Medium Term Plan
Body Parts & Senses

P levels
Performance attainment targets (P scales) and performance descriptors are used for pupils aged 5 to 16 with special educational needs (SEN) who are working below the standard of the national curriculum tests and assessments. PSTT recognises that the national curriculum levels used in this document are no longer current. We have had so many requests to return these materials to the website that they remain in the documents as a guide for those who have used them in the past. The written statements may be useful to others as an indication of children's development. For further information about P levels see: https://www.gov.uk/government/publications/p-scales-attainment-targets-for-pupils-with-sen

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Primary Science Teaching Trust recommends that a full risk assessment is carried out before undertaking in the classroom any of the practical investigations contained in the plans.

Safety Note
PSTT advises teachers to refer to either CLEAPSS website or SSERC website for up to date health and safety information when planning practical activities for children.

Teacher's Notes: Body Parts & Senses

Big Questions

- Why do we need our senses?
- How do our senses keep us safe?
- Do all animals have the same body parts?
- Do we have a sixth sense?
- Can cats see in the dark?
- Is there a sense of direction?
- Does a falling tree make a noise if there is nobody there to hear it?
- Why can't you smell if your nose if blocked up?

Answers

- Our senses keep us away from danger.
- Our sensory cells send messages to the brain when they are stimulated. Our brain can identify sounds, smells, tastes, images and surfaces that could be dangerous to us.
- Animals have evolved to adapt to their surroundings and may have different body parts to other animals.
- As well as 5 external senses, scientists have identified more internal senses.
- Cats cannot see in total darkness.
- A falling tree will create vibrations that travel through the air but no sound is heard if there is no receiver (an ear or a microphone).
- If your nose if blocked the sensory cells inside you nose cannot send a message to the brain to identify the smell.

Learning Objectives

Pupils will have opportunities:

- To name internal and external body parts
- To explore senses and responses
- To explore how our external and internal senses are important for survival.

Quick review activities

- Action songs like 'Heads, shoulders knees and toes'
- Action games like 'Simon says'
- Find someone who e.g. is the same height as you, has the same colour eyes as you.
- Match sense to sense organ
- Think of a danger you could be in if you lost e.g. sense of taste or sense of smell
- Pupils volunteer things they can do with part of body e.g. catch ball with 4 fingers: wiggle ears: walk on knees
- Pupils select body parts from photos or a symbol list.

Vocabulary relevant to this topic

- Sense- detect changes in the surroundings
- Reflex – quick automatic response of the body we don't think about
- Parts of body
- Sight - light, dark, bright, colours
- Hearing - loud, quiet, noise
- Smell
- Touch- rough, smooth, wet, dry, hot, cold
- Taste – salty, sweet, sour
- Danger, Safe
- Like, Don't like, Favourite

Background information about this topic

- Aristotle first identified five senses: **smell, sight, touch, taste and hearing**. Now scientists think there are nine or even more senses as they include **thermoception (heat and cold), balance, pain, proprioception (body awareness)**. The last four are considered to be 'internal' senses. Blind humans have been known to use echolocation to 'see' their environment. Scientists have recently identified cells in the brain that are responsible for our sense of direction. Human senses help us discover the world around us, keep us safe and enable us to communicate with others. Our brains process what we see, hear, touch, taste and smell. We can use scientific instruments such as radar, sonar and infrared detectors to stretch our natural senses. The expression **sixth sense** is a misnomer that falsely suggests that there is only one additional sense to the traditional five senses.
- All animals have their own ways of sensing - some very different to humans, e.g. sharper vision, keener smell, super-sensitive touch. Some have senses that are completely beyond our experience such as those for detecting electricity or magnetic fields.
- **Eyesight** is an important sense for most animals and nearly all animals can see – 95% of all species have eyes. Sight helps animals locate food, move around, find mates and avoid predators wherever they live. Most people blink every 2-10 secs and shut eyes for 0.3 sec so this means your eyes are closed for 30 minutes a day just from blinking! Newborn babies see the world upside down until the brain learns to turn it the right way. Cats have better night vision than humans because their eyes have more rod cells, which are more sensitive to low light, but like humans, they can't see in total darkness.
- Only two animal groups have evolved the ability to **hear**: vertebrates and arthropods (insects, spiders and crabs). No other animals can hear! Sound is heard when vibrations travel through air (or another medium) and are heard when they reach the ear. Some animals have a remarkable sense of hearing, e.g. dolphins hear 14% better than we do. Many animals hear sounds that humans cannot –they are too high or low pitched.

