



My Body, Senses & Healthy Choices

LEARNING GOAL

Use the senses to gather information and connect healthy routines with body needs.

Study -> Practise -> Talk -> Make -> Reflect

Designed for short adult-supported sessions and independent return practice.

Purpose

Use the senses to gather information and connect healthy routines with body needs.

Suggested rhythm

Use 10-15 minutes. Model one example, let the child try, ask how they know, then stop while attention is still positive.

Feedback

Praise the strategy, careful observation or explanation. If an answer is wrong, ask the child to show their thinking before correcting it.

Transfer

Use the hands-on task before or after the printable page so the skill connects to real objects, talk and movement.

Safety & independence

Adult supervision is expected for cutting, small objects, outdoor exploration, water, torches or elastic bands. Adapt materials to the child.

Words & ideas to notice

SCIENCE

Say the words, use them in conversation, then return to them during the activities.

Sense

Use it in your own sentence or explanation.

Brain

Use it in your own sentence or explanation.

Healthy

Use it in your own sentence or explanation.

Sleep

Use it in your own sentence or explanation.

Hygiene

Use it in your own sentence or explanation.

Talk prompt

Which of these words feels newest? Explain what you think it means and give an example connected to human body and wellbeing.

1

Our sense organs collect information that the brain interprets.

2

Healthy routines include varied food, movement, sleep, hygiene and safety.

SHOW IT ANOTHER WAY

I notice

I wonder

I predict

I found

Try it together

SCIENCE

Adult: model the first item. Child: explain what you notice or how you know.

1 Match eyes/ears/nose/tongue/skin with sight/hearing/smell/taste/touch.

2 Give one safe observation using two senses.

3 Sort routines as helpful or unhelpful for health.

4 Explain why handwashing can reduce spread of germs.

Work carefully. Draw, mark, build or write when that helps your thinking.

1 Match eyes/ears/nose/tongue/skin with sight/hearing/smell/taste/touch.

2 Give one safe observation using two senses.

3 Sort routines as helpful or unhelpful for health.

4 Explain why handwashing can reduce spread of germs.

5 Why should you never taste an unknown substance in a science investigation?

SHOW YOUR THINKING

Work carefully. Draw, mark, build or write when that helps your thinking.

- 1 Sort routines as helpful or unhelpful for health.
- 2 Explain why handwashing can reduce spread of germs.
- 3 Why should you never taste an unknown substance in a science investigation?
- 4 Which sense might warn you about a smoke alarm?
- 5 Match eyes/ears/nose/tongue/skin with sight/hearing/smell/taste/touch.

SHOW YOUR THINKING

Talk 1 Why should you never taste an unknown substance in a science investigation?

Talk 2 Which sense might warn you about a smoke alarm?

Talk 3 What strategy, clue or observation helped you most with human body and wellbeing?

Talk 4 What mistake might someone make here? How could you help them notice it?

A complete explanation is more valuable than a fast one-word answer.

DO SOMETHING REAL

Do a safe texture investigation with clean household objects. Describe textures without naming the object first.

RECORD WHAT HAPPENED

What I did

What I noticed

What I would try next

CREATE CHALLENGE

Create a balanced "healthy day" strip with movement, food, water, rest and hygiene.

Use this space to draw, label, plan or draft.

Independent challenge

SCIENCE

Try without help first. Then explain or check your work with a grown-up.

- 1 Why should you never taste an unknown substance in a science investigation?
- 2 Which sense might warn you about a smoke alarm?
- 3 Create one new example that would help another Grade 1 learner practise human body and wellbeing.

MY CHECK

☐ I tried a strategy ☐ I checked it ☐ I can explain one idea

ANSWER / REVIEW NOTES

- Unknown substances may be unsafe; tasting is not an appropriate general science method.
- Hearing.

LEARNER REFLECTION

One thing I understand better now:

One thing I want to practise again:

One real-life example I can think of:

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