

Lesson 1: Life Cycles



Learning Objectives

- To understand what a cycle is
- To understand that changes happen constantly as we grow
- To understand the life cycles of humans and animals

Resources

Starter

Adult and baby pairing pack

Activity 1

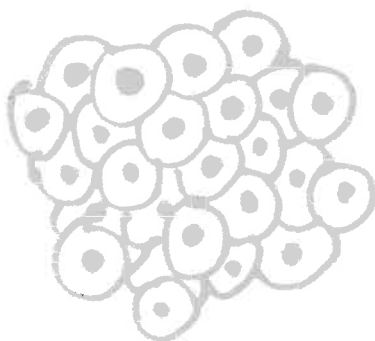
Mr Bean's Frogs clip online
www.youtube.com/watch?v=zHXswG4dNIk

Activity 2

'The Very Hungry Caterpillar' Eric Carle

Key Vocabulary

Lifecycle, birth, adulthood, reproduction, death



Starter Activity

Give each pupil a card from the Adult and Baby Pairing Pack and ask them to find their 'pair'. Once they are paired up, ask children to give reasons for their answers

Activity 1

Introduce the term 'life cycle' – growing from birth to adulthood and then reproducing young. Watch the Mr Bean's Frogs clip.

Ask the children how frogspawn turns into a frog. What do they think happens at each stage?

Children can then draw pictures to represent the stages of development, either three (frogspawn, tadpole, frog) or four/five (frogspawn, tadpole, tadpole with legs, froglet, frog) and label their diagrams.

Activity 2

Read 'The Very Hungry Caterpillar' Eric Carle. Discuss how the caterpillar changed through its life. Display the life cycle of a butterfly on the board and discuss the stages with the children.

Plenary

What other life cycles do the children know? Elicit the stages of the human life cycle.





Lesson 2: The Human Life Cycle

Learning Objectives

To understand the different stages of the human lifecycle

To understand that humans, like other animals, change over time

Resources

Starter

YouTube clip; Ageing Process in 40 seconds
www.youtube.com/watch?v=jN6q9AaFSok

Human lifecycle pictures to sequence

Activity 1

Human lifecycle pictures for the children to sequence

Key Vocabulary

Baby, toddler, child, teenager, adult, pregnancy, elderly

Starter Activity

Talk about the human life cycle. Order a sequence of pictures of humans in a cycle to make a timeline of development.

Discuss the terms at each of the stages: baby, toddler, child, teenage, adult, elderly.

Summarise this by watching the video clip on ageing.

Activity 1

The children can produce their own human lifecycle. Cut out and sequence the pictures provided or draw their own.

Or the children can label the stages of the lifecycle, by matching the pictures to the names at each stage.

Plenary

Divide a piece of paper into two. On one side, ask the children to draw a picture of themselves now. Label with current heights, hair colour, etc.

Then ask them on the other side to draw and label a picture of what they think they will look like in year six (these pictures could be kept and be revisited in year six).



Lesson 3: Being Unique



Learning Objectives

To value their own body and recognise its capabilities and uniqueness

Recognise that people are similar in some ways and different in others

Resources

Activity 2

Class Survey

NSPCC PANTS resources reinforce how special the body is and promotes the idea of appropriate touch. Visit the NSPCC website for activities and a 'Pantosaurus' video to use with the children.

Points to Note

Links: development of positive body image; concept of tolerance linked to British Values.

Activity 2 could be used as a maths data handling lesson.

Key Vocabulary

Unique, tolerance



Starter Activity

With a talk partner, the children will identify three ways in which their body is the same as their partner's and three ways in which it is different.

Activity 1

Ask the children to draw a self-portrait on a piece of paper and draw and label (around it) pictures of all the things their bodies can do. In small groups ask the children to share their work and note any similarities and differences in what their bodies are capable of doing. Discuss things that they can all do and things that some can and some cannot do.

Activity 2

Complete class survey of physical characteristics. Review the findings as a whole class. Would our results be the same as other classes? Why/why not?

Plenary

Play a class version of **Guess Who?** All stand up and ask questions: Are you a girl? Do you have long hair? Can you do a forward roll? Children who answer 'yes' remain standing. Continue the game until only one child is standing (note it is important to make sure the attributes selected are positive).



Lesson 4: Personal Hygiene



Learning Objectives

To learn basic information about how the body works and ways of looking after it

To know how to keep themselves clean

Resources

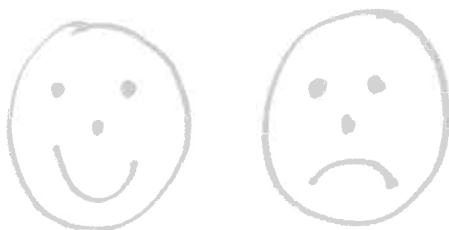
Activity 1

Scenario cards

Happy and sad face cards

Key Vocabulary

Hygiene, hygienic



Starter Activity

Ask the children about how they look after themselves and their bodies. In Circle Time, ask the children to take it in turns to mime something they do to look after themselves, e.g. brush hair, clean teeth, get dressed, etc. The other children can try to guess the mime action and then join in by copying. Use the song 'Here we go round the Mulberry Bush', and each time the mime is guessed all the children join in.

Activity 1

Give each child two cards showing a smiley face and a sad face. During Circle Time, share a number of scenarios to the children; ask the children to show either their smiley or sad face once they have listened to the scenario and decided whether it represents 'good hygiene' or 'bad hygiene'. Talk through each scenario and discuss the reasons for the children's choices (this could be done as a sorting activity in small groups).

Activity 2

Draw pictures of themselves doing something to keep their bodies clean and healthy. Make a class display. This is how Class... keep their bodies clean and healthy.

Activity 3

The children could produce simple posters to put up around school giving advice about keeping clean, e.g. handwashing signs in the toilets/dinner hall.

Plenary

Stand up, sit down. Call out instructions to the class such as 'clean your teeth twice a day'. Stand up if it's a good way to keep clean, sit down if not.

