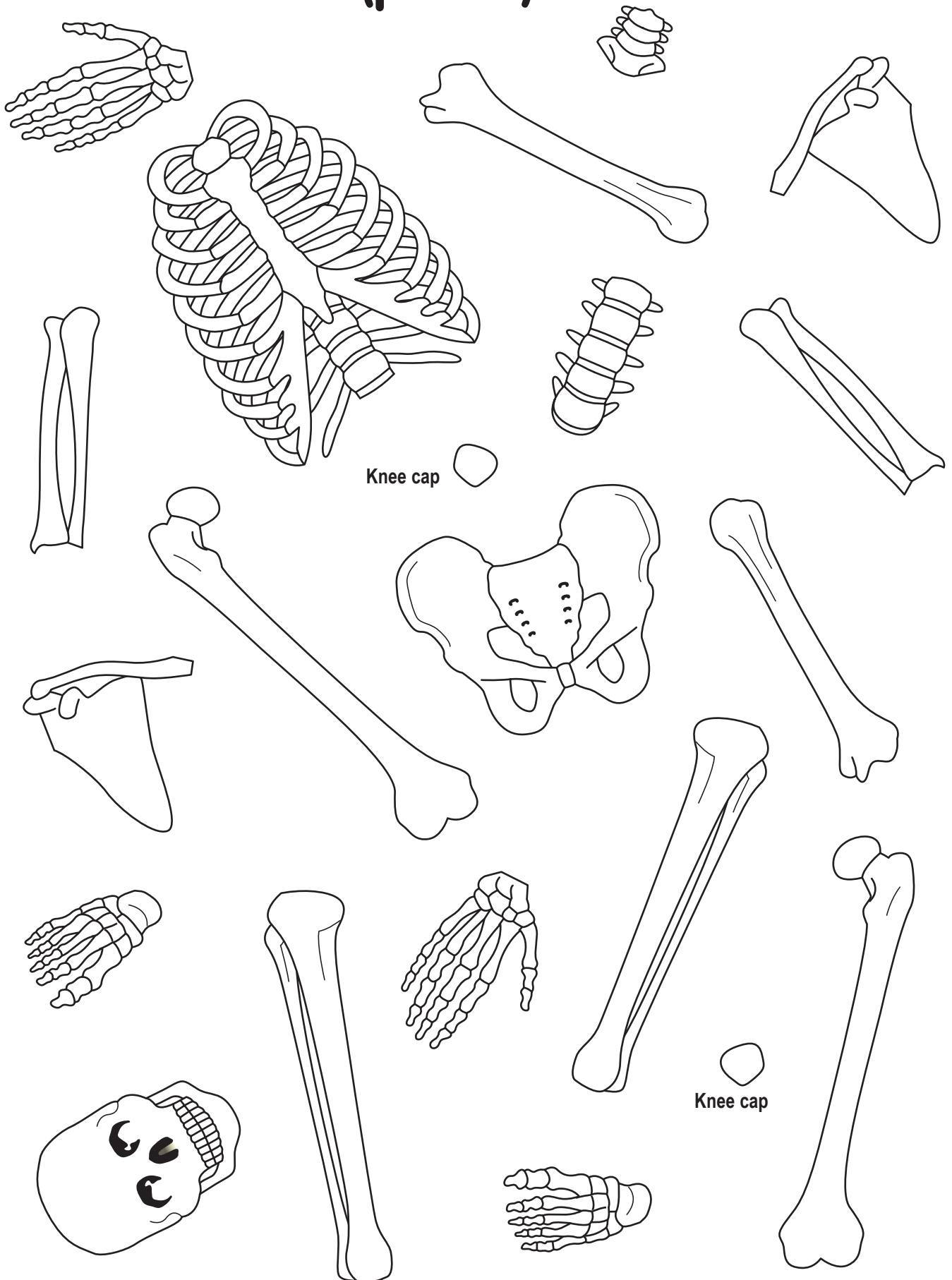


Your skeleton (part 2)





Equipment

You will need scissors, spare sheets on which to assemble the skeletons, paste. You may wish to enlarge the sheet when you copy it.

Introducing the work

You may wish to use this sheet in several ways. After the class have constructed a labelled skeleton in 12A, they can then use their sheet to help them assemble the skeleton on this sheet. You may issue each member of the class with a sheet and let them use the diagram in the *Students' Book* as a guide. If you have chosen to introduce the skeleton by considering the axial and appendicular components, you may work with the class so that they assemble the axial components first and colour them in, then assemble the girdles and finally the limb bones.

Outcomes

The children:

- Can use scientific knowledge in making observations.

Background

The long bones of the limbs may cause some confusion because they appear to be similar. In fact, the arm and leg are built on the same plan. They each end in five digits and because of this are known as pentadactyl limbs. Starting from the limb socket, both limbs have one long bone (the humerus in the arm and the femur in the leg), then a joint which, in the leg, includes the patella, or knee cap (there is no equivalent in the arm), then two more long bones. The thicker long bone is the radius in the arm and the tibia in the leg, and the thinner bone is the ulna in the arm and the fibula in the leg.

These two bones are connected to a group of smaller bones. In the hand these bones are called carpals (eight bones) and in the foot they are called tarsals (seven bones). These are connected to a second group of five bones – the metacarpals in the hand and the metatarsals in the foot. The limbs end in five digits. Each digit has five bones.