



Edenfield C E Primary School

Medium Term Plan - Sequence and Progression

Subject: Science

Unit: Year 1 – Humans

Key Vocabulary

- Words linking to the senses, e.g. sense, eye, sight, see/seeing, ear, hear/hearing, nose, smell/smelling, skin, feel, touch/touching, taste/tasting and words associated with describing sounds and light.
- Parts of the body for humans, e.g. body, head, neck, arms, legs, face, ears, eyes, nose, hair, mouth, (could also include; hands, wrists, elbows, fingers, nails, feet, toes, knees, thigh, ankles, calf, eyebrows, eyelashes, teeth, tongue, lips, hips, waist, chest, shoulders, back, etc.)
- Comparative language, e.g. tall/taller/tallest, long/longer/longest, similar to, different from, etc.
- Describe, observe, notice, compare.

By the end of the unit pupil will know:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Recognise that humans are animals.
- Compare and describe differences in their own features (eye, hair, skin colour, etc.)
- Recognise that humans have many similarities.
- Be able to identify the senses humans use and describe the purpose of these senses.

Lesson Sequence

1. To identify what a human is – compare a human to a robot. What makes us different?
2. To draw and label different body parts – draw different parts of their friend's body and label it
3. To compare different features of our bodies – observe how human bodies are different to each other and what makes us unique
4. To identify our senses – Identify which parts of our bodies use the 5 senses and compare different textures, tastes and sounds
5. To create an alien with human features – Assessment activity – the alien must have certain numbers of human features (teacher to determine this)
- 6.
- 7.
- 8.

Skills

Working Scientifically

- Observations to compare and contrast animals (humans) at first hand or through videos and photographs.
- By using their senses to compare different textures, sounds and smells.