

Focus plan for Personal, Social and Emotional Development

Activity Life Cycles Date -

Learning intention

Work as part of a group or class, taking turns and sharing fairly.

Sit quietly when appropriate.

Resources

Poster of the life cycle of a frog or butterfly - choose one you have already introduced.

4 or 5 Pictures of the different stages of the human life cycle, from baby to old age.

How the activity will be carried out

During circle time, invite the children to look at the poster of the life cycle of the frog or butterfly. Talk to them about the different stages, from the frogs spawn to the adult frog who lays more spawn. Ask the children how they began. Were they always as tall as they are now? Could they always talk? Pin up the pictures of the human stages of development, and ask them to choose the one that they think should be first. Talk about the help they needed as a baby and who helped them. Ask them to choose the picture they think should be next. What can they do at this stage? Continue through the stages, talking about the children's perceptions of growing up. As you reach old age, talk about anyone they know who is older. Do these older people need any help now? They may have grannies and grandpas who help them while their parents are at work.

Questions to ask/Language to use

Which one is next? Is this person older or younger? What do you do when you are a grown up? Have you got any teenage brothers or sisters or cousins?

Differentiation (Birth to Three)

Use plastic sets of spawn, tadpoles and frogs in the water tray, and read books such as *The Very Hungry Caterpillar* by Eric Carle, to support talk about life cycles.

Extension

Give the children opportunities to role play different stages of our life cycle, such as a grandpa looking after a baby, or a mummy going shopping with an older child. This could be supported with a variety of dressing up clothes, babies and pushchairs.

Evaluation