



## Year 5: Living Things and their Habitats and Animals Including Humans



### Kindness Enjoyment Achievement

<p><b><u>Key Concepts:</u></b> Describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals As part of their life cycle plants and animals reproduce. Most animals reproduce sexually. This involves two parents where the sperm from the male fertilises the female egg.</p> <p>Animals including humans have offspring which grow into adults. In humans and some animals these offspring will be born live, such as babies or kittens, and then grow into adults.</p> <p>When babies are young they grow rapidly. They are very dependent on their parents. As they develop</p>	<p><b><u>Types of Enquiry:</u></b> <b><u>Identifying, Sorting and classifying:</u></b> Can you identify all the stages in the human life cycle? Compare a collection of animals based on similarities and differences in their life cycles. See TAPS resource: Y5 plan Living life cycles. Compare the life cycles of 2 birds or 2 mammals or 2 amphibians or 2 insects. Distinguish between changes that happen to boys/ girls/ both during puberty <b><u>Fair/ comparative test:</u></b> How does the level of salt affect how quickly brine shrimp hatch? Who grows fastest: boys or girls? (comparative test- use TAPS resource: Y5 Animals Growth Survey) <b><u>Use of secondary sources:</u></b></p>	<p><b><u>Vocabulary:</u></b> Life cycle Reproduce Sexual/ asexual sperm, fertilises egg live young metamorphosis asexual plantlets runners bulbs cuttings larva chrysalis Pupa adult</p>
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<p>they learn many skills. At puberty, a child's body changes. This enables the adult to reproduce.</p> <p>In other animals, such as chickens or snakes, there may be eggs laid that hatch to young which then grow to adults. Some young undergo a further change before becoming adults e.g. caterpillars to butterflies. This is called a metamorphosis.</p> <p>Plants reproduce both sexually <b>and asexually</b>. Bulbs, tubers, runners and plantlets are examples of asexual plant reproduction which involves only one parent. Gardeners may force plants to reproduce asexually by taking cuttings. Sexual reproduction occurs through pollination, usually involving wind or insects.</p>	<p>Find out about the life of David Attenborough (not Jane Goodall: covered in Y4)</p> <p>What are the differences between the life cycle of an insect and a mammal?</p> <p>Research the life cycle of an animal.</p> <p><u>Change over time:</u>  <b>How do brine shrimp or caterpillars change over their lifetime? (Base on observation) Will need help with this! Butterfly breeding kits avail.</b></p> <p><u>Pattern seeking:</u>          Is there a relationship between an animal's size and its gestation period? Note where pattern is not kept (e.g. blue whale and elephant- see ASE PLAN res)          Is there a relationship between human growth and their age?</p>	<p>fledgling          incubate          gestation          pollen/ pollination          fertilisation          germination          fruit          seed dispersal          stigma          carpel          bulb, tuber          puberty          vagina, breasts, period, pubic hair, spots, mood swings, penis, testicles (IN LINE WITH JIGSAW)</p>
	<p><u>Working scientifically skills:</u></p> <p><u>Questioning:</u>          Generate questions about life cycles.          Identify own question about life cycles to research.</p> <p><u>Observing:</u></p>	<p><u>How it fits in with the rest of the curriculum:</u>          Y1: Identify and name common animals inc fish, reptiles, birds, amphibians &amp; mammals,          Y2: Know that animals, inc humans, have offspring which grow into adults.</p>



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	<p>Measure accurately in cm and mm</p> <p><u>Identify and classify:</u> Identify parts of a flower &amp; different parts of life cycles of variety of animals.</p> <p><u>Testing:</u> Help to decide what measures to take, how many to take and who from (growth survey)</p> <p><u>Recording:</u> In self developed tables Graphs</p> <p><u>Communicating:</u> Present research about life cycles clearly. Could make up a life cycle of a "merged" animal (like a centaur), relying on facts about lifecycles of two or more animals. Use scientific language orally and in writing.</p> <p><u>Concluding:</u> Spot abnormalities; begin to explain them.</p>	<p>Observe and describe how bulbs and seeds grow into mature plants.</p> <p>Y3: Plants produce flowers which enable the plant to reproduce. Pollen, prod by make part of flower, is transferred to the female part of other flowers (pollination) Seed dispersal. Different plants require different conditions for germination and growth.</p> <p>Y6: Recognise that living things produce offspring of the same kind but normally the offspring vary and are not identical to their parents. Classify living things into broad groups according to observable characteristics and based on similarities and differences. Give reasons for classifying plants and animals.</p> <p><b><u>Cross Curricular links:</u></b> ICT: if decide to present findings re lifecycles on computer. Sex education in humans</p>
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