

Science

Humans Y1

Remember when

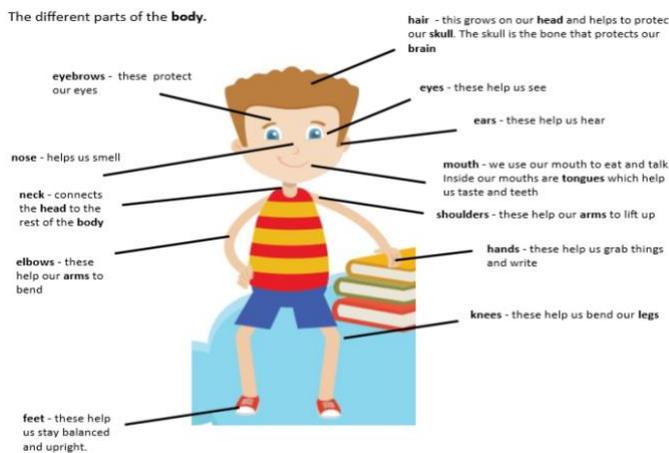
Know how to keep healthy by doing exercise and eating healthily. (EYFS)
 Know some rhymes about the body (e.g. Heads, Shoulders, Knees and Toes) (EYFS)
 Importance of washing hands before eating. (EYFS – self-service snack time)

Sticky knowledge

The basic parts of the human body include head, arm, legs, fingers, toes, knees, elbows, shoulders and neck.
 The human face includes a nose, mouth, eyes, ears, hair and teeth.
 Humans have the same body parts but they vary from person to person
 The five human senses are sight, hearing, touch, smell, and taste.
 Humans and animals find out about the world using their senses.
 Humans and other animals smell using their nose, see with their eyes, feel with their skin, taste with their mouth and hear with their ears.

Key vocabulary

arm
 body
 ears
 elbow
 eyes
 fingers
 hair
 head
 hear
 human
 knees
 legs
 mouth
 neck
 nose
 see
 senses
 shoulders
 sight
 smell
 taste
 teeth
 toes
 touch



National Curriculum

Identify, name, draw and label the basic parts of the human body
 Say which part of the body is associated with each sense.

Common Misconceptions

Some children may think:

- humans are not animals
- humans feel with their hands.
- Humans taste different flavours with different parts of their tongue.

LO	Knowledge and Skills	Lesson outline
<p>Lesson 1</p> <p>LO: To label parts of the human body</p> <p>Enquiry type: Identification and Classification.</p>	<p>Sticky Knowledge:</p> <p>The basic parts of the human body include head, arm, legs, fingers, toes, knees, elbows, shoulders and neck.</p> <p>The human face includes a nose, mouth, eyes, ears, hair and teeth.</p> <p>Humans have the same body parts but they vary from person to person</p> <p>Skill: using their observations and ideas to suggest</p>	<p>Ask children what parts of the human body they can name. Create a list of the children's ideas. Ask children to come up and label parts of the human body - label a child using post-it notes.</p> <p>Children to add labels to a human body.</p> <p>LA – Work as a group with an adult to label a human body – draw round one of the children to label as a group.</p> <p>GD - Read label and add to picture of a body.</p>

