| **Session 5: Sense explorers** | | | |
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| Science curriculum area **(1AH):** | | **Animals incl. Humans (1AH)**  iv) identify, name, draw and label the basic parts of the human body and say which parts of the body is associated with which sense | |
| Working Scientifically (**KS1 WS**)  *- skills explored with help* | | **Working Scientifically (WS)**  i) asking simple questions and recognising that they can be answered in different ways  v) using their observations and ideas to suggest answers to questions | |
| Teaching Objectives | | **By the end of the lesson the learners will be able to:**   * Understand that we have different ways of exploring the world and that often our senses work together to help us do that **by doing Feely big activity and object explorations** * Explore the different senses **through group discussions, senses cards, and environment exposures/explorations** * Observe different things outside and describe what they smell like, look like and feel like **by applying key vocabularies and reflecting real-life examples** * **By the end of the lessons learners will learn how our senses work together by exploring textures and objects.**   **Please restructure the Lesson Objective** | |
| Key Vocabulary: touch, sight, smell, taste, hear, sense | | | |
| Resources  Senses Cards resource, feely bag and items, outdoor environment, scarves for blindfolding, three covered jars with different smells inside (for example, lavender, garlic, lemon slices). | | | Weblinks  The five senses link: <https://www.youtube.com/watch?v=q1xNuU7gaAQ&t=27s> |
| Before the session: Prepare a feely bag with different items inside it, varying in texture, shape, weight, etc. Choose some that are noisy. Prepare the Senses Cards from the session resources. | | | |
| Beginning:10 minutes  Whole Class:  > Sit the class down on the carpet or form a circle.  > Learners will have a go at identifying an item in the feely bag.  > First feel the item from the outside of the bag before putting their hand in.  > Encourage learners to say their ideas or guesses quickly during their turn.  > Ask them to talk and describe what they are feeling.   **Concept Check up**: > On a sticky note learners will write **1 sense** that they’ve used for the “Feely Bag Activity”  Teacher can show these guide questions to the class and learners will briefly answer oral. *What senses do we need to work out what the item is?  What senses are we not using? (sight)  What senses are we using? - on the carpet - paying attention to what is happening? (hearing)  - How many senses are we using at the same time?* | | | |
| Main Activities: Group work -mix ability 20 minutes Activity1: 10 minutes Critical Investigation and Exploration **(observation)** > Learners will be grouped and will be assisted into the school grounds to spend some time exploring the outside area. > Learners are going to use their Five Amazing Senses outside  > Each group will choose a ‘Senses’ card from the bag in exploring the environment outside.  Teachers’ note: Explain that they are going to think harder about that sense in particular, as they explore the environment. So, if they have 'Sight' they will walk around and look carefully at things,but will try not to touch or feel.  **Concept Check up:**  > Groups will come back together and encourage learners to share their experiences, thoughts, **critically think and discuss** amongst themselves **2 minutes,**  **Teacher will ask a question**:  If we can ignore other senses to help us explore around us. Learners will reflect, if anyone was surprised by having to think harder about one particular sense possible answers: We can’t ignore other senses. All senses are important. We often need 2 senses at a time when exploring our environment 5 minutes timer:  Concept check up: On their notebooks: Write 1-3 things or objects explored that were identified using their group’s sense card: e.g. Sight – wall, clock,   touch – grass, table, gate, rock, soil, water,  Activity 2: Group work -mix ability 20 minutes > Leadership assigned tasks:  - One blindfolded member  - One member take/guide the blindfolded member around and get them to experience things(prepared on a table-Teachers notes: can prepare different materials with different textures e.g. garlic,sponge, cloth, cotton, rock, rubber, wooden blocks, flowers if available, balls, comb, any objects ready from resources) without being able to see them. > Learner/member will try to identify what object is their peer/groupmate is asking to hold/touch.  Remind the group to take care with the blindfolded member and not to place their hands on anything that will hurt them.  > Ask learners if they noticed anything different about the person they were guiding.  > *Were they more cautious about feeling things?*  *>Did they worry about where they were going? >*Ask the blindfolded person how they felt about being blindfolded.   **Concept Check up: On a sticky note, let the learners write sense/senses that they need when they are eating with their family.**   * **sight and taste. others may answer touch ( as they will hold utensils)**   **Differentiation**: During the Senses Cards activity: -Ask the less able to pair up with a more able child and for them to look at both of their Senses Cards. Then they can focus on their two senses together. Ask *How does that change the experience? Is it easier?  - Ask the more able Do you think there are senses that pair up better than others?* *How can you prove your theory or what are your evidences during your investigations and observations outside and during the activity?* | | | |
| Plenary  Homework: | 10 minutes: Teacher may choose (plickers or 3 jars activity) or learners may have the chance to choose. ( Teacher and TA may assist as per group needs)  *Teacher may use Plickrs* [*https://www.plickers.com/seteditor/65805ed3c8282cb74528813e*](https://www.plickers.com/seteditor/65805ed3c8282cb74528813e) *or* ***create their own free account***  or  - Class will gather to form a circle (Play the video: <https://www.youtube.com/watch?v=q1xNuU7gaAQ&t=27s> 10 secs- 3:07 minutes) -Briefly recall exploring outside with and without sight  - In a circle and pass around three jars, with the outsides covered. -Learners will smell without peeking. -Learners will guess what the smell is, describe the smell *(Sour, bitter, like flowers...)  How much easier is it to work out the smell if you can also see what it is?* Talk about “*Senses are important and often brilliant on their own, but they work best in a team with each other.”* Explain that smell is one of our senses and that we use it a lot! Ask if anyone can think of times when smell is very important (for example, in cooking, deciding if food is nice, or if something is burnt).      Research and bring any objects or pictures that stimulates sensory skills - small ball, small toy, small stuff toy, sponge, rubber band, smooth or rough object. | | |
| Outcomes | Learners will   * be able to use sense organs to effectively to explore their surroundings. | | |