

Autumn Block 1

The human body

Name and identify parts of the human body

Notes and guidance

In Reception, or at home, children may have identified certain parts of the body through traditional songs and rhymes. In this small step, children build on this knowledge to name and identify a more extensive range of body parts.

By the end of this step, children need to correctly identify the neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth and teeth.

Over the next two steps, children complete a simple pattern seeking enquiry to explore whether the oldest children have the longest feet.

At this point in the term, children have not yet looked at measuring length in centimetres and so physically drawing around their feet to allow children to order the footprints from longest to shortest is more appropriate.

Things to look out for

- Children may think that age determines height.
- Children may use different names for the same body part. For example, the area between the chest and hips can be called the stomach, tummy or belly.

Key questions

- Where is your _____?
- How many eyes do you have?
- How many ears does your partner have?
- Do you have more toes or teeth?
- How many knees/elbows do you have?
- Is your footprint longer or shorter than your partner's?

Enquiry question

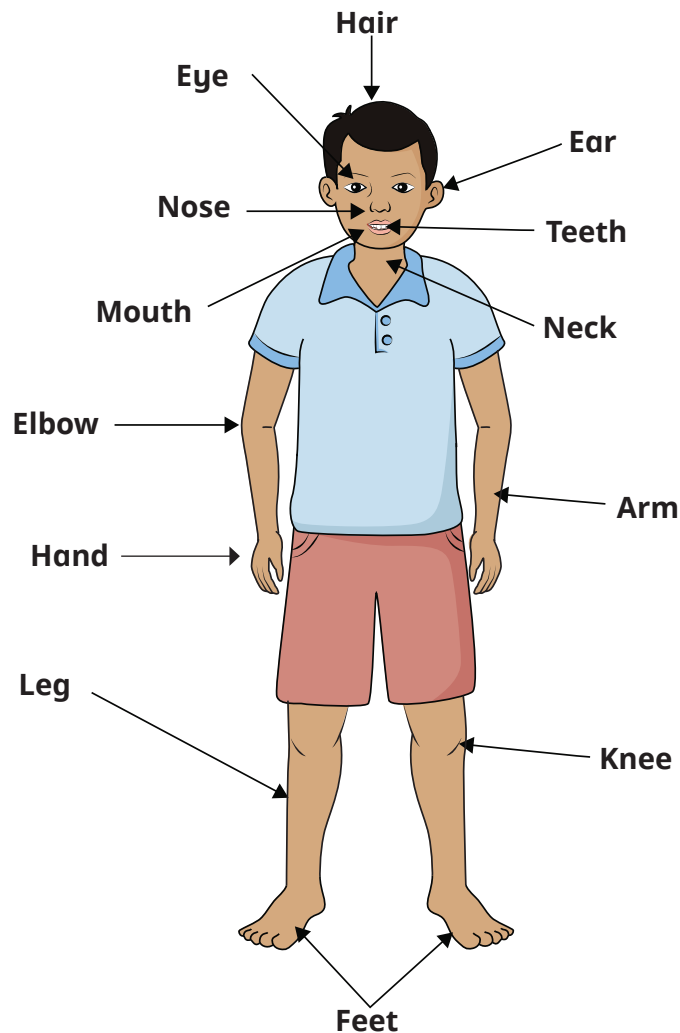
- Do the oldest children have the longest feet?

National curriculum links

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- **Working scientifically** – Asking simple questions and recognising that they can be answered in different ways.

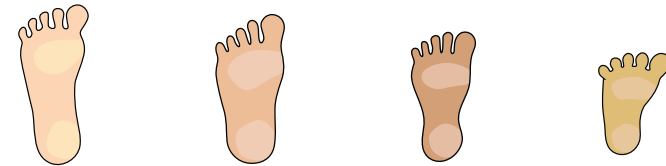
Name and identify parts of the human body

Key vocabulary



Practical ideas

- Adults draw around each child's foot, creating a footprint. Write the child's name, age and birth month on the footprint. Cut around the outline of each footprint. Ask children to order the footprints from longest to shortest. Children should identify the oldest child's footprint and the youngest child's footprint.



