
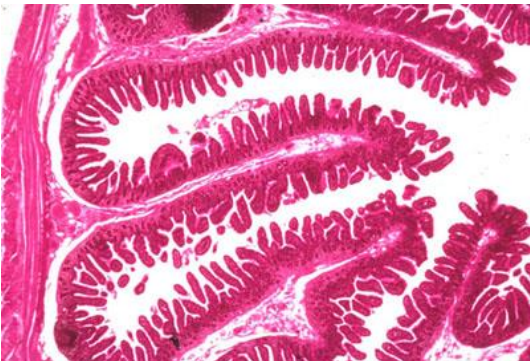

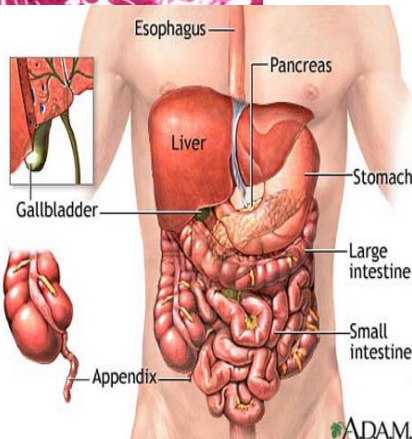



Examples of Work

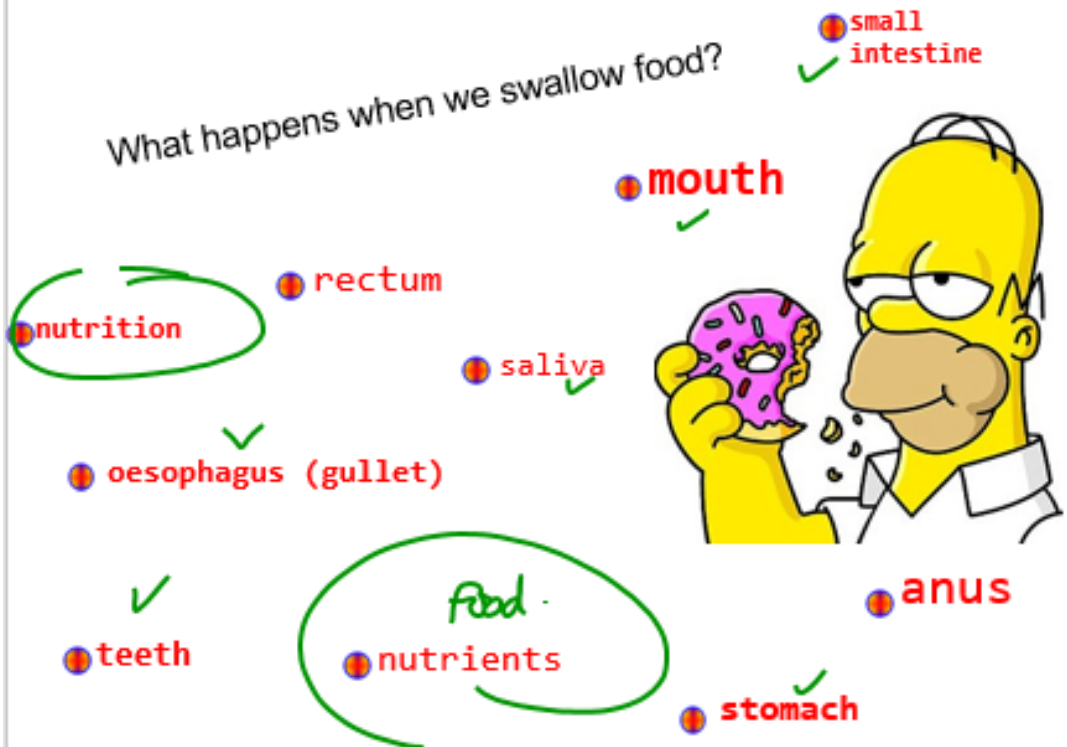
Dougal


Animals, including humans - Year 4

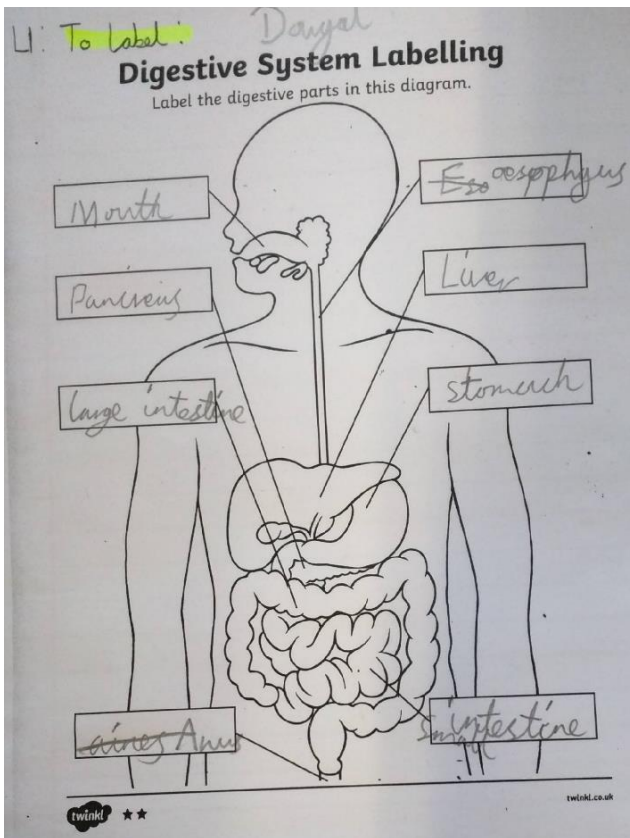
	Year	4	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> To describe the functions of the basic parts of the digestive system in humans. 			
	Description of activity			
	<p>The pupils were first shown a magnified image and told that it was inside their bodies. The pupils were asked to describe what they saw and think about what it might be. The teacher then displayed a 'zoom out' image and with it a labelled diagram of the digestive system.</p>			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"I think it is that squiggly bit as it seems to bend. That is the small intestine."</p>		
Teacher observations	 	<p>Working scientifically</p> <p>Dougal is able to use the diagram to name the correct part of the digestive system.</p>

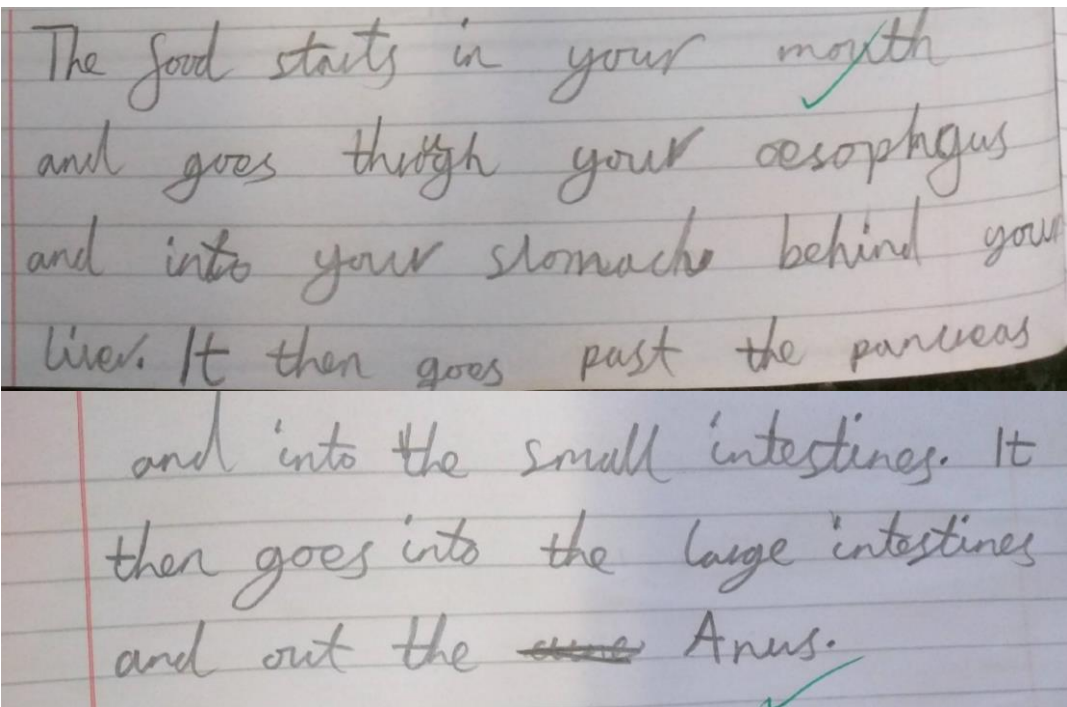
	Year	4	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> To describe the functions of the basic parts of the digestive system in humans. 			
	Description of activity			
	The teacher displayed the key vocabulary and asked the pupils to identify which words they had heard before and to give any further information they knew about them.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"Your mouth makes saliva. It's spit. The teeth make the food smaller so you can swallow it."</p>		<p>Dougal remembers the words 'small and large intestine', 'oesophagus' and 'stomach' from the previous activity but does not as yet know their function.</p>
Teacher observations		Working scientifically
<p>The pupils had forgotten their previous learning about nutrition and nutrients. This is prior learning from Year 3 but is vital in understanding the role of the digestive system.</p> <p>None of the children were familiar with the words 'rectum' and 'anus' as these were not included in the previous labelled diagram.</p>		

