YEAR 1

# Unit 1A Ourselves

## ABOUT THE UNIT

Through this unit children learn about their senses and how they can use them to explore the world around them. They also learn that humans and other animals move and grow.

Experimental and investigative work focuses on:

- exploring and using senses
- observing and describing living things, and communicating what happened in their work.

Within this unit there are opportunities for children to consider how to treat each other and other living things with care and sensitivity.

This unit takes approximately 9 hours.

## WHERE THE UNIT FITS IN

This is the introductory unit and lays the foundation for work relating to the study of humans and other animals.

Teachers will need to establish whether children have appropriate vocabulary to describe their bodies.

Links with Units 2A, 2C, 1D, 1F and with physical education.

## VOCABULARY

In this unit children will have opportunities to use:

- words relating to their senses *eg sense, eye, sight, see, ear, hearing, smell, nose, touch, feel*
- words for parts of the body of humans and other animals *eg leg, wing, arm, beak*
- words and phrases relating to living and non-living things *eg alive, living, not alive, human, animal*
- words and phrases for making comparisons *eg tall/taller/tallest, like, similar to, different from*
- words which have different meanings in other contexts *eg like, smell, animal*
- words relating to conveying scientific ideas *eg describe.*

## RESOURCES

- secondary sources showing young and adult animals
- collection of photographs showing the same people as they get older
- video/CD-ROM showing animals moving
- tape of familiar sounds
- objects and magnifying glass/lens
- collection of things that smell, feely bags, selection of crisps
- modelling materials *eg playdough, plasticine*

## EXPECTATIONS

**at the end of this unit**

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| *most children will:* | identify and locate parts of their body, including sense organs; recognise changes that take place as animals get older; use their observations to point out differences between humans and other animals and between animals and non-living things and communicate observations and measurements |
| *some children will not have made so much progress and will:* | identify and locate parts of their body and use their observations to describe humans and other animals |
| *some children will have progressed further and will also:* | explain differences between living and non-living things in terms of characteristics such as movement and growth; explain that adult animals no longer grow; suggest ways of presenting observations and explain why we should show sensitivity to living things |

