

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembridge is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our teaching and learning is of the highest quality, our whole community flourishes and we reflect all that is worthy of praise.

SUBJECT: Science

YEAR: A

TERM: Sp2

YEAR GROUPS: 1/2

KEY QUESTION: Do I need skin?

PREVIOUS KNOWLEDGE We would expect most children to already be able to:

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties. *Talk about what they see, using a wide vocabulary.
- Look at similarities and differences in the appearance of animals.

Class 3

- identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- recognise that vibrations from sounds travel through a medium to the ear

Class 4

- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

End of Unit Objectives

*Some children will not yet have met what is expected and show they are **emerging** because they can:*

- With support, identify, draw and label basic parts of the human body. **KQ1**
- With support, recognise that my body has senses: sight, hearing, taste, touch, smell and match the organ to the correct sense. **KQ2**
- Recognise how our senses can keep us safe. **KQ3**
- Observe closely using simple equipment. Use my observations and suggest answers to my questions. **KQ4**

*Most children will show that they have reached the **expected** level because they can:*

- Confidently, identify, draw and label basic parts of the human body. **KQ1**
- To recognise which organ provides each sense. To use appropriate adjectives to describe whilst using my senses. **KQ2**
- Suggest what the consequences of not having senses would be. Suggest what might be the most important sense to keep us safe and why in a given scenario. **KQ3**
- Gather and record data to help answer the question: Can the person with the widest hand pick up the most cubes? **KQ4**

*Some children will have gone beyond the expected level and show that they are **exceeding** because they can:*

- Consider what our lives would be like without certain parts of our bodies and how we might adapt. **KQ1**
- To confidently use scientific vocabulary to justify an answer to a question. **KQ2**
- Compare the senses that particular animals rely on to survive. **KQ3**
- Consider a number of ways to present our data and conclusions. **KQ4**

ASSESSMENT OPPORTUNITIES – What are children aiming for?

Children will be able to demonstrate their learning through:

- Name the parts of the body that I can see. (head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth)
- Draw and label basic parts of the human body.
- Use simple equipment to help me make observations and measure accurately.
- Identify the main parts of the human body and link them to my senses.
- Explain what I have found out using scientific vocabulary.

ENRICHMENT OPPORTUNITIES –

What can we give children along the journey to help them remember more?

We will endeavour to include:

- Investigations using scientific equipment.
- Practical experiences – observing, making, recording.
- Time to share and compare their investigations with those of their peers and draw overarching conclusions.

CROSS-CURRICULAR LINKS –

What links can we make to help children make sense of what we want them to know and be able to do?

This itinerary fits with our other learning through:

- Art & Design – Create a human body using art straws.
- Maths – Represent data from an investigation within a bar chart.
- Drama – Create videos to explain to others how our senses help us to stay safe.

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	Learn names of parts of the body and their purposes.
Works hard	Use scientific vocabulary to explain their findings.
Concentrates	To listen attentively in group sessions and make predictions and conclusions.
Self-motivates	To work in a group to share knowledge and use each other's strengths to help one another.
Imagines	To create their own way of presenting their research to their peers.
Improves	To understand the needs of particular humans within the world.
Understands others	To gain a greater understanding of how their body is similar and different to the bodies of others.
Doesn't give up	To make predictions and understand how their prediction was right or wrong.