

Ashtree Primary School and Nursery Medium Term Plan for Science

Year 5 Summer Term – Animals including Humans Unit

Prior Knowledge – Y5 – Living Things and their Habitats

- Step 1 - sequence the life cycles of a variety of plants and animals - *Live young, hatch, tadpole, caterpillar, butterfly, ladybird, pupae, larvae, chrysalis*
- Step 2 - recognise the similarities in the life cycles of plants, animals and humans - *Live young, hatch, tadpole, caterpillar, butterfly, ladybird, pupae, larvae, chrysalis*
- Step 3 - name the parts of a flower, describe the functions of some parts of a flower, describe the main functions of parts of a plant involved in reproduction - *pollen, stamen, stigma, pollination*
- Step 4 - describe the processes of *sexual* and *asexual reproduction* in plants
- Step 5 - compare methods of *seed dispersal*
- Step 6 - name the parts of the human reproductive system, describe the simple functions of parts of the human reproductive system, know that most animals reproduce by sexual reproduction

Prior Skills – Y4

beginning to use and develop keys and other information to identify, classify and describe living things and materials, uses their scientific experiences to explore ideas and raise different types of questions, **records and presents findings using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs, reports on findings from enquiries**, using relevant scientific language and conventions, **in oral and written explanations such as displays and other presentations**

Key Vocabulary - *new born, infant, child, teenager, puberty, adult, wrinkles, grey hair, height, weight*

Key Knowledge

- Step 1 - identify ways in which the appearance of humans changes as they get older - *wrinkles, grey hair, height, weight*
- Step 2 - identify some characteristics that will not change with age
- Step 3 - recognise stages in growth and development of humans including puberty - *new born, infant, child, teenager, puberty, adult,*

Key Skills

- Step 1 - reports on findings from enquiries**, using relevant scientific language and conventions, **in oral and written explanations such as displays and other presentations**, beginning to use and develop keys and other information to identify, classify and describe living things and materials
- Step 2 - reports on findings from enquiries**, using relevant scientific language and conventions, **in oral and written explanations such as displays and other presentations**, beginning to use and develop keys and other information to identify, classify and describe living things and materials
- Step 3 - reports on findings from enquiries**, using relevant scientific language and conventions, **in oral and written explanations such as displays and other presentations**, beginning to use and develop keys and other information to identify, classify and describe living things and materials

Curriculum Enhancements

Linking to PSHE Sex Ed Unit

Possible Misconceptions

baby grows in a mother's tummy – step 3

a baby is “made”

Suggested Activities

Children could carry out a research enquiry by asking an expert e.g. school nurse to provide answers to questions that have been filtered by the teacher.

Curriculum links

PSHE – Growing up

This will lead to . . .

In Year 6 – Animals including Humans, the children will learn to,

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans.