

Science: Features of Living Things: Senses

Australian Curriculum

This lesson plan could be used to support the teaching and learning of the following content description from the Australian Curriculum.







Year 1: Science: Science Understanding, Biological Sciences







Identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs (AC9S1U01)

<p>Aim: To name the five senses and to perform simple tests to find out more about them.</p>	<p>Key/New Words: Senses, sight, taste, hearing, touch, smell, test, fair.</p>
<p>Success Criteria: I can name the five senses. I can identify which part of the body is used for each sense. I can perform simple tests to answer questions about my senses.</p>	<p>Preparation: one per group - as required Ready at the front of class to demonstrate: two teddies, drum, tambourine, maracas (or rice in a plastic tub) and a triangle. 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>Resources: Two 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>Resources That May Need Purchasing scented solid soap, oranges, lemons, solid chocolate, salt flavoured chips, 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>Tables set up with objects: Sight (Children will require a blindfold.) Objects: book, plastic building blocks, paper and pencils, coat or jumper, very simple jigsaw puzzle. Touch Objects: teddy, dinosaur, sandpaper, ice, wooden block. Smell Objects could include: scented solid soap, slices of orange, solid chocolate. Taste Objects could include: chocolate, slices of lemon, salt flavoured chips, banana, raspberries.</p>

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

Learning Sequence

	<p>Remember It: Recap the parts of the human body using the game on the . Show children the diagram of the human body on the . Ask them to work as a team to complete the labelling before the timer runs out.</p>	
	<p>Senses: Ask children to look carefully at the picture on the 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 , 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 Animals All Around eBook 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. Can the children name the five senses and the body part associated with each sense?</p>	
	<p>Using Your Senses: Work your way through the slides on the . 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 , 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. Do the children know which sense to use to perform different tests?</p>	

	<p>Testing Your Senses: 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 _____, model how to discuss the questions on Sheet 1 of the _____ 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 _____</p>	
	<p>Carrying Out Tests: Put children in small groups of five or six 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>Can the children perform simple tests to test their ideas?</p> <p>Sight Test (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>Touch Test Objects: teddy, plastic dinosaur, sandpaper, ice, wooden block. Children explore through touching the objects and answering questions about them.</p> <p>Smell Test Objects could include: scented solid soap, slices of orange, solid chocolate. Children carry out tests smelling the different objects.</p> <p>Taste Test Objects could include: chocolate, slices of lemon, salt flavoured chips, banana, raspberries. Children carry out tests tasting very small amounts of the different foods.</p>	
	<p>What Did We Find Out? Using the _____, 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>Explore it</p> <p>Sense it: 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>Investigate it: 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> <p>Reason it: Children discuss _____. Children identify the parts of the body that the five senses use. They then explain what each sense is used for and how they keep us safe.</p>
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Food or Drink Making and Eating Resource Disclaimer:

We hope you find this resource useful. These recipes are intended as general guide only and involve the use of knives, hot water and kitchen appliances which use considerable heat. It is your responsibility to assess risks and ensure the activity is safe for those participating. We will not be held responsible for the health and safety of those participating and cannot accept any liability. It is also your responsibility to ensure you are fully aware of the allergies and health conditions of anyone making or consuming these products – noting potential allergens included in the ingredients.

Sensory Activities Disclaimer:

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Science: Features of Living Things: Senses

NSW Curriculum

This lesson plan could be used to support the teaching and learning of the following Content Descriptions from the NSW Curriculum.

Year 1: Science: Living World

Describes observable features of living things and their environments (ST1-4LW-S)

Observes, questions and collects data to communicate and compare ideas (ST1-1WS-S)

Child-Friendly Aim:

Describes observable features of living things and their environments (ST1-4LW-S)

Observes, questions and collects data to communicate and compare ideas (ST1-1WS-S)

To name the five senses and to perform simple tests to find out more about them.

Success Criteria:

I can name the five senses.

I can identify which part of the body is used for each sense.

I can perform simple tests to answer questions about my senses.

Resources:

Two 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

Resources That May Need Purchasing

scented solid soap, oranges, lemons, solid chocolate, salt flavoured chips, banana, raspberries (or alternatives)

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.

Key/New Words:

Senses, sight, taste, hearing, touch, smell, test, fair.

Preparation:

one per group

- as required

Ready at the front of class to demonstrate: two teddies, drum, tambourine, maracas (or rice in a plastic tub) and a triangle.

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.)

Tables set up with objects:

Sight

(Children will require a blindfold.)

Objects: book, plastic building blocks, paper and pencils, coat or jumper, very simple jigsaw puzzle.

Touch

Objects: teddy, dinosaur, sandpaper, ice, wooden block.

Smell

Objects could include: scented solid soap, slices of orange, solid chocolate.

Taste

Objects could include: chocolate, slices of lemon, salt flavoured chips, banana, raspberries.

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











Learning Sequence



Remember It: Recap the parts of the human body using the game on the the diagram of the human body on the labelling before the timer runs out.

Show children . Ask them to work as a team to complete the



	<p>Senses: Ask children to look carefully at the picture on the _____ 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 _____, 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 Animals All Around eBook 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. Can the children name the five senses and the body part associated with each sense?</p>	
	<p>Using Your Senses: Work your way through the slides on the _____. 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 _____, 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. Do the children know which sense to use to perform different tests?</p>	
	<p>Testing Your Senses: 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 _____ model how to discuss the questions on Sheet 1 of the _____ 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 _____.</p>	
	<p>Carrying Out Tests: Put children in small groups of five or six 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. Can the children perform simple tests to test their ideas?</p> <p>Sight Test (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>Touch Test Objects: teddy, plastic dinosaur, sandpaper, ice, wooden block. Children explore through touching the objects and answering questions about them.</p> <p>Smell Test Objects could include: scented solid soap, slices of orange, solid chocolate. Children carry out tests smelling the different objects.</p> <p>Taste Test Objects could include: chocolate, slices of lemon, salt flavoured chips, banana, raspberries. Children carry out tests tasting very small amounts of the different foods.</p>	
	<p>What Did We Find Out? Using the _____, 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? Regent Studies www.regentstudies.com</p>	

Exploreit

Senseit: Take children on a sensory walk around the school environment. They can record what they see, hear, feel and smell through drawing or writing.

Investigateit: Discover how much the sense of smell influences the sense of taste by having a blindfold taste test with and without holding the nose.

Reasonit: Children discuss _____. Children identify the parts of the body that the five senses use. They then explain what each sense is used for and how they keep us safe.

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Science: Features of Living Things: Senses

VIC Curriculum

This lesson plan could be used to support the teaching and learning of the following Content Description from the VIC Curriculum.

