

Leighton Academy - Personal Development (SRE) - Year 4

Growing Up

(Based on Christopher Winter Scheme of Work)

Week	CCL	Learning Objectives	Activities	Assessment
1	<p>Speaking and Listening</p> <p>Science</p>	<p>To explore the human lifecycle.</p>	<p><i>Resources: Lifecycle pictures, lifecycle word cards, lifecycle whiteboard summary, babies and children worksheet</i></p> <p><b>Circle</b>            Discuss ground rules for the sessions, including treating each other with respect, listening to each other, no laughing at each other, no personal comments or questions - only say things you don't mind people knowing.            Children share how they have changed or stayed the same as they have got older - As I have grown up I have...</p> <p><b>Growing and Changing</b>            Explain that we are going to be looking at growing and changing and, in particular, how babies grow into children and children into adults. Allow children time to discuss this.            Ask children if they know what a lifecycle is, i.e. the stages of life, including reproduction that a living thing goes through.            Have children already looked at lifecycles, for example a butterfly or frog? Discuss and compare to humans. Explain that we will look at the stages in the human lifecycle.</p>	<p>Ch. can describe the main stages of the human lifecycle.</p> <p>Ch. can describe the body changes that happen when a child grows up.</p>

		<p><b>Lifecycle Pictures</b> In small groups, give each group a set of lifecycle pictures and lifecycle word cards. Ask the groups to sequence the picture to show the stages of life a human goes through and to label each picture using the lifecycle word cards.</p> <p>With the whole class, show the correct sequence using the whiteboard summary. Discuss each stage together and correct any misunderstandings. Ask at what stage in the cycle human reproduce. If possible identify that teenagers are experiencing lots of changes as they develop from a child to an adult.</p> <p><b>Draw and Write Lifecycles</b> Explain to the class that they are going to draw a baby and write about what it can do and then draw themselves as they are now and describe how they've changed since they were a baby.</p> <p><b>Discussion</b> Ask for volunteers to read out some of their ideas about babies and children and discuss.</p> <p><b>Closing Round</b> In a circle - One change that happens as we grow up is... Ask children if they would like to bring in a picture of themselves as a baby to show the class next lesson.</p> <p><b>Vocab: lifecycle, baby, child, adult, male, female,</b></p>	
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			<b>reproduction, elders, change</b>	
2	Speaking and Listening  Science	To identify some basic facts about puberty, reproduction and pregnancy.	<p><b>Resources:</b> <i>Lifecycle whiteboard summary, DVD Living and Growing Programme 2 Unit 1 How did I get here?</i></p> <p><b>Circle</b> Recap ground rules. Children to share their pictures of themselves as babies (if they have them) and discuss learning from last session.</p> <p><b>Define Puberty</b> Recap work from last session using the lifecycle whiteboard summary and introduce learning outcomes for today.</p> <p>Check whether the ch. know what puberty is - allow them time to discuss together and share as a class. Explain that this is a special time when a child gradually grows and develops into a young adult and both their bodies and feelings change a great deal. Tell children that this can start as young as 8 and carries on during the teenage years. Support this discussion by referring to the lifecycle pictures and ask the children to comment on the differences they can see between childhood and adolescence.</p> <p><b>DVD - How Did I Get Here?</b> Explain that they are going to watch a DVD about where babies come from and about how people grow and change. Tell children that there will be cartoon pictures of male</p>	<p>Ch. know that during puberty the body changes from a child into a young adult.</p> <p>Ch. can understand why the body changes at puberty.</p> <p>Ch. can identify some basic facts about pregnancy.</p>

