



Year 1 - Summer 1 - Science Knowledge Organiser: Who am I?



What I already know...

We can name the anatomy of a fish from our prior learning and know that we share some body parts with fish but others are different. For example we learned in the spring term that fish breathe through their gills whereas humans breathe in oxygen through their nose.

What I will learn...

Animals, including humans

- To identify, name, draw and label the basic parts of the human body; *the head, forehead, ear, mouth, eye, nose, teeth, shoulders, arms, elbow, hand, wrist, fingers, thumb, leg, knee, thigh, calf, foot, ankle and toes*
- Sight, hearing, smell, touch and taste are the 5 senses.
- To say which part of the body is associated with each sense; *the eyes, ears, nose, skin and tongue*.
- To identify different feelings and identify how our bodies react to different feelings

Key Vocabulary

human	A 'person'
senses	A sensation in the human body
sight	What can be seen with using the eyes
hearing	What can be heard using the ears
smell	What a person can smell using the nose
touch	What a person can feel through their skin
taste	What a person can taste using their tongue
feelings	A physical or emotional response (feeling)
data	Information collected



Making a difference at The Merton

Children will find out how amazing their bodies are, how each part has a particular role and how we need to look after them for maximum physical and mental well-being. We will find out why each sense is important by working collaboratively to test the ability of each of their senses at Sense Stations, each sense has its limits and the 5 senses working together is best. We will explore the ideas associated with one of the senses not working. This could go beyond the obvious of hearing or sight impairment, to consider when people lose their sense of feeling in their hands or feet, the idea that some people cannot taste their food and where people have a speech difficulty. The key idea is that, while humans are the same in some ways, we are all different and we should respect those differences. This theme is continued in our PSHE learning when we learn about what makes us special and how the families we belong to are as unique as we are!!

How to be a scientist

Skills you will need:

- observe the things around you - notice what happens to your body when there is a loud or quiet noise or when there is a strong smell.
- Collect and record data.
- Think about how different things can be grouped or sorted.

