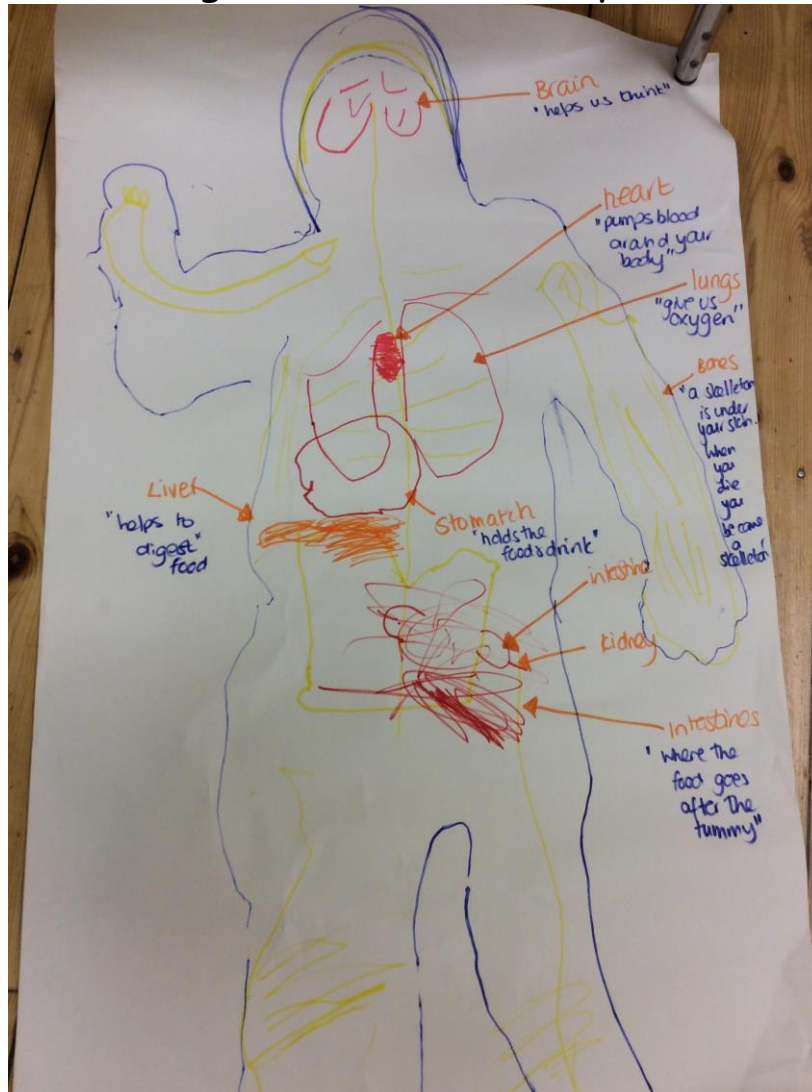


February 201

## The human Body

Our group created their own representation of what goes on inside a body.



A member of the group was very interested in being a nurse, like her Mum. She drew around herself and added some bones and organs. She showed the group at group time and this sparked an interest in "what makes us"?

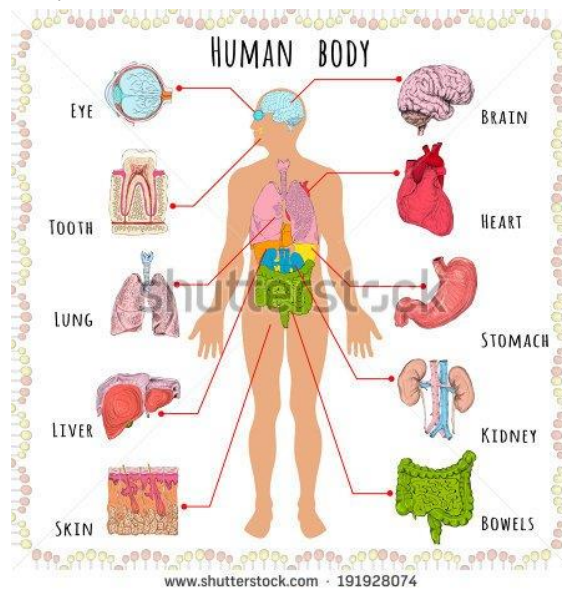
Prompted by the children's question, we investigated what makes us.



We discovered that under our skin we have skeletons, which is how we stand up. We drew around a willing volunteer and looked at images of skeletons from x-rays. Next our group added the bone structure of the skeleton "I'll do the pelvis" "there are little bones in your hands and toes" and "look there are big ones in your arms and legs"... "there is a round bit where your knee is" we felt this and discovered it was our knee cap. "There is a lot of little bones here in your back" we felt our spines "they feel spikey!" .."and lumpy" the group told me. The children shared experiences of broken bones "my mum had a broken leg and it had to go in a big plaster!". If your bone breaks you can mend it but if you can't you need a leg a bit like a robot leg".

Next we thought about how "a skeleton stays even when you die but how about the other bits of you?". Then we investigated organs and thought about our

skin being on the outside. And what was underneath: "veins are underneath". This was our starting point. We read around organs and how they help us and keep our bodies working when we are alive. We thought about the different jobs of the organs, and where they were in the body. Everyone found their heart and felt it beating "your heart is just here" (central left) the group identified. We talked about the major organs, and their functions. "The brain is for thinking" "the stomach is where the food goes" "the food goes in the intestine" "the liver helps with eating" "the heart pumps blood around the body" and "the lungs get oxygen to your body" and "the kidney helps you wee", were the shared knowledge of the group. We read around this, learning about the organs and their functions in more detail.



The children thought about how our bodies change during exercise "that's when your heart goes really fast and you can feel it", the children explained. We

discussed how to keep ourselves healthy: "eat healthy foods, exercise" "drink milk, wash and have water"

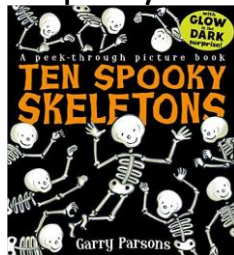
### **Curriculum Links**

**Personal, Social and Emotional Development** - The group shared ideas, being considerate of the opinions of others. We reflected on why we need to be safe and take care of ourselves.

**Communication and Language** - We talked, shared and exchanged ideas and used information from fact and fiction books, and obtained from ICT.

**Expressive art and design** - The children used different coloured pens to reflect bones and organs, joined mark making on large scale drawing paper to reflect their own ideas.

**Mathematics** - We reflected upon the size and shape of the bones and the scale of the body and the skeleton. We read the skeleton counting book '10 Spooky skeletons' and counted along.



**Understanding of the world** - The children showed an interest in being a nurse or doctor and learning about the human body in this context. As a group we learned so much about the body and its functions.

**Characteristics of Effective Learning** - The group learned actively and were self motivated to learn around this topic which fascinates them. They engaged in open ended activity and used senses to explore the world around them. The children were not distracted easily and showed high levels of energy and fascination.