Then and now

Year: Y1

Subjects and Issues

Achievement Being yourself Self-esteem
Growing up Growing and changing
Growth mindset Resilience Support networks
Trust Change Family
Relationships education Relationships
National Curriculum science - relationships elements

Introduction

Start the lesson with some key questions to introduce the topic:

- What changes have happened to you since you were a baby?
- How do you look different to when you were a baby?
- What are the things you can do now that you couldn't do when you were younger?
- What are the things you are still learning to do?

Activity - Harold's photo album

Watch the film showing Harold and his photo album (this is a short excerpt from the Coram Life Education Y1/P2 mobile classroom programme).

- What were all the different things that Harold was learning to do?
- Who can do those things in this class?
- What is Harold learning to do in the last picture?
- Who here can ride a bike? [Some of you can and some of you are still learning.]

As well as our bodies changing, the things we can do also change.

Activity 2 - Then and now

Give out the *Then and now* Activity sheet*. Explain that the sheet shows three different stages of growing – one as a baby, one as a toddler and one as they are now in Y1/P2.

Ask children what the differences between the three stages are. Ask this in an open way so that children can respond in any way which is appropriate to them. Differences could include differences in size, height, ability to walk or talk, in what they eat and so on.

Ask the children to complete the *Then and now* Activity sheet as follows:

- In the boxes on the left-hand side, draw or write what they could do at that age.
- In the boxes on the right-hand side draw or write who helps or helped them at that age.
- In the boxes in the middle draw a picture of themselves at that age.

*Please note: although this activity sheet is designed in the same way as the one in the lesson *Keeping privates private,* its focus - and how children complete it - is different. In this version, children are asked for more general examples rather than just toileting.

Summing up

Ask children to show their drawings and explain what they've drawn or written.

Who helps you with the things that you are learning to do?

Adapting lessons for learners with additional needs

Our additional Signposting and Support page provides further guidance on adapting SCARF lessons to meet the needs of learners with additional needs.

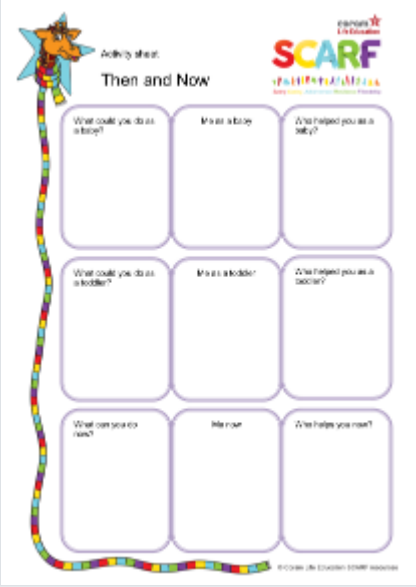
Learning Outcomes

Children will be able to:

- Identify things they could do as a baby, a toddler and can do now;
- Identify the people who help/helped them at those different stages.

Key Vocabulary

change
growing
size
height
needs
help



Then and now - Activity sheet - enough for one per child

Y1 Harold's Photo Album

DfE Relationships Education and Health Education statutory requirements

- **Physical Health and Mental Wellbeing (Health Education)**
  Changing adolescent body 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

DfE Relationships Education and Health Education statutory requirements (2025)

- **Developing bodies** 1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.

PSHE Association Learning Opportunities

- H26 . About growing and changing from young to old and how people's needs change.

National Curriculum Links

- English Y1 Writing - composition Write sentences by saying out loud what they are going to write about; composing a sentence orally before writing it; sequencing sentences to form short narratives; re-reading what they have written to check that it makes sense.