





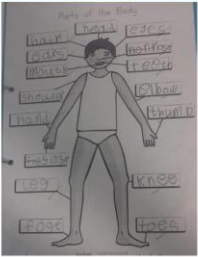

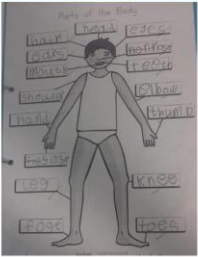

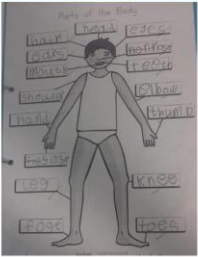
Mendell Primary School





Aspire Challenge Achieve

Medium Term Plan Science




Year Group: 1	Term: Spring1 / 2	Teacher: Nicole Morning	Subject lead: Sarah Bride	Overview: Animals including Humans:	Key End Points: By the end of this unit children will be able to:
Common Misconceptions: Some children may think: <ul style="list-style-type: none"> • only four-legged mammals, such as pets, are animals • humans are not animals • insects are not animals • all 'bugs' or 'creepy crawlies', such as spiders, are part of the insect group • amphibians and reptiles are the same. 		Unit key Vocabulary: <ul style="list-style-type: none"> • Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves • Names of animals experienced first-hand from each vertebrate group • Parts of the body • Senses – touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue 		<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 each sense. <p>Spring 2:</p> <ul style="list-style-type: none"> • 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). <div style="background-color: #e91e63; color: white; padding: 2px; font-size: 8px;"> Identifying, grouping and classifying Making observations to name, sort and organise items. </div> <div style="background-color: #00bcd4; color: white; padding: 2px; font-size: 8px;"> Pattern-seeking Identifying patterns and looking for relationships in enquiries where variables are difficult to control. </div>	<input type="checkbox"/> Talk about and describe their body. <input type="checkbox"/> Talk about how they are the same as and different from others e.g. physical appearance, things you like, things you believe, how we do things etc. <input type="checkbox"/> Talk about their senses and how they use them in everyday life. <input type="checkbox"/> Talk about how they've changed during year one <input type="checkbox"/> Measure themselves over the year and compare to others
Links to other learning: DT – healthy eating	Prior Learning: Use all their senses in hands-on exploration of natural materials. (Nursery) • Begin to make sense of their own life-story and family's history. (Nursery) • Understand the key features of the life cycle of a plant and an animal. (Nursery) • Begin to understand the need to respect and care for the natural environment and all living things. (Nursery)	Future Learning: <ul style="list-style-type: none"> • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (Y2 - Living things and their habitats) • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. (Y6 - Living things and their habitats) • Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats) 	High Quality Text: Funny Bones Handa's Surprise. Scientist to study: Aristotle said humans have five senses. Leonardo Da Vinci (Anatomical drawing, 'Vitruvian Man')	Risk Assessment:	Teacher CPD: ASE plan exemplification – Max Reach out CPD https://www.reachoutcpd.com/ sign up for free.

