

## SUBJECT MEDIUM TERM PLANNING – SCIENCE

**Year Group:** 1

**TERM:** Autumn 1

**Theme:** Animals including humans

**National Curriculum:**

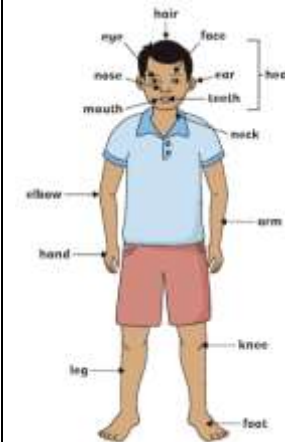
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

**Context: -**

Children will build on the observation skills from foundation and be able identify and label the body parts and recognise the senses/ say which body part relates to.

**Concepts:** Animals including humans

**Vocabulary:**



**Sight** – when we see things through our eyes  
**Hear** – when we listen to things through our ears.  
**Smell** – sense something through your nose

**Prior Substantive Knowledge**

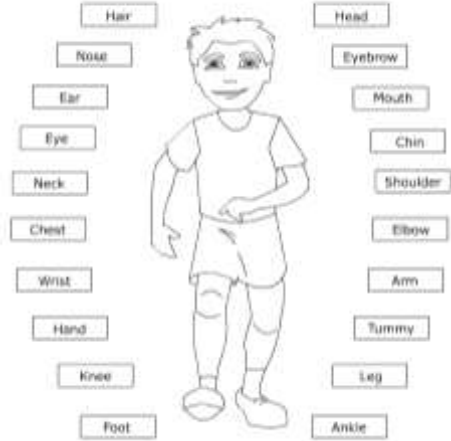
- Explore the natural world around them. (Reception – Living things and their habitats)
- Recognise some environments that are different to the one in which they live. (Reception – Living things and their habitats)

**Future Substantive Knowledge**

- Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats)

**Future Disiplinary Knowledge**

- Asking Questions with a yes/no question to aid sorting

<p><b>Prior Disiplinary Knowledge</b></p> <ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials. (Nursery - Humans)</li> <li>• Name and describe people who are familiar to them. (Reception - Humans)</li> </ul>	<ul style="list-style-type: none"> <li>• Ask 1 or 2 simple research questions linked to a topic</li> <li>• Observation - compare objects based on obvious features</li> <li>• Predictions - Children consider in advance what might happen or what they may find out</li> </ul>
<p><b>End points /by the end of this unit pupils will..</b></p>	<p><b>Crucial Knowledge</b></p>
<ul style="list-style-type: none"> <li>• Recall the parts of the body from the picture below</li> </ul> <p><small>Draw a line from each label to the right part of the body.</small></p> 	<p>Correctly match the parts to the body.</p>
<ul style="list-style-type: none"> <li>• Recall the five different senses</li> </ul>	<p>touch, hear, smell, taste, sight</p>


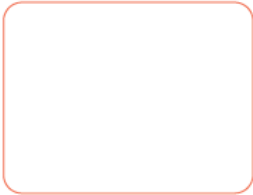
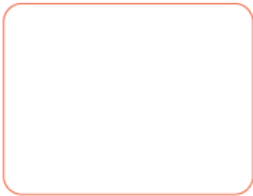
### Lesson Number 1

Identify and name parts of the human body – Step 1

Draw and label parts of the human body – Step 2

<p><b>Key learning:</b> I can identify, draw and label parts of the human body</p>	<p><b>Concepts:</b> Animals including humans</p>	<p>Assessment tool – Flashback</p> <p>Engage – Sing head shoulders, knees and eyes</p> <p>Play Simon says</p>
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<p><b>Success Criteria:</b>  This should what the children should be able to do by the end of the lesson  I can identify the different parts of a body  I can draw the different parts of the body  I can label the different parts of body.</p> <p><b>Working scientifically:</b> Using observational and ideas to suggest answers to questions</p>	<p><b>Suggested resources:</b>  Mirrors  Pencils  Colouring crayons</p>	<p>Show children BBC Bitezise video <a href="https://www.bbc.co.uk/bitesize/topics/zqbxqfr/articles/zqhbr82">https://www.bbc.co.uk/bitesize/topics/zqbxqfr/articles/zqhbr82</a></p> <p>Independent task  Part 1 – using mirrors draw and label their face</p> <p>Look in a mirror.</p> <p><b>a) Draw your face.</b></p>  <p><b>b) Use the words to label the parts.</b></p> <div data-bbox="869 1018 1384 1069"> <span>ears</span> <span>eyes</span> <span>nose</span> <span>hair</span> <span>mouth</span> </div> <p><b>Task 2 Draw other parts of the body.</b></p>
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		<p>Draw each part of the body.</p> <div> <div>legs</div>  </div> <div> <div>teeth</div>  </div> <div> <div>knees</div>  </div>
<p><b>Vocabulary:</b></p> <p>See body above</p>		
<p><b>Lesson Number 2</b> <b>Sight – Step 3</b></p>		
<p><b>Key learning:</b> I know that we see with our eyes</p>	<p><b>Concepts:</b> Animals including humans</p>	<p>Assessment tool – Flashback Recap body parts Introduce 5 senses Play eye spy with my little eye Discuss that you can have different colour eyes, they are used for sight.</p>

