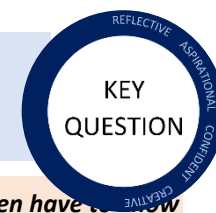




WHAT PARTS MAKE UP MY BODY?



What body parts do I have? What do the different parts of the body do? Do people with smaller hands have smaller feet? Where are the different body parts? What is inside my body?

PRIOR LEARNING: Children will already know: some basic parts of the body that would have been discussed throughout the year in EYFS and they will know some from their own knowledge. Children will know what some of the basic parts of the body do.

VOCABULARY (highlighted words – children have to know and explain): body, arm, elbow, wrist, hand, fingers, leg, hip, knee, ankle, foot, shoulder, head, face, hair, eyes, ears, mouth, nose, chest, thigh, external, internal, brain, heart, lungs, stomach, skeleton

NC REFERENCE	WHAT (CONTENT)	HOW (PEDAGOGY)	OUTCOME (EVIDENCE)
<p>Pupils will be able to:</p> <ul style="list-style-type: none"> Identify, name, draw and label basic parts of the human body. <p>Pupils will be able to (Disciplinary knowledge):</p> <ul style="list-style-type: none"> Observing closely Taking measurements 	<p>Lesson 1 – What body parts do I have?</p> <p>Recap: in Year R, you talked about some different parts of your body. We are going to build on this by learning about more parts of our body and learning what they do.</p> <p>Retrieval Practise: what body parts do you already know from Year R? Gather ideas and then get children to point to these body parts.</p> <p>Starter game: play teacher says touch your _____. Teacher to use AFL to see which body parts the children know – use as a teaching point for parts of the body children are not as familiar with e.g. chest, thigh, wrist, shoulder, elbow, knee, ankle.</p> <p>I Do: model putting some of the jumbled up human body puzzle pieces in the correct place and labelling a couple of body parts. We Do: children to help with the remaining puzzle pieces and help to label the parts of the body they already know. Send off for Task 1.</p> <p>Play the matching game as a class on the IWB – talk about these different body parts and what they might be used for. See Task 2.</p> <p>Lesson 2 – What do the different parts of the body do?</p> <p>Recap: in our last lesson, we started to think about what different parts of the body we have. We are going to build on this by thinking about what different parts of the body do.</p> <p>Retrieval Practise: label the missing parts of the body using the word bank.</p> <p>Starter game: play ‘Heads, shoulders, knees and toes.’ Can the children identify these parts? Gradually change one of the body parts to some introduced in the previous lesson e.g. ‘Chin, shoulders, knees and toes’.</p> <p>Teach how different parts of the body help us with different things e.g. when we run, we mainly use our legs, knees and our feet to help us. When we do writing, we mainly use our hands and our fingers to help us. I Do: model drawing these parts of the body, carefully looking at these body parts to remember what they look like (observing closely).</p>	<p>Lesson 1 – What body parts do I have?</p> <p>Task 1: Children to work in MA groups to stick the jumbled-up pieces of a human body in the right place. Children to write labels of the parts of the body that they already know.</p> <p>Task 2: Children to return to poster to add any further body parts that they have learned from the matching game.</p> <p>Plenary: pick a part of your body – can you say what we do with it?</p> <p>Lesson 2 – What do the different parts of the body do?</p> <p>Children to practise doing some actions (e.g. reading a book) and telling their partner what parts of the body they are using. Use AFL to check children are identifying appropriate body parts.</p> <p>Teacher to describe an action (e.g. kicking a football, looking out of the window etc.) – children to draw and label what part of the body is used for this action on the sheet in their books.</p>	<p>Lesson 1: photo evidence of starter game.</p> <p>Photo evidence of group work with explanation of task. Adults to collect quotes on stickies as chn work explaining what body part is where etc. (e.g. ‘L pointed to and named these parts of her own body...), particularly from the lowest 20%.</p> <p>Deepen: what are these parts of the body used for? Teacher to collect stickies.</p> <p>Lesson 2: photo evidence of starter game.</p> <p>Children to complete table and show understanding by drawing the right body part that is used for each action and labelling it correctly. Lowest 20% to have pictures of the activities to support understanding and teacher to scribe the body part they think is used.</p> <p>Deepen: draw a different body part and explain what you might use it for.</p>



