

Lesson 2 · living-things

My amazing body

Lesson at a glance

Wake the class with a quick wiggle, then point to and name head, shoulders, arms, hands, legs and feet on the child-body figure on the IWB, children touching each part on themselves. Sing and speed up the body-parts song, finishing with a 'sleepy teddies' calm-down. Talk about what each part does, passing the hand mirror to find eyes, nose and mouth, and bring in the doctor as the person who helps us stay well. Children draw themselves with their parts in the Investigation Journal.

Learning objectives

- Point to and name the main external parts of my body
- Understand that a doctor knows the parts of our body and helps us stay well

Before the bell – prep

Have the child-body figure ready on the IWB — it replaces any paper body outline, so there's nothing to cut out. Get one hand mirror out for the 'what does each part do?' talk, and Investigation Journal pages plus crayons set on tables before the bell. Clear floor space so every Junior Infant can stand and move for the song.

Materials

Item	Qty	Per	Source	Low-cost substitute
hand mirror	1	group	classroom	a shiny metal tray or a phone camera held by the teacher
crayons	1	pupil	classroom	coloured pencils
Investigation Journal page	1	pupil	classroom	plain drawing paper

Safety watch-point

During the fast song keep children spaced so swinging arms don't catch a neighbour, and watch for over-excited bumping before the 'sleepy teddies' wind-down settles them.

Teaching moves

- **Look at the Body on Screen:** Point to each part on the on-screen figure and have the children touch the same part on themselves — head, shoulders, arms, hands, legs, feet. Name every part here, because these are exactly the parts the song uses next. Drop in 'Who helps us stay well and knows all these parts? A doctor!'
- **Head, Shoulders Body Game:** Sing slowly first, then speed up to make it fun, then call single parts ('head!', 'feet!') for the children to touch fast. Watch for children swapping arms and legs or hands and feet, and gently model the right part again. After about 7 minutes, sing one slow round and settle to 'sleepy teddies' — soft, still, three slow breaths — before sitting down.
- **What Does Each Part Do?:** Invite a few children at a time to show one thing a part can do — clap, jump, kick — so everyone watches together. Pass the hand mirror round so each child finds their own eyes, nose and mouth. Then thread back: 'A doctor knows all these parts and what each one does — that's how a doctor helps us stay well.'
- **Draw Me and My Body Parts:** Hand out the Investigation Journal page and crayons. As children draw themselves, walk round and ask each one to point to and name the parts in their picture — revoice it: 'I can see your head, your arms and your feet!' Names matter more than neat drawing.

What it should show

Most Junior Infants will confidently name head, arms, hands, legs and feet; shoulders is the one some still mix up or skip — name it again with a touch. A common confusion is swapping hands/feet or arms/legs during the fast song; affirm the attempt, then slow down and model the correct part. In the mirror talk, expect eyes, nose and mouth named easily, with a few offering ears or hair — affirm those too.

Misconceptions & interventions

- **A child points to their hand when you call 'arm' (or foot for leg), treating the whole limb and its end as the same part.** — Slow the song down and run a finger along the arm from shoulder to hand on the IWB figure, then on your own arm: 'this long part is the arm, and the bit at the end is the hand.' Have them touch both.
- **A child thinks a doctor only gives injections or is someone scary.** — Use the on-screen figure to show the doctor checking ears and chest: 'a doctor knows all these parts and helps us feel better.' Keep it warm and matter-of-fact.

Differentiation

Emerging	Developing	Proficient
<ul style="list-style-type: none"> • Stand beside the child during the song and touch the part with them, naming just three parts — head, hands, feet — until they're secure. • For drawing, accept a simple person with a head, two arms, two legs and feet; name the parts aloud as they draw. 	<ul style="list-style-type: none"> • Ask 'and what does your head do?' to draw out one simple job for each part they name. 	<ul style="list-style-type: none"> • Invite them to be the caller in the touch game, naming a part for the class to find. • Ask them to add eyes, nose and mouth to their drawing after checking in the mirror.

Cross-curricular hook

Links to SPHE 'Myself' — knowing and naming our bodies, and that a doctor helps us stay well.