

# Science

## Year 5 – Summer 2-Animals inc Humans

National Curriculum / End Point statement					
<p><b>Forces</b></p> <ul style="list-style-type: none"> <li>describe the changes as humans develop to old age</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>					
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Reactivate learning: KS1/2 SRE, Yr 1 body parts, yr 2 animals and their offspring, WALT name the stages of human development <b>(Link with SRE unit of learning)</b>	WALT describe how babies grow and develop (conception to 2 years)	WALT compare the gestation periods of different animals	WALT identify the changes from a toddler to a child (2 to 12 years)	WALT describe the main changes that occur during puberty	WALT describe the changes that take place when adults age
In Focus - <a href="https://explorify.uk/en/activities/listen-what-can-you-hear/when-we-were-young">https://explorify.uk/en/activities/listen-what-can-you-hear/when-we-were-young</a>	In Focus - <a href="https://explorify.uk/en/activities/whats-going-on/unexpected-eggs">https://explorify.uk/en/activities/whats-going-on/unexpected-eggs</a>	In Focus - <a href="https://explorify.uk/en/activities/odd-one-out/baby-animals">https://explorify.uk/en/activities/odd-one-out/baby-animals</a>	In Focus - <a href="https://explorify.uk/en/activities/have-you-ever/noticed-how-babies-change-as-they-become-toddlers">https://explorify.uk/en/activities/have-you-ever/noticed-how-babies-change-as-they-become-toddlers</a>	In Focus - <a href="https://explorify.uk/en/activities/have-you-ever/been-told-you-look-like-your-parents-or-other-relatives">https://explorify.uk/en/activities/have-you-ever/been-told-you-look-like-your-parents-or-other-relatives</a>	In Focus - <a href="https://explorify.uk/en/activities/what-if/the-average-lifespan-of-a-human-was-200">https://explorify.uk/en/activities/what-if/the-average-lifespan-of-a-human-was-200</a>
Success Criteria					
I can name the different stages of life from birth to old age I can describe the stages of human development. I can order the stages of human development	I can record data I can report findings I can research relevant information I can describe how babies develop in the womb	I can research information I can present my findings I know what 'gestation' means I know that animals have different gestation periods	I know what a toddler is I know the stages of human development I can describe some key changes that occur between 2 and 12 years of age	I know what puberty means I can describe the main changes that happen during puberty I know that different changes happen to males and females	I know the stages of human development I can describe what changes may happen when adults age I know the age at which we legally become adults

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	I can describe how babies grow				
<b>Suggested Outcome</b>					
Children create a timeline of human stages of development. Present children with pictures/keywords and they order them. Children are able to name each stage and use correct scientific vocabulary.	Children can plot the length and mass at key points from conception to 3 years. Plot on a graph. Discuss younger family members and what the children have observed.	Children can research and describe the gestation periods of some animals. They could record their findings in a table and begin to reason why, for example, a killer whale's gestation period is much longer than that of a mouse. They can look for relationships in the data	Children could brainstorm changes/differences between a toddler and a child. They should discuss their experiences of toddlers/children and consider differences/changes in the following characteristics - height and weight, movement, speech, teeth, nutrition, excretion	Children should draw on their SRE learning and discuss the changes that they know will happen during puberty. Will the same changes happen to all humans?	Children could create a poster detailing the changes as adults age. They could include how to stay healthy and discuss what they could do now to counter the
<b>Vocabulary</b>			<b>NC links</b>		
Young, Old, Elderly, Growth, Processes, Adult, Teenager, Toddler, infant, baby, Life cycle, <i>puberty</i> , <i>gestation</i> , <i>embryo</i> , <i>foetus</i> , <i>life expectancy</i> ,			SRE PSHE - Jigsaw		
<b>Key Learning</b>					
When babies are young, they grow rapidly. They are very dependent on their parents. As they develop, they learn many skills. At puberty, a child's body changes and develops primary and secondary sexual characteristics. This enables the adult to reproduce.					
<b>Possible Evidence</b>			<b>Common Misconceptions</b>		
<ul style="list-style-type: none"> <li>Can explain the changes that takes place in boys and girls during puberty</li> <li>Can explain how a baby changes physically as it grows, and also what it is able to do</li> <li>Can present information about the changes occurring during puberty as an information leaflet for other Y5 children or answers to 'problem page questions'</li> </ul>			Some children may think: <ul style="list-style-type: none"> <li>a baby grows in a mother's tummy</li> <li>a baby is "made"</li> </ul>		
<b>Notable Scientists</b>					
Sir Robert Winston					
<b>CPD opportunity</b>					
<a href="https://www.reachoutcpd.com/courses/upper-primary/life-cycles/">https://www.reachoutcpd.com/courses/upper-primary/life-cycles/</a>					
<b>Useful Links</b>					
<ul style="list-style-type: none"> <li><a href="https://www.bbc.co.uk/bitesize/topics/zcyycdm/year/zhgppg8">https://www.bbc.co.uk/bitesize/topics/zcyycdm/year/zhgppg8</a></li> <li><a href="https://app.discoveryeducation.co.uk/learn/player/4aa540ce-5171-4e83-ae0e-28fb5e73b68f">https://app.discoveryeducation.co.uk/learn/player/4aa540ce-5171-4e83-ae0e-28fb5e73b68f</a></li> </ul>					

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### Animals, including humans

<b>Early learning goal</b>	<ul style="list-style-type: none"><li>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.</li></ul>
<b>Year 1</b>	<ul style="list-style-type: none"><li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li><li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li><li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li><li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li></ul>
<b>Year 2</b>	<ul style="list-style-type: none"><li>Notice that animals, including humans, have offspring which grow into adults.</li><li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li><li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li><li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (Y2 - Living things and their habitats)</li></ul>
<b>Year 3</b>	<ul style="list-style-type: none"><li>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</li><li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li></ul>
<b>Year 4</b>	<ul style="list-style-type: none"><li>Describe the simple functions of the basic parts of the digestive system in humans.</li><li>Identify the different types of teeth in humans and their simple functions.</li><li>Construct and interpret a variety of food chains, identifying producers, predators and prey.</li></ul>
<b>Year 5</b>	<ul style="list-style-type: none"><li>Describe the changes as humans develop to old age.</li><li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats)</li><li>Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats)</li></ul>