



Year 2 SRE Planning

Date:	Learning Challenge: Can I explain and comment on the stages of development in the human lifecycle?	
<p>Outline of the session:</p> <p>Read Martin Waddel 'Once there were giants' as a starting stimulus.</p> <p>All children will have brought in a baby picture of themselves prior to the lesson -arrange these baby pictures on the whiteboard and number them. Children will be given a numbered sheet each, can you write the name of the correct child alongside the number to match the child to the picture?</p> <p>How do we recognise the person from the picture? In what ways have we changed since we were babies? How do we look different? In what ways do we look similar?</p> <p>I have changed since I was born because..... children will note down the ways in which they have changed and developed since birth. They will note different words to describe and explain developments and changes.</p> <p>How do I think I will change as I get older? How will my looks change? How will my lifestyle change? How will my responsibilities change? Children will draw a picture of what they think they will look like when they are 14 years old, how about as an adult? What about when they are elderly?</p>		
<p>Working Below</p> <p><i>What they will do and how we will know they have been successful</i></p>	<p>Working Within</p> <p><i>What they will do and how we will know they have been successful</i></p>	<p>Working Above</p> <p><i>What they will do and how we will know they have been successful</i></p>
<p>Draw a picture to show what you think you will look like when you are older.</p>	<p>Draw pictures to show what you think you will look like when you are 15, 30 and 50.</p>	<p>Draw pictures with captions to show what you think you will be doing when you are 15, 30 and 50 years old.</p>

Working Below <i>Notes to aid Assessment for Learning</i>	Working Within <i>Notes to aid Assessment for Learning</i>	Working Above <i>Notes to aid Assessment for Learning</i>

Date:	Learning Challenge: Can I name the different external parts of a human body and understand how babies are made?	
Outline of the session:		
<p>Taking a science twist - review different types of animals, what these animals' offspring are called and how these offspring are born/where they come from. What type of animal are humans? Review previous knowledge of animals being a type of mammal, where do mammal babies come from? How does the baby get into the mummy's tummy?</p> <p>Who do you need to make a baby? In teams children will read some different Bible extracts to show good examples of marriage; include Mary and Joseph, Ruth and Boaz (Book of Ruth) and extracts from Song of Solomon. After reading, complete a circle time activity to discuss how a man and a woman come together because they love each other and want to start a family; through visual literacy (using images compiled into an IWB screen) that a man and a woman are needed to make a baby.</p> <p>In what ways are men and women different? How do they look different? Use poster-style images of male and female anatomy, what is different? Explain 'proper' names of these body parts and encourage children to use these appropriately.</p> <p>Use these differences to explain and reinforce the importance of needing a man and a woman to make a baby.</p> <p>The lady then carries the baby in her tummy for 9months before giving birth.</p>		
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Label images of a female anatomy and a male anatomy using learned body part names.	Children will have a picture of Katie, Katie is an adult (she is 25 years old) and she has decided she wants to have a baby...what happens next? Through pictures, children will describe the scenario of meeting a man, deciding to have a baby together, the lady becoming pregnant (and 9 months elapsing), and the lady giving birth to a baby.	Annotate pictures with terminology such as offspring, egg fertilises, embryo develops, baby is born.

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