- Our sense of **smell and taste** are quite poor when compared to those of many other animals. Scientists have suggested that humans have ten primary odours that help them determine smells: fragrant, woody, fruity (non-citrus), chemical, minty (peppermint), sweet, popcorn, lemon, pungent and decayed. When you nose is blocked, smells can't reach the sensory cells inside your nose which normally send a message to the brain. If your brain doesn't receive a message, you won't know there is a smell.
- A keen sense of smell allows animals to find food and mates and helps them to stay out of danger, e.g. stops an animal wandering into a rival's territory. Dogs have a million smell cells per nostril. Snakes, some lizards, and cats can smell with their tongues. They have what is called a Jacobson's organ on the roof of their mouths. When the tongue is brought back in the mouth it is placed on the Jacobson's organ and interpreted by the brain. The forked tongue of snakes and some lizards helps them pick up scent molecules to find the direction of a scent.
- Some invertebrates, like butterflies, **taste** with different sense organs which are located on their feet. Frogs have long sticky tongues that help capture prey. Cats and some other animals have little hairs on their tongues that help them to groom themselves (like a comb).
- Animals have also evolved a wide variety of **touch** organs, including whiskers and antennae, which they use to navigate, find food or even to communicate. Every square centimetre of human skin has 100 touch, 15 pain, 6 cold and 1 hot receptors. We can detect hot objects without actually having to touch them. Some animals live in complete darkness in caves or underground, where they cannot see anything. Their eyes often no longer work, but they have developed an extra-sensitive sense of touch to feel their way around.
- All senses depend on the **nervous system**. Our sense organs start to work when something stimulates special nerve cells called receptors in a sense organ. Once stimulated, the receptors send nerve impulses along sensory nerves to the brain or spinal cord. Your brain can tell you what the stimulus is. For example, your sound receptors would be bombarded by billions of sound waves. When these signals reach the part of the brain called the cerebral cortex, we become conscious of the sounds. Our brain can identify sounds, smells, tastes, images and surfaces that could be dangerous to us.

Body Parts & Senses P1-3

Objective 1: To name internal and external body parts

Descriptions of intended outcomes at different levels of attainment

- Tolerates deliberate touching by another person (P1i)
- Shows random fleeting response to manipulation of body parts (P1ii)
- Begins to respond to touch e.g. turns head (P2i)
- Shows consistent or differentiated response to touch (P2ii)
- Begins to communicate intentionally e.g. requests a repeat by gesture (P3i)
- Remembers some learned response for longer e.g. movements to body awareness programme (P3ii)

Body Parts & Senses P1-3

Objective 1: To name internal and external body parts

Possible Activities:	Resources:
Use Sherborne Developmental Movement programme-an inclusive approach to teaching and working with movement and one that is grounded in Laban's Movement Theory Use TACPAC - a sensory communication resource using touch and music to help communication and social skills	http://www.sherbornemovementuk.org/ http://www.tacpac.co.uk/

Optional activities you might like to try include:	Resources:
Use different activities from the Sherborne or TACPAC programmes	http://www.sherbornemovementuk.org/ http://www.tacpac.co.uk/

Points to Note:

Some pupils are sensitive to body parts being touched.
Sherborne programme needs to be delivered by a trained person.

Body Parts & Senses P1-3

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- Remembers some learned response for longer e.g. movements to body awareness programme (P3ii)

Possible Activities:	Resources:
Massage oil into different parts of body and name parts as you do it	Massageoils Quiet area RV1: Electronic massaging devices Other massaging devices e.g. Peanut massage roll RV2: Body Massage Sensory Bag http://www.keen2learn.co.uk/c/457/Sensory_Resources.php
Optional activities you might like to try include:	
Use different oils and / or use electronic or other massaging devices. Use equipment from Body Massage Sensory Bag on different parts of the body	

Points to Note:

Be aware that adults and students can show sensitivity and allergy to massage oils

Body Parts & Senses P1-3

Objective 1: To name internal and external body parts

Possible Activities:	Resources:
Adult or parent moves body parts to relaxation music	Music recordings or CDs

Optional activities you might like to try include:	Resources:
Vary the music and order of body parts	Different music recordings or CDs

Points to Note:

Some pupils are sensitive to body parts being touched.

Body Parts & Senses P1-3

Objective 1: To name internal and external body parts

Possible Activities:	Resources:
Moving across the room using different parts of body either through imitation or by pupils own choice	Large space

Optional activities you might like to try include:	Resources:
Moving across the room using different parts of body to music.	Music recordings or CDs
Put objects or cards in different parts of the body e.g. between 2 fingers: on shoulders: under knees	

Body Parts & Senses P1-3

Objective 1: To name internal and external body parts

Possible Activities:	Resources:
Provide pupils with a selection of clothes to put on appropriate parts of the body when the music stops	Large space Selection of everyday clothing. Music

Optional activities you might like to try include:	Resources:
Introduce a wider variety of clothing and accessories e.g. rings, party hats, fancy slippers	Large space Selection of different clothing and accessories. Music
Introduce a wider variety of clothing and accessories e.g. from different cultures and occupations	

Points to Note:

Certain clothing may cause allergies or hypersensitivity.

