

## Lesson 2 · living-things

# The Main Organs of the Human Body

## Lesson at a glance

Open with hands flat on chests feeling a heartbeat, then meet five main organs one at a time, pointing to each on their own body. Draw round a volunteer on lining paper to make a life-size outline, then pupils take turns placing organ cut-outs and saying why. An IWB drag-and-drop fixes the names and functions, a quick X-ray talk shows how people found out, and each child draws and labels the five organs on their Investigation Journal page.

## Learning objectives

- Name the main organs (brain, heart, lungs, stomach, intestines) and describe roughly where each one sits in the body
- Place organ cut-outs on a body outline and label a body diagram showing each organ in its place

## Before the bell – prep

Cut a length of lining paper big enough to draw round a child, plus a marker for the outline — make it before the bell if minutes are tight. Prepare a set of five organ cut-outs (brain, heart, lungs, stomach, intestines) laid face up. Have the Investigation Journal drawing page ready, and a lightly-marked outline version for pupils who find the blank shape hard.

## Materials

Item	Qty	Per	Source	Low-cost substitute
roll of lining paper	1	class	classroom	several large sheets of newspaper laid end to end
thick markers	2	class	classroom	a dark crayon or wax pencil
organ cut-outs (brain, heart, lungs, stomach, intestines)	1	class	school kit	the provided organ cut-outs printed on plain card
Investigation Journal page	1	pupil	school kit	a body shape drawn on plain paper

## Safety watch-point

Supervise the volunteer lying on the floor for the outline and keep the marker tip clear of clothes and faces; mind scissors if pupils handle any cut-outs.



### Teaching moves

- **Meet the Main Organs:** Walk the class through the table one organ at a time — cover the lower rows on the IWB or point along with a finger so pupils follow only the organ you are on. Read one row, point to where it sits, then have every child point to roughly that spot on their own body before moving on.
- **Where Does Each Organ Belong?:** Keep the talk on WHERE, not what each organ does. Model the first placement aloud — 'I think the brain goes in the head, because that's where I do my thinking' — then hand cut-outs to pupils. After each placement turn to the watchers: 'Are they right? Where would you move it?'
- **Match the Name to the Organ:** Drive this together at the IWB. As each label is dragged onto an organ, ask 'and what does that one do?' to add function recall on top of naming. Pause on the heart and stomach and ask 'Are they right?' before confirming.
- **How Did People Find Out What's Inside Us?:** Anchor the talk to the X-ray image so pupils have something concrete to react to. Make all guesses welcome — you want hands up, not silence. Draw out that inventions like the X-ray let doctors help people without cutting. Keep it to two or three minutes.
- **Draw the Organs in Place:** Hand out the Investigation Journal page and let pupils draw and name the five organs individually — allow about 12 minutes. Circulate and check the heart sits near the middle and the stomach sits above the intestines.



### What it should show

Most pupils will place the brain in the head and the lungs in the chest correctly, and will name all five organs with the IWB diagram as support. Watch for two reliable errors: the heart drawn on the far-left edge (it sits near the middle, tilted slightly left) and the stomach drawn too low (it sits high, just under the ribs, above the coiled intestines). A child who places these well shows secure location, not a lucky guess.



### Misconceptions & interventions

- **Pupils think the heart is on the far-left edge of the chest, because that's where they're told to put their hand for the anthem.** — On the IWB diagram point to the heart's central, slightly-left position, then have pupils feel for the thump near the middle of their chest as they did in the hook.
- **Pupils draw the stomach far too low, down near the hips.** — Point out on the diagram that the stomach sits high, just under the ribs, and the intestines coil below it — have pupils place a hand high on the tummy.



**Differentiation**

Emerging	Developing	Proficient
<ul style="list-style-type: none"> <li>• Give an outline with the organ positions lightly marked to colour and name.</li> <li>• Let the child agree with a partner where an organ goes before placing the cut-out.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask which organs sit beside each other as they place or draw.</li> <li>• Have them say what each organ does as well as where it sits.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask early finishers to note that the heart sits between the lungs and the stomach above the intestines.</li> <li>• Have them act as a 'judge' for the next pupil's placement and justify their verdict.</li> </ul>

**Cross-curricular hook**

Link to SPHE — talk about how the heart and lungs work harder during yard games and exercise, and why that's good for us.