Year 1: Science: Science Understanding, Biological Sciences

Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met (VCSSU042)

Child-Friendly Aim:

Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met (VCSSU042)

To name the five senses and to perform simple tests to find out more about them.

Success Criteria:

I can name the five senses.

I can identify which part of the body is used for each sense.

I can perform simple tests to answer questions about my senses.

Resources:

Two 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

Resources That May Need Purchasing

scented solid soap, oranges, lemons, solid chocolate, salt flavoured chips, banana, raspberries (or alternatives)

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.

Key/New Words:

Senses, sight, taste, hearing, touch, smell, test, fair.

Preparation:

ne per group

as required

Ready at the front of class to demonstrate: two teddies, drum, tambourine, maracas (or rice in a plastic tub) and a triangle.

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.)

Tables set up with objects:

Sight

(Children will require a blindfold.)

Objects: book, plastic building blocks, paper and pencils, coat or jumper, very simple jigsaw puzzle.

Touch

Objects: teddy, dinosaur, sandpaper, ice, wooden block.

Smell

Objects could include: scented solid soap, slices of orange, solid chocolate.

Taste

Objects could include: chocolate, slices of lemon, salt flavoured chips, banana, raspberries.

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











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Exploreit

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Aim: To name the five senses and to perform simple tests to find out more about them.				Date:					
				Delivered By:			Support:		
Success Criteria	Me	Friend	Teacher	T	PPA	S	I	AL	GP
I can name the five senses.				Notes/Evidence					
I can identify which part of the body is used for each sense.									
I can perform simple tests to answer questions about my senses.									
Next Steps									
) _____									
) _____									

T	Teacher	I	Independent
PPA	Planning, Preparation and Assessment	AL	Adult Led
S	Supply	GP	Guided Practice

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Regent Studies www.regentstudies.com									
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S	Supply	GP	Guided Practice

Disclaimer/s

We hope you find the information on our website and resources useful.

Food or Drink Making and Eating Resource Disclaimer

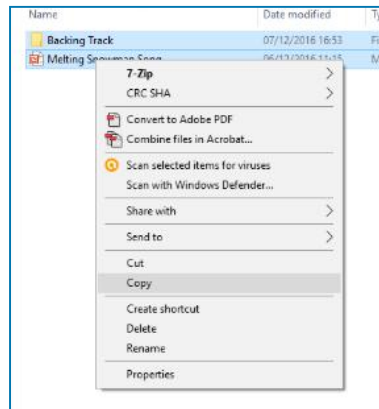
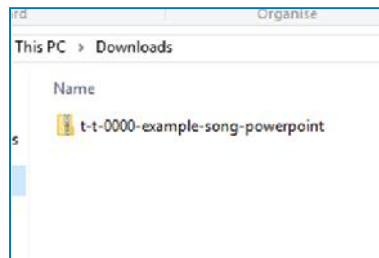
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Sensory activities

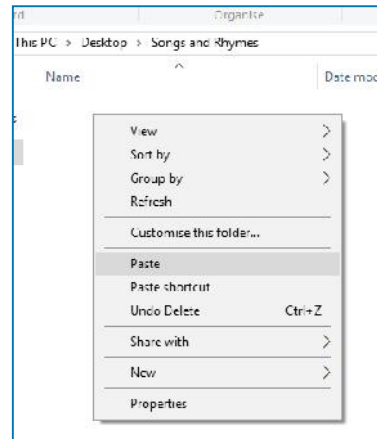
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Guidance for Video/Audio in PowerPoints

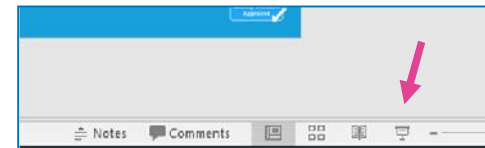
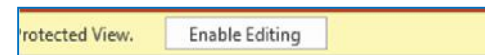
1. Open the folder and copy all the files.



2. Paste the copied files into a new folder.



3. Open the PowerPoint file, enable editing and enter presentation mode (start the slide show). Go to slide 8 and press the play button to hear the sounds.



Please note the embedded audio may not be compatible with early versions of PowerPoint.



Science

Features of Living Things

Meet Quizby!

Can you spot me in the Lesson Presentation?

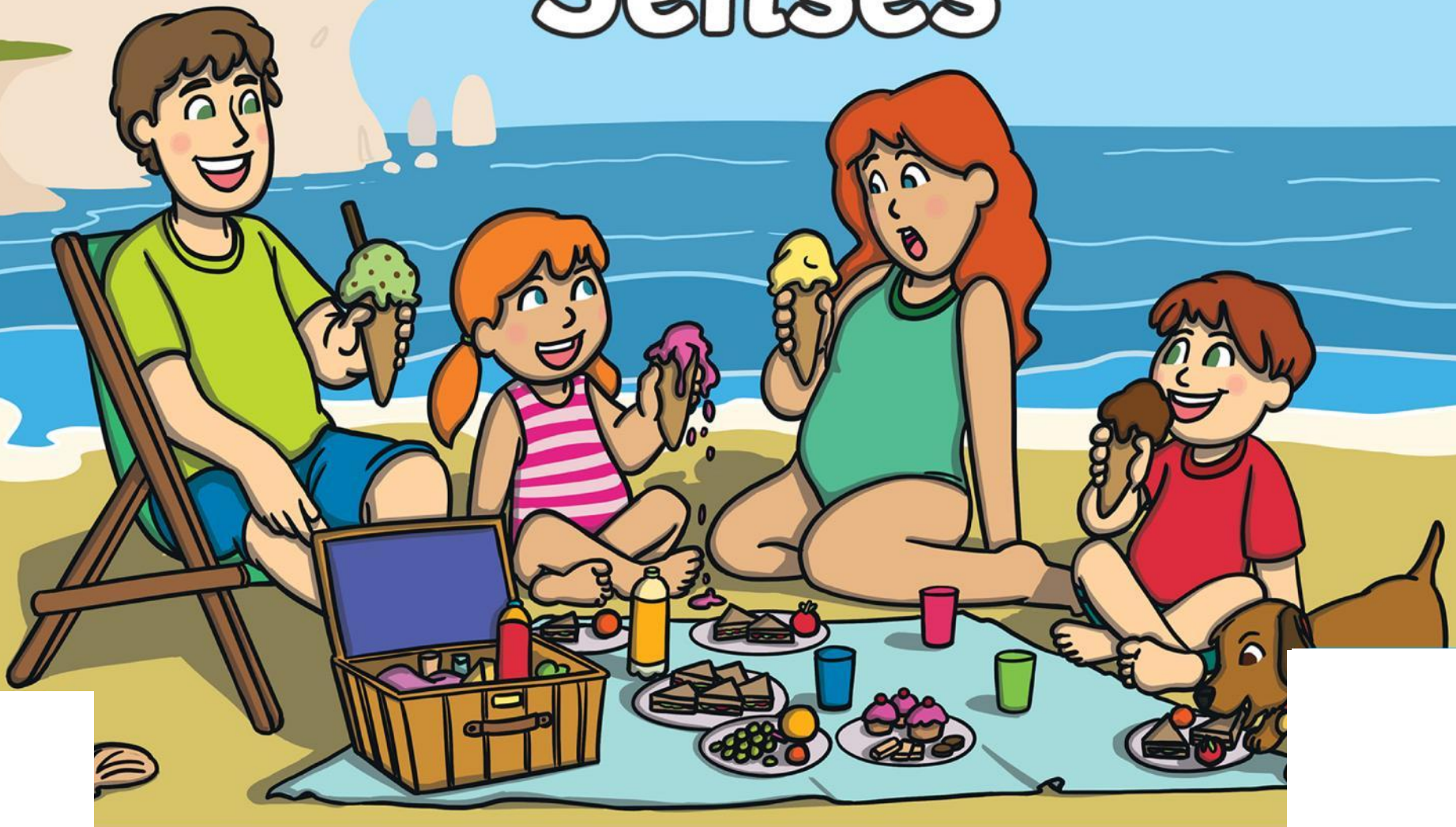
The questions that appear will help you to think about the key learning throughout the lesson.