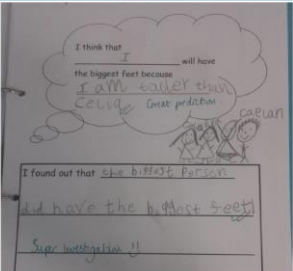
Learning Intention	Lesson Outline (Key Questions in colour)	Resources	Vocabulary	Lowest 20% Adaptations																																		
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<p>2</p>	<p>L.I. I can identify, name and label the parts of my face.</p> 	<p>This is a Science lesson. In Science, we study nature and the behaviour of natural things. The skill we will be using this lesson is observing.</p> <p>Review learning from previous lesson; what did we learn in last week's lesson? What body parts can you name?</p> <table border="1" data-bbox="224 263 817 654"> <tr> <td colspan="2">Year 1</td> <td>Topic</td> <td>Animals, including humans</td> </tr> <tr> <td colspan="4">Focus of assessment (National Curriculum statements)</td> </tr> <tr> <td colspan="4">Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</td> </tr> <tr> <td colspan="4">Description of activity</td> </tr> <tr> <td colspan="4">The children were given a mirror and asked to look at their faces closely. They were then asked to draw and label their features on the outline provided.</td> </tr> <tr> <th colspan="2">EVIDENCE OF LEARNING</th> <th colspan="2">ASSESSMENT</th> </tr> <tr> <td>Oral evidence</td> <td>Examples of work</td> <td>Knowledge</td> <td></td> </tr> <tr> <td>Teacher observations</td> <td></td> <td>Eva does not draw all the parts given, but does draw many features accurately, particularly the eyes which are shaped well and include the iris and pupil.</td> <td></td> </tr> <tr> <td>Eva does not include mouth, teeth and ears, but these have been previously labelled. To date, Eva has not identified nostrils, lips and tongue.</td> <td></td> <td>Working scientifically Eva makes close observations.</td> <td></td> </tr> </table> <p>Big Question: What are the parts of our face?</p> <p>Provide the children with a mirror and ask them to look closely at their face and the features. Ask them to draw their face on the template provided. Ask the children to label the different parts of the face. Some might need the support of a word bank – mouth, ears, lips, nose, nostril, teeth, head, eyes, hair, chin, tongue.</p> <p>Ask two children to stand at the front and identify different parts of the face. How are they different? Show the example: https://www.planassessment.com/videos?wix-vod-video-id=d5ad07dea1d64e1f855220ee94e0b5d7&wix-vod-comp-id=comp-kd04dier</p> <p>Pair the children up and ask them to create their own video – film or share with the class. Create QR codes as evidence.</p>	Year 1		Topic	Animals, including humans	Focus of assessment (National Curriculum statements)				Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense				Description of activity				The children were given a mirror and asked to look at their faces closely. They were then asked to draw and label their features on the outline provided.				EVIDENCE OF LEARNING		ASSESSMENT		Oral evidence	Examples of work	Knowledge		Teacher observations		Eva does not draw all the parts given, but does draw many features accurately, particularly the eyes which are shaped well and include the iris and pupil.		Eva does not include mouth, teeth and ears, but these have been previously labelled. To date, Eva has not identified nostrils, lips and tongue.		Working scientifically Eva makes close observations.		<p>Mirrors, face template sheet, word bank. Ipad.</p>	<p>Face, eyes, nose, ears, nostrils, chin, teeth, tongue, lips.</p>
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<p>3.</p>	<p>L.I I can Find out if height is linked to show size.</p> 	<p>This is a Science lesson. In Science, we study nature and the behaviour of natural things. The skill we will be using this lesson is setting up tests and recording data.</p> <p>Review learning from previous lesson; what did we learn in last week's lesson? What body parts can you name on your face?</p> <p>Big Question: Do taller people have bigger feet?</p> <p>Remind the children about the body parts they have discussed during the last two weeks. Play a game of Simon says including parts of the face as well as the body.</p> <p>Invite two children who are different in size to the front. What is similar about x and y? –body parts, gender. What is different about them? Height, gender.</p> <p>Ask the children whether they would have bigger feet than their partner. Allow them time to make observations about their body parts e.g. longer arms/legs, size feet, height etc...</p> <p>Show the children the big question: Do taller people have bigger feet?</p> <p>Ask the children what equipment they will need to find the answer to the big question. Ask them to make a prediction. – see resource investigation sheet.</p>	<p>Tape measure, investigati on sheet.</p>	<p>Feet, legs, height, size, arms.</p>																																				

Commented [1]:

	Year	1	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<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 each sense. 			
	Description of activity			

The children were asked to think about whether they would have bigger feet than their partner. They were given time to make observations to check their ideas. They were then asked to think about other parts of their body.

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>My hands are also bigger than Caelq's. Caelan is taller than me because he has longer legs."</p>		<p>Working scientifically</p> <p>Eva compared her feet with her partner's and noticed they were bigger when they put them together. When they stood up, she found she was taller. She recognised that this matched her idea.</p>
Teacher observations		

Exit Pass; with adult support children to collect some data e.g. height, weight, shoe size, number of teeth etc. Repeat at the beginning of each term and end the year with a piece of writing 'Look how much I've changed/grown!' (Observing over time)

4.

L.I. I can identify which body part is linked to each sense.



This is a Science lesson. In Science, we study nature and the behaviour of natural things. The skill we will be using this lesson is making observations .

Review learning from previous lesson; what did we learn in last week's lesson? What did our investigation tell us?

Big Question: What are our 5 sense? – do the children recall the five senses? – Provide the children with a matching game – can they identify the body part associated to each sense?

Play - <https://www.youtube.com/watch?v=vXXiyIGqliE> - <https://www.bbc.co.uk/bitesize/clips/z2fnvcw>

Take the children on a senses walk – either outside or around school – weather dependent. Ask them to focus on each sense individually and record what they notice.

Mystery Boxes – smell and taste. Set up three mystery smells – orange, lemon, lavender and thing things to taste – sugar, flour, salt. Encourage talk about their senses and ask the children to identify each smell and substance.

