

National Curriculum Objectives:

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies

Key Vocabulary:

head, body, eyes, ears, mouth, teeth, shin, ankle, knee cap, spine, shoulder, eye lid, waist, nostril, touch, sight, smell, taste, hear, skin, eyes, nose, ear, tongue
weather, sunny, rainy, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, summer, spring, autumn

Lesson 1: The Human Body

Enquiry Question – What are our different body parts?



Play Simon Says focusing on different body parts – recap those learnt in Reception. Children to work in small groups to label a large scale body outline in 1 minute. Encourage the children use correct technical vocabulary. Address any misconceptions. Provide each group with labels for additional body parts and challenge them to place them correctly (shin, ankle, knee cap, spine, shoulder, eye lid, waist, nostril). Extend further by challenging each group to add additional labels. Children to create their own body part collage using magazine cuttings.

Working Scientifically Skills:

Asking questions	1
Gathering data	1, 2, 3
Recording data	2, 3

Key Knowledge: To know the names of some of the body parts (see vocabulary list).

Lesson 2: Senses

Enquiry Question – What are my different senses?

Recap the 5 senses with the children and ensure they are aware which body part is associated with the different senses. Provide the chn with a range of opportunities to work scientifically and investigate the senses: seeing – use and explore microscopes, magnifying glasses, telescopes, binoculars; hearing – go on a listening walk and make a sound map of school, make and explore musical instruments; smelling – conduct favourite smells survey, make perfume or stink bombs; touching – feely bag to identify mystery objects using different body parts; tasting – identify a range of foods blindfolded.

Working Scientifically Skills:

Asking questions	1
Gathering data	1, 2, 4,

Key Knowledge: Humans have five senses – sight, touch, taste, hearing and smelling. These senses are linked to particular parts of the body.

Lesson 3: Senses

Pattern Seeking
Enquiry Question – How can we use our sense?



Show the poster of the human body. Point out and name various body parts. “Where do you think we feel touch the most?” Use tactile objects (e.g., feather, sandpaper, teddy, sponge). Allow students to touch each object with different body parts while blindfolded. Regroup and ask students to share which items they felt more (or less) on their different body parts. Facilitate a discussion on why some areas might be more sensitive than others, relating to the number of nerve endings present. Conclude with students reflecting on which parts of their bodies were the most and least sensitive and why. Provide children with a range of sweets. Children to decide how to sort the sweets using their five senses. Allow the children to investigate independently and explain the reasons for their groupings.

Working Scientifically Skills:

Asking questions	1
Gathering data	1, 2
Recording data	5
Drawing conclusions	3

Key Knowledge: Touch sensitivity varies across the body.

Prior learning:

EYFS:

- Be able to identify different parts of their body
- Have some understanding of healthy food and the need for variety in their diets
- Be able to show care and concern for living things
- Know the effects exercise has on their bodies
- Have some understanding of growth and chance
- Can talk about things they have observed including animals

Future Learning:

Y2:

- 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

Working Scientifically Skills:

- Asking questions
- Gathering data
- Recording data
- Drawing conclusions

Lesson 4: Seasonal Changes

Observation Over Time
Enquiry Question – What do you know about the seasons?



Lesson 5: The Human Body

Pattern Seeking
Enquiry Question – Does the tallest person have the biggest feet?



Take the children outside for a walk. Gather the children around a tree and take a photograph. Ask them what they notice/see/feel. What is the weather like? What are they wearing? Can they tell you what season we are in now? How do we know? Talk about autumn and its key characteristics. Talk about how we might not see many flowers growing. But we can still see trees and weeds growing and some special flowers that grow in autumn. Discuss the clouds, amount of wind, rain, how warm/bright it is. Encourage the children to use to correct terminology and address any misconceptions.

***regularly visit the tree and discuss any changes – take photos any changes**

Working Scientifically Skills:

Asking questions	1
Gathering data	1, 2, 3
Recording data	1

Key Knowledge: In the UK, it is usually colder and rainier in winter, and hotter and drier in the summer. The change in weather causes many other changes (e.g leaves start to fall from trees.)

Investigation – Tell the children that school need to buy some new wellies and they want to know if they can buy lots of the same size wellies for everyone or whether they will need a range of sizes. Pose the question to the children and allow them to share their answers. Chn to think how they could investigate. Start by putting the children in height order. Measure the children’s height every half term and ask chn to predict who might have the biggest and smallest feet based on this. Children take their shoes off, and adults draw around their feet. Feet to be measured placed in order.

Working Scientifically Skills:

Asking questions	1
Gathering data	6, 7
Recording data	7
Drawing conclusions	2, 3

Key Knowledge: Pattern seeking helps to find out the relation between observations.

*link to maths – measurement, ordering

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Enquiry Question 1:
What are our different body parts?

Working Scientifically Skills:

Asking questions	1
Gathering data	1, 2, 3
Recording data	2, 3

Key Knowledge: To know the names of some of the body parts (see vocabulary list).

Below:

Absent:

Enquiry Question 2:
What are the different senses?

Working Scientifically Skills:

Asking questions	1
Gathering data	1, 2, 4,

Key Knowledge: Humans have five senses – sight, touch, taste, hearing and smelling. These senses are linked to particular parts of the body.

Below:

Absent:

Enquiry Question 3:
How can we use our senses?

Working Scientifically Skills:

Asking questions	1
Gathering data	1, 2
Recording data	5
Drawing conclusions	3

Key Knowledge: Touch sensitivity varies across the body.: Touch sensitivity varies across the body.

Below:

Absent:

Enquiry Question 4:
What do you know about the seasons?

Working Scientifically Skills:

Asking questions	1
Gathering data	1, 2, 3
Recording data	1

Key Knowledge: In the UK, it is usually colder and rainier in winter, and hotter and drier in the summer. The change in weather causes many other changes (e.g leaves start to fall from trees.)

Below:

Absent:

Enquiry Question 5:
Does the tallest person have the biggest feet?

Working Scientifically Skills:

Asking questions	1
Gathering data	7
Recording data	7
Drawing conclusions	2, 3

Key Knowledge: Pattern seeking helps to find out the relation between observations.

Below:

Absent

Notes:
TAPS Assessment
Body and senses [Y1eg Animals Body model WS Rev.pdf](#)
Seasons [Y1eg Seasonal change tree.pdf](#)

