SW9 Partnership SCIENCE Medium Term Plan: Year Group: 1 Term: Teacher:

TOPIC	NATIONAL CURRICULUM	KEY VOCABULARY	POSSIBLE TRIP
ANIMALS INCLUDING HUMANS (1)	• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	**TIER 2** (Academic): Identify, label, compare, sense, measure, test, difference, similarity. **TIER 3** (Topic Specific): Body parts (head, eyes, nose, mouth, ears, neck, shoulders, arms, elbows, hands, fingers, thumb, chest, stomach, legs, thighs, shins, ankles, toes), senses (sight, hearing, touch, taste, smell).	**ZSL London Zoo:** Interactive Key Stage 1 sessions where pupils sort living animals into the five main groups (fish, amphibians, reptiles, birds, mammals) and inspect physical features such as scales, fur, and feathers. **Vauxhall City Farm/Mudchute Park & Farm:** Hands-on farm visits allowing pupils to compare human and animal body structures, use their senses (touch, hearing, smell), and classify animals by diet (carnivores, herbivores, omnivores). **ZooLab UK (In-School Animal Handler Visit):** Brings live animals (reptiles, amphibians, invertebrates, small mammals) into the classroom to support sensory discovery and structural comparison. **Science Museum:**Interactive multisensory gallery tailored for young children to test sight, sound, and tactile sensations through hands-on exhibits.
PRIOR LEARNING	**Reception:** Identifying basic human body parts and exploring surroundings using senses.		

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
ENQUIRY QUESTION	What are the main parts of the human body?	Do people with longer arms have longer legs?	How do our eyes and ears help us learn about our world?	How do touch and smell protect us?	Can we identify crisp flavours using only our sense of taste?	Do all animals have the same senses and body parts as humans?
LEARNING OBJECTIVES	To identify, draw, and label basic parts of the human body.	To investigate body length patterns through measurement.	To identify the organs associated with sight and hearing.	To explore touch and smell through direct observation.	To carry out a comparative taste test.	To compare human body structures and senses to other animals.
ACTIVITY **WORKING SCIENTIFICALLY SKILLS**	**IDENTIFYING & RECORDING**: Outline a peer's body on large paper. Label head, shoulders, arms, elbows, legs, shins, ankles, toes.	**PATTERN SEEKING**: Measure peers' arm and leg lengths using non-standard units (cubes/ribbons) to test for patterns.	**OBSERVING & TESTING**: Test sight distance using eye charts and track sound locations blindfolded using shakers.	**IDENTIFYING & CLASSIFYING**: Mystery "Feely Boxes" and scent pots (lemon, mint, cinnamon) to classify textures/smells.	**COMPARATIVE / FAIR TESTING**: Blind taste test of crisp/fruit flavours. Test if sight/smell affects taste perception.	**COMPARING & CLASSIFYING**: Compare human body diagram to animal diagrams (e.g., dog, bird).

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ASSESSMENT	Correctly label at least 10 body parts on a human outline.	State whether longer arms meant longer legs based on data collected.	Match eyes to sight and ears to hearing; explain their function.	Match skin to touch and nose to smell; describe test sensations.	Identify flavor profiles and state how taste works with smell.	List 2 similarities and 2 differences between human and animal bodies.
END POINT ASSESSMENT	• By the end of this unit, pupils will accurately identify, name, draw, and label major external parts of the human body. They will name the 5 senses and correctly match each sense to its corresponding sensory organ.					
HIGHER ORDER QUESTIONS	Why do our bodies have joints like elbows and knees?	If someone is taller, will they always have bigger feet?	How do blind or deaf people use their other senses to adapt?	Why does a bad smell make us want to step away?	Can you taste food properly when you have a blocked nose?	Why do owls have larger eyes and cats have better hearing than humans?
FURTHER OPTIONAL QUESTIONS/BIG QUESTIONS FOR DISPLAY	Could we survive without our sense of taste? Do all animals have the same body parts as humans? Which sense is the most important for staying safe?					
INCLUSION & ADAPTATION *Pre-teaching Vocabulary:* Introduce the Tier 3 vocabulary before the lesson	Pre-printed label stickers with visual body part symbols.	Measure using pre-cut, colour-coded strings.	Use high-contrast visual charts and loud/quiet tactile sound tube	Scent containers with clear visual icons; textured cards (rough/smooth).	Picture-based taste reporting sheet (Smile / Frown icons).	Model animal vs human toy figures for direct tactile comparison.
GREATER DEPTH	Research and label detailed body parts including thighs, ankles, and chest.	Plot arm vs leg length measurements onto a class scatter chart.	Investigate how optical illusions trick our sense of sight.	Research how animals use smell (e.g., bloodhounds) for survival.	Design a fair taste test controlling variables like food temperature.	Research how bats or dolphins use echolocation as an extra sense.