

Autumn Scheme of learning **Year 1**

The White Rose Science schemes of learning

Schemes of learning

Our research-based schemes of learning are designed to teach the aims and objectives of the National Curriculum.

Content over time

Our schemes are written for content rather than time. This ensures that children are developing a solid understanding of scientific processes and concepts.

Substantive knowledge

Our schemes of learning ensure full coverage of the scientific content as stated within the National Curriculum.

Disciplinary knowledge (Working scientifically)

Each step has a working scientifically skill focus. Working scientifically skills are developed across years and year groups.

Year 1 | Autumn term | Block 1 – The human body | Step 1

Identify and name parts of the human body

Notes and guidance

In Reception, or at home, children may have identified certain parts of the body through traditional songs and rhymes. In this small step, children build on this knowledge to identify and name a more extensive range of parts of the body.

By the end of this step, children need to be able to identify the head, neck, arms, elbows, hands, legs, knees, feet, face, ears, eyes, nose, hair, mouth and teeth.

Over the next two steps, children complete a simple pattern-seeking enquiry to explore whether the oldest children have the longest feet.

At this point in the term, children have not yet looked at measuring length in centimetres. It is therefore more appropriate to draw around feet so that children can put the outlines in order from longest to shortest.

Key questions

- Where is your _____?
- How many eyes do you have?
- How many ears does your partner have?
- Do you have more toes or teeth?
- How many knees/elbows do you have?
- Are your feet longer or shorter than your partner's?

Enquiry question

- Do the oldest children have the longest feet?

Things to look out for

- Children may think that age determines size.
- Children can use different names for the same part of the body. For example, the area between the chest and hips can be called the stomach, tummy or belly.

National curriculum links

- 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 – Asking simple questions and recognising that they can be answered in different ways.

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Working practically

Research shows that children learn best from a 'hands on and heads on' approach whereby practical activities are engaging and relevant. This features throughout our schemes of learning.

Experiments

Children carry out experiments following a plan, investigate and evaluate (KS2) model. Children plan their investigations, carry out their experiments and conclude and provide evaluations.



Modelling

Modelling is used wherever possible to explain abstract scientific ideas and concepts. This makes it easier for children to apply their knowledge and improve their understanding. In Upper KS2, children are introduced to the limitations of models.

Outdoor learning

Children are encouraged to work outside the classroom wherever possible to help provide relevancy to scientific concepts.



Scientific enquiry

There is one enquiry question per block covering the five enquiry types. This allows children to develop answers to a range of relevant scientific questions.



Teacher guidance

Every block in our schemes of learning is broken down into manageable small steps, and we provide comprehensive teacher guidance for each one. Here are the features included in each step.

Notes and guidance

that provide an overview of the content of the step and ideas for teaching, along with advice on progression and where a topic fits within the curriculum.

Things to look out for

for, which highlights common mistakes, misconceptions and areas that may require additional support.

Year 3 | Autumn term | Block 1 – Skeletons | Step 1

Identify and name bones in the human body



Notes and guidance

In this small step, children explore the human skeleton for the first time by identifying and naming bones. There are lots of bones in the human skeleton, many of which have complex names. The focus of this small step is on the skull, femur, pelvis, spine and ribcage. Some of these are made up of several bones, which will be covered in more detail in the following steps. By the end of this step, children should be able to identify, name and locate these bones in the human body.

The enquiry question for this block is "How can animals be sorted and grouped based on their skeletons?" This is an identifying, classifying and grouping enquiry. Within this step, children can create relevant questions to begin the enquiry process.

Things to look out for

- Children may think that the skeleton is one large bone, rather than lots of bones.
- Children may believe that bones in the body do not have specific names, for example, they may think all bones in the leg are called "leg bones".
- Children may think that the arms and legs have one long bone, rather than multiple bones.

Key questions

- How many bones are there in the human skeleton?
- Where is the skull?
- Where is the femur?
- Where is the pelvis?
- Where is the ribcage?
- Where is the spine?

Enquiry question

- How can animals be sorted and grouped based on their skeletons?

National curriculum links

- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- **Working scientifically** – Asking relevant questions and using different types of scientific enquiries to answer them.

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Key questions that can be posed to children to develop their scientific understanding and reasoning skills.

