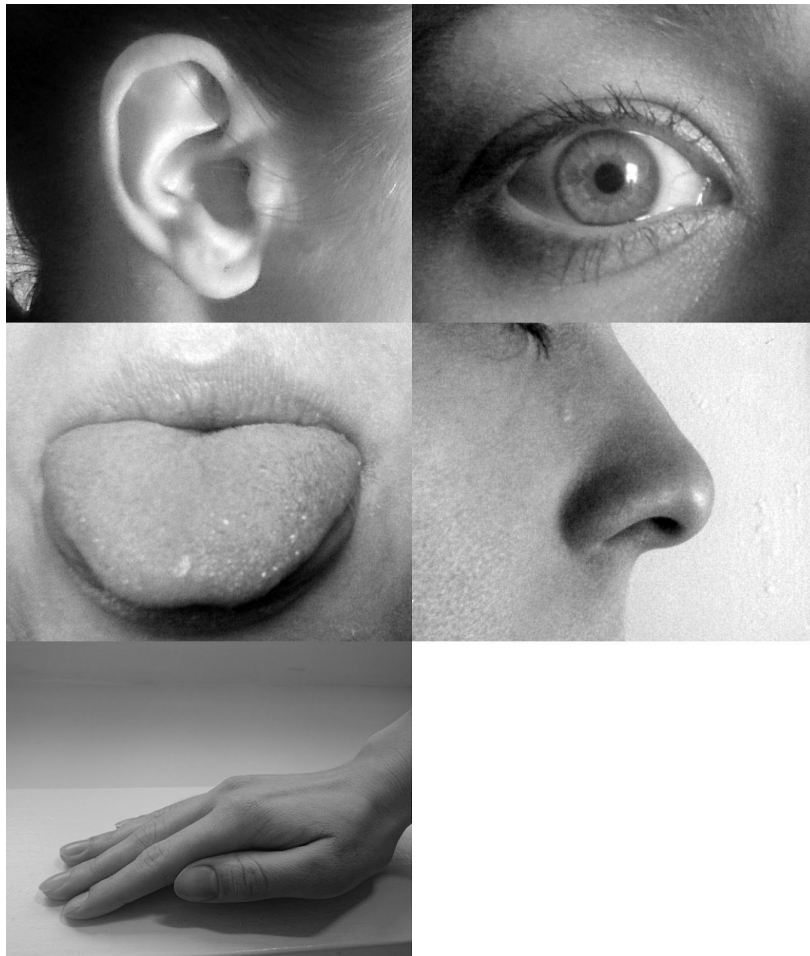


Science

Animals including humans:
Senses



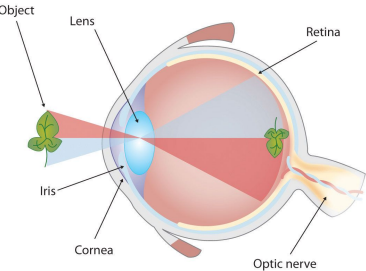


Year 1 - Spring 2

Name: _____

Class: _____

Year 1 Science Knowledge Organiser - Spring 2 - Animals including Humans: Senses

1	Taste	The sensation of flavours in the mouth.	
2	Hearing	The sensation of sound in the ears.	
3	Touch	The sensation of feeling with their skin.	
4	Smell	The sensation of different aromas up your nose.	
5	Sight	The sensation of light, colour and shape seen by the eyes.	
6	Bitter	A strong sharp taste that is not sweet.	
7	Sweet	A good taste that is usually sugary.	
8	Salty	A taste of salt.	
9	Sour	A taste caused mostly by acidic solutions.	
10	Taste Buds	Found on the tongue to recognise different flavours.	
11	Pitch	The degree of highness or lowness of a tone.	
12	Volume	The difference between loud and soft sounds.	
13	Ears	Sensory organs that detect sound waves.	
14	Ear Canal	A tube that carries sound to the eardrum.	
15	Eardrum	Vibrates to different sound waves.	
16	Skin	The organ for the human sense of touch.	
17	Temperature	How hot or cold something feels.	
18	Pain Receptors	Detect when the skin can feel pain.	
19	Texture	The way that the surface of objects feel (e.g. smooth or rough)	
20	Nose	Used for breathing and smelling.	
21	Nostril	One of the two channels of the nose.	
22	Nasal Cavity	The inside of your nose.	
23	Aroma	A word to describe different fragrant scents.	
24	Eyes	The human organ which allows us to see.	
25	Cornea	A clear, dome-shaped part of the eye.	
26	Pupil	The opening that allows light into the eye.	
27	Iris	The coloured part of the eye that controls the amount of light that enters.	
28	Lens	The clear part of the eye that focuses light or an image onto the retina.	
29	Retina	Changes light into electrical signals that are sent to the brain.	