Body Parts & Senses P1-3

Objective 1: To name internal and external body parts

Possible Activities:	Resources:
Investigate who can pick up the most e.g . jelly babies with one hand.	Items for holding e.g bricks, jelly babies Counting apparatus

Optional activities you might like to try include:	Resources:
Who has the longest arms? Measure using pieces of string and display on a chart.	Tape measure, string, large pieces of paper
Who needs the biggest hat? Measure head circumference using tape measure or string, display on a chart. Could follow up by making party hats.	

Points to Note:

Some pupils may be sensitive about how their body is different from others.

Body Parts & Senses P1-3

Objective 1: To name internal and external body parts

Possible Activities:	Resources:
Circus of acvies which use dierent body parts e.g. hop on a mat, draw a picture.	Instructions for the circus

Optional activities you might like to try include:	Resources:
Vary activities to include using a wider range of or more than one body parts. Guess the animal from just a small bit of its body part	Pictures or symbols of body parts. Instructions for the circus

Body Parts & Senses P1-3

Objective 1: To name internal and external body parts

Possible Activities:	Resources:
Role play different animals e.g. a bird picking up food, a fish using a tail to swim and describe how it feels	Plan a series of role plays

Optional activities you might like to try include:	Resources:
Watch selected clips of animals feeding or moving. Discuss what the animals is using e.g. to swim	Video clips
Make a display of pictures of animal parts which are used for e.g. feeding, moving, fighting etc.	

Body Parts & Senses P1-3

Objective 1: To name internal and external body parts

Possible Activities:	Resources:
Investigate which number of legs is best. Make play dough models with different number of legs, place on an inclined tray and increase the slope until models fall over. Draw body outline and position different organ shapes. Bring in organs from the butcher for students to observe.	Play dough, trays, straws for legs, books to elevate the ramp. Differentiated recording sheets. Large sheets of wallpaper or similar. Organs from butcher Organ templates. Scaffold to help plan investigation

Optional activities you might like to try include:	Resources:
Investigate whether long or short legs are best.	Scaffold to help plan investigation, tape measures
Investigate which beak shape is best for picking up different sized seeds. Use different shaped tweezers for beaks.	

Points to Note:

Avoid using the valenne heart shape when drawing a heart.
Use seeds which are non-toxic to humans.

Body Parts & Senses P1-3

Objective 2: To explore senses and responses

Descriptions of intended outcomes at different levels of attainment

- Is present during the experience but shows no or just reflex response (P1i)
- Shows a random fleeting response to the experience (P1ii)
- Shows a more consistent response to the experience (P2i)
- Shows more consistent and differentiated response to the same experience (P2ii)
- Begins to communicate intentionally e.g. shows likes or dislikes of sounds (P3i)
- Actively explores using all sense with support (P3ii)

Body Parts & Senses P1-3

Objective 2: To explore senses and responses

Possible Activities:	Resources:
Whole body experience on different textures, e.g. ball pool, vibrating maress, swimming pool, resonance board, trampoline and shredded paper. Experience activities in the sensory room Experience re-usablehand warmers	Different textures and surfaces to explore Sensory room Re-useable hand warmers (camping shops)

Optional activities you might like to try include:	Resources:
Use 'liquid type' textures for pupils to experience different textures	Use big tubs of corn flour : jelly: ice cubes: washing up liquid whipped into sand
Use food textures to broaden the experience	

Points to Note:

Pupils and staff need to be made aware that pupils can sense touch with all parts of body.
Stimuli are a single channel only e.g. only visual – avoid sensory overload
Some pupils hate to be touched, are intolerant of bright light and some sounds, smells and tastes.

Some pupils take a long time to react to stimuli.

Body Parts & Senses P1-3

Objective 2: To explore senses and responses

Descriptions of intended outcomes at different levels of attainment

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- Actively explores using all sense with support (P3ii)

Possible Activities:	Resources:
Use objects with high contrast and/ or reflective surfaces to encourage tracking Experience darkness by turning off light in light room.	Objects with high contrast and or reecve surfaces e.g.reecve jackets, mirrors, spoons, Christmas baubles Light room or blackout RV1: torch, motivating objects RV2: UV light, candles, torches, dimmers
Optional activities you might like to try include:	
Use 'personal motivating objects' to encourage pupils to focus and track. Sometimes use a torch to help draw attention to the object	
Experience different types of lights	

Points to Note:

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Smuli are a single channel only, e.g. only visual – avoid sensory overload.
Some pupils hate to be touched, are intolerant of bright light and some sounds, smells and tastes.
A personal movang object is one that is special to the pupil.

