

Senses

Suitable for Key Stage 1

Main Welfare Aims:

To empathise with animals due to a better understanding of their own and other animals' senses.

Curriculum Links

Key Stage 1

Science – Pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part is associated with each sense
- Use senses to compare different textures, sounds and smells

Resources Needed:

- A variety of things that smell, hidden in separate boxes or bags – perfume/soap/chocolate/smelly sock?
- A variety of things to touch, hidden in separate boxes or bags – rice/woolly jumper/furry pencil case/sandpaper?
- A variety of things to taste, hidden in separate boxes or bags (**Check allergies in class**) – chocolate/sour sweet/crisp/cheese/meat?
- Sounds of different animals ready to play from the Internet
- Sheet to write answers down on

Starter:

- Make sure you have a nice scent on your wrist. Ask one of the children if they like the scent you have on. (You could use a chocolate bar to sniff if you would prefer – just something that smells nice.)
- Whatever they say – ask the children what sense was just used. What part of the body was used to make that sense work?
- Senses are how we can take information into our brains – they let us know about the world. What other ways can we find out about the world?
- Ensure you have covered all 5 senses and asked the children about their favourite thing to see, smell, hear, taste and touch.

Main:

- Explain that all animals have these senses, but they are not exactly the same as ours. Some animals have better senses, like a rat has an amazing sense of smell, even better than a dog's, and dogs can see well in the dark, but can't see the same colours as us. (They are missing 'red' so see the world mainly in yellows and blues.) Some animals have the same senses as us, but they are used differently. For example, snakes smell with their tongue – that's why you see them sticking their tongue out so much.
- Every type of animal has a sense that is most important to them. You can see this sometimes in the way they look. For example, bats can't see very well at all, so they use something called echolocation, where they listen to their high-pitched squeaks bouncing off objects, so they know where they are. Most types of bats have very big ears because hearing is such an important sense to them. For humans, our most important sense is sight. So, for today's activity, that sense is going to be taken away!
- The first activity is going to be just using their sense of hearing. Play 5 animals sounds that you have found on the web or recorded. On the sheet that can be printed off below, the children say what they think it could be.
- On 3 different tables have:
 1. Table 1. Taste Table. Need a blindfold and 5 different things for a child to taste hidden in boxes/bags. **(Check allergies in class before doing this)**. Possibly something sweet, crunchy, salty, sour and meaty/cheesy.
 2. Table 2. Touch Table. Need a blind fold and 5 things for a child to touch in boxes/bags. Possibly something rough, smooth, woolly, furry (but not a real animal!) and something small like rice or pasta.
 3. Table 3. Smell Table. Be as kind or as wicked as you like here. (A smelly sock?) Whatever you choose, make sure it is hidden in a box or bag.
- Choose different children to come to the front and try one of the senses. They have to describe what it is they are eating/smelling/touching and the rest of the class have to write down on their sheet what they think the child is describing.



Plenary:

- Show the class each of the things they were tasting/touching/smelling and give them the answers to the animals they heard earlier.
- Remind class that animals have all of these senses too, so always make sure that your pets are not somewhere too bright/loud/smelly/uncomfortable because they are relying on us to make sure that their home is just right for their senses.

Senses. What is it?

Hearing

What can you hear?

- 1.
- 2.
- 3.
- 4.
- 5.

Touching

What do you think was described?

- 1.
- 2.
- 3.
- 4.
- 5.

Smelling

What do you think was described?

- 1.
- 2.
- 3.
- 4.
- 5.

Tasting

What do you think was described?

- 1.
- 2.
- 3.
- 4.
- 5.