Date:

LESSON ONE: My Body

Retrieval Practice

What I already know about senses.	Questions I still have about senses.
•	•
•	•
•	•

Outcomes	Key Vocabulary
To identify, name, draw and label the basic parts of the human body in the context of drawing and labelling a diagram of the body.	Body, head, hand, arm, foot, leg, chest, neck, face, shoulders, waist, elbow, knee.
Knowledge needed	
To know the name of some basic body parts.	

Class Task

Let's sing the body song! (Sing this song to the tune of 'Old MacDonald Had a Farm'.)
Can you think of another part of the body we can sing about?

I've got a body,
A very busy body,
And it goes everywhere with me.
And on that body I've got a nose
And it goes everywhere with me.
And I sniff sniff here, sniff sniff there,
here a sniff, there a sniff, everywhere a sniff sniff!
I've got a body, a very busy body
And it goes everywhere with me.

Talk Task

I am going to show you a series of different parts of the body on the board, can you identify what they are called?

Independent Task

Draw an outline of a body and use the words in the boxes to label the body parts.

head	face	chest	neck
arm	leg	hand	foot



Extension Task

Can you label any of these body parts as well?

chest	waist	shoulders	fingers
toes	back	hips	hair
eyes	nose	ears	mouth

Exit Ticket - Move your muscles

1. Get into groups of 3 or 4.
2. One of you will be the 'body bingo board' and lay on the floor.
3. The rest of the group chooses 6 parts of the body to stick notes on.
4. Your teacher will call out a body part. If your group has a sticky note on that body part you can take it off.
5. The first group to take off all of sticky notes can shout 'bingo'!

LESSON TWO: Senses

Retrieval practice (Previous topic)

What are the names of the four seasons?

1. _____
2. _____
3. _____
4. _____

Which season is usually the hottest? _____

Which season is usually the coldest? _____

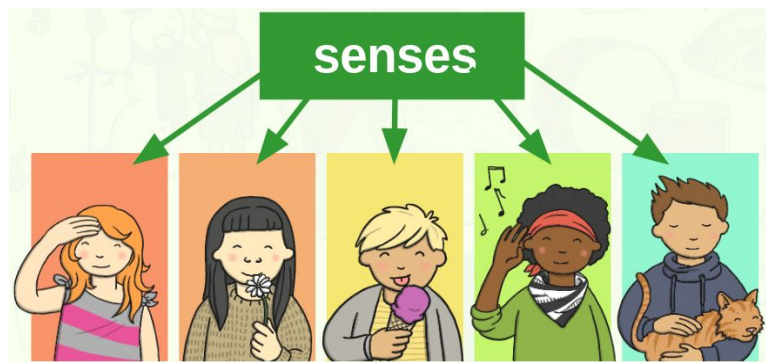
What month comes after January? _____

Outcomes	Key Vocabulary
To say which part of the body is associated with each sense in the context of drawing activities that use the sensory organs.	Sense, sight, sound, touch, taste, smell, hear, see, eye, nose, mouth, tongue, fingers, ears.
Knowledge needed	
It would be helpful if children had a basic understanding of the parts of the body.	

Talk Task

Senses are the things that happen in our body to tell us about the world around us. We have 5 senses. Who can tell me what they are?

What are the children doing?



Everybody Watches

We are going to watch a video to see how humans use their senses compared to other animals (<https://www.bbc.co.uk/programmes/p0118581>)

Whiteboard Task

We are going to look at the different senses on the presentation. When you are asked to, draw something for each of sense on your whiteboard.

Independent Task

Think about which sense you use for each body part. Fill in the name of the sense.

touch smell see taste hear

Draw a picture of something you would do with that sense and write a sentence underneath to say what you are doing.

I can _____



I can _____



I can _____



I can _____



I can _____



Exit Ticket

g e f e v f i n g e r s
a f h k u y h g o a t s
i n s e n s e a r a i t
n c o a t f a b n f j a
y e f b n q r z o e t s
e y e s l t t d s e e t
y d f h j o v n e b c e
e s g t e n b h n h y t
a m e i o g y n d h l q
t e s t o u c h s g t u
z l k t s e e a n f r y
s l e b r a m o u t h b

sense

hear

see

taste

touch

smell

eyes

nose

mouth

tongue

fingers

LESSON THREE: Sense Detectives

Retrieval practice

What are the names of the 5 senses?

