

Our five senses: exploring the world

Lesson at a glance

Open by closing eyes and noticing the room, then reveal the five senses one at a time on the IWB, pointing to eyes, ears, nose, hands and skin, and tongue. Place body-part labels on the board interactive. Run a whole-class one-kit-at-a-time pass: feely-bags, sound jars, smell pots, magnifiers, then teacher-handed taste cups. Pupils record one sense, body part and finding on the Investigation Journal stem, then talk which sense helps most for different jobs.

Learning objectives

- Name the five senses and the body part each one uses
- Record what one sense found out
- Say which sense was most useful for a given job

Before the bell – prep

Day before: pack 5 feely-bags (cloth, block, pine cone, sponge); 6 sealed sound jars; 6 lidded smell pots (orange peel, mint, cinnamon, coffee, soap, lavender); 6 magnifiers plus a tray of small objects; washed fruit in individual cups. Check the class allergy list. Keep all kits closed until each sense opens.

Materials

Item	Qty	Per	Source	Low-cost substitute
feely-bag with 3–4 safe classroom objects (cloth, wood block, pine cone, sponge)	5	class	classroom	clean socks or pillowcases with classroom stationery and fabric scraps
sealed sound jars (rice, pasta, paper clips, cotton wool, beads, dried peas)	6	class	classroom	clean yoghurt pots with taped lids
lidded smell pots (dried orange peel, mint, cinnamon, coffee grounds, soap shavings, lavender)	6	class	supermarket	cotton wool with a drop of safe food essence in small pots
hand magnifier	6	class	school kit	one shared class magnifier passed along the rows
small safe objects for looking (leaf, shell, coin, fabric scrap)	1	class	outdoors	classroom objects such as buttons, leaves from the yard, or pencil shavings on paper
washed fruit pieces in individual cups (for example apple or banana)	1	pupil	supermarket	if tasting is not possible, skip taste and name the sense with a picture card of food instead
Investigation Journal page (Observation sheet)	1	pupil	provided printable	plain paper with the heading Sense / Body part / What I found out

Safety watch-point

Check the allergy list before any tasting; teacher hands out fruit cups only. Gentle sniffs of lidded pots. Wash hands after shared objects and tasting; wipe tables; reseal smell pots.

Teaching moves

- **Today's words: our five senses:** Reveal one sense at a time on the IWB. Say the name, read the short meaning, point to the body part together, then a one-word check ("Eyes or ears?") before showing the next. Keep sense name, body part and finding tightly linked; use tongue for taste and hands and skin for touch every time.
- **Point to the body parts:** Drive the body-label interactive. Place eyes, ears, nose, hands and tongue with the class as you name each sense. Keep everyone calling "Are they right?" If a label lands wrong, move it calmly and restate the pair.
- **Senses sequence: one kit at a time:** Whole-class sequence, not a carousel. Open one kit only; chorus sense and body part; ask one quick prediction. Pass feely-bags, jars, pots and magnifiers back along rows (~2 min each); keep taste entirely in your hands after allergy checks. Collect before opening the next. Look for sense name, body part and one finding word.
- **Record what one sense found out:** Keep the stem visible: I used _____. My _____ helped me. I found out _____. One example only. Circulate and scribe a word where needed. If a pupil only drew, ask the sense name and add the label together.
- **Which sense helps most?:** Display-only talk. Pairs on the open-lunchbox job, take two or three shares, then the lost-pencil contrast. Revoice so the class hears sense, body part and reason. Head off "one sense is always best."

What it should show

Pupils name each sense with its body part and offer one finding word (soft, rattle, minty, tiny lines, sweet). Most pick a clear Journal example such as hearing—ears—the jar rattled. Affirm extra detail (fingers, tummy) then steer back to the five pairings. If someone names the object instead of the sense, re-ask "Which sense told you that?"

Misconceptions & interventions

- **"My brain is a sense" or mixing the sense name with the object ("the jar is hearing").** — Point to the body part and restate the trio: sense name, body part, what we found. "The jar rattled — that was hearing with your ears."
- **"Sight is always the best sense."** — Use the lunchbox vs pencil contrast: smell or hearing can beat sight for an open lunchbox; sight may win under the table. Different jobs need different senses.
- **Naming mouth for taste or only hands for touch.** — Model tongue for taste and hands and skin for touch every time you place the label or open a kit.



Lesson 4

Differentiation

Emerging	Developing	Proficient
• Scribe the stem words while the pupil draws the body part and the object they explored. • Stay at the teacher table for one kit pass and chorus the sense-body-part pair before they try.	• After recording, ask "Why did that body part help?" for their one example. • Invite a second finding word for the same sense (e.g. soft and warm).	• Challenge them to say which sense would not help for their example and why. • On the jobs talk, give a third scenario (finding which lunch is yoghurt by smell) and justify the best sense.

Cross-curricular hook

Link to oral language: pupils rehearse the full stem aloud before drawing or writing on the Investigation Journal page.

