

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	Seasons	<ul style="list-style-type: none"> Name the different seasons and describe their differences. Explain the changes that occur as seasons change. Know they have grown in resilience. 	<p>Discuss the seasons and find out ‘What are seasons?’</p> <p>Discuss what happens in the spring, summer, autumn and winter.</p> <p>When it gets to the end of winter, discuss what happens next. (It starts all over again.)</p> <p>Trees are tough, and usually survive the different seasons just like when people learn to do new things- they have to be resilient.</p> <p>Activity- Draw things which would be seen in each season.</p>	<p>Spring</p> <p>Summer</p> <p>Autumn</p> <p>Winter</p> <p>Cycle</p> <p>Seasons</p>
2	Life stages – plants animals, humans	<ul style="list-style-type: none"> To understand that animals and humans change in appearance over time. Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). Make observations and ask questions about living things. 	<p>Discuss what happens at the beginning of a life cycle? (egg/seed comes from a mother or adult plant) What do you think happens next?</p> <p>Does it keep on growing? (If using a frog or butterfly) What does it do once it stops growing? Why do you think that happens?</p> <p>Activity- Order the lifecycle of a butterfly.</p>	<p>Seed</p> <p>Egg</p> <p>Baby</p> <p>Mother</p> <p>Adult</p> <p>Growing</p> <p>Changing</p> <p>Life cycles</p>
3	Human life stages – Who will I be?	<ul style="list-style-type: none"> Retell a story and respond to questions about it. Use the language and describe the different life stages of: baby, child, teenager, adult, older age. Talk about their own experience of growing up. 	<p>Read the story ‘Once There were Giants’ or watch https://www.youtube.com/watch?v=STwCfjVajys</p> <p>Who were the giants in the story? (grownups) Why were they called giants? What sorts of things did the baby do? (Throw porridge/crawl/cry). What did she learn to do before she went to school? Does everyone live their life in that order? What has helped her grow up?</p>	<p>Change</p> <p>Growing</p> <p>Baby</p> <p>Child</p> <p>Teenager</p> <p>Adult</p> <p>Old age</p>

			Activity- Sort pictures into the order in which a person grows from baby to old age.	
4	Where do babies come from? Different families	<ul style="list-style-type: none"> <input type="checkbox"/> Explain that a baby is made by a woman and a man, and grows inside a mother’s tummy. <input type="checkbox"/> Understand that every family is different. <input type="checkbox"/> Talk about similarities and differences between themselves and others. 	<p>Read ‘There’s a House Inside My Mummy’ by Giles Andreae and Vanessa Cabban.</p> <p>Discuss: Where do babies come from? What do they do in their mummy’s tummy? What do they need when they are out? How did they get there? (A type of seed, from mummy/a woman and a type of seed, from daddy/a man.)</p> <p>If it arises- Discuss how some families are not made of a man and a woman so there are other ways to have a baby. Explain a family is where people love and care for each other.</p> <p>Activity- Children draw a picture of their own family. Show how each family is different.</p>	<p>Family Baby Love Care Seed Woman Man</p>
5	Getting bigger	<ul style="list-style-type: none"> <input type="checkbox"/> Talk about how they have changed as they have grown. <input type="checkbox"/> Explain the differences between babies, children, and adults. <input type="checkbox"/> Understand that we are all unique. 	<p>Read ‘You’ll soon grow into them Titch’, by Pat Hutchins.</p> <p>Discuss how people change from a baby. How do people know they have grown? Which parts have grown? What helps people to grow? What can a 4/5 year old do now that they couldn’t do when they were a baby?</p> <p>Activity- Measure hands and feet and compare them to those of adults.</p>	<p>Baby Child Teenager Adult Grow</p>

6	Me and my body – girls and boys	<ul style="list-style-type: none"> ☐ Name parts of the body (including reproductive parts) using the correct vocabulary. ☐ Explain which parts of their body are kept private and safe and why. 	<p>Play ‘Head, shoulders, knees and toes’. Discuss that some body parts were not mentioned.</p> <p>What parts of the body are between the shoulders and knees?</p> <p>Talk about the correct names for private parts.</p> <p>Discuss why girls’ bodies and boys’ bodies are different</p> <p>Explain to the children that these parts of our body are private and no one should touch them without permission.</p>	<p>Stomach</p> <p>Shoulders</p> <p>(other body parts)</p> <p>Private parts</p> <p>Penis</p> <p>Vulva</p>
		<ul style="list-style-type: none"> ☐ Tell or ask an appropriate adult for help if they feel unsafe. 	<p>Discuss who a person could tell if someone tried to look at or touch their private parts.</p> <p>Watch the NSPCC Pantosaurus video.</p> <p>https://www.youtube.com/watch?v=-lL07JOGU5o</p> <p>Activity- Children design their own clothes to cover private parts.</p>	