Year R: : Humans Our Learning Leaves Curriculum – Science

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive knowledae	• Use their senses in hands on exploration of natural materials • Make healthy choices about food, drink, activity and tooth brushing. • Notice differences between people.	• Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian • Name the arms, legs, head, feet, toes, fingers, elbows, knees, eyes, mouth, nose, ears, penis, & vulva. • Name the heart, lungs, stomach and womb and simple explain their function.	• Humans are made of many different body parts including head, neck, back, ears, eyes, nose, mouth, arms, shoulders, elbows, hands, fingers, knees, legs, feet, toes, face. • Humans have five senses, smell, taste, touch, sight and hearing • The five senses are each associated with different body parts (nose, eyes, ears, skin, tongue) • Making a human body using 'Make do'
Disciplinary knowledae	• Children hold a pencil correctly • Make marks for a purpose • Children have a go at independently dressing	• Draw a diagram; a simple scientific drawing that explains or informs. • Continue developing positive attitudes about the differences between people. • Manage their own needs for example their personal hygiene • explain why some things occur and talk about changes	• Draw a scientific diagram, labelling key human body parts. • Draw a scientific diagram labelling the senses associated with different senses. • Use senses to identify different substances.

Key Drivers

Culture and Diversity - which helps pupils to develop enquiring minds about the wider world –

- Expose the children to human diversity related to race, culture, ability, gender and relationship preferences.
- Scientists' values and beliefs are influenced by the larger culture in which they live. Such personal views can, in turn, influence the questions they choose to pursue and how they investigate those questions.
- Scientific activities are social activities, so scientific culture is the product of humans' or particular groups of humans' activities. The thinking patterns, values, behavioural norms and traditions of science formed in its history reflect its cultural connotation.

Environment and Community - which helps to instil in our pupils a respect for our environment and for our local and wider communities –

- School community introduced to the children.
- RESPECT characters introduced to the children.
- Children to appreciate our communities values, similarities and our unique qualities that make us special.

Creative arts and physical development - which helps our pupils to express themselves and excel as holistic learners. –

- Scientists have to use their imagination to come up with explanations, theories and predictions.
- Fine motor is developed to allow children to manage their own needs, for example doing up their coats.

Learning to learn - which helps pupils to concentrate and focus and build resilience as learners –

- Children are supported to develop their resilience when facing problems with independently managing their needs.
- Children are taught that learning can happen in many different ways and given opportunities to explore these ways.
- Opportunities given to allow the children to become independent learners.