

Differentiation**Support**

Provide the children with objects that are more easily recognisable; ask prompt questions to lead them to the answer if necessary.

Extension

Include some objects that are more difficult to recognise; encourage the children to discuss their ideas with each other.

want to keep their 'recordings' because the pictures show how well they have investigated the different tastes.

ASSESSMENT

Leave a set of wrapped parcels on the side for the children to interact with during the week. This will allow you to note which children are able to develop their exploration skills, and to assess whether you need to organise additional activities to reinforce the learning.

PLENARY

Gather the children together and show them the what is inside each of the parcels and the food items they tasted. Ask the children who had guessed correctly to say which senses they used to get the answer right.

OUTCOMES

- All children *must* find out more about objects by using their senses.
- Most of the children should be able to investigate a range of familiar objects using their senses.
- Some *could* talk about what they see, hear, touch, smell and taste in terms of the features and properties.
- A small number *could even* identify the materials from which the objects are made.

LINKS

Across the curriculum: this activity develops the children's speaking and listening skills.

CONTEXT**The Baby Clinic or Health Centre**

The next five lessons are set in the context of a 'Baby clinic'. Set up a baby clinic in the role-play area, to include dolls, other toys and baby clothes. Make sure that there is a display space close to this area for the children's photographs and pictures.

Lesson 12 ■ Body parts**Objective**

- To recognise and learn the names of parts of the body and be able to say what they are used for.

Vocabulary

head, hands, fingers, arm, leg, foot, feet, toes, eyes, mouth, nose, ears, lips, tongue, neck, back, bottom, stomach

RESOURCES 

Main activity: The songs 'I've got a body' from *Tinderbox* (A&C Black) and 'I have two ears' by Gill Daniell from *Count Me In* (A&C Black).

Group activities: **1** Pictures of people cut from magazines; adhesive sticks; card; scissors. **2** jigsaws of people **3** photocopyable page 40 (also 'Body parts' (red) available on CD-ROM). **4** Paper and paints in a range of colours; card labels; Post-it Notes; felt-tipped pens for the extension activity.

ICT link: 'Body parts' (red) available on the CD-ROM.

PREPARATION

Set up the painting activity for the children to access. Brief adult helpers about the intended learning outcome of the Group activity they are supporting.

STARTER

Teach the children the song 'I've got a body' from *Tinderbox*. Make up additional verses for stamping, walking, clapping, clicking (fingers) and nodding.