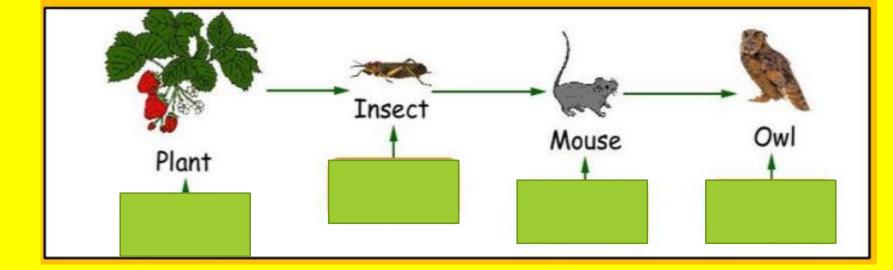


RECALL – last half term



Children have opportunities to recall previously taught science, in particular key vocabulary.



Can you correctly classify each part of the food chain?

Primary Secondary consum**e**rtiary consumer – herbivoreomnivore consumer – carnivo**f**eroducer For 1 dojo point, what do the arrows in a food chain represent?

RECALL – last week



Children have opportunities to recall previously taught science, in particular key vocabulary.

This forms the bulk of the tooth. It is not as strong as enamel but it is what gives your tooth its colour.

This is the living part of the tooth. It is made of soft tissue and is very sensitive.

The gums cover the bone around the teeth. Healthy gums are firm and pink. Unhealthy gums can look red and may bleed when you brush. This is the hardest part of our body. Even harder than bone!

It covers the crown and it is actually transparent in colour.

> These carry blood to and from the tooth containing oxygen and nutrients. They are therefore very important in keeping your tooth healthy.

What does my diagram show?

RECALL – last week



Children have opportunities to recall previously taught science, in particular key vocabulary.

Dentine

This forms the bulk of the tooth. It is not as strong as enamel but it is what gives your tooth its colour.

Pulp

This is the living part of the tooth. It is made of soft tissue and is very sensitive.

Gum

The gums cover the bone around the teeth. Healthy gums are firm and pink. Unhealthy gums can look red and may bleed when you brush.

Enamel

This is the hardest part of our body. Even harder than bone!

It covers the crown and it is actually transparent in colour.

Blood Vessels

These carry blood to and from the tooth containing oxygen and nutrients. They are therefore very important in keeping your tooth healthy.

LEARN



Stomach acid Saliva Absorb Growth Energy Waste

Scientific enquiry types

- F Fair testing
 - Research
 - Observing over time
- G Grouping and classifying
- S Seeking patterns



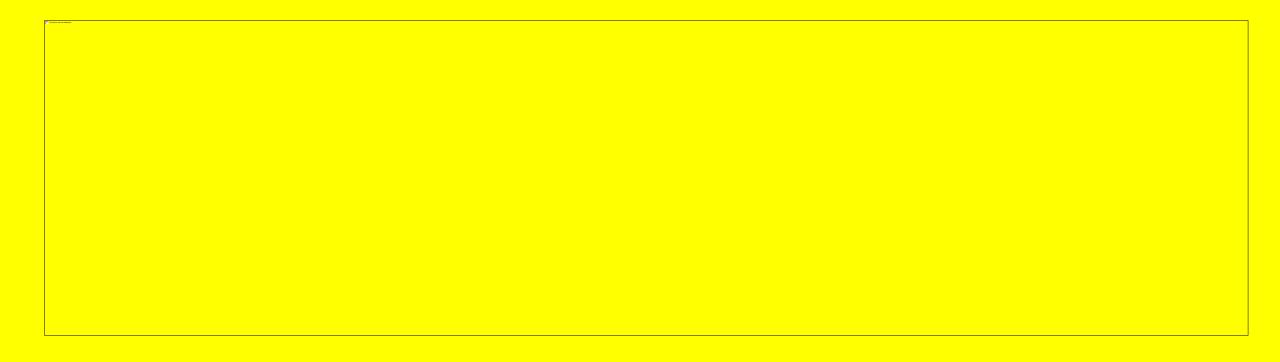
Enquiry Skills

Asking questions Asking questions that can be answered using a scientific enquiry. **Making predictions** Using prior knowledge to suggest what will happen in an enquiry. **Setting up tests** Ľ Deciding on the method and equipment to use to carry out an enquiry. **Observing and measuring** Using senses and measuring equipment to make observations about the enquiry. **Recording data** Using tables, drawings and other means to note observations and measurements. Interpreting and communicating results Using information from the data to say what you found out. **Evaluating** Reflecting on the success of the enquiry approach

Enquiry skills are explicit and these help children to further their subject knowledge.



Kelsey Primary School Science Principles



Which driver(s) have we used today?

Our curriculum is designed to ensure that learners become:

Globally Aware

"Do I understand the world around me and how is it changing?"



Cult "Do I under

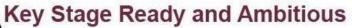
Culturally Aware

"Do I understand other cultures and those within my local area?"

Self-aware

"Do I understand myself, my body, my actions and how they impact on others?"





"Am I prepared for the next stage in my education and do I have future plans?"