



My body and five senses

What this pack helps with

Name and locate basic external body parts, connect the five Year 1 senses with associated body parts, and make two safe sensory observations.

Before you start

Read the instructions aloud. The child may point, speak, draw or use adult scribing. This is a science vocabulary activity, not a test of handwriting or body awareness.

What you need

A pencil, optional mirror, one clean fabric square and one familiar non-food object without sharp edges, fragrance or allergens.

Use and safety

Use pages 2–5 in short sessions. Never ask a child to taste an unknown item, put anything in the mouth/nose/ears, tolerate an uncomfortable texture, or close/cover their eyes. Describe the child's own body respectfully and avoid appearance judgements.

Print A4 at actual size (100%). Child pages are 2–5; pages 6–7 contain answers, rubrics and next steps. Colour is optional; lines, labels and shapes carry every meaning.

Scope and source

The statutory Year 1 five-sense associations are taught while acknowledging that people have other senses and experience sensory input differently. This pack does not diagnose sensory processing, teach internal anatomy or prove independent mastery. DfE Year 1 Science and KS1 working scientifically (England; OGL v3.0), with NHS sensory guidance for the skin/touch and access notes. Original TheLearnDen tasks and diagrams; not an official assessment. Free to print and share.

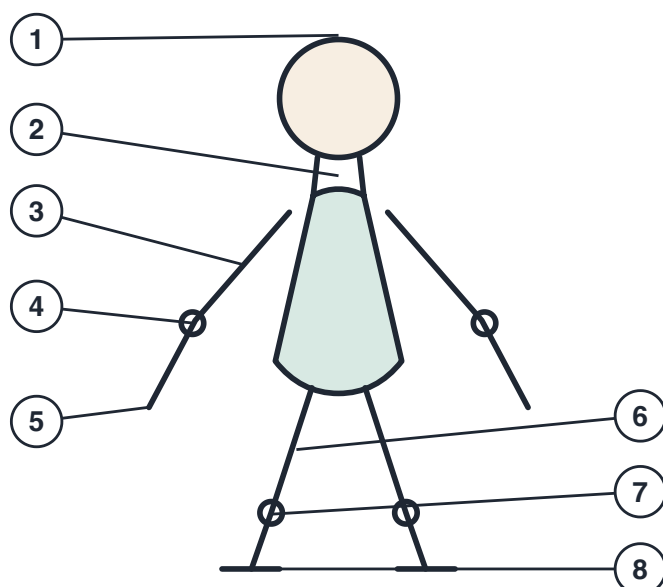


LEARN AND LABEL

Name body parts

Name: _____ Date: _____

1 Use the word bank.



head

neck

arm

elbow

hand

leg

knee

foot

Write each body-part word beside its number.

1 _____

3 _____

5 _____

7 _____

2 _____

4 _____

6 _____

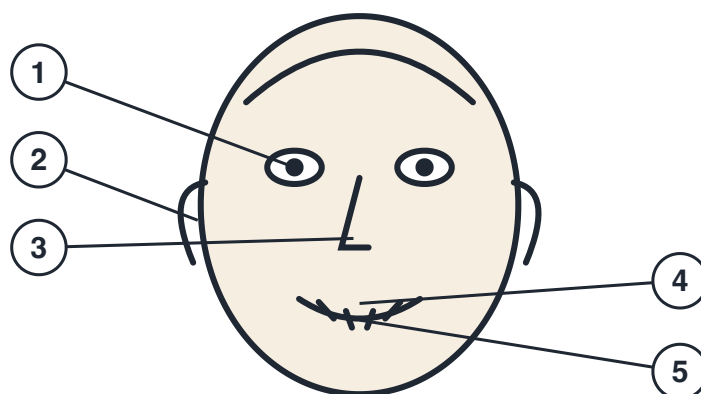
8 _____



FACE AND SENSES

Look closely and make connections

2 Look closely at the face



eye ear nose mouth teeth

1

2

3

4

5

3 Match the five senses

Draw a line from each sense to its associated body part.

sight

skin

hearing

tongue

smell

nose

taste

ears

touch

eyes

Touch is linked with skin across your body. People also have other senses.



USE EVIDENCE AND OBSERVE

What gives you the clue?

