

Lesson 3 · living-things

The Jobs Our Body Parts Do

Lesson at a glance

Open with a quick action game — listen, walk, wave, sniff — asking which body part did each job. Children mime jobs at an action carousel, passing a small mirror to watch their own eyes blink or nose wrinkle. Then in small groups they sort job picture cards (listening, walking, looking, smelling, holding) to the matching body-part cards, saying the reason aloud each time. They record their sort on the Investigation Journal SortingGrid page before an oral show-and-tell.

Learning objectives

- Match a body part to the important job it does
- Sort job cards to the right body part

Before the bell — prep

Print and cut one set of cards per group (4–5 children): five body-part cards (ears, legs, eyes, nose, hands) and five matching job cards. Bag each set so nothing goes missing. Have one small mirror to pass around and an Investigation Journal SortingGrid page per child. Real items — an orange peel to sniff — make the smelling card land better.

Materials

| Item | Qty | Per | Source | Low-cost substitute |
|--|-----|-------|-----------|---|
| body-part picture cards (ears, legs, eyes, nose, hands) | 1 | group | classroom | draw the parts on plain paper, or point to the parts on the children's own bodies |
| job picture cards (listening, walking, looking, smelling, holding) | 1 | group | classroom | the children mime each job instead of using cards |
| small mirror | 1 | class | classroom | children look at each other to spot their body parts |
| Investigation Journal SortingGrid page | 1 | child | classroom | children draw the five body parts down the side of a plain sheet and mark the job beside each |

Safety watch-point

Keep miming on the spot and turn-based so children with arms and legs out don't bump each other; clear a little floor space before the walking and marching actions.

Teaching moves

- **Miming Body Part Jobs:** Call one job at a time and mime it yourself first so the class copies. After each, ask "which body part did the job?" and point to it on your own body. Pass the mirror so a few children spot their own eyes blink or nose wrinkle. Gently correct anyone who names the wrong part — "let's try walking with our hands... no, it's our legs!"
- **What Each Part Does:** Read each part-and-job pairing aloud and point to it on yourself. Keep separating the two words deliberately — "the job is hearing, the part is ears" — because this is exactly where infants muddle up. Use the quick demos: cover ears for quiet, close eyes for dark.
- **Sort the Job Cards:** Seat children in groups of 4–5 and put a card set on every table before you start, so no child waits empty-handed. Model one aloud first, then have them sort the rest in turns. Walk the room asking "why does it go there?" — the said-aloud reason is the new skill. In the last 3–4 minutes hand out the SortingGrid page and guide one row together before they finish their own.
- **Show and Tell: Why Each Part Does Its Job:** Each group holds up one card and tells which part does it and why. Revoice the big idea — "every body part has an important job, and we can say why." Keep the footballer/dancer thread short and joyful; nobody writes anything.

What it should show

Most children will confidently match the obvious pairs — listening to ears, walking to legs, looking to eyes — and offer a reason once you model it. Smelling-to-nose and holding-to-hands take a little more prompting. A common slip is naming the job where the part is wanted ("hearing" instead of "ears"); affirm the right idea, then re-voice the part name. Some will spot that hands hold and wave — welcome that as a real noticing.

Misconceptions & interventions

- **A child says "we walk with our hands" or otherwise pairs a job to the wrong part.** — Try the wrong action out loud together — "let's all walk with our hands!" — then laugh and switch to legs. The mismatch is obvious once their body shows it.
- **A child names the job when you ask for the body part (says "hearing" instead of "ears").** — Hold up the part card and the job card side by side: "the job is hearing — the part that does it is the ears." Keep separating the two words every time.

Differentiation

| Emerging | Developing | Proficient |
|---|---|--|
| <ul style="list-style-type: none"> Narrow the choice to two body-part cards at a time when a child finds the sort tricky. Sit a struggling child beside you and do one card together, saying the reason aloud for them to echo. | <ul style="list-style-type: none"> Ask the child to say the full reason unprompted: "the walking card goes with legs because legs do walking." | <ul style="list-style-type: none"> Ask which body parts do more than one job — hands hold and wave, legs walk and jump — and have them show both. |

Cross-curricular hook

Links to SPHE *Myself* — naming and caring for our body parts and how we keep them healthy.