Features of Living Things



Senses



Aim

- To name the five senses and to perform simple tests to find out more about them.

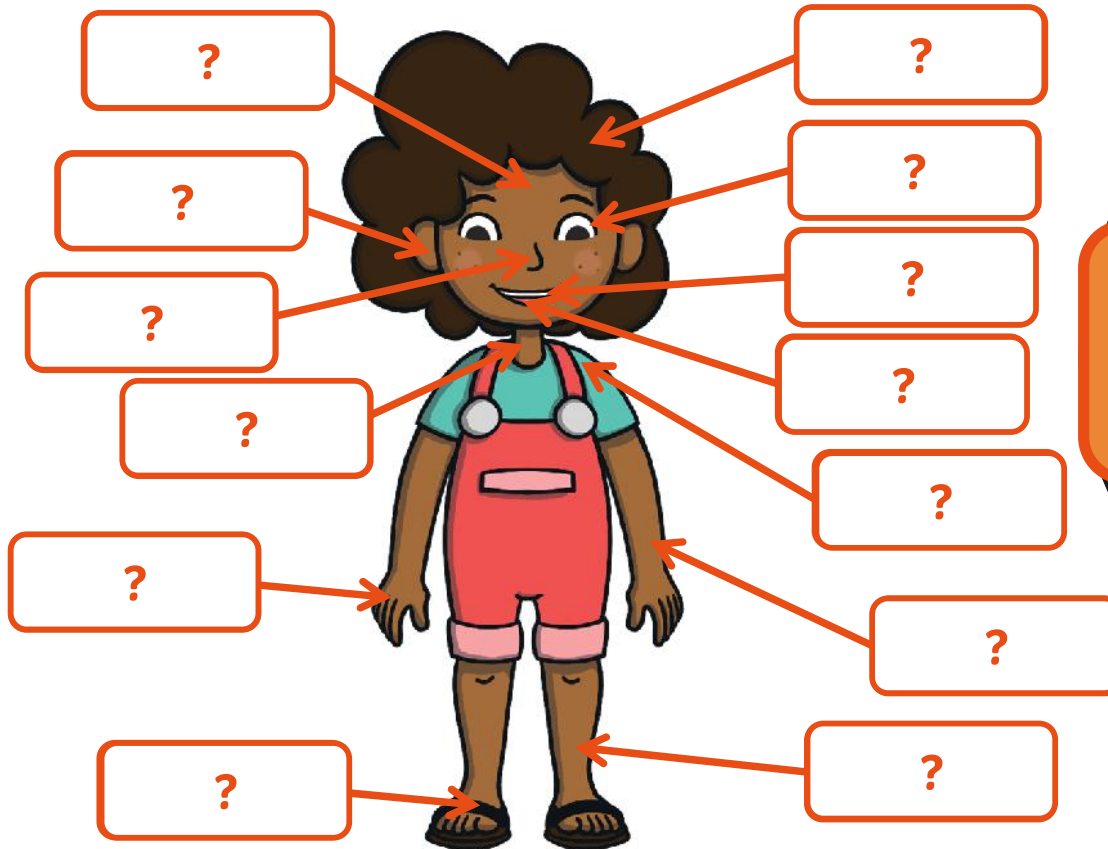
Success Criteria

- I can name the five senses.
- I can identify which part of the body is used for each sense.
- I can perform simple tests to answer questions about my senses.



Remember It

Can you name all the body parts before the two minute timer runs out?



Start

Senses



Look at the picture carefully. What do you see?

