

Subject: Science

Unit Title: The Body- Our Senses

Learning Objectives and Aims:

- To support the development of personalised MAPP learning skills within the context of this unit.
- To identify the main senses of our body- sight, hearing, taste, smell and touch.
- To locate and identify the key organs of the body that support each sense.
- To explore and investigate each of the senses and develop an emerging understanding of why they are important in our development.

Suggested Lesson Activities & Unit Coverage:

- ❖ Touch- consider how we explore our world through touch and how skin supports this sense. We use our hands as a predominant way to investigate the environment. Experiment by introducing feelie bags and boxes with contrasting textures, ask pupil to describe what they can feel and identify objects through touch. Our bodies sense temperature through touch- use hot water bottles, with hot water and frozen- compare temperatures, consider how this is important in keeping us safe. Preferences for touch and contrasting textures- Cross curricular link, make a class table of different textures and smiley/neutral/sad faces to record class choices e.g., spikey, rough, ridged, smooth, soft, squashy, furry [shells, fabric, stone, fir cones/thistles].
- ❖ Sight- eyes as the sight organs, basic understanding of how they work and diagram of the eye structure- camera lens sending message and picture to our brain. Opticians and their role, does anyone wears glasses? How do glasses help us? Use mirrors to identify our facial features and create a class display of a 3D collage face/hand labelling key organs and senses. A walk through our environment with the iPad to identify things that we can see around us, look at back in class and discuss.
- ❖ Taste and Smell- Nose and Tongue, linked together what we smell we can sometimes taste- experiment with strong contrasting odours e.g., mint, curry spice, scent, fish- create smelly zip lock bags to sniff without seeing the item can we identify and 'taste' the smell? Consider and explore different taste profiles: sweet, salt, sour, bitter, umami- look at and try out distinct parts of the tongue that detect these profiles.
- ❖ Hearing- Link to Charanga Music SOW. Identify and know that ears are the organ for hearing, develop an understanding of the ear structure as a collector of sound wave vibrations that are carried to the brain and converted into sounds/words/music. Make earphones/amplifiers from cardboard cones to collect and make sound louder. Investigate the earphones in school- linking wooden earpieces with plastic tubing, create own version with plastic cups and string. Consider and explore sound and music- volume, timbre and rhythm, discord, and sound. Different genres of music and preferences. Create an environmental sound scape story and link to Literacy/English or cross curricular theme.
- ❖ Senses- Exploring and investigating [sensitively] our environment without a key sense: goggles and glasses with opaque covering/blindfold or headphones/ear defenders to access the classroom and familiar school environment- how does it feel, what other senses do you use to know where you are and what is happening? How can our senses provide us with enjoyment and pleasure and keep us safe e.g., being safe, a house fire alarm/detector, beeping on a reversing vehicle.