



## Year 2: Changing me (SRE) – Summer Term 2



2020-2021

No.	Lesson titles:	Learning Objectives:	Description:
1.	Life Cycles in Nature	<p>To recognise cycles of life in nature.</p> <p>To understand there are some changes that are outside my control and can recognise how I feel about this.</p>	<p><b>Vocabulary:</b> Change, Grow, Life cycle, Control, Baby, Adult, Fully grown</p> <p><b>Activity:</b> Pupils watch the BBC Learning Clip: An introduction to life cycles, which includes images of seed dispersal, eggs, bees, seedlings growing, eggs hatching, caterpillars, pupae, a calf, and a human baby. Clarify for the children what a life cycle is and how things grow and change from a baby to an adult. Children will choose one life cycle from the film clip and draw the baby/seed/infant and how it changes to become an adult or fully grown. Pupils label their pictures and write a sentence to describe how it changes.</p>
2.	Growing from Young to Old	<p>To tell you about the natural process of growing from young to old and understand that this is not in my control.</p> <p>To identify people I respect, who are older than me.</p>	<p><b>Vocabulary:</b> Growing up, Old, Young, Change, Respect, Appearance, Physical</p> <p><b>Activity:</b> Show the pictures of a baby, toddler, teenager, adult to elderly person. In talking partners, children describe two changes they can visibly see that happen to an elderly person. Draw out from the children how our bodies might change and ask them to think about what other changes might happen, e.g. bodies become slower, old people run less but might get wiser and kinder. Make the point that change is a natural process as we get older and we have no control over it. We will all become old and all grow from a baby, to a toddler, to a child, to a teenager, to an adult to an old person.</p> <p>Ask the children to describe their grandparents to the class. Invite them to draw a picture of an older person who is special to them. On the back of the leaf template, invite the children to write two things they respect/like or love about this person.</p>

3.	<p style="text-align: center;"><b>The Changing Me</b></p>	<p>To recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</p> <p>To feel proud about becoming more independent.</p>	<p><b>Vocabulary:</b> Baby, Toddler, Child, Teenager, Adult, Independent, Timeline, Freedom, Responsibilities</p> <p><b>Activity:</b> Read the story of Titch. Discuss how Titch felt about being the youngest and smallest. Discussion: What were you like as a baby? How are you different now? How will you be different when you are grown up?</p> <p>Explain to the children that, for humans, growing up takes longer than for most living things. It doesn't only mean getting bigger, but also learning and being able to do more and more. Set out the labels 'Baby', 'Toddler', 'Child', 'Teenager', 'Adult' to make a timeline on the floor. Out of a bag or box, produce items you have previously collected, give one to each child in turn and ask them to place it next to the appropriate label: discuss whether all agree with where it is placed. Suggested items: Baby - rattle, dummy, feeding bottle; Toddler - building bricks, plastic bowl/mug, tiny shoes; Child - reading book, pencil &amp; paper, Lego/construction toy; Teenager - cycle helmet, iPod, computer game, make-up; Adult - car keys, credit card, passport. When complete, talk about how this timeline shows the changes that go along with getting bigger: more abilities, more freedom and independence, more responsibilities, more knowledge.</p> <p>In pairs, tell each other a) something new they've learnt to do since they were a baby that they are proud of, and b) something they are looking forward to being able/allowed to do as an adult.</p>
4.	<p style="text-align: center;"><b>The Boys' and Girls' bodies</b></p>	<p>To recognize the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private.</p> <p>To tell you what I like/don't like about being a boy/girl.</p>	<p><b>Vocabulary:</b> Boy/male, Girl/female, Vagina, Penis, Testicles, Public, Private</p> <p><b>Activity:</b> Introduce the focus on bodies and body parts by singing together 'Heads, shoulders, knees and toes'.</p> <p>On two pieces of flipchart paper, draw an outline around one boy and one girl. From the outline, can we tell whether it's a boy or a girl? Not really. Use the body parts cards and invite children to place them as appropriate on the outlines. Now we can tell which is which, because the bodies are different - but we don't normally see people like that! Discuss how clothes can help us to see from the outside the difference between boys and girls (though they can often be quite similar). What ideas did the children have about other differences in what boys and girls do and how they behave? Gently question and challenge, to establish</p>

			that none of these differences applies to all boys and girls.
5.	<b>Assertiveness</b>	<p>To understand there are different types of touch and can tell you which ones I like and don't like.</p> <p>To be confident to say what I like and don't like and can ask for help.</p>	<p><b>Vocabulary:</b> Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable</p> <p><b>Activity:</b> The teacher is holding a feely bag (the bag contains: pebble, sandpaper, Playdoh, fur, velvet, pine cone, plastic dinosaur toy and any other suitable objects). Ask a child to come and feel an object and ask them to describe it e.g. smooth, rough, spiky, soft, etc., and ask them to say whether they like the feel or not. Make the point that we may or may not like the feel of something and it is good to be able to say what we think. Show another with a teddy and two pieces of material in it (soft material like velvet, satin or silk). Ask the children to share with their partner what is their favourite thing to touch that feels nice and comforting. Share some ideas. ask the children to draw two types of touch they like e.g. hug, tickle, hair being brushed, etc.</p> <p>Reinforce with the children that there are lots of different ways we can be touched. Some we may like and some we might not. Some are acceptable and some are unacceptable. Reinforce that it is OK to speak up and say you don't like being touched in a certain way.</p>
6.	<b>Looking Ahead</b>	<p>To identify what I am looking forward to when I am in Year 3.</p> <p>To start to think about changes I will make when I am in Year 3 and know how to go about this.</p>	<p><b>Vocabulary:</b> Change, Looking forward, Excited, Nervous, Anxious, Happy</p> <p><b>Activity:</b> Two visiting Year 3 children come into the classroom to talk to children about what it might be like to be in Year 3 and to tell the children some of the changes that happened to them whilst they were in Year 3 (e.g. learning to join up handwriting, being able to read at a higher level, making a different friend, losing a tooth, growing taller, etc.) The children share the changes that happened to them and then give time for questions from the children to the two visitors. Draw out how things might have changed and ask the children in your own class to think about what changes they think might happen to them when they are in Year 3.</p>