

Our life story: from baby to grandparent

Lesson at a glance

Open by holding a baby shoe beside an adult shoe and asking who wore each. Name the four people cards — baby, child, grown-up, older person — then pairs line them left to right and match one action card under each. Children look at age-stage pictures and tell a partner one change they notice. On the Investigation Journal page they draw themselves growing up, then 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, plus the spare age-stage picture pack. Have a baby shoe and an adult shoe ready. Family photos from home are optional extras only — nobody needs one.

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 family photos gently and return each to the right child. Keep talk about ageing warm — do not frame it as scary, sad, or about illness.

Teaching moves

- **Getting Started:** Hold up the baby shoe next to the adult shoe only — do not hand out cards yet. Ask 'Were you ever as small as that little shoe?' and take two or three quick guesses or memories.
- **Growing up words:** Show each people card face up, say one short line (baby: just starting life; child: growing and learning, like you; grown-up: an adult who can work and help; older person: like a grandparent), and have the class echo. Chant the four names left to right. Model ordering one set aloud with the I wonder / I think / I try / I notice cycle.
- **Put the life story in order:** Give each pair the people cards and action cards, naming each picture as you hand them out. Beat 1 only: pairs make the left-to-right people line — check it before you say go. Beat 2: one action card under each person. Circulate with 'I put this here because...' and 'What can this person do that the baby cannot?'
- **Look how people change:** Say first that class pictures and any home photos both count. This step is talk only — no drawing. Use the spare age-stage cards as the default. Prompt: Who is youngest? What can this person do that a baby cannot? How have you changed since you were a baby? Keep talk on teeth, height, walking, talking, school.
- **Draw me growing up:** On the Investigation Journal page, model two layers on the board: everyone draws baby then child now; stretch is grown-up then older person. Stick figures are enough; emergent labels welcome. Do not require writing.
- **Share our life stories:** Invite several children to name one change (I can walk, I go to school, bigger shoes). Revoice the order: baby, child, grown-up, older person. If someone says older people cannot do anything, hold up the action card — stories, minding children, walking, cooking, garden.

What it should show

People line should read baby → child → grown-up → older person. Core action matches: drinks milk/held (baby); runs, plays, school (child); work and looks after family (grown-up); stories and minds children (older person). Accept sensible alternate actions if the pair can say why. Journal success at Stage 1 is baby and child now with one clear difference (size, buggy vs standing); later stages are stretch.

Misconceptions & interventions

- **A child puts grown-up before child, or treats older person and grown-up as the same card.** — Hold the four people cards and retell slowly: life starts small with baby, then child like you, then grown-up, then older person like a grandparent. Keep the tone warm and factual.
- **Pupils say older people 'cannot do anything'.** — Point back to the older-person action card and optional alternates: tells stories, helps mind children, goes for a walk, cooks a favourite food, works in the garden.



Lesson 4

Differentiation

Emerging	Developing	Proficient
• Pair only orders the four people cards with a retell of the modelled line; action matching can wait. • Journal: baby and child now only, with one size difference (small figure vs taller figure).	• Match all four core action cards and say 'I put this here because...' for each. • Add one thing each drawn person can do beside the picture.	• Order people and actions, then offer a sensible alternate action with a reason. • Extend the journal to grown-up and older person, or add one helper (nurse, parent, grandparent).

Cross-curricular hook

Links to SPHE Myself — growing and changing — and oral language as children retell their own life story in order.

