


Dereham Church Infant and Nursery School- Science

	Year group: 1, Spring 1	Area/topic: Animals including humans (Human focus)
	<p><i>(Objectives from NC/ELG/Development matters)</i></p> <p>Working scientifically:</p> <ul style="list-style-type: none"> *Identifying and classifying *Gathering and recording data to help in answering questions *Using their observations and ideas to suggest answers to questions. <p>Animals including humans:</p> <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. (C4) *Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (C7) 	

Prior learning	Future learning
<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"> *Notice that animals, including humans, have offspring which grow into adults (Year 2, C5) *Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) (Year 2, C6) *Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Year 2, C7)

Working scientifically & encouraging scientific enquiry
<p>Observations</p> <p>*Children will look at their own bodies as well as the bodies of their peers to name body parts and compare similarities and differences between one another. Children will use observations to simply compare using language such as taller, shorter or longer using non-</p>

standard units of measurement.

Classification & identification

*Identify different body parts and name.

*Sort using different senses. Which do you like/not like? Which are similar?

Pattern seeking

*Using observations and simple comparisons, children could simply answer questions. E.g. If you are taller, do you have longer arms?

Research using secondary sources

*Children to see and discuss images and photographs of people.

*Children to view labelled diagrams human body parts.

*Children to use books and online research to learn about humans. (This could be during whole class learning).

*Looking at photos of classroom teachers/adults when they were children and/or babies to discuss growth and changes.

What pupils need to know or do to be secure

Key knowledge and skills

- *I can draw around my body with a partner and verbally identify and name my body parts including my face, ears, eyes, hair, mouth, teeth, neck, chest, stomach, shoulders, elbows, wrist, knee, ankle, legs, shin and thigh. (C4)
- *I can recognise which body parts are associated with a sense. E.g. I know my eyes let me see. (C4)
- *I can complete a practical activity and describe what I can see, taste, smell, feel and hear. I can explain which body part and sense I am using for my description. (C4)
- *I can simply explain the difference between the words healthy and unhealthy by recognising one is good for my body and one is not. (C7)
- *I know that fruit and vegetables are healthy for my body. (C7)
- *I understand that some people eat parts of animals as food. (C7)
- *I understand that exercise and washing keeps my body healthy. (C7)
- *I can use the word 'germs' when discussing cleaning my body. (C7)
- *I can draw my body, name, identify and label my body parts. (C4)
- *I can name the senses and match the correct body part to a sense. (C4)
- *I can describe ways in which my senses are used every day and how they can help to keep me safe. E.g. when walking to school. (C4)
- *I can use appropriate vocabulary related to senses to describe how something tastes, smells,

Possible evidence

- There will be evidence of children meeting the 'I can' statements through:**
- *Quotes taken from discussions.
 - *Children can correctly use the key vocabulary during lessons.
 - *Adults scribing to evidence children's understanding.
 - *Children recording through drawing.
 - *Photographs of children's learning.
 - *Children completing sorting, grouping and classifying activities.

feels, looks or sounds. E.g. describing a taste as sweet or sour. (C4)
 *I can use my senses to guess what I am tasting/smelling/hearing/feeling and compare to the predictions of my peers. (C4)
 *I can group items that taste/smell/feel/look/sound similar to one another. (C4 & A4)
 *I can compare my height to my peers. (A6)

Key vocabulary

Head, body, eyes, ears, mouth, nose, teeth, tongue, senses, touch, see, vision, smell, taste, hear, fingers, skin, man, woman, face, neck, jaw, chest, stomach, shoulders, elbows, wrist, knee, ankle, shin, thigh, healthy, unhealthy, germs, oxygen, carbon dioxide.

Common misconceptions

- *Children may think humans are not animals.
- *Children may have misconceptions around growing such as think that they all grow at the same speed or that adults are always tall.
- *Children may think being taller means you are stronger.
- *Children may think touch is only experienced using our hands and may not realise this sense can be through other parts of the body.
- *Children might not understand that people don't experience senses in the same way and how disabilities link to this such as people hearing differently to one another.

Children also might not understand how likes and dislikes

Books linking to this area

- *The five senses by Jane Lacey & Sernur Isik
- *Peace at last by Jill Murphy (Linking to sound)
- *What the ladybird heard by Julia Donaldson (Linking to sound)
- *The Doctor with an eye for eyes by Julia Finley Mosca
- *I don't want curly hair! By Laura Ellen Anderson
- *I don't want to be small by Laura Ellen Anderson
- *All the nonsense in my teeth by Mike Henson & Barbara Bakos
- *Marvellous body by Jane Wilsher & Andres Lozano
- *The growing story by Ruth Krauss & Helen Oxenbury

are related to senses and that people will experience senses differently in terms of what they like or don't like.

Memorable first hand experiences

- *Children to explore their senses through an investigation allowing them to taste food they would not usually and smell a range of scents. Children to also have the opportunity to use touch to experience a variety of feelings.
- *Children to draw around each other to label body parts.

Opportunities for communication

- *Children to be given opportunities for communication with partners, groups and whole class to discuss as completing practical activities and also to share findings.
- *Children to be provided with lots of opportunities to be outside observing plants and encouraged to discuss and describe what they see.
- *Through the use of Explorify.

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.<ul style="list-style-type: none">*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.
<p>Social, Emotional and Mental health</p> <ul style="list-style-type: none">*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.	<p>Sensory and Physical</p> <ul style="list-style-type: none">*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.

