









Animals Including Humans: Growing Up

<p>Aim Notice that animals, including humans, have offspring which grow into adults. Asking simple questions. Using their observations and ideas to suggest answers to questions. To compare the stages of the human life cycle.</p>		<p>It is estimated that this lesson will take approximately one hour.</p> <p>60 mins Approx.</p>
<p>Success Criteria I can name and order the stages of the human life cycle. I can explore how humans grow and develop through each stage. I can ask and answer a question to compare different human life stages.</p>		
<p>Standard School Equipment Pencils, scissors, glue sticks, whiteboards and pens</p>	<p>Preparation Which Stage of the Human Life Cycle? Activity Sheet - per pair Human Life Cycle Cut-Outs - per pair Reasoning Cards: Growing Up - as required</p>	
<p>Key Vocabulary Grow, develop, life cycle, life stages, human, baby, toddler, child, adult, independent.</p>		

Prior Learning: In the previous lesson, children will have learnt that all animals change as they grow into adults and will be familiar with the life cycles of a sheep, a frog, a human, a duck and a butterfly.

Learning Sequence

	<p>Remember It: Using the Lesson Presentation, recap the life cycle of a frog from the previous lesson.</p>	5 mins
	<p>Growing Up: Read pages 21-22 of the eBook to recap the human life cycle. Using the Lesson Presentation, children work with a partner to order Ajani's life cycle. Then, look at Ajani's heights and ask the children to match the correct heights to each stage of the life cycle to show how he has grown. As a challenge, children could work out how much Ajani has grown by finding the height difference between stages.</p> <p>Can children name and order the stages of the human life cycle and explore how humans grow as they develop?</p>	10 mins
	<p>What Can We Do as We Grow? Look together at the activities on the Lesson Presentation. Ask the children and encourage them to discuss: Can you do any of these activities? Children to select which of the suggested things they should be able to do. Next, ask if any children have younger or older brothers or sisters, can they do the same things?</p> <p>Then ask and discuss: Why do you think you can only do some of these things as you get older? (discuss how as we get older, we get bigger and often stronger, we have time to practise things and get better at them and we can also be more independent).</p>	10 mins
	<p>Which Stage of the Human Life Cycle? Explain to children that they will be sorting activities into the different stages that a human might start to do the activity, using the Which Stage of the Human Life Cycle? Activity Sheet and Human Life Cycle Cut-Outs. Children may decide to sort them into distinct stages, sort them so that some may overlap stages or sort them sequentially around the life cycle thinking about how humans develop.</p> <p>Can children understand that humans can start to do different things as they develop through each stage?</p> <p>Children work in mixed-ability pairs to cut out the activities, discuss at which stage of the life cycle people may start to do the activity and then stick them around the correct stage.</p> <p>★ Adult support, if required.</p> <p>★★ As a challenge children can add one of their own labels to each stage of the life cycle.</p> <p>★★★</p>	20 mins

	<p>Comparing Life Stages: Using the Lesson Presentation, discuss and review answers to the previous activity. An example answer is given but children's answers may vary. Use this to discuss why they have put things in different places, using their prior knowledge and observations to support their decision. Show children how they can build a question to ask and answer about the human life cycle, using the frame 'What might a _____ do that a _____ can't do?' and filling in words like baby, toddler, etc. Ensure that children know that the older stage needs to come first, as humans learn to do more as they get older. In pairs, children can write a question together using a whiteboard and pen, leaving space underneath for the answer. Swap with another pair, who can then work together to answer the question.</p> <p>Can children ask and answer a question to compare different human life stages?</p>	
	<p>Asking Questions About Growth: Using the Lesson Presentation, ask the children: What else could we find out about the human life cycle? Using pictures as prompts, generate more questions about human growth that they could find out the answers to. For example: How much do our feet grow from year 1 to year 6? How would they find out the answers to these questions?</p> <p>Can children ask and answer a question about human growth?</p>	

<p>Exploreit</p> <p>Investigateit: Children could plan, with support, their own investigation about human growth, perhaps using one of their questions generated in the last section of the lesson. This could become a second lesson or a home learning task.</p> <p>Observeit: Gather photos, either of teachers as babies or children as babies (or both) <i>[ensure you follow your school's photograph policy]</i> and make comparisons, discussing how humans may change as they grow, including how hair and eye colour can change.</p>

<p>Reasonit</p> <p>Children discuss Reasoning Cards: Growing Up. They determine whether they think a given idea about how humans might change as they grow older is correct and say how they would prove it.</p>
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Assessment

<p>Science Knowledge</p>	
<p>Working Towards the Expected Level</p> <p>With support, children can identify some ways that humans grow and develop through each life cycle stage.</p>	<p>Children:</p>
<p>Working At the Expected Level</p> <p>Children can identify several ways that humans grow and develop through each life cycle stage.</p>	<p>Children:</p>
<p>Working At Greater Depth</p> <p>Children can independently identify multiple ways that humans grow and develop through each life cycle stage.</p>	<p>Children:</p>
<p>Working Scientifically</p>	
<p>Working Towards the Expected Level</p> <p>With support, children can ask simple scientific questions and start to use scientific language to answer them.</p>	<p>Children:</p>
<p>Working At the Expected Level</p> <p>Children can ask simple scientific questions and use scientific language to answer them.</p>	<p>Children:</p>
<p>Working At Greater Depth</p> <p>Children can confidently ask simple scientific questions and use a wide range of scientific language to answer them.</p>	<p>Children:</p>