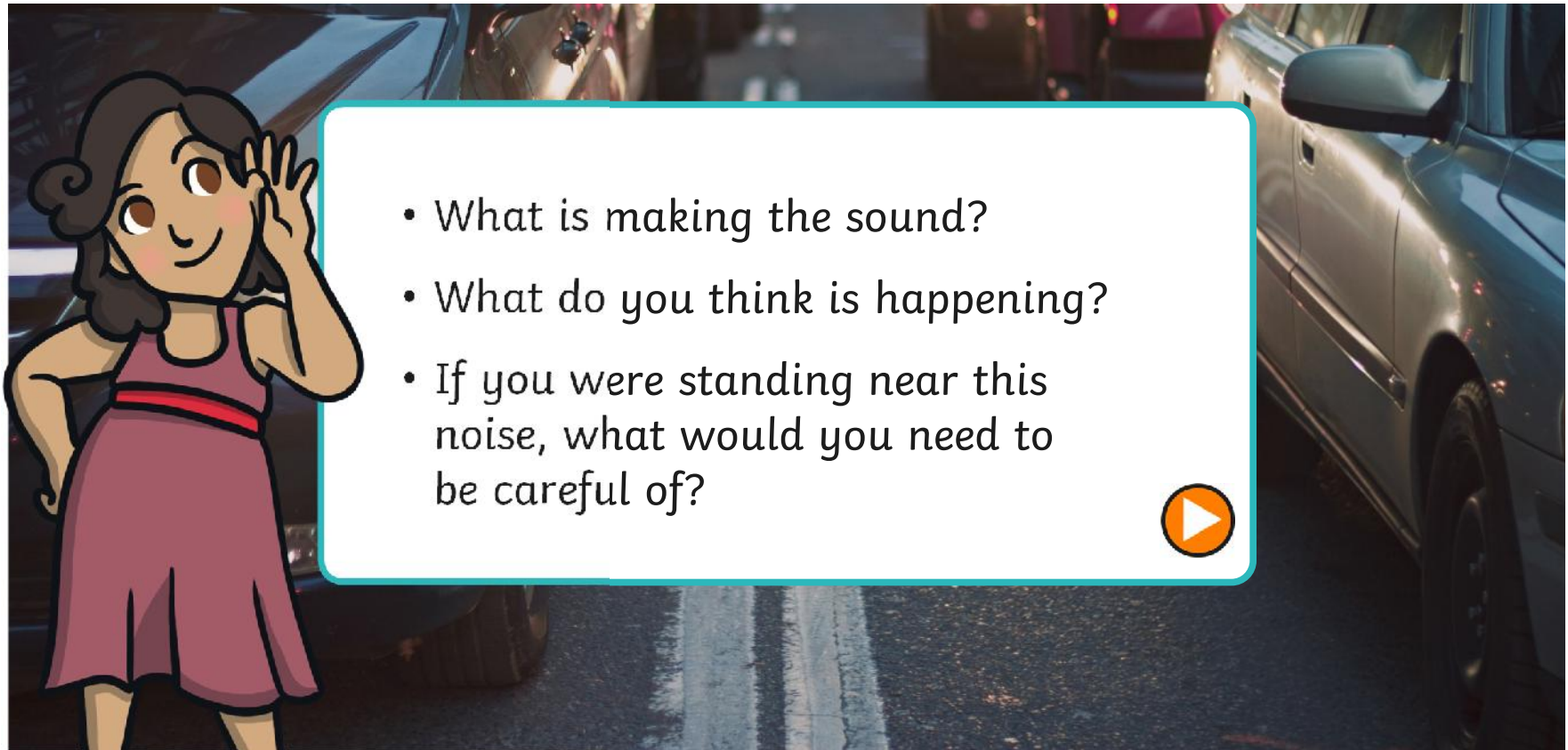
- Which child is wearing the red top?
- What is happening to the girl's ice cream?
- What is the dog doing?



Senses



Close your eyes and listen carefully to the sounds. What can you hear?



- What is making the sound?
- What do you think is happening?
- If you were standing near this noise, what would you need to be careful of?





Senses

You have just used two of your senses: sight and hearing.

Humans have five senses:

sight



hearing



smell



touch



taste



Our senses help us to understand the world. They also help to keep us safe.

Let's find out more about each sense.

The Senses

hearing



sight

taste

touch

smell

41

42

Humans have five senses. We use our senses to help us to understand the world around us. If you don't have one of your senses, your other senses work harder. If you can't see, you might use touch to help you move around.



Sight

Humans use their eyes to see.

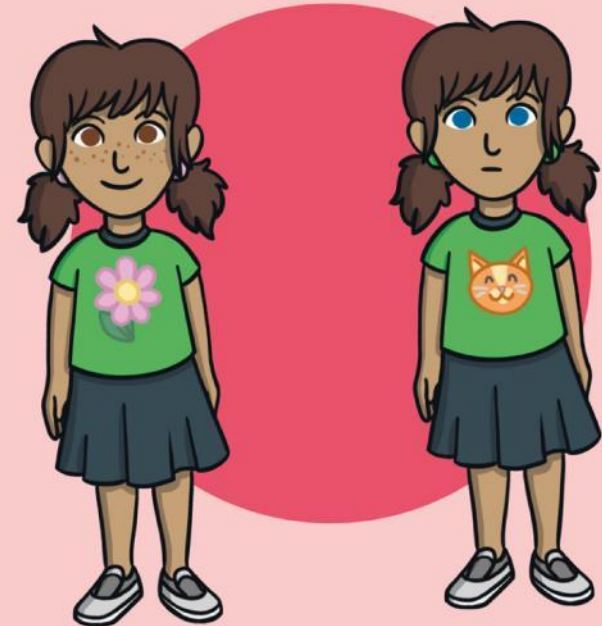
We call this our sight.

We use our sight every day in almost everything we do. Our sight helps to keep us safe. We can also read, watch TV and play games using our sight.



Investigate

Use your sense of sight to spot the five differences between the two girls.



43

44

Hearing

Humans use their ears to hear. Your ears collect all the sounds around you. Your brain then sorts these sounds out.

Hearing helps you to stay safe.

Can you think of a way that hearing might help to keep humans safe?



What can you hear?

Listen carefully to all the sounds around you. You will need to sit very still and stay very quiet. It might help to close your eyes too.

- What sounds can you hear?
- Are they near or far?
- What kind of things are going on around you?

45

What can the girl hear?

46

Smell

You use your nose to smell. You can smell thousands of different **scents**.

Some smells are nice, like the smell of cookies baking or the smell of flowers.



What is your favourite smell?

47



Some smells are not so nice, like a bin full of stinky rubbish or a pair of smelly socks.



48

Taste

Sour



It's your tongue! Your tongue has lots of taste buds on it. These help you to taste **sweet**, **sour**, **salty** and **bitter** foods.



Salty



Do you know which part of your body you use to taste things?

What is your favourite taste?

Sweet



49

Bitter



50

Touch

Your sense of touch comes from your skin.

If something brushes against your leg or arm, you can feel it. You can tell if something is hard or soft, hot or cold, rough or smooth – without even looking!



51

Your sense of touch helps you to know when something is too hot or too cold. Feeling pain can stop you from hurting yourself badly.