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| LEARNING OBJECTIVES | POSSIBLE TEACHING ACTIVITIES | LEARNING OUTCOMES | POINTS TO NOTE |
|---|---|---|---|
| CHILDREN SHOULD LEARN | | CHILDREN | |
| • that humans have bodies with similar parts | ◆ Play 'Simon says' with emphasis on naming parts and on identifying that humans all have the same parts. Ask children to name and locate parts of the body using drawings and labels. | • indicate location of named parts of the body on themselves and other children and name external parts of the body *eg arm, leg, knee, eye, ear, nose, tongue* | |
| • that we have five senses which allow us to find out about the world | ◆ Introduce the senses through song or poetry. Give children a series of short activities related to each of the five senses *eg listen and identify sounds on tape, look at objects, such as an orange, with a magnifying glass, smell lemon, washing-up liquid, identify objects in a feely bag, taste salty and sweet foods.* Ask children questions about the five senses and where the sense organs are located in the body *eg How did you find out what was in the bags? Which part of your body did you use when you listened to the tape?* Tell a story in which children have to point to the relevant sense organ or wriggle whole body for touch *eg I could smell the toast burning.* | • identify the five senses and location of the sense organs *eg by pointing to them.* Distinguish between the sense and the organ associated with it *eg the eye is for seeing, the ear is for hearing* | ⚠ **SAFETY** – If children taste food, ensure they wash their hands before doing so and that tables etc are clean. Do not allow foods to become contaminated. Do not use nuts as many children are allergic to them, especially peanuts. Put things to be smelt into covered containers *eg a box with cling film with holes in it,* so that they cannot be eaten by mistake. |
| • that the term 'animal' includes humans | ◆ Ask children to show a range of animals *eg by making models using playdough or by drawing.* Ask children about the variety of animals and whether humans should be included. | • include humans and invertebrates within their set of animals | |
| • that all animals, including humans, grow and change as they become older | ◆ Assemble a collection of photographs of children and adults familiar to the children at a younger age, and ask children to suggest ways in which they have changed since they were born and to speculate about how they might change as they grow older. | • describe changes in themselves since birth and suggest ways in which they might change as they grow older | Children often think that humans and small invertebrates *eg snails* are not animals. |
| • to make and communicate observations and comparisons of humans and other animals<br>• to match young and adults of the same animals | ◆ Help children to use secondary sources or a visit *eg a visit to a rural or urban farm* or a visit by animals to the classroom to make a comparison of adult and young. Extend by using secondary sources, to match adults and young, including some anomalous types with which children may be familiar *eg butterfly and caterpillar, tadpole and frog.* Ask children to describe what they did. | • match adult with young and describe changes in familiar animals *eg cats, dogs, hamsters* as they grow (get older)<br>• explain that growth means increase in weight and height and may include other changes | At this stage it is not necessary to distinguish between mass and weight.<br>⚠ **SAFETY** – All off-site visits must be carried out in accordance with LEA/school guidelines. If farm visits are planned, ensure good hygiene. If animals are brought into the classroom they should be suitable and with reputable handlers. Good hygiene *eg washing hands* and any LEA/school guidelines should be observed. |
| • to ask questions and make suggestions about growing and getting older<br>• to make observations and comparisons of height<br>• to decide whether their prediction was correct | ◆ Discuss growing, and ask children to pose questions about how tall they will grow. Help children to measure their height in non-standard measures. Ask children to predict whether the oldest people are the tallest and find out *eg by lining up in order of birthday.* | • compare their measured height with that of other children<br>• recognise that the oldest children in the class are not necessarily the tallest and say whether this was what they expected | Children sometimes think that the tallest people are the oldest.<br>Some children are sensitive about their height. Teachers will be aware of the need to help children to be sensitive to differences between them.<br>Some children may be ready to use standard measures *eg centimetres*. Data collected could be used to construct a simple IT database in preparation for IT Unit 2C 'Finding information'. |
| • that there are differences between humans<br>• to collect and organise data and present it in a chart. | ◆ Ask children to suggest ways in which they differ. Help them to collect data about themselves, *eg eye colour, size of feet, hair colour* and to represent this using models *eg a brick tower* or charts. | • count how many children have *eg blue eyes* and represent these *eg using a blue brick tower, coloured bricks or in a chart*<br>• interpret the chart, *eg 8 people have size 10, 7 have size 8 and 10 have size 6* | It is important to use characteristics which will lead in later key stages to understanding of inherited differences between children *eg eye colour is suitable, the colour of children's jumpers is not.*<br>Pictograms may be generated using IT. Builds on IT Unit 1E 'Representing information graphically: pictograms'. |



Continued overleaf

| LEARNING OBJECTIVES | POSSIBLE TEACHING ACTIVITIES | LEARNING OUTCOMES | POINTS TO NOTE |
|---|---|---|---|
| CHILDREN SHOULD LEARN<br>• that animals, including humans, move<br>• to make observations and comparisons of the way animals move | ◆ Observe, using primary or secondary sources, animals (including humans), moving in a variety of ways. Ask children to say how different animals move including which parts of the body are being used *eg wings.* Make a record using drawings and labels. Ask children to mimic animals' movements in PE lessons. | CHILDREN<br>• identify, *eg by observation of a picture,* how an unfamiliar animal will move and group it with animals which move in a similar way | |
| • that animals, including humans, are living<br>• to make observations of animals and use these to group them explaining criteria chosen | ◆ Use pictures or collections of small invertebrates and inanimate objects to discuss with children the differences between the animals and the inanimate objects or take children on a short walk to collect items *eg coke cans, stones, snails, woodlice.* Ask children to sort the collection into groups and explain the criteria they used. | • explain reasons for groupings *eg woodlice and snails move* and, if necessary with prompting, group into alive and not-alive<br>• identify the living things as those which feed, move and use their senses | If animals are brought into the classroom, ensure they are treated sensitively and that they are returned to their habitat as soon as possible.<br>At this stage it is sensible either to leave out items *eg sheep's wool*, *wood* which may confuse children or to use these to provide additional challenges for the highest attainers.<br>⚠ **SAFETY** – Wash hands after handling animals or other materials collected outside.<br>⚠ **SAFETY** – Take care that cans etc do not have sharp edges. |
| • that we need to eat and drink to stay alive<br>• to record their ideas about foods using drawings and charts | ◆ Discuss with children their ideas about why we eat, what we eat and drink, the needs of our pets. Ask children for their ideas about the food and drink taken by different, familiar animals *eg cats, dogs, birds, fish and humans* and help them to record these in drawings or simple charts. | • identify that humans and other animals need food and drink to stay alive and identify some foods eaten by humans and other animals in charts or drawings | |

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