Enquiry questions are highlighted when children are undertaking the scientific enquiry process. Each block has one enquiry question and there is coverage of the five enquiry types across a year.

National Curriculum links

to indicate the objective(s) being addressed by the step.

Teacher guidance

During **experiment steps**, experiment variables and **equipment** are clearly identified.

The **key vocabulary** section highlights essential vocabulary and definitions.

Relevant and purposeful **practical ideas** to encourage a 'hands on and heads on' approach.

Year 5 | Autumn term | Block 1 – Forces | Step 3

Plan – parachute experiment

Experiment variables

- independent variable** (what is changed) – the size of the parachute
- dependent variable** (what is measured) – the time it takes for the parachute to fall to the ground
- controlled variables** (what is kept the same) – the material that the three parachutes are made from, the object that is attached to both parachutes, and the height that the parachutes are dropped from

Equipment needed

- plastic bags
- scissors
- 12 pieces of string 30 cm each
- ruler
- 12 paper clips
- stopwatch
- scales
- modelling clay to attach to the strings

Practical activity

- Put children in small groups.
- Give each group the equipment needed for the experiment.
- Children should identify what the equipment is and why it is used within the experiment.

Planning sentence stems

- I predict that ...
- I think this will happen because ...
- The independent/dependent variable is ...
- The controlled variables are ...

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Sentence stems to help promote the use of scientific talk in the classroom.

Year 3 | Autumn term | Block 1 – Skeletons | Step 2

Functions of the skeleton

Key vocabulary

- skeleton** – a collection of bones that provides protection and supports movement

Practical ideas

- Children work in pairs to draw around the outline of their partner's body on a large sheet of paper.
- Children then correctly identify and label the locations of the bones learnt in Step 1

Children should add labels to describe the functions of each of the bones.
(Note: If drawing around a partner's body is not appropriate, a printed outline could be used.)

Factual knowledge

- Bones have specific functions.
- The skull protects the brain.
- The femur helps humans to stand and move.
- The pelvis helps to support the spine.
- The spine helps humans to twist and stay upright.
- The ribcage protects the heart and lungs.

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Factual knowledge written in clear, child-friendly language.

Symbols

Key Stage 1 and 2 symbols

The following symbols are used to indicate:



Children are answering an enquiry question.



Highlights when and how health and safety measures need adhering to.



An outside activity or one that uses resources from nature.



Children talk about and compare their answers and reasoning.



A question that should really make children think. The question may be structured differently or require a different approach from others and/or tease out common misconceptions.

Sustainability

Sustainability blocks are highlighted with a leaf symbol.



Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	The human body					Materials						
Spring term	Animals					Caring for the planet						
	Plants					Growing and cooking						
Summer term	Planting A					Planting B						
	Planting C					Consolidation						

Note: Sustainability blocks (Caring for the planet, Growing and cooking, and Planting A/B/C) are highlighted with a leaf symbol.

Each year group has two blocks dedicated to sustainability. We want to help children to:

- Understand the current issues around sustainability and climate change.
- Identify that they have a role to play in creating a more sustainable future for themselves and others.
- Think of ways to make a positive impact on their local and wider environments.
- Have a positive and proactive mindset when it comes to making sustainable changes.

Premium supporting materials

Worksheets to accompany every small step, providing relevant practice questions for each topic that will reinforce learning at every stage.

Identify and name bones in the human body

1 Here is Mo.

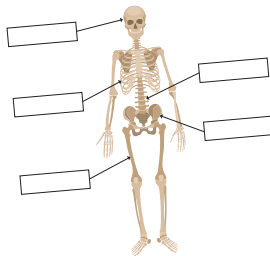


Label the parts on Mo's body.

head leg arm
shoulder hand knee

2 Use the words to complete the labels on the skeleton.

ribcage skull femur spine pelvis



3 Diddy has been looking at the human skeleton.

The ribcage is part of the leg.

Do you agree with Diddy? Explain your answer.

4 Match each part of the skeleton to its name.



femur
skull
spine
ribcage
pelvis

5 Use the words to complete the sentences. You can use each word only once.

skull skeleton femur

a) The collection of bones that supports a human body is called a _____.

b) The long bone in the upper leg is called the _____.

c) The bones in the head are called the _____.

6 Is the statement "always", "sometimes" or "never" true?

All human skeletons are the same.

