

CURRICULUM CONTENT

- I can identify my senses and use them to explore the world around me. **SCN 0-12a**
- I have explored my senses and can discuss their reliability and limitations in responding to the environment. **SCN 1-12b**

**Flipped Learning**

What are your five senses? Watch this video [Your Senses](#).

**In School Learning**

**Inside**

Talk about what our senses are and which parts of the body we use for each sense. Ask pupils to use all their senses to describe the area around them. Start to build up a sense adjective bank that they can use throughout this theme to describe their experiences. What would it be like to be without one or more of their senses? Use activities such as the examples below to start getting them to really use their senses.

**Sight**

- Play Kim's game. Have a number of objects laid out, pupils have a short time to look at them and remember them. Then get them to close their eyes and remove an object. Who can spot what was removed?
- Ask pupils to hold a finger up in front of their eyes at arm's length, close one eye and then try and touch that finger with a finger on the other hand. This should be quite difficult, and it shows the importance of using two eyes to judge distance. Explain that animals that hunt and need to judge distance to catch food, have eyes at the front to their face and prey animals have eyes at the side so they can see a lot more and are less concerned about how far away it is. (Oh, it's a lion run!!)
- Introduce the pupils to Optical Illusions to show them that their eyes can play tricks on them.  
<https://www.optics4kids.org/illusions>

**Sound**

- Have a number of objects that can be used to make a sound. Pupils close eyes and listen to all the sounds. Open eyes and try to identify which object made which sound.
- Let pupils have a number of containers that they can fill with different amounts of water to see if they can make a musical instrument and play a tune

**Touch**

- Have a number of objects in a bag and pupils try to identify what they are by touch. Could also have a single object that they have to feel, then draw.
- Have three basins of water. 1. ice cold, 2. room temperature, 3 warm water. Get two pupils, one puts one hand in 1, the other pupil puts their hand in 3. Ask is the water hot or cold? Then both put the same hand in 2 and again ask each of them is it hot or cold water?

**Taste**

- Have a range of foods that pupils can taste and then describe using not only taste but touch descriptions (crunchy, smooth salty etc).
- Have a range of different flavours of food, crisps, jelly babies and ask pupils to identify taste. Can they do it as well with their noses blocked? Also try holding food additives such as peppermint, orange or lemon by their nose as they eat an apple. Does it affect the taste? NB apparently you can't tell between an onion and an apple if you are blindfolded and nose blocked!!!

**Smell**

- Make smelly pictures. Add food flavourings, spices or fruit juices to different colour paints and make a smelly picture.
- Challenge pupils to make the smelliest sock. Provide materials for the smell, vinegar, garlic, mud and let them experiment. Put socks in a bag for few days to let the smells develop.
- have a range of plastic cups with different smelly objects in, that the pupils have to identify from the smell alone

As an extension, pupils could start learning about how their senses work with these clips. [The senses](#)

### Outside

Use a range of activities to let the pupils explore their senses. Before they start get pupils to experience the outside space and talk about what senses they are using and what are they discovering. Have a list of sense adjectives (wet, soft, hard, feathery etc) and ask the pupils to find something that matches each of the adjectives.

### Sound

- Each pupil finds a space, shuts their eyes and listens to what is going on around them. Record the sounds they hear, what is making them. Draw a sound map with them in the middle and arrows pointing to where the sounds are coming from. Add a simple picture to represent the sound. Compare the maps, did anyone hear anything unusual?
- The bat game – Can be done in pairs or a group. Explain that bats find their food (insects) by sending out a high-pitched sound that reflects from the prey and allows the bat to catch them. Choose one pupil to be a bat who is blindfolded and another as an insect. The bat sends out a “beep”, when the insect hears it, they return the “beep”. The bat keeps sending out the “beeps” and listening for the replies and uses them to move towards and “catch” the insect. Start with the insect staying still but as they get the idea the insect could be allowed to move around.

### Sight

- I am a camera – pupils work in a pair, one is the photographer the other the camera. The photographer takes his camera, who has their eyes shut, to find an interesting picture. When they are ready the photographer taps the camera on the shoulder. The camera opens their eyes and “takes the picture” by looking carefully at what is in front of them for about a minute. The photographer then taps them again to close the shutter. The camera then has to describe or draw what the picture was. The camera can use their fingers to make a frame to look through, so it is not too big an area to describe.
- Pupils are given cardboard tubes to look through at a small area. This encourages them to really look at the detail of what they can see.
- To show how important sight is pupils could be blindfolded and then asked to complete various activities, e.g. a blindfold string trail, building something from bricks, find an object in the grass in front of them.

