

Brough Primary School – Curriculum Intention Plan 2023 - 2024



Subject: Science		Area of learning: Animals, including Humans	
Year Group: Year 1/2		(Cycle B)	
Links to previous work/Remember when	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. (EYFS) • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (EYFS) • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (EYFS) 		
Term	Key Skills to be taught		
Autumn 2 2023	<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 which sense. 		
What the children should know at the end of this series of lessons			

Vocabulary

Compare, describe, similar, different, baby, adult, changes, growing, patterns, measure, record, data, gather, predict, centimetre, millimetre, test, ears, senses, hearing, sweet, sour, bitter, salty, unami or savoury, smooth, prickly, rough, velvety, sticky, bristly, bumpy, slippery, slimy, flat, rubbery, gritty.

Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	<p>Learning Objective: To know that we change as we get older and that the change happens gradually over time.</p> <p>Key Knowledge: That we all get older gradually over time, this change is happening to all of us all of the time, not just on our birthdays for example.</p> <p>Enquiry Type: Observing closely. Using their observations to suggest answers to questions.</p>	<p>Recap – Do you have any siblings or younger cousins who are still a baby? What can you remember about babies? How are they different to you now?</p> <p>In this lesson share and discuss baby photos with each other. Identify common features and compare similarities and differences. Do we only get older on our birthdays? How do we get older over time? Compare the photos with their current appearance using mirrors.</p> <p>How we change over time</p> <ul style="list-style-type: none"> • Children grow physically over time. • A young child can do far more than a baby – for example starting to walk. • We do not grow physically for all of our life, it is children and teenagers who grow.

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		<p><i>Children record how they have changed from the baby photo they are looking at to their present appearance. Children compare what they could do as a baby with what they can do now. (Y2 – written comparison, Y1 – single words around a photo).</i></p>
2	<p>Learning Objective: To be able to name key parts of the human body and collect measurements about them.</p> <p>Key Knowledge: To know the names for head, skull, face, ears, eyes, hair, mouth, teeth, neck, skin, arms, elbows, wrist, hands, fingers, chest, abdomen, legs, knees, feet and toes. To know we have a skeleton. To know you can measure the length of feet and hands and look for patterns.</p> <p>Enquiry Type: Gathering and recording data to help answer questions. Observe closely using simple equipment.</p>	<p>Recap – In what ways are we different to the baby we once were? Do people grow for all of their life? Is it just physically that people change over time, or can they do more, remember more etc?</p> <p>In this lesson children will name parts of their bodies. They will collect and record information about the length of their hands and feet (not shoes) and that of their classmates. Y2 will look for any simple patterns – for example – Does someone with big feet also have big hands and vice versa?</p> <p>Names of body parts</p> <ul style="list-style-type: none"> Children should be able to name the body parts shown in the key knowledge. This might also be an opportunity to include any of the PHSE/RSE requirements regarding the naming of body parts. <p><i>Children record the names for the required body parts on a suitable diagram of the body. (Y1 – could be cut and stick, Y2 to label directly with our without a given word list as appropriate). On a suitable template, children measure and record the length of their hands from wrist to index finger tip and length of their foot from heel to end of big toe. (Y1.) They will look to find and record any 'patterns' they find. (Y2). Children may require an explanation of what we mean by a 'pattern'.</i></p>
3	<p>Learning Objective: To know that we hear sounds with our ears and that hearing is one of our senses.</p> <p>Key Knowledge: Understand that we hear sounds with our ears and that hearing is one of our senses.</p>	<p>Recap – What names of body parts can you remember? Year 2, what did we find out about the size of our friends feet and hands last week? Can anyone remember how we have changed form when we were a baby to how we are now?</p> <p>In this lesson, talk to each other about which part of our body we use to hear. What makes a difference to how well we can hear a whistle when it is blown? Investigate ideas Discuss this with the children and allow them to make a few predictions about</p>