Circle your answer.
always sometimes never

Explain your answer.

7 Annie and Kim are talking about human skeletons.

A skeleton is one large bone.

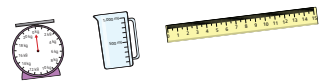
There are 206 bones in a typical skeleton!

Who do you agree with? Talk about it with a partner.

Investigate - parachute experiment

1 Max is setting up the equipment for his experiment. Circle the correct piece of equipment for each purpose.

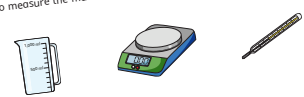
a) To measure the length of the sides of the parachute.



b) To measure the time taken for the parachute to drop.



c) To measure the mass of the modelling clay.



Evaluate - parachute experiment

1 The parachute is falling to the ground.



Air resistance is a type of friction force on an object moving through air.

A



B



Which letter shows air resistance acting on the parachute? _____

2 Circle the parachute that hit the ground first in your experiment.



3 Write your experiment prediction below.

4 a) Was your prediction correct? _____
b) How do you know? _____

5 Annie and Amir completed a parachute experiment.

Parachute length (cm)	Time taken in seconds
10	0.46
20	18.23
30	0.98

a) Circle the anomalous result in Annie and Amir's data.
b) In your own words explain what is meant by an anomalous result.

Meet the characters

Our class of characters brings the schemes to life and will be sure to engage learners of all ages and prior attainments. Follow the children and their class pet, Diddy the duck, as they explore new scientific concepts and ideas.



Yearly overview

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Autumn term	The human body					Seasonal changes (autumn)	Materials					Seasonal changes (winter)	
Spring term	Planting A	Animals						Caring for the planet		Seasonal changes (spring)	Planting B	Consolidation	
Summer term	Plants					Planting C	Growing and cooking		Seasonal changes (summer)	Consolidation			

Autumn Block 1

The human body

Small steps

Step 1

Identify and name parts of the human body

Step 2

Draw and label parts of the human body

Step 3

Sight

Step 4

Sound

Step 5

Taste

Step 6

Touch

Step 7

Smell

Key resources

Step 1 – Identify and name parts of the human body

- large sheets of paper

Step 2 – Draw and label parts of the human body

- labels of body parts

Step 3 – Sight

- bucket
- bean bags
- torches
- blindfolds
- blackout material



Step 4 – Sound

- a selection of musical instruments



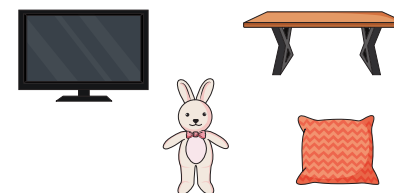
Step 5 – Taste

- food samples
- blindfolds



Step 6 – Touch

- a selection of textured objects
- thick gloves
- feely bag



Step 7 – Smell

- objects to smell
- plastic jars
- paper (to cover the jars)



Identify and name parts of the human body

Notes and guidance

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By the end of this step, children need to be able to identify the head, neck, arms, elbows, hands, legs, knees, feet, face, ears, eyes, nose, hair, mouth and teeth.

Over the next two steps, children complete a simple pattern-seeking enquiry to explore whether the oldest children have the longest feet.

At this point in the term, children have not yet looked at measuring length in centimetres. It is therefore more appropriate to draw around feet so that children can put the outlines in order from longest to shortest.

Things to look out for

- Children may think that age determines size.
- Children can use different names for the same part of the body. For example, the area between the chest and hips can be called the stomach, tummy or belly.

Key questions

- Where is your _____?
- How many eyes do you have?
- How many ears does your partner have?
- Do you have more toes or teeth?
- How many knees/elbows do you have?
- Are your feet longer or shorter than your partner's?

