

living-things

More body parts we can name

Lesson at a glance

Open with a playful head-and-knees touch so Senior Infants join in at once. Model the six new names one at a time on your own body — head, neck, shoulders, elbows, knees, ankles — while children copy and say each word. Run a stand-up action game that mixes the order, then pairs look-and-point on themselves with optional shared mirrors. Finish by naming the same parts on the child-figure interactive and a short carpet talk about who needs these names when a part is sore.

Learning objectives

- Name more external body parts including head, neck, shoulders, elbows, knees and ankles
- Point to each named part on their own body
- Join in naming parts shown on a child figure on the board

Before the bell – prep

Clear carpet space so every child can stretch without touching a neighbour. Have one large class mirror or two-three plastic hand mirrors ready to pass along the row — not one per pair. Open the child-figure interactive on the IWB in display mode before the bell.

Materials

Item	Qty	Per	Source	Low-cost substitute
plastic hand mirror	2-3	class	classroom	one large class mirror held by the teacher; one mirror per pair is optional only if already ready and manageable in four minutes

Safety watch-point

Own-body touching only — no poking others. Soft bends at knees and ankles; no hard stamping. Keep stretch space so neighbours do not bump.

**Teaching moves**

- **Getting Started:** Stand where all can see. Touch your own head, then your knees, and invite a quick copy. Ask which body parts they already know. Keep it light — do not list the six new words yet.
- **Body parts we will name:** Reveal one part at a time on your body: head, neck, shoulders, elbows, knees, ankles. Say the name clearly; children touch and say with you. Keep the board blank or short — no full word list for Senior Infants to read. Model once: wonder where your elbows are, look, touch, and name.
- **Body parts game:** Call one part at a time; children touch it and say the name aloud. After the first round, mix the order so they listen. Add a slow round and a silly fast round. Invite one or two children to be the caller while you join in. Watch that each child stays in their own space.
- **Look and point:** Seat talk partners first. Prompt slowly through all six: show me your head... find your neck... and so on. Every child points and whispers the name to their partner; a shared mirror is only an optional check if it reaches them. Revoice wrist/ankle or whole-arm/elbow mix-ups without fuss.
- **Name them on the board:** Open the child-figure interactive in display mode. Point to each labelled part; the class says the name and touches the matching part on themselves. Then mix the order and point without saying the word first. If the figure is hard to see, invite the class to stand.
- **Who needs these names to help us?:** On the carpet, every child points to one part first. Ask who looks after us when a knee is hurt, and who helps us stretch again when a part is sore. Draw out doctor and physio (gloss physio in plain words). Keep it to one or two helpers — oral only, no job titles on the board until children offer ideas.

What it should show

Most Senior Infants will touch and say head, neck, shoulders, elbows, knees and ankles with you, and join in on the board figure. Common slips are pointing to the wrist for ankle, or the whole arm for elbow — gently guide the finger to the right place and say the name again. Celebrate joining in, not perfect naming of all six.

Misconceptions & interventions

- **A child points to the wrist when you say ankle.** — Gently guide their finger to the part just above the foot. Say: ankles are here, above your feet — wrists are on your arms. Touch together and re-say ankle.
- **A child waves the whole arm when you say elbow, or the whole leg for knee.** — Model finding the bend in the middle: I look for the middle bend of my arm — here is my elbow. Have them bend and straighten so they feel the joint, then name it again.

Differentiation

Emerging	Developing	Proficient
• Stand beside the child during the game and look-and-point; touch the part with them and say the name together. • Offer only two or three parts at first (head, knees, shoulders) then add the rest.	• Mix the call order and add a slow then fast round so they must listen, not only chant. • Have them whisper the name to their talk partner before the class says it aloud.	• Invite them to be the caller for a round of the body-parts game. • Ask them to point to a part on the board figure and lead the class in naming and touching it.

Cross-curricular hook

Links to PE body awareness and SPHE caring for ourselves — naming parts we keep safe in play.