1. _____

2. _____

3. _____

4. _____

5. _____

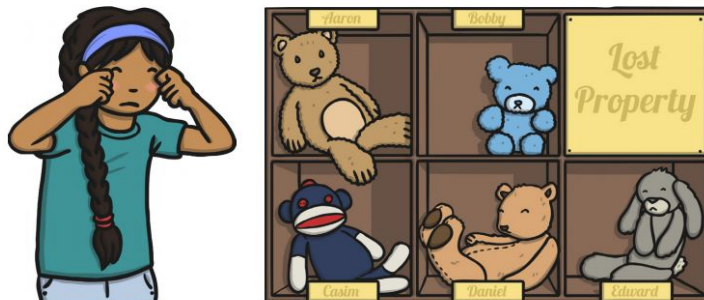
Outcomes	Key Vocabulary
To perform simple tests in the context of investigating each of the five senses. To gather and record data to help in answering questions in the context of gathering information to solve a puzzle.	Sense, sight, sound, touch, taste, smell, hear, see, eye, nose, mouth, tongue, fingers, ears.
Knowledge needed	
It would be helpful if children already had a basic knowledge of the five senses and the associated body parts.	

Whiteboard Task

We are going to look at the different senses on the presentation, name the sense and point to the corresponding body part. When you are asked too, draw an activity that uses that sense on your whiteboard.

Group Task - Sense Detective investigation

Ella is sad because she has lost her teddy bear at the Train Station. There are five teddy bears in the Lost Property Office at the Train Station. We need to find out which teddy is Ella's.



Ella has given us some clues to help us discover which bear is her lost friend.

Can you use Ella's clues to help her find her missing teddy bear?

My teddy smells minty.

When I squeeze him he makes a squeaky sound.

He likes to eat apples.

He feels soft and fluffy.

His footprint is 10 centimetres long.

Investigations

Sight

Ella's teddy bear has a footprint that is 10 centimetres long. Measure the footprints and find out which one is 10 centimetres.



Smell

Ella's teddy bear smells like mint.

Smell all the smells and see what you think each teddy bear smells like.



Taste

Ella's bear's favourite food is apples.

Taste the bears' favourite food and see which one tastes like apple.



Touch

Ella's teddy bear feels soft and fluffy.

Feel inside the bags to see what each teddy bear feels like. Don't look inside the bags!




Sound

Ella's teddy bear makes a squeaky sound.

Listen to the teddy bears and decide which one makes a squeaky sound.




Results

Sight 


Circle the colour of the footprint that measures 10 cm.

E N D M R

Smell 


Circle the colour that smells of mint.

I B K E N

Touch 

Circle the colour that is soft and fluffy.


D A R K N

Taste 

Circle the colour that tasted like apple.

B R O Y D

Sound

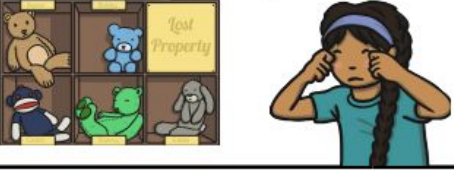


Circle the colour that makes a squeaky sound.

K B A R I

Which Teddy is Ella's?

'Now you have investigated all the clues, unjumble the letters you have circled to find the teddy's name!



Unscramble the letters you have circled to find the name of Ella's teddy.
Finish this sentence:

Ella's teddy's name is _____.

Exit Ticket

Can you remember which parts of your body you use to see, hear, smell, taste and feel?

You see with your _____.

You hear with your _____.

You smell with your _____.

You taste with your _____.

You feel with your _____.

LESSON FOUR: Grouping animals

Do now: FEEDBACK

Look through what you have completed in your booklet so far and complete any blank pages. If you were absent, read the **Everybody reads** sections and write **ABSENT BUT READ** in **purple pen** and your sign your name.

If you **complete all** of your feedback, on your whiteboard write 2 questions about senses for another person in the class to answer.

Outcomes	Key Vocabulary
To identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals in the context of naming animals. To ask simple questions and recognise that they can be answered in different ways in the context of generating criteria for sorting animals.	Sense, sight, sound, touch, taste, smell, hear, see, eye, nose, mouth, tongue, fingers, ears.
Knowledge needed	
Pupils have learnt about parts of the body in Lessons 1 and 2.	

