

Hook:

**Big question: Can we live without one of our senses?**

Pupils can use scientific instruments and language to observe, describe and categorise the world around them (including over time).

Pupils can carry out a simple scientific investigation and communicate their results.

Science Knowledge:

1. Name and identify the basic parts of the human body and label which body part is **associated with each sense**. Including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth

Science skills: Record findings scientifically – year 1 investigation sheets – process of working scientifically followed – prediction, equipment, experiment and conclusion.

Working Scientifically: **Pupils are taught to use observations to compare and contrast**

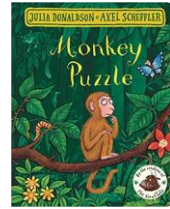
2. Pupils compare height, hair colour, eye colour, shoe size

Focus on **Pattern recognition** rather than recording –

3. Which parts of the body are the same size? - Do taller people have longer arms? (compare with partner) - What is your arm span? What is your height? What do you notice? - Can taller people lift more weight? (compare with partner) (first investigation modelled by adult / group work / paired work/provision)

RE: **What does it mean to belong to a church or mosque?**

- Explore places of worship, special objects and symbols
- Notice what happens in special places, or on special occasions and respond by asking questions.



**Concept**

Pupils are taught that the 5 senses enable living things to explore the world.

**1. Learning key knowledge:**

Science Skills: Use their senses to compare different textures, sounds and smells.

**Sight/Taste/Feel** Senses carousel – feely bag, food to taste/feel (texture), smell jars, sounds etc – Market stall – chn to classify using hoops and descriptions/adjectives. – Once ok with hoops can the chn identify the label of the hoop when it's removed? And discuss what body part is used for a sense. What if that body part didn't work? Focus on 1 sense per week

**Sound/smell** carousel – music/sounds – drawings.

Smelling jars – coffee, perfume, fish, stilton, lavender, more bad smells needed.

2. Science investigation – **Do we all like the same smells?** Data Handling

- Science Knowledge: Yr 1 - label which body part is associated with each sense. Use keywords accurately and can spell them Knowledge; senses / tastes / sensations

**Pattern recognition (II)**

Can you group the class by their tastes? (recording data – pictogram)

**Page 8 - Using comparisons P8 of language structures**

3. Idea/PSHE link – what would we do if we lost a sense .Practical activity to explore possible loss of senses Look at significant people who have lost a sense and have excelled in life.

Science – seasons

- Poem (Art of noticing) use of language after sensory walk. Possible Visit to Yorkshire Sculpture park

English Unit

Spring: **Stickman + Monkey Puzzle**

Phonics skills and GPS

RWI- ongoing assessments and streamed groups in y1.

**GPS:**

Sentence structure: How words can combine to make sentences Terminology for pupils: Word, sentence, letter, capital letter, full stop, punctuation,

Introduce: adjectives

Transcriptional skills:

Writing

**Sentence level:** Combine words to form simple sentences

Join words and sentences using 'and'

**Punctuation:** Begin to use full stops.

Separate words with spaces

Compositional aspects of

Writing

**Before writing:** Understand the difference between oral and literate language. Say what they're going to write about and why they are writing

**Planning:** Think aloud to collect Ideas. Orally rehearse sentences

**Drafting:** Transcribe sentences word by word, sequence sentences

**Revising:** Re-read each sentence to check they have written the correct number of words and it makes sense

**Editing:** Discuss their writing with an adult, act on feedback

Performing: Read their writing aloud

Geography

**Concept:** The world can be represented as a map (globe/ flat). -Know that the world is round (link with Christopher Columbus). Introduce Google maps, birds eye concept, understand world as a globe – eg space

1. **Pupils are introduced to simple map – class environment, school environment and then journey to school – significant places on the way eg Tesco, Shell petrol station, mosque.**
2. **Pupils look at local maps/ariel photos and identify features.** Can you find your school? House? Pupils label shared area map to show where they live.
3. **Pupils use a simple map or ariel photo to go on a scavenger hunt.** Discuss the purpose of maps. Talk about map of school vs. ariel photo of school.
4. **Pupils design a scavenger hunt for their friend and help them to follow a map** Discuss the purpose of maps. Talk about map of school vs. ariel photo of school.
5. **Pupils apply map reading/aerial photos skills to Bradford/Yorkshire/England/UK/Europe**
6. **Pupils to name the continents (& oceans), the climate (justifying choices with evidence), what you would wear there and why.**
7. **Geography skill - --Have an understanding of a hot area (equatorial area such as the Amazon or desert area such as Marley in Africa) and compare with Bradford – clothes, animals, temperature, climate, plants, the way people live (end point)**
8. **Sort items (pictures/physical items) in order to identify the similarities and differences (avoid venn diagrams as used loads already)**

Science Knowledge

Focus on Antarctica –can name and identify a variety of common animals including fish, amphibians, reptiles, birds and mammals including pets

Focus on Africa –can name and identify a variety of common animals including fish, amphibians, reptiles, birds and mammals including pets

Skills

- Carry out close observations of animals and humans - Use observations to compare and contrast animals with first hand evidence or through videos and photographs
- Wood lice habitats – test – where do insects prefer? Why?
- Nocturnal creatures

ART:

Artist – **Eric Carle** Animals Collage skills – Tear and cut paper from their collages. Gather and sort materials they will use. Sort materials according to their texture and colour. Ask sensible questions and a piece of art.

Printing skills – Print with a variety of items, design their own printing block.

**How can sorting help us to understand living things?**

Comparison with how we find our food.

**Concepts**

1. **What is a living thing? Features of a living thing- breathing, feeding, reproducing, growing and changing and producing waste.**
2. **Pupils are taught to name and identify a variety of common animals including fish, amphibians, reptiles, birds and mammals including pets**
3. **Pupils are taught that animals can be grouped in several ways (including according to the foods they eat). They justify their opinions using evidence and applying the criteria they have been taught above. (and apply this in the local area)**
4. **(Recapping sense knowledge) – How do these animals use their senses? What do you think their strongest sense is? Why? How does that help them to survive? Can you sort and justify your thinking?**
5. **(Recapping body part knowledge) Identify herbivores/carnivores/omnivores from their features. Use venn diagrams (Science knowledge) They can identify and name a variety of common animals that are carnivores, herbivores and omnivores**

**Skills (throughout)**

Carry out close observations of animals and humans - Use observations to compare and contrast animals with first hand evidence or through videos and photographs

- Begin to describe how they identify, group and sort different animals