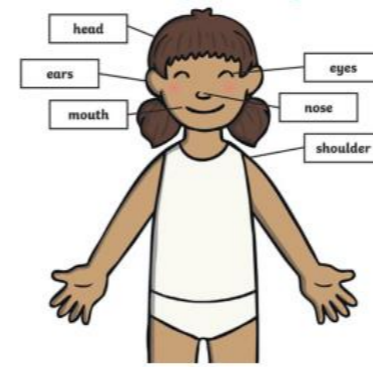


Year 1 – Spring 1 – Animals including Humans

English Journey: Non-fiction report about dinosaurs.



NC Science

- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.



How have we changed?

I can identify and name the basic parts of the human body.

Pose: How have we changed?

Plan (adult led): Collect teacher's adult and baby photos. Provide children with a clipboard, paper with numbers down the side and a pencil. Explain that everyone is going to have a go at travelling through the Time Tunnel to guess who the baby photos belong to. Gather children together and share answers. Of the ones you guessed correctly, what was it about the photograph that made you think you knew who it was? What were you looking at? Hair colour? Shape of the eyes? Did all the baby photos look the same? Why? Why not? Encourage them to consider that someone's facial features as a baby may have helped them guess correctly.

Predict: Children look at photographs of themselves and any pictures they have of family members. What will you look like when you get older?

Children create a portrait of themselves in 10 years using their current photograph and photographs of their family members.

Place photographs in time capsules for children to look at in 10 years.

I can identify, name, draw and label the basic parts of the human body.

Invite the children to sit down and explain the rules of the Simon Says game. Play with the children, pointing out body parts such as elbows, knees, toes, ears, eyes, nose.

Pose: What is your biggest body part?

Plan (adult led):

Children are going to help each other measure their body parts. Children will work in groups and draw around 1 person in the group. They will then label the body parts and work together to measure that person's body parts. Each child will have a different coloured post it note to write their measurements on and stick on the outline of the person. Children will use non-standard units.

Pick (adult led): Are we going to change our measuring tool? Are we going to change the person? Are we going to change the body part? Agree together which 5 parts of the body they will measure. Draw these on the board so pairs can refer to them during the activity.

Predict: On a post it note, children write the body part they think will be the biggest.

Present: When they have completed their measurements, ask the children to come back together and collect their data about their measurements in the table.

Provide (adult led): What is your biggest body part? How do you know? How and why do we grow and change?

What is your biggest body part?



How can we sort our class?

I can sort people based on their physical features.

Pose: How can we sort our class?

What do we already know about our class? Who has blonde hair? Who has green eyes? Etc.

Plan (adult led):

We are going to observe photos of people in our class closely looking at their different features.

Create a carol diagram using chalk on the playground outside. They will then place children in the correct place.

Pick (adult led): Agree together the criteria for today's sorting. E.g. gender and blue eyes.

Predict: Do more children in our class have blue eyes than children who don't? Are there more boys or girls in our class? Which box should have the most children in?

Present: Children complete a carol diagram using pictures of children.

Provide (adult led): Do more children in our class have blue eyes than children who don't? Are there more boys or girls in our class? Which box should have the most children in? Why do you think that is?

The large carol diagram can be repeated using different criteria.

Do taller children have bigger feet?

I can gather and record data to answer a scientific question.

Pose: Do taller children have bigger feet?

Plan (adult led):

Children are going to help each other measure the size of their feet using shoe sized cut outs and record this data (bar graph). They will order themselves from shortest to tallest and record who is short and who is tall (sorting table).

Pick (adult led): Are we going to change our measuring tool? Are we going to change the person? Are we going to change the body part?

Predict: Do you think taller children have bigger feet? (yes or no) Ask children to stand on either side of the room. One side represents yes and the other represents no. Encourage children to explain their reasoning.

Present: When they have completed their measurements, ask the children to come back together and record their data (complete in 2 sections – 1. Shoe size, 2. Height).

Provide (adult led): Who is the tallest person in our class? What shoe size are they? Who is the shortest person in our class? What shoe size are they?

Do taller children have bigger feet?



I can say which part of the body is associated with each sense.

What are the 5 senses? What do we use them for? What body parts are associated with each sense? Explain that often all our senses, or many of them, work together at the same time to help us work things out.

Children will become sense detectives to solve a problem: Miss Short has lost her teddy bear. Provide children with some clues about the teddy bear associated with each senses: it smells minty, its footprint is 10 cubes long, his favourite food is apple, he feels soft and fluffy and he makes a squeaky sound. They work in mixed groups to rotate around different stations: hearing, tasting, touching, smelling and seeing. They will need to use their senses to identify different items to solve the problem.

Split the year group into 5 groups. Children will rotate around a range of activities and each activity involves using a different sense and then record their findings.

1. Taste (children blindfolded) – apple, crisps, cucumber, raisins, and lemon. Children identify the food that tasted like apply.
2. Sound (children blindfolded) – squeaky toy, rattle, drum, whistle. Children identify the squeaky sound.
3. Sight – children use cubes to measure the size of each footprint to find the one that measures 10 cubes.
4. Smell – coffee, mint, ginger, vinegar and perfume each soaked onto cotton wool and wrapped in cling film. Children identify the smell of mint.
5. Feel (children blindfolded) – Use feely bags include one item that is fluffy.

How do we use our senses?

What is the world around us like in Winter?

I can observe changes in Winter.

I can observe signs of Autumn

Pose: What does the world around us look like in Winter?

Children look out the window. What can you see? Take children for a walk around the field. What can you see? Record children's observations.

Children will explore different aspects of Winter: weather, clothing, activities and seasonal fruit. Have four stations set up around the classroom.

1. Weather – children look at the weather over the past 7 days and

NC Working Scientifically

- 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

Year 1 – Spring 1 – Animals including Humans

create a weather chart to present to the class. How is this different to Autumn?

2. Clothing – Provide children with an outline of a person and they have to dress the person ready for Winter. How/why are the clothes different to Autumn?
3. Activities – children carry out different activities that we only do in Winter: Make a hot chocolate, create a snowflake, create a Christmas card. How are these different to Autumn?
4. Seasonal food – children taste and name different seasonal fruits and vegetables: mushrooms, brussel sprouts, carrots.

- Gathering and recording data to help in answering questions

