

The secret life of eggs

Sciences | First



Curriculum for Excellence: Experiences and outcomes

Planet Earth | Biodiversity and interdependence

- I can distinguish between living and non-living things. I can sort living things into groups and explain my decisions. (SCN 1-01a)

Success Criteria

- I can name some animals that start life inside an egg.
- I can describe the simple stages of a life cycle.
- I can explain what happens inside an egg before it hatches.

Key vocabulary

Life cycle, hatch, hatchling, baby, adult, grow, change, egg, reptile, amphibian, chick, chicken, tadpole, frog, froglet, observe, compare, same, different, investigate

Resources needed

- Lesson Presentation
- Station Cards
- Egg Picture Cards
- Life Cycle Builder Sheet
- Plastic eggs
- Yellow pom poms
- Cotton ball
- Marbles

Prior learning

Children should already know that animals are living things. They should be able to name a few common animals and have awareness that animals can be babies, young or adult. It would also be helpful if children had some prior understanding of sequencing and ordering.

Time	Teaching activity	Teacher notes
5 mins	Introduce the lesson using the Lesson Presentation and ask children what they know about animals that hatch from eggs. Show the images on the slide to see if children can identify which animals' egg they are. Reveal the answers.	<i>Explain to the children that not all eggs look the same. Encourage discussion around the fact that eggs come in many different shapes and sizes and not all have a hard shell. This could be a misconception for children.</i>

Time	Teaching Activity	Teacher Notes
10 mins	Share the life cycles of a chicken and a frog on the slides and compare them. Explain to children that not all eggs hatch, like the ones they see in the supermarket.	<i>You could prompt children to think about the life cycle by asking questions such as 'What do you notice about the eggs?' or 'How does this baby look different from the adult?'</i>
20 mins	Arrange the children into three groups and introduce the egg stations activity. Explain that each group will get a chance to participate in each activity. Ideally, children should spend no longer than 8 minutes at each station, but this can be adjusted depending on the time you have. Teacher to model each activity. Life cycle builder – Using the Life Cycle Builder Sheet, children should order the stages of a chicken's life cycle, placing the correct image to show the development stage on the grid. Mystery egg – Children explore the eggs and what's inside them. Match the object to the correct stage of the chicken's life cycle. Invest-egg-ation – Children look at the Egg Picture Cards and decide which animal the eggs belong to.	<i>It would be helpful if the mystery egg and invest-egg-ation stations had adult assistance, but this is not essential. If possible, children could be prompted to think deeper by being asked 'Why do you think this egg belongs to this animal?' and 'What do you think this object could represent?'. Higher attainers could be encouraged to classify the eggs into hard shell, soft shell and jelly eggs.</i>
10 mins	Lead children in the cracking quiz on the slides to wrap up their learning and end the lesson.	<i>Children could work in pairs for this and be given time to think, pair and share for each question.</i>

Lesson reflections / next steps / teacher notes

Assessment opportunities

- Observe children during the station activity to see which children can sequence the life cycles correctly and check the children's ability to match the eggs to the animals.
- Listen to the children's use of vocabulary when giving answers or when participating in the activity.

Suggestions for future learning

- Children could go on to learn about eggs around the world with the British Lion Eggs KS1 Geography lesson packs.

Home learning opportunities

- Children could create some egg art at home. They could create a mystery creature that hatches from the egg and explain its life cycle.
- Children could be encouraged to go on an egg hunt with an adult around where they live. They could look to see if they can spot any bird's nests or any eggs near ponds and lakes (if possible).