

### Prior learning

Year R – All about me: The five senses and how we use them.

Our bodies and healthy eating/exercise. How can we look after ourselves?

Lifecycles – Mother and baby animals.

Year 1 – SMSC: Five senses and what they are used for.

National Curriculum - Pupils should be taught to:

Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

Identify and name a variety of common animals that are carnivores, herbivores and omnivores

Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

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, arms, legs, hands, feet, head.
- Senses – smell, touch, taste, hear, sight, nose, hands, tongue, ears, eyes
- Skeleton - Bones
- Organs - Heart, Lungs
- Brain
- Birds, Reptiles, Fish, Amphibians, Mammals
- Carnivores, herbivores, omnivores.

### Snapshot

#### Exploring Senses

Name the different senses in the human body and explore how we use the each of our senses.

#### Identifying parts of the human body

Name and label parts of the human body.

#### Comparing the human body to other animals.

Make comparisons between the human body/animals. Know that humans are mammals and be able to explain why.

## Medium Term Planning

**Year Group:** Year 1    **Term:** Summer 1    **Topic:** Humans and Other Animals.

	Learning Objective	Input (including key questions and vocabulary)	Differentiation	Key learning
Session 1	<p>I know the different senses in the human body.</p> <p>I can explore my senses.</p>	<p>Introduce new topic and key vocabulary.</p> <p>Discuss the different senses in the body. What does each of our senses help us to do?</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zsbntrd">https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zsbntrd</a></p> <p><a href="https://www.youtube.com/watch?v=bRGsrxAV6nl">https://www.youtube.com/watch?v=bRGsrxAV6nl</a></p> <p><b>Activity:</b> Children to take part in roundabout activities to explore the importance of our senses. Example activities:</p> <ol style="list-style-type: none"> <li>1. Touch – Partner activity, 1 partner has to guess the item in their hands just by feeling it.</li> <li>2. Sight – Partner activity, children to take part in a simple obstacle course. 1 child to be blind folded the other to direct their partner around the course.</li> <li>3. Hearing – use ear defenders to guess what your partner is saying/Chinese whispers style game.</li> </ol>	<p>Pre-teaching of new vocabulary for children who are emerging/EAL.</p> <p>Mixed ability groups</p>	<p>Name at least 3 senses and know what they are used for.</p>

		<p><b>In books:</b> pictures of children completing the different activities with a short paragraph to explain what the children did – ‘In science we explored our different senses by... we took part in..’ – All children to have the same paragraph stuck into their books. General pictures of the activities in books – do not need a photo specifically of each child completing each activity.</p> <p>After activity discuss:</p> <ul style="list-style-type: none"> <li>• Were the challenges easy? Why? Why not?</li> <li>• What made it difficult?</li> <li>• Did you need to use your other senses to help you?</li> <li>• Were some challenges more difficult than others?</li> </ul>		
Session 2	I can identify parts of the human body.	<p>Recap previous learning on senses and the key vocabulary.</p> <p>Explain that we will be learning about different parts of the human body. Watch:  <a href="https://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zqhbr82">https://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zqhbr82</a></p> <p>As a class write a list of the different parts of the body that the children can remember</p>	<p>Pre-teaching of vocabulary for children who are emerging/EAL</p> <p>Mixed-ability groupings.</p>	<p>Be able to name our senses and know what we use them for.</p> <p>Name 5+ parts of the human body.</p>

Activity: In groups one child lies on a large sheet of paper and is drawn around. Children to be given word cards with parts of the body as well as the senses. In their groups, children to place word cards in the correct around of the body. *(Take picture of completed activity)*

In books: Picture of group activity with a short paragraph to explain what the children did. (All children to have the same picture & explanation stuck into their books – does not need to be specific to each child).

Discussion points-

- What are body parts used for e.g. legs for walking, jumping, kicking etc.
- How many bones in the human body?
- How many organs and how are they connected?
- How does blood pump around the body?

Session 3	I can identify parts of the human body.	<p>Recap previous learning and vocabulary.</p> <p>Have a large outline of the human body and as a class label it using vocab word cards. Can the children explain what some different body parts are used for?</p> <p><b>Activity – In books:</b> Children to have an outline of the human body stuck into their books. Children to annotate the human with names of body parts.</p> <p>Can you explain what one of our body parts is used for? – Children to record this themselves or teacher/TA to scribe.</p>	Pre-teaching of key vocab for emerging/EAL children.	<p>Identify and name at least 5 body parts.</p> <p>Explain what at least 1 of our body parts is for.</p>
Session 4	I can compare the human body to other animals.	<p>Recap previous learning and vocabulary.</p> <p>Show children an image of a snake. Children to identify its classification and features of it.</p> <p>Discuss – how do humans compare to snakes? What is similar? What are the differences? (BRAMF, features, carnivore, herbivore, omnivore etc).</p> <p>Make sure to recap that humans are mammals &amp; explain why.</p> <p><b>Activity in Books -</b></p> <p>Children to draw/be given images of a human and one other animal.</p> <p>Divide page into two, children to sort similarities and differences</p>	Recap of key vocabulary for children who are emerging/EAL.	<p>To identify an animal's classification.</p> <p>To identify at least 2 features of an animal.</p> <p>To know that a human is a mammal.</p>

		between humans and other animal (this could be written or by drawing pictures). If children have drawn pictures teacher/TA to scribe key points.		
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#### Impact

- To be able to identify and explore different senses in the human body.
- To be able to name the basic parts of the human body.
- To be able to explain how the human body compares to a different animal.