What should I already know?

Use all their senses in hands-on exploration of natural materials. (Nursery - Humans)

Name and describe people who are familiar to them. (Reception - Humans)

Key Vocabulary and Definitions:

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| hearingScientists explain in more detail how we hear via bones in the skull |  Imperial News | Imperial College London | To interpret sound information that reaches the ears |
| human  Crianças DOS desenhos animados, As Crianças, Cartoon, Todos OS Tipos De  Pele PNG Image and Clipart | Ilustração criança, Crianças, Imagens infantis | A human is a type of animal that belongs to the group of mammals called primates. |
| sense How to Plan a Meeting That Appeals to All Five Senses | Successful Meetings | Any of the five ways to understand or experience our surroundings. |
| sight  Sight Dream Meaning and Interpretations | To interpret light information that reaches the eyes. |
| smell  Humans' built-in GPS is our 3-D sense of smell | Berkeley News | The sense through which scent is recognized. |
| taste | To experience and recognize the flavour of something by putting it into the mouth. |
| touchWhat It's Like to Live Without Your Sense of Touch | Women's Health | To make contact with something. |
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Scientific Knowledge:

* Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
* 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. Humans have five senses – sight, touch, taste, hearing and smelling. These senses are linked to particular parts of the body.

Blooms Taxonomy – Specific Verbs to Use in Lesson Aims

Knowledge: Describe, find, identify, list, locate, name, recognise, retrieve Comprehension: Classify, compare, explain, infer, interpret, paraphrase, summarise Application: Carry out, implement, use Analysis: Deconstruct, Organise, outline, structure Synthesis: Construct, design, devise, invent, make, plan, produce, Evaluation: Appraise, assess, choose,



Teaching Sequence – Aim of each lesson

1. To understand we are learning about parts of the human body
2. To label parts of the face
3. To say which part of the body is associated with each sense
4. To use flash cards in partners to match parts of the human body and the senses (verbally)
5. TAPS in partners label with post it notes, body parts and senses (take a picture for science books)

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| Term 4 | Let’s Talk (Explorify) | Scientific Knowledge | Scientific skill |
| Lesson 1 | What’s going on?  Born to dance. | * To label basic parts of the body | Observe  Record |
| Lesson 2 | Zoom in zoom out  Pink and bumpy | * To label parts of the face | Observe  Record |
| Lesson 3 | Have you ever  Smelt something that made you happy? | To say which part of the body is associated with each sense | Observe |
| Lesson 4 | What if?  Everything tasted the same | * To use flash cards in partners to match parts of the human body and the senses (verbally) | Record |
| Lesson 5 |  | * TAPS in partners label with post it notes, body parts and senses (take a picture for science books) | Record |