

Topic Name	All About Me
Big Question	Why are humans not like Olly the Dog?
Scientists to use as examples	Chris Packham
Key Knowledge	<p>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p>
Key investigational skills	<p>Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.</p> <p>How are our senses different to Olly the Dog?</p> <p>Looking body parts.</p> <p>Learning 5 senses and linking to body parts.</p> <p>Looking body parts.</p> <p>Learning 5 senses and linking to body parts.</p> <p>Looking our differences.</p> <p>Measuring height and feet.</p> <p>Classifying class by hair colour, eye colour etc</p> <p>To answer questions verbally using simple sentences.</p> <p>Height, eye colour, hair colour.</p> <p>Favourite taste and smell.</p>
Vocabulary	parts of the body including those within the school's RSE policy, senses, touch, see, smell, taste, hear, fingers, skin, eyes, nose, ear, tongue
Prior learning – what children should know	Use all their senses in hands-on exploration of natural materials. (Nursery - Humans) • Name and describe people who are familiar to them. (Reception)
Future learning – next time they will be learning	
Visits	Olly the Dog Nature area

Book links	Tiger who came to tea Bog baby – Jeanne Willis Leaf Man
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