

Learning objectives

- Development matters (Exploration and Investigation): Describe and talk about what they see.
- Development matters (Exploration and Investigation): Show curiosity and interest in the features of objects and living things.
- ELG: Find out about, and identify, some features of living things.

Resources



'Build your own' file; photocopiable page 128 'Life cycle of a frog'; frogspawn (if possible); water tray with plastic frogs and pond creatures; jelly in small trays; magnifying glasses. Open the 'Build your own' file, which consists of a blank Notebook page and a ready-made collection of resources located in My Content in the Gallery, and use it to prepare a Notebook file. On the first page add photographs of people of different ages. On the second page add a picture of a frog and on the next page add images to illustrate the life cycle of a frog (but muddle them up so that they are not in the correct order). Add the complete life cycle of a frog to page 4 of your Notebook file.

Links to other ELGs

CU
Attempt writing for different purposes.

- Invite the children to write their feelings about the jelly activity. For example: *It is cold and runny.*

Whiteboard tools

- Pen tray
- Select tool

Life cycles

Introduction

Ask the children to discuss with a talk partner how they have changed since they were babies. Ask: *Have you always been this tall? Had all those teeth? Been able to run fast?*

Adult-focused whole-class activity

- Open your prepared Notebook file (see Resources). Show the children the first page, showing pictures of babies, toddlers and children of their own age, as well as older people.
- Ask: *How will you change as you get older?* Draw the children's attention to increases in height, changing hair colour, skin getting wrinkly and so on.
- Mix up the pictures and ask the children to tell you in which order they should go. Invite volunteers to come to the whiteboard and drag the pictures into the correct order on the screen.
- Display the picture of the frog on page 2 and ask: *Has this always been a frog? How has this changed since it was born?*
- Ensure that the children know that a frog began life as frogspawn, changed into a tadpole and then became a frog.
- Now go to page 3 to show the children the different stages in the life cycle of a frog.
- Challenge the children to tell you in which order the pictures should go. Invite individuals to move the images to show the correct order of the life cycle. The completed life cycle on page 4 can be used to check the children's work.
- If possible, show the children some real frogspawn or arrange a visit to a pond under close supervision.

Adult-focused group activity

- Provide each child with a copy of photocopiable page 128. Ask them to cut out the pictures of the life cycle of a frog and order them correctly.
- Encourage the children to talk about the pictures and use the correct vocabulary for the life cycle. Ensure that they know that adult frogs lay more frogspawn to continue the cycle.

Planned independent activities

- If possible, supply real frogspawn and magnifying glasses to examine it closely. Challenge the children to find some tadpoles with the beginnings of legs. Supply pencils and sketching paper and encourage the children to draw what they can see from close observation.
- Supply plastic frogs, toads, newts and rocks in the water tray to make a pond habitat. Ask: *What else might a frog need to make it feel at home?*
- Provide small trays of jelly for the children to feel with their hands. Ask: *Do you think frogspawn feels like this?* (**Important note:** Ensure that the children know that they should not touch real frogspawn in ponds in case they fall in or harm the eggs.)

Plenary

- Refer back to the life cycle of the frog and ensure that the children have understood its cyclical nature. Order the pictures on your Notebook page again.
- Ask: *Are there any other animals you can think of that start life in a different form?* (For example, a caterpillar becomes a butterfly.)