Body Parts & Senses P1-3

Objective 2: To explore senses and responses

Possible Activities:	Resources:
Experience a variety of sounds using appropriate sound effects from familiar objects in the classroom Using talking tins to record and playback vocal sounds Experience auditory acvies in the sensory room	Familiar objects that make noises in classroom e.g. Talking tins Sensory room

Optional activities you might like to try include:	Resources:
Experience sounds made by musical instruments. Use TACPAC activities to link touch and hearing	Musical instruments: TACPAC
Experience a variety of sounds using appropriate sound effects from familiar everyday sounds e.g. car revving, door closing Use addional TACPAC acvies	

Points to Note:

Pupils and staff need to be made aware that pupils can sense touch with all parts of body.
Stimuli are a single channel only e.g. only visual – avoid sensory overload.
Some pupils hate to be touched, are intolerant of bright light and some sounds, smells and tastes.
Some pupils are intolerant of some sounds.

Body Parts & Senses P1-3

Objective 2: To explore senses and responses

Possible Activities:	Resources:
Experience looking in different mirrors and spoons. Put any objects in a group which make them look upside down.	Range of different mirrors or use plastic mirrors which can be bent: different size spoons

Optional activities you might like to try include:	Resources:
Use coloured spectacles or filters to look at different objects and reflective surfaces.	Coloured spectacles, coloured filters,
Create a dark space or den with objects inside e.g. mirrors, space blankets and give pupils torches to explore inside	

Points to Note:

Some pupils are intolerant of bright light

Body Parts & Senses P1-3

Objective 2: To explore senses and responses

Possible Activities:	Resources:
Ask pupils to be really quiet and listen to sounds around them Record different children speaking and ask them to guess who it is Explore which materials stop sound by covering the ears with them	Talking tins or other recording devices Materials to cover ears e.g. thick and thin fabrics, ear muffs, paper, cardboard

Optional activities you might like to try include:	Resources:
Make different sounds behind a screen and ask pupils to select the object that has made the sound from the selection given – vary the number of objects given	Screen: two lots of the same everyday objects to make sounds e.g. bunch of keys, coins in jar, whistle,
Give pupils a selection of animal or transport sounds to identify. Have pictures available for them to select from	

Points to Note:

Pupils do not always associate their ears with hearing. They think they hear because they are next to the noise
Some pupils are intolerant of some sounds

Body Parts & Senses P1-3

Objective 2: To explore senses and responses

Possible Activities:	Resources:
Walk round school to identify different sources of light Compare the brightness of different light sources in the classroom	Range of light sources e.g. different sorts of torches, candles, lamps RV1: Dark area, Range of light sources e.g. different sorts of torches, candles, lamps RV2: Light room

Optional activities you might like to try include:	Resources:
Compare the brightness of different light sources in the dark area	Range of light sources e.g. different sorts of torches, candles, lamps RV1: Dark area, Range of light sources e.g. different sorts of torches, candles, lamps RV2: Light room
Walk round school to identify the darkest place they can find Experience complete darkness in the light room and talk about how it feels	

Points to Note:

Pupils might think that windows and shiny objects are light sources
Pupils never really experience complete darkness
Some pupils are intolerant of bright light

Body Parts & Senses P1-3

Objective 2: To explore senses and responses

Possible Activities:	Resources:
Play sound lotto using a tape – vary the number of sounds Explore how many sounds the pupils can make	Sets of sound lotto cards with different everyday objects on – each card is different, tape of different sounds, blocks or similar to cover the sounds heard on the lotto cards

Optional activities you might like to try include:	Resources:
Make own sound lotto for another group e.g. animals, transport,	
Expose pupils to a variety of sounds and ask them to decide which they like and don't like. Record as a class which sounds they liked and didn't like. Which was the nicest sound and the worst sound and why?	

Points to Note:

Pupils often think that 'noise' is an unpleasant sound
Some pupils are intolerant of some sounds

Body Parts & Senses P1-3

Objective 2: To explore senses and responses

Possible Activities:	Resources:
Talk about different light sources used at different times of the year e.g. Halloween, Xmas, Bonfire night, Chinese New year: Diwali Investigate the best contrasting colours for visually impaired people e.g. by making signs for different areas round school and surveying pupils responses	Pictures or examples of lights used in different festivals White paper, coloured pens, crayons

Optional activities you might like to try include:	Resources:
Identify the best light source for a particular job e.g. candles for car headlights?	Range of light sources, table to record results in that gives list of jobs
Find out which objects can be seen in the dark	

Points to Note:

Pupils often think that reflective objects e.g. cats eyes can be seen in the dark
Tables should be drawn by teacher for L1 and pupils devising own tables for L2 and 3
Some pupils are intolerant of bright light.

