

YEAR 1 ANIMALS, INCLUDING HUMANS PLANNING

Class: **Term:** **Subject: Science** **Unit: Animals, including Humans**

Differentiation and support (Detailed differentiation in weekly plans.) SEN: Support from more able peers. Additional adult support. Give worksheets, rather than needing to work in books GT: Support less able peers. Less adult support. Expect them to work in books, rather than on worksheets. Encourage to get on to extension activities.	English: new vocabulary, adjectives and comparing animals Maths: sorting activities and comparative language ICT: learning from activities and videos on IWB Geography: different animals living in different places Art & DT: drawing and labelling PSHCE: learning how to look after and to respect animals
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W	Learning objective	Teaching activities	Resources	Assessment: Success Criteria
1	To observe some animals in real life To ask and answer questions about animals (whole morning / afternoon)	Take children on a trip to a local zoo, aquarium etc Children to complete activities provided by the location or create activities for them to complete on the visit	Cameras Activity sheets Risk assessment	MUST: SHOULD: COULD:

2	<p>To know the five senses and the body parts responsible for them</p> <p>(40 mins)</p>	<p>Intro: Ask children if they have heard of senses and what they are Watch video (up to 1 min 2 secs) on senses that people and animals have http://www.bbc.co.uk/programmes/p0118581 and at http://www.youtube.com/watch?v=1tTKLE72fJI (which includes examples of times when we use our senses e.g. to listen to music) Practice singing the 5 senses song at http://www.youtube.com/watch?v=lvBXWMvOGOk Explain how the nose, ears, eyes, skin and tongue are all organs, and organs are parts of the body that do specific jobs Explain how nerves carry the information from our sensory organs to the brain, which works out what the messages mean and makes us respond if necessary e.g. if we touch something very hot, our brain makes our hand move away from it again</p> <p>Main: Children to draw each body part that is responsible for a sense and write a sentence to describe how we use it e.g. draw a nose and write 'I _____ with my _____'. The worksheet has the key vocabulary needed in a box Lower ability: work on worksheet Higher ability: leave worksheet on IWB and work in books from it Extension: Children to draw some cartoons to show examples of when we might use our senses e.g. smelling flowers, looking at the TV etc</p> <p>Plenary: Sing the 5 senses song from the start of the lesson again Ask children who got on to the extension to share some of their examples of activities and times where we use our each of our senses Ask children to think, pair, share what they would miss the most if they did not have each of the senses</p>	<p>Check videos open and play OK, and skip ads before them</p> <p>Worksheets</p>	<p>MUST: know the 5 senses</p> <p>SHOULD: draw sensory organs and describe what each of them is used for</p> <p>COULD: draw some examples of times and activities where we use each of our senses</p>
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3	<p>To use their senses to compare different textures, sounds and smells</p> <p>To use adjectives to describe textures, sounds and smells</p> <p>(45 mins)</p>	<p>Intro: Revise the 5 senses and which organ we use for each of them Ask children to think, pair, share what sounds they do / do not enjoy hearing and why Repeat the above for what things they do / do not enjoy tasting, feeling, seeing and touching Explain that we are going to spend some time today using our five senses and coming up with adjectives (describing words) related to them</p> <p>Main: Have the following stations for children to explore each of the senses:</p> <ul style="list-style-type: none"> • Sound - different items inside kinder-egg plastic eggs to make different noises e.g. marbles, one coin, rice, bits of tissue paper, water etc (put sellotape around where the egg joins to prevent them opening accidentally). Children need to try and guess what is inside each egg • Sound - glasses and / or glass bottles filled to differing levels. Children to tap the side of them / blow across the top of them and see how the pitch varies with the amount of water in the glass / bottle • Touch – have different materials for children to stand on in their bare feet e.g. wire bag (type that holds oranges in shops), brown paper bags (squished together), bubble wrap, stones, crisp packets, fabric (scarf, jumper etc). All of these can be stuck to a large square of cardboard. Children describe what each one feels like • Touch – a touch cube. The cubes can be made from card, empty boxes or purchased. Stick different materials to each of its faces e.g. sandpaper, feathers, wire wool, tissue, sponge etc. Children say what each material feels like e.g. the sandpaper feels like my dad's face • Touch – tubs (with lids on) with different solids and liquids e.g. ice, warm (but not too hot) water, ice cream, beans (as in Heinz beans), bread etc. Children need to try and guess what is in each tub and give a word to describe it • Smell – have tubs with different items with strong aromas e.g. slices of lemon, coffee, onions, cinnamon, mint, pepper etc. Children wear blindfolds and see if they can guess what each one is without looking • Taste – have small tubs / plates with items to represent different tastes: salty, spicy, sweet, bitter and sour e.g. salt, chilli, sugar, cocoa powder and lemon slices. Have teaspoons for children to take a small sample of each and change / wash these after each rotation. Ask children to describe how each one tastes and explain which they did / did not enjoy the taste of <p>After each rotation, ask children to suggest a descriptive word for something they felt, heard, smelt or tasted and record a few of their suggestions each time, in a table with columns for sight, smell, hearing, touch and taste</p> <p>Plenary: Revise our list of adjectives and see if children have any others to add</p>	See activities	<p>MUST: use their five senses</p> <p>SHOULD: discuss the experience of using each of their senses</p> <p>COULD: come up with numerous adjectives related to the senses</p>
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4	<p>To know the names of the main parts of the body</p> <p>(45 mins)</p>	<p>Intro: Ask children to think, pair, share the names of as many parts of the human body as they can Watch video (up to 1 min 30 secs) on human body parts at http://www.youtube.com/watch?v=OaNiEku9Uk0 Watch the following body parts songs (watch once, then join in next time):</p> <ul style="list-style-type: none"> • http://www.youtube.com/watch?v=7y_TUJy2TY8 • http://www.youtube.com/watch?v=QkHQ0CYwjal&list=RD027y_TUJy2TY8 <p>Cover the body parts not covered in the songs that higher ability children will need to know for their independent work</p> <p>Main: Children to label a diagram of a human body: Lower ability to label the elbow, foot, knee, hair, head, neck, hand, leg & arm Higher ability also label shoulder, chest, ankle and stomach Extension: Children to look in non-fiction books and find out some information about the body parts we have been learning about</p> <p>Plenary: Play 'Simon Says' with different parts of the body Sing one of the songs from the beginning again</p>	<p>Videos open and with ads skipped and / or closed</p> <p>Worksheets</p> <p>Non-fiction books on the human body and its parts (for extension)</p>	<p>MUST: know the names of some parts of the body</p> <p>SHOULD: as above, but know the names of <i>all</i> of the parts of the body covered</p> <p>COULD: independently find out some information about the parts of the body</p>
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To access the complete version of this [Year 1 Animals, including Humans planning](http://www.saveteacherssundays.com/science/year-1/381/), and all of the resources to go with it, visit

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