

## Lesson 3 · living-things

## What My Body Parts Do

**Lesson at a glance**

Open with a lively wave-and-stamp and ask what hands and feet just did. Whole-class, model each job — hands hold and clap, feet hop, legs walk, eyes look — then children rotate in small groups through five carousel stations (soft balls/beanbags, a hopping space, a marching path, a clapping spot, viewing frames), naming the body part and its job at each. Close on the circle as a display-only make-sense talk that draws out the five jobs and introduces 'training' through a footballer kicking again and again.

**Learning objectives**

- Children will name a job that hands, feet, legs and eyes each do
- Children will mime the job of a body part
- Children will understand that a sports person trains their body parts to do amazing jobs

**Before the bell – prep**

Set up the five carousel stations before the bell: soft balls and beanbags in a box for holding/passing, a clear floor space for hopping, a short marked path or footprint cards for marching, an open spot for clapping, and card viewing frames (cut empty squares from card if you have no frames). Agree your one move-on signal — a rhythm clap, bell or music burst — and have it ready.

**Materials**

Item	Qty	Per	Source	Low-cost substitute
soft foam balls	4	class	school kit	rolled-up socks or scrunched paper balls
beanbags	4	class	school kit	small cloth bags filled with dried beans, or rolled socks
viewing frames (card frames to look through)	4	class	classroom	cupped hands held to the eyes like binoculars

**Safety watch-point**

Keep the hopping and marching stations clear of furniture and bags so children don't trip, and supervise the soft-ball passing so beanbags aren't thrown at faces.

### Teaching moves

- **What Can My Body Do?:** Model each mime first, then have the whole class copy. Think aloud — "I wonder what my hands can do? Look, they held the ball — hands are good at holding!" Name the job every time (hands hold, hands clap, feet hop, legs walk, eyes look) so children link part to job before the carousel.
- **The Action Carousel:** Introduce only one station's cue as each group arrives — four and five year olds can't read the screen back, so don't read all five at once. Allow 2–3 minutes per station and use the same move-on signal every time. At each station ask "Which body part are you using? What is its job?" and listen for the part-plus-job answer.
- **What Did Our Body Parts Do?:** This is display-only talk — children mime and say, nothing is written. Revoice the five jobs clearly. Anchor 'training' before the runner question: a young child may only know 'train' as a vehicle, so make it concrete with the footballer kicking over and over. Then invite group guessing — "Let's all guess, there is no wrong answer."

### What it should show

Most children will name and mime the five jobs from the carousel: hands hold, hands clap, feet hop, legs walk, eyes look. Some will offer extra jobs (hands wave, eyes blink) — affirm these, then steer back to the five practised at the stations. A few may name the part but not the job, or mime without naming; prompt "and what is its job?" so they link the two.

### Misconceptions & interventions

- **A child hears 'training' and thinks of a train you ride on.** — Make the meaning concrete before the runner question — mime a footballer kicking again and again and say "training means doing the same job over and over to get good at it." Then ask what a runner trains.
- **A child mimes the action at a station but cannot say which body part is doing the job.** — Stand with the child, name the part for them — "these are your feet, they hop" — then have them copy the mime and say it back.

### Differentiation

Emerging	Developing	Proficient
<ul style="list-style-type: none"> <li>• Stand alongside the child at each station, name the part for them, then have them copy the mime.</li> <li>• Let them pair with a confident child to march or pass the ball together.</li> </ul>	<ul style="list-style-type: none"> <li>• At the holding station ask "What else can your hands do?" and have them mime a second job.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask them to think of a body part not at the stations and tell you its job.</li> <li>• Invite them to guess what a swimmer or a runner trains in the closing talk.</li> </ul>

**Cross-curricular hook**

Tie to PE — the carousel mirrors a fundamental-movement warm-up with hopping, walking and clapping rhythms.

