Th

Questions

Life cycle differences-what’s the difference between a mammal and an amphibian?

Life cycle differences-what’s the difference between an insect and a bird?

What is similar and what is different between the life cycles of a mammal, an insect, an amphibian, and a bird?

Summer birds-who was Maria Merion and what did she do?

The science of life-how do living things reproduce?

Plants and animals: what’s the life process of reproduction?

**Big Ideas/Substantive Concepts**

Life cycles

Inspirational scientist

Reproduction

Pupils should be taught to:

* describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
* describe the life process of reproduction in some plants and animals

**Key Vocabulary**

|  |  |
| --- | --- |
| **Tier 2** | **Tier 3** |
| deduce | embryo |
| process | sexual |
| re-form | metamorphosis |
| transform | incubate |
| adolescence | biochemical |
| contrast | fertilisation |
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Year 5: Living Things and their Habitats

**Resources:** [CUSP curriculum](https://www.unity-curriculum.co.uk/history/history-ks2/) and [Curriculum vision](https://www.curriculumvisions.com/indexHistory.html) resources for online non-fiction texts

Making connections to prior learning

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| **Year 4:** Living things and their habitats  **Year 4:** Animals, including humans  **Year 4:** Plants |

Working Scientifically

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| --- | --- | --- | --- |
| Plan enquiries, including recognising and controlling variables where necessary | Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work | Take measurements, using a range of scientific equipment, with increasing accuracy and precision | Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models |
| Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions | Present findings in written form, displays and other presentations | Use test results to make predictions to set up further comparative and fair tests | Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments |

**Outdoor Learning Opportunities**

Alfresco Learning: UKS2 - Working Scientifically