

## Science Medium term plan SENSES Y1

National curriculum outlines that pupil in Year 1 under the topic of Animals Including Humans, should:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly constructed world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.

'Working scientifically' is related to the teaching of substantive science content, examples show how scientific methods and skills might be linked to specific elements of the content:



- 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

<b>Key questions (Show how content and concepts link) Differentiated Learning Objectives</b>	<b>Teaching and learning activities (Linked directly to objectives)</b>	<b>Resources (To help pupils reach the learning objectives)</b>	<b>Written and non- written Outcomes (Assessment including homework's)</b>
<b>1) What body parts do we need to survive?</b>	<b>Science reasoning task: explorify</b> – odd one out – discuss the three ears on different species what the same and what is different?	<b>Activity 1-</b> Pretask- ask parents of children to send in pictures of children at	<b>Science reasoning:</b> I think .. given reason through observations.

<p><b>Science capital:</b> what are your superpowers? How do you use your body? Which body parts help you with what?</p> <p><b>Science Working scientifically Skills:</b> Asking question/observing closely</p>   <p><b>Science Enquiry Type: Classify</b></p>  	<p><b>Activity 1-</b> Get children to look at their own bodies and ask them what do they notice? What are their superpowers? (Pre-task- ask children to bring in photos of themselves to see what has changed about themselves)</p> <p><b>Activity 2-</b> Select a child to draw around the outline of a child. Get children to help label the outline of various body parts, adding facial features. Ask children: what are the names of different parts of our body- make a list of children's suggestions on one side. Label the body with key words.</p> <p><b>Activity 3-</b> Discuss the purpose and function/use of different parts of the body parts.</p> <p><b>Activity 4-</b> Classify organs and body parts- inside and outside of the body</p>  <p><b>Pattern Seeking: Do children with longer feet have bigger hands?</b></p>	<p>various years birth, toddler etc.</p> <p><b>Activity 2-</b> paper to draw around, labels of body parts. Write/ say which body part is used for what.</p> <p><b>Activity 3-</b> PowerPoint- contains all the body parts and uses.</p> <p><b>Activity 4 -</b> Venn Diagram sorting hoops and labels, organ and boy part pictures to classify</p>	<p>Homework- Pretask- ask parents of children to send in pictures of children at various years birth, toddler etc.</p>
<p>2) What would it be like if I could not see?</p> <p><b>Science capital:</b> How do you use your eyes? How does your eyesight help you? With what?</p> <p><b>Science Working scientifically Skills:</b> Asking question/observing closely</p>	<p><b>Science reasoning task: explorify</b> – odd one out – <a href="#">In your eyes - Explorify</a> what is the same and what is different?</p> <p><b>Activity 1-</b> Show children a picture of an eye – identify the various parts: eyelid, eyelash, pupil and iris. Look around, are everyone's eyes the same? Discuss why some people wear glasses. What else can we use to help us to see? Use magnifying glasses to look at various objects in and around the classroom.</p> <p><b>Activity 2-</b> Discuss darkness – how does this affect what we can see? Explain the eyes need light to see, pupil gets bigger in the dark to try and let more light in and gets smaller in brighter light. Model this using a torch, explain why we should not look at bright lights too closely and the sun</p>	<p><b>Activity 1-</b> PowerPoint</p> <p><b>Activity 2-</b> PowerPoint</p> <p><b>Activity 3-</b> Paper and eye cut outs for ch to create own eye colour to create class pictogram</p> <p><b>Activity 4-</b> Labelling parts of the eye</p>	