- Play games, sing songs and rhymes with the children to test their knowledge of body parts. Games such as "Simon says" allow children to recap and recall the key vocabulary introduced in this step.

Factual knowledge

- The body has lots of parts.
- Each of these body parts has a name.
- Most bodies have a neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth and teeth.

Draw and label parts of the human body

Notes and guidance

In Step 1, children named and identified parts of the body through songs, games and rhymes. In this small step, children build on this knowledge to draw and label these parts correctly.

In the previous step, children began a simple pattern seeking enquiry to explore whether the oldest children have the longest feet. They drew around their feet and ordered their footprints from longest to shortest.

In this step, children should identify simple patterns within the data they collected. They should identify the oldest and youngest children and state whether they have the longest or shortest feet. Children should make simple written or verbal conclusions to show their findings.

Things to look out for

- Children may struggle to identify who is older/younger. Create a line from oldest to youngest to support them with this.
- Children may find it difficult to spot patterns in data. Sort the footprints from longest to shortest. Match these to the line order of the children.

Key questions

- Where is your _____ ?
- What body part have I drawn?
- What labels are needed for these body parts?
- Who is the oldest child? Do they have the longest feet?
- Who is the youngest child? Do they have the shortest feet?
- How did you order the footprints?

Enquiry question

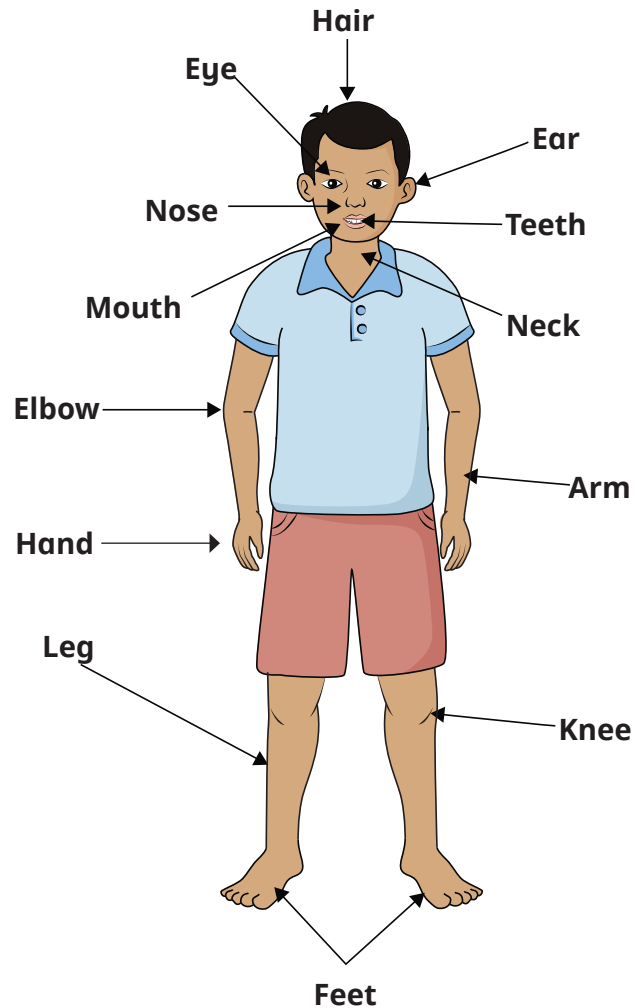
- Do the oldest children have the longest feet?

National curriculum links

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- **Working scientifically** – Using their observations and ideas to suggest answers to questions.

