CLIL Lesson Plan
Science – animal life cycles

Class level: Cycle 2	Students aged 6-9 years
By the end of the lesson, learners will have …	
Content outcome:	constructed and described different life-cycle stages of animals (egg, larva, pupa, adult OR egg, baby, juvenile, adult).
Language outcome:	used sequencing language (First, Then, Next, Finally) to describe and order the stages of animal life cycles.
Thinking (cognitive) outcome:	compared and contrasted different types of life cycles (complete metamorphosis vs. incomplete metamorphosis vs. mammal development).

Stage Name and Aim	Procedure	Time	Materials
Engagement Aim: To activate prior knowledge and introduce the topic through visual prediction.	• Show students images of different animals (butterfly, frog, chicken, cat) without revealing their names. • Ask: "Do all animals grow in the same way?" Allow pair discussions in French (L1 = first language). • Present word cloud with life-cycle vocabulary (egg, larva, pupa, adult, growth, change). • Students predict what today's lesson is about.	10 minutes	**Animal images** (printed A4 size or projected): butterfly, frog, chicken, and cat - all adult age. **Word cloud** document created / printed on A3 (words: egg, larva, pupa, adult, growth, change).

Input Aim: To introduce sequencing language and model life-cycle stages.	• Introduce sequencing language frame to scaffold language: *First, Then, Next, Finally* (use sequencing language frames and write on board with French translations). • Model butterfly life cycle using the butterfly life-cycle diagram (allow code-switching where students propose answers in French and you repeat using the English terms): "First, the butterfly lays an egg. Then, a caterpillar hatches. Next, it forms a chrysalis. Finally, an adult butterfly emerges." • Students repeat the sequence chorally using the visual prompts. • Introduce vocabulary using the vocabulary cards: egg, larva (caterpillar), pupa (chrysalis), adult, metamorphosis. • Show frog life-cycle diagram and ask students to identify differences (allow L1 (French) speaking, the language objective is on sequencing, not comparing).	15 minutes	Large format **butterfly life-cycle diagram** (must show 4 clear stages: caterpillar / larva – Chrysalis / pupa – adult butterfly. Large format **Frog life-cycle diagram** (stages: egg – tadpole – froglet – adult frog). **Sequencing language frame** First, (d'abord, tout d'abord) Then, (puis, ensuite) Next, (après, ensuite) Finally, (enfin, finalement) Large format **vocabulary flashcards**: Egg, larva, caterpillar, pupa, chrysalis, adult, metamorphosis.
Guided practice Aim: To practise ordering life-cycle stages and using sequencing language.	• Briefly introduce chicken vocabulary using one set of the chicken life-cycle cards. • Model pronunciation for each word. • Show image – students say the word (quick drill). • Divide class into small groups (3-4 students). • Give each group scrambled life-cycle cards (chicken life cycle – images with key vocabulary labels). • Groups discuss in French to order the cards and describe the sequence in English using the provided sentence frame in English: *First, Then, Next, Finally.* • Teacher monitors, providing language support and sentence frames if needed.	15/20 minutes	**Chicken life cycle cards** - one set per group (A5 or A6 size). Each card contains images and key vocabulary labels: - an egg with the word 'egg' - a small chick - image of hatching with 'chick hatches', - image of a growing chick with text grows bigger, gets feathers - a hen with words adult hen

	• Groups present their sequences to the class – write complete sentences on the board as they go: "First, the hen lays an egg. Then, the chick hatches. Next, the chick grows bigger and gets feathers. Finally, the hen is an adult." • Class discusses: "How is the chicken life cycle different from the butterfly life cycle?" (Allow responses in French, English or any appropriate language for your context).		**Word bank cards for optional support / extension**: hen, lays, egg, hatches, chick, grows, feathers, adult. **Sentence frame cards**: "First, __. Then, __. Next, __. Finally, _____"
Independent application Aim: To apply sequencing language independently by creating and describing a self-selected animal cycle.	• Students choose one animal (cat, dog, fish, or grasshopper). • Draw and label 4 stages of their chosen animal's life cycle. • Write sentences using *First, Then, Next, Finally*, to describe each stage. • Challenge: Students identify if their animal has complete metamorphosis, incomplete metamorphosis, or direct development. Extra vocabulary may be needed: ○ General - baby, young ○ Cat-specific – kitten, cat ○ Dog-specific – puppy, dog ○ Fish-specific – fry (alevin), fish	15 minutes	A4 size **life-cycle worksheet template** (circle divided into 4 equal sections with arrows showing clockwise direction). **Reference images of animals** (optional). **Word bank poster** with key vocabulary. **Blank A4 paper** if you prefer students to create their own diagram **Drawing materials.**
Comparison and assessment Aim: To compare different life cycles and assess understanding.	• Create a Venn diagram on the board comparing butterfly and chicken life cycles. • Students contribute similarities (lay eggs, grow, have stages) and differences (metamorphosis vs. no metamorphosis).	10 minutes	Large size **Venn diagram** template (on board or chart paper): 2 overlapping circles – left circle labelled 'butterfly' and right circle labelled 'chicken' – middle overlapping section labelled 'both'.

	• Exit ticket: Students complete sentence: "The difference between the life cycle of a butterfly and a chicken is..." • Share 2-3 student responses.		**Exit ticket slips** (with sentence prompts).

Main assessment criteria

Content	Can identify and order 4 stages of at least one animal life cycle correctly
Language	Uses at least 3 sequencing words (First, Then, Next, Finally) correctly in oral or written form
Thinking	Can identify at least one similarity and one difference between two types of life cycles

Should you wish to use self-assessment, you can use the following sentences on a PowerPoint for students to do thumbs up / down as evaluation – or use them as a paper slip they can stick in their science books:

- I can order and label the stages of an animal's life cycle.
- I can use *First, Then, Next, and Finally,* to describe life cycle stages.
- I can compare different types of life cycle.

French National Curriculum alignment: Official Bulletin n25 of June 22, 2023 – Science and Technology programme for Cycle 2

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