

# Science- Year 1

## Spring 2 – My Amazing Body

In Science, I have:

Begun to explore the five senses. I have read some exciting books about the five senses.  
 Drawn and labelled my face. I have thought about how many face looks the same or different to a friend's.  
 Sorted items into groups and explained why something belongs in a particular group.

see, hear, taste, touch, smell, sweet, salty, soft, hard, rough, smooth, spikey, same, different.

**I can name, draw and label parts of the body.**

**I can say which part of the body goes with each sense.**

Working Scientifically

**I can answer questions which we then find out the answer to as a class, for example what colour are most children's eyes?**

**I can draw and label a body.**

**I can record whether I liked the taste of a food in a table and can say why.**

**I can record sounds that I have heard and can group these.** I can suggest my own ways to group the sounds I hear.

**I can predict what could be in a feely bag and say why I think this.**

**I can record how other people felt about different smells in a table.**

Scientific enquiry type:

Grouping and classifying.

New Science words:

**Body, head, neck, arms, elbows, hands, fingers, legs, knees, feet, face, skin, ears, eyes, nose, nostrils, hair, mouth, teeth, tall, taller, short, shorter, big, bigger, small, smaller, louder, softer, loud, quiet, high, low, senses, taste, hearing, touch, smell, sight, bitter, sweet, sour, sharp, rough, smooth, bumpy, wrinkled, grooved, shiny, smooth, soft, hard, crunchy, slippery, strong, gentle, delicate, sensitive, fabric, material, layers, thick, thin, thicker, thinner, soft, hard.**



**SMELL**



**SIGHT**



**TOUCH**



**HEARING**



**TASTE**