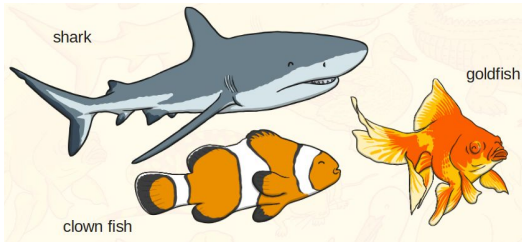
Talk Task

There are lots of different kinds of animals. What is your favourite animal?

Everybody Reads - Animal groups

These animals are **mammals**.

Can you think of more animals that are **mammals**?

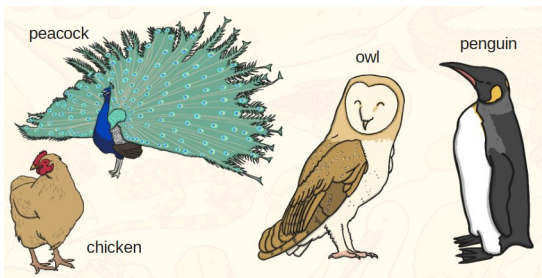
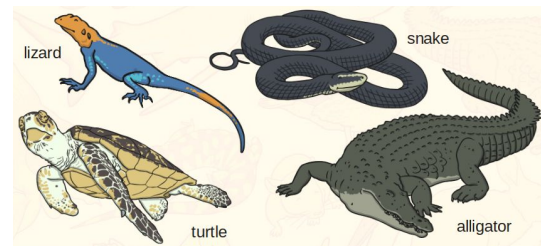


These animals are **fish**.

Can you think of more animals that are **fish**?

These animals are **reptiles**.

Can you think of more animals that are **reptiles**?



These animals are **birds**.

Can you think of more animals that are **birds**?

These animals are **amphibians**.

Can you think of more animals that are **amphibians**?



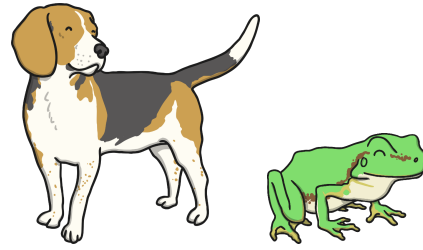
Talk Task

Everybody Reads - Comparing animals

Some animals are very similar.



Some animals are very different.



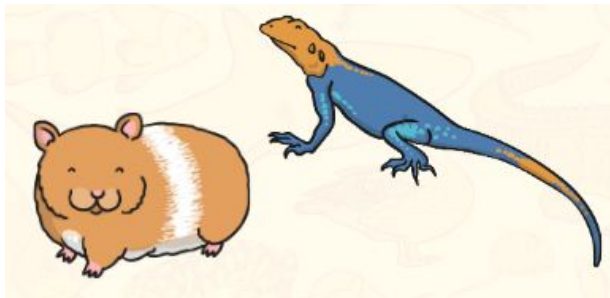
Talk Task



Can you name something about these animals that is the **same**?
Can you name something about these animals that is **different**?



Can you name something about these animals that is the **same**?
Can you name something about these animals that is **different**?

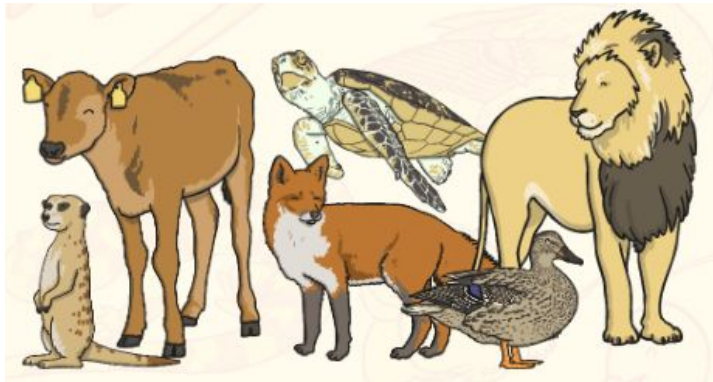


Can you name something about these animals that is the **same**?
Can you name something about these animals that is **different**?

Sorting into groups

We are going to sort some animals into groups.

With your partner, think of a question you could ask about animals.



Paired Task

- Working with your partner, think of a way that you can sort your animals into groups. What question could you ask about animals?
- Cut out the pictures of animals.
- Look closely at each animal. What group does it fit into?
- Stick each picture of an animal in the right group.
- When you have finished, check your answers carefully.

Exit ticket

Can you guess the animal by reading the clues?

