

Our wonderful senses

Lesson at a glance

Open by closing eyes briefly and noticing what children can still hear or feel. Drive the diagram-labeller on the IWB to name the five senses one by one while children point to eyes, ears, nose, tongue and hands. Small groups rotate through three stations — feely-bag, hearing/sight pots and tray, and teacher-led smell/taste — then share orally what each sense found. Children draw one sense and what they noticed on the Investigation Journal page before a short make-sense chorus of the five senses.

Learning objectives

- Name the five senses and the body part used for each
- Explore one sense station and draw what they found out

Before the bell – prep

Check the class allergy list first. Set up three stations: feely-bag (sponge, wooden block, fabric scrap, spoon); sealed shaker pots (rice, cotton wool, pasta) plus look-closely tray with chunky magnifiers; sealed smell pots (vanilla, orange peel, mint or coffee) and tiny washed apple or banana pieces in individual cups only for cleared children. Print Investigation Journal pages; open the diagram-labeller on the IWB.

Materials

Item	Qty	Per	Source	Low-cost substitute
feely-bag with sponge, wooden block, fabric scrap and smooth spoon	1	class	classroom	a clean sock bag with a teddy scrap, a block and a spoon
sealed shaker pots (rice, cotton wool, pasta shapes)	3	class	classroom	clean yoghurt pots with tape over the lids
sealed smell pots (vanilla on cotton wool, orange peel, mint leaves)	3	class	supermarket	coffee grounds, a banana peel piece, or plain soap scrap in sealed pots
chunky magnifiers	4	class	school kit	viewing frames cut from card, or looking with careful eyes only
look-closely tray items (leaf, shell or smooth stone, shiny spoon, button)	1	class	classroom	classroom objects only: crayon, pencil, eraser, coin
washed fruit pieces in individual cups (apple or banana)	1	pupil	supermarket	skip taste offer and use an extra smell pot; children still name the tongue for taste
water cups	1	pupil	classroom	one shared water jug poured by the teacher
Investigation Journal page	1	pupil	classroom	plain paper for a quick draw of one sense
crayons	1	pupil	classroom	coloured pencils

Safety watch-point

You stay at Station C: allergy-cleared taste only, no sharing cups, lids on smell/shaker pots, no small parts near mouths. Wash hands after the carousel.

Teaching moves

- **Getting Started:** Keep it light: eyes closed a few seconds, then two or three children name what they still heard or felt. Ask how we find out about the world, but do not list all five senses yet.
- **Meet our five senses:** Reveal one label at a time on the diagram-labeller — eyes, ears, nose, tongue, hands. Children point on their own bodies and chorus once (Eyes see!). Model the feely-bag aloud: wonder, feel, notice, name the body part used.
- **Senses carousel:** Stay mainly at Station C. Call rotations yourself (~3 minutes). At each table ask only: Which body part are you using? What did you find out? Revoice with the sense name. Taste is teacher-controlled and allergy-cleared only; non-tasters still sniff and name the tongue.
- **What did each sense find?:** Carpet share, one station at a time. Prompt Who used their hands/ ears/nose/eyes/tongue? Revoice every answer with sense and body part. Naming the object in the bag is a bonus, not required.
- **Show and draw:** Hand out the Investigation Journal page and crayons. Children draw one body part and something they noticed. Say aloud I used my ____ to ____; scribe a single word only if asked. Fast finishers add detail to the same drawing.
- **Make-sense talk:** Two or three children hold up drawings and name the sense used. You name baker, doctor and cook examples; keep it short. End by chorusing: eyes see, ears hear, nose smells, tongue tastes, hands feel.

What it should show

Most Junior/Senior Infants will point to or name at least two body parts and match one station action (hand in bag, shake pot, sniff, look closely, tiny taste). Drawings typically show a nose with a pot, a hand in a bag, or eyes at the tray. Affirm any noticing word (soft, loud, sweet); gently redirect if a child only offers eyes for everything by replaying one other station aloud.

Misconceptions & interventions

- **We only use our eyes to find things out.** — Replay the eyes-closed hook or the feely-bag: show they still heard, felt or smelled. Have them point to ears, nose, tongue or hands and name what that part found at a station.
- **Senses are only for fun or play.** — Affirm the joy, then add one safety example: senses also tell us hot, loud or sour. Link to the baker or doctor helpers you name in the make-sense talk.



Lesson 5

Differentiation

Emerging	Developing	Proficient
• Let the child point to eyes, ears, nose, tongue or hands instead of speaking; stay with them at one station and model the sentence I used my ____.	• Prompt one describing word at the station (soft, loud, sweet) and revoice it with the sense name.	• Ask them to hold up their drawing and tell the class which sense helped and what it found out; add one extra detail to the same drawing.

Cross-curricular hook

Ties to oral language: children practise naming body parts and one noticing word from the carousel.