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<p>Pupils will be able to:</p> <ul style="list-style-type: none"> - Identify, name, draw and label basic parts of the human body. - Observe closely, using simple equipment. - Take simple measurements. 	<p>Lesson 3 – Where are my body parts?</p> <p>Recap: <i>last lesson, we thought about what different parts of our body do and the parts of the body that we use for different activities. We are going to build on this by looking at where our body parts are.</i></p> <p>Retrieval Practise: <i>match the body part with what you might use it for on IWB.</i></p> <p>Starter game as a chance for AfL of what children have learned so far. Roll big dice as a class and children may land on the section that says identify, name, draw or label.</p> <ul style="list-style-type: none"> - Identify: the children must point to it on their own body. “Can you identify the part of the body that you would kick a ball with?” - Name: teacher will point to a body part and the children must name it. - Draw: children must draw body part on whiteboards. - Label: the children will be shown a picture of a body part and they have to label it on their boards. <p>I Do: model discussing the location of different parts of the body – what is _____ joined to? E.g. your neck is attached to your head. Model filling in a table that follows the idea of the dice game with children required to either identify, name, draw or label a part of the body. We Do: children to help to fill in a section of the table.</p>	<p>Lesson 3 – Where are my body parts?</p> <p>Children to complete a table where they need to identify, name, draw and label basic parts of the body. They also need to suggest a body part that the focus body part is joined to.</p>	<p>Lesson 3: photo evidence of starter game.</p> <p>Children to complete the table that requires them to identify, name, draw and label basic parts of the body and saying what body part something is joined to. Lowest 20% children to be provided with word bank to support and ideas can be scribed if needed.</p> <p>Deepen: add your own body parts to the table.</p>
	<p>Lesson 4 – Do people with small hands have small feet?</p> <p>Recap: <i>this half term we have been learning all about the different parts of the body, where they are and what they do. Today, we will be doing an investigation by measuring some of our body parts.</i></p> <p>Retrieval Practise: <i>children to circle the correct body part e.g. which part of the body is joined to your head? (neck or toes). In books.</i></p> <p>Explain that today we are going to be doing an investigation. Share with children that scientists often do investigations when they want to find something out. Show children the investigation question: Do people with small hands have small feet? Teach that to answer this question, we will need to measure the length of our hands and feet – this means we need to find out how long they are.</p> <p>Remind children that in Year R, they may have had a go at measuring things in different ways e.g. using objects or cubes. Explain that we are going to use cubes (a non-standard unit) to measure how long our hands and feet are.</p> <p>I Do: model measuring your foot using cubes, being careful about where they start and finish. Model recording how many cubes in the simple table along with your name. We Do: get children to explain how to measure and record the length of your hand.</p>	<p>Lesson 4 – Do people with small hands have small feet?</p> <p>Children to work in MA groups to collect data about hand and feet size using cubes as a non-standard unit. Adults to lap to support and children to support each other with measuring and recording.</p> <p>After, bring children to the carpet to discuss results – who had the smallest feet? Did they also have the smallest hands?</p>	<p>Lesson 4: Photo evidence of investigation, including taking measurements and recordings. Photocopy of group recording to go in books. Lowest 20% children supported by group recording.</p> <p>Deepen: were the results the same in every group? What does this tell us for answering the investigation question? Discussion with teacher.</p>