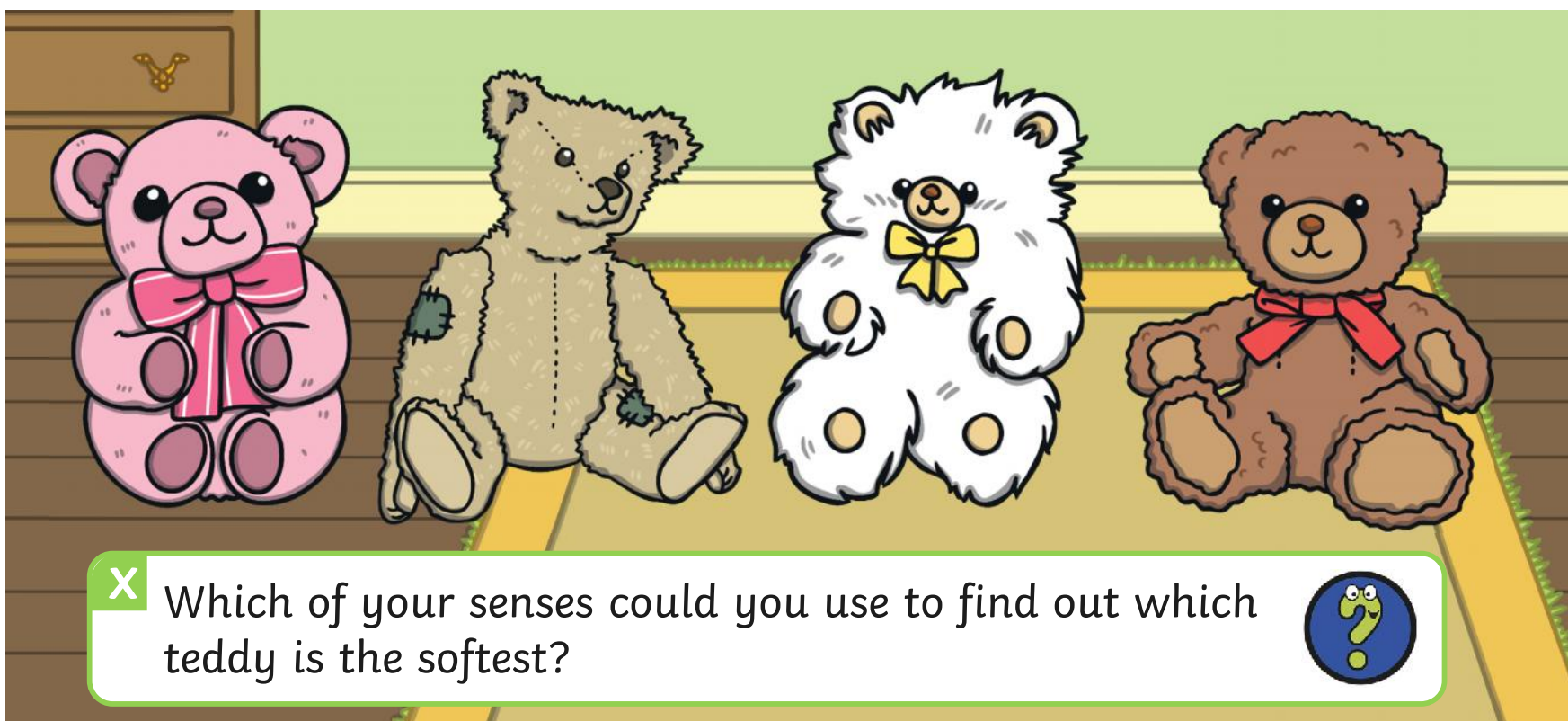
Can you describe how the things in this picture would feel if you touched them?

52



Using Your Senses

Use your sense of sight to look carefully at these teddies. Talk to your partner about which teddy you think is the softest.



X Which of your senses could you use to find out which teddy is the softest?



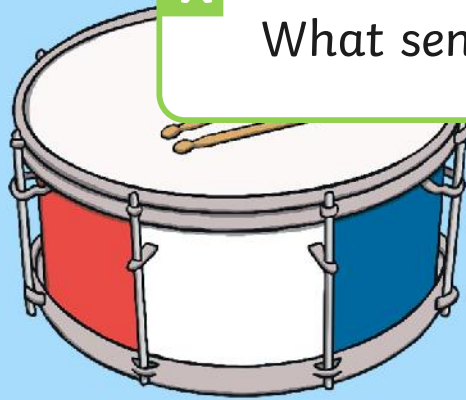


Using Your Senses

I have some instruments.

X

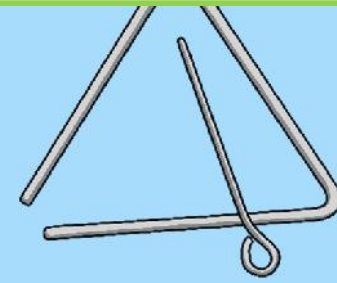
What senses will you use to listen to these?



drum



tambourine



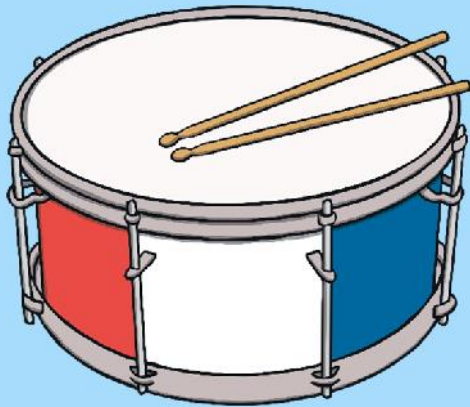
triangle

Close your eyes and listen carefully as the instruments are played. Can you guess what instrument is being played from the sound that it makes?

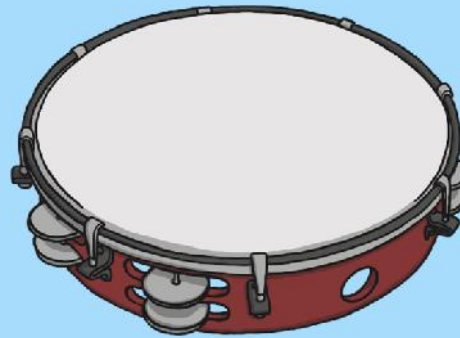


Using Your Senses

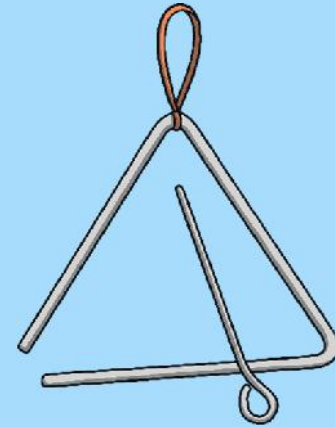
Which one of the instruments do you think can play the loudest?



drum



tambourine



triangle

X How can I test which of these instruments will play the loudest?



Testing Your Senses



You are going to use your senses to do some tests.

You will do some tests for each of the senses.

We will work on the tests about our sense of hearing together and then you will work in groups on the other senses.

Before you start any tests, you must talk about the questions on Sheet 1 for each sense on the Senses Activity Sheets.

Hearing Test 1

To name the five senses and to perform simple tests to find out more about them.

Questions to Discuss

You will be testing what it would be like without your sense of hearing. With your group, discuss these questions.

Which instrument do think will be the quietest? Why?



Which is louder, a tambourine or the maracas? Why?



