

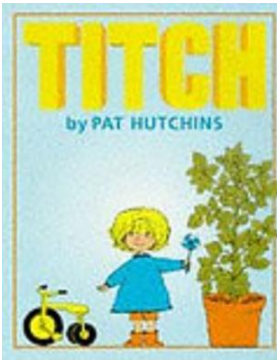
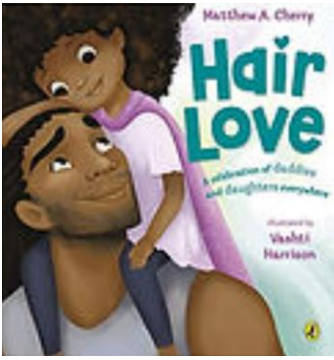
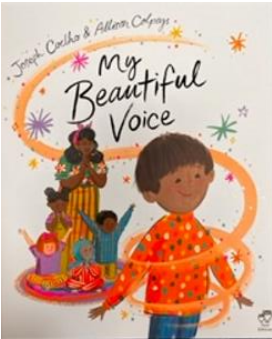


BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Science	Using our senses	1	Autumn 1	12 hours
 <p>KS1 picture books</p>	 <p>KS1 picture books</p>	 <p>KS1 picture books</p>	 <p>KS1 picture books</p>	 <p>KS1 picture books</p>
<p>End of Key Stage 1 Outcomes</p>	<p>Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying Using their observations and ideas to suggest answers to questions. ☐ Gathering and recording data to help in answering questions.</p>			
<p>End of Unit Outcomes</p>	<p>I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>			

Vocabulary	head, neck, arm, elbows, legs, knee, face, ears, eyes, hair, mouth, teeth.

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities	Resources
Lesson 1 Is everyone's body the same?	2 hour	<p>WALT: understand animals and humans.</p> <p>WILF: I can name parts of my body. I can ask simple questions about how parts of our bodies are different from one another. I can make observations and identify similarities and differences. I can suggest how to answer my science questions.</p>	<p>Working Scientifically: Asking simple questions and recognising that they can be answered in different ways.</p> <p>Simon Says activity to highlight parts of the body.</p> <p>Label parts of the body practically either label a child or on IWB</p> <p>Children to record their own video using iPads demonstrating head shoulders knees and toes.</p> <p>What can we see in the classroom? What can we hear in the classroom? What can we smell in the classroom? What can we feel in the classroom? What can we taste in the classroom?</p> <p>Children to match the object to the sense. E.g. hear birds, see children playing.</p>	<p>iPads</p> <p>Labels of body parts</p> <p>Large paper to draw around child.</p> <p>Matching sheet.</p>
Lesson 2 What differences can our	2 hour	<p>WALT understand animals and humans.</p> <p>WILF:</p>	<p>Working Scientifically: Identifying and classifying.</p> <p>Children to label the boy with the 5 senses.</p> <p>Read parts of 'Science in Action – Taste' Discuss what is taste. What are some describing words for taste.</p>	<p>Collins Connect – snappy Science</p>

<p>tongues taste?</p>		<p>I can carry out a simple taste test. I can use my sense of taste to describe, using appropriate words, how things taste. I can describe and compare different tastes (and sequence them from sweet to sour).</p>	<p>Food tasting session with a variety of foods, linking to the describing words. e.g. bitter, sweet, salty What do they think it is? Blind fold test. Children to say if they liked it or not. Which did you like the best? Have you tried something new? Did you taste something you had already tried and didn't like? Sweet sour sorting. Using food tasting foods group discussion.</p>	<p>What differences can our tongues taste? Book – Science in Action Taste. Food to taste – allergies Recording table stating if they liked it or not. Questions for deeper thinking.</p>
<p>Lesson 3 What can we hear using our sense of hearing?</p>	<p>2 hour</p>	<p>WALT investigate sounds and hearing WILF: I can use my sense of hearing to help me identify and name sounds around school. I can say whether one sound that I hear using my ears</p>	<p>Working Scientifically: Identifying and classifying. Children to locate their ears. What sense do we use our ears for? Locate information in 'Science in Action – Sounds' How can we describe sounds? Loud quiet – listen to the sounds what are they are they loud or quiet? Children to complete a sound walk around school? Record sounds as they go. Are these sounds loud? Quiet? Familiar sounds.</p>	<p>Book – Science in Action Sounds. Collins Connect – Snappy Science Slideshow 1 What</p>

