

# Autumn Block 3

# Senses

Links to maths block *It's me 1, 2, 3*

# Teacher guidance

## Books and rhymes



### Science books

- *You Can't Taste a Pickle with Your Ear!* by Harriet Ziefert
- *The Listening Walk* by Paul Showers
- *My Five Senses* by Aliko



### Maths link books

- *The Gingerbread Man*



### Rhymes

- *Head, Shoulders, Knees and Toes*

## Useful resources

- gingerbread biscuit cutters
- ingredients for making gingerbread biscuits
- feely box
- modelling dough
- spices or essential oils
- coloured clear plastic wrap
- cardboard tubes
- binoculars
- magnifying glasses
- colour paddles



## Notes and guidance

In this block, children build on the knowledge of their bodies from Block 1. They explore the senses of sight, touch, sound, smell and taste and identify which part of their body they use.

Enhance provision to allow children to explore their senses in many ways with a variety of resources to smell, touch, see, hear and taste. For example, children could explore a smelly station and discuss which smells they like or dislike and why.

Explore what happens when a sense is limited. For example, encourage children to identify an object in a feely bag through touch alone. Support children by modelling language that will help them to describe reactions to experiences and activities.

## Key vocabulary

smell	touch	see	hear	taste	nose	skin
eyes	ears	mouth	tongue	hands	face	head
feel	sound	sight	sense			

## Key questions

- Where is your \_\_\_\_\_?
- Which sense are you using to \_\_\_\_\_?
- What does it feel/smell/sound/taste/look like?

## Links to the curriculum

### *Development Matters – Reception*

- Explore the natural world around them.

### *Birth to 5 Matters – Range 6*

- Knows about similarities and differences in relation to places, objects, materials and living things

### *Characteristics of a scientist*

- Have a go
- Shows curiosity using their senses

### *Foundations for Year 1*

- Animals, including humans

## Adult-led learning



After reading stories such as *The Listening Walk* by Paul Showers, go on your own listening walk around school or outside.



What **sounds** can you **hear**? Where are the sounds coming from? Are the noises loud or quiet? Can you recreate any of the sounds you can hear?

### Top tips

- Encourage children to record what they can **hear** using equipment such as tablets or sound buttons.
- Discuss whether children always know what is making the sounds, or do they need to **see** it to identify it?



Provide baking ingredients, cutters and a recipe for making gingerbread people.



Follow the recipe with children and encourage them to use their **senses** throughout. What does the mixture **feel** like? What can they **see**? What can they **smell**? What does the gingerbread **taste** like?

### Top tips

- Encourage children to decorate their biscuits using a range of toppings, discussing the texture and the **taste** as they decorate. Toppings, such as popping candy, can prompt children to explore what they can taste and **hear**.
- To consolidate learning, encourage children to name body parts on the gingerbread people.

## Continuous provision

Set up a feely box in provision with a range of different objects inside, such as a pineapple, a sponge, a pot of slime, a stone or a feather.

Encourage children to describe what they can **feel** and to guess what the object might be.



Make dough with children and add in essential oils to scent the dough. The dough area could be enhanced further by adding a variety of herbs and spices for children to independently mix in to their dough. Encourage children to explore the different **smells**. Which is their favourite?



Provide children with a range of magnifying glasses, colour paddles and binoculars.

Encourage children to talk about what they can **see** through each of them. What do they notice? How does it change the colour they see?



Encourage children to access the creative area to make their own set of binoculars or a telescope.

### Top tips for assessment

- As children explore the **senses** activities, can they identify which sense/senses they are using?
- Can children say or point to which body parts are responsible for each sense?
- Can children describe what they can **see, smell, hear, touch** and **taste** during activities involving their senses?

# Linked maths activities

In the linked maths block, children will be using their **senses** to explore number patterns in stories such as *The Gingerbread Man*. Support children to take these concepts further by looking at body parts and the suggested activities for baking.



After reading the story *The Gingerbread Man*, support children to build the 1 more pattern by bringing in each character using images or the children themselves as characters, to introduce 1 more each time.



Extend this by building the pattern with cubes, adding 1 cube for each character.



Share stories such as *How to Count to One* by Casper Salmon.

Encourage them to subitise and notice where they see 1, 2 and 3

Where can they see 1, 2 and 3 groups of objects or characters from the story?

Can they show you 1, 2 and 3?

In the maths block, children will also have been using their **sight** to subitise amounts to 3

Encourage children to notice these amounts in real-life contexts as well as in books and stories. Prompt children to recognise this skill of subitising.



Place 1, 2 or 3 items into a feely bag.

Ask children to feel inside the bag and try to count how many there are without looking.

Count the items out to check.

Encourage children to have a go themselves and ask each other to count how many, changing the amounts placed in the bag each time.

Children will also have been exploring their sense of **touch** to **feel** how many without being able to **see** the amount. They could be encouraged to lead this activity independently. By using the feely bag with a partner, they could expand on the maths and talk about their **senses**. For example, "I can feel 3 smooth conkers!"