Body Parts & Senses P1-3

Objective 2: To explore senses and responses

Possible Activities:	Resources:
Blind fold pupils and ask them to identify what you are doing and how they know Explore with pupils what happens as they move away from a sound by measuring and recording with non-standard or standard measures. Does the source of sound make a difference? Does it make a difference if you move towards or away from the sound?	Blindfolds, list of things to do e.g. stirring a cup of coffee, opening door, running on spot School hall, different sound sources, tape measures or other non standard length measuring devices

Optional activities you might like to try include:	Resources:
Investigate sound proofing e.g. putting a clock in a box and adding different material s to soundproof it	Ticking clock, box to fit clock in, cotton wool, fabric, egg boxes, packaging material,
Use a signal generator and vary the sound and ask pupils to identify when they can no longer hear. Talk about dog whistles Investigate and record what happens when different substances are put on a big speaker and the sound is varied e.g. rice, flour	

Points to Note:

Be aware of pupils with hearing impairment

Some pupils are intolerant of some sounds

Body Parts & Senses P1-3

Objective 3: To explore how our external and internal senses are important for survival.

Descriptions of intended outcomes at different levels of attainment

- Is present during the experience but shows no or just reflex response (P1i)
- Shows a random fleeting response to the experience (P1ii)
- Shows a more consistent response to the experience (P2i)
- Shows more consistent and differentiated response to the same experience (P2ii)
- Begins to communicate intentionally e.g. shows likes or dislikes of sounds (P3i)
- Actively explores using all sense with support (P3ii)

Body Parts & Senses P1-3

Objective 3: To explore how our external and internal senses are important for survival.

Possible Activities:	Resources:
Experience the difference between hot and cold, e.g. hair dryers, ice and warm water	Hair dryers, bowls, warm water, cold water, ice

Optional activities you might like to try include:	Resources:
Experience some unfamiliar textures of material and objects Experience washing hands with different soaps and hand washes	Washing bowls, water, soaps, handwashes. Unfamiliar textures and objects e.g. sandpaper, coconut, Velcro, vermiculite
Experience things like fans, water spray, going out in rain, going on a swing	

Points to Note:

Many pupils can be touch sensitive and may react to every touch.

At this stage pupils will not be aware of dangers but need to have a range of pre-experiences.

Some pupils hate to be touched.

Body Parts & Senses P1-3

Objective 3: To explore how our external and internal senses are important for survival.

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- Shows a random fleeting response to the experience (P1ii)
- Shows a more consistent response to the experience (P2i)
- Shows more consistent and differentiated response to the same experience (P2ii)
- Begins to communicate intentionally e.g. shows likes or dislikes of sounds/light(P3i)
- Actively explores using all sense with support (P3ii)

Possible Activities:	Resources:
Experience different coloured lights e.g. coloured filters on torches	Coloured filters, torches,

Optional activities you might like to try include:	Resources:
Experience using switches to turn lights on and off in the light room	Light room
Experience difference brightnesses of light	

Points to Note:

Some pupils are intolerant of bright light

Body Parts & Senses P1-3

Objective 3: To explore how our external and internal senses are important for survival.

Possible Activities:	Resources:
Experience the difference between quiet and loud sounds	Sound room, CD player or musical instruments.

Optional activities you might like to try include:	Resources:
Experience some warning sounds	
Experience the difference between high and low pitched sounds	

Points to Note:

Some pupils are intolerant of some sounds

BodyParts & Senses P1-3

Objective 3: To explore how our external and internal senses are important for survival.

Possible Activities:	Resources:
Identify warning lights around school e.g. chlorine light in swimming pool: telephones: alarms: computers	

Optional activities you might like to try include:	Resources:
Explore warning colours in everyday life	Examples of colours used as warnings e.g. red lights, road signs, weather symbols,
Explore warning colours in animals and how they match the colours of our warning signs	

Points to Note:

Some pupils are intolerant of bright lights

BodyParts & Senses P1-3

Objective 3: To explore how our external and internal senses are important for survival.

Possible Activities:	Resources:
Identify different warning sounds in school e.g. school bells, alarms, whistles,	BBC sound clips http://www.bbc.co.uk/schoolradio/subjects/

Optional activities you might like to try include:	Resources:
Explore warning sounds in the home	Pictures of smoke alarms, cooker timers, door bell, car alarms and sound clips of these
Explore warning sounds from everyday life	

Points to Note:

Some pupils are intolerant of some sounds

BodyParts & Senses P1-3

Objective 3: To explore how our external and internal senses are important for survival.