<p><b>Success Criteria:</b> This should what the children should be able to do by the end of the lesson</p> <p>I can locate my eyes I know I use my eyes to see.</p> <p><b>Working scientifically:</b> Perform simple tests</p>	<p><b>Suggested resources:</b></p> <p>Beanbags Bucket Eye covers</p>	<p>Show children a dark picture – You can't see in the dark</p> <p>Children to cover one eye – How do you find it?</p> <p><b>Independent-</b> Circle the part of the body we see with Children throw a beanbag into a bucket 5 times with both eyes open, again with 1 eye open, again with both eyes closed. Complete table</p> <p>Throw a beanbag in a bucket five times with both of your eyes open.</p> <p>Try again with one eye covered.</p> <p>Then try with both eyes covered.</p> <p>Write the number of times you got the beanbag in the bucket.</p> <table border="1" data-bbox="826 683 1413 979"> <thead> <tr> <th>Using both eyes</th><th>One eye covered</th><th>Both eyes covered</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td></tr> </tbody> </table>	Using both eyes	One eye covered	Both eyes covered			
Using both eyes	One eye covered	Both eyes covered						
<p><b>Vocabulary:</b></p> <p>Eyes, light, dark, blind</p>								
<p>Lesson Number 3 Sound – Step 4</p>								


<b>Key learning:</b> I know that we hear with our ears	<b>Concepts:</b> Animals including humans.	Assessment tool – Flashback  Play different sounds – some quiet, some loud.  Ask children to close their eyes can they recognise the instrument.
<b>Success Criteria:</b> This should what the children should be able to do by the end of the lesson I can identify where the ears are on our body  <b>Working scientifically:</b> perform simple tests	<b>Suggested resources:</b>  A variety of different instruments	Independent – Circle the part of the body we hear with <b>Task: Children draw what they can hear in the classroom</b>

**Vocabulary:**  
Ears, hear, loud, quiet, noisy

#### Lesson Number 4 Taste – Step 5

<b>Key learning:</b> I know that we taste with our tongues	<b>Concepts:</b> Animas including humans	Assessment tool – Flashback  Recap parts of body and the senses learnt so far.  Identify the part of the body we taste with
<b>Success Criteria:</b> This should what the children should be able to do by the end of the lesson I can identify where the tongue is in the body	<b>Suggested resources:</b>  A variety of different foods	Have some samples of food – Are they sweet, sour, bitter Do they like them? If so why?  <b>Independent – Identify what part of the body we taste with</b> <b>Draw your favourite food</b> <b>Describe what it tastes like – circle options</b>

Working scientifically: Perform simple tests		
<b>Vocabulary:</b> Sweet, salty, sour, bitter, savoury		
Lesson Number 5 Touch – Step 6		
<b>Key learning:</b> I know that we touch with our hands	<b>Concepts:</b> Animas including humans	Assessment tool – Flashback  Recap body parts – senses learnt so far.  Independent – create a feely bag and a selection of objects inside. Children try and identify the objects in the bag. Children then find things in the classroom and identify if they are smooth or rough
<b>Success Criteria:</b> This should what the children should be able to do by the end of the lesson I can identify where the hands are on the body  Working scientifically: Perform simple tests	<b>Suggested resources:</b>  A variety of objects that are rough, smooth, spikey, soft	Find some objects in the classroom. Sort them into two groups – rough or smooth. Draw each object in the correct group. <div><div>rough</div><div>smooth</div></div>
<b>Vocabulary:</b> Skin, rough, smooth, hard, soft		
Lesson Number 6 Smell – Step 7		

<p><b>Key learning:</b> I know that we smell with our nose</p>	<p><b>Concepts:</b> Animals including humans</p>	<p>Assessment tool – Flashback</p> <p>Recap body parts – senses learnt so far.</p> <p>Independent – circle the body part you smell with.</p>
<p><b>Success Criteria:</b> This should what the children should be able to do by the end of the lesson I can identify where the nose are on the body</p> <p><b>Working scientifically:</b> Perform simple tests</p>	<p><b>Suggested resources:</b></p> <p>A variety of different things with different scents For example Garlic Coffee Vinegar Lavender</p>	<p>Allow children to smell different contents of a jar without looking – can they guess what it is? Ask children to group them. Children draw what they smell</p> <p><b>Complete the smell test.</b></p> <p><b>Draw one object that you smelt in each jar.</b></p> <div data-bbox="880 517 1382 1090">  </div>
<p><b>Vocabulary:</b> Nose, smell, scent, sniff</p>		



