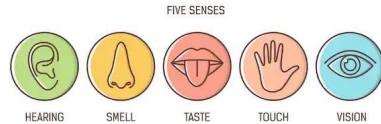


Year Group: 1 Term: Autumn 1

Animals including Humans—focus on Humans



National Curriculum objectives

S1.1k Identify, name, draw and label the basic parts of the human body

S1.1l Which part of the body is associated with each sense?

Specific substantive knowledge—what we want learners to know in this year group?

- The basic body parts are the head, arms, legs, nose, eyes, ears, mouth, hands and feet.
- Some of these basic body parts are associated with senses.
- The five senses are hearing, sight, smell, taste and touch.
- Ears are used for hearing
- Eyes are used to see
- The nose is used to smell
- The tongue is used to taste
- The skin gives the sense of touch.
- Humans have key parts in common, but these vary from person to person.
- Humans (and other animals) find out about the world using their senses.

What prior knowledge is this building upon? What should they focus on to build to age related? (Use with knowledge ladder)

From Early Years:

- Use all their senses in hands-on exploration of natural materials.
- Name and describe people who are familiar to them
- Recognise some of the basic body parts are the head, arms, legs, nose, eyes, ears, mouth, hands and feet.
- Different body parts are used for different things, such as the eyes are used to see.

Key questions for AFL:

- *Can you identify important parts of the human body?*
- *Where are they found in the body?*
- *What are the 5 senses of a human?*
- *Which parts of our body do we use with each of the 5 senses?*

Where is this learning progressing to? (Use with knowledge ladder)

Year 2

- Humans require 3 important things to survive - water, food and air
- In order to be healthy as well as survive, humans need to exercise

Year 3

- Humans have a skeleton and muscles for movement, support and protecting organs.
- Major bones in the human body include the skull, ribs, spine, humerus, ulna, radius, pelvis, femur, tibia and fibula.
- Major muscle groups in the human body include the biceps, triceps, abdominals, trapezius, gluteals, hamstrings, quadriceps, deltoids, gastrocnemius, latissimus dorsi and pectorals.

Year 4

- The digestive system is responsible for digesting food and absorbing nutrients and water.

Year 5

- The human body changes from being born to old age, and some of these sense / systems in the body can change as a result

Common misconceptions

As humans are being taught specifically, it is important when learning about animals, commonalities and differences between animals and humans are explored and discussed to uncover any misconceptions and to make sure children develop required knowledge in both aspects.

Learners may think that humans are not a type of animal

Although we often use our fingers and hands to feel objects, the children should understand that we can feel / sense with many parts of our body **and that our skin is a sense organ.**

Working scientifically focuses

S1.1a Ask simple questions and recognise that they can be answered in different ways

S1.1c Identify and classify

S1.1d Use their observations and ideas to suggest answers to questions

S1.1e Gather and record data to help in answering questions

What types of enquiry will we be undertaking?

Identifying and classifying, observations

Process for enquiry or investigation

Matching body parts to senses, set up processes of using senses to work out what they help us do e.g. hearing test, tasting test, touching test, seeing test, smelling test.

Explore objects using different body parts and sense—which part of the body might help us to describe this object in terms of our different senses?

How does it help learners develop their knowledge?

Children should be able to identify the different body parts from pictures and observing their own and others bodies, labelling large pictures including drawing around body for labelling, playing games of Simon Says. By noticing the similarities between their own bodies and images, they are further developing their understanding.

Key Vocabulary

Body, feet, legs, arms, hands, torso, head, skin, ears, eyes, nose, mouth, tongue, heart, lungs, stomach, eyes, sight, ears, sound, nose, smell, tongue, taste, skin, touch, **sense organ**

Question, identify, name, recognise, label, group, classify, sort, observe, suggest, research, answer, information, label, record