

Animals- including humans (the senses)

## Science Knowledge organiser

Learning lens: Biology

Class: Year 1

### Previous Knowledge

Know how to keep healthy by doing exercise and eating healthily. Know some rhymes about the body (e.g. head shoulders, knees and toes)

### Project Hook or 'Wow' memory

Labelling parts of the body by drawing around each other. Senses experiments

### The key skills we want pupils to use during this topic:

**Pattern seeking**– Spot any patterns in the data they have collected regarding shoe size and hand span. Use their senses to compare different textures, sounds and smells. Gather and record data to help in answering questions

**Identify and classify** - Identify different body parts

**Observations over time**– Observe closely the apple tree in the school grounds

**Observations**– Use observations and ideas to suggest answers to questions

### Learning Steps

### Key Knowledge (answers)

Can you name and label the basic parts of the body?

(Identifying and classifying)

Name and label the head, ears, eyes, nose, mouth teeth, shoulders, arms, elbows, hands, fingers, thumbs, legs, knees feet and toes.

Do people with bigger feet need larger gloves?

(comparative testing)

Make predictions about what they'll find. Collect measurements of their hands and feet using non standard measuring equipment such as cubes. Record the information clearly in a chart .

Do people with bigger feet need larger gloves? (Pattern seeking)

Compare the data and begin to notice patterns .What have they learned about parts of the hands and the feet? The bigger the children's feet get the bigger gloves they'll need.

Can you name the 5 senses? (Identifying and classifying)

**Smell**– label the nose, **sight** label the eye, **touch**– label the hands, **hearing**– label the ears  
**Taste**– label the mouth

What can we hear? Patterns seeking )

With a hood up the children can not hear as well  
Closer to the whistle the children can hear better.

Smell/taste (Identifying and classifying)

Nose– helps to identify different flavours strawberry, lime, blackcurrant, orange and mango. Identify that strawberry is sweet, lime is sour. Know that smell can help with danger.

Mouth– taste children need to be able to smell to identify the taste.

Sight/touch (Identifying and classifying)

Eyes- Sight- helps us to see. Keeps us safe.

Hands/ other body parts -Touch- cotton wool– soft , sawdust- bumpy ,twigs– sharp/ bumpy, leaves– soft scaly.

How does an apple tree change over time? (Observation over time)

The apple tree in the autumn has leaves which are changing colour and falling off. Trees actively shed their leaves because there's no use for them anymore .

### Key vocabulary

**Sight**

Your eyes let you see all the things around you.

**Hearing**

Your ears let you listen to all the things around you. Your brain is able to tell you what different sounds are.

**Touch**

Your skin gives you the sense of touch. You can tell if something is warm, cold, smooth or rough without even looking at it!

**Taste**

Your sense of taste comes from your tongue. You can tell if something tastes bitter or sweet.

**Smell**

You smell using your nose. You can tell if something smells nice or not.

**Predicting**

Say or estimate that a specific thing will happen in the future or will e a consequence of something

**Season**

Each of the four divisions of the year (spring, summer, autumn, and winter) marked by particular weather patterns and daylight hours, resulting from the earth's changing position with regard to the sun.

### Statutory Requirements

Identify , name draw and label the basic pars of the human body and say which part of the body is associated with each sense.

Observe changes across the four seasons

