

MARKING STICKERS FOR QCA UNIT 1A

Ourselves

**Science
Year 1**

ABOUT THE UNIT

Through this unit children learn about their senses and how they can use them to explore the world around them. They also learn that humans and other animals move and grow.

Experimental and investigative work focuses on:

- exploring and using senses
- observing and describing living things, and communicating what happened in their work.

Within this unit there are opportunities for children to consider how to treat each other and other living things with care and sensitivity.

This unit takes approximately 9 hours.

WHERE THE UNIT FITS IN

This is the introductory unit and lays the foundation for work relating to the study of humans and other animals.

Teachers will need to establish whether children have appropriate vocabulary to describe their bodies.

Links with Units 2A, 2C, 1D, 1F and with physical education.

VOCABULARY

In this unit children will have opportunities to use:

- words relating to their senses *eg sense, eye, sight, see, ear, hearing, smell, nose, touch, feel*
- words for parts of the body of humans and other animals *eg leg, wing, arm, beak*
- words and phrases relating to living and non-living things *eg alive, living, not alive, human, animal*
- words and phrases for making comparisons *eg tall/taller/tallest, like, similar to, different from*
- words which have different meanings in other contexts *eg like, smell, animal*
- words relating to conveying scientific ideas *eg describe*.

RESOURCES

- secondary sources showing young and adult animals
- collection of photographs showing the same people as they get older
- video/CD-ROM showing animals moving
- tape of familiar sounds
- objects and magnifying glass/lens
- collection of things that smell, feely bags, selection of crisps
- modelling materials *eg playdough, plasticine*

EXPECTATIONS

at the end of this unit

most children will:

identify and locate parts of their body, including sense organs; recognise changes that take place as animals get older; use their observations to point out differences between humans and other animals and between animals and non-living things and communicate observations and measurements

some children will not have made so much progress and will:

identify and locate parts of their body and use their observations to describe humans and other animals

some children will have progressed further and will also:

explain differences between living and non-living things in terms of characteristics such as movement and growth; explain that adult animals no longer grow; suggest ways of presenting observations and explain why we should show sensitivity to living things

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	MARKING STICKERS from www.effectivemarking.co.uk	
CHILDREN SHOULD LEARN		CHILDREN		
<ul style="list-style-type: none"> that humans have bodies with similar parts 	<ul style="list-style-type: none"> Play 'Simon says' with emphasis on naming parts and on identifying that humans all have the same parts. Ask children to name and locate parts of the body using drawings and labels. 	<ul style="list-style-type: none"> indicate location of named parts of the body on themselves and other children and name external parts of the body eg arm, leg, knee, eye, ear, nose, tongue 		
<ul style="list-style-type: none"> that we have five senses which allow us to find out about the world 	<ul style="list-style-type: none"> Introduce the senses through song or poetry. Give children a series of short activities related to each of the five senses eg listen and identify sounds on tape, look at objects, such as an orange, with a magnifying glass, smell lemon, washing-up liquid, identify objects in a feely bag, taste salty and sweet foods. Ask children questions about the five senses and where the sense organs are located in the body eg How did you find out what was in the bags? Which part of your body did you use when you listened to the tape? Tell a story in which children have to point to the relevant sense organ or wriggle whole body for touch eg I could smell the toast burning. <p>POINTS TO NOTE SAFETY – If children taste food, ensure they wash their hands before doing so and that tables etc are clean. Do not allow foods to become contaminated. Do not use nuts as many children are allergic to them, especially peanuts. Put things to be smelt into covered containers eg a box with cling film with holes in it, so that they cannot be eaten by mistake.</p>	<ul style="list-style-type: none"> identify the five senses and location of the sense organs eg by pointing to them. Distinguish between the sense and the organ associated with it eg the eye is for seeing, the ear is for hearing 		
<ul style="list-style-type: none"> that the term 'animal' includes humans 	<ul style="list-style-type: none"> Ask children to show a range of animals eg by making models using playdough or by drawing. Ask children about the variety of animals and whether humans should be included. 	<ul style="list-style-type: none"> include humans and invertebrates within their set of animals 		