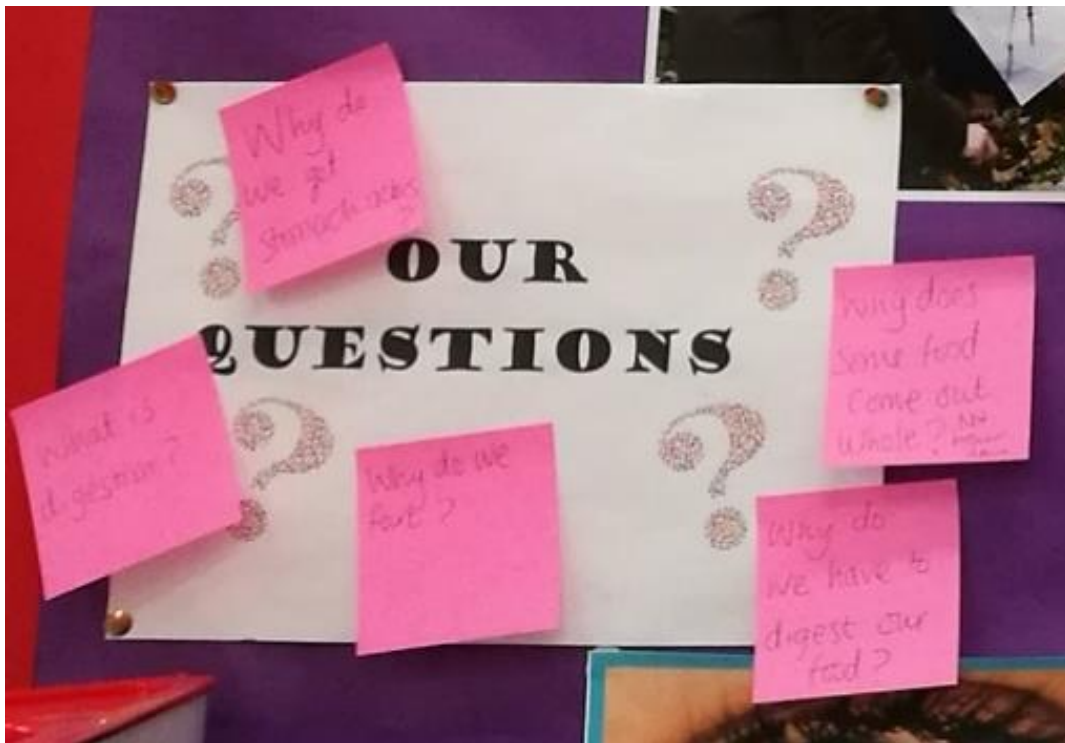
	Year	4	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> To describe the functions of the basic parts of the digestive system in humans. 			
	Description of activity			
	Using iPads, the pupils were asked to explore an animation about the digestive system which also recapped the Year 3 learning about the nutrients provided by different types of food. After looking at the animation, the pupils were asked to label the digestive system using labels that were given to them.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"The fish contains protein, but the apple didn't. The digestive system breaks down the food you eat to get the nutrients out."</p>		<p>Dougal correctly labels all the parts of the digestive system. He is beginning to show a general awareness of the function of the digestive system but is not yet secure about the role of the individual parts.</p>
Teacher observations		Working scientifically
<p>In hindsight, the teacher would have included the word 'rectum' and not 'pancreas' and 'liver' as these are not so essential.</p>		

