

living-things

The main organs of the human body

Lesson at a glance

Open by asking pupils to point to heart, brain and where food sits after lunch — keep it light and leave wrong placements uncorrected. Teach the five organs as short point-and-say beats on their own bodies, then pairs place printed organ cards on a life-size lining-paper outline while watchers check place and job. The diagram-labeller interactive shifts to job labels only; pupils then draw and label the five organs on the Investigation Journal page before a short floor-map talk on listening and scans.

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 (laminates if you can) and unroll lining paper with markers ready. Clear a floor space before the bell. Open the diagram-labeller interactive on the torso. Chalk on the yard or taped newspaper works if lining paper is short.

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 before lying down; shoes off the paper or mat.

Teaching moves

- **Getting Started:** Ask the three location questions playfully and scan the room only — most hands will land left-chest and head. Do not correct placements yet; keep organ cards face down and the body map packed until the exploration step.
- **Five organs and their jobs:** Teach one organ at a time: name, point on their own body, one short job chorus, then move on. Nudge heart a little left and stomach as upper tummy only. Close with which organ sits highest and which two share the chest.
- **Build a body map:** Draw around one willing volunteer on the lining paper. Model the heart card fully aloud before handing cards out. Pairs place remaining cards one at a time; after each, read the job line and ask watchers to agree, move or name the job. Finish with a quick walk-the-body from head to lower tummy.
- **Put the jobs where they happen:** Open the diagram-labeller with job labels only — do not replace organ names. Take easy jobs first, then the food pair. If stomach and intestines are swapped, ask what happens first after you swallow and send stuck pupils back to the floor map rather than the board words.
- **Draw and label:** Leave the five organ words and short job phrases on the board. Circulate prompting left-chest heart and intestines below stomach. Name and place are the must-do; accept a whispered job for any organ a slow writer cannot finish in about twelve minutes.
- **How we check organs kindly:** Keep the floor map visible. Read the board lines first so the talk stays hopeful and factual, then draw out two or three contributions on listening, scans and why knowing place helps care — no cold-call for history facts.
- **What we know now:** Call organs one by one for the oral exit check: pupils point on themselves and whisper the job to a partner. Name and place are the firm success line; board-supported job phrases are fine.

What it should show

Pupils place brain in the head, heart left chest, lungs either side in the chest, stomach upper tummy and intestines coiled in the lower tummy, and can say a short job for each with card or board support. A heart dead-centre or a stomach filling the whole tummy is a placement slip — nudge left and upper. Swapped food jobs on the labeller are common; ask what happens first after swallowing.



Misconceptions & interventions

- **Pupils put the heart dead centre in the chest because that is where they feel a thump or see cartoon hearts drawn.** — Have them place a fist a little to the left on their own chest and match the heart card there on the floor map — say ‘a little to the left, not the middle’ as the chorus.
- **Pupils treat the whole tummy as the stomach and park intestines nowhere, or swap the two food jobs.** — Point upper tummy for stomach and lower coiled tummy for intestines on the body map. Ask what happens first after you swallow, then let them place ‘mixes up food’ above ‘takes the goodness out’.
- **Pupils think one wire of knowing the name is enough and skip the job, or invent surgery detail when talk turns to doctors.** — Keep job phrases as short card read-alouds. For the kindness talk, re-read the board lines on listening and scans and steer back to place and care — no wounds or cuts.

Differentiation

Emerging	Developing	Proficient
• Give a pre-drawn body outline on the journal page and let the pupil hold each card and name the organ while a partner helps place it. • Accept whispered jobs to you for any organ they cannot write; name and place stay the must-do.	• After placing, say the job without reading the card, and check a partner’s left-chest heart and upper-tummy stomach. • On the labeller, explain why the two food jobs are not interchangeable using the floor map.	• Write a short job for all five organs, or add a tiny mouth-to-stomach-to-intestines arrow on the journal page. • Offer one real-world link from the cards already in play (stethoscope for heart and lungs; helmet for the brain).

Cross-curricular hook

Link to SPHE healthy-body talk and Irish clinics that use stethoscopes and scans so care is not guesswork alone.