



Theme Overview

In this Science unit, the children will be identify and name, draw and label basic parts of the human body and say which part is associated with each sense.

Project Outcomes

To name head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, wrists, ankles, shoulders, tongue, skin,

To know that our ears help us hear, our tongue helps us taste, our eyes help us see, our hands helps us feel and our nose helps us smell.

Skills Focus

Main Skills Focus:
To ask simple questions
To observe closely
To perform simple tests

Teaching science skills and techniques at Mrs Bland's Infant School.

- we encourage the children to think that we can all be scientists.
- We are curious, we share ideas, explore our environment and ask questions to find out the answers to things we don't not know yet.

Sequence of Learning

Lesson 1
LI: To name body parts
Review from Year R - can you sing head shoulders knees and toes.
As a class find out how many different body parts they can name. Label a body, either large one on paper or one on the screen. Identify any misconceptions and any additional vocab that needs to be taught in session 2.

Lesson 2
LI: To label body parts and link the correct body part to each of the senses.
Review and teach new vocab linked to first lesson.
Play simon says - touch your ankle, wrist,
Label body worksheet - children who find writing harder have labels to attach, or adult support with scribing. Other children use of word mat to record labels.
Recap at end of the session - Can you say which body part is linked to each sense? Using sentence starters.
My hands help me
My eyes help me...
My tongue helps me
My ears help me...

Lesson 3
To ask questions and talk about findings.
Investigate senses using popcorn (taste and smell)
Children to taste 2 types of popcorn (sweet and salty) - what words can you describe the taste, which do you like best? Can you taste the difference? What does it smell like? What does it remind you of? As a class record votes of who likes which best and compare results.
Why do we need our senses? What do they help us do?
What happens if we cannot use one of our senses?

		My nose helps me	
	<p>Lesson 4 To ask questions and talk about their findings. To perform simple tests</p> <p>Investigation: what can your hands do . Children to take part in different activities to explore sense of touch when blindfolded., for example staking rings, writing their name, completing jigsaws,</p> <p>Evaluate which activities could you do without your sense of sight and only your sense of touch, were some easier than others? What could you not do without your sense of sight?</p>	<p>Lesson 5 To name basic body parts and talk about senses</p> <p>Children to work in small groups to complete quiz on body parts and senses.</p>	