

Enriching lives every day; enabling our school community to learn, achieve and flourish through living 'life in all its fullness'



Subject: Science

Year group: 1

Term: Summer

Unit name: Animals including humans

<u>Prior Knowledge –</u> They know how to keep healthy by doing exercise and eating healthily. They know some rhymes about the body (e.g. Heads, Shoulders, Knees and Toes)

Scientific Enquiry	
Classifying	Not relevant
Observing over time	Not relevant
Pattern seeking	Children generate questions for investigation such as: Do people with longer arms have longer legs?
Comparative/fair testing	Can I taste the difference between different flavoured crisps/skittles/smarties?
Researching	Not relevant

National curriculum:

• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Key vocabulary		
Smell	We smell using our nose.	
Taste	We taste using our tongue.	
Touch	We touch using parts of our body like our hands.	
See	We see using our eyes.	
Hear	We hear using our ears.	
Parts of the	Head	
body	Body	
	Eyes	
	Ears	
	Mouth	
	Teeth	
	Leg	
Spiritual Development		
Through learning about the main parts of the human body and how we		
use our senses, children will develop a sense of understanding of		
difference between humans and appreciation for all that our bodies can		
do. Corinthians 12:18 'But in fact God has placed the parts in the body,		
everyone of them, just as he wanted them to be'.		



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Key Learning Assessment Statements- what will the children know by the end of the unit? Humans have key parts in common, but these vary from person to person. Humans (and other animals) find out about the world using their senses. Humans have five senses – sight, touch, taste, hearing and smelling. These senses are linked to particular parts of the body. The different parts of the body. hair - this grows on our head and helps to protect To be able to name, draw and label the basic parts of the our skull. The skull is the bone that protects our human body. evebrows - these protect eves - these help us see our eyes To understand that although humans have key parts in ears - these help us hea 0 common, they vary from person to person. nose - helps us sme mouth - we use our mouth to eat and talk Inside our mouths are tongues which help us taste and teeth neck - connects To understand that animals have senses to help individuals the head to the oulders - these help our arms to lift up rest of the body survive. hands - these help us grab things elbows - these and write help our arms to To name the 5 senses- sight, touch, taste hearing an smelling. hend knees - these help us hend our leg To be able to say which part of the body is associated with each sense. feet - these help us stay balanced and upright. **Assessment for Learning** Activity ideas Label the different parts of the body and describe what each part does. • Recapping prior knowledge- beginning of unit- what do Draw around one of the pupils in your class using chalk - label the different children already know? parts of the body. Complete a simple exercise (such as a star jump) and describe which parts • Beginning of each lesson- focus on recall of previous learning of your body move. (quick quizzes) Participate in a sensory experience where you taste, feel, look at and see ٠ different foods (check for allergies first). Use senses to compare different textures, sounds and smells ٠ Discuss activities where you might use more than one sense (e.g. playing football).