 	<p><b>Activity 3-</b> create a pictogram of how many different eye colours we have in our class.</p> <p><b>Activity 4-</b> Label parts of the eye differentiated – explain with simple detail function of each part.</p>	<p><b>Activity 6:</b> complete a jigsaw whilst blind folded.</p> <p><b>Activity 7:</b> peg boards and braille worksheet</p> <p><b>Activity 8:</b> put on coat, build tower blind folded</p>	
<p><b>3) What can we hear?</b></p> <p><b>Science capital:</b> How do you use your ears? When are they helpful? What times could you not hear?</p> <p><b>Science Working scientifically Skills:</b> Asking question/observing closely</p>   <p><b>Science Enquiry Type:</b> Classify</p> 	<p><b>Science reasoning task: explorify – <a href="#">In the waves - Explorify</a></b> listen what can you hear?</p> <p><b>Activity 1-</b> Listen to the sound and hearing clip <a href="https://www.bbc.co.uk/bitesize/clips/z4jd7ty">https://www.bbc.co.uk/bitesize/clips/z4jd7ty</a> Play the sound quiz game. Explain to children that sound moves through the air through waves that we cannot see. Ask children to place their hands on their throat and then hum, what can they feel? Sound makes vibrations. Ask children if they think everyone hears the same? Just like we discussed with sight last week, sometimes people need things to help them. Hearing aids, sign language, lip reading. Show children how to make a ‘telephone’ with cups and string. Model this with only one child, children can then have a go at this in provision.</p> <p><b>Activity 2:</b> Labelling the eye</p> <p><b>Activity 3:</b> Hearing walk in different area of the environment</p> <p><b>Activity 4:</b> children use peg boards for braille example</p> <p><b>Activity 5:</b> classify objects that make sounds- different classification – loud and quiet sound or no sound etc</p> <p><b>Activity 6:</b> colour things you can hear</p> <p><b>Classify: Loud and quiet noises/ objects that make noise and don’t make noise</b></p>	<p><b>Activity 1-</b> BBC website and PowerPoint</p> <p><b>Activity 2:</b> classify loud and quiet sounds.</p> <p><b>Activity 3:</b> hearing sheet and maps of different areas of playground</p> <p><b>Activity 5:</b> Venn diagram sorting hoops and labels for circles- classify what makes a sound what doesn’t</p> <p><b>Activity 6:</b> colour in pictures of objects that they can hear.</p>	

			
<p><b>4) What Kind of Taster am I?</b></p> <p><b>Science capital:</b> How do you use your tongue to taste? What kinds of things do you enjoy tasting?</p> <p><b>Science Working scientifically Skills:</b> Asking question/observing closely/ recording/ method/conclusion</p> <p> </p> <p>   </p> <p><b>Science Enquiry Type: Classify</b></p> <p></p>	<p><b>Science reasoning task: explorify</b> – <a href="#">Tongues - Explorify</a></p> <p><b>Activity 1:</b> Ask children what part of our body do we use to taste? In partners children to show each other their tongue, can you see the small dots? What do you think these are? Taste buds help us to taste our food. Hands up if you like...broccoli, chocolate etc. Explain everyone’s taste buds are different – we classify food into sweet sour and salty.</p> <p><b>Activity 2:</b> whole class comparative test</p> <p><b>Activity 3:</b> can I taste the difference between different flavour crisps?</p> <p><b>Activity 4-</b> CL find out what type of taster you are <a href="#">Terrific Scientific - BBC Teach CT</a></p> <p><b>Activity 5-</b> Classify- is it salty , sweet or sour</p> <p><b>Activity 6-</b> Guess the taste – what the fruit is you are testing.</p> <p><b>Activity 7-</b> colour in the things we can taste</p> <p><b>Activity 8-</b> Label fav tastes and describe the taste – play dough</p> <p><b>Activity 9-</b> taste test activity from twinkl</p>	<p><b>Activity 1:</b> PowerPoint</p> <p><b>Activity 2:</b> whole class comparative test</p> <p><b>Activity 3:</b> floor book evidence and photos</p> <p><b>Activity 4-</b> <a href="#">Terrific Scientific - BBC Teach CT</a></p> <p><b>Activity 5-</b> fruit objects/pictures to classify in Venn hoops</p> <p><b>Activity 6-</b> tins of fruit</p> <p><b>Activity 7-</b> colouring in sheet</p> <p><b>Activity 8-</b> play dough</p> <p><b>Activity 9-</b> taste test activity from twinkl</p>	