Enquiry question

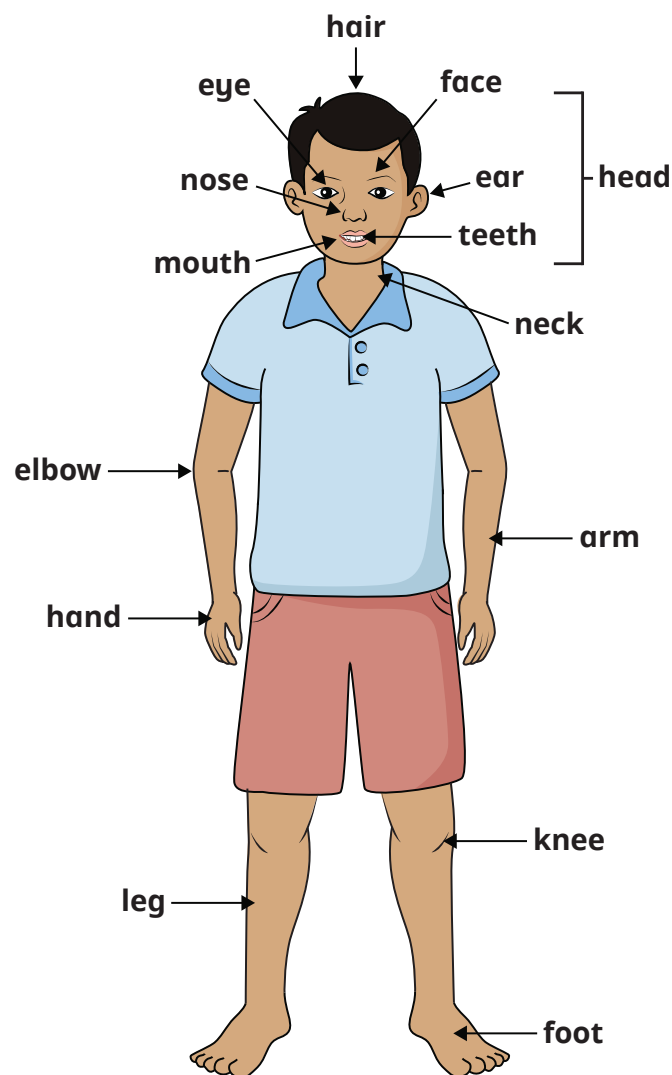
- Do the oldest children have the longest feet?

National curriculum links

- 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** – Asking simple questions and recognising that they can be answered in different ways.

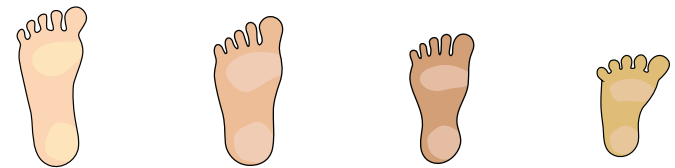
Identify and name parts of the human body

Key vocabulary



Practical ideas

- Draw around each child's foot, creating a footprint. Write the child's name, age and birth month on the footprint. Cut around the outline of each footprint. Ask children to order the footprints from longest to shortest. Support children to identify the oldest child's footprint and the youngest child's footprint.



- Play games, sing songs and rhymes with children to test their knowledge of the parts of the body. Games such as *Simon says* allow children to recap and recall the key vocabulary introduced in this step.

Factual knowledge

- The body has lots of parts.
- Each part of the body has a name.
- Most bodies have a head, neck, arms, elbows, hands, legs, knees, feet, face, ears, eyes, nose, hair, mouth and teeth.

Draw and label parts of the human body



Notes and guidance

In Step 1, children identified and named parts of the body through songs, games and rhymes. In this small step, children build on this knowledge to draw and label these parts correctly.

In the previous step, children began a simple pattern-seeking enquiry to explore whether the oldest children have the longest feet. They drew around their feet and ordered their footprints from longest to shortest.

In this step, children identify simple patterns within the data they collected. They should identify the oldest and youngest children and state whether they have the longest or shortest feet. Children make simple written or verbal conclusions to show their findings.

Things to look out for

- Children may struggle to identify who is older/younger. Line children up in order from oldest to youngest to support them with this.
- Children may find it difficult to spot patterns in data. Order the footprints from longest to shortest. Match the footprints to the line order of the children.

Key questions

- Where is your _____ ?
- Which part of the body have I drawn?
- What labels are needed for these parts of the body?
- Who is the oldest child? Do they have the longest feet?
- Who is the youngest child? Do they have the shortest feet?
- How did you order the footprints?

