

Objective	What it looks like
<p>K - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Children learn what is meant by body part and play 'Simon Says', identifying various parts of the body. The teacher draws around a child lying on a large sheet of paper to create a life-sized body map which children label before adding labels to smaller, individual body maps. Children play '20 questions' to identify parts of the body drawn on sticky labels.</p>
<p>K - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p>The teacher plays a game with the class, asking children to identify body parts from close up images. Children then add any new labels from the quiz to the life-sized body map from Lesson 1. The teacher discusses what our bodies can do and functions of different body parts before showing the class a slideshow and biographies of people who are missing body parts. Children play a more advanced game of 'Simon Says', using the newly identified body parts.</p>

<p>W/S - Observing closely, using simple equipment</p>	<p>Children play an ‘odd one out’ game with different materials before sorting a box of toys into different categories. In as many different ways as possible, they sort the toys into two groups, using opposite properties or missing properties and record their suggestions.</p>
<p>W/S - Performing simple tests</p>	<p>Children name the senses and specify which parts of the body each sense is associated with. The teacher prepares an experiment, placing objects with various smells in the toes of clean socks on a washing line. Children identify what is in each sock using only their sense of smell. They discuss how some tastes are associated with particular colours and identify the flavours of four different jellies with identical colouring.</p>
<p>W/S - Identifying and classifying</p>	<p>Children suggest descriptive vocabulary for how things feel. The teacher introduces the idea of ‘feely bags’ and asks children to describe objects in a bag using only their sense of touch. Children describe sounds they can hear then discuss sounds they like and dislike. In groups, children go on a ‘Listening walk’ to record and collect sounds. Each group plays their collection of sounds and creates a map showing where each sound was collected. As a final activity, children create poems about the senses.</p>

	<p>Children identify distinguishing features of animals from photographs and suggest names for parts of animals. The teacher works through an activity with the class, asking children to group animals according to certain characteristics. Children then play an 'Animal parts' game to consolidate learning.</p>
	<p>Children discuss similarities and differences between human and animal body parts. The teacher recaps all the body parts they have learned including body parts specific to types of animals. As a class, they invent new lyrics to The Wheels on the Bus to describe the actions of various animal parts.</p>

Science – Donaldson Class
Autumn 2
Exploration