

YEAR 1 UNIT 1: Who am I? (Animals including Humans)

Enquiry Question: Can you name the parts of the body?

Related units: Reception: Ourselves, what makes me special?

Reception: Growing and Changing, how have I changed?

Unit overview

National Curriculum Link Year 1: Animals, including Humans
Children will identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. They will identify and name a variety of common animals that are carnivores, herbivores and omnivores. They will describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). They will identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. This unit builds on Reception's experience of children knowing the main parts of the body such as eyes, ears, head, mouth and nose although they might not know how to write and spell them.

Scientific vocabulary

- Backbone
- Ear lobe
- Elbow
- Eye socket
- Hips
- Joints
- Ribs
- Thigh
- Tongue.
- Vertebrae
- Nails
- Carnivores
- Omnivores
- Herbivores

Working Scientifically

- Use the local environment throughout the year to explore and answer questions about animals in their habitat
- Understand how to take care of animals taken from their local environment
- Become familiar with common names of some animals
- Learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes
- Use their observations to compare and contrast animals at first hand or through videos and photographs
- Describe how they identify and group them
- Group animals according to what they eat
- Use their senses to compare different textures, sounds and smells.

Assessment

1. Explain which parts of the body are linked to each sense.
2. Name and position a wide range of body parts e.g. hips, spine, ribs, heel, heart, lungs, stomach, liver and kidneys
3. Explain how we can see things
4. Explain what happens if one sense is not working

Cross-curricular links

English: use science specific language when talking and writing

Maths: read and write numbers correctly when collecting data; compare lengths of body parts

History: Create a personal timeline from birth to present and place significant events on the timeline, e.g. moved house, started school, brother or sister born

Art: Use a range of materials to create a sensory picture.

Teacher knowledge

Senses: Humans have five main senses which help them to function. Each sense is important in its own right, but each has its limits and five senses working together is best. Children will need to be able to explore ideas associated with one of the senses not working e.g. losing sense of feeling in their hands or feet, not being able to taste food and speech difficulties.

Smell: we smell something because it gives off particles that travel to our noses; this is a challenging idea for young children. If we cannot smell it, then it is not giving off particles e.g. steel does not smell. When a smell particle reaches the nose, tiny hairs inside it send signals to the brain that tell us what the smell is. Our brain tells us whether we like it or not. Our sense of smell can warn us of danger e.g. bad food or smoke. Smells are closely linked to memories.

Taste: Humans have taste buds. When we eat, the food rubs against the taste buds, which sends messages to the brain to tell us what the taste is. There are five tastes: sweet, sour, bitter, salty and umami. Most children can recognise sweet, sour and salty, but may find bitter a difficult taste to identify. Sight and smell also play an important part in taste. If we remove smell, the taste changes (try holding your nose as you eat a banana). People are also used to seeing food presented as certain colours, so mashed potato is white, but if it was coloured purple, if even when the taste has not been changed, people might say it tastes different.

Sight: How the eye works is complex and at this level what children need to know is that in order to see objects we need light, so the opposite is true: without light (pure darkness) we cannot see things. At this stage, children may not have experienced complete darkness, so think they can 'see' in the dark. Light is reflected off objects and travels in a straight line to the eye. The brain then makes sense of the signals sent from the eye to tell us what we can see.

Touch: when we touch something, the nerves in our skin send messages to our brain, which tells us whether something is hot or cold and what it feels like, such as sharp or sticky. We also sense pressure – something pushing against our skin. Without the sense of touch we would not be able to feel anything; our feet hitting the floor when we walk or sharp or hot objects.

Hearing: Sound is made when something moves or vibrates. Just as with light having a source, there are sources of sound. If you hit a drum, the part you hit (the skin) vibrates. This in turn vibrates (shakes) the air molecules next to the drum, which vibrates air molecules next to them, until the air molecules in your ear are vibrated. Inside the ear, tiny hairs then vibrate and messages are sent via nerves to the brain. As you move away from the source of the sound, it gets fainter because the sound has further to travel, and as the vibration moves through the air it doesn't only travel to your ear, but in many other directions as well.

Misconceptions:

- Children think they can see in total darkness; In fact, they need light to see
- Children think that if a food is a different colour to its usual colour, it will taste differently

Resources

Go Noodle Bones! Bones! Bones! Song

Senses songs

Key words: chin / ears / elbow / eye socket /

eyes / fingers / foot / feet / head / hear / hearing /

hip / human / joints / knee / leg / neck / nose /

ribs / see / sight / smell / spine / backbone / taste /

thigh / toes / tongue / touch / vertebrae / wrist.