4 Use evidence from a clue

Circle the sense supported by each clue.

A bell rings.

sight

hearing

smell

touch

A scarf feels soft.

sight

hearing

smell

touch

A lemon looks yellow.

sight

hearing

smell

touch

Soup smells garlicky.

sight

hearing

smell

touch

5 Observe safely

With an adult, observe two safe objects. You do not need to taste anything.

Object	With sight, I notice...	With touch, I notice...

One thing that is the same:

One thing that is different:



SHOW WHAT YOU KNOW

Draw and label

6 Make your own labelled diagram.

Draw a simple person. Add at least seven body-part labels and one sense label.

head

neck

body

arm

hand

leg

foot

one sense part

One sense part is _____. It is associated with _____.



ADULT ANSWERS AND FEEDBACK · 1 OF 2

Respond to the evidence

Fixed keys check the printed model. Open tasks are assessed against the actual observation or drawing; do not overwrite an unexpected result with the example.

- 1** **1: head; 2: neck; 3: arm; 4: elbow; 5: hand; 6: leg; 7: knee; 8: foot**
1 head, 2 neck, 3 arm, 4 elbow, 5 hand, 6 leg, 7 knee, 8 foot. Accept the singular body-part words from the word bank. Pointing and adult scribing are valid access support, but record that help.
Look for: Each number is matched to the indicated external body part. Arm and leg name the limb; elbow and knee name the bending joint shown. **Next:** Play a slow point-and-name game using the same eight words, then add face, hair, mouth and teeth.
- 2** **1: eye; 2: ear; 3: nose; 4: mouth; 5: teeth**
1 eye, 2 ear, 3 nose, 4 mouth, 5 teeth. Accept eye/eyes and ear/ears. Teeth is plural; accept tooth only if the child points to one tooth and explains.
Look for: Labels refer to the indicated visible feature. The child distinguishes mouth from teeth. **Next:** Use a mirror to point to each part and say its name. Do not put objects in the mouth, nose or ears.
- 3** **sight: eyes; hearing: ears; smell: nose; taste: tongue; touch: skin**
Sight—eyes; hearing—ears; smell—nose; taste—tongue; touch—skin. Use these five Year 1 associations. Explain that people also have other senses and that senses work together; this task is the statutory five-sense introduction.
Look for: Touch is linked to skin across the body, not only hands. The child uses body-part words rather than naming an object. **Next:** Choose one familiar object and say which of these senses can give information without tasting it.



ADULT ANSWERS AND FEEDBACK · 2 OF 2

Respond to the evidence

Fixed keys check the printed model. Open tasks are assessed against the actual observation or drawing; do not overwrite an unexpected result with the example.

4 hearing, touch, sight, smell

Bell—hearing; soft scarf—touch; yellow lemon—sight; garlicky soup—smell. Choose the sense named by the evidence word. More than one sense could be used with a real object, but the sentence gives one direct clue.

Look for: The chosen sense is supported by the printed clue. The child does not taste classroom or unknown materials. **Next:** Underline rings, soft, yellow and smells; explain how each word supports the answer.

5 Adult-assessed observation or drawing

Example only: fabric—blue with sight; soft with touch. Record what the actual safe samples show. Accept a spoken, drawn or written observation that genuinely comes from sight or gentle touch. “Not sure” is valid. Do not require eye contact, touching an uncomfortable texture or a particular sensory description.

Look for: The sense and observation agree. The child describes the actual sample rather than copying the model. The adult respects sensory differences and stops if the child is uncomfortable. **Next:** Compare one property across both objects, such as lighter/darker or smoother/rougher, without forcing contact.

6 Adult-assessed observation or drawing

A simple person outline labelled with head, neck, body, arm, hand, leg, foot and one sense part such as eyes. Labels may point to the child’s own simple representation. Accept one side of paired parts. Adult scribing is valid support when labels are dictated.

Look for: At least seven basic external parts are located sensibly. One additional label identifies eyes, ears, nose, tongue or skin and names its associated sense. **Next:** Ask the child to point to two labels and explain an action or sense connected with each.

Practice trail

Colour a circle after trying and discussing a task. This records practice, not a test score.



One useful next step: _____