

Knowledge Organiser

Science Year 1 Autumn 1

The Human Body and Senses

Previous learning:

- Oral Health (EYFS – Autumn 1)
- Healthy Eating (EYFS – Spring 2)
- Regular opportunities throughout EYFS to learn about parts of the human body, singing rhymes together.

Key Vocabulary	Objectives <i>taken from Progression Document</i>	Key Knowledge
<p>senses head neck arms legs knees face ears eyes hair mouth teeth elbows shoulders taste buds</p>	<p>Identify, name and draw and label basic parts of the human body and say which part is associated with each sense.</p> <p>Recognise that humans are animals.</p> <p>Compare and describe differences in their own features (eye, hair, skin colour, etc.).</p> <p>Recognise that humans have many similarities.</p>	<p>The five senses (nose – smell, ears – hear, eyes – see, hands – touch, tongue – taste) Humans (and other animals) find out about the world using their senses. Humans have five senses – sight, touch, taste, hearing and smelling. These senses are linked to particular parts of the body. Children will be able to identify, name and draw and label the basic parts of the human body.</p> <p>Extended Knowledge Use their senses to compare different textures, sounds and smells.</p>

Working Scientifically

TAPS Assessment

Animals inc Humans: body parts

Review: Use observations and ideas to suggest answers to questions

Concept Context

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

Possible opportunities:

Classifying

- Classify animals they have seen/have first-hand experience of, choosing their own criteria to do so.
- Classify animals based on physical structure.
- Classify animals they have first-hand experience of based on what they eat (plants, other animals, both). (Complete this after the research.)

Pattern seeking

Children generate questions for investigation such as:

- Do people with longer arms have longer legs?
- Can more people identify prawn cocktail crisps than cheese and onion?
- Do all animals with have?

Comparative/Fair Testing

- Can I taste the difference between different flavoured crisps/skittles/smarties?

Researching

- Use secondary sources to name animals seen in the local environment that they may not currently be able to name (e.g. birds: magpie, blackbird).
- Research what animals they have first-hand experience of eat.