|  |
| --- |
| **The human body** |
|  |  |  |
| Identifying the parts of the body by assembling a 2D paper model. |
| **Subject(s):** Science**Approx time:** 30 - 50 minutes |  | **Key words / Topics:** * body
* head
* hand
* arm
* foot
* leg
* chest
* neck
* knee
* face
* shoulders
* waist
* elbow
 |
|  |  |  |
| **Suggested Learning Outcomes**  |  |  |
| * To be able to identify basic parts of the human body
* To be able to make a 2D paper model of the human body and name, draw and label the basic parts.
 |
| **Introduction** |  |  |
| This is one of a set of resources developed to support the teaching of the primary national curriculum. They are designed to support the delivery of key topics within maths and science. This resource focusses on developing understanding of the basic parts of the human body through the assembling of a 2D paper model. |
|  |  |  |
| **Activity** |  | **Teacher notes** |
| **Introduction (5-10 minutes)**Teacher to explain that learners are going to identify the parts of a body and assemble a model of a human body. Teacher to identify the body parts. This could be carried out by a class question and answer approach.Teacher to hand out equipment needed for the task to learners and refresh the safe use of scissors, if required.**Performing the Activity (20-30 minutes)**Teacher to demonstrate the steps shown in the teacher presentation:* Draw and colour in the model adding additional features or details as desired
* Cut out the body parts safely with scissors
* Use a sharp pencil with a rubber to make the holes
* Use split pins to join the body parts together.

Learners to complete each step to conduct the activity for themselves. The teacher presentation can be left on the whiteboard as a supporting guide as they do this.**Discussing the results of the activity (5-10 minutes)**Teacher to check learner’s knowledge of the body parts and how a 2D model moves compared to an actual body. Discuss the importance of elbows and knees with respect to movement. |  | **The human body activity**Print the human body activity handout onto thin card and distribute to the learners. Ensure the learners know how the different body parts that are on the activity sheet (such as, for example, the upper arm and forearms, and the thighs and legs) go together. Learners may wish to add additional features (such as clothing with pockets, facial features etc.) and add colour as required.Demonstrate how to safely make a hole in the card by placing it on top of an eraser, then pushing through with a sharp pencil. Sticky tack or foam rubber could be used instead of an eraser.The parts of the model can be assembled together by pushing a split pin and separating its legs.When learners have assembled the model they could use a glue-stick to attach the model on to a separate sheet of paper, to keep as a record.**Results of the activity.**Learners could also write down their findings labelling the body parts and using arrows to show their range of motion. |
|  |  |  |
| **Differentiation** |  |  |
| **Basic** |  | **Extension** |
| Provide some parts pre-cut.Walk through the activity with learners step by step, so they complete each stage as it is demonstrated.  |  | Add clothing (as detailed in the Fantastic Fashion activity sheet) to the human body activity sheetGlue the assembled body onto a separate sheet of paper and label the different body parts. |
|  |  |  |
| **Resources** |  | **Required files** icon-docicon-pdficon-ppt |
| * Thin card for printing the human body activity sheet
* Erasers (or sticky tack or foam rubber)
* Safety scissors
* Split pins
* Coloured crayons/pencils
* Glue sticks.
 |  |  The human body presentationicon-pdf The human body handout |
|  |  |  |
| **Additional websites** |  |  |
| * **BBC Bitesize** – What are the parts of the human body: <https://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zqhbr82>
* **YouTube**: Body Part Song; <https://www.youtube.com/watch?v=7y_TUJy2TY8>
 |
|  |  |  |
| **Related activities (to build a full lesson)** |  |  |
| **Starters** (Options) * Teacher to explain, from the presentation, what the body parts are.
* Show Bitesize video or YouTube song.
 | **Extension** (Options)* ACTIVITY - Fantastic Fashion: add clothing to the model
* Glue the assembled body onto a separate sheet of paper and label the different body parts.

**Plenary*** Q&A on the body parts.
 |
|  |  |  |

|  |
| --- |
| **The Engineering Context** film |
| * Biomedical engineers help people to live their lives again after a major injury, they can make new body parts i.e. arms and legs. Bioengineers can help the deaf by using electronics to let them hear again.
 |
|  |

|  |
| --- |
| **Curriculum links**  |
| **England: National Curriculum**ScienceKS1 Animals, including humans * identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
 | **Northern Ireland Curriculum**KS1 – The world around usInterdependence:* What am I?
* Am I the same as everybody else?
 |
| **Scotland: Curriculum for Excellence**SciencesBiodiversity and interdependence:* SCN 0.02a
 | **Wales: National Curriculum** ScienceKS2 – Interdependence of organisms* the names, positions, functions and relative sizes of a human’s main organs.
 |
|  |  |

|  |
| --- |
| **Assessment opportunities** |
| * Informal teacher assessment of the activity through observing the task and Q&A.
 |
|  |  |  |