Enriching lives every day; enabling our school community to learn, achieve and flourish through living 'life in all its fullness'

Sustainability | Diversity

Subject: Science

Year group: 5

Term: Spring

Unit name: Living Things and their habitats

Strand: Biology

Prior Knowledge - *Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals, including humans). Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants)*

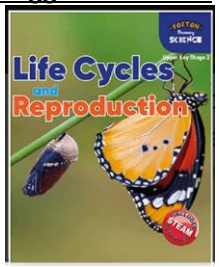
Key Vocabulary: life cycle, live, young, fertilises, egg, runners, reproduce, sperm, metamorphosis, gestation, cuttings, plantlets, bulb, sexual/asexual reproduction

Key Scientists:

David Attenborough

Jane Goodall

Suggested books:



National curriculum:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals

Working Scientifically:

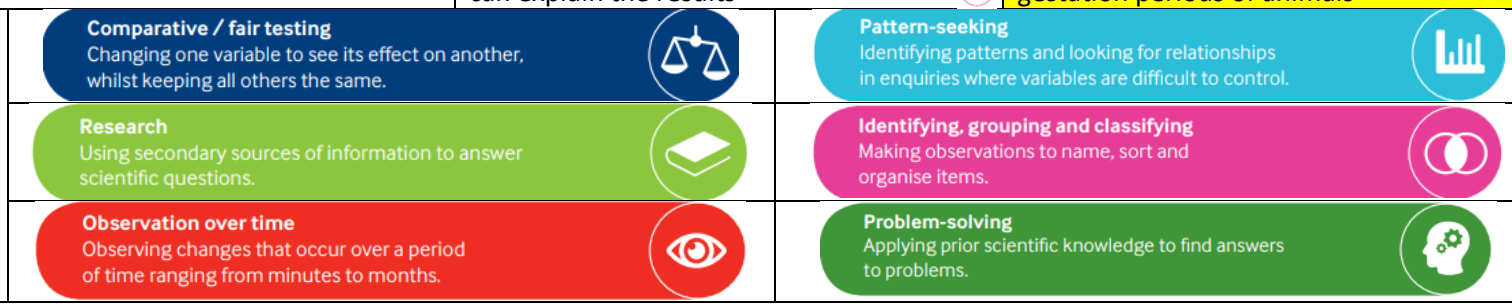
- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments

Compassion	Hope

Enriching lives every day; enabling our school community to learn, achieve and flourish through living 'life in all its fullness'

Key learning objectives- ***Highlighted boxes = Learning Objective for that lesson. The other two are your Success Criteria.***		
Knowledge	**Working Scientifically**	**Scientific Enquiry**
To describe the differences in life cycles of a mammal, an amphibian, an insect and a bird.	To use oral and written forms to report conclusions	To identify patterns that might be found in the natural environment
To describe the differences in life cycles of a mammal, an amphibian, an insect and a bird.	To present data in a variety of different ways to help answer my questions	To sort and classify different life cycles to identify similarities and differences.
Describe the life process of reproduction in some plants and animals.	To ask relevant questions and find ways to answer them.	To independently use secondary sources to research the work of naturalists and animal behaviourists.
To describe the life process of reproduction in some plants and animals	To make accurate and relevant predictions	To report and present my findings from research
To describe the life process of reproduction in some plants and animals	To suggest next steps based on the weakest aspects of my enquiry	To present my findings including explanations in oral and written forms.
To describe the life process of reproduction in some plants and animals	To record my results using a bar chart and can explain the results	To look for patterns when considering gestation periods of animals

Scientific Enquiry



Assessment- Key indicators:

Can describe the lifecycles of mammals, amphibians and insects using diagrams.

Can describe similarities and differences between them.