Testing Your Senses



Hearing Test 1

To name the five senses and to perform simple tests to find out more about them.

Questions to Discuss

You will be testing what it would be like without your sense of hearing. With your group, discuss these questions.

Which instrument do think will be the quietest? Why?



Which is louder, a tambourine or the maracas? Why?



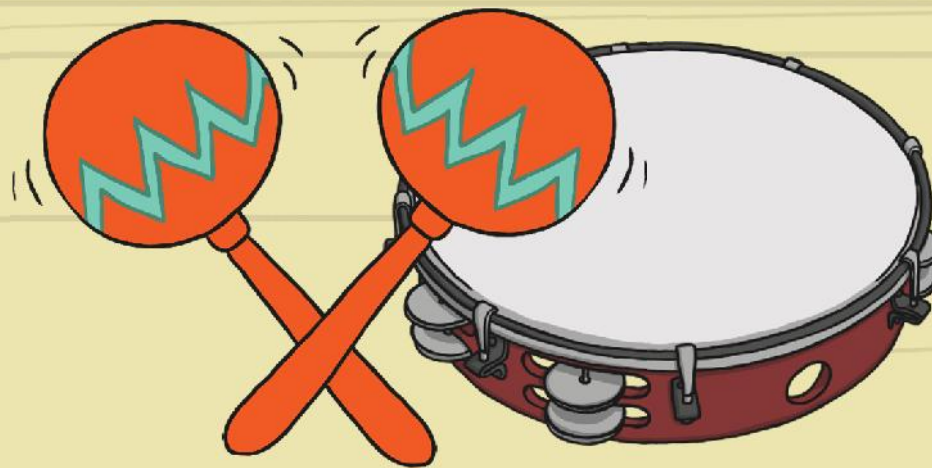
When you work on the tests for each of the senses, you should talk about the questions on Sheet 1 with your group before you start to do the tests.

You need to say what you think will happen. You don't need to write anything down.



Testing Your Senses

Now we have talked about what we think will happen, let's do an example together. Let's test this question: Which is louder, a **tambourine** or the **maracas**?



We have already made a prediction so now we can test our ideas. How can we find out which is actually the loudest?



Testing Your Senses

That's right! I can play each one.



How do I make sure that the test is fair? Would it be fair if I shook the tambourine harder than the maracas?

I must shake them equally.

Which one was the loudest?

X Did your test help you to answer the question?



Testing Your Senses



When you have carried out the tests, talk to your group about what you found out.

Sheet 2 is for when you have finished the tests.

Sheet 2 is where you write down what you found out.

One person in your group should write down on the sheet what you found out.

Hearing Test 2

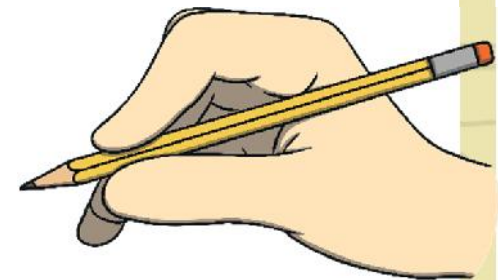
Questions to Answer

Talk about what you found out. One member of your group should write down the answers on this sheet.



Which instrument was quietest?

Which was loudest, the tambourine or the maracas?



Carrying Out Tests

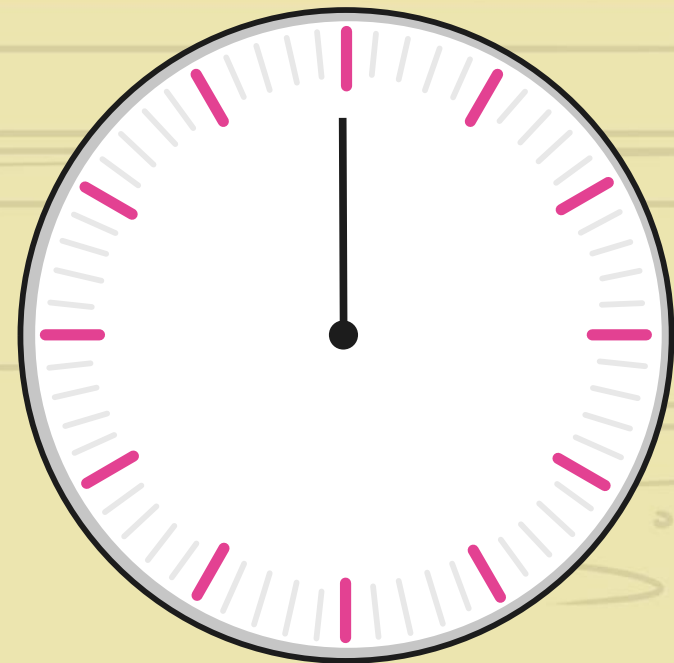


We have looked at hearing together. You are going to work in groups to carry out tests about the other four senses.

You will have 10 minutes to work on each of the senses.

Remember to talk about the questions on Sheet 1 before you start the tests every time.

Time's up!

