

## Terrific Topic

Hello Diamonds—I so enjoyed looking at all your Butterfly and Frog lifecycle work last week, on the blog and on Zoom — you've all been working SO hard! I'm very proud of you all. This week we're going to look at two different life-cycles: the life cycles of Ducks, and the life-cycles of PEOPLE, because we are a type of mammal too, and we grow and change too as we grow older. I hope you enjoy these activities!

As always, grown-ups, these activities are those we would have completed in class this week, were we at school, and as such are guidelines.

### 1. The Life-cycle of a Runner Duck

Do you remember the video I showed you way back in week 1 of the ducklings hatching in our classroom? They are a special kind of duck called a Runner Duck, and they are great fun to watch growing and changing as they turn into adult ducks. I've put some other Runner Duck videos on the video page. **Video 1** shows our classroom ducklings when they first went into their bigger run and learnt to eat food and drink water for the first time; **Video 2** shows some slightly older ducks as they went in their outside pool for the first time; **Video 3** shows a time lapse of a Runner and a Pekin Duck growing up, and numbers **4 and 5** show exactly why they are called Runner Ducks (and no, they're not speeded up!).

Discuss how the ducklings changed as they grew (using the photos below as a prompt to demonstrate each stage) ie egg //wet and floppy when born // feathers dry, fluffy, learn to eat and drink // new feathers, learn to swim // adult duck can lay eggs etc. Show children the life-cycle 'jigsaw' (See '**Runner Ducks Jigsaw Writing**' PDF) —discuss each stage—explain each section in the circle is a stage in the Life-cycle..

Activity: Children to complete **Lifecycle of a Runner Duck** description. In class we used the 'jigsaw' as a picture prompt in the centre of our larger lifecycle wheel, so each segment corresponded to a section of writing. If you cannot enlarge the writing wheel, you might like to make your own, or alternatively, cut up the jigsaw and make it, then use the pictures below to make a mini duck book, or for a different version see the 'Twinkl Duck Life-cycle PDF' worksheet (though this doesn't have photos or as many stages).

There are also lots of other Duck Life-cycle resource in the link below, including posters, differentiated reading comprehensions, fact cards, colouring, life-cycle spinners etc:

<https://www.twinkl.co.uk/resources/life-processes-and-living-things/life-cycles/duck-life-cycles>

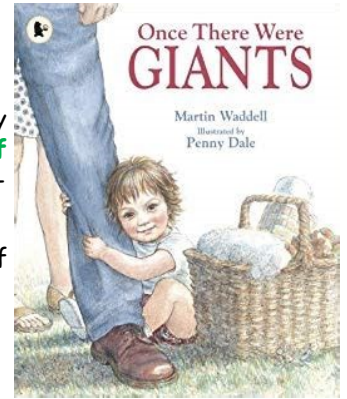


## 2. All about US!

### Parts of the Human Body

Draw round your child on a large piece of paper— discuss how many parts of the body they can name. Demonstrate labelling your large picture—can your child **label as many parts of the body as possible** (remember you can even include eyelashes, elbows, wrists, ankles, teeth etc!). I wonder who in the class will write the most labels?

Alternatively, your child could label the parts of the body on the worksheet (see 'Parts of the Body' PDF), including as many extras as they can think of!



### Human life-cycle—how we grow and change

- Watch the **Video** 'Once there were Giants': what different stages can your child remember as the little baby grows up? Explain that humans are animals too (mammals) and that we, too, have a life-cycle, just like all other creatures.
- Complete the **human timeline** (see 'Human Timeline PAGE 3' and 'Pics for human timeline' PDFs). Remind your child that it runs from left to right, and that each picture has to go in order. Can they label each stage? Nb there are pictures for a 'boy and a 'girl' timeline—choose either or do both, and you only need PAGE 3 of the timeline PDF.
- Help your child to **collect three photos** of their life-cycle so far (baby, toddler, now). Ask them to talk about how they have changed—what could they do when they were a baby; what did they learn to do when they were a toddler; what can they do now? How do they look different at each stage? What was their favourite toy/game at each stage?
- Ask your child to make an **"All About Me" book** (see 'All about me' PDF or make your own). Use the photos they found, and ask them to write about themselves at each stage. The last page of the book is "When I grow up I would like to be ..." remind them to use 'because' to tell everybody why they want to do/be whatever they've chosen.