

Objective	Milestone Indicators Milestone 1	Basic Activities	Advanced Activities	Deep Activities	Resources
<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>To understand animals and humans</p>	<p>Sing body songs Play: simple simon says- Draw around child-label parts As a group make up a new version of Heads and shoulders, knees and toes. Which body parts will they include instead? Can they include some more unusual parts like ankles, wrists, necks, etc?</p>	<p>As a group make up a new version of Heads and shoulders, knees and toes. Which body parts will they include instead? Can they include some more unusual parts like ankles, wrists, necks, etc?</p>	<p>Children decide which body part they think is the most important and why. They discuss with a partner & make sure that they are ready to explain to the class.</p>	<p>large piece of paper worksheet</p>

<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>To understand animals and humans</p>	<p>Explore Touch: BAD Have a bag with about 6 objects to feel, e.g. a smooth stone, a wooden block, soft cotton wool, soft furry toy, rough pine cone, piece of sand paper. Children take it in turns to feel for an object say what it is. Ask <i>Is it soft, rough or smooth?</i> They take out their object and see if they are correct. As a group or independently the children fill in a table with ticks and crosses</p>	<p>Explore Sight BAD Tell the children that they are going to explore their sense of sight. Sit in a circle and play a simple version of Kim's game where you put out a number of objects. Children look at the objects carefully. Then you remove 1 at a time while children's eyes are closed. Children look closely again. Who can identify the missing object?</p>	<p>Explore Hearing BAD Secretly give each child in turn one of the objects in the bag to make a noise with (<i>see list of suggestions above</i>). Ask the other children in the group to listen very carefully to see if they can guess what the objects are.</p>	<p>as plan</p>
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<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>To understand animals and humans</p>	<p>Explore taste BAD Have examples of the 4 different tastes for children to taste and ask: <i>Can you find out which bit of your tongue tells the difference between the different tastes?</i> Give each child: a sugar covered sweet, a salty crisp, a piece of unsweetened chocolate, a piece of lemon. Then use hand lenses to look at each other's taste buds.</p>	<p>Explore smell BAD Smell exploration: provide the group with 6 numbered containers with holes with different strong smelling substances that the children commonly come across. If you put them on wet tissues/cotton wool it enhances the smell, e.g. garden mint, honey, marmite, shower gel, orange peel, onion, banana, peppermint sweet. Children try to identify the smells and fill in a table (<i>session resources</i>). Compare the</p>		<p>as plan</p>
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			results of each group later.		
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<p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>To understand animals and humans</p>	<p>During PE talk about importance of exercise</p> <p>As they access areas- training for superhero powers talk about why exercise</p> <p>Also set up obstacle course and talk about body parts they are using</p>	<p>During PE talk about importance of exercise</p> <p>As they access areas- training for superhero powers talk about why exercise and benefits and changes in body-mirror etc</p> <p>Also set up obstacle course and talk about body parts they are using</p>	<p>During PE talk about importance of exercise</p> <p>As they access areas- training for superhero powers set own goals using timers and record results</p> <p>Also set up obstacle course and talk about body parts they are using</p>	<p>Gym equipment outside area</p> <p>Timers</p> <p>Mirror</p> <p>Equipment for obstacle course</p>
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<p>To investigate materials</p> <p>To work scientifically</p>	<p>Ask simple questions.</p> <ul style="list-style-type: none"> • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. 	<p>Test a variety of different materials suitable for a superhero cape</p>	<p>Test a variety of different materials suitable for a superhero cape and begin to give reasons</p>	<p>Test a variety of different materials suitable for a superhero cape</p> <p>Predict which material would be most suitable and start giving reasons</p> <p>Start to give reasons for their results</p>	<p>Different materials</p>
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Mrs Chubb

Class 1

