Year 5 Science Curriculum

Working scientifically links Rubric/PCMD opp. Key Vocabulary

Living Things and their Habitats

What's the big picture? Recap prior knowledge from Year 4 unit - children to generate own questions for investigation "I know how to ask simple scientific questions"

Prior learning:

Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals, humans) Know the life cycle of humans, chickens, butterflies and frogs

Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants)

National Curriculum Principles	Objectives	Knowledge and key Vocabulary	Reading opportunities	Technology
Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	I know the life cycle of different living things eg mammal, amphibian, insect and bird I know the differences between different life cycles	Children to look at the life cycle of a chicken, frog, butterfly and dog. Key vocabulary - chick, egg, young, tadpole, frogspawn, froglet, caterpillar, pupa, larva, puppy, adult, reproduction, metamorphosis Complete a double page spread		
Describe the life process of reproduction in some plants and animals	I know the process of reproduction in plants	Children to dissect and label parts of a flowering plant inc. filament, anther, stamen, stigma, style, ovary, ovule, pollination Research what each part of the flower is for. Sequence the process of reproduction in plants - asexual reproduction, plant clones itself using tubers/runners		
	I know the process of reproduction in animals	Sexual reproduction - link to PSHE		

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Famous scientists

Sir David Attenborough- animal behaviourist Eva Crane - reproduction in bees Jane Goodall - primatologist

Common misconceptions

Some children may think:

- all plants start out as seeds
- all plants have flowers
- plants that grow from bulbs do not have seeds
- only birds lay eggs.

Enquiry ideas

Comparative tests	<u>Identify</u> and classify	Observations over time	Pattern seeking	<u>Research</u>
Which seed shape takes the longest to fall?	Identify and label the parts of a flower	How does frogspawn change over time?	Where in our school grounds can we find caterpillars? Why might this be?	Why is the bee population in decline and what could the consequences of this be?
Do plants with bigger petals attract more insects?				What are the differences between the lifecycle of an insect and a mammal?