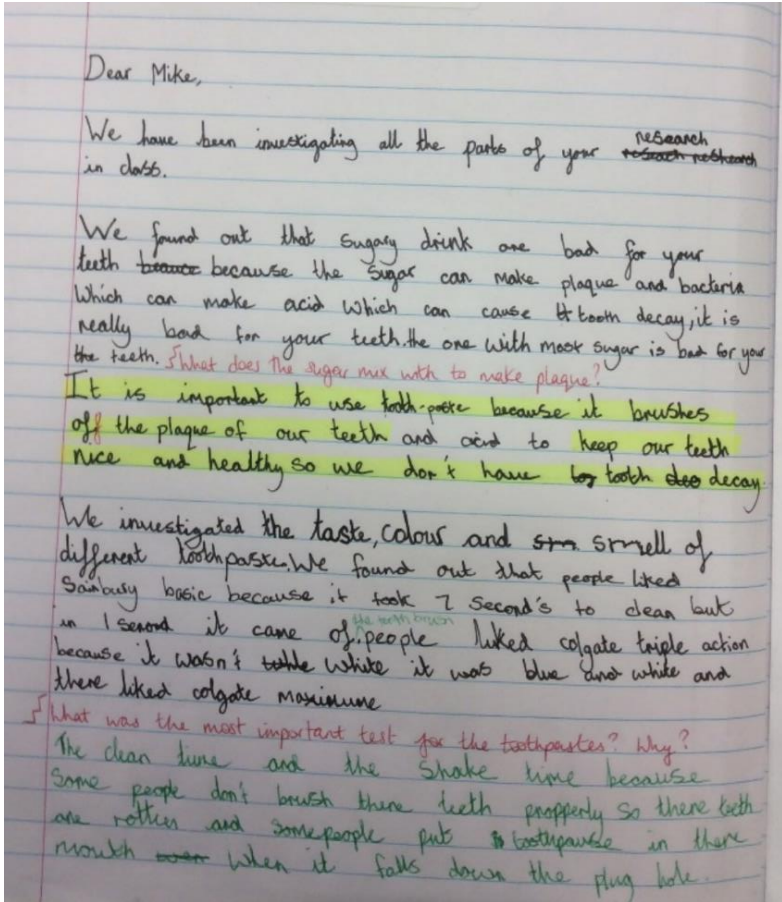
Working scientifically


Hadia carries out a number of comparative tests and uses a stopwatch to measure time. She creates her own table to record the results of her tests.

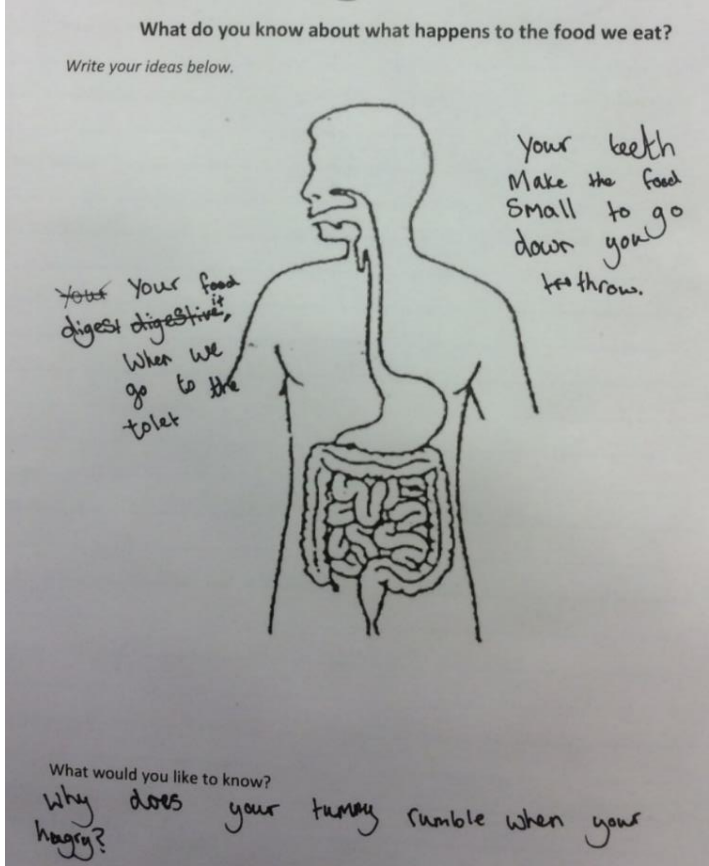
	Year	4	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Identify the different types of teeth in humans and their simple functions.</li> </ul>			
	Description of activity			
The children were asked to reflect on the results of their tests and use these to suggest the best toothpaste.				


