



SUBJECT MEDIUM TERM PLANNING – SCIENCE

Year Group: 1

TERM: Autumn 1

Theme: Animals including humans

National Curriculum:

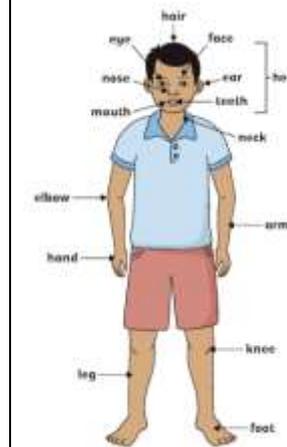
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

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

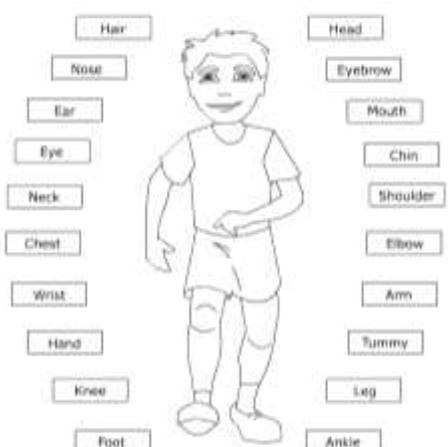
- Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats)

Future Disiplinary Knowledge

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

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

Identify and name parts of the human body – Step 1
Draw and label parts of the human body – Step 2

<p>Key learning: I can identify, draw and label parts of the human body</p>	<p>Concepts: 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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Success Criteria:

This should be 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.

Working scientifically: Using observational and ideas to suggest answers to questions

Suggested resources:

Mirrors

Pencils

Colouring crayons

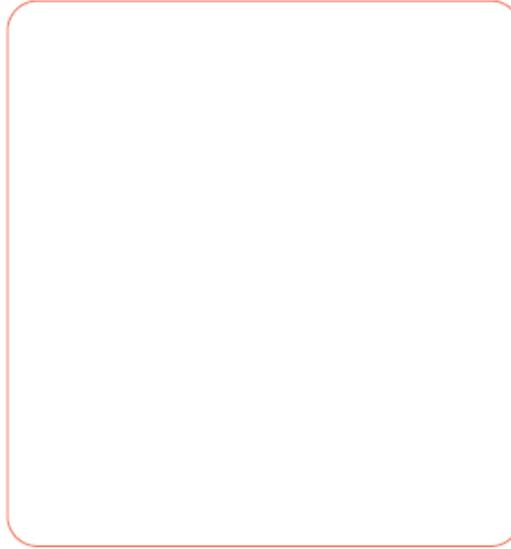
Show children BBC Bitesize video <https://www.bbc.co.uk/bitesize/topics/zqbxqfr/articles/zqhbr82>

Independent task

Part 1 – using mirrors draw and label their face

Look in a mirror.

a) Draw your face.



b) Use the words to label the parts.

ears

eyes

nose

hair

mouth

Task 2 Draw other parts of the body.

Draw each part of the body.

legs



teeth



knees



Vocabulary:

See body above

Lesson Number 2
Sight – Step 3

Key learning:

I know that we see with our eyes

Concepts:

Animals including humans

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.

Success Criteria:

This should what the children should be able to do by the end of the lesson

I can locate my eyes
I know I use my eyes to see.

Working scientifically:
Perform simple tests

Suggested resources:

Beanbags
Bucket
Eye covers

Show children a dark picture – You can't see in the dark

Children to cover one eye – How do you find it?

Independent- 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

Throw a beanbag in a bucket five times with both of your eyes open.

Try again with one eye covered.

Then try with both eyes covered.

Write the number of times you got the beanbag in the bucket.

Using both eyes	One eye covered	Both eyes covered

Vocabulary:

Eyes, light, dark, blind

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

Vocabulary:
Ears, hear, loud, quiet, noisy

Lesson Number 4
Taste – Step 5

<p>Key learning: I know that we taste with our tongues</p>	<p>Concepts: Animas including humans</p>	<p>Assessment tool – Flashback</p> <p>Recap parts of body and the senses learnt so far.</p> <p>Identify the part of the body we taste with</p>
<p>Success Criteria: 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</p>	<p>Suggested resources: A variety of different foods</p>	<p>Have some samples of food – Are they sweet, sour, bitter Do they like them? If so why?</p> <p>Independent – Identify what part of the body we taste with Draw your favourite food Describe what it tastes like – circle options</p>

<p>Working scientifically: Perform simple tests</p>		
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Vocabulary:
Sweet, salty, sour, bitter, savoury



**Lesson Number 5
Touch – Step 6**

<p>Key learning: I know that we touch with our hands</p>	<p>Concepts: Animas including humans</p>	<p>Assessment tool – Flashback</p> <p>Recap body parts – senses learnt so far.</p> <p>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</p>
<p>Success Criteria: 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</p> <p>Working scientifically: Perform simple tests</p>	<p>Suggested resources: A variety of objects that are rough, smooth, spikey, soft</p>	<p>Find some objects in the classroom. Sort them into two groups - rough or smooth. Draw each object in the correct group.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; text-align: center; width: 100px;">rough</div> <div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; text-align: center; width: 100px;">smooth</div> </div>

Vocabulary:
Skin, rough, smooth, hard, soft



**Lesson Number 6
Smell – Step 7**

<p>Key learning: I know that we smell with our nose</p>	<p>Concepts: 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>Success Criteria: 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>Working scientifically: Perform simple tests</p>	<p>Suggested resources:</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>Complete the smell test.</p> <p>Draw one object that you smelt in each jar.</p> 
<p>Vocabulary: Nose, smell, scent, sniff</p>		