Draw and label parts of the human body

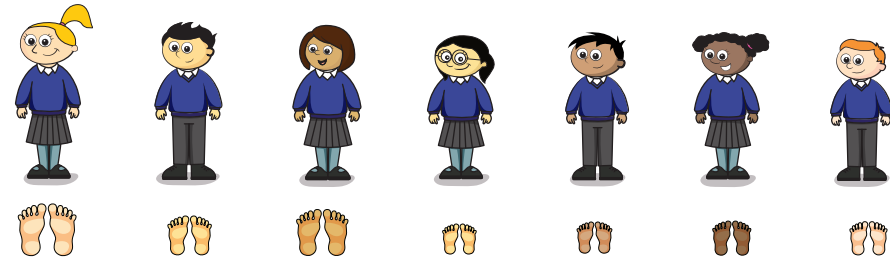
Key vocabulary



Practical ideas

- Put children in a line from oldest to youngest.

Give each child their footprint outline from Step 1



Ask children questions about their age and length of footprints.

Who is the oldest?

Does _____ have the longest feet?

Who is the youngest?

Does _____ have the shortest feet?

Do the oldest children have the longest feet?

Allow children to make simple conclusions based on their findings.

Factual knowledge

- The body has lots of parts.
- Each of these body parts has a name.
- Most bodies have a neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth and teeth.

Sight

Notes and guidance

For the next five steps, children focus on their five senses in greater detail. In this small step, children explore sight. They should identify that humans use their eyes to see. Children should be encouraged to look closely at their own eyes to identify their eye colour and any similarities and differences between their eyes and the eyes of others.

Children should also perform simple tests to investigate sight further. These are highlighted in the 'Practical ideas' section. They should repeat investigations, each time limiting their ability to see. Children should discuss whether this influences the outcome of the task.

Things to look out for

- Children may not have experienced true darkness and therefore think humans can see in the dark.
- Some children may think that sight is not affected when one eye is covered. Ask children to say what they can see when one eye is covered compared to their full vision.
- Children may not recognise that some people cannot see and are therefore blind.

Key questions

- Which body part do you use to see?
- How many eyes do you have?
- What is your eye colour?
- How many children have _____ eyes?
- How are your eyes like your partner's?
- How are your eyes different to your partner's?
- What can you see when you cover one eye?
- What can you see when you cover both eyes?
- Can you see in the dark?

National curriculum links

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- **Working scientifically** – Performing simple tests.

Sight

Key vocabulary

- **Eyes** – The parts of the body that people see with.



- **Light** – Something that allows people to see.



- **Dark** – When there is no light.

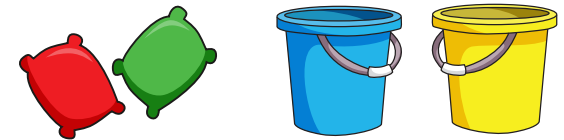


- **Blind** – When a person cannot see.

Practical ideas

- Get buckets and beanbags.

Children should stand 1 metre away from the bucket.



Children should try to throw a beanbag into the bucket.

Ask children to cover one eye and repeat the throwing task.

Repeat again covering both eyes with a blindfold.

Discuss with children which attempt was the easiest and which was the hardest and why.

- Use blackout material to darken the room.

Explore how light is needed to see.

Compare how easy it is to see items in the room with and without a torch and with and without the blackout material.

Factual knowledge

- Humans use their eyes to see.
- You can see when there is light.
- You cannot see in the dark.
- Some people cannot see.

Sound

Notes and guidance

In this small step, children continue to look at their senses and focus on sound. They should identify that humans use their ears to hear sounds.

This step lends itself to practical activities such as sound walks or playing different instruments. Children should identify the source of a sound played to them and develop their vocabulary to describe different sounds.

In this step, there are links to the “abstraction counting principle” covered in Reception maths. Children can count claps heard, or the sound of items being dropped into an opaque bucket.

Things to look out for

- Children may have limited vocabulary to describe sound. This may need to be taught before they complete the practical tasks.
- Children may think that they can only hear one sound at once. Encourage children to identify how many different sounds they can hear at once when conducting sound walks.
- Children may not recognise that some people cannot hear or have different levels of what they can hear.