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		
Teacher observations		<b>Working scientifically</b> Hadia evaluates the importance of each test when choosing a toothpaste and uses the data to suggest the best toothpaste.

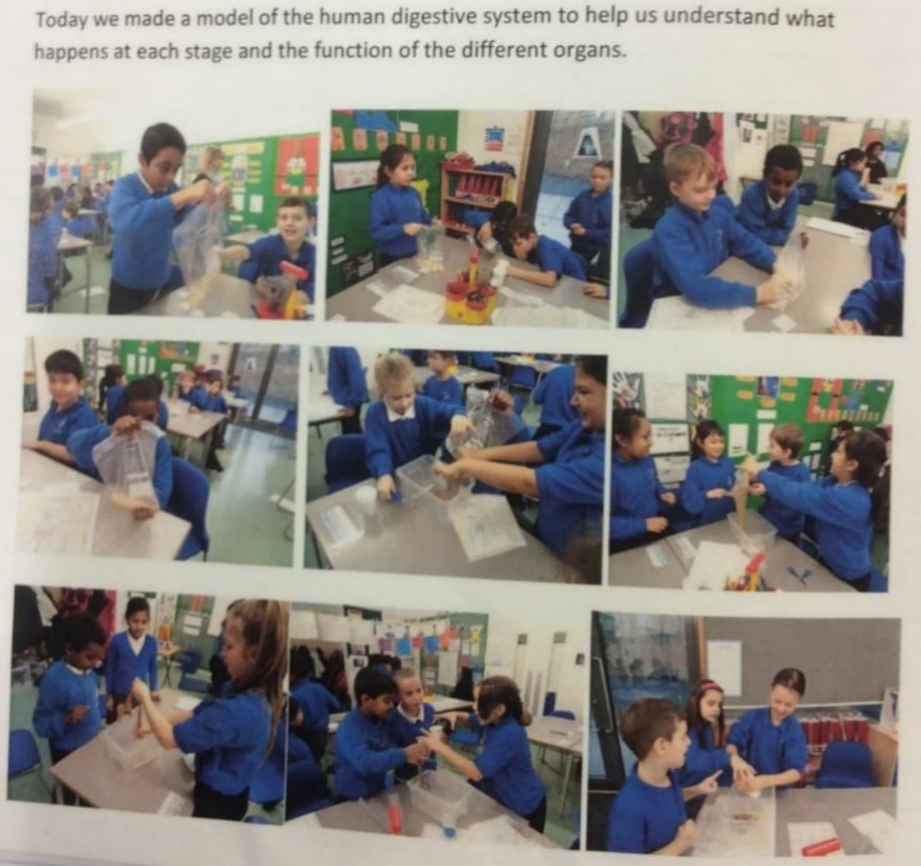
	Year	4	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Identify the different types of teeth in humans and their simple functions.</li> </ul>			
	Description of activity			
The children wrote a letter to the toothpaste company explaining their findings.				


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		
Teacher observations		Working scientifically
The highlighted part shows that Hadia is aware of the need to brush her teeth in order to keep them healthy (reinforcement of a Year 2 statement).		This writing provides further evidence of Hadia using data to answer questions and support her ideas.

