

Our life story: from baby to grandparent

Lesson at a glance

Open by holding a tiny baby shoe beside a grown-up shoe and asking who wore each. Name the four life stages with the people picture cards, then pairs lay baby → child → grown-up → older person and match one action card under each. Children look at age-stage pictures (or optional home photos) and tell a partner one change they notice. They draw themselves growing up on the Investigation Journal page and share one way they have changed since they were a baby.

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 people-card set and one action-card set per pair the day before; keep spare age-stage picture packs ready. Have a real baby shoe and adult shoe (or clear photos) to hand. Family photos from home are welcome extras only — not required.

Materials

Item	Qty	Per	Source	Low-cost substitute
people cards (baby, child, grown-up, older person)	1	group	provided printable	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	provided printable	four sticky notes with a simple picture for each action
age-stage picture cards (baby, child, grown-up, grandparent)	1	class	provided printable	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	provided printable	a blank A4 sheet for quick drawings in a row
crayons or coloured pencils	1	pupil	classroom	ordinary pencils

Safety watch-point

Handle any home family photos gently and return each to the right child; nobody needs a photo from home to join in.

Teaching moves

- **Growing up words:** Show each people card face up, name it in one short line, and have the class echo. Place the four in a row, then model ordering aloud: baby first because life starts small, then child, grown-up, older person. Chant the four names left to right. Plant one helper line only if you have a nurse picture — do not open a new topic.
- **Put the life story in order:** Hand each pair the people cards and action cards, naming each picture as you give them out. First check every pair's left-to-right people line before you say go; then pairs place one action under each person. Circulate with 'I put this here because...' and retell the model line if a pair is stuck.
- **Look how people change:** Say first that class pictures and any home photos both count. This step is talk only — no drawing. Prompt: who is youngest, what can this person do that a baby cannot, how have you changed. Keep talk on teeth, height, walking, school; if a sad family story appears, acknowledge kindly and steer back to growing and care.
- **Draw me growing up:** Model on the board: baby (small) then child now for everyone; grown-up and older person as stretch. Quick stick figures are enough; optional B or full-word labels only if ready. Do not require writing — protect drawing time.
- **Share our life stories:** Invite several children to name one change (walk, talk, school, bigger shoes). Revoice the order: baby, child, grown-up, older person, with different things possible at each stage. If someone says older people cannot do anything, hold up the action card and name story-telling, minding children, walking or garden work.

What it should show

Pairs should line people cards baby → child → grown-up → older person and match drinks milk/held; runs plays school; work and family care; stories and minding children. Journal drawings need at least baby and child now with one clear difference (size, buggy vs standing). Grown-up and older-person drawings are extension, not required. A mixed order often means the pair started from 'who is biggest' — retell life starts small.

Misconceptions & interventions

- **A grown-up comes before a child, or older person and grown-up are the same.** — Hold the four people cards and retell slowly left to right: baby first because life starts small, then child like you, then grown-up, then older person like a grandparent. Keep the tone warm and factual.
- **Older people cannot do anything.** — Point to the older-person action card and name what it shows — tells stories, helps mind children. Accept walk, cook or garden if the pair can say why.



Lesson 4

Differentiation

Emerging	Developing	Proficient
• Let the pair order only the four people cards; teacher names each card again and models one match.	• Match all four action cards and say one oral because for each placement.	• Add grown-up and older-person self-drawings, or one thing each person can do beside a drawing, or one helper (nurse, parent, grandparent).

Cross-curricular hook

Links to oral language: children rehearse time-order words (first, then, now, later) when they retell their own growing-up line.