Enquiry question

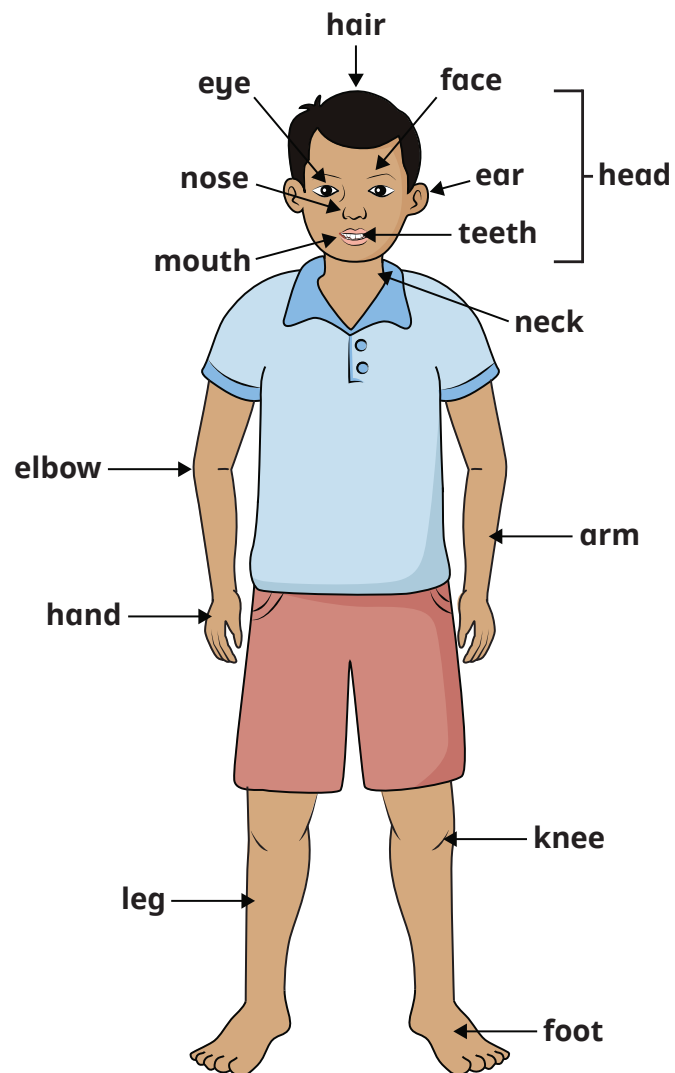
- Do the oldest children have the longest feet?

National curriculum links

- 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** – Using their observations and ideas to suggest answers to questions.

Draw and label parts of the human body

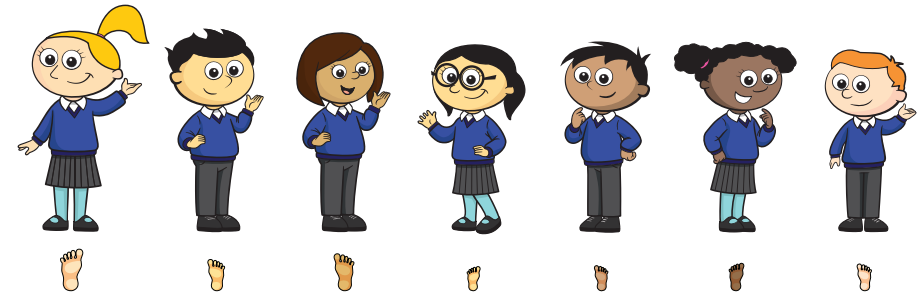
Key vocabulary



Practical ideas

- Put children in a line from oldest to youngest.

Give each child their footprint outline from Step 1



Ask children questions about their age and length of footprint.

- Who is the oldest?
- Does _____ have the longest feet?
- Who is the youngest?
- Does _____ have the shortest feet?

Children make simple conclusions based on their findings.

Factual knowledge

- The body has lots of parts.
- Each part of the body has a name.
- Most bodies have a head, neck, arms, elbows, hands, legs, knees, feet, face, ears, eyes, nose, hair, mouth and teeth.

Sight

Notes and guidance

For the next five steps, children focus on their five senses. In this small step, children explore sight. They identify that humans use their eyes to see. Children should be encouraged to look at their own eyes in a mirror to identify their eye colour and any similarities and differences between their eyes and the eyes of others.

Children perform simple tests to investigate sight further. These are highlighted in the “Practical ideas” section. They repeat investigations, each time limiting their ability to see. Children discuss whether this influences the outcome of the task.

Things to look out for

- Children may not have experienced true darkness and therefore think humans can see in the dark.
- Some children may think that sight is not affected when one eye is covered. Ask children to say what they can see when one eye is covered compared to what they can see with both eyes.
- Children may not recognise that some people have a visual impairment and cannot see well, or that some people cannot see at all and are therefore blind.

Key questions

- Which part of the body do you see with?
- How many eyes do you have?
- What colour are your eyes?
- How many children have _____ eyes?
- How are your eyes like your partner's?
- How are your eyes different from your partner's?
- What can you see when you cover one eye?
- What can you see when you cover both eyes?
- Can you see in the dark?

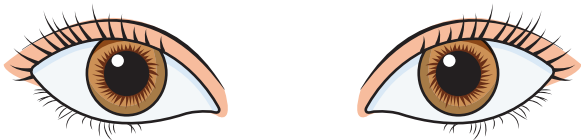
National curriculum links

- 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.

Sight

Key vocabulary

- **eyes** – the parts of the body that people see with



- **light** – something that allows people to see



- **dark** – when there is no light



- **blind** – when a person cannot see

Practical ideas

- Collect some buckets and beanbags.

Children stand 1 metre away from a bucket.



Children should try to throw a beanbag into the bucket.

Ask children to cover one eye and repeat the throwing task.



Teachers should hold onto children if both eyes are covered.

Repeat again covering both eyes with a blindfold.

Discuss with children which attempt was the easiest and which was the hardest and why.

- Use blackout material to darken the room.

Explore how light is needed to see.

Compare how easy it is to see items in the room with and without a torch and with and without the blackout material.

Factual knowledge

- Humans use their eyes to see.
- You can see when there is light.
- You cannot see in the dark.
- Some people cannot see.

Sound

Notes and guidance

In this small step, children continue to look at the five senses and focus on hearing. They identify that humans use their ears to hear sounds.

This step lends itself to practical activities such as sound walks and playing different instruments. Children identify the source of a sound played to them and develop their vocabulary to describe different sounds.

In this step, there are links to the “abstraction counting principle” covered in Reception maths. Children can count claps they hear, or the sound of items being dropped into an opaque bucket.

Things to look out for

- Children may have limited vocabulary to describe sound. This may need to be taught before they complete the practical tasks.
- Children may think that they can only hear one sound at once. Encourage children to identify how many different sounds they can hear at once when conducting sound walks.
- Children may not recognise that some people cannot hear or have different levels of what they can hear.

Key questions

- Which part of the body do you use to hear?
- What sounds can you hear in the classroom?
- What sounds can you hear around school?
- What sounds can you hear in the playground?
How can you describe each sound?
- Can you make the sound louder?
How did you do it?
- Can you make the sound quieter?
How did you do it?

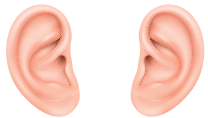
National curriculum links

- 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.

Sound

Key vocabulary

- **ears** – the parts of the body that people hear with



- **hear** – when we listen to sounds



- **loud** – when a sound is easy to hear



- **quiet** – when a sound is difficult to hear



- **noisy** – when there is a loud sound



Practical ideas

- Complete a sound walk around school.
Ask children to list the different sounds they can hear.
Which sounds are loud? Which sounds are quiet?

Model the vocabulary associated with the description of sound.

- Have a selection of musical instruments.



Ask children to close their eyes and listen to one instrument being played.

Can they identify the instrument from its sound?

Encourage children to use the instruments to make different sounds.

Discuss how they can make sounds louder and quieter.

Factual knowledge

- Humans use their ears to hear sounds.
- When sounds are quiet, they can be harder to hear.
- When sounds are loud, they are easier to hear.

Taste



Notes and guidance

In this small step, children explore taste. They look at their mouths to identify the teeth and tongue. Children understand that their tongue helps them to taste food.

Children learn that there are five basic tastes – sweet, salty, bitter, sour and savoury. They should be given opportunities to sample food from each of these five tastes. Be sure to find out about and cater for any children with allergies. Children should sort and group different foods based on their dominant taste.

When completing the practical activities, there are opportunities to explore how removing a dominant sense can affect other senses. For example, when sight is removed, children may find it more difficult to identify the food they are eating through smell, taste, touch or sound.

Things to look out for

- Children may think that the tongue has 'zones' that only recognise a specific taste. Taste buds that detect the five basic tastes are found throughout the mouth.
- Some children may not have had experience of each of the different types of taste. Give them the opportunity to eat foods with each of these tastes.

Key questions

- Which part of the body do you use to taste food?
- What are the five basic tastes?
- Does a _____ have sweet/salty/bitter/sour/savoury taste?
- Which is your favourite taste?
- Which is your least favourite taste?
- Can you sort these foods into the five basic tastes?
- Can you name this food using only taste?
- Is it easier or harder to name a food with your eyes closed?

National curriculum links

- 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.

Taste

Key vocabulary

- **sweet** – having a taste that is sugary



- **salty** – having a taste of salt



- **sour** – having a tangy taste



- **bitter** – having a sharp taste



- **savoury** – having a taste that is not sweet



Practical ideas

- Collect a sample of foods for children to taste.



Ensure you cater for any allergies in the class.

Include food from the five basic tastes.

bitter

sweet

savoury

sour

salty

Ask children to taste and describe the different food.

Sort the food into groups according to taste.

Ask children to order tastes according to their preference.

To extend learning, cover children's eyes and ask them to identify the food simply through taste.

Factual knowledge

- The tongue helps humans to taste.
- The tongue is in the mouth.
- There are five basic tastes – sweet, salty, sour, bitter and savoury.

Touch

Notes and guidance

In this small step, children explore their sense of touch. They identify that touch is sensed by the skin. They understand that skin covers the human body and that touch can be sensed at any point on the body through contact with the skin.

Children may want to explore and compare different textures, both inside and outside of the classroom, to help them gain a solid understanding of the key vocabulary used in this step.

Children perform simple tests to investigate touch. They should be encouraged to explore touch using parts of their body other than just their hands. Children could explore how easy it is to identify an object by touching it with their feet, legs, forearms or face and compare this to using their hands. Children should be given the opportunity to explore a range of textures when performing tests.

Things to look out for

- Children may think that the hand is the only part of the body that can sense touch.
- Children may have limited vocabulary to describe touch. They may need to learn some words before they complete the practical tasks.

Key questions

- Which part of the body do you touch with?
- What does the object feel like?
- Can you tell me what the object is using only your feet to touch it?
- Can you tell me what the object is using only your face to touch it?
- Feel an object with gloves on.
Can you name the object?
Feel the object with your hands.
Can you name the object now?
- Is it easier or harder to feel an object when you wear the gloves? Why?

National curriculum links

- 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.

Touch

Key vocabulary

- **skin** – the part of the body that senses touch



- **rough** – an uneven surface



- **smooth** – an even surface



- **hard** – when a material does not bend or stretch easily



- **soft** – when a material does not feel rough or hard



Practical ideas

- Collect some feely bags and a selection of objects.
Put children in pairs or small groups.
One child selects an object and places it in the feely bag.
Another child tries to identify the mystery object in the feely bag through touch alone.
Children repeat this practical task, but this time using only their feet to identify the objects.
Ask the children whether it is easier or harder to identify the object using their feet.
- Put a selection of objects in a tray.
Children should not look at the objects in the tray.
Ask them to wear thick gloves to touch each object.
Ask them to describe the objects while they wear the gloves.
They then touch the objects without the gloves on.
What do they notice?



Factual knowledge

- The skin is the part of the body that helps us to sense touch.
- Skin covers the whole body.
- We can sense touch using different parts of the body.

Smell

Notes and guidance

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.

Things to look out for

- Children may not recognise that there are a range of different smells. For example, smells can be pleasant or unpleasant. Introduce children to a range of smells, including those with strong odours such as garlic, onion or lavender.
- Children may have limited vocabulary to describe smell. They may need to learn some words before they complete the practical tasks.

Key questions

- 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?

National curriculum links

- 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.

Smell

Key vocabulary

- **nose** – the part of the body used to smell



- **smell** – to sense something through the nose



- **scent** – a smell left by an object



- **sniff** – to breathe in a smell



- **stench** – a smell that is strong and unpleasant



Practical ideas

- Put five strong-smelling items in opaque jars.

garlic	coffee	vinegar	vanilla	cheese
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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.

- 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?

Factual knowledge

- The nose helps us to sense smell.
- The nose is on the face.
- Some objects have a stronger smell than others.