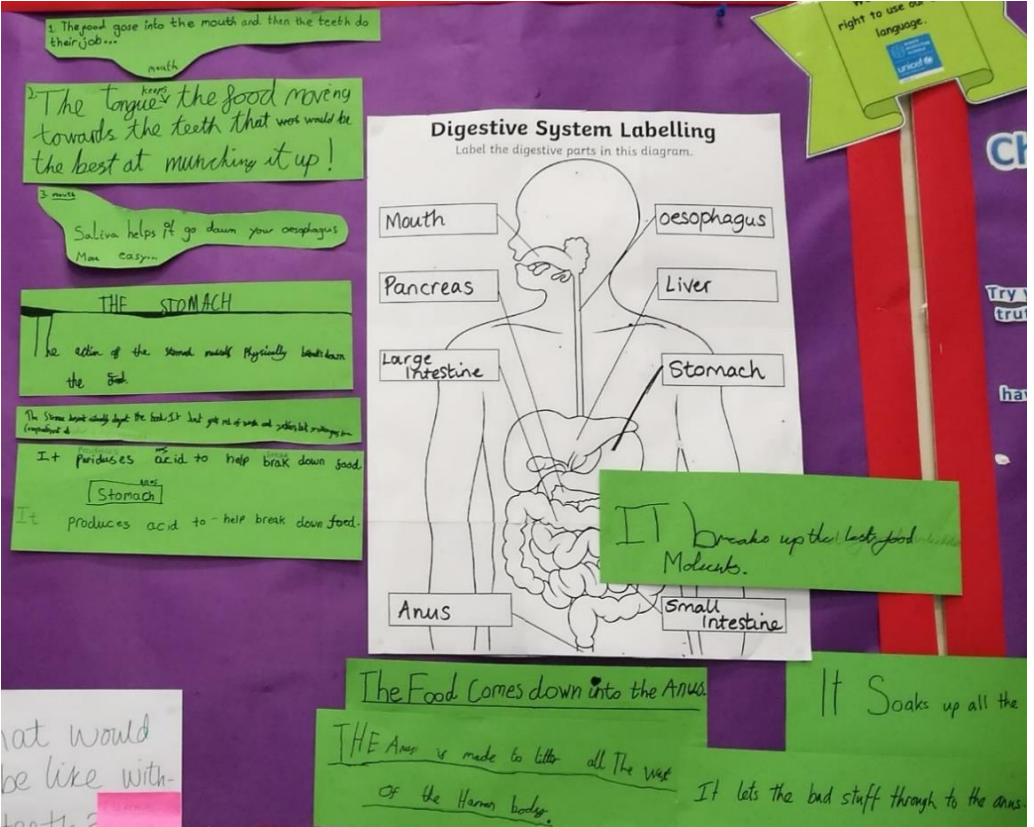
	Year	4	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none">To describe the functions of the basic parts of the digestive system in humans.			
	Description of activity			
	The pupils were asked write down some of the things they had learnt from the animation.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		Dougal is able to sequence the parts of the digestive system but is not able to give any further information about the function of each part.
Teacher observations		Working scientifically



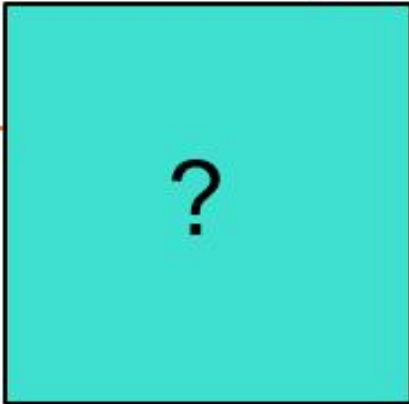
	Year	4	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> To describe the functions of the basic parts of the digestive system in humans. 			
	Description of activity			
	The pupils were asked to think of questions about the digestive system.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		
Teacher observations Dougal's group came up with five questions.		Working scientifically Dougal asks questions relevant to the topic.