Possible Activities:	Resources:
Explore every day examples of using reflective surfaces to keep us safe. Shine light onto different surfaces to see what properties the surface has to make it a good reector	Torches, reflective and non reflective surfaces Examples of reflective surfaces e.g. bike reflectors, strips on jackets and shoes; cats eyes: reflective paint on surfaces

Optional activities you might like to try include:	Resources:
Investigate whether red is the best warning colour. Discuss how to find out and then plan	Planning sheets, coloured paper, drawing materials,
Identify a range of warning symbols and discuss the problems if you were visually impaired. Can they design something to help?	

Points to Note:

Some pupils think that reflective surfaces emit light

Some pupils are intolerant of bright light

BodyParts & Senses P1-3

Objective 3: To explore how our external and internal senses are important for survival.

Possible Activities:	Resources:
Use a variety of vocabulary to describe sounds e.g. high, low, ringing, rattling and use this to describe some familiar warning sounds	BBC sound clips http://www.bbc.co.uk/schoolradio/subjects/ , musical instruments

Optional activities you might like to try include:	Resources:
Listen to some animal warning sounds and compare them to human warning sounds	http://www.bbc.co.uk/schoolradio/subjects/
Use a variety of vocabulary to describe sounds e.g. high, low, ringing, rattling and use this to describe some less familiar warning sounds e.g. fog horn: air raid sirens: claxons for clearing a site	

Points to Note:

Some pupils are intolerant of some sounds

Body Parts & Senses P1-3

Objective 3: To explore how our external and internal senses are important for survival.

Possible Activities:	Resources:
Investigate how good are eyes are at seeing details as the distance away decreases (e.g. pin photo on wall and ask about what they can see at different distances starting furthest away) Investigate the best ways to make reflective strips show up e.g. try on different backgrounds? In different types of light?	Copies of detailed photograph, tape measures or other non standard length measure Reflective material, different coloured paper, different light sources.

Optional activities you might like to try include:	Resources:
Find out how good colour vision is. Use cards with coloured spots and present two at a time- one in each hand. Pupils measure how close they are when they can tell the difference between red/grey: blue/grey: green/grey	Cards with small coloured circle in middle (can make cards with bigger and smaller circles to test difference) – use colours red, blue, green, grey
Find out if the amount of light makes a difference to distinguishing between two colours. Use cards with coloured spots and present two at a time. Pupils measure how close they are when they can tell the difference between red/grey: blue/grey: green/grey in bright and less bright conditions	

Points to Note:

Some pupils are intolerant of bright light

Some birds see the same level of detail 6m away as we do 1.5 m away

Body Parts & Senses P1-3

Objective 3: To explore how our external and internal senses are important for survival.

Possible Activities:	Resources:
Discuss what makes a good warning sound and devise and record their own. Test this on other pupils and evaluate its success	http://www.bbc.co.uk/schoolradio/subjects/ , musical instruments, talking tins or other recording devices,

Optional activities you might like to try include:	Resources:
Investigate how well ear trumpets can help you to hear by varying the size of trumpets and looking for any patterns in results	Card to make ear trumpets or selection of pre-made ones,
Investigate how many sounds pupils or adults recognise when blindfolded. Record and interpret results	

Points to Note:

Some pupils are intolerant of some sounds

Body Parts & Senses P4-6

Objective 1: To name internal and external body parts

Descriptions of intended outcomes at different levels of attainment

- Imitates actions involving simple body parts (P4i)
- Explores making vocalisations (P4ii)
- Anticipates activities and takes turns (P5i)
- Tries out the activities and responds to simple questions (P5ii)
- Finds a simple body part to match one shown
- OR appropriate item of clothing (P6i)
- Shows what they did (P6ii)

Body Parts & Senses P4-6

Objective 1: To name internal and external body parts

Possible Activities:	Resources:
Encourage pupils to copy actions to different action songs e.g. 'I've got a body' 'If you're happy and you know it'	Action Song books and music

Optional activities you might like to try include:	Resources:
Use different songs and stories making sure these are age appropriate where possible.	Action Song books and music
Gradually build up a sequence of actions to copy. E.g. clap hands, then add touch knees, then add wiggle fingers.	

Points to Note:

Some pupils are sensitive to body parts being touched.

