

My amazing body

Lesson at a glance

Open with playful questions — show me your head, wave your hands, stamp your feet. Infants then stand for a body-pointing game, naming head, arms, hands, legs and feet on themselves. The labelled child figure on the IWB diagram-labeller interactive guides a second slow pass while they point again. Pairs look in hand mirrors to find head and hands, then draw themselves on the Investigation Journal page showing all five parts. Close with a gentle carpet talk that doctors help care for our bodies.

Learning objectives

- Point to and name head, arms, hands, legs and feet on their own body
- Draw a picture of themselves showing the main external body parts

Before the bell – prep

Set out one hand mirror per pair (or one between three) and keep them out of reach until the mirror beat. Have Investigation Journal pages and crayons ready to hand. Open the diagram-labeller interactive on the IWB in display mode before the lesson. If mirrors are few, plan a quick two-pairs-at-a-time carousel.

Materials

Item	Qty	Per	Source	Low-cost substitute
hand mirrors	1	group	school kit	one larger class mirror propped safely where pairs can take turns
crayons	1	pupil	classroom	coloured pencils or markers
Investigation Journal page	1	pupil	provided printable	plain paper for a self-portrait

Safety watch-point

Hand mirrors are for looking only — no banging or near mouths. Children stay seated or kneel; collect mirrors promptly before tidy-up so none are left on the floor.



Teaching moves

- **Getting Started:** Stand where everyone can see you. Point to your own head, hands and feet as you ask one or two cheerful questions. Keep only today's five words in play and leave the full naming for the game.
- **Body pointing game:** Model one full cycle aloud first — wonder, point, name. Then call head, arms, hands, legs, feet slowly while children point on their own bodies. Speed up, mix the order, and add nod, wave, clap, march, stamp. Redirect anyone pointing at a friend: on your own body.
- **Our body on the board:** Lead from the front with the labelled child figure on the IWB. Take one label at a time — head, arms, hands, legs, feet — say the short cue, and have the class point on themselves after each. Do not rush; the pointing is the learning.
- **Looking in the mirror:** Hand out one mirror per pair; children stay seated or kneel so mirrors stay low. Run three short bursts: find your head, hold up a hand and wiggle fingers, then point to legs and feet. Invite oral noticing — I can see my head — and collect mirrors the moment you call time.
- **Draw me:** Hand out the Investigation Journal page and crayons. As you circulate, ask each child to point on their drawing: Where is the head? Where are the hands? Where are the feet? Naming while they draw is the goal; colouring is optional once the five parts are on the page.
- **Who helps our bodies?:** On the carpet, invite three or four children to hold up their drawing and point to one part. Revoice the five names, then bridge gently: a doctor knows our body parts and helps us stay well. Keep it reassuring — look, listen, help — and prefer yes/no prompts.

What it should show

Most Junior/Senior Infants will point correctly to head, arms, hands, legs and feet on themselves and include a clear head plus some mark for arms/hands and legs/feet on their drawing. Some offer face details, fingers or tummy — affirm, then steer back to the five big parts. A child who only draws a head-and-legs stick may need you to point back to the board figure and ask where the arms go.

Misconceptions & interventions

- **Some children point to a friend's body instead of their own when a part is called.** — Gently redirect: On your own body. Find your head. Model on yourself, then guide their hand to the matching part on them.
- **Children may think only the face counts as the head, or mix up arms and hands.** — On the board figure, trace clearly from the top of the head, from shoulder to hand for arm, and from wrist to fingers for hand, then have them match the same path on themselves.

Differentiation

Emerging	Developing	Proficient
• Stand beside the child during the pointing game and point with them on their own body; on the drawing, lightly model a head circle on scrap paper then let them draw their own.	• Add the gentle actions (nod, wave, clap, march, stamp) and ask them to say the part name aloud as they point on their drawing.	• Invite them to call the next body part for the class, or tell a partner one part they drew and what it helps them do.

Cross-curricular hook

Links to SPHE care-of-self talk and oral language — naming, pointing and simple full-sentence noticing about their own body.