

Year 1

Healthy bodies, healthy minds

Lesson 1: My amazing body



Lesson context and overview

This is the first of three lessons teaching pupils all about their bodies, and everything their bodies can do for them. The lesson focuses on parts of the body which are visible to everyone, and introduces basic ways to keep bodies healthy.

Curriculum links

Physical health and mental wellbeing: Physical and health fitness

Pupils will learn:

- the characteristics and mental and physical benefits of an active lifestyle.

Resources

Presentation slides

Body parts flash cards (pre-prepared)

2 full-size child outlines drawn on paper

Pencils/crayons

Pupil worksheet: *My amazing body*

Key vocabulary

body, healthy

Learning objectives

We will be learning about:

- the different parts of our bodies and what they can do
- how to keep our bodies healthy.

Learning outcomes

We will be able to:

- name different parts of our bodies and describe what they can do
- say some different ways to keep our bodies healthy.

Essential teaching guidance

Please ensure you have read the guidelines on creating a safe teaching and learning environment before delivering these lessons. To create a climate of trust for safe and effective learning, ensure that ground rules are established or revisited before delivery. Ensure that a range of bodies are explored in discussion, including those with disabilities, to demonstrate to pupils that all bodies are valued.

Note: naming of genitals will be covered in Year 1 lesson 2: if pupils mention these parts in this lesson, acknowledge this, and explain that we will be discussing these parts further in the next lesson.

Starter/baseline activity

Introduce pupils to the objectives and the key vocabulary for the lesson. Explain to the class that the focus today is our wonderful bodies and what they can do.

Stick the child outlines on the classroom wall and ask pupils to imagine that these are new members of the class, one female and one male. Give each a name using suggestions from pupils. Ask which body parts we can see. As pupils give ideas, write the names of the body parts on the corresponding parts of the diagrams.

Core activities

1. Make sure pupils have some space around them, then play a game of 'With my body I can...'. Name a different body part (e.g. 'legs'), then invite pupils to show what that part of their body can do through mime. Use the *Body parts flash cards* to encourage word recognition while you do the activity (and to help facilitate discussion below).

Ask a selection of pupils to describe their mime to the rest of the class by saying 'With my ... I can...'. For some body parts you may want to add in suggestions, e.g. 'With my tongue I can taste different foods'.

Once pupils have mimed different body parts, come back together as a group. Ask pupils if everyone was doing the same thing each time. Explain that our amazing bodies can help us to do lots different of things.

Ask whether there were any body parts used in the game that are not on the outlines. Explain that some body parts are on the outside of our bodies and some are on the inside – are there examples of both on the outlines?

2. Give each pupil the *My amazing body* worksheet to complete. These could be used for a classroom display when finished.

3. Explain that so far, pupils have looked at different parts of their bodies and what we can use them for. Tell them that our amazing bodies are very special and need to be looked after so that they can do all the things we want or need them to do.

Ask the class how we take care of our bodies. Take some suggestions from pupils and use slide 6 to prompt responses and highlight the importance of regular physical activity. Explain that pupils will think more about ways to look after their bodies in a later lesson.

Extension activity

Find some pictures of well-known sports stars and show these to pupils. Ask the pupils to discuss how these people's bodies help them to be good at their sport. For example, a tennis player needs to have strong arms to hit the ball, good eyesight to watch where the ball is, strong legs and a healthy heart to run fast around the court.

Plenary

Return to the child outlines on the classroom wall – are there any more body parts they would like to add to the diagrams now? Take suggestions and write these on the bodies.

As a final round, ask some volunteers to share one thing from their *My amazing body* worksheets with the class.

Assessment

The worksheet activity can be used to assess pupils' understanding of what their bodies do. Use the class list from activity 3 to gauge pupils' existing understanding of how to take care of their bodies as a way to assess progression across the next two lessons.