

Subject: Science

Year 1: Animals including humans- The senses

NC/PoS:

- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Note: during this unit, observe seasonal changes in winter. Allow the pupils to complete the *Activity: Observing seasons over time* (see [Science, Year 1, Seasonal changes, Lesson 5: Observing over time](#)).

Prior Learning (what pupils already know and can do).

Build on body parts learnt in EYFS and songs and rhymes used to identify them.

End Goals (what pupils MUST know and remember)

- Know and label the human body parts: head, arm, leg, foot, knee, elbow, neck
- Know five of the senses and the body parts they are associated with: hands-touch; nose-smell; mouth-taste; eyes-see and ears-hear

Key Vocabulary: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, tongue, shoulder, nose, sense, smell, sight, touch, taste, hear

Session 1:

Use resources from Lesson 1: Body Parts

Recap and recall: 'Heads, shoulders, knees and toes'

<https://www.youtube.com/watch?v=BwHMMZQGFoM> parts of the body song

Play 'Simple Simon says...' with teacher, then in pairs

LO: To name parts of the human body.

Working scientifically LO: To sort body parts into groups.

Draw around one child and as a class label the body parts. Take a picture for the Floorbook.

Use the *Presentation: Body Parts*. Children drag and drop labels to the correct body part and then ask the class the following questions:

- **Can you name and point to any additional body parts?** (Answers will vary but may include wrist, armpit, thumb, shoulder, chest, stomach, hips, thigh, calf, ankle, forehead or chin.)
- **How are elbows and knees similar?** (They help us bend our arms and legs.)

Use slides 3-5 to compare human body parts to those of other animals. Children use grouping to sort the body parts into the sorting rings. Use slides 6 and 7 to show how the rings can be overlapped to form a Venn diagram and identify body parts that belong to both groups.

children draw a simple body and label it children can complete the *Activity: Labelling body parts* as an adaption.

Vocabulary: head, neck, arms, elbows, legs, knees, shoulder, body, compare, group

Session 2:

Use resources from Kapow lesson 2: The senses and Lesson 3: Taste and touch

Recap and recall: Guess the body parts

LO: To name the body parts used for each sense

Can use the *Attention Grabber* to use their senses to identify popcorn.

Use the *Main event* section to explore their senses, after the 'Sensory Tour'

activity move on to focus on taste using *Presentation: Favourite foods* from

Lesson 3. Those that can record individually 'I like ...' 'I dislike ...'. Can record a

list of food that the class like and dislike in the Floorbook.

Vocabulary: face, ears, eyes, mouth, teeth, tongue, nose, sense, smell, sight, touch, taste, hear

Session 3:

Use the resources from Kapow Lesson 3: Taste and touch- focusing on touch

Recap and recall: 'Secret senses' identify the body parts used for each sense.

Children complete the *Activity: The senses* from lesson 2 and draw the body part to match each sense.

Those who are able can draw the body part straight into their book and label it with the correct sense.

LO: To identify the body used for the sense of touch

Use the 'Feely box' activity from the *Attention Grabber* section. Get the children to use their sense of touch by describing objects in feely bags to a partner/group.

Vocabulary: touch, sensitive

Session 4:

Use resources from Kapow lesson 4: Sight and smell- focusing on sight.

Recap and recall: Name as many body parts as possible.

LO: To identify the body part used for the sense of sight

Use the *Attention Grabber* to explore the sense of sight discussing the different illusions.

Watch *Pupil video: Sight* and ask the following questions:

- **Name some everyday activities you do using your eyes.** (Looking at items in a shop; crossing the road; reading; recognising friends and family.)
- **How do people who cannot see (visually impaired or blind) manage everyday tasks?** (They may use a cane or a guide dog; read special books written in braille; use computers and smartphones to help them.)

Use blindfolds (PE store) for children to experience a lack of sight and the need to rely on their other senses.

Vocabulary: sight, eyes, blind

Session 5:

Use resources from Kapow Lesson 4: Sight and smell- focusing on smell

Recap and recall: Name the 5 senses and the body part associated with each sense

LO: To identify the body part used for smell.

Do the whole class activity 'Smelling challenge' from Lesson 4, working in pairs to identify the 6 mystery smells (take pictures for the Floorbook). Ask the following questions and record the children's responses in the class Floorbook:

- **Which sense did you use to identify the mystery items?** (Smell.)
- **Did you recognise any of the smells?** (Answers may include: I knew it was vinegar because I love having it on my chips; I recognised the coffee because my parents drink it; I knew it was sweets because I always eat them; I recognised toothpaste from cleaning my teeth.)
- **Can you describe some of the smells?** (Answers may include: flowery, strong, sweet, fresh, minty, unpleasant or clean.)

Vocabulary: nose, smell

Session 6:

Use resources from Kapow Lesson 5: Hearing

Recap and recall:

LO: To identify the body part use for the sense of hearing.

Working scientifically LO: To investigate how sound changes as you move further away.

Use the *Attention grabber* and play the 'Guess the sounds' activity. In pairs the children identify the 8 mystery sounds.

Move on to the *Main Event* section of the lesson and complete the suggested activities to explore the pupil's sense of hearing. Complete the 'Sound investigation'. Begin by asking:

- **What happens to sound when you move further away?** (The pupils may suggest that sound gets quieter but they are not expected to know yet.)
- **Can you give an example of this happening?** (Answers may include children shouting in the playground; a car driving away; an aeroplane passing overhead; footsteps; a barking dog.)

Hand out a clipboard, pencil and the *Activity: What happens to sound when you move further away?* to each child and conduct the sound investigation in a large outdoor space. Ask the children:

- **What happened to the sound when you moved further away?** (Answers will vary but should reference that the sound became quieter as they moved further away.)

- **Can you spot any patterns in the images you have circled?** (Answers will vary but the pupils may notice a diagonal pattern illustrating that the sound became quieter as they moved further away.)

Watch the link: [BBC - How dinosaur sound effects are made](#). Discuss how the different sounds were made.

Vocabulary: distance, hearing, investigation, loud, quiet, pattern, volume

Link to career:

Doctor, surgeon.