


Dereham Church Infant and Nursery School- Science

	Year group: Reception	Area/topic: Humans
	<p><i>(Objectives from NC/ELG/Development matters)</i></p> <ul style="list-style-type: none"> *Talk about members of their immediate family and community. (Understanding the world) *Name and describe people who are familiar to them. (Understanding the world) *Describe what they see, hear and feel whilst outside. (Understanding the world) 	

Prior learning	Future learning
<ul style="list-style-type: none"> *Use all their senses in hands-on exploration of natural materials. (Nursery) *Begin to make sense of their own life-story and family's history. (Nursery) *Understand the key features of the life cycle of a plant and an animal. (Nursery) 	<ul style="list-style-type: none"> *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)
<h3 style="text-decoration: underline;">Working scientifically & encouraging scientific enquiry</h3>	
<p>Classification & identification</p> <ul style="list-style-type: none"> *Sorting images of people according to their characteristics. *Sort images of humans according to their age. *Sort using different senses. Which do you like/not like? <p>Observation</p> <ul style="list-style-type: none"> *Using mirrors to look at facial features and discuss. *Comparing growth by measuring height or handprints or footprints (non-standard units of measurement). <p>Research using secondary sources</p> <ul style="list-style-type: none"> *Looking at photos of each other as babies. *Looking at photos of classroom teachers/adults when they were children and/or babies to discuss growth and changes. *Learning information from visitors. (Expectant/new mother and baby, doctor, nurse, dentist) 	

Pattern seeking

Are older children always taller?

Are younger children always shorter?

Are taller children faster?

Are taller children stronger?

What pupils need to know or do to be secure

Key knowledge and skills

Children will be taught to:

-Name and point to body parts e.g. through songs such as head, shoulders, knees and toes.

-Compare own body to others e.g. difference or similarities in height, hair colour etc.

-Explain how they are feeling from the signs their bodies are giving e.g. explain when they are hungry.

-Independently look after themselves with hygiene and clothing e.g. using the toilet, unzipping a coat, washing hands.

-Begin to understand that hygiene is important for looking after themselves e.g. through hand washing.

-Explain how they know if they are feeling a certain way. How do you know when you are hungry or tired? Identify what happens to their bodies.

-Understand how to respond to the messages their bodies are sending e.g. what can you do to help your body when you feel hungry or tired?

-Understand the importance of sleep and how this helps the body to function.

-Begin to recognise growth within humans. Will I always be this height? Will my hands always be this size? How will I change? A record could be made of a child's or all children's height/hand span/footprint to then come back to later in the year and compare the growth.

-Understand parts of their body will always grow e.g. hair and nails.

-Notice and discuss what happens to their bodies when they exercise and how it makes them feel.

-Name their body parts and describe what they are doing with them whilst moving e.g. "I am stomping my feet like a dinosaur"

-Use the correct words to describe senses such as when using feely bags children will use the word 'feel' when describing what they are touching inside the bag.

Possible evidence

*Children can use vocabulary correctly to describe themselves, family, friends and the community whilst identifying key distinguishing features.

*Children can create pictures of themselves, family, friends and community and identify their distinguishing features.

*Children can use vocabulary correctly to explain what they see when using a mirror.

*Children will be able to verbally compare measurements of height or handprints or footprints and discuss how they are similar or different to one another.

*Children will be able to talk about how they look after themselves and how other people help to look after them.

*Children will be able to independently complete activities to look after themselves e.g. handwashing.

*Children will understand some

-Use mirrors to look at their own facial features. Children will use the correct word to describe their senses when looking in the mirror e.g. "I can see..." Children will also use the correct terminology to discuss their facial features including eyes, nose, mouth, ears, hair.

-Understand it is important to eat and try different types of food to keep our bodies healthy.

-Understand the words 'healthy' and 'unhealthy'. Recognise that fruit and vegetables are healthy.

-Use their senses and with support start to use the appropriate vocabulary to describe how something looks, tastes, smells, feels and sounds

--Have a simple understanding of the importance of exercise to be healthy and look after our bodies. Children will be taught to understand that moving our bodies helps them to be healthy and strong.

foods are 'healthy' and others are not.

*Children will be able to verbally explain how they feel when they exercise.

Key vocabulary

Eyes, noses, mouth, ears, teeth, fingers, toes, hair, feel, skin, see, smell, hear, taste, sound, sleep, exercise, healthy, unhealthy, breathing, tall, short, big, small, baby, toddler, child, adult, old person, young, brother, sister, mother, father, aunt, uncle, grandmother, grandfather, cousin, friend, family, boy, girl, man, woman.

Common misconceptions

*Sons look like their fathers and mothers look like their daughters.

*Light comes from your eyes to see.

Books linking to this area

*The growing story

*I love my hair by Natasha Anastasia Tarpley

*What I like about me by Alia Zobel-Nolan

- *Children may believe that they will always be smaller than parents and other family members.
- *Everyone grows at the same rate.
- *Height and age are linked; older children should be taller.
- *Being taller means that a person is stronger or faster.

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.
- *Exploring objects using their senses (feely pots, smelling pots, listening pots etc.)
- *Going on a sound walk.
- *Measuring height or drawing around a body part and comparing with others. Going back to this measurement during the year to compare growth.
- *A visit from a dentist, nurse or doctor.
- *A chef/cook visit to discuss healthy eating.
- *Role play area set up as a doctors, dentist or opticians.

Opportunities for communication

- *Talking about senses whilst learning and exploring, encouraging children to share what they can feel, hear, smell, taste and touch.
- *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.
- *Discussing feelings linking to their body e.g. when tired or hungry.
- *Through the use of Explorify.

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DCINS Reasonable adjustments for pupils with SEND

<p>Communication and Interaction</p> <ul style="list-style-type: none"> *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. 	<p>Cognition and Learning</p> <ul style="list-style-type: none"> *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.
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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.*