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	<p>Offer suggestions for what might make a difference to how well they can hear a whistle when it is blown. Investigate their ideas by going outside and asking and extending questions and noticing patterns.</p> <p>Enquiry Type: Performing simple tests. Gathering and recording data to help in answering questions.</p>	<p>what they think – for example distance from the whistle, hood is up, ear muffs are worn in cold weather, how much noise other children are making etc. Continue by going outside and investigating the children ideas, before returning to the classroom and discussing what we have found out.</p> <p>Our ears mean we can hear sounds</p> <ul style="list-style-type: none"> • We hear sounds through our ears. • Some things affect how well we hear sounds. (You could use the term insulators if you think the children understand. You could help the children understand that sounds get quieter the further away they are. <p><i>Children record in simple terms how we hear sounds – could be a diagram. Children record their thoughts about what might affect how they hear a whistle outside and then what they have found out after the practical work. Year 1 – could be pictorial and key words. Encourage Year 2 to include a written statement which identifies a correct relationship – so for example the further away you are, the quieter the sound is.</i></p>
4	<p>Learning Objective: To understand that we use our other senses, sight, touch taste and smell to help us in everyday life.</p> <p>Key Knowledge: We use our senses to compare different textures, smells and tastes.</p> <p>Enquiry Type: Gathering and recording data to help us understand.</p>	<p>Recap – What did you discover about sound in our last lesson? Can anyone remember what sorts of things affect how well we hear sounds? Which body part names can we all remember? (Body part quiz)</p> <p>This lesson should be a practical lesson in which we utilise the school or the outside to collect and experience a range of textures – for example rough, smooth, slimy, soft, hard etc. In the second part of the lesson give the children a range of tastes to experience (check food allergies first) For example, sweet, sour, bitter, salty and umami or savoury. They should give their reaction to the taste and attempt to identify each one.</p> <p>Using our senses</p> <ul style="list-style-type: none"> • We can taste sweet, sour, bitter, salty and umami or savoury. • We use touch to feel things all the time. To know why touch is so important but also to know some of the dangers – things not to touch.

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		<i>Children should record examples of a range of textures found around the school. Children should have the taste sheet to put in their books.</i>
5	<p>Learning Objective: To understand that we use our senses to classify things into groups. To classify fruit and vegetables into different groups using our senses.</p> <p>Key Knowledge: Understand that identifying things means looking at the differences between them. Know that classifying items means putting them into different groups. Know that we taste with our tongues and that taste is one of our senses.</p> <p>Enquiry Type: Identifying and classifying.</p>	<p>Recap –</p> <p>In this lesson have a selection of fruit and veg available on the table (Check for food allergies first). Explore the foods and then ask the children to invent a classification for their fruit and vegetables. Each group to present on large paper. Move groups round the tables so they can see what other groups have done. Discuss. How many used taste? What other senses did you use?</p> <p>Using our senses to classify and group</p> <ul style="list-style-type: none"> • We can classify using taste, smell, sight and touch. • Classify means to group things according to a given or invented criteria – such as bumpy and not bumpy, or green and not green etc. <p><i>Children record their classification on large sheets of paper so they can place their fruit and vegetables on their classification grid. (Photo in science book please). Y2 children write a brief explanation of why they chose to classify as they have. Y1 children to write a sentence explaining that to ‘classify’ means to put things in groups.</i></p>
6	<p>Learning Objective: To demonstrate what has been learnt about body parts and our senses.</p>	<p>ASSESSMENT LESSON</p> <p>Chose an assessment task that includes some labelling of the key body parts covered in this unit and the use of the senses.</p>

Learning Outcome/product

Children will know the names of the common body parts (head, skull, face, ears, eyes, hair, mouth, teeth, neck, skin, arms, elbows, wrist, hands, fingers, chest, abdomen, legs, knees, feet and toes). Children will know which body parts are connected to which of our 5 senses and why senses are so important to us.

Assessment records

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

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