

Science Year 1 - Animals Including humans - All about me

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.

In Early Years:

- Children should 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 change.
- Can talk about things they have observed including animals.

Lesson 1



Skill - Identify

Knowledge - Name the body parts

Lesson 2



Skill - Observe

Knowledge - The eye is used to see

Lesson 3



Skill - Describe

Knowledge - Ears are used to hear and the nose is used to smell.

Lesson 4



Skill - Name, describe

Knowledge - Tongue is used to taste and we use more than just our hands to feel objects.

WALT: Identify and name parts of the human body.

WILF:

- Name body parts
- Point to body parts
- Label a body

Start the lesson by singing head, shoulders knees and toes.

Follow this by playing Simon says.

Look at pictures of different body parts.
What are these body parts called?
What is this body part used for?

On whiteboards, Chn pick 4 body parts and play bingo.

Recording:

In pairs, chn use sticky notes to label each another's body parts. Spell the words as best as possible.
Alternatively, draw a body on big paper and chn can work in groups.
Take pictures

WALT: Understand the eye is used to see.

WILF:

- Name the senses
- Know what my senses do
- Name things I do with each of my senses

What can you tell me about our bodies?
How can we make sure we look after our bodies? What are our senses? How do we use our senses? What happens when people's senses are damaged or are not working?

Show chn a picture of an eye. Which part of the eye do we use to see?

Discuss different levels of vision people who wear glasses/contacts etc. sometimes we need to help our eyes to see very small things e.g. a scientist might need to see a bug. Can we see in the dark?

Recording:

One half of the class go onto the playground and draw 4 things they can see. Other half stay in the classroom and draw 4 things they can see. Use magnifying glass to see detail.

WALT: Understand ears are used to hear and the nose is used to smell.

WILF:

- Identify loud sounds
- Identify quiet sounds
- Know we use our nose to smell

How do we hear sounds? How can sounds be different? What can be done to help people who can't hear? What information can we get from sounds we hear? E.g. an alarm or a siren. Chn walk around the school, first predicting where in the school is the loudest and where will be the quietest. Teacher to use a data logger.

Other half of the class are to describe what the nose is used for as well as smelling. Chn try to guess what is inside the smelling bottles. What scents do you like? Which do you dislike? Different fruity scents. (Create the bottles using small bottles, cotton wool and varying extracts)

Recording:

Take picture. Videos of chn explain which scent is their favourite. QR codes.

WALT: Describe the 5 senses.

WILF:

- Describe the Materials
- Find a favourite flavour
- Name the 5 senses.

Introduce the senses touch and taste. Clarify that we have 5 senses including sight, smell & hearing.

Explore different materials and discuss how they feel, e.g. satin, cotton, wool, wood, sandpaper, plastic. Which is your favourite?

Taste- have some small pieces of bread dipped in marmite, honey, decaffeinated coffee, lemon juice for chn to taste. Be aware of food allergies before asking chn to taste flavours.

Can you name our five senses? What do we use our senses for? How can our senses help us detect danger?

Recording:

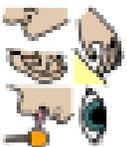
Take picture. Videos of chn explain which flavours are their favourite. QR codes.

Assessment: Use the vocabulary mat to assess the children's prior knowledge and use the mats again to assess what the children have learnt.

Key Vocabulary: Sight, hearing, touch, taste, smell, head, neck, ear, mouth, shoulder, hand, fingers, leg, foot, thumb, eye, nose, knee, toes, teeth, elbow.



humans



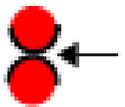
senses



sight



hearing



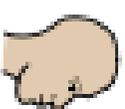
touch



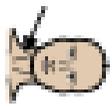
taste



smell



head



neck



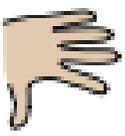
ear



mouth



shoulder



hand



fingers



leg



foot



thumb



eye



nose



knee



toes



teeth



elbow



eyebrows