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| <b>Knowledge Organiser</b> | <b>Subject: Science</b> | <b>Topic: My Body</b> | <b>Year: 1</b> |
|----------------------------|-------------------------|-----------------------|----------------|

### **Key Knowledge**

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Humans have key parts in common, but these vary from person to person.
- Humans (and other animals) find out about the world using their senses.
- Humans have five senses – sight, touch, taste, hearing and smelling. These senses are linked to particular parts of the body.

### **Common misconceptions**

#### *Senses and Body Parts*

- Thinking that we can *only* use one sense at a time (for example, we can smell but not see at the same time).

#### *Body Growth*

- Assuming that everyone grows at the same rate.

#### *Health and Hygiene*

- Not understanding the importance of washing hands or why germs spread.
- Thinking that exercise is only for fun, not for health benefits.

### **Key Learning**

- To follow instructions involving parts of the body.
- To label parts of the body on pictures and diagrams.
- To explore objects using different senses.

### **Disciplinary Skills**

- **Identify and Name** – Recognise and correctly name different parts of the human body and the senses linked to them.
- **Describe and Compare** – Explain the features of body parts and compare similarities and differences between people.
- **Draw and Label** – Create simple drawings of the human body and accurately label key parts and their functions.

## **Key Concepts**

### **Identifying and Naming Body Parts**

Children can identify, name, draw, and label the basic parts of the human body.

They can state which body part is linked to each of the five senses (e.g. eyes for sight, ears for hearing).

### **Recognising Similarities and Differences**

Children understand that all humans have the same key body parts, but these can vary from person to person (e.g. hair colour, height).

They can follow instructions involving body parts, such as during PE lessons.

### **Exploring the World Through the Senses**

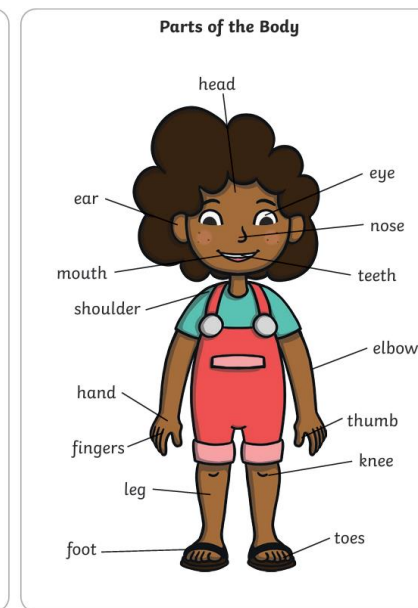
Children learn that humans use their five senses—sight, touch, taste, hearing, and smell—to understand the world.

They can explore objects using different senses and describe their experiences.

## **The Big Question**

**How well do I know my own body?**

| Key Vocabulary |                                                                                                                                                       |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| sight          | Your eyes let you see all the things around you.                                                                                                      |
| hearing        | Your ears let you listen to all the things around you. Your brain is able to tell what different sounds are.                                          |
| touch          | Your skin gives you the sense of touch. You can tell if something is warm, cold, smooth or rough without even looking at it!                          |
| taste          | Your sense of taste comes from your tongue. You can tell if something tastes bitter or sweet. You might have some tastes you like and some you don't. |
| smell          | You smell using your nose. Your nose can tell if things smell nice or not nice.                                                                       |



| Linking Thinking Across Our Learning Journey                                                                                                     |                |                                                                                                                                                                                                              |            |           |           |                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Early Years                                                                                                                                      | Year One       | Year Two                                                                                                                                                                                                     | Year Three | Year Four | Year Five | Year Six                                                                                                                                                                                                                                                                                                                                     |
| <b>Humans</b><br><br>Use all of our senses in hands-on exploration of natural materials.<br><br>Name and describe people who are familiar to us. | <b>My Body</b> | <b>Living things and their habitats</b><br><br>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. |            |           |           | <b>Living things and their habitats</b><br><br>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.<br><br>Give reasons for classifying plants and animals based on specific characteristics. |