

TOPICS	Senses		KEY STAGE	1	Date	08/10
LINKS	NATIONAL CUR.	SCIENCE – Sc1 2A,B,F; Sc2 1B,2G; Sc3 1A,B				
	QCA	1B OURSELVES, 1B GROWING PLANTS, 1C SORTING AND USING MATERIALS, 1F SOUND AND HEARING				Page 1 of 1

Learning objectives	Structure	Plenary
<ul style="list-style-type: none"> • To use the senses to explore, and use first hand experience to ask and answer questions (Sc1 2a,b,f) • To become aware of the world around us by using our senses (Sc2 1b, 2g) • To use the senses to recognize the similarities and differences between materials, and to sort object into groups according to their properties (Sc3 1a,b) <p>Assessment questions</p> <ul style="list-style-type: none"> • Can you name our senses? • Which sense will we use here? 	<p>Introduction</p> <p>Ask the children to name the five senses. Explain that we are going to divide into groups and walk into the garden, using our senses to find things to put into their feely box. Children to find – adults to pick from plants.</p> <p>Activity 1 - Taste</p> <p>In the classroom, cut up 4 vegetables, and pass round the plates to encourage each child to try everything. Ask the children to describe the tastes and say which they liked / disliked.</p> <p>Activity 1 – Sight and Touch</p> <p>Divide the class into 6 groups, each with a feely box marked with a sensory word (rough, smooth, hard, soft, lovely, horrible). Each group uses their senses to find things in the garden to fit the word. Groups team up and have to guess the other group's word.</p> <p>Activity 2 - Smell</p> <p>Each child is given a cup and stirring stick to collect pieces of plant to make a smelly cocktail (magic water can be sprayed on to help mix). They think up a name for their cocktail.</p> <p>Activity 3 - Hearing</p> <p>The children sit quietly on the ground for a couple of minutes and listen to the sounds around them. This can be recorded by getting each child to produce a sound map using symbols or counting the number of different sounds by raising a finger from a clenched fist for each different sound.</p>	<ul style="list-style-type: none"> • Ask the children which senses they used for different activities. • Ask children to think of some sensory words to describe common objects. <p>Resources:</p> <ul style="list-style-type: none"> • Feely boxes • Cups • Stirring sticks • Water spray • Sound map symbols • Prepared vegetables/ fruit to taste • Knife • Plates.
<p>Key vocabulary:</p> <p>Eyes, looking, sight; Ears, hearing, sound; Hand, fingers, touch, textures, texture words e.g. prickly, tickly, hard etc; Mouth, tongue, taste, taste words e.g. sweet, sour, bitter etc; Nose, smell, pleasant, nasty.</p>		