

## Year 1 – Animals, including humans (humans)– Knowledge Organiser

At La Fontaine we have decided to break animals including humans into two strands animals and humans. We shall be focusing on the final bullet point for this unit.

*Pupils should be taught to:*

- *identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals*
- *identify and name a variety of common animals that are carnivores, herbivores and omnivores*
- *describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)*
- *Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.*

### Vocabulary

<b>touch:</b> your skin can detect a wide range of different textures and temperatures	<b>smell:</b> your noses are adapted to detect pleasant and unpleasant odours and distinguish between them	<b>vision:</b> your eyes allow us to see the world. Your eyes need a good level of light to function	<b>hearing:</b> your ears are responsive to sounds at widely different volumes	<b>taste:</b> our tongue can distinguish between bitter and sweet tasting foods	<b>nostrils:</b> the nose has two holes called nostrils. They are separated by a wall called the septum	<b>lips:</b> the natural opening through which food passes into the body of an animal	<b>tongue:</b> the tongue is an organ, or body part, in the mouth. It is made up of a group of muscles
<b>hands:</b> the hand is a part of the body that extends from the end of each arm	<b>nose:</b> the nose is a body part that we use for breathing and smelling	<b>eyes:</b> humans and vertebrate animals have eyes to help us to see	<b>ears:</b> ears help us to hear sounds	<b>mouth:</b> the opening in the lower part of the human face	<b>chin:</b> the protruding part of the face below the mouth	<b>elbow:</b> the joint between the forearm and the upper arm	<b>thumb:</b> the first digit of the human hand

## Knowledge

### The senses

1. There are five senses.
2. Say which part of the body is associated with each sense.
3. Identify the teeth and their use.
4. Label parts of the body.



### Websites to use:

<https://www.bbc.co.uk/bitesize/topics/z3hhvcw/articles/z3wf34j> (what is sound?)

<https://padlet.com/gmslp/animalsY1> (play with senses DK)

<https://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zqhbr82> parts of the human body

<https://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zxy987h> (what are the sense)

<https://www.bbc.co.uk/teach/class-clips-video/science-ks1-the-human-body/zf8jqp3> (great video, the human body)

### Working scientifically skills / Enquiry types:

Identifying, classifying and grouping – What are the names for all the parts of our bodies? *[WS – identifying and classifying]*

Observation over time – How does my height change over the year? *[WS – observing and taking measurements, recording results, presenting results, drawing conclusions]*

Research using secondary sources – Do all animals have the same senses as humans? (How do they differ – why?) *[WS – asking scientific questions]*

Pattern seeking – Do children with the biggest feet have the biggest hands? *[WS – asking simple questions, making predictions, planning an enquiry, observing and taking measurements, recording results gathering data, drawing conclusions, evaluating]*

Example investigations:

- Give the children a range of materials on a feely board that have varied texture. One child is blindfolded and their partner helps them to feel the materials.
- Make observation and take measurements - draw around a child's body and label the different body parts.
- Use feely bags, smelly pots, sensory walk – to know which part of the body is associated with each sense
- Explore using senses (e.g. my fingers are better at feeling than my elbows)
- Blindfolded sensory activity – guess the object (e.g. hairbrush)