

<p><b>Knowledge Objectives:</b> *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>		<p><b>Skills Objectives:</b> * Label and name body parts correctly. *Use senses to answer questions. *Describe in order to group. *Record data on simple block graphs - e.g. favourite flavour crisps in class.</p>		
<p><b>Prior Learning:</b> Labelled body parts as a class- head, hair, nose, mouth, ears, eyes, neck, back, stomach, leg, knee, foot/feet, toe, arm, hand, finger, thumb.</p>				
<p><b>Safety in Science/Risk Assessment</b> - refer to the following cards in staff share - Humans- senses card 5</p>				
<p><b>Key Vocabulary:</b> Body, head, hair, nose, mouth, ears, eyes, tongue, teeth, neck, back, stomach, hips, leg, knee, ankle, foot/feet, toe, arm, elbow, wrist, hand, finger, thumb. 5 senses touch, taste, tongue, sight, smell, hearing. Label, question, answer, observe, identify, sort, compare, describe, explain, predict, tally, data, select.</p>				
<p><b>Activities/Learning Journey: Building Block Topic</b></p>				
<p>1. Identify and name the basic parts of the human body.</p> <p>Play Simple Simon type games to intro and check children are able to name different parts of their body.</p> <p>Label a friend's body - in pairs or small groups. Stick post it notes on them! Photo evidence. AND/OR Large outline of a body on sugar paper. Work in small groups. Label body parts with post it notes. See vocab above. Photo evidence.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zqhbr82">https://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zqhbr82</a></p>	<p>2. Draw and label the basic parts of the human body.</p> <p>Children individually draw themselves and label with the body part names they can remember. Drawing may be more than one picture so can include all labels.....e.g. front and back, head.</p> <p>Use a word bank to help with spellings.</p>	<p>3. Say which part of the body is associated with each sense.</p> <p>BBC bite size clips: <a href="https://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zxy987h">https://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zxy987h</a></p> <p>Brainstorm what we already know about our 5 senses.</p> <p>Go on a sensory walk outside in the school grounds if possible? In small groups? Gather evidence with adult scribe or/and photos.</p> <p><b>What can you hear?</b> Birds, chickens, wind in trees.....</p> <p><b>What can you smell?</b> Flowers, herbs in garden, grass, soil, fruit/veg in garden.</p> <p><b>What can you feel?</b> Bark, grass, leaves, prickles, stones.</p> <p><b>What can you see?</b></p> <p><b>What can you taste?</b> (Check allergies) fruit/veg, herbs from garden.</p>	<p>4. Investigate senses: <i>Which flavour crisp should we order for the school disco?</i></p> <p>Have 5 flavours of crisp to investigate. Label them A-E</p> <p>First <b>look</b> at them.... Can you see any difference? Then <b>smell</b> them, Can you tell what flavour they are by smelling them? Do they <b>feel</b> any different? Finally <b>taste</b> them....can you guess what flavour they are? Then gather data to find out which flavour is the favourite. Gather as a tally? Link with maths. Can children record this data as a block graph? Whole class graph? Or individually on large squared a paper. What does this data tell us? What can we conclude? Children record a sentence to explain results.</p>	<p>5. Assessment:</p> <p>Thinking about the whole body, including your senses, Which body part do you think is the most important and why? Choose 3 if you can.</p> <p>Record this in sentences explaining why they think this and justify reasons.</p> <p>E.g. - 'Without a mouth you would not be able to eat, breathe, talk or sing.'</p> <p>'The eyes are important so you can see things and you can keep yourself safe and find out about the world around you.'</p>
<p><b>GDS/Challenges:</b> Demand more detail in explanations - explain what things feel like, taste like etc. using appropriate vocabulary. Be able to add more labels onto their body. More accurate scientific vocabulary being used to describe and explain.</p>				
<p><b>Key outcome/Assessment Opportunity:</b> See session 5.</p>				
<p><b>Enhancements for Child-Initiated Play (Choose Your Own Learning):</b> See below</p>				

- **Skeleton Pictures using paper straws on black paper**
- **Label parts of a body in the writing area (word mats)**
- **Make split-pin bodies and add features**
- **Self-portraits using mirrors**

Science Team September 2021