		<p>is louder than another.</p> <p>I can group sounds in different ways.</p>		<p>Collins Connect Snappy science Resource 1 - 3</p>
<p>Lesson 4</p> <p>How can we explore the world using our sense of touch?</p>	<p>2 hour</p>	<p>WALT: understand animals and humans.</p> <p>WILF:</p> <p>I can compare, using appropriate words, the textures that I touch.</p> <p>I can identify, name and describe objects and materials that I touch with my feet and hands.</p> <p>I know that different parts of my body are more sensitive for touching than others.</p>	<p>Working Scientifically: Using observations and ideas to suggest answers to questions.</p> <p>Match the senses to the body part.</p> <p>Think about babies- how do babies explore the world around us?</p> <p>Children to watch the video with the baby feeling his way.</p> <p>Feel tests including blind folds. Children guess the objects. Recording what they think it is. Discussing texture (building foundations for materials topic)</p> <p>Children to label to then write these describing words down.</p> <p>Move on to explore temperature. Hot and cold. How do we know it is cold? How do we know it is hot.</p>	<p>Twinkl Resources for pictures.</p> <p>Book – Science in Action touch</p> <p>Collins Connect 4) Video 1</p> <p>Recourse sheet to record information.</p> <p>Collins connect Resource sheet 2</p> <p>Ice</p> <p>Heated object.</p>

<p>Lesson 5 Which smells do we love and hate?</p>	<p>2 hour</p>	<p>WALT: understand animals and humans. WILF: I can use my sense of smell to help me to decide which smells I like and dislike. I can carry out a simple test and record what I find out. I can identify simple patterns in my results.</p>	<p>Working Scientifically: Gathering and recording data to help in answering questions.</p> <p>Look up information in Book – Science in Action Smells.</p> <p>What is in the box?</p> <p>How could we find out? Highlighting all the senses.</p> <p>Looking at smell. What do we use to smell?</p> <p>Children to be given a range of smells. Using ‘nasty niff’ or ‘super smell’</p> <p>Have you smelt this before? Do you know what it is? Is it a new smell? Do you like it or not?</p> <p>Reflect on the smells – which do we like? Which didn’t you like?</p> <p>Are there any new smells</p>	<p>Book – Science in Action Smells.</p> <p>Things to smell e.g. garlic, soap, onion, crisps</p> <p>Collins connect Recourse 1 - 3</p>
<p>Lesson 6 How do we use our senses to find out about the world around us?</p>	<p>2 hour</p>	<p>WALT understand animals and humans. WILF: I can make observations without using my eyes. I can identify different objects and materials using my senses of</p>	<p>Working Scientifically: Using observations and ideas to suggest answers to questions.</p> <p>Matching the body part to the sense.</p> <p>Using all our senses but sight.</p> <p>Items placed in cups how can we find out what is in there?</p> <p>Using previous lessons for ideas.</p> <p><u>Explorify</u></p> <p>What if question?</p>	<p>A variety of different foods, products for smelling, tasting, hearing and touching.</p> <p>Bowls/cups</p> <p>Explorify.co.uk</p>

		<p>hearing, touch, taste and smell. I can work carefully with my partner to collect our results. I can suggest which sense is the most important.</p> <p>I can use technology to collect information, including photos, video and sound. I can use links to websites to find information.</p>	<p>In pairs, discuss what might be a Plus, Minus and Interesting way to think about the question. Stuck for ideas? They could think about:</p> <ul style="list-style-type: none"> • What do you use your nose for? • What smells are nice and what smells are horrible? • How do smells help us day-to-day? • What could we use instead of smells? <p>Odd one out</p>	
<p>Lesson 7</p> <p>How many layers of material will it take for the princess to not feel the pea?</p>	2 hour	<p>WALT investigate animals and humans.</p> <p>WILF: I can make observations and comparisons using my different senses. I can describe the difference that adding layers of fabric makes to my sense of touch. I can identify how many layers of different materials</p>	<p>Working Scientifically: Performing simple tests.</p> <p>Read the story of the princess and the pea. What was the problem?</p> <p>What did they have to do?</p> <p>Investigate the different materials. Discuss verbally which materials might we use on a bed?</p> <p>Children to explore the different materials by layering them up. They will count the number of layers and record them until they can't feel the pea anymore.</p> <p>Compare work. Who had the most layers. Why was that? Who had the least?</p>	<p>Peas or small hard ball</p> <p>Layers of different types of material</p>

		it takes to stop me feeling the pea.		
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