

living-things

The jobs our body parts do

Lesson at a glance

Open by closing eyes to listen, then wiggling fingers, and ask what legs help us do. Teach that a body part's job is what it is for, modelling ears with hearing. As a class, place head, arms, hands, legs and feet on the body-figure interactive and point on their own bodies while naming each job. Groups rotate five floor spots showing each job with their body, then pairs match four part cards to four job cards and say the match. They draw one clear match in the Investigation Journal and share it orally.

Learning objectives

- Match a body part to the job it does
- Show the job of a named body part with your body
- Sort job picture cards to the matching body part and say the match

Before the bell – prep

Print five carousel body-part cards (class set) and one match set per pair (ears, eyes, hands, legs + hearing, seeing, holding, walking), plus a spare. Set five clear floor spots with paths free of bags. Shuffle each match set into two face-up piles. Open the body-figure interactive in explore mode.

Materials

Item	Qty	Per	Source	Low-cost substitute
carousel body-part picture cards (ears, eyes, hands, legs, feet)	1	class	provided printable	simple drawings on sticky notes or scrap card
match body-part picture cards (ears, eyes, hands, legs)	1	group	provided printable	simple drawings on scrap card with the part name
match job picture cards (hearing, seeing, holding, walking)	1	group	provided printable	word cards with a simple sketch beside each job word
Investigation Journal page	1	pupil	provided printable	a blank page folded in half labelled body part and job
crayons or colouring pencils	1	pupil	classroom	classroom pencils only

**Safety watch-point**

Carousel: gentle actions only, no running between spots, hands away from other children's faces; keep floor paths clear of bags and chairs.

Teaching moves

- **Getting Started:** Keep it to one light beat: cup your ear, wiggle your fingers, take two or three answers. Ask the key question—what is one thing your legs help you do?—then stop. Leave the card packs out of sight.
- **Body parts have jobs:** Put only job—what a body part is for—on the board in child language. Hold up the ears and hearing cards, point to your own ears, cup them, and say the match aloud. Model legs with walking by taking three steps. Do not add a second definition for match.
- **Point to the part:** Open the body-figure interactive in explore mode and place the five labels as a class. Before any job, say the landmark rule: eyes, ears and nose live in our head—for hearing or seeing, point to the head on the figure then to that part on your face. Walk briskly through head, arms (reach/lift only), hands, legs and feet with body actions; after each ask what job that part is doing and have everyone show it.
- **Action carousel:** Model the first spot yourself, then send small groups to the five cards. About one minute per spot; clap or chime to rotate. Stay central and feed the job name if a group freezes—Ears... hearing! If time is tight, run only two or three rotations so every child shows at least two jobs. Watch for running between spots.
- **Match the cards:** Model ears-hearing once, then set pairs on the four-pair sort from two piles. As they finish, invite one child to hold up a match and ask the class: Are they right? How do you know? Steer each pair to one clear spoken sentence—Ears are for hearing—even if they name a thoughtful extra job.
- **Show and draw:** Send children to the Investigation Journal page for about five minutes: draw one body part matched with its job. Offer the stem My ____ are for _____. Scribe a label only if asked; celebrate a clear match, not spelling. Keep the page in class.
- **Make-sense talk:** Invite two or three children to stand, point to a part, and say its job; revoice each match and have the class show agreement on their bodies. End with one short link—legs and feet work hard for GAA players and Irish dancers; who helps us look after bodies that run, kick and dance?—accept doctor or physio, then stop.

What it should show

Expect main matches: ears-hearing, eyes-seeing, hands-holding, legs-walking, shown with the matching body action and said as a short sentence. Journal pages show one clear part-and-job drawing. A mixed-up pair often guessed from the picture alone—ask them to show the job on their body and re-match. Affirm extras (hands also clap) then return to today's main job.



Misconceptions & interventions

- **Children treat head as the match for hearing or seeing instead of the home of eyes, ears and nose.** — Restate the landmark rule, point to the head on the figure, then to eyes or ears on their own face, and pair the job card with eyes or ears—not head.
- **Pupils say a body part only ever does one thing forever—hands only hold.** — Accept today's main job for the spoken match, then note briefly that some parts help in more than one way (mouth eats and talks; hands hold and clap) without expanding the card set.
- **Children mix up hands with arms or feet with legs when pointing or sorting.** — Have them wiggle fingers for hands and stamp or tip-toe for feet while you hold the matching picture card; arms stay pointing-practice only and are not in the match set.

Differentiation

Emerging	Developing	Proficient
• Let the child copy your body action at the carousel first, then try alone. • At the match table, offer one body-part card at a time and place two job cards to choose from.	• Prompt the full spoken sentence—My ____ are for ____—once the pair is found. • Ask which part they are using and what its job is while you circulate the carousel.	• Invite a second job the same part might help with (legs: walking and running) after the main match is secure. • Fast finishers draw feet with standing on the same journal page or show their match quietly to a partner with their body.

Cross-curricular hook

Link to PE and Irish culture: GAA players run and kick; Irish dancers point and spring—legs and feet trained for special jobs.