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<p>Pupils will be able to:</p> <ul style="list-style-type: none"> - Identify, name, draw and label basic parts of the human body. - Observe closely, using simple equipment. - Take simple measurements. 	<p>Lesson 5 Part 1 – What is inside my body?</p> <p>Recap: <i>this half term, we have learnt lots about the different parts of the body that we can see. We are going to build on this today by looking at parts of our body that are inside that we cannot see.</i></p> <p>Retrieval Practise: <i>true or false statements about external parts of the body on IWB.</i></p> <p>Teach that not only do we have parts of the body on the outside that we can see, but there also parts of our body on the inside that we cannot see. These are our internal parts. Mind map any body organs that the children might already know and where children think they might be.</p> <p>Show the internal body part vest – talk through the different organs shown and what their job is in the body, also referring to their location – emphasise the key ones (brain, heart, stomach and skeleton). Explain that we will be finding out some more information about these body parts by taking part in different activities. In this lesson, we will be focusing on our skeleton, stomach and intestines. Watch video to introduce the skeleton which is made up of bones (What are the parts of the human body? - BBC Bitesize) and teach that the job of the skeleton is to help you stay standing up and allowing you to move around. They also protect the important internal organs like your skull protects your brain, and your ribs protect your heart, lungs and stomach. Model practical activity and then get children to do the same.</p> <p>Bring children back to introduce the stomach and intestines. Show where these organs are on a body map. Teach that the stomach is important in helping us to digest food. Food stays in the stomach for around 2.5-3 hours and the stomach muscles squash the food up and break it down. The food then goes into the intestines – nutrients can be absorbed back into the body and water and food that cannot be digested come out of the body as waste. Do practical activity as a class.</p>	<p>Lesson 5 Part 1– What is inside my body?</p> <p>Skeleton: children to look at x-rays and identify the different parts of the skeleton they can see e.g. ribcage, skull. Children to make own x-ray of their hand using spaghetti to represent the bones.</p> <p>Stomach/intestines: fill tights with beans and explain that this is the food we eat. Add vinegar to represent stomach acid. Squish to represent digestion process, squeeze towards bottom of tights then snip off end to squeeze waste material out.</p> <p>Children to write sentences to say something they have learnt about the skeleton and the stomach/intestines.</p>	<p>Lesson 5 Part 1: Photograph of each group’s work for books with explanation of the activities. Sticky evidence to be gathered by adults.</p> <p>Children to write a sentence under photos about something they learnt about the skeleton and the stomach/intestines, e.g. “I know that my skeleton holds my body up”. Collect quotes from lowest 20% pupils and scribe them.</p>
	<p>Lesson 5 Part 2 – What is inside my body?</p> <p>Recap: <i>last lesson, we learnt about internal parts of the body – parts of the body that we cannot see because they are inside us. We learnt about our skeleton and our stomach and intestines.</i></p> <p>Retrieval Practise: <i>true or false statements about skeleton and stomach/intestines.</i></p> <p>Explain that we are going to continue to look at internal parts of the body. Today, we are going to focus on our heart, brain and our lungs and what they do. Teach that lungs are the organ that help us to breathe and there are 2 of them – our body needs oxygen to stay alive and when we breathe in, oxygen goes into the lungs. Explain the lungs take up most of the space in our chest and are protected by the ribcage (recap ribcage from last week as part of the skeleton) – show diagram to show position of lungs in the body. Show video (Get Set 4 PE lung video – children have seen this in PE) to demonstrate that when the air goes in (we inhale), the lungs fill up and get bigger and when we breathe out (exhale) the lungs get smaller. Model practical activity.</p> <p>Bring children back to introduce the heart and the brain. Show where these organs are on a body map. Teach that the heart is very important in keeping us alive – it pumps blood around our body which provides the body with the oxygen it needs. Teach that the heart is protected by the ribcage. Explain that the brain is inside your head and is protected by your skull. It controls all of your actions and helps you to learn new things and to remember things that have already happened or you have already learnt. Do practical activity as a class.</p>	<p>Lesson 5 Part 2– What is inside my body?</p> <p>Lungs: blowing two balloons up and slowly letting the air out to demonstrate the lungs inflating when we breathe in and deflating when we breathe out. Children to join in with breathing in and out in time with the balloons.</p> <p>Children to circle the job of the lungs out of 3 pictures (other 2 relating to previous learning on the skeleton and stomach).</p> <p>Heart and Brain: The brain sends messages to different body parts when you need to do something. Give instructions to do different exercises. After - What is the impact of doing these things on your heart rate? Your heart has to pump harder to get oxygen to the muscles that are working hard.</p> <p>Children to match the heart and brain to the correct job that they do.</p> <p>Children to label the different internal organs on the diagram: stomach, intestines, heart, brain and lungs.</p>	<p>Lesson 5 Part 2: Photo evidence on photo page of practical activities.</p> <p>Children to circle the job of the lungs out of 3 pictures. Children to match the heart and brain to the correct job that they do Lowest 20% pupils to be supported with reading if needed.</p> <p>Children to label the different internal organs on the diagram: stomach, intestines, heart, brain and lungs. Scribe for lowest 20% pupils if needed.</p>

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<ul style="list-style-type: none"> - Identify, name, draw and label basic parts of the human body. - <i>Observe closely, using simple equipment.</i> - <i>Take simple measurements.</i> 	<p>Lesson 6 – Deepen</p> <p>Recap: This half term we have been learning about our body, we have learnt about both external and internal body parts. Including our skeleton and stomach.</p> <p>Retrieve: Have the body parts been labelled correctly?</p> <p>Explain that today we are going to deepen our learning of our bodies. We will be discussing the different body parts and which one we think is the most important.</p> <p>Teachers to first model answering a question, focusing on clear speaking and full sentences. Show how we can build on certain ideas, using words such as, also, another reason is etc.</p> <p>Question: What body part is the most important?</p> <p>Children to split into small mixed ability groups. Each group to have a picture of a body part (both internal and external). Children to first write reasons why their body part is the most important on their whiteboards. Children to think/nest why their body part is the most important. Sentence stem: I think the ___ is important because___. Children to hold go round in a circle and share to their small group/triad. Encourage children to think about what we use the body part for, what does it do in our body etc. Give children 10 minutes to think of and write their ideas.</p> <p>Children to then present their ideas as a group to class – discuss the importance of each person having a turn to speak and what it means to be a good listener (giving attention, not interrupting etc).</p> <p>After all children have shared, display concept cartoon.</p> <p>Child 1 thinks that the heart is the most important body part.</p> <p>Child 2 thinks that the brain is the most important body part.</p> <p>Child 3 thinks the skeleton is the most important body part.</p>	<p>Lesson 6:</p> <p>Children to work in mixed ability groups to prepare their response to the question – Which body part is the most important? Children to practise their oracy skills including good listening and clear speaking.</p> <p>Children to think carefully about all the shared responses and decide which child they agree with on the concept cartoon.</p>	<p>Children to take part in oracy deepen.</p> <p>Children to have their answer to the concept cartoon scribed.</p> <p>Sticky Knowledge - All children will:</p> <ol style="list-style-type: none"> 1. Know the name and location of basic external body parts e.g. arm, head, leg, nose, ear, mouth, foot, elbow, knee, wrist, shoulder, neck