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<ul style="list-style-type: none"> that all animals, including humans, grow and change as they become older 	<ul style="list-style-type: none"> Assemble a collection of photographs of children and adults familiar to the children at a younger age, and ask children to suggest ways in which they have changed since they were born and to speculate about how they might change as they grow older. <p>POINTS TO NOTE Children often think that humans and small invertebrates eg snails are not animals.</p>	<ul style="list-style-type: none"> describe changes in themselves since birth and suggest ways in which they might change as they grow older 	
<ul style="list-style-type: none"> to make and communicate observations and comparisons of humans and other animals to match young and adults of the same animals 	<ul style="list-style-type: none"> Help children to use secondary sources or a visit eg a visit to a rural or urban farm or a visit by animals to the classroom to make a comparison of adult and young. Extend by using secondary sources, to match adults and young, including some anomalous types with which children may be familiar eg butterfly and caterpillar, tadpole and frog. Ask children to describe what they did. <p>POINTS TO NOTE At this stage it is not necessary to distinguish between mass and weight. SAFETY – All off-site visits must be carried out in accordance with LEA/school guidelines. If farm visits are planned, ensure good hygiene. If animals are brought into the classroom they should be suitable and with reputable handlers. Good hygiene eg washing hands and any LEA/school guidelines should be observed.</p>	<ul style="list-style-type: none"> match adult with young and describe changes in familiar animals eg cats, dogs, hamsters as they grow (get older) explain that growth means increase in weight and height and may include other changes 	
<ul style="list-style-type: none"> to ask questions and make suggestions about growing and getting older to make observations and comparisons of height to decide whether their prediction was correct 	<ul style="list-style-type: none"> Discuss growing, and ask children to pose questions about how tall they will grow. Help children to measure their height in non-standard measures. Ask children to predict whether the oldest people are the tallest and find out eg by lining up in order of birthday. <p>POINTS TO NOTE Children sometimes think that the tallest people are the oldest. Some children are sensitive about their height. Teachers will be aware of the need to help children to be sensitive to differences between them. Some children may be ready to use standard measures eg centimetres. Data collected could be used to construct a simple IT database in preparation for IT Unit 2C 'Finding information'.</p>	<ul style="list-style-type: none"> compare their measured height with that of other children recognise that the oldest children in the class are not necessarily the tallest and say whether this was what they expected 	

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CHILDREN SHOULD LEARN		CHILDREN	
<ul style="list-style-type: none"> that there are differences between humans to collect and organise data and present it in a chart 	<p>◆ Ask children to suggest ways in which they differ. Help them to collect data about themselves, eg eye colour, size of feet, hair colour and to represent this using models eg a brick tower or charts.</p> <p>POINTS TO NOTE</p> <p>It is important to use characteristics which will lead in later key stages to understanding of inherited differences between children eg eye colour is suitable, the colour of children's jumpers is not.</p> <p>Pictograms may be generated using IT. Builds on IT Unit 1E 'Representing information graphically: pictograms'.</p>	<ul style="list-style-type: none"> count how many children have eg blue eyes and represent these eg using a blue brick tower, coloured bricks or in a chart interpret the chart, eg 8 people have size 10, 7 have size 8 and 10 have size 6 	 <p>The sticker features two pairs of stylized eyes with different colors (blue and brown). Between them is a blue box with white text: "Brilliant! You know that there are differences between humans." To the right is a blue arrow pointing right with the word "TARGET" in white. Further right is another blue box with white text: "Keep learning that there are differences between humans."</p>
<ul style="list-style-type: none"> that animals, including humans, move to make observations and comparisons of the way animals move 	<p>◆ Observe, using primary or secondary sources, animals (including humans), moving in a variety of ways. Ask children to say how different animals move including which parts of the body are being used eg wings. Make a record using drawings and labels. Ask children to mimic animals' movements in PE lessons.</p>	<ul style="list-style-type: none"> identify, eg by observation of a picture, how an unfamiliar animal will move and group it with animals which move in a similar way 	 <p>The sticker shows a seagull in flight and a dachshund sitting. Between them is an orange box with white text: "Fantastic! You know that animals move in different ways." To the right is an orange arrow pointing right with the word "TARGET" in white. Further right is another orange box with white text: "Keep learning that animals move in different ways."</p>

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<ul style="list-style-type: none"> that animals, including humans, are living to make observations of animals and use these to group them explaining criteria chosen 	<p>◆ Use pictures or collections of small invertebrates and inanimate objects to discuss with children the differences between the animals and the inanimate objects or take children on a short walk to collect items eg coke cans, stones, snails, woodlice. Ask children to sort the collection into groups and explain the criteria they used.</p> <p>POINTS TO NOTE If animals are brought into the classroom, ensure they are treated sensitively and that they are returned to their habitat as soon as possible. At this stage it is sensible either to leave out items eg sheep's wool, wood which may confuse children or to use these to provide additional challenges for the highest attainers.</p> <p>SAFETY – Wash hands after handling animals or other materials collected outside. SAFETY – Take care that cans etc do not have sharp edges.</p>	<ul style="list-style-type: none"> explain reasons for groupings eg woodlice and snails move and, if necessary with prompting, group into alive and not-alive identify the living things as those which feed, move and use their senses 	
<ul style="list-style-type: none"> that we need to eat and drink to stay alive to record their ideas about foods using drawings and charts 	<p>◆ Discuss with children their ideas about why we eat, what we eat and drink, the needs of our pets. Ask children for their ideas about the food and drink taken by different, familiar animals eg cats, dogs, birds, fish and humans and help them to record these in drawings or simple charts.</p>	<ul style="list-style-type: none"> identify that humans and other animals need food and drink to stay alive and identify some foods eaten by humans and other animals in charts or drawings 	