Key questions

- Which body part do you use to hear?
- What sounds can you hear in the classroom?
- What sounds can you hear around school?
- What sounds can you hear in the playground?
How can you describe each sound?
- Can you make the sound louder?
How did you do it?
- Can you make the sound quieter?
How did you do it?

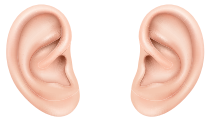
National curriculum links

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- **Working scientifically** – Performing simple tests.

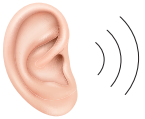
Sound

Key vocabulary

- **Ears** – The parts of the body that people hear with.



- **Hear** – When we listen to sounds.



- **Loud** – When sound is easy to hear.



- **Quiet** – When sound is hard to hear.



- **Noisy** – When a lot of loud sounds can be heard.



Practical ideas

- Complete a sound walk around school.
Ask children to list the different sounds they can hear.
Which are loud? Which are quiet?
Model the vocabulary associated with the description of sound.
- Have a selection of musical instruments.



Ask the children to close their eyes and listen to one of the instruments being played.

Can they identify which instrument was played?

Encourage children to use the instruments to make different sounds.

Discuss with children how they can make sounds louder and quieter.

Factual knowledge

- Humans use their ears to hear sounds.
- When sounds are quiet, they can be hard to hear.
- When sounds are loud, they are easier to hear.

Taste

Notes and guidance

In this small step, children explore taste. They look at their mouths to identify the teeth and tongue. Children should understand that their tongue helps them to taste food.

Children should understand that there are five basic tastes – sweet, salty, bitter, sour and savoury. They should be given opportunities to sample food from each of these five tastes, whilst being careful about any allergies within the class. They can sort and group different foods based on their dominant taste.

When completing the practical activities, there are opportunities to explore how removing a dominant sense can affect other senses. For example, when sight is removed, children may find it more difficult to identify the food they are eating through smell, taste, touch or sound.

Things to look out for

- Children may think that the tongue has ‘zones’ that only recognise a specific taste. Taste buds that detect the five basic tastes are found throughout the mouth.
- Some children may not have had experience of each of the different types of taste. Ensure that children have had the opportunity to eat foods with each of these tastes.

Key questions

- What body part do you use to taste food?
- What are the five basic tastes?
- Is _____ a sweet/salty/bitter/sour/savoury taste?
- Which is your favourite taste?
- Which is your least favourite taste?
- Can you sort these foods into the five basic tastes?
- Can you name this food only using taste?
- Is it easier or harder to name the food with your eyes covered?

National curriculum links

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- **Working scientifically** – Performing simple tests.

Taste

Key vocabulary

- **Sweet** – A taste similar to sugar.



- **Salty** – A food that contains salt.



- **Sour** – A food with a sharp taste.



- **Bitter** – A sharp and sometimes unpleasant taste.

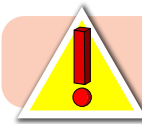


- **Savoury** – A taste that is not sweet.



Practical ideas

- Get a sample of foods for children to taste.



Ensure there are no allergies in the class.

Include food from the five basic tastes.

bitter

sweet

savoury

sour

salty

Ask children to taste and describe the different food.

Sort the food into groups according to taste.

Ask children to order tastes linked to their preference.

- To extend learning, cover children's eyes and ask them to identify the food simply through taste.

Factual knowledge

- The tongue helps humans to taste.
- The tongue is in the mouth.
- There are five basic tastes – sweet, salty, sour, bitter and savoury.

Touch

Notes and guidance

In this small step, children explore their sense of touch. They identify that touch is sensed by the skin. They should understand that skin covers the human body and touch can be sensed at any point on the body through contact with the skin.

They may want to explore and compare different textures both inside and outside of the classroom to help them gain a solid understanding of the key vocabulary used in this step.