### Smell

- Pupils collect materials from the outside space and grind it up with some water to release any scents. Pupils can then describe the scents. Other pupils could try and identify the scents. They could also make a scent map of the area trying to describe what they smelt in different areas. Was it a nice or horrible smell?
- Pupils could try using their sense of smell to sniff out hidden objects. These could be cotton wool balls dipped in different scents such as food additives or perfumes hidden around the area.
- Similarly, pupils could carry different smells and a blindfolded pupil could be asked to smell out their partner from a group. (Probably not a good one with present restrictions!!)

### Touch

- Encourage pupils to touch their surroundings and describe what they feel like.
- Working in pairs, one pupil is blindfolded and led to an object. They then feel the object and then are led away from it. They remove their blindfold and try and identify the object. This works well if you have several trees in your area, they have to identify their tree, but it could be adapted for objects in the playground.

### Taste

- More problematic outside but great if you have a herb garden or similar where pupils can be safely encouraged to taste things and describe the taste.

Pupils produce a sense book to record their activities outside.

### Out of School Learning

#### At Home or in the Community

- Make a list of your five senses and for each describe something that you like and something you don't.
- Try something new to eat
- Spend some time without one of your senses, blindfold, earplugs, nose clip and imagine what it would be like to be without that sense for ever.

#### Online Learning

- Watch this clip about your senses and try the activity and quiz. [Senses](#)
- Deaf people use sign language to communicate. Try and find out how to use sign language to say "hello, how are you" and a few other phrases.

## Learning at School Outdoors

<p><u>Experience and Outcomes</u></p> <ul style="list-style-type: none"> <li>I can identify my senses and use them to explore the world around me. <b>SCN 0-12a</b></li> <li>I have explored my senses and can discuss their reliability and limitations in responding to the environment. <b>SCN 1-12b</b></li> </ul> <p><u>Learning Outcome</u></p> <ul style="list-style-type: none"> <li>Pupils can list all five senses and give examples of how they use them.</li> <li>Pupils can give examples of where they find it more difficult to do things if one of their senses can't be used.</li> </ul>	<p><u>Resources</u></p> <ul style="list-style-type: none"> <li>Clipboards paper and pencils</li> <li>Cardboard tubes</li> <li>Samples of different smells and cotton wool</li> <li>Blindfolds</li> </ul>
<p><u>Activity</u></p> <ul style="list-style-type: none"> <li>See list on lesson plans for full range of activities.</li> <li>Production of a senses book giving examples of how they used all five sense.</li> </ul>	<p><u>Assessment</u></p> <p>Teacher assessment of pupil senses book</p> <p>Extension –</p> <p>Follow Up Activity/Homework: Some animals use one sense much more than other ones. Find examples of animals with one highly developed sense.</p>

## Learning at School Indoors

<p><u>Experience and Outcomes</u></p> <ul style="list-style-type: none"> <li>• I can identify my senses and use them to explore the world around me. <b>SCN 0-12a</b></li> <li>• I have explored my senses and can discuss their reliability and limitations in responding to the environment. <b>SCN 1-12b</b></li> </ul> <p><u>Learning Outcome</u></p> <ul style="list-style-type: none"> <li>• Pupils can list all five senses and give examples of how they use them.</li> <li>• Pupils can give examples of where they find it more difficult to do things if one of their senses can't be used.</li> </ul>	<p><u>Resources</u></p> <ul style="list-style-type: none"> <li>• Objects for Kim's game</li> <li>• A number of "noisy" objects</li> <li>• Empty containers</li> <li>• Plastic cups with smelly things</li> <li>• Selection of crisps or jelly babies</li> <li>• Smelly food additives</li> <li>• Bowls of different temperature water</li> <li>• Different foods</li> <li>• Paper, paint and brushes</li> </ul>
<p><u>Activity</u></p> <ul style="list-style-type: none"> <li>• See list on lesson plans for full range of activities.</li> </ul>	<p><u>Assessment</u></p> <p>Ask pupils to describe their senses and to give examples of each of their senses and what they use it for.</p> <p>Extension – pupils use their knowledge of their senses to make up a game using one or more of their senses.</p> <p>Follow Up Activity/Homework: Challenge pupils to go home and eat something they have never tried before.</p>