		<p>and female bodies and ask how they might feel about this. Explore any feelings of embarrassment or nervousness and decide with the children how they might manage these feelings.</p> <p><b>Discussion of DVD</b></p> <p>After showing the DVD, children to talk in pairs about anything that surprised them and what new things they have learnt. As a whole class, ask questions to explore what the DVD was about and what they can learn from it.</p> <p>In pairs ask children to list changes that happen during puberty. Feedback and check that children can identify key changes - breasts, hips, muscles, sperm, egg, pubic hair and that they understand that puberty happens in order than adults can have babies in the future if they want to.</p> <p>Explore what they learnt about pregnancy - where do babies grow? What can they do when are inside the female? How do they eat? How long is pregnancy?</p> <p><b>Plenary: Reflect and Review</b></p> <p>Children to work in groups to create a shared mind map of some of the things they have discussed and learnt today.</p> <p><i>Vocab: childhood, adolescence, puberty, breasts, hips, muscles, sperm, egg, pubic hair, periods, reproduction,</i></p>	
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			<b>pregnancy, babies</b>	
3	Speaking and listening  Science	To identify some basic facts about pregnancy.	<p><i>Resources: Tell Me Again About the Night I Was Born - Jamie Lee Curtis, Our Bodies worksheet.</i></p> <p><b>Circle</b> Children to share mind maps from last sessions.</p> <p><b>Having Babies</b> Ask the children if they know anyone who has had a baby. Ask if giving birth to a baby is the only way to create a family. Explore adoption and fostering and the range of special people who look after and care for a baby including grandparents, foster carers, aunties, friends of the family, siblings. What new roles do these people have to perform?</p> <p>Read Tell Me Again About the Night I Was Born - Jamie Lee Curtis - discuss.</p> <p>Remind children to refer back to the DVD from last session too.</p> <p><b>Parts of the Body</b> Children to individually complete the Our Bodies worksheet. Feedback answers with the whole class, correct any misunderstandings.</p> <p><b>Plenary: Closing Round</b> One way the body changes during puberty/pregnancy is...</p>	Ch. can identify some basic facts about pregnancy.

			<p><b>Vocab:</b> womb, sperm, vagina, hair, penis, baby, eggs, birth, pregnancy, puberty</p>	
4	<p>Speaking and Listening</p> <p>Science</p>	<p>To learn about the physical change associated with puberty.</p>	<p><b>Resources:</b> <i>Hair in Funny Places</i> by Babette Cole, <i>Body Changes worksheet</i></p> <p><b>Circle</b> Recap ground rules. I know that puberty is...</p> <p><b>Introduction</b> Explain that we will be looking at the stage in the human lifecycle in which children develop into young adults or teenagers. Ask if they remember the science word for this time of change (puberty) - can children spell it? Ask children to discuss what age puberty can take place between. Is this the same for everybody? Display the word puberty and that it can happen anytime between 8 and 16 and that it starts and ends at different times for everybody.</p> <p><b>Hair in Funny Places</b> Read <i>Hair in Funny Places</i> as a class. In groups, children to list the physical changes that happened to the two parents, caused by 'Mr and Mrs Hormone' - ask the children to reflect on the female character's concern that she was not developing at the same rate as her friends. Explain what hormones are and that they are activated at different times for different people. Explore how the two parents felt about each other</p>	<p>Ch. know about the physical and emotional changes that happen in puberty.</p> <p>Ch. know that each person experiences puberty differently.</p>

			<p>and explain that puberty can include emotional changes such as being attracted to other people.</p> <p><b>Plenary</b> Children to write something they have learnt on a post it and come to the front to share.</p> <p><i>Vocab: children, teenagers, adolescence, puberty, hormones, pubic hair, body odour, periods, breasts, emotional, physical changes</i></p>	
5	<p>Speaking and Listening</p> <p>Science</p>	<p>To learn about the physical change associated with puberty.</p>	<p><i>Resources: Body Changes worksheet</i></p> <p><b>Body Changes</b> In pairs, give out the Body Changes worksheet. Ask the pairs to tick the male, female or both columns for each of body changes. Display the worksheet on the whiteboard and take feedback from the groups, correcting any misunderstanding where necessary.</p> <p><b>Puberty Discussion</b> Discuss with the class why puberty can be an exciting time and that there is a lot to look forwards to. On the whiteboard, make a list of positive and exciting aspects of entering puberty and starting to grow up, e.g. being given more responsibility, staying out later, getting taller.</p> <p><b>Review Learning</b> When does puberty happen? Why do these changes happen?</p>	<p>Ch. know about the physical and emotional changes that happen in puberty.</p> <p>Ch. know that each person experiences puberty differently.</p>

			<p>Can we choose whether these changes happen or not?</p> <p><b>Go-round</b> Finish with a go-round: One good thing about getting older is...</p> <p><i>Vocab: puberty, change, pubic hair, hips, breasts, periods, emotional and physical</i></p>	
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