

Exemplar 36

The body's internal organs

middle classes

Initial problem: When I breathe in, where does the air go?

Background

Children will have heard about such things as the heart, lungs and stomach. They probably will not have given much thought to the size and position of each organ.

Assessment: Among the techniques that may be used are

- teacher observation: willingness to try different ideas; willingness to work with others
- portfolio: annotated drawings of work
- concept maps.

Resources

Large sheets of paper.

Starting points

Ask children questions such as

- *Where do you think your lungs are?*
- *How big are they?*

Development of lesson observation

Children could draw an outline of their bodies on a big sheet of paper and then draw in where they think their lungs are and what size they are.

Their ideas could then be checked against drawings in textbooks or models.

testing

The children's ideas of how air gets from their nose to the lungs could be investigated and suggestions added to the drawings.

Children could be invited to feel their throat with their fingers and describe what their windpipe feels like. The term bronchus could be introduced, as many children will have heard of bronchitis.

comparing

Attention could be paid to the different shape and size of noses in the class, thus emphasising the idea of variation.

Extension of lesson: follow-up activities

Other internal organs, such as those of the blood and digestive system, could be dealt with in similar fashion. Papier mâché models of these organs could be made.

designing and making

Models to indicate the length of the intestine (about 8.5 m) and the size of the heart could be provided.

Note: This theme may be developed as a lesson or as a unit of work.