

Our life story: from baby to grandparent

Lesson at a glance

Open by holding a baby shoe beside a grown-up shoe and asking who wore each. Lead a short chant of baby, child, grown-up, older person with the four people cards. Pairs order the picture-first life-story cards left to right, then match one “can do” card under each person. They look at class age-stage pictures (or optional family photos) and notice change, then draw themselves growing up on the Investigation Journal page. Close with a display-only share of one personal change and a one-line helper reminder.

Learning objectives

- Order the main human life phases: baby, child, grown-up, older person
- Match each life phase to something that person can do
- Talk about one way they have changed since they were a baby

Before the bell – prep

Print one set of people cards and “what they can do” cards per pair, plus the default age-stage picture pack for every pair. Have a baby shoe (or photo) beside an adult shoe ready for the hook. Label envelopes for quick card collection; family photos are optional extras only.

Materials

Item	Qty	Per	Source	Low-cost substitute
people cards (baby, child, grown-up, older person)	1	group	classroom	four simple drawings on folded scrap card, named by the teacher
action cards (drinks milk and needs to be held; runs, plays and goes to school; goes to work and looks after a family; tells stories and helps mind the children)	1	group	classroom	four sticky notes with a simple picture for each action
age-stage picture cards (baby, child, grown-up, grandparent)	1	class	classroom	magazine or printed photos of people at different ages
family photos showing a baby or grandparent (optional extra from home)	1	pupil	brought from home	use the class age-stage picture cards only
baby shoe and adult shoe for the hook (or photos of each)	1	class	classroom	two shoe pictures printed or drawn on card
Investigation Journal page	1	pupil	classroom	a blank A4 sheet for quick drawings in a row
crayons or coloured pencils	1	pupil	classroom	ordinary pencils

Safety watch-point

Return any family photos carefully to the right child at tidy-up; treat home photos gently and kindly so nobody feels left out or exposed.

Teaching moves

- **Growing up words:** Show each people card face up with one short line (baby: just starting; child: like you; grown-up: can work and help; older person: like a grandparent). Lay them in a row and lead the class echo chant while you point. Model one full order aloud with the I wonder / I think / I try cycle. Plant the nurse or helper picture in one warm sentence only.
- **Put the life story in order:** Hand out the two packs separately and name each card as you give it — pairs work from pictures. Show the layout once: four people in a left-to-right line first; “can do” cards stay stacked until you say go. Circulate asking “Which comes first? How do you know?” On go, prompt “I put this here because...” orally. Accept clear alternate matches if a pair can reason them.
- **Look how people change:** Say the warm board line so class cards and any home photos both feel normal. Every pair uses the provided age-stage pictures; home photos are a gentle extra. Ask only talk prompts: who is youngest, what can this person do now that a baby cannot, how have you changed. Keep answers concrete — teeth, height, walking, school — and steer any sad share back to growing and care.
- **Draw me growing up:** Model two stick figures on the board first: baby, then me as a child now, thinking aloud. Invite optional grown-up and older-person drawings as stretch, not a must-finish. Emergent labels are fine; no writing required. Early finishers may add one thing each person can do beside a drawing.
- **Share our life stories:** Invite several children to tell one change since babyhood. Revoice the order baby → child → grown-up → older person. Show the same helper picture and ask who helps babies and grandparents stay well — accept nurse, doctor, parent, grandparent, teacher in one short beat only.

What it should show

Pairs should line people cards Baby → Child → Grown-up → Older person, with matches: drinks milk/held; runs/school/draws; work/looks after family; tells stories/helps mind children. Drawings need a clear baby and “me now” in sensible order with one visible difference (size, buggy vs standing). If order is scrambled, retell the four-card story slowly rather than correcting card by card.

Misconceptions & interventions

- **“The grown-up comes before the child” or the older-person and grown-up cards get swapped.** — Hold the four cards and retell slowly: life starts small with baby, then child like you, then grown-up, then older person like a grandparent. Point along the row as the class chants.
- **“Older people can’t do anything.”** — Return to the match card and optional alternates — telling stories, helping mind children, walking, cooking a favourite food, working in the garden. Keep the talk warm and factual.



Lesson 4

Differentiation

Emerging	Developing	Proficient
• Pair only orders the four people cards with you retelling baby → child → grown-up → older person beside them. • On the Journal page, success is baby and “me now” in order with one clear difference; later stages optional.	• Match all four “can do” cards and say one oral reason for a match. • Add a simple mark or letter beside one drawing (B for baby).	• Match all four, give a reason for each, and attempt grown-up and older-person drawings with one thing each can do. • Offer a clear alternate match (e.g. older person cooks) with a spoken reason.

Cross-curricular hook

Links to SPHE growing and changing, and oral language — sequencing with first, next, then.