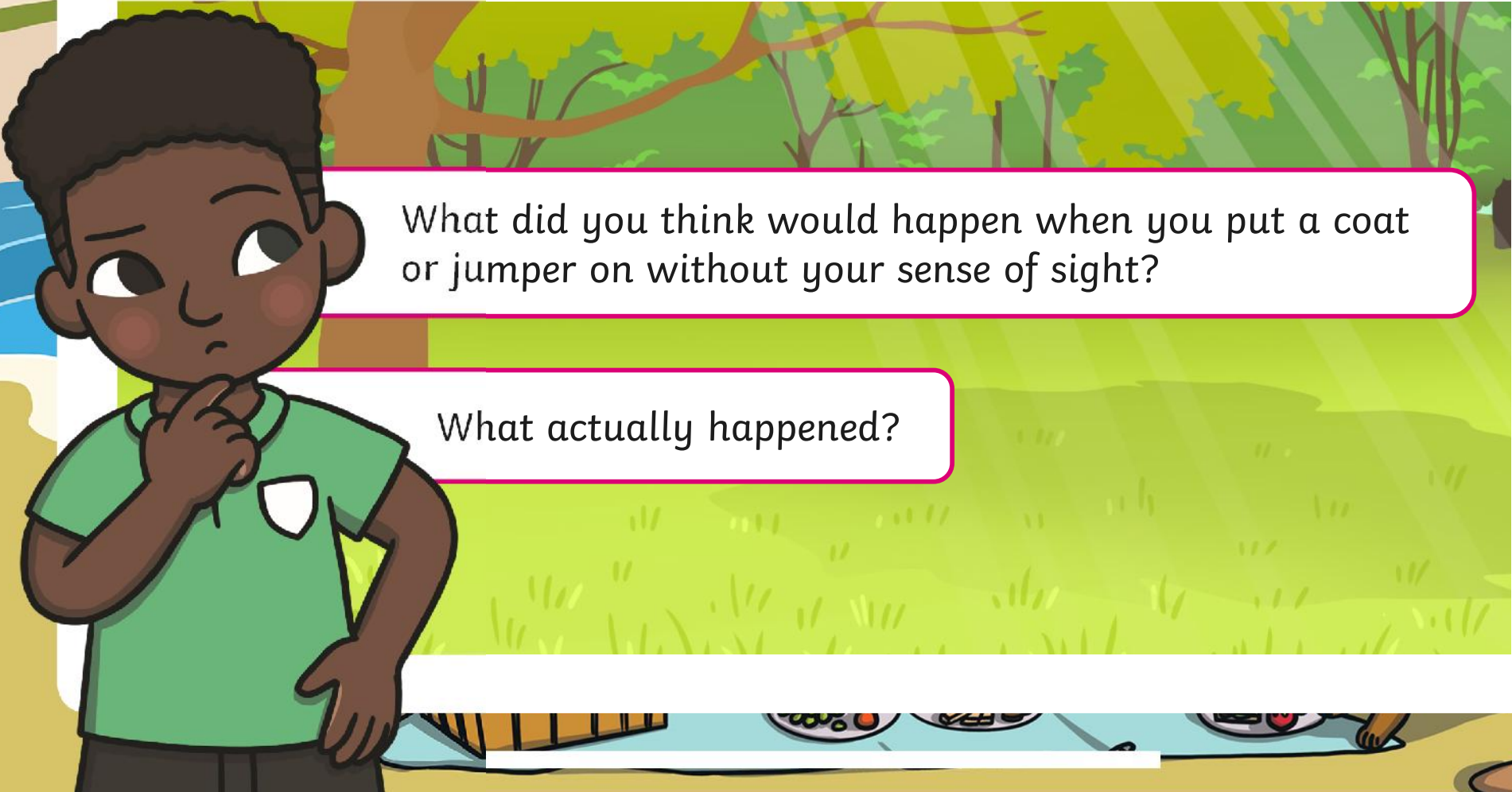


Start



What Did We Find Out?

Let's look at some of the questions from our investigations.



What did you think would happen when you put a coat or jumper on without your sense of sight?

What actually happened?

Aim



- To name the five senses and to perform simple tests to find out more about them.

Success Criteria

- I can name the five senses.
- I can identify which part of the body is used for each sense.
- I can perform simple tests to answer questions about my senses.



Reasoning Cards



Regent Studies | www.regentstudies.com

Name the five senses.

Name the parts of the body that the five senses use.

Explain what you use each of your senses for.

Explain how each of your senses keep you safe.

Reasoning Cards



Name the five senses.

Name the parts of the body that the five senses use.

Explain what you use each of your senses for.

Explain how each of your senses keep you safe.

Reasoning Card

Name the five senses.

Name the parts of the body that the five senses use.

Explain what you use each of your senses for.

Explain how each of your senses keep you safe.

The five senses are sight, hearing, touch, taste and smell.

The part of the body used for sight is your eyes. We use sight to see the world around us. Examples of what we use sight for could include watching television, reading and playing. Sight can keep us safe by, for example, seeing traffic when we want to cross the road.

The part of the body used for hearing is our ears. We use hearing to listen to different sounds. Examples of what we use hearing for could be listening to music, people talking or birdsong.

An example of hearing keeping us safe would be listening to instructions given by a teacher or parent.

The part of the body used for touch is our skin. The explanation could include detail about touch telling us about how objects feel, e.g. soft, hard, smooth or rough. Touch can keep us safe by telling us if an object is too hot or cold.

The part of the body used for smell is the nose. Answers could reference being able to smell different scents, e.g. baking, smelly socks or flowers. Smell keeps us safe by warning us to stay away from things that could be dangerous to spend a lot of time around, such as rubbish.

The part of the body used for taste is our tongue. We taste our food and drink. Children could include words such as sweet, sour, salty and bitter in their answers. An example of taste keeping us safe would be tasting food which has gone off and not carrying on eating it. This would help us avoid becoming ill.

Sight Test 1

To name the five senses and to perform simple tests to find out more about them.



Questions to Discuss

You will be testing what it would be like without your sense of sight.

With your group, discuss these questions. You do not need to write anything down on Sheet 1.

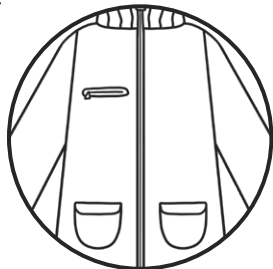
How will you make sure no one is using their sense of sight?



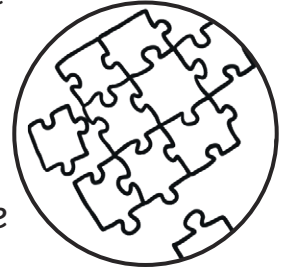
What do you think will happen if you try to read a book without your sense of sight?



What do you think will happen if you try to put a coat or jumper on without your sense of sight?

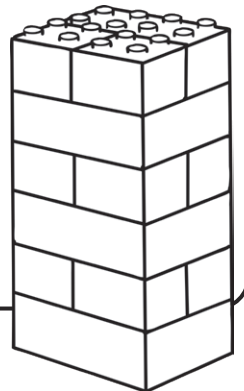


What do you think will happen if you try to solve the jigsaw puzzle without your sense of sight?



What do you think will happen if you try to build a tower without your sense of sight?

How many blocks high do you think you will be able to build it?



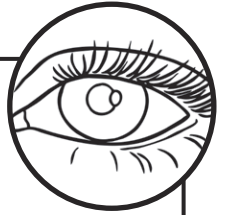
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Sight Test 2

Questions to Answer

Talk about what you found out. One member of your group should write down the answers on this sheet.



What happened when you tried to read a book without your sense of sight?

What happened when you tried to put on a coat or jumper without your sense of sight?

What happened when you tried to build a tower without your sense of sight?

How many blocks high was the highest tower? _____

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What happened when you tried to solve the jigsaw puzzle without your sense of sight?

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Touch Test 1

To name the five senses and to perform simple tests to find out more about them.



Questions to Discuss

You will be testing what it would be like without your sense of touch.

With your group, discuss these questions. You do not need to write anything down on Sheet 1.

Which object do you think will be the coldest? Why?



Which object do you think will be the roughest? Why?



