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| **Topic** | **Rugby: Our Famous Town** | | | | | |
| **Science Unit** | Animals including humans | | | | | |
| **Curriculum Objectives** | Content:   * Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. * 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.   Working scientifically:   * Ask some simple questions using everyday language and begin to use some simple scientific words. (Anchor tasks) * With support, annotate drawings or photographs with simple labels. (Lesson 2, 9) * Observe closely using senses (Lesson 3-4) * To learn to use simple equipment such as magnifying glasses (Lesson 3-4, 7), sand timers, bug viewers. (Lesson 7) * Begin to identify and classify with some support. Begin to use simple features to compare and with help begin to decide how to sort and group things. (Lesson 5, 12) * Begin to recognise that questions can be answered in different ways such as: observing changes over time, grouping and classifying and simple tests. (Lesson 5, 12) | | | | | |
| **Lesson Objectives** | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| To learn to name and find the parts of the human body. | To learn to draw and label the parts of the human body. | To learn to explore our senses and link them to our body. | To learn to explore our senses and link them to our body. | To learn to investigate using my senses. | To learn to apply my knowledge of senses. Post – Assessment Activity |
| Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
| To learn to find and name animals in our local area. | To learn to identify fish, amphibians, reptiles, birds and mammals. | To learn to describe the body parts of fish, amphibians, reptiles, birds and mammals. | To learn to compare the body parts of animals. | To learn what a carnivore, herbivore and omnivore is. | To learn to sort animals into carnivores, herbivores and omnivores. |
| **Key Vocabulary** | **body** | **head** | **neck** | **eyes** | **ears** | **mouth** |
| **nose** | **tongue** | **teeth** | **arm** | **fingers** | **elbow** |
| **toes** | **leg** | **senses** | **touch** | **sight** | **smell** |
| **taste** | **hear** | **tail** | **wing** | **claw** | **fin** |
| **beak** | **paws** | **hooves** | **carnivores** | **herbivores** | **omnivores** |
| **pets** | **amphibian** | **reptiles** | **birds** | **mammals** | **questions** |
| **observe** | **sort** | **compare** | **group** | **Equipment – magnifying glass, bug viewer** | **answers** |
| **label** | **drawing** | **picture** | **recognise** |  |  |
| **Possible lesson ideas** | * Lesson 1: Sing songs and watch videos to teach parts of the human body <https://www.bbc.co.uk/bitesize/clips/zsjsbk7> <https://developingexperts.com/s/missions/10> * Lesson 2: Label a blank diagram of the human body or draw round bodies on large paper or outside with chalk and label on main parts of human body [https://www.stem.org.uk/resources/elibrary/resource/34276/brilliant-bodies](https://www.stem.org.uk/resources/elibrary/resource/34276/brilliant-bodies#&gid=undefined&pid=2)   Lesson 3-4: Focus on different sense each lesson or all senses and different activities linked to them <https://developingexperts.com/s/missions/5> <https://developingexperts.com/s/missions/6>   * Sensory walk around school * Use senses to identify different items; use sense of touch to identify some items in a sensory/feely box and link to nocturnal animals using senses other than sight <https://www.stem.org.uk/elibrary/resource/30499> * Explore each of the senses through related activities: - Write/ draw a list of sounds you can hear in the classroom/playground and discuss the volume of the sounds - Explore different materials and discuss how they feel, e.g. satin, cotton, wool, wood, sandpaper, plastic etc. - Have a number of small pots available with a piece of cotton wool in each pot. Prior to the lesson dip the cotton wool into different strong smelling substances such as peppermint food flavouring, marmite, nail polish remover, antiseptic liquid, scented aromatherapy oil, etc. Be aware of allergies and potential hazards when asking children to smell strong smelling substances * <https://www.hamilton-trust.org.uk/science/year-1-science/animals-including-humans-ourselves/> L4. * Learning what animals are herbivores, carnivores, and omnivores. Students helped to create this anchor chart.Lesson 5: Plan an investigation with their senses e.g Which senses will you have to use? <https://www.pstt-cpd.org.uk/ext/cpd/top-marks/resources/hanselgretel/planning/hansel_&_gretel__lesson_planner_june242011%20REV.pdf> * Lesson 6: <https://www.hamilton-trust.org.uk/science/year-1-science/animals-including-humans-ourselves/> * Lesson 7: Go outside to the field, Wild School site or to the pond in Houlton and observe and identify different animals and their habitats. Use bug finders, magnifying glasses for minibeast identification <https://www.woodlandtrust.org.uk/blog/2019/04/minibeast-hunt/> * Lesson 8: Identify and name animals into 5 groups <https://developingexperts.com/s/missions/8> * Lesson 9: <https://www.twinkl.co.uk/resource/t-t-12002-structure-of-common-animals-resource-pack> * Lesson 10: What is the same/different? Group them in different ways: number of legs, beaks, fur etc * Lesson 11: <https://developingexperts.com/s/missions/9> * Lesson 12: Sort pictures of animals into carnivores, herbivores, omnivores (learn meaning of each key word with actions to match the definition) * Whole unit topics: <https://developingexperts.com/s/unit-library/units/2> * Whole unit topics: <https://developingexperts.com/s/unit-library/units/1> * Whole unit topic: <https://www.hamilton-trust.org.uk/science/year-1-science/animals-including-humans-ourselves/> | | | | | |