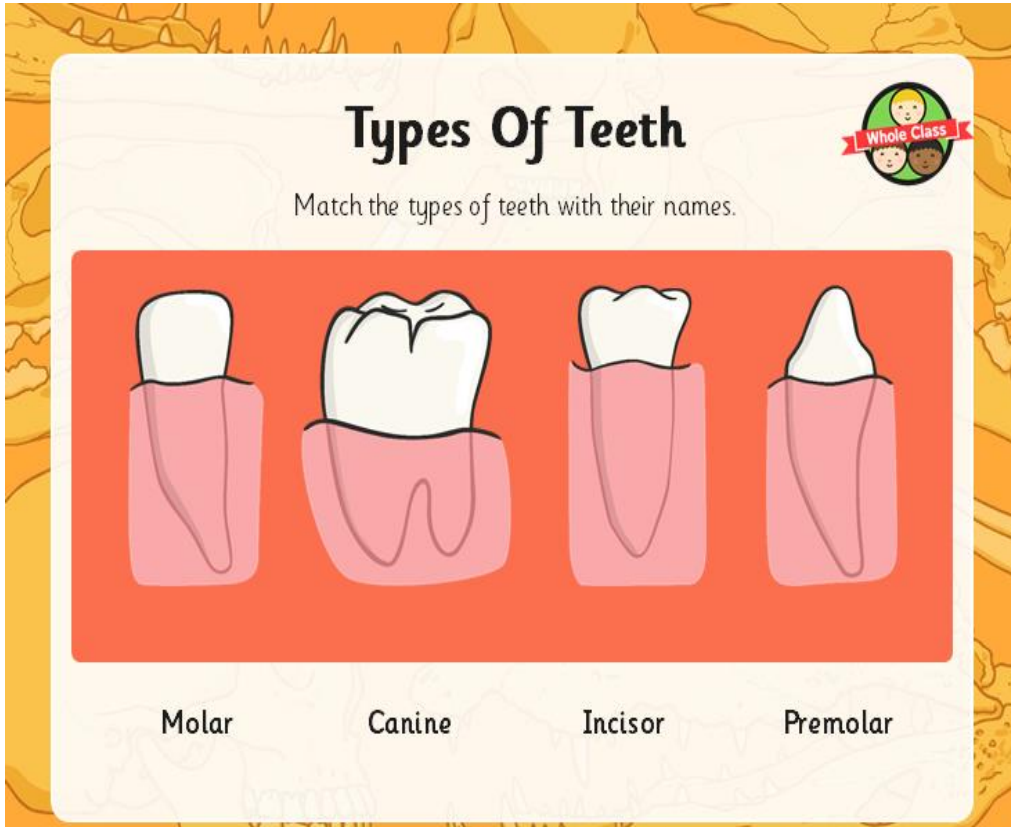
	Year	4	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none">To describe the functions of the basic parts of the digestive system in humans.			
	Description of activity			
	<p>The pupils were put into four groups and each group was allocated a part of the digestive system. They worked with a partner from their group, using iPads, to learn about the function of their part. They then shared and compared what they had learnt with the rest of their group and decided on the three most important facts which they wrote on large strips of paper to add to the class display.</p>			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		<p>It was not possible to judge from this activity Dougal's current understanding about the function of all the parts of the digestive system.</p>
Teacher observations		Working scientifically
<p>In hindsight, the teacher commented she would use different groups next time – 'mouth', 'oesophagus', 'stomach', 'small intestine', 'large intestine' and 'rectum/anus'.</p>		

	Year	4	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> To describe the functions of the basic parts of the digestive system in humans. To identify the different types of teeth in humans and their simple functions. 			
	Description of activity			
	The pupils were asked to discuss the question, 'What would life be like without teeth?', using some images to prompt their thinking. The hidden image was then revealed showing a baby with no teeth.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"We wouldn't be able to digest properly as we couldn't break down food.</p> <p>"The baby doesn't need teeth as it drinks milk and doesn't eat food like us that needs to be broken down."</p>	<p>Big question</p>  <p>What would life be like without teeth?</p>  	<p>During this activity, Dougal shows that he understands that the role of the teeth is to break food down. This is not currently being linked to getting the nutrients from the food. At this stage, there is no evidence to show that Dougal is aware of the different types of teeth and their function.</p>
Teacher observations		Working scientifically

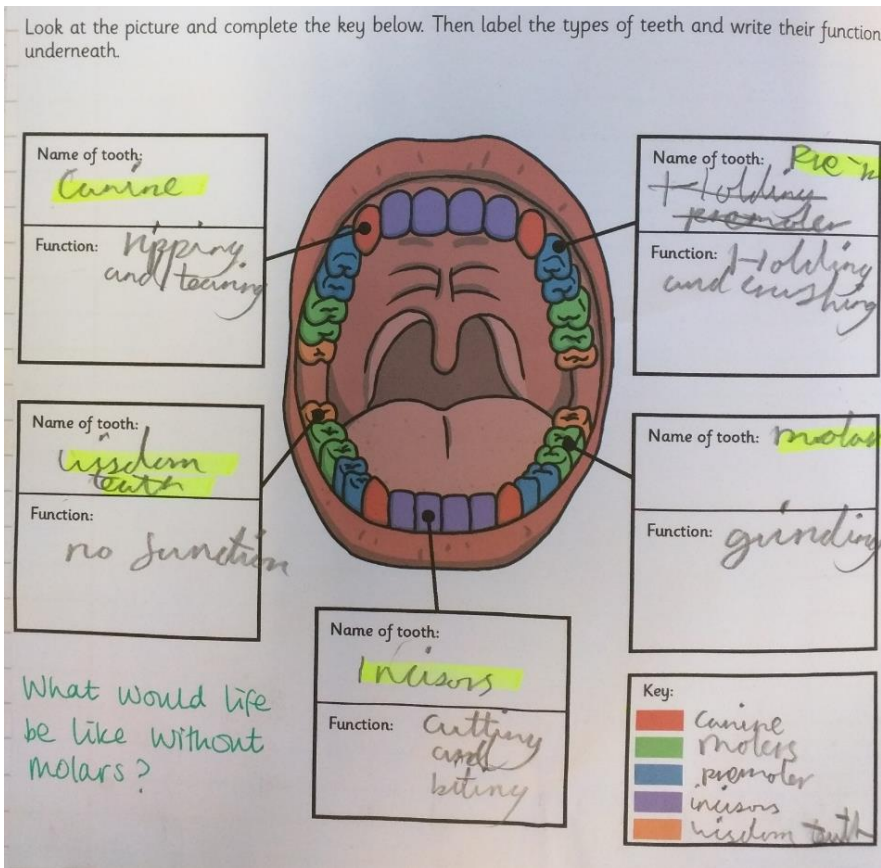
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	Focus of assessment (National Curriculum statements)			
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	Description of activity			
	The pupils were given mirrors and asked to look in their mouths and try to count their teeth. The teacher then displayed images of the different types of teeth and asked them to talk about and show their partner the different teeth they had and the number of each.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		Dougal knows the names of the different types of teeth.
Teacher observations Dougal was able to identify and correctly name the teeth in his mouth.		Working scientifically Dougal uses his observations and the images to name his teeth.

