Objective	Milestone Indicators	Basic Activities	Advanced Activities	Deep Activities	Resources
Milestone 1 Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	- Ask chn to look at own bodies – what parts have we got? What are our parts for? How do we look different from each other? - Discuss ways of keeping healthy, such as diet and exercise INPUT; Explain that we are going to be learning names for parts of our bodies. Choose a child to come to the middle of the circle and lay down – have word cards for external bot parts. Discuss each one in turn; what does that body part do? What are they for? Discuss senses.	**I can name basic parts of the human body** -Drawing around own bodies and identifying body parts, discussion with adult.	**I can name many parts of the human body and explain their uses.** - Drawing around own bodies and labelling them	**I can explain what a human needs to grow strong and healthy.**	• Body part word mat/body part labels • Large paper to draw around bodies
Milestone 1 Identify name, draw and label the basic parts of the human body and say which part of the body is	- Can chn compare face features with their peers - Discuss why we have features; what would happen if we didn't have a certain feature?	**I can name the parts of my face.** -Adding simple labels to photo of own face.	**I can use a mirror to identify and describe features of my face.**	**I can decide which face feature relates to a sense.**	• Mirrors • A3 paper • Pencils • Face features cards/mats

associated with each sense.	INPUT; Explain that we are going to be learning names for parts of our faces. Give chn mirrors – what can they see? Discuss the features of our faces and what they do. Then, put chn in pairs/threes; ask chn to look at features of their faces. Are they all the same? What is the same? What is different?			-Use of mirror to identify face features and draw picture of, add labels.		
Milestone 1 Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	- Ask chn – what colour eyes can people have? - Why do we have different coloured eyes? - Does it matter what colour eyes people have? INPUT; Recap on face features. Guve chn mirrors and ask them to look at their eyes; what colour eyes have they got? Ask variety of chn and discuss how everyone has got different coloured eyes. Explain that today we are going to investigate which eye colour is the most common. Explain to chn how pictogram will be	**I can collect data to draw conclusions.**	**I can identify which eye colour is the most common and which is the least common.**	**I can make predictions and compare the conclusions made to my prediction.**	• Large squared paper. • Small squares with eye outlines on • Mirror

	created.				
Milestone 1 Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	- Ask chn; 'What do we use to see? Hear? Touch? Taste? Smell? - Do we all like to hear/taste/smell the same things? INPUT; Recap on last week's learning on face features and parts of the face. Teach chn that we have 5 senses that allow us to explore the world around us, and we use parts of our bodies to do this.	**I can name the 5 senses and describe how they can be used.** -Be able to name the parts used.	**I can identify which body part need to use a certain sense.** -Matching body part to the sense word.	**I can use my 5 senses and decide what I like and don't like to smell, see, hear, touch, taste.** -Decide their most favourite/least favourite thing to smell/see…	• Outside; see, hear, smell, touch, taste sheet.
Milestone 1 Identify name, draw and label the basic parts of the human body and say which part of the body is	- Encourage chn to explain how they know what they can smell/see/hear/taste/feel.	**I can describe what I can smell, see, hear, taste, feel at each investigation station.**	**I can identify what I can smell, see, hear, taste, feel at each investigation station.**	**I can justify how I know what object I am investigating.**	• Taste – chocolate, lemon, apple • Smell – coffee, grass/leaves • Hear – animal sounds/music

associated with each sense.	INPUT; Recap on the 5 senses and how they are used. Explain the investigation station activity. Photos to be taken for evidence in books.				on iPad, door bell ringing. • See – (using magnifying glasses) flower, orange, coin
Milestone 1 Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	-Use of language including 'younger', 'older', 'growth', 'change', 'big', 'small' INPUT; Begin by reading the story/watch video 'Once There Were Giants'. Have a picture of a baby on a couple of large paper mind maps. Put chn into groups and ask chn to write/scribe what they could do when they were a baby. Repeat same activity for picture of a child then an adult.	**I can arrange pictures to show human growth on a timeline.** - Baby, child, teenager, adult, elderly pictures to order.	**I can write a sentence to explain what happens at each stage of life.**	**I can choose statements to match to the correct stage of life.**	• People photos – some alone and some with lines for sentence writing