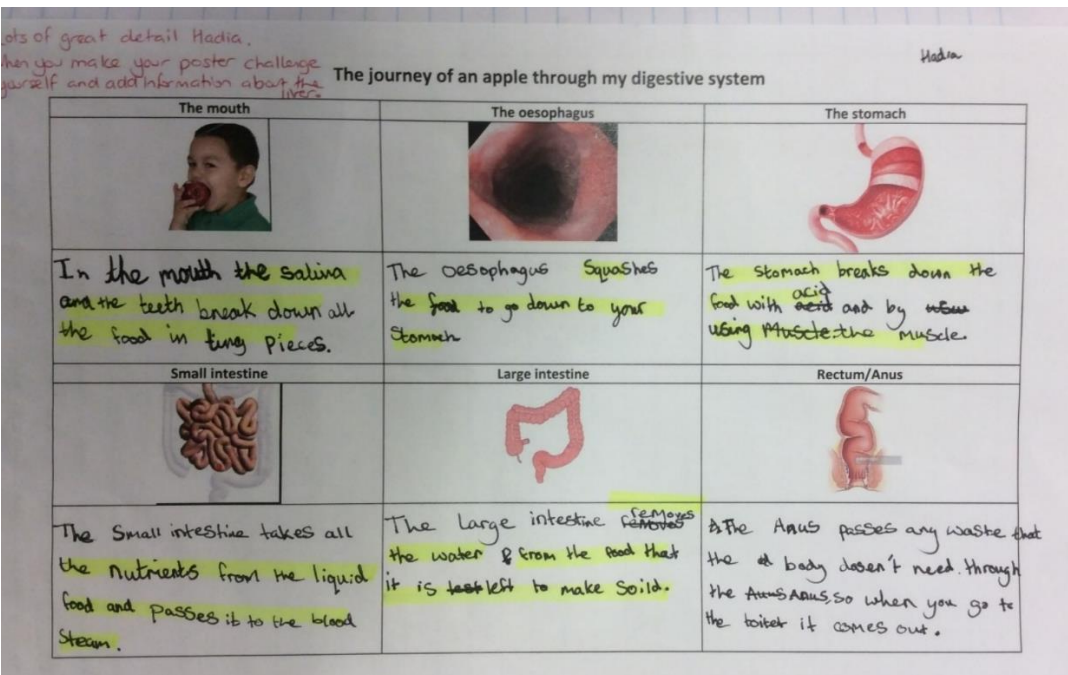
	Year	4	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>To describe the functions of the basic parts of the digestive system in humans.</li> </ul>			
	Description of activity			
	The children were given a basic diagram of the digestive system and asked to annotate it to show what they knew about what happens to the food they eat.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations		<p>This shows that Hadia has an understanding of the function of teeth from the earlier work but very limited knowledge of the digestive system.</p>
		Working scientifically

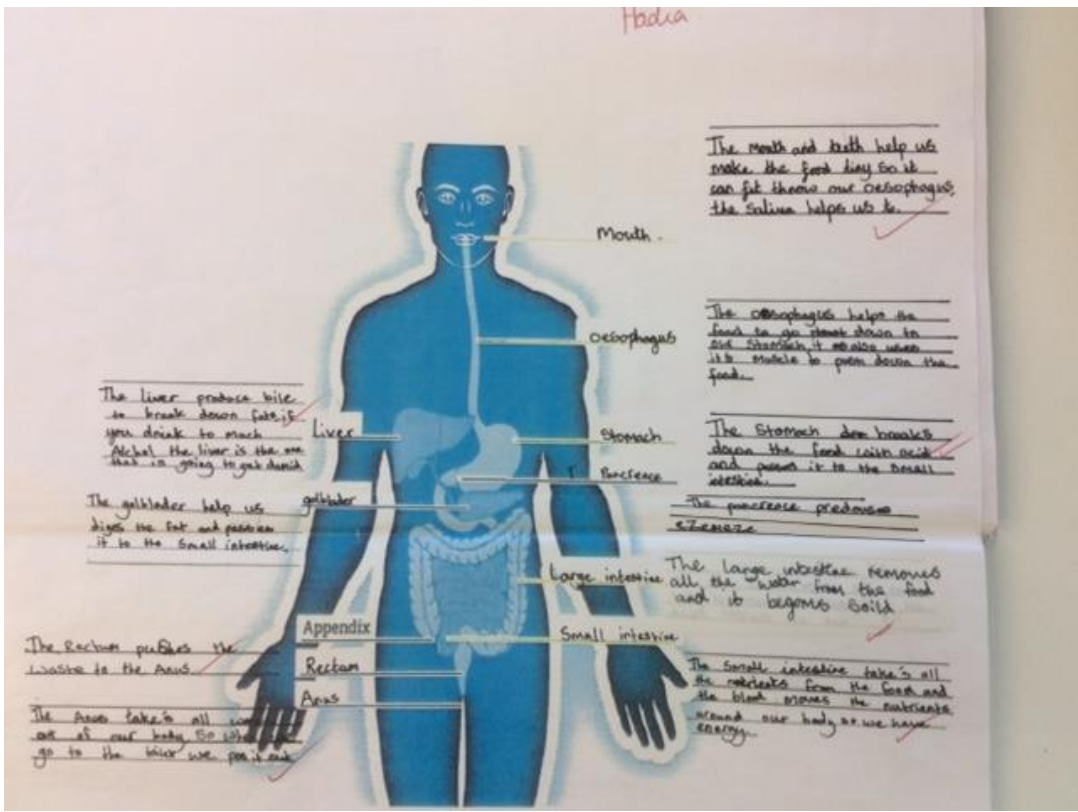
	Year	4	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Describe the functions of the basic parts of the digestive system in humans.</li> </ul>			
	Description of activity			
The children made a model of the stages of the digestive system. They worked in groups, following instructions from the teacher. At each stage, the correct vocabulary was used to describe the function.				