LESSON FIVE: Animal bodies

Retrieval practice

What are the names of the 5 animal groups?

1. _____

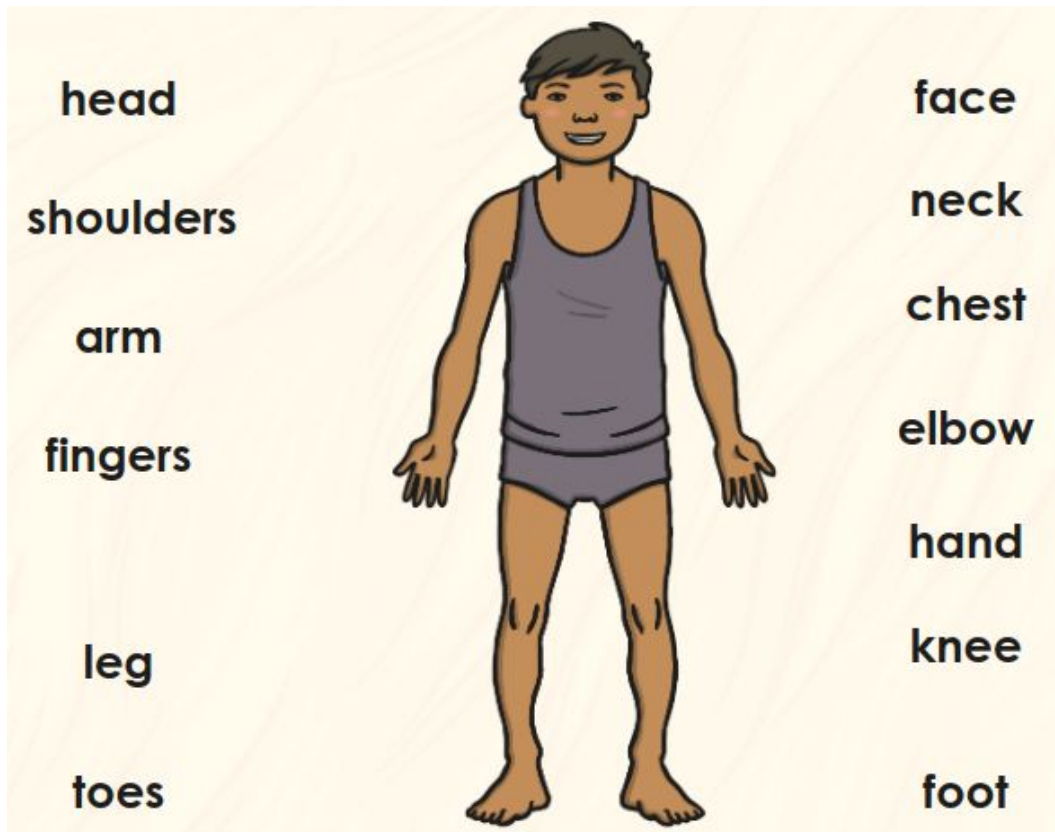
2. _____

3. _____

4. _____

5. _____

Match the body parts! Draw lines from the words to the part of the body



Outcomes	Key Vocabulary
To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets in the context of describing pictures of common animals.	Claw, hoof, paw, flipper, antlers, horn, tusks, skin, fur, feathers, scales, wings, beak, gills, fin, tentacles.
Knowledge needed	
It would be helpful if pupils had a previous understanding of basic human body parts and of animal classifications.	

Everybody Reads

Animal bodies have lots of body parts that are the same as yours, though they might look quite different.

Some animal body parts are different to those that you have.

Whiteboard Task

Look at the features of the animals on the board, can you draw another animal with that feature?

Talk Task

In your pairs, choose who will be the 'ears' and who will be the 'eyes'.

The 'ears' needs to close their eyes tight.

The 'eyes' needs to describe the animal carefully so that the 'ears' can guess the animal without looking.

Then swap!


Independent Task

Look closely at the animal. What are the animal's body parts called?

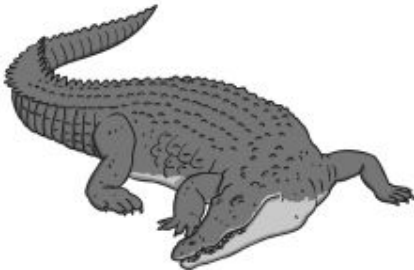
Find the right word for each body part on the word list. Write a sentence to describe it.

Now, chose an animal of your own to draw and describe.

