# Science – Animals Including Humans
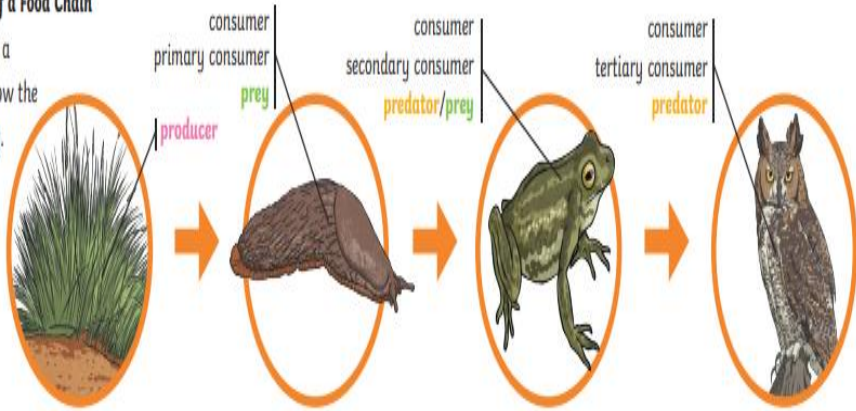
## A Food Chain
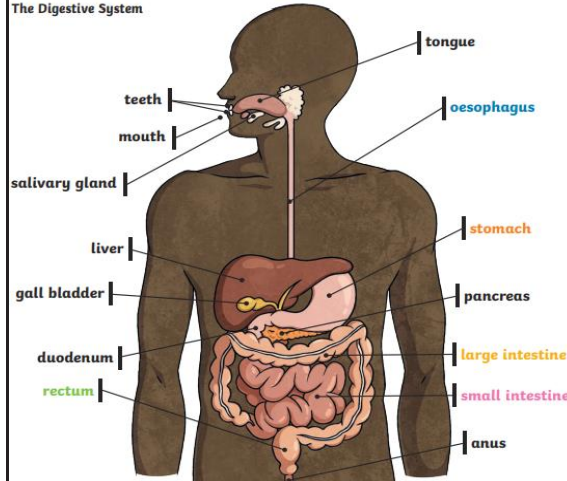
### An Example of a Food Chain

The arrows in a food chain show the flow of energy.
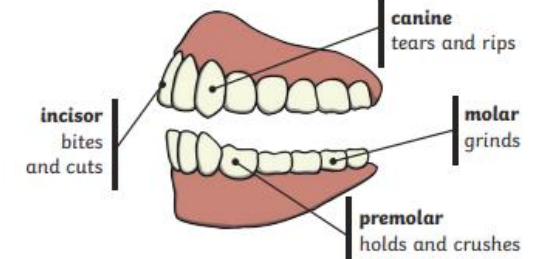
producer

consumer
primary consumer
prey

consumer
secondary consumer
predator/prey

consumer
tertiary consumer
predator

## The Digestive System

The Digestive System

- tongue
- teeth
- mouth
- oesophagus
- salivary gland
- stomach
- liver
- pancreas
- gall bladder
- large intestine
- duodenum
- small intestine
- rectum
- anus

## Human Teeth

### Human Teeth and Their Functions

- canine — tears and rips
- incisor — bites and cuts
- molar — grinds
- premolar — holds and crushes

Some people have wisdom teeth but they have no function now.

### To help prevent tooth decay:

- limit sugary food and drink;
- brush teeth at least twice daily using a fluoride toothpaste;
- visit your dentist regularly.

## Key Vocabulary

| | |
|---|---|
| herbivore | An animal that eats plants. |
| carnivore | An animal that feeds on other animals. |
| omnivore | An animal that eats plants and animals. |
| producer | An organism, such as a plant, that produces its own food. |
| predator | An animal that hunts and eats other animals. |
| prey | An animal that gets hunted and eaten by another animal. |

## Key Vocabulary

| | |
|---|---|
| digest | Break down food so it can be used by the body. |
| oesophagus | A muscular tube which moves food from the mouth to the stomach. |
| stomach | An organ in the digestive system where food is broken down with stomach acid and by being churned around |
| small intestine | the Part of the intestine where nutrients are absorbed into the body. |
| Large intestine | Part of the intestine where water is absorbed from remaining waste food. Faeces are formed in the large intestine |
| rectum | Part of the digestive system where faeces are stored before leaving the body through the anus. |

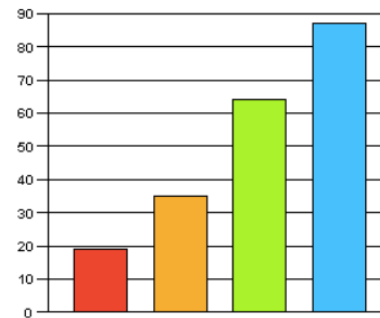# Animals Including Humans – Skills – Working Scientifically

## National Curriculum

| |
|---|
| Gathering, recording, classifying and presenting data in a variety of ways to help answer questions. |
| Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. |
| Use straightforward, scientific evidence to answer questions or to support their findings. |

## Bar chart



## Table

| | Table 1 | | |
|---|---|---|---|
| | Total grass height (inches) | | |
| Week | Trial A | Trial B | Trial C |
| 0 | 0.50 | 0.50 | 0.50 |
| 1 | 1.26 | 1.01 | 0.94 |
| 2 | 2.21 | 1.48 | 1.13 |
| 3 | 3.52 | 2.03 | 1.20 |

## Scientific Equipment

| Magnifying glass | | Petri dish | |
|---|---|---|---|
| |  | |  |
| teaspoon | | | |
| |  | | |

## Key Vocabulary

| | |
|---|---|
| classify | To arrange a group of people/organisms or things into classes or categories. |
| compare | Note similarities and differences between different things e.g. compare different types of materials |
| biology | Biology is the scientific study of life. |
| bar graph | These graphs are used to compare data using bars. |
| axis | Line graphs consist of two axes: x-axis (horizontal) and y-axis (vertical) |
| data | Information that has been collected. |
| group | To put people/organisms or things into different sections. |
| key | Keys are used to identify different species. A key will usually ask questions based on easily identifiable features of an organism. |
| research | To find out about something using a range of sources. |