

living-things

Baby, child, grown-up

Lesson at a glance

Open with one baby picture and the question “Were you ever this small?” Name four life stages with the picture cards, model the order baby → child → grown-up → granny/grandad, then groups sort their own mixed-up sets. Talk about what a baby can do versus what children can do now, act out growing from tiny to tall, and name a nurse as someone who helps people of every age. Close on the Investigation Journal page with two drawings: me as a baby and me now.

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 board spare; laminate if you can. Optional home baby photos — invite, never pressure. Clear a calm floor space for the grow-up movement. Have the 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-up movement calm and on-the-spot so nobody bumps; a crouch is enough if floor 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?” Smile and accept every idea. If a child says they were never a baby, gently say we all start as babies and grow. Do not hand out card sets yet.
- **People grow and change:** Point to each card in turn and name baby, child, grown-up, granny or grandad. Ask children to show with hands how tiny a baby is. Model the full cycle live with one set: wonder which comes first, lay baby → child → grown-up → granny/grandad, notice each looks bigger and older. Say granny/grandad is still a grown-up, just an older one — not a new kind of person.
- **Put the cards in order:** Only after the model, give one mixed-up set per group of three to four. Circulate asking “Who is the tiniest? Who comes next? How can you tell?” If a group freezes on granny/grandad, revoice “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 photos if offered, otherwise the class 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. Return family photos at the end.
- **Grow from tiny to tall:** Lead a slow whole-class sequence in clear space: curl small like a baby (crouch is enough), rise and wave as a child, stretch tall as a grown-up, optional soft granny/grandad wave. Revoice “we get bigger and can do more,” then one nurse line — nurses help babies, children and grown-ups stay well.
- **Draw me as a baby and me now:** Hand out the Investigation Journal page. State the two jobs plainly: picture one — me as a baby; picture two — me now. Protect the full block so most get two attempts. Walk and ask children to point to which drawing is the baby. Place a baby and child card on tables that need a visual reminder.
- **Share and tidy:** One minute of partner show-and-tell: point to baby attempt and me-now attempt, even if one side is only marks. Revoice once: people grow from baby to child to grown-up; a nurse helps people of every age. Collect family photos to go home; cards back in the pack.

What it should show

Correct card order is baby → child → grown-up → granny or grandad. Children typically say babies cry, sleep or drink milk, and proudly name walking, talking, coats or school jobs for themselves. On the Journal page, look for two clear attempts (simple marks count); the “now” figure often has arms, legs or a smile, and the child can point to baby versus me now.



Misconceptions & interventions

- **“Only babies grow — I’m already big so I don’t grow any more.”** — Point along the ordered cards and say we keep growing and changing for a long time: baby to child to grown-up to older grown-up. Link to the movement beat — we just acted getting bigger and able to do more.
- **Children treat granny/grandad as a totally different kind of person and freeze on where the card goes.** — Hold the grown-up and granny/grandad cards side by side: “Still a grown-up — just an older one who has lived a long time.” Place granny/grandad after the grown-up card. Keep talk gentle; no dying or illness.
- **“I was never a baby.”** — Smile and say gently that every person starts as a baby and grows — including you, me and the grown-ups in school. Move on; do not argue.

Differentiation

Emerging	Developing	Proficient
• Place the baby card for a stuck group as a starter, then ask who comes next. • Leave a baby card and a child card on the table during drawing; lightly fold or mark the page into two halves.	• Ask a ready group to say one thing each person on the cards can do. • During share, have the child point and name baby versus me now in a full sentence.	• Fast finishers add one thing they can do now (a ball, book or friend) inside the “me now” picture — no extra sheet. • Invite them to tell a partner one thing a grown-up can do that they are still learning.

Cross-curricular hook

Links to SPHE (Myself — growing and changing) and oral language as children name what babies and children can do.