


## Dereham Church Infant and Nursery School- Science

	Year group: Nursery	Area/topic: Humans
	<p><i>(Objectives from NC/ELG/Development matters)</i></p> <ul style="list-style-type: none"> <li>*Use all their senses in hands-on exploration of natural materials.</li> <li>*Begin to make sense of their own life-story and family's history.</li> <li>*Understand the key features of the life cycle of a plant and an animal.</li> </ul>	

Prior learning	Future learning
<ul style="list-style-type: none"> <li>*Explore natural materials, indoors and outside. (Birth to three)</li> <li>*Make connections between the features of their family and other families. (Birth to three)</li> <li>*Notice differences between people. (Birth to three)</li> </ul>	<ul style="list-style-type: none"> <li>*Talk about members of their immediate family and community. (Reception)</li> <li>*Name and describe people who are familiar to them. (Reception)</li> <li>*Describe what they see, hear and feel whilst outside. (Reception)</li> <li>*Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans)</li> </ul>
<p><i>Working scientifically &amp; encouraging scientific enquiry</i></p>	

### *Classification & identification*

- \*Sort images of humans according to their age.*
- \*Sort using different senses. Which do you like/not like?*

### *Observing over time*

- \*How does a baby change over time?*

### *Research using secondary sources*

- \*Find out about the human life-cycle from an expectant mother, parent with a baby and elderly person.*

## *What pupils need to know or do to be secure*

### *Key knowledge and skills*

- With support, to be aware of their own hygiene through learning to use the toilet and washing their hands (A1)*
- With support, learn to put on their own coat, shoes or wellies (A1)*
- Interact with new people with support (A1)*
- Recognise the people who are part of their family (A1)*
- Understand that people have names, learn their own name and the names of others (A1)*
- Begin to discuss and share their likes through what they eat, play etc. (A1)*
- Share nursery equipment with others, with support (A1)*
- Be supported to make friends and interact with others (A1)*
- Name and point to their own body parts e.g. through songs such as head, shoulders, knees and toes (A1)*
- Build friendships with support. Children will be taught to use their speech to interact with others and to play collaboratively. (A1)*
- With support, express their own ideas and opinions. (A1)*
- With support, recognise that everyone is different (A1)*
- With support, be encouraged to use language to share needs and feelings. (A1)*
- Begin to independently express their own ideas and opinions. (Spr2)*
- Independently recognise the differences of others (Spr2)*
- Independently use language to share their needs and feelings. (Spr2)*
- With support, listen to the opinions of others. (A1 & Spr2)*
- Approach and ask adults for help when needed. (Spr2)*
- Independently listen to the ideas and opinions of others and respond. (Spr2)*
- Begin to recognise danger and ask adults for help (Spr2)*

### *Possible evidence*

- \*Children can talk about how they have changed since they were babies.*
- \*Children can describe humans at different ages/life stages.*
- \*Children can talk about how they look after themselves and compare this to how a baby is looked after.*
- \*Children can compare smells, sounds, tastes and textures.*
- \*Children can talk about what they see when using a magnifying glass or an app on a tablet.*
- \*Children can talk about how they use their senses when exploring the world around them and natural objects*

\*Be aware of their own hygiene through learning to use the toilet and washing their hands (Spr 2)

### Key vocabulary

Boy, girl, head, arms, legs, hands, feet, eyes, nose, mouth, ears, teeth, fingers, toes, hair, family, brother, sister, mum, dad, baby, grow, change.

### Common misconceptions

Some children may think:

- \*babies are in a mummy's stomach.
- \*that everyone is the same.
- \*everyone grows and changes at the same rate.
- \*growth and changes happen in both directions on a timeline.

### Books linking to this area

- \*My Mum and Dad Make Me Laugh by Nick Sharratt
- \*My Grandpa by Marta Altés
- \*I Want My Potty! by Tony Ross
- \*How Do Your Senses Work? by Judy Tatchell
- \*Why should I brush my teeth? (Usborne lift the flap)
- \*Going to the dentist (Usborne first-hand experience)
- \*My skin, your skin by Laura Henry-Allain
- \*You, me and our whole wide world by Bridget Marzo
- \*I really want to share by Simon Philip

### Memorable first hand experiences

- \*A visit from somebody with a baby.
- \*Children sharing their own photos of themselves as a baby and of their families.

### Opportunities for communication

- \*Talking about senses whilst learning and exploring, encouraging children to share what they can feel, hear, smell, taste and touch.

\*Exploring objects using their senses (feely pots, smelling pots, listening pots etc.)

\*Going on a sound walk.

\*Children could share their own photos of family or themselves and discuss.

\*Children to talk about how they look after their own health and hygiene.

\*Playing a guessing game where children describe an object or a sound or something they smell or taste.

DCINS Reasonable adjustments for pupils with SEND

### *Communication and Interaction*

- \*Visual aids, pictures of equipment with words labelled, word mats with pictures for key words in that lesson.*
- \*Freedom to explore scientific equipment and investigate in own way.*
- \*Hands on experiences to encourage communication and interaction with others.*
- \*Pre teaching any new vocabulary.*

### *Cognition and Learning*

- \*Opportunity for lots of hands on exploration and verbally sharing thoughts and ideas.*
- \*Freedom to explore scientific equipment and processes.*
  - \*Pre teaching new vocabulary or concepts.*
  - \*Activities adapted if needed for safety and ease.*
- \*Visual aids, pictures of equipment, mats with key words and pictures*
- \*Learning recorded through photos and adult quotes, children not expected to write for recording their understanding.*
- \*Using working walls to aid learning and remind of previous learning.*

### *Social, Emotional and Mental health*

- \*Awareness of individual needs, any potential triggers within the curriculum and the child's background.*
- \*Pre prepare children for any activity they could find triggering or difficult in some way.*
  - \*Practical activities or experiments to be completed within a smaller group or 1:1 if needed.*
- \*If the class are sharing their learning within a large group, take the child in a smaller focus group if they struggle with social situations.*
- \*Adjustments made where needed to suit individual.*

### *Sensory and Physical*

- \*Adult support with any practical activities.*
- \*Awareness of the individual's likes or dislikes and their own reactions to sensory activities.*
- \*If a child enjoys sensory activities, then plan for this wherever possible within the lesson.*