Animals Including Humans: Life Cycles

Aim

Notice that animals, including humans, have offspring which grow into adults. Gathering and recording data to help in answering questions.

To find out how animals change as they grow into adults.

Aim for this lesson to take one and a half hours.

90 mins Approx.

Success Criteria

I can compare the life cycles of different animals.

I can use non-fiction texts to find out information.

I can name and order the stages of a life cycle.

Standard School Equipment

Scissors

Large plain paper

Glue sticks

Supervised access to laptops/tablets/computers for viewing the **eBook** if this is not printed

Art materials (such as colouring pencils, pastels, paint or collage materials)

Preparation

Awesome Offspring to Healthy Adults eBook on an electronic device or **Life Cycles eBook Printouts** – as required

Life Cycle Templates - as required (an A4 and A3 version is provided)

Life Cycle of a Human/Duck/Butterfly Word Mat – as required

Reasoning Cards: Life Cycles – as required

Optional

Knowledge Organiser – per child

Key Vocabulary

Adult, **young**, **offspring**, **develop**, **life cycle**, **live young**, egg, metamorphosis, larva(e), pupa, chrysalis, baby, toddler, child, teenager, tadpole, froglet, duckling, hatchling.

Prior Learning: In Lesson 1, children matched young animals to their adults and then sorted them according to whether they look like their adult or not. They started to spot general patterns about adults and their offspring within the animal groups.

Learning Sequence

Whole Class	**Remember It:** Using the interactive game on the **Lesson Presentation**, recap knowledge and understanding from the previous lesson. Refer to the **Knowledge Organiser**.	10 mins
Whole Class	**How Animals Change as They Grow Up:** Introduce the relevant section of the **Knowledge Organiser** on the **Lesson Presentation**. Explain the context of the lesson – the children are going to open an exhibition (for the rest of the class or appropriate visitors) explaining how different animals change as they grow into adults.	5 mins
	Life Cycles: Using the **Lesson Presentation**, discuss children's knowledge of a life cycle. Using the questions given, children share their initial ideas for the key parts of the sheep life cycle. They then check their ideas against the life cycle provided. Repeat this process for a frog life cycle (which also includes an animation to watch). Can children explain why it is called a life cycle? Using key vocabulary, can children describe the main stages of both a mammal life cycle and an amphibian life cycle?	15 mins
Whole Class	**Comparing Life Cycles:** Children compare the life cycles of frogs and sheep using the prompts on the **Lesson Presentation**. Reinforce that frogs are different to sheep (amphibians compared to mammals) because they go through a cycle of major changes. Ask children if they can think of any other animals that go through these changes. Can they remember the word for these changes (metamorphosis)? Can children say how a mammal life cycle and an amphibian life cycle are different using the correct vocabulary?	5 mins

Create Your Own Life Cycle: Using the **eBook** (or **Life Cycles eBook Printout**), children research the life cycles of humans, ducks or butterflies. They then make their own version of a life cycle using a template from the **Life Cycle Templates** or on plain paper. Encourage the use of art materials to make the life cycles visually interesting for the exhibition.

50 mins

Can children identify where we can get scientific information from, gather relevant facts and record the information in different ways? Can children name and order the stages of a life cycle?

★ Children read p.19 - 22 of the **eBook** to research the human life cycle. They use the human life cycle template from the **Life Cycle Templates** to identify and order the key stages. Children could then orally explain each stage (which could be recorded and played at the 'exhibition') or write a sentence for each stage. A **Life Cycle of a Human Word Mat** is provided for support.

★★ Children read p.19 to p.24 of the **eBook** to research the life cycles of a human and a duck. They then use the duck template from the **Life Cycle Templates** to create a duck life cycle by filling in the key vocabulary and then ordering the stages. Children could then compare, as a group discussion, the life cycles of humans and ducks. A **Life Cycle of a Duck Word Mat** is provided for support.

★★★ Children read p.19 to p.26 of the **eBook**. They then use the butterfly template from the **Life Cycle Templates** to create their life cycle. They could then use either the internet with adult support or class books to add a 'Did you know...?' section. Children could then compare, as a group discussion, the life cycles of a human, duck and butterfly. A **Life Cycle of a Butterfly Word Mat** is provided for support.

What Have You Found Out? Children use the key words on the **Lesson Presentation** to explain to their partner what they have learnt about each animal's life cycle.

5 mins

Exploreit

Exhibitit: Children set the classroom up as an exhibition all about life cycles. They can look at each other's work and appropriate guests could be invited.

Observeit: You may wish to purchase a caterpillar to butterfly growing kit to keep in the classroom. Children could make predictions for how long it will take for the butterfly to emerge and make observations, using a hand lens to draw the growth at different stages.

Reasonit

Children discuss **Reasoning Cards: Life Cycles**. Children compare the life cycles of a human, duck and frog.

Assessment

Science Knowledge	
Working Towards the Expected Level	Children:
Children can name and order the main life cycle stages of at least one animal. With support, they can describe the features of each stage.	
Working At the Expected Level	Children:
Children can describe the main stages of at least two different animal life cycles. They start to compare these life cycles.	
Working At Greater Depth	Children:
Children can describe the main stages of at least three different animal life cycles. They can suggest multiple similarities or differences when comparing these life cycles.	

Working Scientifically	
Working Towards the Expected Level Children can, with help, use simple secondary sources to find answers to a question.	Children:
Working At the Expected Level Children can use simple secondary sources to find answers to a question.	Children:
Working At Greater Depth Children can use a range of simple secondary sources to find answers to a question.	Children: