

## Me and My Senses Workshop

### Curriculum Links

<b>Please note:</b>	Our workshops may not cover all of the links below in great depth as we are restricted by time, however you have the opportunity to cover them in the follow up activities you will be receiving from us.	
<b>Aims and Activities taken from the workshop booklet</b>	This workshop has been running with great success in Hertfordshire schools for a number of years and is an ideal interactive workshop to do alongside classroom work on 'Ourselves'. The children move through a series of activities with their accompanying adult, using a 'hospital record card' for their observations and measurements such as hair colour, hand span, fingerprints etc. Other activities encourage them to test their senses and investigate their bodies' capabilities. Teachers have commented that this is the perfect consolidation or preparation for the 'Animals, including Humans' science units and a wonderful opportunity for all children to take part in investigative science. Parent helpers enjoy actively participating in their children's learning and also finding out more about the curriculum at KS1. <b>NB science unit officially called 'Animals, including Humans' in the national curriculum although many schools will still teach this area of science under the topic 'Ourselves' or 'Healthy &amp; Growth' or similar.</b>	
	<b>National Curriculum</b>	<b>Non-Statutory Opportunities</b>
<b>Science</b>	<p><b>Working Scientifically (KS1):</b></p> <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions</li> </ul> <p><b>Animals, including Humans (Y1)</b></p> <ul style="list-style-type: none"> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul> <p><b>Animals, including Humans (Y2)</b></p> <ul style="list-style-type: none"> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</li> </ul>	<p>Pupils will work scientifically by:</p> <ul style="list-style-type: none"> <li>- performing simple tests to find out more about their own bodies' capabilities</li> <li>-investigating their own bodies by measuring, observing and recording different things such as hair colour, hand span, fingerprints etc</li> <li>- Explore their senses through practical tests</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• compare, describe and solve practical problems for lengths, weights, heights and time (Y1)</li> <li>• measure and begin to record lengths and heights and time (Y1)</li> <li>• choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C), using rulers, scales and thermometers (Y2) assuming height and weight and temperature are part of the investigation</li> </ul>	Opportunity here for pupils to measure and record a range of measurements linked to the human body
<b>English</b>	<ul style="list-style-type: none"> <li>• ask relevant questions to extend their understanding and knowledge</li> </ul>	

### Me and My Senses Workshop

#### Curriculum Links

	<ul style="list-style-type: none"> <li>• articulate and justify answers, arguments and opinions</li> <li>• developing a broader, deeper and richer vocabulary</li> </ul>	
<b>FS</b>	<ul style="list-style-type: none"> <li>• <b>Maths:</b> use everyday language to talk about size, weight and time <b>Understanding the world:</b> Children know about similarities and differences between themselves and others. They can make observations about plants and animals (their own bodies) and explain why some things occur and talk about changes.</li> <li>• <b>Being imaginative:</b> children represent their own ideas, thoughts and feelings through role-play</li> </ul>	<ul style="list-style-type: none"> <li>• <b>playing and exploring</b> - children investigate their own bodies through doctor role-play</li> <li>• <b>active learning about their bodies</b> - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</li> <li>• <b>creating and thinking critically about their own bodies</b> - children have and develop their own ideas, make links between ideas, and develop strategies for doing things</li> </ul>