

Medium Term Planning for Year 1 Science Spring 2 – Animals including Humans



National Curriculum Objectives		Vocabulary for this unit		Key Concepts														
<ul style="list-style-type: none"> to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Working Scientifically: <ul style="list-style-type: none"> Ask simple questions and recognise they can be answered in different way Observing closely, using simple equipment Performing simple tests Identifying and classifying Using observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions 		Mammal – hair skin milk young Life-cycle / changes over time (history links) Old Young Baby Toddler Teenager Adult Elderly Infant		Feeling Sight Features Similarities Differences Body parts – their functions Hearing Smell Touch Senses		1. Life 2. Matter 3. Habitats 4. Being scientific												
				Cross curricular links: History: <ul style="list-style-type: none"> ✓ human timeline ✓ in the past ✓ in the future 														
Key questions		Resources needed		Weaving Knowledge and Skills														
What are humans? How do you know? Can you name your external body parts? Can you name any internal body parts? What body parts do we discuss in PE? What are the different stages of our lives? How are we different at different stages? Are all people the same? What similarities and differences do we have?		Items for Kims game – sight Items for smelling / containers Sound Bingo Tasting experiment – sweet sour bitter Items to feel / containers Active Warm up: https://www.youtube.com/watch?v=BwHMMZQGFoMp		Challenge: <ul style="list-style-type: none"> ✓ Can they name some parts of the human body that cannot be seen? 														
Session	LO	Teaching input		Independent/Application		SLC opportunities												
1	<ul style="list-style-type: none"> ✓ To recognise and label the main external parts of the human body ✓ Body parts and functions ✓ Human life cycle – changes in our bodies as we get older 	NB LESSON 1 REQUIRES MORE TIME THAN SUBSEQUENT LESSONS Pre-Assessment of body parts– to be carried out before the start of the lesson <table border="1" data-bbox="555 1236 1223 1343"> <tr> <td>1. knee</td> <td>2. neck</td> <td>3. ear</td> <td>4. nose</td> </tr> <tr> <td>5. mouth</td> <td>6. forehead</td> <td>7. shoulder</td> <td>8. elbow</td> </tr> <tr> <td>9. thigh</td> <td>10. ankle</td> <td>11. wrist</td> <td>12. calf</td> </tr> </table>		1. knee	2. neck	3. ear	4. nose	5. mouth	6. forehead	7. shoulder	8. elbow	9. thigh	10. ankle	11. wrist	12. calf	1. Pre-assessment 2. Matching body parts to body outline – (LA / MA+) 3. Order the human life cycle – MA add labels / LA order the pictures and discuss the different stages		Generate conversation and line of enquiry by the children.
1. knee	2. neck	3. ear	4. nose															
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	<p>✓ Working Scientifically - Observe closely</p>	<p><u>Introduce topic</u> – Animals including humans. What type of animal is a human? How do you know? IWB: ➤ Look at PowerPoint and discuss ➤ Body parts and their function – match the captions with the body part - challenge look at the internal model, can they name any internal parts? Lungs / heart / brain / stomach – what do these parts do? ➤ Look at the photo – what changes have taken place? ➤ Order the life-cycle and discuss how our body changes over the years.</p>	<p>Active warm up: https://www.youtube.com/watch?v=BwHMMZQGFoMp</p>	
2	<p>✓ To recognise similarities and differences between themselves and others ✓ Working scientifically: ✓ To collect and organise data and present it in a chart ✓ Observe Closely NB: Establish who is oldest in the class and who is the youngest – is there any difference in their height? Is the oldest the tallest? Does the oldest have the biggest feet?</p>	<p>Active warm up: https://www.youtube.com/watch?v=BwHMMZQGFoMp IWB Recognising similarities and differences http://www.bbc.co.uk/programmes/p01198w6 https://www.youtube.com/watch?v=KJlygFkn_jYo</p> <p>Ask a range of children to stand up with something in common – can they guess why they have been chosen to stand up? Guess the criteria. Chd have a go at this – can they accurately group chd based on their own criteria – can others guess the criteria thinking about things that are the same and things that are different How many different ways can people be same / different:</p> <ul style="list-style-type: none"> • Eye colour • Hair colour • Skin colour • Sex • Height / weight • Shoe size <p>Children then have a go at practically grouping themselves i.e. hair colour / eye colour / boy or girls. Discuss findings – How many? Most? Least?</p> <p>Today we will be recording data to make some comparisons in our class. Talk about things that we have that could be different that we could create a bar graph – eye colour</p>	<p>WILF: I can collect data and show it in a bar graph Use the data from the tally chart to produce a bar</p> <p>HA Extension: Interpret this information – What have we found out?</p> <p>Can they collect data and create a bar graph for hair colour?</p>	