Which object do you think will be the smoothest? Why?



Which object do you think will be the heaviest? Why?



Which object do you think will be the lightest? Why?



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Touch Test 2

Questions to Answer

Talk about what you found out. One member of your group should write down the answers on this sheet.



Which object was the coldest?

Which object was the roughest?

Which object was the smoothest?

Which object was the heaviest?

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Which object was the lightest?

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Smell Test 1

To name the five senses and to perform simple tests to find out more about them.



Questions to Discuss

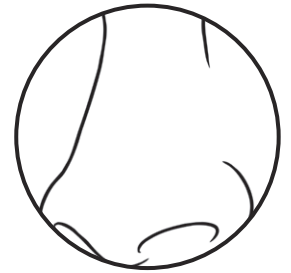
You will be testing what it would be like without your sense of smell.

With your group, discuss these questions. You do not need to write anything down on Sheet 1.

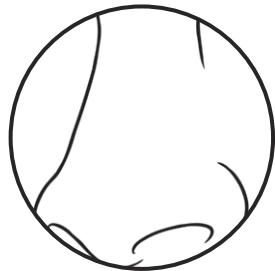
Which object do you think will smell the nicest? Why?



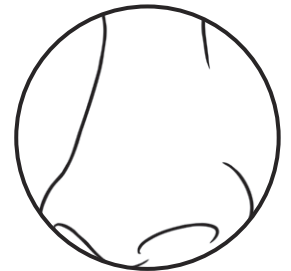
Which object do you think will smell the worst? Why?



Which object do you think will smell the sweetest? Why?



Which smell do you think will be your favourite? Why?



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Smell Test 2

Questions to Answer

Talk about what you found out. One member of your group should write down the answers on this sheet.



Which object smelt the nicest?

Which object smelt the worst?

Which object smelt the sweetest?

Which smell was your favourite?

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Taste Test 1

To name the five senses and to perform simple tests to find out more about them.



Questions to Discuss

You will be testing what it would be like without your sense of taste.

With your group, discuss these questions. You do not need to write anything down on Sheet 1.

Which object do you think will taste the nicest? Why?



Which object do you think will taste the worst? Why?



Which object do you think will taste the sweetest? Why?



What kind of taste will the lemon be? Why?



Which taste do you think will be your favourite? Why?



What kind of taste do you think the raspberries will have? Why?



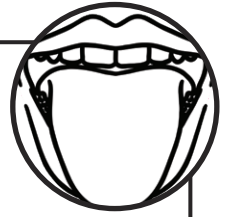
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Taste Test 2

Questions to Answer

Talk about what you found out. One member of your group should write down the answers on this sheet.



Which object tasted the nicest?

Which object tasted the worst?

Which object tasted the sweetest?

What kind of taste was the lemon?

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Which taste was your favourite?

What kind of taste did the raspberries have?

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Sight Test 1

To name the five senses and to perform simple tests to find out more about them.



Questions to Discuss

You will be testing what it would be like without your sense of sight.

With your group, discuss these questions. You do not need to write anything down on Sheet 1.

How will you make sure no one is using their sense of sight?



What do you think will happen if you try to read a book without your sense of sight?



What do you think will happen if you try to put a coat or jumper on without your sense of sight?

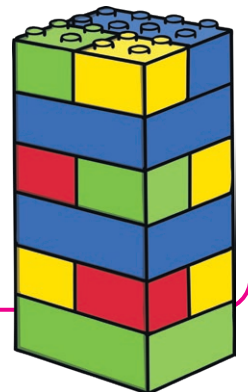


What do you think will happen if you try to solve the jigsaw puzzle without your sense of sight?



What do you think will happen if you try to build a tower without your sense of sight?

How many blocks high do you think you will be able to build it?



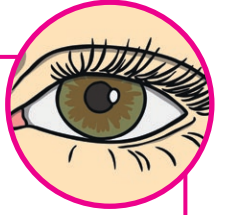
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Sight Test 2

Questions to Answer

Talk about what you found out. One member of your group should write down the answers on this sheet.



What happened when you tried to read a book without your sense of sight?

What happened when you tried to put on a coat or jumper without your sense of sight?

What happened when you tried to build a tower without your sense of sight?

How many blocks high was the highest tower? _____

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What happened when you tried to solve the jigsaw puzzle without your sense of sight?

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Touch Test 1

To name the five senses and to perform simple tests to find out more about them.



Questions to Discuss

You will be testing what it would be like without your sense of touch.

With your group, discuss these questions. You do not need to write anything down on Sheet 1.

Which object do you think will be the coldest? Why?



Which object do you think will be the roughest? Why?



Which object do you think will be the smoothest? Why?



Which object do you think will be the heaviest? Why?



Which object do you think will be the lightest? Why?



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Touch Test 2

Questions to Answer

Talk about what you found out. One member of your group should write down the answers on this sheet.



Which object was the coldest?

Which object was the roughest?

Which object was the smoothest?

Which object was the heaviest?

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Which object was the lightest?

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Smell Test 1

To name the five senses and to perform simple tests to find out more about them.



Questions to Discuss

You will be testing what it would be like without your sense of smell.

With your group, discuss these questions. You do not need to write anything down on Sheet 1.

Which object do you think will smell the nicest? Why?



Which object do you think will smell the worst? Why?



Which object do you think will smell the sweetest? Why?



Which smell do you think will be your favourite? Why?



Smell Test 2

Questions to Answer

Talk about what you found out. One member of your group should write down the answers on this sheet.



Which object smelt the nicest?

Which object smelt the worst?

Which object smelt the sweetest?

Which smell was your favourite?

Taste Test 1

To name the five senses and to perform simple tests to find out more about them.



Questions to Discuss

You will be testing what it would be like without your sense of taste.

With your group, discuss these questions. You do not need to write anything down on Sheet 1.

Which object do you think will taste the nicest? Why?



Which object do you think will taste the worst? Why?



Which object do you think will taste the sweetest? Why?



What kind of taste will the lemon be? Why?



Which taste do you think will be your favourite? Why?



What kind of taste do you think the raspberries will have? Why?



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Taste Test 2

Questions to Answer

Talk about what you found out. One member of your group should write down the answers on this sheet.



Which object tasted the nicest?

Which object tasted the worst?

Which object tasted the sweetest?

What kind of taste was the lemon?

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Which taste was your favourite?

What kind of taste did the raspberries have?

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Features of Living Things | Senses

To name the five senses and to perform simple tests to find out more about them.		
I can name the five senses.		
I can identify which part of the body is used for each sense.		
I can perform simple tests to answer questions about my senses.		

Features of Living Things | Senses

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