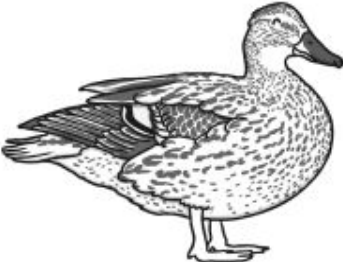
dog



alligator



duck



Extension Task

Can you draw an animal that has...

- two legs
- claws
- spotty fur
- wings
- a trunk

Exit ticket

Look at the animals on the slideshow, can you decide which one is the odd one out? What is your reason for choosing that particular animal?

LESSON SIX: What do I eat?

Retrieval Practice

Write down 3 features that both a human and a dog have.

1. _____
2. _____
3. _____

What feature does a fish have to help it swim? _____

Outcomes	Key Vocabulary
To identify and name a variety of common animals that are carnivores, herbivores and omnivores in the context of recognising if animals are carnivores, herbivores or omnivores. To identify and classify in the context of sorting animals into categories.	Carnivore, herbivore, omnivore.
Knowledge needed	
It would be helpful if the children had previous experience of classifying animals.	

Everybody Reads

We have been learning about different kinds of animals and their bodies. Today we are going to learn about what animals like to eat!

In the box, draw a picture of an animal and the thing that it likes to eat. It could be a pet or a wild animal.

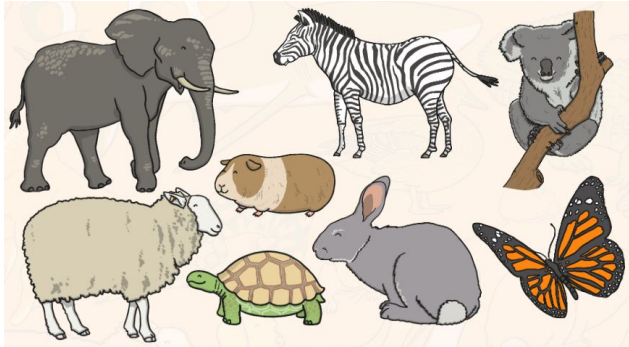


Everybody Reads - Carnivores, Herbivores, Omnivores

Carnivores - Are animals that only eat meat. These animals have to catch animals to eat.

You could remember the word **Carnivore** By thinking of chilli con **carne**, which is a kind of dinner made with meat.

These animals are **carnivores**.

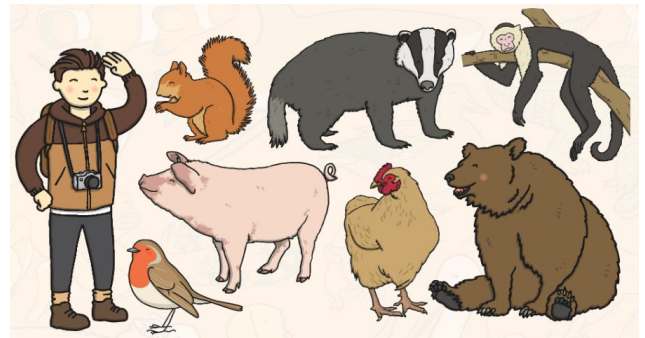


Herbivores - Are animals that only eat plants. These can be flowers, fruit, nuts, grass or even wood. You could remember the word **Herbivore** By remembering that **herbs** are types of **plants**.

These animals are **herbivores**.

Omnivores - Are animals that eat meat and plants. For example, a chicken can eat both worms and seeds.

You could remember the word **Omnivores**, by remembering that omnivores eat everything with an **Om nom nom nom!**



Talk task

Have a look at the animal you have drawn and the thing it likes to eat.

Is your animal... a **carnivore**, an **omnivore** or a **herbivore**? Talk to your partner and see if you can decide.

Place your booklet onto the **carnivore**, **omnivore** or **herbivore** table.

Have we put the pictures in the right place? Let's decide as a class.

Group Task

- Working in a group, read the information on the animal cards about what each animal likes to eat.
- Decide if each animal is a **carnivore**, a **herbivore**, or an **omnivore**.
- Sort each card into the right group.

Extension

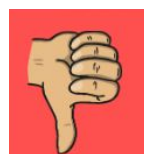
Can you sort the animals into a Venn diagram using hoops? Ask your teacher for help to begin this task.

Exit ticket - Thumbs up, thumbs down.

We are going to look at some animals and their food, and I will say if the animal is a carnivore, a herbivore or an omnivore.



If what I say is true, give me a



If what I say is false, give me a

thumbs up.

thumbs down.