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| 12/13 | • Identify, name, draw and label the basic parts of the  human body and say which part of the body is associated  with each sense.  • Working scientifically – Performing simple tests | In this small step, children explore the sense of smell.  They identify that the nose is used to sense smells. This step  lends itself to practical activities such as smell walks or tasks  to describe and identify a range of smells.  As in Step 5, children should complete tasks to order, sort and  group smells. For example, they can order smells in terms of  their own preference from least favourite to favourite.  Again, children should be given the opportunity to explore how  removing more dominant senses, such as sight, can affect other  senses such as smell  n  • Put five strong-smelling items in opaque jars.  garlic    coffee    vinegar    vanilla    cheese  Ensure you cater for any allergies in the class.  Allow children to smell the contents of each jar without looking  at the item inside. Ask them to describe the smell in the jar.  Can they identify the item inside the jar using only their sense  of smell?  Ask children to sort the objects into appropriate groups using  just their sense of smell.  Lesson 2- Floor book lesson  • Complete a smell walk.  Ask children to list the different smells they can identify.  How are the smells inside school different from the smells in  the playground? | • Which part of the body do you use to smell with?  • What can you smell in the classroom?  • What can you smell around school?  • What can you smell in the playground?  • What is your favourite smell?  • What is your least favourite smell?  • Close your eyes and smell this object.  What can you smell?  What do you think the object is?  • Is it easier or harder to tell what the object is using only your  sense of smell? | Nose, smell, scent, sniff, stench | • The nose helps us to sense smell.  • The nose is on the face.  • Some objects have a stronger smell than others | dy |
| 14 |  | End of unit assessment, complete and send scored to ND for monitoring, |  |  |  |  |

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| **Personal Development at Busill Jones Primary School 2024/2025** | | |
| What do we do already? | What plans do we have for 2024? | What plans do we have for 2025? |
| * School council – regular meetings held on Thursdays. * A\* Star Sheriffs * Weekly praise assemblies * Effort champions – afternoon tea * Class Dojo – promotes attendance, communication, and behaviour. * The Brilliant Club Scholarship. * The worker Bee award * The Honeypot shop. * PSHE and enrichment taught weekly in all classes. * Metacognition approach – promotes self-awareness and respect for others. * Coffee and chat afternoons. | * Non-uniform day to raise money for a bleed kit. [£350.00 – £475.00](https://turtledefibcabinets.co.uk/defibrillator-cabinets/locked-bleed-control-cabient/) (aim for £500) * Visit a hospital to give donations of books and toys - part of the worker bee award. * London visit – 22nd November. * Hamper of hygiene products available for Y6 * Year 6 residential * Food technology * Organise a trip to a place of worship – church at Christmas. * Remembrance Day walk to the cenotaph. * Knife ambassadors. | * Service day – Who helps us? This will raise money for the air ambulance to visit school. We may join up with other local schools. * University visits * First aid training for children * Allotments. * All years to swim 25 metres. * Volunteer work in a care home - painting nails, playing games, reading etc. * Year 6 go to Auschwitz. * Year 3 go to the beach – Barmouth. * Busill Bake off - link to Cancer Research * Alzheimer’s charity walks. * support the homeless - soup kitchen. * fishing trip. * Library bus * visit to Blakenall - sure start * army cadets - matrix academy * work experience - transition * life skills - make a meal - student master chef/ come dine with me * dump bags for parents |