Body Parts & Senses P4-6

Objective 2: To explore senses and responses

Descriptions of intended outcomes at different levels of attainment

- Shows interest in a wide range of sensory experiences (P4i)
- Observes outcomes of what they do (P4ii)
- Begins to initiate an interaction and cooperate with turn taking (P5i)
- Tries out the activities and responds to simple questions (P5ii)
- Touches and explores an object in an appropriate way (P6i)
- Selects the correct object in an activity (P6ii)
- Begins to make connections and predictions e.g. expecting to like some smells (P6iii)

Body Parts & Senses P4-6

Objective 2: To explore senses and responses

Possible Activities:	Resources:
Print with hands and feet using different media e.g. paint, playdough Describe (possibly using symbols) how it feels putting feet into different substances e.g. beans, water, flour	Different media e.g. playdough, paint, paper. Containers to put feet in, beans, flour, vermiculite,

Optional activities you might like to try include:	Resources:
Explore and touch some tactile familiar and unfamiliar objects	Familiar objects such as cotton wool, sandpaper, brick Less familiar objects such as different stones, kiwi fruit, bulrush head,
Identify familiar objects wrapped in paper or hidden in a sock/feely bag	

Points to Note:

Pupils and staff need to be made aware that pupils can sense touch with all parts of body.

Some pupils hate to be touched

Body Parts & Senses P4-6

Objective 3: To explore how our external and internal senses are important for survival.

Descritpons of intended outcomes at different levels of attainment

- Shows interest in a wide range of foods, objects, textures and sounds (P4i)
- Communicates their awareness using senses to avoid danger (P4ii)
- Shows anticipation of an event e.g. before someone slips (P5i)
- Responds to simple scientific questions (P5ii)
- Begins to make simple generalisations and connections e.g. reacting appropriately to a warning light or sound (P6i)
- Uses foods or photographs to record what happened (P6ii)

Body Parts & Senses P4-6

Objective 3: To explore how our external and internal senses are important for survival.

Possible Activities:	Resources:
Explore the dangers of slippery objects and spills – use YouTube clips	YouTube clips

Optional activities you might like to try include:	Resources:
Explore the dangers of household objects in the kitchen	Selection of household objects (real or pictures) e.g. knife, oven, kettle, toaster,
Explore different protective clothing	

Points to Note:

Dangers of hot foods e.g. where to put a mug of hot tea, dangers of steam need to be referred to

Body Parts & Senses P7-8

Objective 1: To name internal and external body parts

Descriptions of intended outcomes at different levels of attainment

- Names body parts either verbally or with symbols (P7i)
- Makes a pictorial representation of results (possibly with help) (P7ii)
- Locates greater range of external body parts e.g. chin, ankle, elbow (P8i)
- Identifies some simple functions of human external body parts (P8ii)

Body Parts & Senses P7-8

Objective 1: To name internal and external body parts

Possible Activities:	Resources:
Draw around or make prints of hands or feet. Compare sizes. Draw around pupil's whole body and add features	Materials for prints and drawing Large pieces of wallpaper or similar

Optional activities you might like to try include:	Resources:
Compare different body parts where contrasts are obvious and a bit less obvious	Materials for prints and drawing
Take photos of body parts. Whose leg is this? Etc.	

Points to Note:

Some pupils may be sensitive about how their body is different from others

Follow school policy on using cameras

Body Parts & Senses P7-8

Objective 2: To explore senses and responses

Descriptions of intended outcomes at different levels of attainment

- Begins to use the appropriate senses e.g. when asked to smell or taste (P7i)
- Groups objects into two groups with less obvious contrast e.g. like and dislike (P7ii)
- Names the senses organs using simple vocabulary or symbols (P8i)
- Makes own observations of changes from their actions (P8ii)

Body Parts & Senses P7-8

Objective 2: To explore senses and responses

Possible Activities:	Resources:
Sort and group fabrics into ones they like to touch and don't like to touch. Say why they do or don't like to touch the fabrics	Range of fabrics to touch e.g. velvet, denim, silk, wool, sacking

Optional activities you might like to try include:	Resources:
Sort and group foods they like to touch and don't like to touch by pulling out the ones they like to touch. Liken to a walrus that uses a sense of touch to decide if it will eat something	Boxes or large bags to hide foods in, a range of foods e.g. kiwi, orange, piece of cheese, piece of bread, pasta shape, dried apricot
Sort and group plants/ vegetables they like to touch and don't like to touch. Liken to a walrus that uses a sense of touch to decide if it will eat something	

Points to Note:

Some pupils hate to be touched

Body Parts & Senses P7-8

Objective 3: To explore how our external and internal senses are important for survival.

Descriptions of intended outcomes at different levels of attainment

- Makes links between senses and the correct part of the body (P7i)
- Makes simple suggestions about what to do (P7ii)
- Uses some everyday words to describe what they are experiencing (P8i)
- Makes suggestions for planning and evaluating their work (P8ii)

Body Parts & Senses P7-8

Objective 3: To explore how our external and internal senses are important for survival.