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>“The plastic bag is like our stomach and we added vinegar. It is an acid and it helps break down the food. We squeezed the bag like our stomach muscles.</p> <p>“The tights had tiny holes to let out the nutrients from the food like our small intestines.</p> <p>“We were just left with the solid waste at the end.”</p>	<p>Today we made a model of the human digestive system to help us understand what happens at each stage and the function of the different organs.</p> 	<p>Hadia’s comments show that she understands how the parts of the model represent the organs in the digestive system.</p>
Teacher observations		Working scientifically

	Year	4	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Describe the functions of the basic parts of the digestive system in humans.</li> </ul>			
	Description of activity			
	<p>After they had made the model of the digestive system, the children completed a storyboard that identified the functions of the different organs in the digestive system. This gave them the chance to use the key vocabulary.</p>			

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations	 <p>lots of great detail Hadia, when you make your poster challenge yourself and add information about the <sup>parts</sup> <del>parts</del></p> <p><b>The mouth</b> In the mouth the saliva and the teeth break down all the food in tiny pieces.</p> <p><b>The oesophagus</b> The oesophagus squashes the food to go down to your stomach</p> <p><b>The stomach</b> The stomach breaks down the food with acid and by using the muscle.</p> <p><b>Small intestine</b> The Small intestine takes all the nutrients from the liquid food and passes it to the blood stream.</p> <p><b>Large intestine</b> The large intestine removes the water &amp; from the food that it is left to make solid.</p> <p><b>Rectum/Anus</b> The Anus passes any waste that the body doesn't need through the Anus, so when you go to the toilet it comes out.</p>	<p>This shows Hadia now has a more confident understanding of the functions of the basic parts of the digestive system and is using appropriate vocabulary. Next, she needs an independent task to consolidate her learning.</p>
		Working scientifically

	Year	4	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> <li>Describe the simple functions of the basic parts of the digestive system in humans.</li> </ul>			
	Description of activity			
	The children were asked to make a poster explaining the functions of the digestive system. This was an independent task to assess what they had learnt.			

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations		Working scientifically
	<p>Hadia's poster goes beyond the National Curriculum in England requirements and includes the function of the liver and the gallbladder.</p>	<p>In this poster, Hadia names and describes the simple functions of the parts of the digestive system. She is using the appropriate vocabulary.</p>



## Overall summary

Secure

Hadia has identified the different types of teeth, described their functions, their importance in the digestive system, and how to care for them. She can name and describe the functions of the main parts of the digestive system.

This example of work does not cover the third National Curriculum in England statement for this topic, “construct and interpret a variety of food chains, identifying producers, predators and prey”. The teacher who taught this topic covered that statement in their teaching of the Living things and their habitats topic.