

**Subject –Science Spring 1 Year 1 Animals including Humans**

**TAPs assessment: Identify basic parts of the human body and say which part of the body is associated with each sense.**

<b>Key vocabulary:</b> Head, body, eyes, ears, mouth, teeth, leg Senses – touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue					
<b>National Curriculum</b>	<b>Week</b>	<b>NC - Coverage</b>	<b>Disciplinary Knowledge</b>	<b>Factual Knowledge</b>	<b>Activity Outline</b>
<p><b>The national curriculum for Science aims to ensure that all pupils:</b></p> <p><b>Working Scientifically Key stage 1</b></p> <p>Pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <p>§ asking simple questions and recognising that they can be answered in different ways</p> <p>§ observing closely, using simple equipment</p> <p>§ performing simple tests</p> <p>§ identifying and classifying</p> <p>§ using their observations and ideas to suggest answers to questions</p> <p>§ gathering and recording data to help in answering questions</p> <p><b>Subject Content</b></p> <p>I can 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>	1	To say which part of the body is associated with each sense.	To record their observations to help identify what senses they are using.	To know all five senses: I can see... I can hear... I can touch.. I can smell I can taste..	KWL grid – assess what do children recall from their EYFS learning on senses followed by BBI – senses-outdoor walk links to EYFS learning. Take children outdoors – focus on what they can notice when use one sense at a time.
	2	To identify, name, draw and label the basic parts of the human body.	I can make first-hand close observations of parts of the body e.g., hands, eyes.	I know each part of the body and can label it on a human body map including head, body, eyes, ears, mouth, teeth, leg	Start by singing familiar songs about body parts and play 'Simon says' with teacher taking the lead. The children then work with a partner and take turns to point to a part of their body and name it. Ask children to label their body map using provided labels as required.
	3	To identify, name, draw and label the basic parts of the human body	I can make first-hand close observations and compare parts of the face e.g., nose, eyes to make detailed drawings.	I know features of the face and can draw it in the correct position on a provided outline including eyes, nose, mouth teeth, head, ears.	Ask children to work with a peer as they will be looking at their faces closely. Ask children to compare their features while recording their responses. Ask children to then draw and label features on a provided outline of a face.

<p><b>School Context</b> Senses discussed and explored within school. What do we see, hear, touch, smell and taste every day?</p>	4	To identify, name, draw and label the basic parts of the human body Pattern Seeking Enquiry	I can talk about my findings from my investigation (size of feet).	I can compare my feet with my partner's. I can identify if my feet are bigger or smaller. I can compare height by standing up (taller/shorter).	Ask the children to think about whether they would have bigger feet than their partner and why. Children to share thoughts using sentence stems: I think..... Give time to children to make observations and check their ideas. Children to share what they found out using sentence stems. 'I found out.....'
	5	I can say which part of the body is associated with each sense.	I can conduct simple sense experiments. Which part of my body is good for feeling, which is not?	I know that I can 'feel with different parts of my body e.g. toes but I know that my fingers are the best at feeling materials.	Provide children with a feely board with a range of materials. Ask children to close their eyes and their partner to guide them to feel one of the materials on the feely board with a part of their body. Can children identify which material they felt? Ask children to repeat this with different parts of their bodies.
	6	TAPS Assessment – see assessment for details.			

**Common Misconceptions:** Some children may think: • humans are not animals

Although we often use our fingers and hands to feel objects, the children should understand that we can feel with many parts of our body.