Year 1: Autumn 1/2: Humans Our Learning Leaves Curriculum – Science

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive knowledge	Use their senses in hands on exploration of natural materials KDG Describe what they see, hear, feel whilst outside YR Naming body parts YR	• 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'	Animals including humans need food to survive Year 2 Humans need to eat a healthy and balanced diet Year 2 Humans have skeletons to protect vital organs and to support the body against the pull of gravity to enable us to move. Year 3 The similarities between human and animal skeletons Year 3
Disciplinary knowledge	Draw a diagram, a simple scientific drawing that explains or informs (EYFS)	• 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.	Gather information from images and/or text and group animals into those that change form as they grow and those that do not. Year 2

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Key Drivers

Culture and Diversity - which helps pupils to develop enquiring minds about the wider world – using examples of different body types, ethnicities and abilities

Humans live in different environments around the world, eating different foods and this can be affected by climate and other environmental factors.

- Scientists' values and beliefs are influenced by the larger culture in which they live. Such personal views can, in turn, influence. 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.
- PSTT – 'A Scientist Just Like Me' - https://pstt.org.uk/resources/curriculum-materials/ASJLM Case studies of different scientists from diverse and under-represented backgrounds.

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

- Our environment can affect our ability to find healthy food and find space to exercise
- Living Eggs
- British Science Week
- Cheltenham Science Festival
- Outside speakers
- Fitness Fortnight
- Eco School
- School community reminders
- RESPECT characters reminders
- 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.

- links to PE curriculum
- Scientists have to use their imagination to come up with explanations, theories and predictions.
- Scientists have to use their prior and new knowledge to create links.

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

- Trial and error/ experimentation
- Pattern seeking, Identifying and classifying, Using secondary resources
- Respect characters model learning behaviours to develop resilience and perseverance.
- Respect characters model excellence in attitudes to learning.