	answers to questions	
<p>Lesson 2</p> <p>LO: To know what the 5 main senses are.</p> <p>Enquiry type: Identification and Classification</p>	<p>Sticky Knowledge:</p> <p>The five human senses are sight, hearing, touch, smell, and taste.</p> <p>Humans and animals find out about the world using their senses.</p> <p>Skill: asking simple questions and recognising that they can be answered in different ways</p>	<p>Introduce the 5 senses. Explain that each sense is associated to a different part of the human body.</p> <p>Children to list the five senses and give examples for each sense as a class. (Example- listening- a bell, voices etc.)</p> <p>Children ask questions about what they would like to find out about the different senses.</p> <p>Children cut and sort images of senses-related items onto a chart.</p> <p>LA - Adult supported activity. Discuss items with children and which senses they might affect.</p> <p>GD – Get the children thinking of more than one sense that can be used for each item/sound.</p>
<p>Lesson 3</p> <p>LO: To know that humans hear with their ears.</p> <p>Enquiry type: Identification and Classification</p>	<p>Sticky Knowledge:</p> <p>Humans and other animals smell using their nose, see with their eyes, feel with their skin, taste with their mouth and hear with their ears.</p> <p>Skill: identifying and classifying</p>	<p>Children recap the 5 senses and think of examples for each.</p> <p>Children listen to different sounds on the PPT without using any other senses to help them identify the sound/object. The children think about each sound and discuss with their partner. They will record the sounds onto a table and identify descriptive keywords to describe the sound (Example- loud, quiet etc.)</p> <p>Create a sound map around school (1 class – KS1, 1 class – KS2, 1 class – outside: can compare to other classes.</p> <p>LA – To prompt sound identification if required. Provide clues if necessary.</p> <p>GD – Extended activity: To explain why they are still able to hear a noise when their eyes are shut?</p>
<p>Lesson 4</p> <p>LO: To know that humans smell with their noses,</p> <p>Enquiry type: Identification and Classification</p>	<p>Sticky Knowledge:</p> <p>Humans and other animals smell using their nose, see with their eyes, feel with their skin, taste with their mouth and hear with their ears.</p> <p>Skill: performing simple tests</p>	<p>Children to recap senses. Discuss how you can identify sounds without using any other senses.</p> <p>Explain we are going to be investigating different smells. Children to be given different numbered pots to smell and guess what the smell/ item is. Children record the smells onto a table. They must provide keywords to describe the smells on the table.</p> <p>LA – To prompt identification of items/ smells. Provide clues if necessary.</p> <p>GD – To explain how they can identify smells without using other senses.</p>
<p>Lesson 5</p> <p>LO: To know that humans taste with their mouths.</p> <p>Enquiry type: Identification and Classification</p>	<p>Sticky Knowledge:</p> <p>Humans and other animals smell using their nose, see with their eyes, feel with their skin, taste with their mouth and hear with their ears.</p> <p>Skill: performing simple tests</p>	<p>Children to recap senses. Discuss how you can identify smells without using any other senses.</p> <p>Explain we are going to be investigating different tastes. First, watch a video clip about how we taste food using our tastebuds. Children learn about the different taste keywords. Example: umami, bitter, salty etc.</p> <p>Children to blind taste different foods and record them. Provide keywords in the table to identify whether the taste is bitter, sweet, salty, sour, or umami.</p> <p>LA – Discuss with an adult and explain what it is and how it tastes. Record findings in the table.</p> <p>GD – To explain how they can taste and identify different foods.</p> <p>Extension: do other parts of the body affect taste? If you hold your nose, can you taste the same way?</p>
<p>Lesson 6</p> <p>LO: To know that humans feel with their skin.</p> <p>Enquiry type: Identification and Classification</p>	<p>Sticky Knowledge:</p> <p>Humans and other animals smell using their nose, see with their eyes, feel with their skin, taste with their mouth and hear with their ears.</p> <p>Skill: performing simple tests</p>	<p>Children to recap senses. Discuss how you can identify tastes without using any other senses.</p> <p>Explain we are going to be investigating the sense touch today. Can we think of different textures as a class? Discuss (eg. bumpy, rough, soft, hard)</p> <p>Put different items with different textures into a feely bag. Examples: pinecone, teddy, pen, towel, tree bark, blue tac etc.</p> <p>Place trays on the floor, covering from view using a tablecloth. Can children tell what is in the trays by using their feet to feel?</p>

		<p>Discuss how they feel and what the items could be. Record findings in a table. Add keywords to describe textures into the table.</p> <p>Mixed ability – Children to explain what they can feel, predict what it might be and link to an object. Add keywords to describe textures.</p> <p>GD – Explain how we can identify objects by using the sense of touch.</p> <p>Are there any dangers to touching things you cannot see? What sort of things should you not touch?</p>
Working towards	<p align="center">End of unit assessment</p> <p>Working at Age related expectations</p>	Working at a greater depth