

THE HUMAN BODY - YEAR 1: PROGRESSION MAP



<p>National Curriculum Objectives</p> <ul style="list-style-type: none"> Pupils should identify, name, draw, and label the basic parts of the human body and say which part is associated with each sense. 	<p>Lesson Titles:</p> <p>Lesson 1: What Can Our Bodies Do? Lesson 2: What Are the Senses (Smell)? Lesson 3: How Do We See? Lesson 4: What is that Sound? Lesson 5: How Does It Taste? Lesson 6: What Can We Feel?</p>	<p>Coherence:</p> <p>English (Speaking and Listening):</p> <ul style="list-style-type: none"> Pupils will describe what they observe using scientific vocabulary, practice speaking clearly, and listen to others during group discussions. Activities such as retelling experiences related to the body (e.g., describing how they felt when they tasted a new food) link to the speaking and listening objectives <p>Physical Education (PE):</p> <ul style="list-style-type: none"> Learning about the body can be linked to movement in PE lessons, helping pupils understand how muscles work and the importance of staying active <p>Art and Design:</p> <ul style="list-style-type: none"> Pupils can draw or paint pictures of their body parts or sensory organs, enhancing their understanding through creative expression <p>Music:</p> <ul style="list-style-type: none"> Pupils could explore different sounds in music lessons, which supports their learning about the sense of hearing. They can classify instruments based on the sounds they make <p>PSHE (Personal, Social, Health, and Economic Education):</p> <ul style="list-style-type: none"> Learning about the body can connect with lessons on health and hygiene (e.g., the importance of handwashing or brushing teeth), promoting healthy habits <p>Key vocabulary:</p> <ul style="list-style-type: none"> Body parts: head, arms, legs, hands, feet, ears, eyes, nose, mouth, teeth. Senses: sight, hearing, taste, touch, smell. Texture words: rough, smooth, bumpy, soft. Taste words: sweet, sour, salty. <p>Songs, Rhymes and Games:</p> <ul style="list-style-type: none"> Head, shoulders, knees and toes I spy
<p>Common misconceptions:</p> <ul style="list-style-type: none"> Pupils may think the senses are not linked to specific body parts. Pupils might confuse the sense of smell and taste, thinking that taste alone identifies food. <p>Hinterland:</p> <ul style="list-style-type: none"> Connecting how body parts work together during physical activities (e.g., running, eating). Familiar smells from home or local environments to help children connect with the lesson. Relating how eyesight helps them navigate their surroundings and recognise objects at home or school Understanding sound sources from different environments (e.g., playground, home). Using examples of foods they encounter at home, like fruits and snacks. Identifying textures in familiar environments (e.g., home, playground). 	<p>Scientific enquiry:</p> <ol style="list-style-type: none"> Observing closely, identifying, and classifying. Observing closely, identifying, and classifying. Using simple equipment (magnifying glass) to observe. Performing simple tests (e.g., listening walks), identifying and classifying sounds. Classifying (sorting foods by taste), performing tests (taste tests). Using simple equipment (mystery box), classifying textures. 	
<p>Builds on:</p>	<p>Future learning:</p> <ul style="list-style-type: none"> Animals including humans units in KS1 and KS2 Making scientific observations 	