

living-things

The main organs of the human body

Lesson at a glance

Open by asking pupils to point to where they think their heart, brain and post-lunch food sit. Teach the five organs as short point-and-say beats on their own bodies, then draw a life-size outline on lining paper and place organ cut-out cards while the class judges each placement and job. Check chest and tummy labels on the diagram-labeller interactive, then pupils draw and label the five organs on the Investigation Journal page. Close with a kind science talk about listening and scans, and an oral body-point exit check.

Learning objectives

- Name the main organs of the human body: brain, heart, lungs, stomach and intestines
- Place each organ roughly where it sits inside the body
- Say one job each organ does

Before the bell – prep

Print one set of the five organ cut-out cards (lamine if you can) and unroll lining paper with markers ready. Clear a floor space before the bell. No lining paper? Chalk outline on the yard, taped newspaper, or cards on a consenting volunteer on a clean mat.

Materials

Item	Qty	Per	Source	Low-cost substitute
roll of lining paper or large paper sheets for one life-size body outline	1	class	classroom	several large newspaper sheets taped together, chalk outline on the yard, or place cards on a consenting volunteer lying on a clean mat
washable markers	4	class	classroom	chunky crayons or chalk
organ cut-out cards (brain, heart, lungs, stomach, intestines)	1	class	provided printable	five sticky notes with the organ name and job written from the card texts in the lesson
Investigation Journal page	1	pupil	classroom	plain paper with a simple body outline drawn by the pupil



Safety watch-point

Calm floor work only: markers on paper not skin or jumpers; walking feet clear of the outline; volunteer consent and shoes off the paper or mat.

Teaching moves

- **Getting Started:** Keep it playful: ask the three location questions and scan the room without correcting wrong placements yet. Hold the organ cards face down and keep the lining paper rolled — the body map waits for the exploration step.
- **Five organs and their jobs:** Teach each organ as its own point-and-say beat on the children's bodies: name, point, short job chorus, then the next. Stress name and place first. Gently nudge heart a little left, stomach upper tummy, intestines lower and coiled. Pronounce intestines as in-TESS-tins.
- **Build a body map:** Draw around one willing volunteer on the lining paper. Model the heart card fully first — think aloud about left-chest placement and the pump job — then invite pairs to place the rest one at a time. After each card, have watchers agree, adjust and chorus the job; judging is their real task, not waiting for a turn.
- **Quick check on the board:** Open the diagram-labeller interactive in guided mode on the human-torso diagram with the four labels only. Say once that the brain stays on the floor map. Drive or invite contested drags (heart vs centre; stomach vs intestines) and chorus each short job after it lands. Keep the floor map visible for cross-check.
- **Draw and label:** Leave the five organ words and short job phrases on the board. Must-do is a simple outline with all five organs labelled in sensible zones; accept a whispered job for any writing that is slow. Circulate with prompts: heart a little left? intestines below the stomach? Allow about twelve minutes.
- **How we check organs kindly:** Anchor the talk to the floor map still in view. Frame listening and modern scans as kinder, clearer ways to check place and job than guessing alone. Keep it hopeful and factual — no surgery stories. Two or three strong contributions are enough.
- **What we know now:** Call organs one by one for an oral exit check: pupils point on themselves and whisper the job to a partner. Firm success line is name and place; short supported job phrases are fine. Collect cards, roll the outline, markers away.

What it should show

Pupils place brain in the head, heart a little left in the chest, lungs either side in the chest, stomach in the upper tummy and intestines coiled in the lower tummy, and can say a short job for each with board or card support. Common slips: heart dead-centre, stomach drawn as the whole tummy, intestines stuck up near the stomach, or lungs and heart swapped on the board check — revisit upper versus lower tummy and left-chest placement.



Misconceptions & interventions

- **Pupils put the heart in the exact centre of the chest.** — On the body map or their own chest, nudge the heart card a little to the left of centre and re-voice the fist-sized pump job. Have them feel a gentle pulse on wrist or neck if helpful.
- **Pupils draw the stomach as the whole tummy, or pile intestines up beside it.** — Walk the body map: upper tummy for the stretchy food bag, lower tummy for the long coiled tubes. Ask which organ food reaches first after a meal.
- **Pupils swap heart and lungs on the torso diagram, or look for a missing brain label on the board.** — Say once that the brain stays on the floor head outline. Re-chorus: two soft air-takers share the chest with the pump a little to the left.

Differentiation

Emerging	Developing	Proficient
• Offer a pre-drawn body outline on the journal page; pupil holds the card and names the organ while a partner helps place it. • Accept whispered job phrases to you instead of written lines for any organ.	• After placing a card, say the short job without reading every word from the card. • On the journal page, add a job phrase for at least two organs using the board phrases.	• Write a short job for all five organs, or add a tiny arrow from mouth toward stomach and intestines to show the food path. • Offer one real-world link (stethoscope listens to heart and lungs; a bike helmet protects the brain).

Cross-curricular hook

Links to SPHE staying-well talk and oral English: short job phrases chorused and whispered as precise body vocabulary.