Programme 1
19 April   The Five Senses         By Janice Johnston

The theme this term is ‘ourselves’ and the first programme looks at our five senses.

Poem: That’s what I Like

Giant slides and swings
Kites on long strings
Smiles Grandma brings
That’s what I like to see.

Loud music and bells
Giggles and yells
Stories mum tells
That’s what I like to hear.

Sweeties to munch
Carrots that crunch
Ice cream for lunch
That’s what I like to taste.

Freshly baked bread
Shampoo on my head
Clean sheets on my bed
That’s what I like to smell.

Silky smooth ribbons
Soft purring kittens
Warm woollen mittens
That’s what I like to touch.

By Janice Johnston

Story

About a puppy who gets lost – and has to use all its five senses to find its way home again.

After the programme

words for discussion:- senses; Scamp had ‘tufts’ of white hair over his eyes; ‘crinkly’ leaves; to ‘zigzag’ round trees; the sun ‘slipped over the horizon’; the river bank.

The programme will suggest numerous ideas for follow-up work on our senses – here are a few.

- Link particular parts of the body to our senses e.g. nose – smell, ears – hear etc.
- List the five senses on a sheet of paper – or on the board, as a whole class activity. For each sense, choose something which you like/dislike e.g. Michael hates tomatoes, Libby loves them (taste). Ask each child to choose what they like and dislike to hear, see, taste, touch,
smell. List and compare some of them.
- Scamp discovered he was nearly home because he could hear a train clackety clacking over the tracks. Is there any particular sound the children always hear near their home, or the school?

Seeing

- Kim’s Game: Provide a selection of objects on a tray for the children to memorise. Remove tray and ask them to write down as many as they can remember OR take an object away and see if they can spot which one has been removed. The game can be played orally by younger children.

- Blindfold games to show how we rely on sight (and how blind people depend on their other senses): use a blindfold and find the way around (with a friend to watch for hazards): blindfold and guess who people are by touch: play blindman’s buff

Hearing

- Let the class write down everything they can hear during a given period. What message do some of the sounds convey? (e.g. cutting grass, milkman arriving, school bell, laughter, footsteps).

- Go ‘on a listening walk’ round the school. Make a list of noises and try to identify what is making them – people or machines?

Smell

- Provide a variety of items for children to identify while blindfolded (e.g. pencil, leather, talcum powder, fruit, chocolate, rubber etc.)

- Impregnate some tissues or cotton wool with a selection of liquids to be identified (orange juice, lemon juice, vanilla, peppermint essence, vinegar, perfume, etc.)

- Ask the children to ‘collect’ a list of smells for homework (smells noticed while walking home, in school, at home etc.)

- Discuss the link between smell and taste (e.g. taste ‘disappears’ when you have a cold). Foods which smell pleasant usually taste good.

- Discuss smells that ‘stick’ (e.g. orange on your hands after peeling, plasticine, perfume).

- Discuss smells which are particular to one environment (e.g. hospitals, schools, swimming pools).

Taste

- Show the class a range of food – either pictures, or a bag of groceries. Ask them who likes which and why. Can they describe how the food tastes? Encourage the use of words like bitter, sour, sweet. Don’t forget textures – crunchy, slippery, creamy etc.

- Provide samples of food which look the same to demonstrate how taste helps us to distinguish between them, e.g. flour, bicarbonate of soda, salt, icing sugar, powered instant
pudding mix.
- Make graphs of the class’s favourite foods.

**Touching**

- Hide objects in a feely bag – can the class identify the objects inside by touch? (encourage descriptive words – smooth, rough, hard, cold, soft, pointed etc.)

- Make feely pictures of animals, using appropriate materials – sandpaper, feathers, fur, wool etc.

- Discuss what some textures make you feel like (i.e. fur – warm and cosy, feathers – tickly and funny, etc.)

- Blindfold small groups of children and let them place an article of clothing (or a pair of shoes) in a box and try to identify their own by touch.

- One child chooses a position (e.g. standing on one leg, arms crossed, etc.) and his blindfolded partner tries to ‘feel’ his position and copy it. Remove the blindfold and let him see if he is right.

**Story Comprehension**

- What did Scamp like doing when he was walking in the woods with Jennifer? *(exploring)*
- How did he get lost? *(he pretended not to hear her calling and hid under a bush)*
- What was the small brown animal with long ears and a fluffy white tail that Scamp chased? *(a rabbit)*
- How did the rabbit get away? *(it ran down its hole)*
- What did Scamp think the hole smelled of? *(a really strong rabbity smell, and earth)*
- What animal chased Scamp? *(a big black dog)*
- How did Scamp get away? *(he led the dog to a place where there was a horrible smell)*
- What was the smell? *(‘stuff’ being sprayed on the field from a white tractor pulling a red tanker)*
- How did Scamp realise he might be near home? *(he heard a train)*
- What other clues did he have, in the dark? *(he felt a smooth path, and then a stony one, and then the pavement. He smelt the chip shop)*

**Northern Ireland Curriculum**

**Science**

**Carrying out and Making**

Pupils should be given opportunities to: make observations using their senses (e.g. describe objects in a ‘feely box’) and noting similarities and differences; record observations in a simple form.

**Living Things**

Pupils should be given opportunities to: find out about themselves and some animals including how they grow, feed, move and use their senses.
Sound

Pupils should be given opportunities to: listen to and identify sources of sounds in their immediate environment.

English

Talking and Listening

Pupils should be given opportunities to: express thoughts, feelings and opinions in response to personal experiences, literature, media and curricular topics or activities e.g. respond to an educational broadcast.

Writing

Pupils should have opportunities to: write in a variety of forms, including stories, descriptions of people or places, simple records of observation, lists.

Maths

Handling Data

Pupils should have opportunities to: sort everyday objects and talk about the reasons for sorting; collect data and record it, using real objects or drawings, and talk about the outcome.

Cross-Curricular Links

**SCIENCE**
- the senses
- vibrations
- identifying objects by sound
- working with microscopes
- magnifying glasses
- animals sense of smell

**ENGLISH**
- words to describe sounds
- words to describe taste
- discussion
- comprehension

**ART**
- colour mixing
- making a 'feely' collage
- textures
- fod collage

**PE**
- games using a blindfold