Exit pass: Explorify what if? – **What if everything tasted the same?**

- **What if all your food tasted like brussel sprouts?**
- **Do all green foods taste the same?**
- **Is the texture or shape of food as important as taste?**


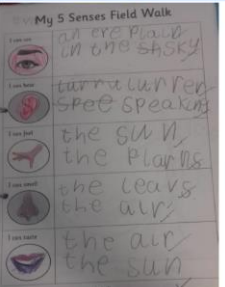
Matching cards.

Sense sheet

<https://www.youtube.com/watch?v=vXXiyIGqliE>

film tubs,
lemon,
orange,
lavender,
salt, flour,
sugar.

Senses – touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue

Year	1	Topic	Animals, including humans
			
Focus of assessment (National Curriculum statements)			
<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 each sense. 			
Description of activity			
The children were already aware of their 5 senses as they had learnt about these in Reception. They were taken outside so that they could focus on each sense in turn and identify what they noticed in particular when they used one sense.			
EVIDENCE OF LEARNING		ASSESSMENT	
Oral evidence	Examples of work	Knowledge	
<p>"I can't really taste the sun, but I can feel it is hot on my skin. The air doesn't taste of anything, but I can feel it in my mouth if I try to eat it, like this."</p>		<p>Eva identifies things that she notices using different senses.</p>	
Teacher observations		Working scientifically	
		<p>Eva records her observations using a prepared table.</p>	

5

L.I. I can make observations to answer a scientific question



This is a Science lesson. In Science, we study nature and the behaviour of natural things. The skill we will be using this lesson is observing, measuring and recording data.

Review learning from previous lesson; what did we learn in last week's lesson? Can you name all 5 senses? Which body parts helps us smell? Which body part helps us see? What body part helps us feel? What body part helps us taste? What body part helps us hear?

Big Question: which body part is the best for feeling?

Show the children a range of materials on a feely board. Ask the children to close their eyes and touch a material – can they identify which material they touched? How?

Provide the children with a range of materials at their tables. Explain that they will be testing which part of their body is best for feeling. Test fingers, toes, nose and elbow. Discuss a way of recording how well they can feel with each body part e.g ticks, cross, double tick etc...

Encourage children to complete the sentence stems:
The best body part for feeling is...
The worst body part for feeling is... using their observations.

Feely board
A range of fabrics.
Prepared table.

Senses – touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue

	Year	1	Topic	Animals, including humans
	Focus of assessment (National Curriculum statements)			
	<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 each sense. 			
	Description of activity			

The children were asked to close their eyes and their partner guided them to feel one of the materials on the feely board with a part of their body. They were then asked to identify which material they had felt. They repeated this with different materials and different parts of their bodies.

EVIDENCE OF LEARNING		ASSESSMENT
Oral evidence	Examples of work	Knowledge
<p>"My elbow is really bad at feeling. My nose was quite good. Your fingers are the best at feeling. I could match all the materials with my fingers."</p>		<p>Eva is aware that she can feel with other parts of her body, but her fingers are the best.</p>
Teacher observations		Working scientifically
		<p>Eva uses her observations to make suggestions about which parts of her body are good and bad at feeling.</p>

6. L.I. I can identify, name and label the basic parts of the human body and the five senses.



This is a Science lesson. In Science, we study nature and the behaviour of natural things. The skill we will be using this lesson is observing.

Prior learning review: Complete a kahoot quiz to assess the children's understanding of basic body parts and the senses associated with some parts of the body.

Post Assessment: Provide the children with a similar template to lesson 1 – this time with no word bank or labels. Ask the children to name as many body parts as they can and were appropriate write the seen associated with the body part e.g, eyes – see/sight.

Year	1	Topic	Animals, including humans
<p>PLAN Planning for assessment</p> <p>Focus of assessment (National Curriculum statements)</p> <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 each sense. <p>Description of activity</p> <p>To encourage the children to reflect on their learning, they were given a similar diagram of the body to label as at the start of the topic. They were not given any labels as prompts and there were no arrows on the diagram to suggest to the children what parts to label.</p>			
EVIDENCE OF LEARNING		ASSESSMENT	
Oral evidence	Examples of work	Knowledge	
Teacher observations		<p>This time, Eva includes the parts of the body that are associated with each sense. She is secure on this statement.</p>	
		Working scientifically	
		<p>Eva annotates the diagram with labels of the body parts linked to the relevant part with a line.</p>	

Child template sheet.

Parts of the body

Senses – touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue