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| Unit Title: | Our Senses | Organizing Theme: | **Who we are** | Proposed Dates: | **October 4th – November 19th**  |
| Focus: | **Science, Language** | Concepts: | **Form, Function, Connection** |
| Central Idea: | We use our senses to find out about ourselves, each other and the environment. | Teacher Questions | *What was that? Pertaining to the feely bag objects**Do you know what the five senses are?**How do we know what that is?**What sense are we using?**What happens if you can’t use that sense?* |
| Inquiry Into: | * **The five senses**
* **How we use our senses to learn about the world**
* **Why senses are important and the impact of their absence**
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|  | Possible learning experiences – these may take place in individual subject time, or within the Unit of Inquiry |
| **Literacy:*****Reading*** | Explanations – We will be reading non-fiction texts relating to the five senses. Listening centres – Students will use listening centres to listen to stories and be encouraged to think about how our sense of hearing helps us to enjoy stories.  |
| **Literacy:*****Writing*** | Students will draw pictures to reflect on unit related field trip and on their classroom experiences. |
| **Math** | Sorting Patterning-sound patternsPositional language-identifying direction of sound  |
| **Music** | The children will: -use their sense of hearing to appreciate different styles of music,  -use their sense of touch to explore different sound sources, - use their sense of sight to read symbolic notation. - practice keeping a steady beat as an accompaniment for simple group songs and as a body movements response . - explore different types of body percussion - be introduced to simple percussion instruments  |
| **P.E.** | **Adventure Challenge and Game Skills**Adventure Challenge- students will practise using their senses of sight, touch, and hearing to perform obstacle courses. We will provide them the opportunity to practise without sight (blind-folded) to heighten their awareness of using other senses. Important social skills, like accepting responsibility, respecting others and cooperating will be important developments during all PE lessons. Pupils will also develop a wide range of communication skills, and a variety of self-management skills with a special emphasis on safety. Game Skills – Building an understanding of special awareness, hand eye coordination, fundamental motor skills by using various equipment, bean bag and ball games. They will start to comprehend scoring, winning, and losing.  |
| **Library** | Students will continue to work on navigating the library and book care.Focus will be on how we use our senses to listen, look, touch, taste (a story), and smelling stories.  This will be done through creative story telling using foods that can create wonder and ignite imagination.  The students will look at how a story might change if one of the senses was taken away and the effect this has on the way we can tell stories to people who may not have the sense of sight or hearing.  We will look at books written in Braille and books that are tactile books that can be listened to and those that are purely visual. |
| **The Arts** | Children will explore their senses by using different art materials. They will make clay wind chimes. Using a mirror they will make an observational drawing of the eye. They will use herbs and spices to make scented art work and paint in response to listening to music. They will also make collages of fruits and vegetables and use fruits and vegetables to print. |
| **Field Trips/ Special Guests** | Spinneys supermarket- using our senses to explore our daily environmentPlanetarium – different sounds and their directionMusical instrument demonstration- distinguishing between high/low sounds, loud/soft sounds.Sign language demonstration- exploring the absence of hearing and subsequent method of communication. |