

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Subject: Science Year Group: Year 1/2		Area of learning: Animals Including Humans (Year B)
Links to previous work/Remember when	<ul style="list-style-type: none"> Identifying and naming common animals including those in the local environment. Identify and name common carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals. Identify, name, draw and label the basic parts of the human body and say which part is associated with which sense. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. 	
Term	Year 1/2	Key Skills to be taught
Autumn 2021 What the children should know at the end of this series of lessons		<ul style="list-style-type: none"> Know that animals including humans have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, air, food). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Use their observations and ideas to suggest answers to questions. Gather and record data to help answer questions. Identify and classify.

Vocabulary

Compare, describe, similar, different, Notice patterns, compare, measure, record, predict, gather, centimetre, millimetre, Ears, senses, hearing, spotting patterns, Touch, sight, smell, taste, hear, sense, Fruit/vegetables, bread/rice/potatoes/pasta, milk/dairy/food high in fat/sugar, meat/fish/egg/beans.

Sequence of learning	Objectives and suggested details provided by subject leader.
1	i) Notice that animals, including humans, have offspring which grow into adults. <ul style="list-style-type: none"> Identify common features and compare similarities and differences.

Brough Primary School – Curriculum Intention Plan 2021 - 2022



	<ul style="list-style-type: none"> • Play Memory Games to encourage further talk about the passing of time and to demonstrate their understanding (Yr1). • Observe changes over time between the baby photos and current ones, discussing differences between 'baby me' and 'present me' (Yr2). • Compare similarities and differences between present and past photos. • Understand that we change over time. • Play Memory Games to encourage understanding of the passing of time (Yr1). • Observe changes over time between the baby photos and current ones (Yr2). • Share baby photos together as a class. Discuss differences between 'baby me' and 'present me'. Explore memories and why they are important. Make memory chains/lockets. • Year 1 - Play Memory Games to encourage understanding of the passing of time. • Year 2 - Observe changes over time between the baby photos and current ones.
2	<p>i) Identify, name, draw and label the basic parts of the human body and say which of the body is associated with each sense.</p> <p>ii) Notice that animals, including humans, have offspring which grow into adults.</p> <ul style="list-style-type: none"> • Name parts of their bodies and collect information about their bodies by observing, measuring and noticing patterns. • Make a class wall display of Our Body Patterns, with photographs and measurements, to show their understanding and learning (Yr1). • Consider a number of ways to present the data and their conclusions (Yr2). • Name parts of their bodies. • Collect information about their bodies by observing, measuring and noticing patterns between hand and food size. • Consider a number of ways to present the data and their conclusions (Yr2). • Year 1/2 - Make a class wall display of Our Body Patterns, with photographs and measurements, to show their understanding and learning (Pattern seeking). • Year 2 - Extend the activity by looking at ways to present the data.
3	<p>i) Identify, name, draw and label the basic parts of the human body and say which of the body is associated with each sense.</p> <ul style="list-style-type: none"> • Understand that we hear sounds with our ears and that hearing is one of our senses. • Talk to each other about what makes a difference to how well they can hear a whistle when it is blown (Yr1). • Together, draw up instructions for optimum hearing of the playground whistle, to demonstrate their learning and understanding.

Brough Primary School – Curriculum Intention Plan 2021 - 2022



	<ul style="list-style-type: none"> • Extend the investigation by considering if hoods make a difference to hearing (Yr2). • Understand that we hear sounds with our ears and that hearing is one of our senses. • Begin to understand that some factors affect the hearing of the whistle (Yr1). • Draw up instructions for optimum hearing of the playground whistle, to demonstrate their learning and understanding. • Explore the extension question Do hoods make a difference to hearing? (Yr2). • Talk to each other about what makes a difference to how well they can hear a whistle when it is blown. • Year 1/2 - Investigate ideas by going outside and asking and extending questions and noticing patterns. • Year 2 - Extend the investigation by considering how to make it fair and looking at what can be changed and what should stay the same.
4	<p>i) Identify, name, draw and label the basic parts of the human body and say which of the body is associated with each sense.</p> <p>ii) Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <ul style="list-style-type: none"> • Understand that we use our senses to classify things into groups. • Identify the differences between fruit and vegetables using our senses and classify them. • Set up a Senses Market Stall in the classroom, sorting produce by using our senses (Yr1). • Classify foods using a Venn diagram (Yr2). • Understand that we use our senses to classify things into groups. • Set up a Market Stall in the classroom, sorting produce by using their senses (Yr1). • Classify foods using a Venn diagram (Yr2). • Investigation - problem solving, sorting, classifying and identifying • Discuss and draw up a list of essential items for basic survival. • Year 1 - Identify differences between fruit and vegetables using our senses. • Year 2 - Classify fruit and vegetables into different groups.
5	<p>i) Identify, name, draw and label the basic parts of the human body and say which of the body is associated with each sense.</p> <p>ii) Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <ul style="list-style-type: none"> • Understand that we have different ways of exploring the world and that often our senses work together to help us do that. • Go outside to explore the school grounds using different senses. • Explore what is it like when the sense of sight is taken away (Yr1). • Explore the idea of pairs of senses working together (Yr2). • Go outside to explore the school grounds using different senses. • Explore what is it like when the sense of sight is taken away (Yr1).

Brough Primary School – Curriculum Intention Plan 2021 - 2022



	<ul style="list-style-type: none"> • Understand that often our senses work together to help us explore the world (Yr2). • Year 1 - Use blindfolds to explore without the sense of sight. • Year 2 - Understand how the senses work together.
6	<p>i) Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>ii) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <ul style="list-style-type: none"> • Design a balanced lunch box on paper to serve as a reminder of how much food each food group is required for a balanced lunch. • Make healthy sandwiches to pack in a picnic. • Record the healthy picnic in photographs and share learning with invited guests. • Design a balanced lunch box as a reminder of how much food each food group is required. • Make healthy sandwiches to pack in a picnic. • Record picnic in photographs and share learning with invited guests. • Year 1 /2 - Design a balanced lunch box on paper to serve as a reminder of how much each food group is required for a balanced lunch. By drawing on previous knowledge of healthy food, select healthy sandwiches to pack in a picnic. Record the healthy picnic in photographs and talk about learning with invited guests.

Learning Outcome/product

Think carefully about what you were like as a baby and how your body has changed since then. Compare foot and hand sizes to make a class display. Consider how to investigate what we can hear in the playground. Investigate fruit and vegetables and plan a balanced picnic for guests.

Assessment records	List only those children who have not achieved the expected outcomes.

Assessment records	List only those children who have exceeded the expected outcomes.

End of unit assessment question

E.g. How have we changed since we were born and what do we need to do now in order to keep our bodies healthy?

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