



Title: Looking after plants and animals: Life Cycles

Level: FIRST

Code: 1.9.2

Links to Curriculum for Excellence

Experiences and outcomes	Benchmarks
I am learning about where living things come from and about how they grow, develop and are nurtured. HWB 1-50a	<ul style="list-style-type: none">Identifies what is needed for growth and development of animals, plants and humans.

Learning intentions

- Children learn that all living things grow and change.
- Children begin to relate their learning to their own development and growth.

Success criteria

- Children can sequence the life cycle of specific animals.
- Children investigate factors that affect the growth and development of living things.

Resources to support this activity

- Slides/PowerPoint
- The life cycle of a butterfly <https://youtu.be/O1S8WzwLPIM> (duration 5 minutes 15 seconds)
- The life cycle of a frog <https://youtu.be/FIXoJYbBIs0> (duration 5 minutes 6 seconds)
- Paper plates/pens/crayons for art activity

Activity

1. RSHP learning is enhanced if children can sit together, start this way. Recap the last lesson, where the class spoke about looking after plants. What do they remember a plant needs to grow and flourish? If it helps look again at one of the short animations about what a plant needs.
2. Explain that the children have looked at how a plant starts (from a seed) and then grows, this is the life cycle of a plant. (How are your beans doing?) Today the children will look at how insects and animal life starts, grows and develop.
3. First the butterfly – ask if anyone knows how a butterfly starts its life. Share the slide and explain:
 - An adult butterfly lays an egg
 - The egg hatches to a caterpillar (larva)
 - The caterpillar forms a chrysalis or pupa
 - The chrysalis matures into a butterfly.

Introduce and watch **the life cycle of a butterfly** <https://youtu.be/O1S8WzwLPIM> (duration 5 minutes 15 seconds)

Pause at 4 minutes 48 to show the life cycle represented.

Go back to your slide, check understanding, explore any questions.

4. Move on to think about the life cycle of the frog – share the slide with images of tadpoles and frogs – ask, does anyone know how a frog starts its life? Anyone ever seen any in ponds?
 - The female frog lays eggs and the male frog fertilises them.
 - The eggs hatch and become early tadpoles
 - Then the tadpoles grow and become froglets
 - Then the little froglets become frogs.

Introduce and watch the animation **Life cycle of a frog** <https://youtu.be/FIXoJYbBlS0> (duration 5 minutes 6 seconds) This film has text but no narrator, as teacher read the text out as it appears.

Pause at 4 minutes 47 to show the life cycle represented.

Go back to your slide, check understanding, explore any questions.

5. Ask the children to pick either the butterfly or the frog. On a paper plate they can divide into 4 sections and on each draw a picture of the butterfly or frog from its early stage of the life cycle through to the adult butterfly or frog. They can write some words from your slides if they want to. All for display and presentation – then to take home.



Connecting with home

Some text is provided with activity 1.9.1.

Further learning activities are available that connect to this RSHP curriculum content

1.9.1 Looking after plants and animals: Plants

1.9.3 Looking after plants and animals: Looking after pets

Practitioner Notes

