

Year 1 Science – Senses – Body Parts

National curriculum:

Identify, name, draw and label the basic part of the human body and say which parts of the body is associated with each sense.

Vocabulary

Senses
Smell
Sight
Hearing
Taste
Touch
sound
Body parts

Snapshot overview

I can identify, name and label body parts.
Speed label a friend with their body parts.
Games/songs/action rhymes

I can find my senses and explain what they are used for.
Mirror activity

Senses walk- clipboard with senses on, children to draw something to match each sense.

Carousel of activities. Using their senses to compare different, textures, sounds and smells. 4 activities- ear defenders, smell game, feely bags, sight test.

Year 1 Science – Senses – Body Parts

Medium Term Planning

Year Group: 1

Term:

Topic: Body Parts

	Learning Objective	Input (including key questions and vocabulary)
Session 1	I can identify, name and label body parts.	<p>Play Simon Says as a class e.g. Simon says touch your knees. This is our introductions to body parts and can be used to see which parts they are unsure of.</p> <p>In groups- one child lies on a large sheet of paper and is drawn around. As a group use post it notes to label the main body parts and discuss what they are used for e.g. legs/feet for walking, jumping, kicking.</p> <p>Explain that there are a lot of body parts but can they do as many as possible in 5 minutes.</p> <p>Display for reference.</p>
Session 2	I can find my senses and explain what they are used for.	<p>Remind children that we are learning about our body- Sing: heads, shoulders, knees and toes.</p> <p>Discuss the face- what do we have on our face and what are the parts used for? Introduce: senses.</p> <p>Mirror activity- Look in a mirror and see what you can do. What senses can you find? Is there anything your face can't do? Can you see every bit of you?</p>

Year 1 Science – Senses – Body Parts

Session 3	<p>I can recognise which sense I am using.</p>	<p>Recap previous lesson- name all 5 senses and help the adult write them in the correct places on the outline of a body.</p> <p>Senses walk- clipboard with senses on, children to draw something to match each sense.</p> <p>Focus on one sense at a time. Are some senses easier to identify than others?</p> <p>Discuss things that they like to taste (as we cannot do this at school).</p> <p>Partner talk- what is their favourite things to...hear, smell, touch, taste and see? Why?</p>
-----------	--	--

Year 1 Science – Senses – Body Parts

Session 4	<p style="color: red;">I can use my senses to explore.</p>	<p>SPLAT game- IWB has 30 words on. Children have to splat (circle etc) the words that are to do with senses. They have 60 seconds to do this.</p> <p>Carousel of activities. Using their senses to compare different, textures, sounds and smells.</p> <p>4 activities- child to wear ear defenders and guess what a friend is saying to them. Is this easy to do? Why not? What sense can you use to help you?</p> <p>Nose game- containers with difference scents inside, covered with a paper towel. Each child chooses an upside down picture card from the table which they hide from their friends. They must identify which container has their item in it using their sense of smell only. If it is tricky you can remove the paper from the top. When they find it they can take the cup and show their friends. Was this activity easy? Why/why not? Did you find it easier with the paper removed? Why?</p> <p>Feely bags- blindfold the child playing. Have a range of different shaped familiar items in socks- can they guess what each item is? Take the blindfold off to make this simpler if necessary. How did you know what it was? Encourage explanation.</p> <p>Sight test- Have a poster with larger and smaller pictures/letters on. Children to stand far back and see what they can see. Move closer and discuss the difference. Is it easier to see? Why?</p>
-----------	--	--

Every child will name their main body parts.
 Every child will name the 5 senses and the body part associated with them.
 Every child will use their senses to explore.