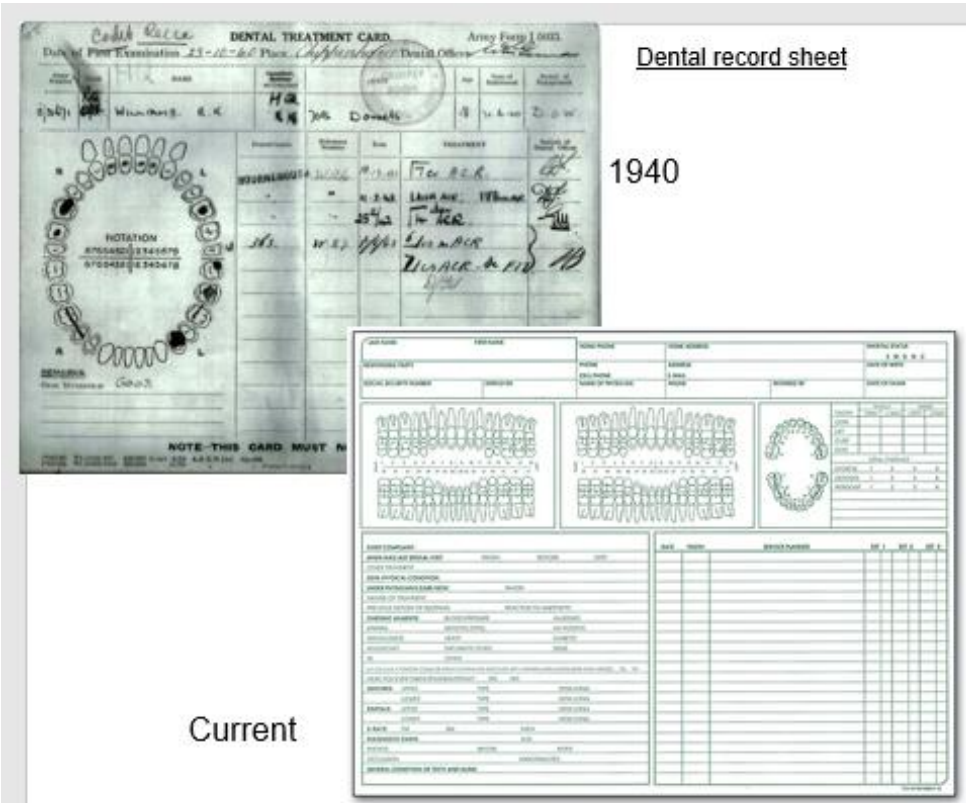
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	Focus of assessment (National Curriculum statements)			
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	Description of activity			
	<p>The teacher then gave each pupil a slice of apple and asked them to eat it thinking about where it went in the mouth and which teeth they were using. To help them remember the names and functions of the different teeth, they created class actions for each type of tooth.</p>			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		Dougal identifies the teeth he uses as he eats the apple.
Teacher observations		Working scientifically
Dougal was able to name which teeth he was using when eating the apple.		Click here to watch a video that shows the class actions.

