

Year 1 NC - pupils should be taught to:	How we do this in Year 1	Year 1 Vocabulary	Year 2 NC - pupils should be taught to:	How we do this in Year 2	Year 2 Vocabulary
<p>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><u>How working scientifically can be met</u></p> <ul style="list-style-type: none"> drawing and labelling a diagram of the body gather and record data 	<p>Introduce the topic - sing 'The Body Song' (to the tune of 'Old MacDonald Had a Farm') - choosing a body part and an action for each verse.</p> <p>Name and label parts of the body.</p> <p>Say which part of the body is associated with each sense that use the sensory organs.</p> <p>Sense detective investigations - children complete activities in sight, sound, touch, taste and smell and record their findings.</p>	<p>Body, head, hand, arm, foot, leg, chest, neck, face, shoulders, waist, elbow, knee.</p> <p>Sense, sight, sound, touch, taste, smell, hear, see, eye, nose, mouth, tongue, fingers, ears.</p>	<p>Notice that animals, including humans, have offspring that grow into adults</p> <p><u>How working scientifically can be met</u></p> <ul style="list-style-type: none"> to identify and classify set up a test collect and interpret results 	<p>Introduce the children to a range of baby mammals, birds, amphibians and reptiles, asking the children to identify them. Match the animal babies with their parents, and label the animals and babies with their names. Explain how mammals, birds, amphibians and reptiles are born, and how they change as they grow. Explain the concept of life cycles.</p> <p>Discuss some of the ways that humans have changed as they have grown and introduce children to the six stages of the human timeline. Carry out simple tests, by testing if children get faster as they get older.</p>	<p>Mammals, birds, reptiles, amphibians, womb, egg, spawn, pregnancy, chick, hatchling, tadpole, adult.</p>
<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p><u>How working scientifically can be met</u></p>	<p>Explore a variety of common animals including, fish, amphibians, reptiles, birds and mammals - identify favourite animal and sort under correct group.</p> <p>Compare animals by</p>	<p>Fish, amphibians, reptiles, birds, mammals, sort, compare, similarities, differences.</p>	<p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p><u>How working scientifically can be met</u></p>	<p>Discuss the difference between things that children would like and things that they really need to survive. Explore the basic needs are met in mammals, reptiles and birds, and in fish and other sea</p>	<p>Basic needs, survive, water, food, air, lungs, gills, shelter.</p>

<ul style="list-style-type: none"> generate questions compare similarities and differences 	<p>giving suggestions of things that are similar about two animals and things that are different Generate a question that can be asked about animals. Choose from set criteria to sort the animals.</p>		<ul style="list-style-type: none"> ask questions about a pet find out the answer to a question 	<p>creatures. Care for animals - animals are reliant on their carers to provide for their needs. Discuss that that animals share the same basic needs, but have a wide range of additional needs to ensure their well-being - include care and companionship, play and exercise, medical treatment when necessary, and protection from harm.</p>	
<p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets by looking at different animal body parts and describe the body parts of an animal to a partner. Guess the odd one out by comparing animal bodies, giving reasons for their choices.</p>	<p>Claw, hoof, paw, flipper, antlers, horn, tusks, skin, fur, feathers, scales, wings, beak, gills, fin, tentacles.</p>	<p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Recap basic needs - explain that all animals, including humans, need food to keep them alive, and that all animals need particular kinds of foods to keep them healthy. Explore foods to eat often (fruits and vegetables, starchy foods), foods to eat sometimes (dairy food, meat, fish, beans, pulses and nuts) or foods to only eat occasionally (foods high in fat and sugar).</p>	<p>Basic needs, survive, water, food, air, lungs, gills, shelter.</p>
<p><u>How working scientifically can be met</u></p> <ul style="list-style-type: none"> identifying and comparing 			<p><u>How working scientifically can be met</u></p> <ul style="list-style-type: none"> suggest ways to improve my diet gather and record data to help in answering questions look closely using equipment and record 	<p>Discuss the positive effects that exercise has on the body. Exploring exercise - children think of five exercises that they can</p>	<p>Exercise, physical activity, heart, muscles, calories.</p>

				<p>complete within a minute using equipment that is available in school. Explain how each exercise feels in the body.</p> <p>Discuss all the things that humans do to keep themselves clean. Carousal of activities e.g. glitter bugs - observe closely, using simple equipment, by using hand lenses to observe their hands and drawing what they see.</p>	<p>Clean, hygiene, germs.</p>
<p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p>	<p>Introduce children to the terms 'carnivore', 'herbivore' and 'omnivore', and give examples of animals included in each category.</p>	<p>Carnivore, herbivore, omnivore.</p>			
<p><u>How working scientifically can be met</u></p> <ul style="list-style-type: none"> Identifying and sorting under correct category 	<p>Sort animals into groups according to the type of food they eat.</p>				