

Year Group	5
Term	Summer 2
Subject	Science

Topic	Animals including humans
Curriculum Intent	For children to describe the changes as humans develop to old age.

Key Vocabulary	Mammal, Scatter & line graphs, bar charts, causal relationships, support/refute, gestation, life cycle, sperm, egg, foetus, development, uterus, adolescent, puberty, teenager, reproduction, aging, old age, elderly, adult, causal relationship, growth, change, death, timeline, baby, infant, child, adult
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Science Skills	Record data using scientific diagrams and labels; tables, scatter graphs, bar and line graphs. Report and present findings from enquiries, including conclusions and causal relationships. Identify scientific evidence that has been used to support or refute ideas or argument.
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Science Knowledge	To describe the changes as humans develop to old age and identify the changes that occur at different stages.
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Summer 2 MTP				
Week	Learning Objective	Activities	Differentiation	Outcome
1	LO: To investigate the life cycle of human	Watch this video: https://www.youtube.com/watch?v=V4j20B66t_0 What can you remember about the different classifications of animals? How many are there? What makes mammals different? Discuss – what makes the life cycle of a mammal different from other animal types? What different stages does a mammal have? What similarities and differences can you find between the life cycle of your mammal and the life cycle of a human being? David Attenborough: https://www.bbc.co.uk/iplayer/episode/b00nkpcc/life-3-mammals		Children are able to explain the stages in the life cycle of the mammal.
2	LO: To look for patterns in animal gestation periods and draw logical conclusions	Introduce gestation - How long mammals take to develop before they are born. Gestation research: children complete research for a range of animals to find out their gestation, life span, average number of offspring per pregnancy, and size of animal <i>need laptops</i>	SEN – paired with HA to support when researching Challenge - what conclusions can you draw from comparing gestation periods?	Children will research to find out the gestation periods of a range of animals (including humans) and create a visual comparison of gestation periods.

3	LO: To learn about foetal development in humans	How does a baby develop during pregnancy? How big is it and what can it do week by week? What can a mother do to keep healthy during pregnancy? NB – All of the information needed has been provided in the slides and resources. Children should not be encouraged to conduct research online as this subject may bring up some disturbing images.	SEN – given a diagram and labels to match up.	Children will explore the key stages of human foetal development and create a scientific diagram.
4	LO: To identify and understand the changes in the human body during puberty	Explain that you are going to be exploring adolescence and puberty, which is the time when children begin to change both physically and emotionally as their bodies become capable of reproduction. Explain that during the session they need to be sensitive to other people's feelings and not ask personal questions. They also shouldn't feel obliged to talk about any issues they feel uncomfortable about and also to use the correct scientific vocabulary. Talk through changes that happen to the body during puberty. <i>need laptops</i>	SEN – 'How your body changes' labelling activity Challenge - Create a Venn diagram that shows changes in boys and girls at puberty	Children will explore the key physical and emotional changes during puberty in both boys and girls and create an information booklet about what happens to your body during puberty.
5	LO: To identify physical and mental changes that happen from adulthood to old age	Show children pictures of people as they age over time. What changes to they notice? Discuss physical and mental changes that occur over time. Explain that humans stop growing around the age of 20 years and spend most of their adult lives gradually aging. Discuss stereotypes and highlight that attitudes and understanding of older people is often what we call stereotypical and not very helpful.	SEN – given bullet points to write sentences about Challenge - Discuss how elderly people are cared for and how they could support people in the community	Children will explore the physical and mental changes to the human body as it ages and create a 'things to expect in old age' page in their books.

6	To identify, order and explain the 6 key stages in a human life	How the human body grows https://www.bbc.co.uk/teach/class-clips-video/growing/zd7rkmn Life cycle of a human https://www.bbc.co.uk/bitesize/topics/z7x78xs/articles/z2msv4j Look back through all of our work during this block and create a visual timeline and representation of growth. We need to include the key stages of a human life and associated developments or changes in the body Look at some human timeline examples and note which ones are effective and why.	SEN – given a timeline to order and annotate Challenge - Compare a chimpanzee and human life cycle.	Children will create a visual timeline of key events in a human life.
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