



Holly Park Learning Organiser

Year 1 - Science

The Human Body

What are humans like?



Prior Knowledge:

- Know how to keep healthy by doing exercise and eating healthily.
- Know some rhymes about the body (e.g. Heads, Shoulders, Knees and Toes)
- Use all their senses in hands-on exploration of natural materials

Essential Knowledge:

- Children need to be able to identify the head, neck, arms, elbows, hands, legs, knees, feet, face, ears, eyes, nose, hair, mouth and teeth.
- children complete a simple pattern-seeking enquiry to explore whether the oldest children have the longest feet. children have not yet looked at measuring length in centimeters. It is therefore more appropriate to draw around feet so that children can put the outlines in order from longest to shortest.

Key Questions:

- • Where is your..... ? • How many ears does your partner have? • Do you have more toes or teeth? • How many knees/elbows do you have? • Are your feet longer or shorter than your partner's?
- • Which part of the body have I drawn? • What labels are needed for these parts of the body? • Who is the oldest child? Do they have the longest feet? • Who is the youngest child? Do they have the shortest feet?
- • Which part of the body do you see with? • How are your eyes different from your partner's? • What can you see when you cover one eye? • What can you see when you cover both eyes? • Can you see in the dark?
- • Which part of the body do you use to hear? • What sounds can you hear in the classroom? • What sounds can you hear around school? • Can you make the sound louder/quieter? How did you do it?
- • Which part of the body do you use to taste food? • What are the five basic tastes? • Does a _____ have sweet/salty/bitter/sour/savoury taste? • Which is your favourite/least taste? • Can you name this food using only taste? • Is it easier or harder to name a food with your eyes closed?
- • Which part of the body do you touch with? • Can you tell me what the object is using only your feet to touch it? • Can you tell me what the object is using only your face to touch it? • Feel an object with gloves
- • Which part of the body do you use to smell with? • What can you smell around school? • What is your favourite/least smell? • Close your eyes and smell this object. What can you smell?

National Curriculum Objectives:

- To identify and name parts of the human body
- To draw and label parts of the human body
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense - sight, sound, taste, touch and smell

Key Vocabulary

Hair	This grows on our head and helps to protect our skull. There is hair on other parts of the human body too. The skull is the bone that protects our brain
Eyes	These help us see
Ears	These help us hear
Mouth	This is to eat and talk. Inside are tongues which help us taste and teeth
Eyebrows	These protect our eyes
Nose	Helps us smell
Neck	Connects the head to the rest of the body
Shoulders	These help our arms to lift up
Hands	These help us grab things and write
Elbows	These help our arms to bend
Knees	These help us bend our legs
Feet/foot	These help us stay balanced and upright
light	something that allows people to see
dark	when there is no light
blind	when a person cannot see

Key Vocabulary

ears	the parts of the body that people hear with
loud	when a sound is easy to hear
Quiet	when a sound is difficult to hear
sweet	having a taste that is sugary
salty	having a taste of salt
sour	having a tangy taste
bitter	having a sharp taste
savoury	having a taste that is not sweet
Skin	the part of the body that senses touch
Rough	an uneven surface
Smooth	an even surface
Hard	when a material does not bend or stretch easily
soft	– when a material does not feel rough or hard
Smell	to sense something through the nose
Scent	a smell left by an object
Sniff	to breathe in a smell
stench	a smell that is strong and unpleasant

Working Scientifically:

- Asking simple questions and recognising that they can be answered in different ways.
- Using their observations and ideas to suggest answers to questions.
- Performing simple tests.

SEND Core Knowledge:

- The body has lots of parts.
- Each part of the body has a name.
- Most bodies have a head, neck, arms, elbows, hands, legs, knees, feet, face, ears, eyes, nose, hair, mouth and teeth.

Common Misconceptions:

- Children may think that age determines size.
- Children can use different names for the same part of the body. For example, the area between the chest and hips can be called the stomach, tummy or belly.
- Some children may think that sight is not affected when one eye is covered. Ask children to say what they can see when one eye is covered compared to what they can see with both eyes.
- Children may not recognise that some people have a visual impairment and cannot see well, or that some people cannot see at all and are therefore blind.
- Children may have limited vocabulary to describe sound. This may need to be taught before they complete the practical tasks.
- Children may think that they can only hear one sound at once. Encourage children to identify how many different sounds they can hear at once when conducting sound walks.
- Children may think that the tongue has 'zones' that only recognise a specific taste. Taste buds that detect the five basic tastes are found throughout the mouth.
- Children may think that the hand is the only part of the body that can sense touch.
- Children may have limited vocabulary to describe smell. They may need to learn some words before they complete the practical tasks.

Cross Curricular Links

- PE following instructions involving parts of the body
- Art you mirrors for close observations or to make detailed drawings
- Maths name body parts correctly when talking about measurements and comparisons e.g. "My arm is x straws long." "My arm is x straws long and my leg is y straws long. My leg is longer than my arm." "We both have hands, but his are bigger than mine." "These people have brown eyes and these have blue."

Possible Practical Activities:

Identify and name parts of the human body

- Draw around each child's foot, creating a footprint. Write the child's name, age and birth month on the footprint. Cut around the outline of each footprint. head Ask children to order the footprints from longest to shortest. Support children to identify the oldest child's footprint and the youngest child's footprint.



- Play games, sing songs and rhymes with children to test their knowledge of the parts of the body.
- Games such as Simon says allow children to recap and recall the key vocabulary introduced in this step.

To draw and label parts of the human body

- Put children in a line from oldest to youngest. Give each child their footprint outline from the previous activity. Ask children questions about their age and length of footprint. Children make simple conclusions based on their findings.



To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense - sight, sound, taste, touch and smell

- Collect some buckets and beanbags. Children stand 1 metre away from a bucket. Children should try to throw a beanbag into the bucket. Ask children to cover one eye and repeat the throwing task. Repeat again covering both eyes with a blindfold. Discuss with children which attempt was the easiest and which was the hardest and why.
- Use blackout material to darken the room. Explore how light is needed to see. Compare how easy it is to see items in the room with and without a torch and with and without the blackout material.
- Complete a sound walk around school. Ask children to list the different sounds they can hear.
- Have a selection of musical instruments. Ask children to close their eyes and listen to one instrument being played. Can they identify the instrument from its sound?
- Collect a sample of foods for children to taste-from the five basic tastes. bitter sweet savoury sour salty Ask children to taste and describe the different food. Sort the food into groups according to taste. To extend learning, cover children's eyes and ask them to identify the food simply through taste.
- A selection of textured objects, use of hands or thick gloves. Use feely bags
- Objects to smell in covered jars

