

**Year 5
Science
Living things and their habitats
Term 5**

Final Outcome: To make and present a flip book showing a range of different life cycles, showing both asexual and sexual reproduction.

Component 6:

What we will know after this sequence:

- Difference between a naturalist and a behaviourist
- Significant achievements in Jane Goodall's life
- Importance of making observations, as a natural scientist would and the need to record data and report findings.

Vocabulary:

Natural scientist, naturalist, observation, conservation, endangered

How will this feed into my next learning:

Pupils will look their knowledge or naturalist and behaviourists to other scientists and their theories, such as Charles Darwin in Year 6.

SEND:

To be pre-taught vocabulary and to have a sorting activity to decipher difference between naturalist and behaviourist. SEND chn to be given specific websites to use for research and to be able to copy and paste ideas rather than write it in their own words.



Component 4:

What we will know after this sequence:

- Names of a mammal and bird found locally
- How to research local animals safely
- The lifecycle of a mammal and a bird
- The similarities and differences between lifecycles in living animals and plants

Vocabulary:

Mammal, bird, sexual reproduction, life cycle, gestation, foetus, sperm, egg, uterus, chick, egg, baby, adult

How will this feed into my next learning:

Pupils will research and explore other life cycles of animals from around the world.

SEND:

To be given option of two local mammals/birds to choose from and to have specific website/video of their life cycle to support them creating a life cycle diagram on a given template. Video to be watched prior to lesson to support minimise sensory overload.

Component 5:

What we will know after this sequence:

- Lifecycle of a marsupial (kangaroo)
- Lifecycle of the duck billed platypus
- How to research safely lifecycles of animals
- The similarities and differences of the lifecycles in these animals compared to animals found locally.



Vocabulary:

Life cycle, mammal, bird, amphibian, insect, reproduction, marsupial, compare, contrast, similarity,

How will this feed into my next learning:

Pupils will look at famous scientists that have been trying to conserve and observe these different animal life cycles for decades.

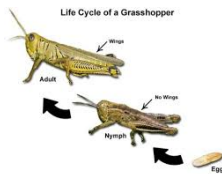
SEND:

To have pictures of life cycle to put in order as well as the labels to annotate each part. Examples of how the life cycles are different /same to be used too for your child to sought to enable different recording method.

Component 3:

What we will know after this sequence:

- Lifecycle of amphibians/insects (frogs/grasshoppers)
- Definition of metamorphosis
- Some animals have metamorphosis in their life cycles
- Difference between complete and incomplete metamorphosis



Vocabulary:

Life cycle, asexual and sexual reproduction, metamorphosis, amphibian, insect

How will this feed into my next learning:

Pupils will compare the lifecycle of amphibians/insects to mammals and birds.

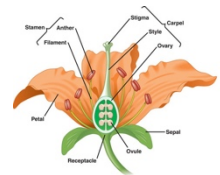
SEND:

Pupils will need to be introduced to the vocabulary prior to lesson, in particular the notion of metamorphosis.

Component 2:

What we will know after this sequence:

- Natural occurrence of asexual reproduction in
- Artificial reproduction in
- How to set up their own investigation into artificial asexual reproduction in flowering plants



plants
plants

Vocabulary:

Corm, bulb, spores, cutting, fern, moss, liverwort, tubers, asexual, non-flowering, propagation, artificial, natural

How will this feed into my next learning:

Pupils will look at how the lifecycle of a flowering plant compares to the lifecycle and reproduction of amphibians/insects.

SEND:

To focus on just amphibians and to have watched following hyperlink prior to lesson to support the use of pictorial sorting activity.

<https://www.youtube.com/watch?v=F3EIGMVU6SY>

Component 1:

We should know:

Simple parts of a plant/flower and the best conditions for a plant to grow in. (Year 3)

What we will know after this sequence:

- what a flowering plant is.
- the scientific names of the female and male structures within a flowering plant
- the life cycle of a flowering plant including reproduction.

Vocabulary:

Gamete, stamen, stigma, carpel, pistil, pollination, germination, flowering, sexual reproduction, life cycle, seed, pollen, anther, filament, style, ovary, botanical illustration, dissection

How will this feed into my next learning:

Pupils will look into how plants reproduce asexually.

SEND:

Labels of the different parts will be available for reluctant writers and a matching activity will be used to ensure they know the purpose behind each part of the plant.