Possible Activies:	Resources:
Investigate and compare the temperatures on different parts of the body. Record results by sticking numbers onto a body outline (with help at p7)	Temperature strips, body outline diagram

Optional activities you might like to try include:	Resources:
Investigate and compare the temperatures on different parts of the body after exercise. Record results by sticking numbers onto a body outline (with help at p7). Discuss which parts need to cool down most(PE link)	Temperature strips, body outline diagram
Investigate and compare the temperatures on different parts of the body after coming out of the swimming pool. Record results by sticking numbers onto a body outline (with help at p7).	

Points to Note:

Pupils confuse heat and temperature

Pupils need to become aware that the skin senses temperature

Some pupils hate to be touched

Body Parts & Senses L1-3

Objective 1: To name internal and external body parts

Descriptions of intended outcomes at different levels of attainment

- Names external body parts of a variety of animals (L1i)
- Communicates findings of an investigation in everyday language (L1ii)
- Identifies some simple functions of animal external body parts (L2i)
- Suggests sensible positions for a few main body organs e.g. the heart, brain (L2ii)
- Compares results and ranks results in order (L2iii)
- Identifies different animal parts that perform the same functions (L3i)
- Makes some statements about what the results show (L3ii)
- Identifies simple patterns in results (L3iii)

Body Parts & Senses L1-3

Objective 1: To name internal and external body parts

Possible Activities:	Resources:
Animal cards or photos to a) label b) sort by features in common c) count numbers of e.g legs	Animal photos and cards

Optional activities you might like to try include:	Resources:
Using animal pictures or the internet, make a montage of specific animal parts e.g. beaks	Animal pictures, computers and printers, large paper, glue
Make or draw an animal from instructions (written or oral) E.g. make me an animal with three legs and a beak.	

Points to Note:

Animal limbs can be confusing to name.

Body Parts & Senses L1-3

Objective 2: To explore senses and responses

Descriptions of intended outcomes at different levels of attainment

- Names all five senses and links to appropriate sense organ (L1i)
- Uses everyday words or signs to describe sensory experiences (L1ii)
- Begins to suggest how to collect evidence to answer a question (L1iii)
- Describes some of the features of the senses (L2i)
- Records results in pre- drawn tables in ordered way (L2ii)
- Plans simply how to find the answer to a question with some support (L2iii)
- Describes some limitations with senses (L3i)
- Records results independently (L3ii)
- Plans how to find the answer to a question that refers to fair testing (L3iii)

Body Parts & Senses L1-3

Objective 2: To explore senses and responses

Possible Activities:	Resources:
Make simple, flat mazes using rough and smooth sandpaper where the sandpaper gives a direction e.g. smooth =straight on: rough = turn	Different grades of sandpaper, card to make mazes

Optional activities you might like to try include:	Resources:
Investigate which are the most sensitive parts of the body and record results. Blindfold pupils and touch different parts with a feather to see if they can feel it. OR use a bent paper clip with the points 2cm apart and ask them if they can feel one or two points on the skin	Blindfolds, Feather or similar, simple recording grid if pupils at L1, bent paper clips with ends 2cm apart held in a block of plasticine
Investigate how well you can feel with different sorts of gloves on.	

Points to Note:

Least sensitive part of body is the middle of the back. Most sensitive are lips, tongue, face, neck and fingertips

Some pupils hate to be touched
Take care if using the bent paperclips that pupils don't press too hard

Body Parts & Senses L1-3

Objective 3: To explore how our external and internal senses are important for survival.

Descriptions of intended outcomes at different levels of attainment

- Describes simply why we need senses (L1i)
- Records results in pre-drawn tables (L1ii)
- Describes simply what they found out (L1iii)
- Explains how senses help us survive (L2i)
- Records results in an ordered way (L2ii)
- Begins to identify simple patterns in results (L2iii)
- Compares senses and decides if some are more important (L3i)
- Constructs tables to record their results (L3ii)
- Explains what their results show (L3iii)

Body Parts & Senses L1-3

Objective 3: To explore how our external and internal senses are important for survival.

Possible Activities:	Resources:
Investigate what effect cold hands have on threading 10 beads onto a string by comparing time for normal hands with those that have been immersed in icy water	Beads, string to thread onto, timers, cold water in bowls, towels

Optional activities you might like to try include:	Resources:
Investigate how hot water feels using different parts of the body e.g. elbow, hands, knee, feet	Warm water in bowls, towels
Investigate how easy it is to tell one surface from another just using touch. Blindfold pupil and try different surfaces	

Points to Note:

Some children do not like being blindfolded and may just need to keep their eyes closed

Some pupils hate to be touched