Haven't you grown!

Year: Y2

Subjects and Issues

Growing up Growing and changing Science
Change Relationships education Keeping safe
Life cycles Independence
National Curriculum science - relationships elements

NB: extra sensitivity will be needed when doing this lesson plan if there are pupils with special educational needs and disabilities who may not be able to demonstrate increased independence in explicit ways.

Emphasise that we all grow and develop in our own way.

Introduction

Link to the growth of a baby brother or sister. “I was so surprised when I saw xx last week! she/he has grown so much.” Then ask about some of the things that the baby is doing now. If there are no baby siblings in the class, perhaps talk about a baby you know (or invent one!)

“Of course you’ve all grown so much since you started school. Can any of you remember anything about starting school?” Emphasise how they’ve grown not only physically, but in their capabilities too. There is a great opportunity here to value talents and skills in addition to academic achievements.

“I’m sure when you see family or friends that you haven’t seen for a while then they comment on how much you’ve grown.”

Activity

Introduce the letter from ‘Aunty Jean’ explain that she lives in Australia and has been sent some photos from

her family in the UK. She hasn't seen them since Isaac was a baby.

Read the email from Aunty Jean.

Dear Isaac,

Thank you for the photographs. It's such a long time since I saw you.

You've grown so much! I'd really like to hear more about all the things you've been doing.

Perhaps you could tell me more about the photographs?

Let's have a look at the photographs and think about the things that you could do and what you enjoyed at that age.

Show the photographs (provided) one at a time on the IWB.

In small groups, ask the children to share their memories of what they could do at that age and what things they enjoyed or any funny habits/ traits they had.

This could also be done as a paired discussion activity with group feedback for each photograph - you could play some background music as the pairs discussed the photographs.

Ask the children what changes Aunty Jean is likely to see in:

- 5 years' time, when Isaac is 11
- 10 years when he is 21.

Explain that we all grow at different rates and we all learn to do things at different times.

Ask them to think about when they were a baby and then, using the writing frame on the *Haven't you grown!* Activity sheet, write down some of the things that they could do. Then list the things that they can do now. Finally, look forward to the future (this can be left open in terms of how far in the future but some children

might need a specific time, so perhaps say when they are 21).

Summing up

Bring the children together and let them share their writing. Congratulate them on all the things that they have learnt to do as they've grown.

Ask:

- What do you think made us grow? [food, rest and sleep, care]
- Who helped us grow? [people who look after us]

Now that you can do more things for yourself, what do you need to think about? [Being safe - sometimes asking adults for permission to do certain things.]

When you are younger, adults have to do everything for you. As you get bigger you can reach the hob or open the front door etc. so you have to think about making choices to keep safe and always ask an adult if you are unsure.

Adapting lessons for learners with additional needs

Teachers will need to consider the individual needs of children in their class in order to ensure the activities are inclusive. Advice from specialist teachers or the school SENDco may be helpful. Examples might include:

- Children with significant visual impairment may benefit from having the features of the images on the IWB described verbally.

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:

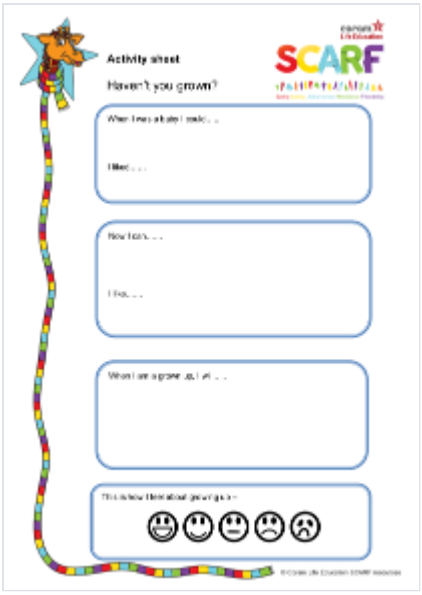
- Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);
- Understand and describe some of the things that people are capable of at these different stages.

Key Vocabulary

growing
food
rest
sleep
care
learning
change
forward looking
making choices
asking permission

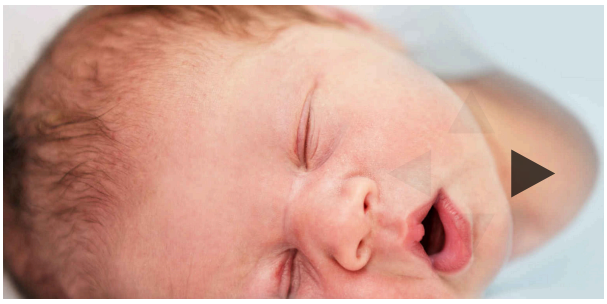
Resources needed

Background music to play during discussion (optional)



Haven't you grown! - Activity sheet - enough for one per child

Whiteboards



Haven't you grown

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 Y2 Writing - composition Develop positive attitudes towards and stamina for writing by writing for different purposes.
- Science Y2 Animals including humans (Non-statutory guidance) Pupils should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. Growing into adults can include reference to baby, toddler, child, teenager, adult..