		Hand children a card with an eye colour – create a human bar graph using these eye colours – model how this data can be transferred on to paper. Using a tally chart. What information does this give us?	
3	To say which part of the body is associated with each sense	<p>Active warm up: https://www.youtube.com/watch?v=BwHMMZQGf0Mp IWB / PowerPoint on our senses <u>Think about the world around us / generate discussion on how some people do not have sense of sight / hearing – what challenges would that pose?</u></p> <p>Have 5 baskets on the floor and in small groups / pairs children come up with ideas of items (draw / write) that could be sorted into the 5 senses baskets. What ideas do we come up with – could that item fall into more than one sense (many with come under sight) <u>Example:</u> Sight – rainbow / Touch - snow / Smell – fish / Hear – bells Taste - orange juice.</p> <p>http://www.abpschools.org.uk/activescience/module1/group1.html</p>	<p>I can think of 4 things that I use my senses for:</p> <ol style="list-style-type: none"> 1. Sight 2. Taste 3. Smell 4. Hear 5. Touch <p>I can match the sense to the part of the body.</p>
4	<p>That we have five senses which allow us to find out about the world</p> <p>Working scientifically: Observe closely</p> <p>Perform simple tests Use their observations and ideas to suggest answers to questions</p>	<p><u>Experiment carousel</u> <u>Touch:</u> - nerves in our hands – we know if things are hot / cold / rough / smooth Have a bag with about 6 objects to feel, e.g. a smooth stone, a wooden block, soft cotton wool, soft furry toy, rough pine cone, piece of sand paper. Children take it in turns to feel for an object say what it is. Ask Is it soft, rough or smooth? They take out their object and see if they are correct. As a group or independently the children fill in a table with ticks and crosses</p> <p><u>Taste:</u> - Have the picture of the tongue available for chd to see which part of their tongue is used for that taste Have examples of the 4 different tastes for children to taste and ask: Can you find out which bit of your tongue tells the difference between the different tastes? Give each child: a sugar covered sweet, a salty crisp, a piece of unsweetened chocolate, a piece of lemon. Then use hand lenses to look at each other's taste buds.</p> <p><u>Hearing</u> - Sound Bingo https://www.youtube.com/watch?v=nlm4h79JZso</p>	

		<p><u>Sight:</u> Light enters their eye – Can they name the parts of the eye? Iris, pupil, eye lid, eye brow</p> <p>1. Tell the children that they are going to explore their sense of sight. Sit in a circle and play a simple version of Kim’s game where you put out a number of objects. Children look at the objects carefully. Then you remove 1 at a time while children’s eyes are closed. Children look closely again. Who can identify the missing object?</p> <p>2. In pairs they have a cup and 5 pennies – with the cup an arm’s length away and the penny in the air they must judge when the penny is over the cup and tell their partner when to drop the penny – then try same activity with 2 eyes. Which is best for judging distance? Try closing right / left eye ... Does it make a difference which eye you close?</p> <p><u>Smell:</u> - small particles of the item enters our nose Smell exploration: provide the group with 6 numbered containers with holes with different strong smelling substances that the children commonly come across. If you put them on wet tissues/cotton wool it enhances the smell, e.g. garden mint, honey, marmite, shower gel, orange peel, onion, banana, peppermint sweet.</p> <p><u>Children try to identify the smells and fill in a table - Compare the results of each group later.</u></p>	
5	Working scientifically: To ask questions and try to answer them.	<p><u>Who stole the tart?</u> To ask questions and try to answer them. Guess who activity – using the picture cards guess who the culprit is! Read the You Tube story about differences https://www.youtube.com/watch?v=JlpNhfOorWg Brainstorm similarities and differences ... look at the features of skin, eye, hair and create a range of people with different features – use multi cultural pencil crayons</p>	<p>I can draw the different features of different people. Can chd draw 6 different combinations of a persons features i.e. skin tone, hair colour eye colour. No two can be the same – make different combinations. LA – 3 different combinations LMA+ 6 different combinations</p>
6	Assessment	Carry out post- assessment of body parts / senses	By outcome