



Education Programme

Title

Body parts

Key stage

1

Topic

Ourselves

Subject

Science

Functional skills

Literacy

Explaining and discussing opinions.

Numeracy

n/a

ICT

n/a

N/C Links

Science: Sc1 (2a, 2h); Sc2 (2a)

QCA Unit

1A

Registered charity nos.
208217 & SC037585

Every child matters

Be healthy:

Recognise what body parts humans have and why we need them.

Stay safe:

Keeping safe and healthy.

Enjoy and achieve:

Working as a team.

Achieve economic wellbeing:

Understanding the cost of staying healthy.

Make a positive contribution:

Taking part in class discussions.

Learning objectives

Pupils will know that humans have bodies with similar parts.

Pupils will know that animals have similar body parts to humans.

Pupils will know that body parts vary and why they vary.

Learning outcomes

All: Will be able to locate key body parts on themselves.

Most: Will be able to locate key body parts on themselves and on animals.

Some: Will be able to locate body parts on different animals without prompting and explain why the body parts vary.

Key words

Eye	Ears
Tongue	Nose
Arms	Legs
Feet	Hands
Teeth	Elbow
Shoulder	Different
Explain	Vary

Resources

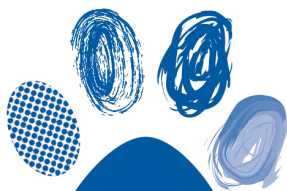
Heads, shoulder, knees and toes lyrics.
Body parts cards.
PowerPoint of animals for pupils to identify body parts.
Close-up pictures of animal body parts.
A3 outline of human body.

Activity	Teacher	Pupil	Time
Starter	Lead and start singing 'Heads, shoulders, knees and toes'. Can introduce the song by getting pupils to identify the body parts used in the song. The song can also be made more interactive by using the actions.	Pupils sing the song 'heads, shoulders, knees and toes', with actions.	5 min
Main 1	Organise pupils into pairs, tell pupils to list as many different body parts as they can.	Pupils list as many body parts as they can. Pupils complete this task in pairs, the pair with the most body parts wins.	5 min
	Help pupils and lead discussion about what parts the pupils have listed.		5 min
	Give out body part cards and organise pupils into pairs. Explain what pupils are to do with the cards. A list of the body parts can be displayed on the board to help pupils.	Pupils are given a set of body part cards. Pupils identify the body parts, stick them onto a large picture of the human body and label them.	10 min
Mini Plenary	Tell pupils to decide which body part they think is the most important.	Each pair now decides on which body part they think is the most important. Pupils explain to the rest of the class why they have chosen their body part.	5 min

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Notes

Sensitivity is required when talking about body parts, be aware of any disabilities in the class or that their families may have.

Scottish Curriculum:

SCN 1-12a
LIT 1-09a

Welsh Curriculum:

Knowledge and understanding of the world:

- Myself and other living things

The People's Dispensary
for Sick Animals,
Whitechapel Way, Priorslee,
Telford, Shropshire TF2 9PQ.

continued ...

Activity	Teacher	Pupil	Time
Main 2	Teacher could lead a debate on arms vs. legs.	Pupils are shown some pictures of different animals; pupils go up to the board and label the body parts.	10 min
	Show a set of pictures displaying different animals.	Pupils are shown some close-up pictures of animals. Pupils have to identify what animal it is and what body part they can see.	10 min
Plenary	Show animal close-ups and get pupils to identify what animal it is. This can be on the board or the worksheet can be used.		5 min

Extension

More able pupils can label the body parts on the large diagram.

Homework could be to research an animal that uses a particular body part in an unusual way or has extra strength etc.

