














# Animals Including Humans: Senses

<p><b>Aim</b>  <b>Say which part of the body is associated with each sense.</b>  <b>To perform simple tests.</b>  <b>To name the five senses and to perform simple tests to find out more about them.</b></p>	<p><b>Lesson Duration</b>  All timings are approximate.</p> <div style="text-align: right;">  </div>
<p><b>Success Criteria</b>  <b>I can name the five senses.</b>  <b>I can identify which part of the body is used for each sense.</b>  <b>I can perform simple tests to answer questions about my senses.</b></p>	
<p><b>Standard School Equipment</b>  2 teddies, blindfold, book, plastic building blocks, paper, pencils, coat or jumper, very simple jigsaw puzzle, maracas (or rice in a plastic tub), drum, triangle, tambourine, bell, dinosaur, sandpaper, ice, wooden block</p> <p><b>Resources That May Need Purchasing</b>  scented solid soap, oranges, lemons, solid chocolate, ready salted crisps, banana, raspberries (or alternatives)</p> <p>The children will be tasting, touching and smelling different objects, some of which are food. Please ensure that all relevant allergies are known and that any food and other objects used are safe for your class.</p>	<p><b>Preparation</b>  <b>Senses Activity Sheet</b> – per group  <b>Reasoning Cards Senses</b> - as required</p> <p>Ready at the front of class to demonstrate: 2 teddies, drum, tambourine, maracas (or rice in a plastic tub) and a triangle.</p> <p>Boxes set up with objects. (One box for each table for sight, touch, smell and taste or fewer sets of resources for these four senses if you are rotating the tasks around groups.)</p> <p><b>Tables set up with objects:</b></p> <p><b>Sight</b>  (Children will require a blindfold.)  Objects: book, plastic building blocks, paper and pencils, coat or jumper, very simple jigsaw puzzle.</p> <p><b>Touch</b>  Objects: teddy, dinosaur, sandpaper, ice, wooden block.</p> <p><b>Smell</b>  Objects could include: scented solid soap, slices of orange, solid chocolate.</p> <p><b>Taste</b>  Objects could include: chocolate, slices of lemon, ready salted crisps, banana, raspberries.</p>
<p><b>Key Vocabulary</b>  Senses, <b>sight, taste, hearing, touch, smell</b>, test, fair.</p>	

**Prior Learning:** In the previous lesson, the children learnt about the parts of the human body.

## Learning Sequence

	<p><b>Remember It:</b> Recap the parts of the human body using the game on the <b>Lesson Presentation</b>. Show children the diagram of the human body on the <b>Lesson Presentation</b>. Ask them to work as a team to complete the labelling before the timer runs out.</p>	<div style="text-align: right;">  </div>
	<p><b>Senses:</b> Ask children to look carefully at the picture on the <b>Lesson Presentation</b> and describe what they can see. Then, ask them to close their eyes and to listen carefully to the sounds. Explain that they have just used two of their senses: sight and hearing. Using the <b>Lesson Presentation</b>, discuss how humans have five senses and that these help us to stay safe and to understand the world around us. Ensure that children understand that the sense of touch comes from the skin and not just the hands. Read the extract from the <b>Animals All Around eBook</b> to learn about the senses. Make a note of key words such as sweet, sour, salty and bitter to refer to and use during the senses testing later in the lesson. <b>Can the children name the five senses and the body part associated with each sense?</b></p>	<div style="text-align: right;">  </div>
	<p><b>Using Your Senses:</b> Work your way through the slides on the <b>Lesson Presentation</b>. Explain to children that they are going to use their senses to help them explore objects. Discuss which teddy is the softest and how they can find out. Show two teddies to the class and ask some children to test which of these teddies is the softest. To help children understand the sense of touch, encourage them to also use their arms, legs and other parts of their skin to feel the teddies and reiterate that the sense of touch comes from the skin and not the hands/fingers. Following the prompts on the <b>Lesson Presentation</b>, ask the children to close their eyes while you play a tambourine, a drum and a triangle in turn and to guess which instrument they can hear each time. Discuss how they could test which instrument makes the loudest sounds.  <b>Do the children know which sense to use to perform different tests?</b></p>	<div style="text-align: right;">  </div>

