

Our wonderful senses

Lesson at a glance

Open on the carpet with eyes closed: what can you still hear and feel? Meet the five senses one by one on the IWB body figure, pointing to eyes, ears, nose, mouth and hands on the board and on their own bodies. Then explore five closed kits in a carpet circle — feely-bag, sealed shakers, smell pots, magnifiers with a leaf, and washed fruit last — with two or three children trying each while the class names what they notice. Partner talk, then draw one sense and what they noticed in the Investigation Journal before a short show-and-tell.

Learning objectives

- Name the body part that goes with each of the five senses
- Say one thing you found out with a sense
- Draw one sense and what you noticed

Before the bell – prep

Day before: pack five closed kits (feely-bag objects; taped shaker pots; lidded smell pots with vanilla, orange peel or mint; chunky magnifiers plus a leaf or shell; washed apple or banana pieces). Run allergy checks. Pre-place Investigation Journal pages and crayons on tables. Cups of water ready. Keep four kits shut while one is open.

Materials

Item	Qty	Per	Source	Low-cost substitute
feely-bag with 4–5 safe objects (sponge, wooden block, fabric scrap, smooth stone, plastic spoon)	1	class	classroom	a clean sock or pillowcase with classroom objects inside
sealed shaker pots (lids taped shut, dry rice or pasta inside)	3	class	classroom	clean yoghurt pots with card lids taped on
lidded smell pots (cotton wool with vanilla, orange peel or mint)	3	class	supermarket	small jars with a dab of safe food scent on cotton wool
chunky magnifiers	3	class	school kit	one shared magnifier passed by the teacher, or looking closely with eyes only
leaf or shell for close looking	2	class	outdoors	a button, coin or classroom object with fine detail
washed fruit pieces (apple or banana)	1	pupil	supermarket	a safe school-approved fruit the class already eats at break
Investigation Journal page	1	pupil	provided printable	plain paper for a quick drawing
crayons	1	pupil	classroom	pencils

Safety watch-point

Allergy checks before any tasting. Smell pots stay lidded and upright — do not tip out. Seal or bin fruit scraps and wash hands that handled fruit or pots before the next lesson.

Teaching moves

- **Our five senses:** Keep the board light — only the smell question. Collect two or three answers, then open the body figure. Do not list all five senses yet; you will name each beside its kit.
- **Point to the parts:** Drive the diagram-labeller in explore mode. You place one label at a time: seeing–eyes, hearing–ears, smelling–nose, tasting–mouth, touching–hands. Class points on the board, then on their own bodies. Keep it brisk — their job is to copy the point, not drag labels.
- **Exploring one sense at a time:** Sit on the carpet with the open kit; only one kit open at a time. Invite two or three children per sense while the rest watch, then fold the circle in with ‘what did we notice?’ Name the sense and body part after they speak. Taste last, only after allergy checks; never pressure a child who declines — they may smell or hold the fruit instead.
- **What did we notice?:** Knee-partner cue: ‘Turn to the friend beside you.’ Offer stems: ‘My hands felt...’ / ‘My nose smelled...’ / ‘The fruit tasted...’ Collect three answers. If a child only says ‘I liked the apple,’ revoice: ‘You used tasting with your mouth and noticed it was sweet.’
- **Draw one sense:** Signal the carpet-to-table move before anyone stands. Pages and crayons are already out. Accept any clear drawing of a body part with the object; scribe a short label (‘soft’, ‘apple’, ‘loud’) for children who want a word. Keep to about five minutes.
- **Show and tell:** Invite four or five children to hold up their drawing and say one sentence. Revoice sense and body part if needed. Add one short baker bridge — smells and tastes the bread — then tidy kits back into closed boxes.

What it should show

Most Junior Infants will name eyes, ears, nose, mouth and hands with the matching sense, and offer simple noticing words (soft, loud, sweet, bigger). Some say teeth for taste or mouth for smell — affirm the try, then steer to tongue/mouth and nose. Drawings may be simple; any clear body-part-plus-object link is a success.

Misconceptions & interventions

- **‘We taste with our teeth’ or ‘we smell with our mouth.’** — Gently revoice on the spot: ‘Teeth help us chew — the tongue and mouth do the tasting. Smell goes in through the nose.’ Point to the part on the board figure and on your own face.
- **A watcher says they ‘didn’t do’ a sense because only two friends tried the kit.** — Fold them back in: ‘You watched and told us it was bumpy — that is using seeing and hearing too. What did we all notice together?’

**Differentiation**

Emerging	Developing	Proficient
• Invite them as a watcher first and revoice their noticing word for them; scribe the Journal label while they draw the body part they point to. • Offer a partly-started drawing outline of a hand or nose if starting marks feels too open.	• Prompt a second noticing word after their first ('soft — and bumpy too?') and ask them to point to the matching part on themselves. • During show-and-tell, ask which body part did that job.	• Ask them to name the sense and the body part together in one sentence before they draw. • After the baker bridge, ask which two senses a baker uses and what each body part does.

Cross-curricular hook

Links to Aistear play and oral language — partner stems and show-and-tell practise naming and describing.

