



Topic Title: Living Things and their habitats

Year Group: 5

Academic Year: 2022/2023

Science Intent: to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird and to describe the life process of reproduction in some plants and animals.

Prior Scientific Learning/Linked Topics: Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals, including humans) Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants)	Literacy Links (including texts/media used):		Maths Links:	
Scientific Knowledge	Working Scientifically			
	Observing and Measuring over time	Identifying, classifying and grouping	Comparative and fair testing (controlled investigations)	Research
<ul style="list-style-type: none">Describe the differences in the life cycles of a mammal, an amphibian, an insect and a birdDescribe the life process of reproduction in some plants and animals.	<ul style="list-style-type: none">	<ul style="list-style-type: none">	<ul style="list-style-type: none">	<ul style="list-style-type: none">



Content:

- Start - To describe the life process of reproduction in some plants - Children will explore sexual reproduction in plants.
- Labelling and dissecting a flower plant – Can Children find all the parts of the flower? Children understand the differences between insect and wind pollination and can explain the process of fertilisation.
- Activity - Children made wildflower seed bombs. They need to identify a suitable place to throw them. Provide images of the stages of the life cycle of flowering plants and children need to add detail.
- Activity - Children will **research** the main stages of the life cycle of birds, frogs and butterflies using secondary sources and create a scientific diagram and explain each stage.
- Life cycle of mammals, researching and exploring their life cycles.
- Compare the life cycles of mammals, amphibians, insects and birds using a Venn diagrams.
- Activity - Children are given data about the gestation period of different animals and asked to look for **patterns**.
- Activity - The children are shown how to take cuttings from mint. These will then be grown in water and later planted in soil to take home – Children to understand reasons for gardeners to propagate plants using cuttings rather than growing them from seed.

Key Vocabulary:

Life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, bulbs, cuttings

Stunning Start/Marvellous Middle/Fabulous Finish:

Stunning Start: Dissect a plant

Marvellous Middle: Make and distribute wild seed bombs.

Fabulous Finish: Taking cuttings and growing mint to take home.

OAA/Trips/Visits/Visitors:

ECO area learning.