	<p><b>Testing Your Senses:</b> Explain that the children will be using their five senses to do some tests. Explain that before they begin each test, they will discuss and answer some questions. Explain that scientists often think they have an answer to a question and then use tests to find out if they are right. Using the <b>Lesson Presentation</b>, model how to discuss the questions on Sheet 1 of the <b>Senses Activity Sheet</b> and then work through an example test together about hearing. Make sure children understand that once they have completed the tests each time, they should discuss what they found out and that one member of the group should write down their findings on Sheet 2 of the <b>Senses Activity Sheet</b>.</p>	
	<p><b>Carrying Out Tests:</b> Put children in small groups of 5 or 6 and ask them to work through the tests for each of the remaining senses. The organisation of this will depend upon availability of resources and how independently the children can work. You may choose to rotate the tasks so that different groups are working on different activities or it may work better to explain one of the senses tasks to the whole class and all the groups work on this at the same time before bringing out the equipment for the next senses test. Children will work in pairs to test the questions but discuss predictions and findings as a group, with just one member of the group recording the groups' ideas each time.</p> <p><b>Can the children perform simple tests to test their ideas?</b></p> <p><b>Sight Test</b> (Children will require a blindfold.) Objects: book, plastic building blocks, paper and pencils, coat or jumper, very simple jigsaw puzzle. Children read a book, put on a coat or jumper, draw something with the pencil and paper, put together a jigsaw puzzle or a tower of blocks without using their sight.</p> <p><b>Touch Test</b> Objects: teddy, plastic dinosaur, sandpaper, ice, wooden block. Children explore through touching the objects and answering questions about them.</p> <p><b>Smell Test</b> Objects could include: scented solid soap, slices of orange, solid chocolate. Children carry out tests smelling the different objects.</p> <p><b>Taste Test</b> Objects could include: chocolate, slices of lemon, ready salted crisps, banana, raspberries. Children carry out tests tasting very small amounts of the different foods.</p>	
	<p><b>What Did We Find Out?</b> Using the <b>Lesson Presentation</b>, ask children to share their initial ideas about one of the sense tests and their answers after the test. Did everyone agree on the answers? Why/why not?</p>	

<p><b>Exploreit</b></p> <p><b>Senseit:</b> Take children on a sensory walk around the school environment. They can record what they see, hear, feel and smell through drawing or writing.</p> <p><b>Investigateit:</b> Discover how much the sense of smell influences the sense of taste by having a blindfold taste test with and without holding the nose.</p>	
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## Assessment

<b>Scientific Knowledge</b>	
<b>Working Towards the Expected Level</b> Children can, with support, name the five senses and the part of the body they are related to.	Children:
<b>Working At the Expected Level</b> Children can name the five senses and the part of the body they are related to. Children can explain how they use each of their senses.	Children:
<b>Working At Greater Depth</b> Children can name the five senses and the part of the body they are related to. Children can explain how they use each of their senses and how they keep them safe.	Children:
<b>Working Scientifically</b>	
<b>Working Towards the Expected Level</b> With support, children can use their senses to carry out simple practical tests, using simple equipment. After making careful observations, they can be guided to draw simple conclusions and record and communicate their findings.	Children:
<b>Working At the Expected Level</b> Children can use their senses to carry out simple practical tests, using simple equipment. After making careful observations, they can draw simple conclusions and can, with support, record and communicate their findings in a range of ways.	Children:
<b>Working At Greater Depth</b> Children can independently use their senses to carry out simple practical tests, using simple equipment. After making careful observations, they can draw simple conclusions and can confidently record and communicate their findings in a range of ways.	Children: