

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**

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.

Etymology - Old English *ofspring* "children or young collectively, descendants," literally "those who spring off (someone)," from *of* "away, away from"



Knowledge Encyclopedia Human Body! - DK Knowledge Encyclopedias

Vocabulary:

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

Subject Specific

Working Scientifically

Unit Overview:

Naming body parts and physical features.
What humans need to stay alive. (Food, hygiene and exercise)
Animal off spring basic needs of animals and human.

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

Research relevant
Questions scientific enquiry
Comparative and fair test
Systematic careful observation
accurate measurements
Equipment data gather
record classify keys

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	<p>Exercise</p> <p>Food</p> <p>Diet</p> <p>Hygiene</p> <p>Medicine</p>	<p>conclusion predictions differences similarities changes improve interpret</p>
<p>New Knowledge Progression:</p> <ul style="list-style-type: none"> • 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. 	<p>Building on Prior learning from EYFS:</p> <p>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).</p>	<p>Building on Prior learning when B follow A:</p> <ul style="list-style-type: none"> • 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.

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Equipment and measures – use senses/use simple equipment to make observations (eg magnifiers, pipettes, egg timers, digital microscopes etc).

Compare/sort/group/identify/classify – notice similarities, notice differences: talk about similarities and/or differences.

Test – make suggestions, show resilience, work with others.

Vocabulary - use simple vocabulary to name and describe objects, materials, living things and habitats.

- Group together animals according to their different features.

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.

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- 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:

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.

Oral Assessments:

What makes us a healthy human?

What are the parts of the human body.

What are the five senses and how do they help us?

What is the same and what is different about babies and adults?

What are the basic needs of humans to keep us alive and well?

Why is it important to keep our bodies healthy?