**Year 1 Science Curriculum – Autumn Term 2**

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| **Theme: Human Body & Senses** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | **Links across the curriculum** |
| 1. To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | | | **Keyword** | **Definition** | **Pattern** | Something that happens or appears in a regular and repeated way | | | **PE:** talk about the affects exercise have on our body.  **English**: Light: Monica Hughes/Tomislav Zlatic - Learn about the qualities of each kind of light and the relationship between dark and light.  **English**: Sounds; Julie Sykes - Crash! Buzz! Hum! There are sounds all around you. Which sounds do you like?  **English:** Have you ever? Tasha Pym/Anthony Elworthy – Follow a boy through a land of weird and wonderful creature. Children are invited to envisage using each of their five sense; have they ever seen, heard, touched, smelt, or tasted any of these creature?  **PHSE:** NSPCC Pants lesson  **History:** Louis Braille |
| **Classify** | To group objects, materials and living things according to similarities in appearance or properties | **Rank** | To put things in an order | | |
| **Texture** | How a surface or material feels | **Brain** | The part of the body which controls thinking and movement | | |
| **Diagram** | A drawing that shows the parts of something or how the parts work together | **Hearing** | The sense which enables us to notice sounds | | |
| **Group** | To place objects, materials or living things into sets | **Mammal** | A warm-blooded animals that is covered in hair or fur. The females give birth both to live young and feeds their babies on milk from their own body | | |
| **Identify** | To know and say what something is | **Torso** | The central part of core of the human body | | |
| **Sense** | How the body perceives outside changes | **Sight** | The sense which enables us to see | | |
| **Smell** | The sense which enables us to notice aromas | **Taste** | The sense which enables us to notice flavours | | |
| **Touch** | The sense which enables us to notice what something is like to feel |  |  | | |
| **Prior knowledge:***What specifically have pupils learned that is relevant to this unit that they are building upon?* | | | | | | | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* | | |
| Human body and senses is a Biology topic building on children’s experiences in Early Years.  Children have previously learnt:   * Exploration of the natural world around them (EYFS Framework; ELG The Natural World) * Using their senses to observe seasonal change (Year 1 Biology – Seasonal changes) | | | | | | | This prepares children for later learning:   * Other human body systems and parts of the human body: skeletal (Year 3 and 4 - Animals including humans * Light (Year 3 Physics – Light) and sound (Year 4 Physics – Sound) | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. *Is everyone’s body the same?* | | Humans are mammals and vertebrates. The main parts of the human body are head, arms and hands, torso, and legs and feet. We also have five basic senses which help us to make sense of the world around us. One of these is sight and our eyes give us the capacity to see. Although humans are all the same generally, they vary in, for example, their skin, hair, eye colour, shoe size and fingerprint. | | | | | **Working scientifically**  **Skills children will learn, use and develop:**   * Asking simple questions and recognising that they can be answered in different ways. * Observing closely, using simple equipment. * Identifying and classifying. * Gathering and recording data to help in answering questions.   **Knowledge about science children will learn:**  Children will learn how scientists make observations to answer questions and record their findings in different ways. They learn that they organise their findings to identify differences.  They will develop an understanding of the following types of enquiry: identifying and classifying. | | |
| 1. *How can we explore the world using our sense of touch?* | | Touch is another human sense which helps us to stay safe. Hands and feet are the most commonly used parts of the body to touch and explore the world around us, but other parts can be used too. | | | | |
| 1. *What can we hear?* | | Our ears are the part of our body that hears, and this is another human sense. | | | | |
| 1. *What smells do we like and dislike?* | | The nose is the part of the human body associated with smell, another human sense. | | | | |
| 1. *What differences can our tongues taste?* | | The human sense of taste uses the tongue to detect the flavour of what is in our mouths and can help us decide if we like a food or not. This sense is looked at last in the conceptual order because it is a way to connect other senses together. Taste is supported by the senses of smell, touch and sight. | | | | |
| 1. *Assessment* | | Snapshot 1: Body Parts and senses.  Curriculum statement is achieved if the child: Is able to name and identify body parts associated with each sense. | | | | |  | | |
| **Themes and links** | | | | | | | | | |
| **Themes (types of enquiry)** | **Where these are covered:** | | | | | | | **Links across the Science curriculum** | |
| **Observing closely (using simple equipment)** | Lesson 2  Can make observations using all their senses (as appropriate to the task).  Can describe observations using sensory and context-specific vocabulary (roughness, temperature, texture etc.). | | | | | | | |  |  | | --- | --- | | EYFS | Exploration of the natural world around them (EYFS Framework; ELG The Natural World). | | 1 |  | | 2 | Notice that animals, including humans, have offspring which grow into adults.  Find out about and describe the basic needs of animals, including humans, for survival (water, food, and air).  Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | | 3 | Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.  Identify that humans and some other animals have skeletons and muscles for support, protection, and movement. | | 4 | Describe the simple functions of the basic parts of the digestive system in humans. | | 5 | Describe changes as humans develop to old age.  Describe the life process of reproduction in humans. | | 6 | Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. | | |
| **Gathering and recording data to help in answering questions** | Lesson 1 and 4  Can recognise they have answered the lesson question by naming and identifying basic body parts.  Shows curiosity about similarities and differences between bodies.  Can frame questions around similarities and differences between human bodies.  Can gather first hand data from their small group about smells they like and dislike.  Can record their findings in pictures in simple prepared tables. | | | | | | |
| **Identifying and classifying** | Lessons 3 and 5  Can rank sounds by how loud or quiet they are and tastes by how sweet or sour.  Can suggest ways in which sounds can be grouped. | | | | | | |  | |