

Our Intent is: To develop inquisitive children who are excited about investigating with curiosity, "How can scientific enquiry explain the world?" Exploring answers by gathering and analysing evidence.



**Forton Primary School
Science**

**Nicky Nook Class
Autumn 1
Year A**

Key Concept: The Human Body and Health
Key Question: What makes us a healthy human?

Unit Overview:

Naming body parts and physical features.

What humans need to stay alive. (Food, hygiene and exercise)

Animal offspring basic needs of animals and human.

N.C. LINKS:

Animals, including humans Pupils should be taught 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.

Vocabulary:

- Human body
- Senses (see, hear, smell, touch, feel)
- Animals
- Offspring
- Survival
- Exercise
- Food

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- Diet
- Hygiene
- Medicine

New Knowledge Progression:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Recognise that humans are animals.
- Compare and describe differences in their own features (eye, hair, skin colour, etc.).
- Recognise that humans have many similarities.
- Notice that humans have offspring which grow into adults.

- Find out about and describe the basic needs of 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.
- Medicines can be useful when we are ill.

Building on Prior learning from EYFS:

Explore/observe – look closely at/notice.
Describe – Talk about what the notice/observe; talk about changes they notice and changes over time.
Record – draw pictures, take photographs, make models or scrapbooks.
Questioning – show an interest I /be curious about, ask questions about what they notice/ observe or changes that occur.
Explain – talk about why things happen/occur; talk about how things work.
Research – talk to people (visits/visitors/family), think of questions to ask to find things out and find out how things work; use first hand experiences/use secondary sources (eg books, photographs, internet).
Equipment and measures – use senses/use simple equipment to make observations (eg magnifiers, pipettes, egg timers, digital microscopes etc).

Building on Prior learning when B follow A:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Recognise that humans are animals.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, and including pets).
- Find out and describe how animals look different to one another.
- Group together animals according to their different features.

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	<p><i>Compare/sort/group/identify/classify – notice similarities, notice differences: talk about similarities and/or differences.</i></p> <p><i>Test – make suggestions, show resilience, work with others.</i></p> <p><i>Vocabulary - use simple vocabulary to name and describe objects, materials, living things and habitats.</i></p>	
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Key Skills (Disciplinary)

- Use simple scientific language to talk about / record what they have noticed.
- Use observations to make suggestions and / or ask questions.
- Observe and describe simple processes / cycles / changes with several steps (*e.g. growth cycle, simple food chain, saying how living things depend on one another*).
- Observe closely and communicate with increasing accuracy the features or properties of things in the real world.
- Use observations to make suggestions and / or ask questions.
- Look / observe closely and communicate changes over time.
- Look / observe closely and communicate the features or properties of things in the real world.
Observe closely using their senses.
- Decide how to sort and group objects, materials or living things.
- Say how things are similar or different.
- Compare and contrast simple observable features / characteristics of objects, materials and living things.
- Ask simple questions about what they notice about the world around them.
- Demonstrate curiosity by the questions they ask.
- Use simple and appropriate secondary sources (such as books, photographs, videos and other technology) to find things out / find answers.

Sequence of Lessons:

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1. LO: To identify the basic parts of the human body.
2. LO: To investigate senses linked to our bodies.
3. LO: Explore similarities and differences between human features.
4. LO: To understand about human offspring.
5. LO: To understand the basic needs of humans.
6. LO: To explain the importance of keeping our bodies healthy.

Enhancements:

The Life Education Van

End of Unit Outcome:

Independently label an outline of the human body with basic parts and links to senses.