

living-things

What my body parts do

Lesson at a glance

Open by holding a soft ball, clapping and hopping so pupils notice hands and feet at work. Name the idea of a job, then point to hands, feet and eyes on the body-parts interactive and on their own bodies. Groups rotate a short action carousel—hold, hop, clap, look—naming which part does each job. Close on the carpet acting one job and saying the part that worked.

Learning objectives

- Name a simple job that hands, feet or eyes can do
- Show a body-part job and say which part is doing the work

Before the bell – prep

Clear floor space and mark four station spots. Print the action picture cards. Set soft balls and beanbags only at the Holding station before the bell; keep one soft ball in hand for the hook. Pathways must stay clear for hopping on the spot.

Materials

Item	Qty	Per	Source	Low-cost substitute
action picture cards (holding, hopping, clapping, looking)	1	class	classroom	four simple drawings on scrap paper using the card texts already written in this lesson
soft balls	6	class	school kit	pairs of rolled clean socks
beanbags	6	class	school kit	small sealed bags of dry rice or lentils

Safety watch-point

Soft balls only; hop on the spot in marked space; no throwing toward faces; stop a group if the floor gets crowded.

**Teaching moves**

- **Getting Started:** Stand where all can see. Hold a soft ball, clap once, hop on the spot. Ask what hands and feet were doing. Accept every guess; do not introduce the word job yet.
- **What jobs can body parts do?:** Think aloud the notice cycle with the soft ball: I wonder, I think, I try, I noticed—hands help us hold. Invite finger wiggles, gentle stamps and blinks. Keep words simple: job, hands, feet, eyes, hold, hop, look, clap.
- **Point to the part:** Open the body-parts interactive in display mode. Read each label. Ask which part helps hold, hop, look, clap. Children point on the board figure and on their own bodies together. If someone points to head for looking, affirm then guide to eyes.
- **Action carousel:** Four groups, about two to three minutes per station. Read the card, let them try, then ask which body part did the work. Stay mobile; model once if a group is stuck. Gentle two-foot bounce counts as hopping. Freeze-and-listen signal between stops. If short on time, drop Clapping first and keep hold, hop and look.
- **Which part did the job?:** On the carpet, volunteers show one job with their body first—no talking. Class guesses the job; child then names the part: My hands did the holding. Offer hands-or-feet choice if naming stalls.
- **Share what we found:** Revoice so the idea lands: each body part has a job. Draw out hands hold/clap, feet hop, eyes look. One breath on a GAA or yard link—feet kick, eyes watch the ball. Close with which job they want to practise at playtime. Display-only talk.

What it should show

Most pupils will show hold, hop or look and name hands, feet or eyes (sometimes head for looking). Affirm head-for-looking, then steer to eyes. Everyday jobs count; redirect anyone who thinks only big sports moves are jobs. Some need a hands-or-feet choice prompt to name the part.

Misconceptions & interventions

- **Only big sports moves count as jobs—holding a cup or looking at a picture do not.** — Name the everyday try they just did: holding the beanbag and looking for something red are real jobs too. Revoice: a job is what a body part helps us do.
- **When asked which part helps us look, they point only to the whole head.** — Affirm: yes, on the head—then guide to the eyes label on the interactive and on their own face: our eyes do the looking.

Differentiation

Emerging	Developing	Proficient
• Let the child copy your hold, hop or look first, then name the part with a hands-or-feet choice. • Pair them beside you at one station so they try with support before rotating.	• After naming the part, ask what else that part can do at the same station.	• Add a second gentle job at the same stop (hold, then pass the beanbag to a partner). • Invite them to show a job and lead the class guess on the carpet.

Cross-curricular hook

Links to PE locomotor and manipulative skills—hopping on the spot and holding a soft ball with control.

