

Year: 1 Term: 1b Cornerstones Unit: Human Senses



National Curriculum Progression

Y1	Y2	Y3	Y4	Y5	Y6
<p>Animals, including Humans iv. identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Animals, including Humans i. notice that animals, including humans, have offspring which grow into adults ii. find out about and describe the basic needs of animals, including humans, for survival (water, food and air) iii. describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Animals, including Humans i. identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat ii. identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Animals, including Humans i. describe the simple functions of the basic parts of the digestive system in humans ii. identify the different types of teeth in humans and their simple functions</p>	<p>Animals, including Humans i. describe the changes as humans develop to old age.</p>	<p>Animals, including Humans i. identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood ii. recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function iii. describe the ways in which nutrients and water are transported within animals, including humans</p>

Scientific Enquiry Skills

Asking Questions	Investigating	Gathering and Recording Data	Presenting and Analysing Findings
<p>♣ asking simple questions and recognising that they can be answered in different ways</p>	<p>♣ observing closely, using simple equipment ♣ performing simple tests ♣ identifying and classifying</p>	<p>♣ gathering and recording data to help in answering questions.</p>	<p>♣ using their observations and ideas to suggest answers to questions</p>

Key Vocabulary – Unit Specific		Key Vocabulary – Scientific Enquiry	
<p>body parts - head, arms, legs, nose, eyes, ears, mouth, hands, feet – draw, label, human body, main parts</p> <p>five senses - hearing, sight, smell, taste, touch, ears, hear, eyes, see, nose smell, tongue, taste, skin, sense of touch – match</p> <p>living things – humans, animals - identify, compare, mammal</p> <p>animal groups - common body parts, different body parts, fins, wings - describe</p>		<p>question - what, why, how, who, when, which</p> <p>equipment - metre stick, measuring tape, egg timer, hand lens, sorting circles</p> <p>measure, measurement, observe</p> <p>test, instructions, prediction, method</p> <p>identify, sort, group, compare, classify</p> <p>results, information, investigate, investigation, noticing patterns</p> <p>record, data, table, Venn diagram</p>	
Conceptual Learning Goals - Core Knowledge		Procedural Learning Goals - Skills	
Substantive Knowledge	<ul style="list-style-type: none"> a. Know that the basic body parts are the head, arms, legs, nose, eyes, ears, mouth, hands and feet. b. Know that the five senses are hearing, sight, smell, taste and touch. Ears are used to hear, eyes are used to see, the nose is used to smell, the tongue is used to taste and skin gives the sense of touch c. Know that objects, materials and living things can be looked at and compared. d. Know that different animal groups have some common body parts, such as eyes and a mouth, and some different body parts, such as fins or wings. 	<ul style="list-style-type: none"> a. Know how to draw and label the main parts of the human body. b. Know how to match which body part is associated with which sense. c. Know how to identify and compare living things, including identifying humans as living things and belonging to a group called mammals. d. Know how to describe how different groups of animals have common and different body parts. 	
Disciplinary Knowledge	<ul style="list-style-type: none"> e. Know that question words include what, why, how, who, when, which f. Know that simple equipment - metre stick, measuring tape, egg timer and hand lens - is used to take measurements g. Know that simple tests can be carried out by following a set of instructions h. Know that objects and materials can be compared. i. Know that results are information found out from an investigation j. Know that data can be recorded and displayed as tables, pictograms, Venn diagrams, drawings, diagrams 	<ul style="list-style-type: none"> e. Know how to ask simple scientific questions f. With support, know how to use simple equipment to measure and observe g. With support, know how to follow a set of instructions to perform simple tests and begin to talk about what they might do or what might happen h. Know how to observe objects and materials to sort or group them i. Know how to talk about what they have done and say, with support, what they have found out. j. With support, know how to gather, and record simple data using tables, pictograms, Venn diagrams, drawings, diagrams 	

Scientific Enquiries:				
Observing changes Over a Period of Time	Noticing Patterns	Grouping and Classifying Things	Carrying out Simple Comparative Tests	Finding Things Out using Secondary Sources of Information
	Why do we have two eyes? investigation	Labelling human body parts Counting body parts Similarities and differences in humans	Exploring Senses Sense of touch investigation	Senses and dangers Sensory Loss
Assessment Criteria				
<u>Disciplinary Knowledge and Skills</u> using appropriate scientific language from the national curriculum: <ul style="list-style-type: none"> • ask their own questions about what they notice • use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions: <ul style="list-style-type: none"> - observing changes over time - noticing patterns - grouping and classifying things - carrying out simple comparative tests - finding things out using secondary sources of information • communicate their ideas, what they do and what they find out in a variety of ways 			<u>Substantiative Knowledge and Skills</u> <ul style="list-style-type: none"> • name and locate parts of the human body, including those related to the senses • describe and compare the observable features of animals from a range of groups 	