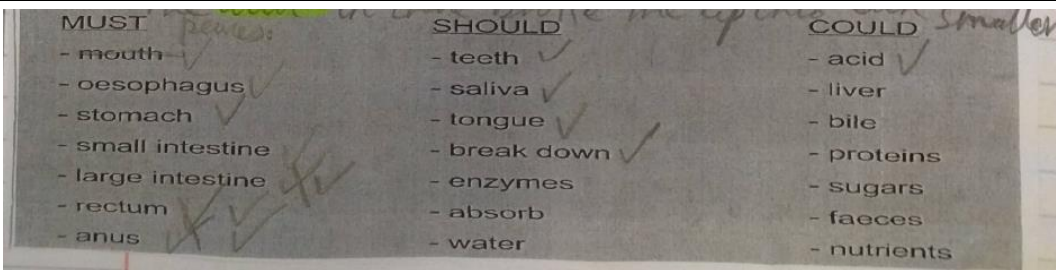
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	Focus of assessment (National Curriculum statements)			
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	Description of activity			
	The pupils were asked to complete a sheet showing what they knew about the functions of the different types of teeth.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
	<p>Look at the picture and complete the key below. Then label the types of teeth and write their function underneath.</p> 	<p>This piece of work shows that Dougal can name the different types of teeth in humans and can give their simple functions.</p>
Teacher observations		Working scientifically

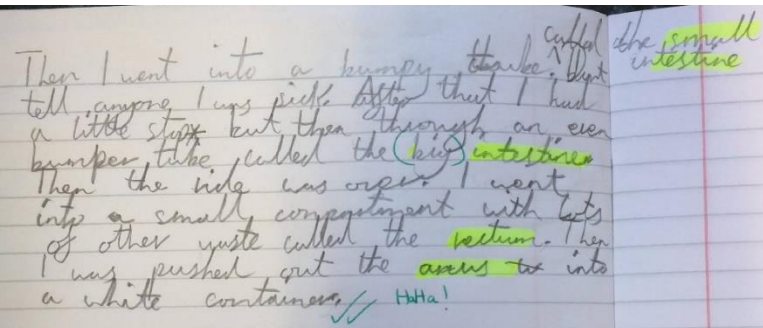
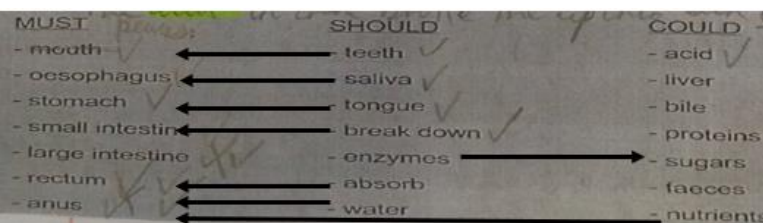
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	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> To describe the functions of the basic parts of the digestive system in humans. To identify the different types of teeth in humans and their simple functions. 			
	Description of activity			
	The pupils were shown two dental records and asked to tell their partner about when they last visited the dentist. The pupils were then each given surgical gloves to wear and asked to role play being dentists and patients.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations While acting as the dentist, Dougal mentioned each of the different types of teeth that his patient had and commented on the fact that he did not have wisdom teeth as he was not an adult.	 <p>Dental record sheet</p> <p>1940</p> <p>Current</p>	Dougal names and identifies the different types of teeth. In this activity, he does not talk about their function.
		Working scientifically

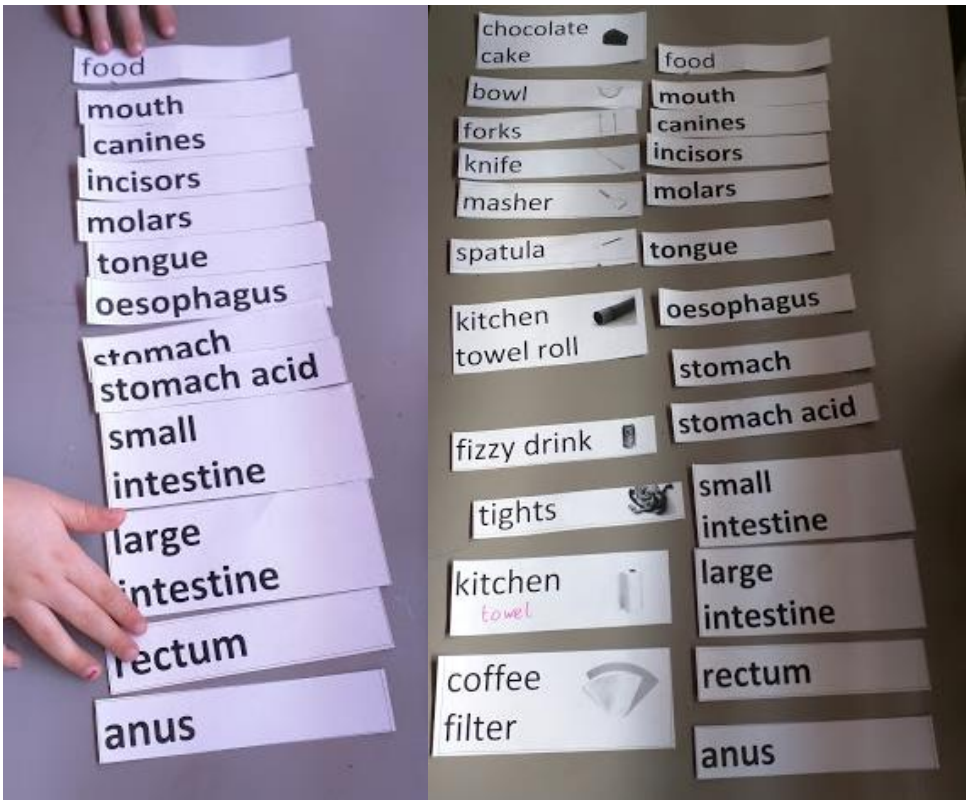
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	Description of activity			
	The pupils were asked to imagine that they were an apple and describe the journey through the digestive system.			


EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
Teacher observations	 <p>Dear Diary,</p> <p>Today was one hell of a trip! It all started when...</p> <p>I was sitting in a nice comfy bowl with my family and some sort of monstrous thing picked me up and popped me into a hole below his nose which I soon discovered was called a mouth. These white things called teeth crushed me down whilst a red moving thing called a tongue held me in place. I was then made into mush by a liquid called saliva. I then fell down a long tube called an oesophagus and into a large container called the stomach. The acid in there broke me up into smaller pieces.</p>	
	Continued on the next page.	Working scientifically

	Year	4	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> To describe the functions of the basic parts of the digestive system in humans. To identify the different types of teeth in humans and their simple functions. 			
	Description of activity			
	The pupils were asked to imagine that they were an apple and describe the journey through the digestive system. (Continued from the previous page.)			

EVIDENCE OF LEARNING		ASSESSMENT	
Oral evidence	Examples of work	Knowledge	
	<div></div>	<p>Transcript</p> <p>Then I went into a bumpy tube called the small intestine. Don't tell anyone. I was sick. After that, I had a little stop but then [went on] through an even bumpier tube called the big intestine. Then the ride was over. I went into a small compartment with lots of other yuck called the rectum. Then I was pushed out the anus into a white container. Haha!</p>	In this piece of writing Dougal correctly sequences the basic parts of the digestive system and has included details about some but not all of the parts. He has not talked about the function of the small intestine being the removal of the nutrients or the large intestine's removal of water.
Teacher observations	Working scientifically		
Dougal used the word bank to guide him on what to include and, in hindsight, the teacher realised that this had not helped him to include the most important pieces of information that he knew.	<div></div>		

	Year	4	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<ul style="list-style-type: none"> To describe the functions of the basic parts of the digestive system in humans. To identify the different types of teeth in humans and their simple functions. 			
	Description of activity			
	The pupils were given the names of the parts of the digestive system on cards and asked to sort them into the correct order. They were then given the names of household objects and asked to discuss which object could be used to model the different parts of the digestive system.			

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"The masher can be the molars as it crushes the food. The fizzy drink can be the stomach acid. The kitchen towel can be the large intestines as it will absorb the water."</p>		<p>Dougal orders the parts of the digestive system correctly and suggests which objects to use for each part giving reasons linked to the function.</p>
<p>Teacher observations</p> <p>In hindsight, the teacher would have added the word 'saliva'.</p> <p>The 'plastic bag' cards for the stomach were left on the paper trimmer.</p>		<p>Working scientifically</p>

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	<ul style="list-style-type: none"> To describe the functions of the basic parts of the digestive system in humans. To identify the different types of teeth in humans and their simple functions. 			
	Description of activity			
	The class then made a video of the model of the digestive system. The teacher then edited the video and the pupils watched it back and practiced giving a commentary to go with it.			

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
		In Dougal's commentary, he links the model to the parts of the digestive system and talks about the functions of each part.
Teacher observations		Working scientifically
	Click here to watch the video.	



Overall summary

Secure

Dougal can correctly name the types of teeth and their functions. He is able to name and sequence the main parts of the digestive system and can explain the function on each part. He has shown that he is secure with this in his writing and also in the discussion prior to making the video and the commentary he created to go with the modelling video.

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.