	<p><b>Classify: tastes I like and Don't like?</b></p> 		
<p>5) <b>How can the sense of touch keep us safe?</b></p> <p><b>Science Capital:</b> when do you use the sense of touch? What does it help us with?</p> <p><b>Science Working scientifically Skills:</b> Asking question/observing closely</p>   <p><b>Science Enquiry Type: Classify</b></p> 	<p><b>Science reasoning task:</b> which is the best material for a bed? – have picture of grass, rock, cotton and ch to discuss which is the best – why?</p> <p><b>Activity 1:</b> Ask children how they think we find out about the world around us. Eyes to see, but we need other senses too. Have a triangle in the bag. With closed eyes, feel in the bag for a shape, say how many sides the shape has, if it has straight or curved sides etc. Can children guess what it is? Do the same with a pencil and piece of cotton wool. What else can our skin sense? Watch video about touch <a href="https://www.bbc.co.uk/bitesize/clips/zg2vcwx">https://www.bbc.co.uk/bitesize/clips/zg2vcwx</a> Pass around a flask with hot water in, an empty glass and a bag of frozen peas. Ask children what they notice. Our skin allows us to sense how hot or cold something is – temperature.</p> <p><b>Activity 2:</b> feely bags TA to write down what they notice, words and reasoning.</p> <p><b>Activity 3:</b> to describe the different objects and the feeling. – can you find something soft, rough etc tick off sheet</p> <p><b>Activity 4:</b> classify things – rough /smooth/ soft/ bumpy- Venn diagram hoops – worksheet</p> <p><b>Activity 5:</b> worksheet – identify the objects that can be felt colour in</p>	<p><b>Activity 1:</b> objects to feel.</p> <p><b>Activity 2:</b> feely bags with objects</p> <p><b>Activity 3:</b> range of objects to describe</p> <p><b>Activity 4:</b> classify things – Venn diagram hoops –</p> <p><b>Activity 5:</b> worksheet – identify the objects that can be felt colour in</p>	

	<p><b>Classify: can I classify different objects and how they feel?</b> i.e. soft/ hard etc</p> 		
<p>6) <b>Is our sense of smell better when we cannot see?</b></p> <p><b>Science Capital:</b> When have you used sense of smell. What kind of situations is it useful for?</p> <p><b>Science Working scientifically Skills:</b></p>   <p><b>Science Enquiry Type:</b> Classify</p>  	<p><b>Science reasoning task:</b> <a href="#">Smelt something that made you happy? - Explorify</a></p> <p><b>Introduce scientist: Linda Brown Buck as discovering receptors in the nose – fact file</b></p> <p><b>Activity 1:</b> Walk around the woods what can you smell?</p> <p><b>Activity 2:</b> Class tally of favourite smells and pictogram of favourite smells.</p> <p><b>Activity 3:</b> Guess the different smells in pots.</p> <p><b>Activity 4:</b> colouring in things they can smell</p> <p><b>Activity 5:</b> classify smells like and dislike.</p> <p><b>Activity 6:</b> classify things we can smell and things we can not</p> <p><b>Activity 7:</b> Classify outdoor and indoor smell</p> <p><b>Pattern seeking: Do you get better at smelling when you get older?</b></p>  <p><b>Classify: can we classify smells we like and smells we do not like?</b></p> 	<p><b>Activity 1:</b> Walk around the woods what can you smell?</p> <p><b>Activity 2:</b> Class tally of favourite smells and pictogram of favourite smells.</p> <p><b>Activity 3:</b> Guess the different smells in pots.</p> <p><b>Activity 4:</b> colouring in things they can smell</p> <p><b>Activity 5:</b> Venn Diagrams hoops and labels</p> <p><b>Activity 6:</b> Venn Diagrams hoops and labels</p> <p><b>Activity 7:</b> Venn Diagrams hoops and labels objects</p>	