

Term:	No. of Weeks	No. of Afternoons
Autumn	1	3
WoW Moment:	Parental Enrichment:	
Super Sonic Sense!		
Cross-curricular Reading/Texts: (Include opportunities to read and access reading content domains within lesson)		
Utterly Amazing Human Body – Robert Winston / Pop – Up Facts – Human Body / Stuff You Should Know About The Human Body – John Farndon / Funnybones - Janet & Allan Ahlberg		



Children can explain human body parts, senses and main organs.

SCIENCE Knowledge: (Ensure opportunities for children to write/apply sentence level work)			
<b>Human Body Parts:</b> Children will name the following and describe their main function: face, neck, arms including elbow, legs including knee, ankle, feet, head and chest. Children will learn to name the key organs and their main function such as: heart; lungs; stomach and brain.			
<b>The Five Senses: Taste:</b> Receptors on our tongues are organised with bitter at the very back, and sour, salt in the middle, and sweet at the tip. <b>Sight:</b> Our eyes use two kinds of receptors: cones, which help us to see and rods, which enable us to see at night. <b>Hearing:</b> Ears have three parts – outer (helps to sounds to enter ear), middle (where the sound vibrates), and the inner (receives the vibrations and sends signals to the brain). <b>Smell:</b> The nose sends messages to your brain and the brain tells you what you smell. Some smells, like smoke from a fire, protect you by alerting you to danger. Other toxic things, poisons or rotten food, smell so bad that you will not be tempted to eat or drink them. Your sense of smell and taste are connected. <b>Touch:</b> Using your sense of touch allows you to tell if something is hot or cold, dull or sharp, rough or smooth, wet or dry. Skin is packed with many sense receptors.			
<b>Being Healthy – Diet:</b> Children to learn which food types/foods are healthy options such as fruit, vegetables and meats. Children to also learn about which foods are not healthy options such as sweets and chocolate. Children to relate unhealthy foods to weight gain and obesity. Children to classify groups of foods: healthy/unhealthy/vegetables/fruit/meats <b>Exercise:</b> Children learn that exercise is important to keep their heart strong and healthy. They will also learn which type of exercise is good for them such as running to improve fitness levels and press-ups to increase strength. Make links to good food and exercise choices resulting in high levels of health and fitness. Explain the basic principles of exercise causing the heart to beat faster to pump oxygen to muscles around the body. <b>Hygiene:</b> Children learn how look after themselves on a daily basis by: brushing their teeth; washing their hair and hands regularly; sleeping; eating healthily; exercising; bathing/showering and trimming their nails.			
<b>Timeline: How I Have Grown!</b> Children to create a timeline and develop a chronological awareness of their life so far showing key events and the year/month they happened. Children to bring in items/photos from home and parents to complete information sheet giving extra information such as: birthday; year starting school; learning to read; riding a bike or parent's special occasions including birthdays. Teacher to create timeline of own life to model to children.			
Artist Study: L.S Lowry – Develop the skills of L.S Lowry and sketch a self-portrait.			
Research	Practice	Create	Evaluate
Children to develop basic knowledge of L.S Lowry (personal details such as nationality, period lived in, key pieces, key skills and techniques)	Children to practice using the skills of <b>lines, shapes, shading and toning.</b> Work to be completed in sketchbook.	Children create own self-portrait using skills and techniques of L.S Lowry	Children to label skills and techniques used and add/adapt self-portrait based on feedback from teacher/peers.

VOCABULARY: (Key vocabulary to be added to unit topic page and ticked by child to assess understanding)			
Key Words		Key Words	Definition
<b>Head</b>	Sits on top of the neck and supports the brain.	<b>Sight</b>	Allows us to see.
<b>Shoulders</b>	Upper joint of each arm.	<b>Smell</b>	Allows us to receive odours and scents.
<b>Arms</b>	Two upper limbs of the human body linking shoulder/hand.	<b>Taste</b>	Allows us to receive flavour.
<b>Legs</b>	Each of the limbs on which a person or animal walks/stands.	<b>Touch</b>	Sensation when touching something e.g. hot/cold
<b>Hands</b>	Part of a person's arm beyond wrist, including the palm, fingers, and thumb.	<b>Hearing</b>	Allows us to receive sounds and communicate.
<b>Fingers</b>	Each of the four slender jointed parts attached to either hand (or five, if the thumb is included).	<b>Exercise</b>	Physical activity to improve health and fitness.
<b>Feet</b>	The lower part of the leg below the ankle, on which a person stands or walks.	<b>Blood</b>	Liquid inside the body that carries oxygen to muscles and carbon dioxide away.
<b>Toes</b>	Any of the five digits at the end of the human foot.	<b>Healthy</b>	Options that are good for someone physically and mentally.
<b>Knee</b>	The joint between the thigh and the lower leg in humans.	<b>Diet</b>	Choice of foods and drink create a person's diet.
<b>Skeleton</b>	Internal or external framework of bone, cartilage, or other rigid material supporting or containing the body of an animal or plant.	<b>Hygiene</b>	Ways to keep clean, healthy and safe.
<b>Heart</b>	Muscle that pumps blood around the body.	<b>Vegetables</b>	A plant or part of plant used as food. A healthy option.
<b>Stomach</b>	Major organ where food is digested.	<b>Birthday</b>	The day a person was born: day/month/year
<b>Brain</b>	Muscle that sends messages to all parts of the body.	<b>Lungs</b>	Organ that receives oxygen and sends it to the body.

Development of Skills: See further planning			
History – Chronological Understanding	Maths	English	British Values / SMSC / Christian Values
Place events on a timeline: Create chronology of life so far.	Addition and subtraction word problems.	Writing – Poetry	Liberty: Freedom to choose what to eat, drink and to be healthy and hygienic. Social: Developing ways to develop socially through being healthy.
Sequence of Learning: (Please state brief description of sequence of lessons)			
1	Human Body: Bones	2	Human body: Organs
3	Being Healthy: Diet	4	Being Healthy: Exercise/Hygiene
5	Timeline of live events	6	Art Study – research & practice
7	Art Study – create & evaluate	8	
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