

**About The Unit:** Through this unit children learn about their senses and how they can use them to explore the world around them. They also learn that humans and other animals move and grow.

**Scientific Enquiry Focus:**

- exploring and using senses
- observing and describing living things, and communicating what happened in their work

<p><i>Some children will have progressed further and will also:</i></p> <p><b>Level 2</b></p>	<ul style="list-style-type: none"> <li>• explain differences between living and non-living things in terms of characteristics such as movement and growth</li> <li>• explain that adult animals no longer grow</li> <li>• <u>suggest ways of presenting observations</u></li> <li>• explain why we should show sensitivity to living things</li> </ul>	<p><b>Examples of key questions or outcomes to challenge pupils</b></p> <ul style="list-style-type: none"> <li>• How many parts of the body can you name?</li> <li>• Point to the part of the body that helps you breathe / jump etc</li> <li>• Why do we need our senses?</li> <li>• Which senses are particularly important for other animals? Give examples eg cats’ whiskers.</li> <li>• Why do we need to grow and when do we stop growing?</li> <li>• Produces a booklet on animals and their young – includes animal types that are very different from each other.</li> <li>• Collects own data to answer simple question about height and how they differ.</li> <li>• Can you group animals by the way they move? (eg slither, climb, swing). Which features allow them to do this?</li> <li>• Independently collects examples of living and non living things.</li> <li>• Makes a booklet showing what different animals eat and drink.</li> </ul>
<p><i>Some children will have made even greater progress and will also:</i></p> <p><b>Just Level 3</b></p>	<ul style="list-style-type: none"> <li>• identify a wider range of body parts, possibly include internal organs and relate these to the simple life processes</li> <li>• <b>identify different groups of animals</b></li> <li>• research and explain how some animals have developed exceptional senses for practical purposes</li> <li>• <b>identify and explain more detailed differences in animal movements and behaviour</b></li> <li>• <u>use secondary sources of information</u></li> <li>• able to identify a range of characteristics in which humans differ and record on a simple table</li> </ul>	

Underlined statements indicate scientific enquiry outcomes. Bold statements link to enrichment activity.