

living-things

Baby, child, grown-up

Lesson at a glance

Open with one baby picture and the wonder question “Were you ever this small?” Name the four stages—baby, child, grown-up, granny or grandad—then model comparing two cards at a time. Groups order a mixed set from tiniest to oldest. A short talk on what a baby can do versus what they can do now leads into a calm grow-from-tiny-to-tall movement and a nurse helper line. Close on the Investigation Journal page: draw me as a baby and me now, then partner share.

Learning objectives

- Put life-phase picture cards in order from baby to grown-up
- Draw themselves as a baby and as they are now

Before the bell – prep

Print one life-phase card set per group of 3–4 (baby, child, grown-up, granny/grandad) plus a spare board set; laminate if you can. Optional: family baby photos pupils already brought—never pressure. Clear a small carpet space for the grow movement. Investigation Journal drawing page ready.

Materials

Item	Qty	Per	Source	Low-cost substitute
life-phase picture cards (baby, child, grown-up, granny or grandad)	1	group	provided printable	simple picture cards on plain paper
teacher picture cards of a baby and a child	1	class	provided printable	simple drawings of a baby and a child
baby photo of the child brought from home	1	pupil	brought from home	teacher picture cards of a baby and a child
Investigation Journal page	1	pupil	provided printable	a blank A4 page folded or marked into two drawing halves
crayons or colouring pencils	1	pupil	classroom	any classroom drawing tools

**Safety watch-point**

Keep the grow movement calm, slow and on the spot so nobody bumps; crouch rather than full floor-lie if space is tight. Handle and return family photos carefully.

Teaching moves

- **Getting Started:** Hold up one clear baby picture only. Ask “Who is this?” and “Were you this small once?” Keep card sets in the tray so the ordering game stays fresh. If a child says they were never a baby, gently revoice: we all start as babies and grow.
- **People grow and change:** Write only the four stage names on the board. Point to each card and model with pairs only—baby vs grown-up, child vs granny—never lay the full line yet. Ask “Who came first?” and let the class say everybody was a baby first. Keep size talk for ordering; say granny is an older grown-up, not a new kind of person.
- **Put the cards in order:** Hand out one mixed set per group of three or four only after the model. Circulate: “Who is the tiniest? Who comes next? How can you tell?” If a group freezes on granny, prompt “older grown-up after the grown-up card.” Invite a back-to-front set to check again rather than fixing it for them.
- **What can each one do?:** Hold a baby picture then a child picture (home photo or provided cards so nobody is left out). Keep it oral and short: what can a baby do, what can you do now, what might a grown-up still be teaching you. Revoice: as we grow, our bodies can do more. No drawing here.
- **Grow from tiny to tall:** Lead slow on-the-spot movement: curl small like a baby, rise as a child (wave, two steps), stretch tall like a grown-up, optional soft granny wave. Then one calm line: a nurse helps babies, children and grown-ups stay well. Do not dwell on illness.
- **Draw me as a baby and me now:** Hand out the Investigation Journal page and give the full seven minutes. Say clearly: picture one—me as a baby; picture two—me now. Walk and ask each child to point to which drawing is the baby. Place baby and child cards on tables as a visual reminder; fold or mark the page into two halves if it helps.
- **Share and tidy:** One minute of partner show-and-tell: point to baby attempt, point to me-now. Revoice once: people grow from baby to child to grown-up; a nurse helps every age. Collect family photos to go home; cards back in the pack.

What it should show

Groups should line cards baby → child → grown-up → granny/grandad. Most name baby actions (sleep, cry, drink milk) and proud child actions (walk, talk, school jobs). Drawings: two attempts count even as simple marks; the “now” figure often shows arms, legs or a smile, and the child can point to each. A reversed granny/grown-up pair is the common mix-up—prompt “older grown-up comes after.”



Misconceptions & interventions

- **“Only babies grow—I’m already big so I don’t grow any more.”** — Point along the four cards and say we keep growing and changing for a long time; child, grown-up and granny cards all show people who grew after the baby stage.
- **“Granny is just another grown-up,” so the group freezes or swaps the last two cards.** — Hold grown-up beside granny: “Granny or grandad is an older grown-up who comes after the grown-up card.” Use bigger/older talk, not a new category.
- **“I was never a baby.”** — Smile and gently revoice with the baby card: we all start as babies and grow—hands up if you think you were once this small.

Differentiation

Emerging	Developing	Proficient
• Place the baby card first for a stuck group as a starter hint; leave baby and child cards on the table during drawing as a visual reminder. • Accept one clear drawing attempt and a point-to-say; scribe a single word only if the child asks.	• Ask while circulating: who comes next, and how can you tell. • Prompt one thing a baby can do and one thing they can do now before they draw.	• Ask a ready group to say one thing each person on the four cards can do. • Fast finishers add one thing they can do now (ball, book, friend) inside the me-now picture—no extra sheet.

Cross-curricular hook

Links to SPHE myself/growing and oral language—pupils name stages and compare what bodies can do.