Children should perform simple tests to investigate touch. They should be encouraged to explore touch using body parts other than just their hands. Children could explore how easy it is to identify an object using their feet, legs, forearms or face and compare this to using their hands. Children should be given the opportunity to explore a range of textures when performing tests.

Things to look out for

- Children may think that the hand is the only body part that can sense touch.
- Children may have limited vocabulary to describe touch, this may need to be taught before they complete the practical tasks.

Key questions

- Which part of the body do you use to touch?
- What does the object feel like?
- Can you guess the object only using your feet to touch it?
- Can you guess the object only using your face to touch it?
- Feel an object with gloves on.
Can you name the object?
- Feel an object with your hands.
Can you name the object now?
- Is it easier or harder to touch when you wear the gloves?
Why?

National curriculum links

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- **Working scientifically** – Performing simple tests.

Touch

Key vocabulary

- **Skin** – The part of the body that senses touch. All skin feels.



- **Rough** – An uneven surface.



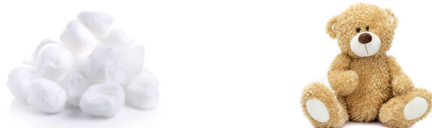
- **Smooth** – An even surface.



- **Hard** – A material that does not bend or stretch easily.



- **Soft** – A material that does not feel rough or hard.



Practical ideas

- Get feely bags and a selection of objects.
Put children in pairs or small groups.
One child selects an object and places it in the feely bag.
Another child should identify the mystery object in the feely bag through touch alone.
Children can repeat the practical task above, but this time only using their feet to identify the objects.
Ask the children whether it is easier or harder to identify the object using their feet.
- Have a selection of objects in a tray.
Children should not look at the objects in the tray.
Ask them wear thick gloves to touch each object.
Ask them to describe the object while they wear the gloves.
They can then touch the objects without the gloves.
What do they notice?



Factual knowledge

- The skin is the body part that helps us to sense touch.
- Skin covers the whole body.
- We can sense touch using different body parts.

Smell

Notes and guidance

In this small step, children look at their final sense – smell. They should identify that the nose is used to sense smells. This step lends itself to practical activities such as smell walks or tasks to describe and identify a range of smells.

As in Step 5, children should complete tasks to order, sort and group smells. For example, they can order smells in terms of their own preference from least favourite to favourite.

Again, children should be given the opportunity to explore how removing more dominant senses such as sight can affect other senses such as smell.

Things to look out for

- Children may not be able to recognise that there are a range of different smells. For example, some may be pleasant or unpleasant. Introduce children to a range of smells, including those with strong odours such as garlic, onion or lavender.
- Children may have limited vocabulary to describe smell. This may need to be taught before they complete the practical tasks.

Key questions

- Which body part do you use to smell?
- What can you smell in the classroom?
- What can you smell around school?
- What can you smell in the playground?
- What is your favourite smell?
- What is your least favourite smell?
- Close your eyes and smell this object.
What can you smell?
What do you think the object is?
- Is it easier or harder to name the object only using your sense of smell?

National curriculum links

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- **Working scientifically** – Performing simple tests.

Smell

Key vocabulary

- **Nose** – The part of the body used to smell.



- **Smell** – To sense something through the nose.



- **Scent** – A smell left by an object.



- **Sniff** – To breathe in a smell.



- **Stench** – A strong, unpleasant smell.



Practical ideas

- Choose five strong smelling items and put these in opaque jars.

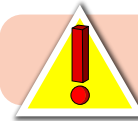
garlic

coffee

vinegar

vanilla

cheese



Ensure there are no allergies in the class.

Allow children to smell each jar without looking at the item inside.

Ask them to describe the smell in the jar.

Can they guess the item inside the jar only using their sense of smell?

Children can sort the objects into appropriate groups according to smell.

- Complete a smell walk.

Ask children to list the different smells they can identify.

How are the smells inside school different to the smells in the playground?

Factual knowledge

- The nose helps us to sense smell.
- The nose is on the face.
- Some items have a stronger smell than others.