

Science
Year 5 and 6
Autumn 2

Topic Animals Including Humans						
Rationale The National Curriculum requires that all children learn the topics and units of work as set out in the programmes of study. All children within a two year mini-team will study the same unit of work with differentiation by level of input, support given and the content of the work completed by each student. When appropriate links are made to other areas of the curriculum with significant figures in science throughout the ages taught within each unit of work.						
NC Objective <ul style="list-style-type: none"> • describe the changes as humans develop to old age 						
Links to other Subject/Topics.						
Inspiration for Aspiration Doctor, Nurse, Pharmacist, Medical Scientist, Medical Researcher, Carer.						
Key Content <ul style="list-style-type: none"> • How do humans change throughout their life? • How do we develop in the womb? • How do we change through puberty? • How do humans change as we become senior? 						
Concepts						
Science	1	2	3	4	5	6
Plants						
Animals, including Humans						
Materials						
Light						
Sound						
Electricity						
Forces						
Earth and Space						
Skills Year 3 <ul style="list-style-type: none"> • Ask relevant questions and use different types of scientific enquiries to answer them • Explore everyday phenomena and the relationships between living things and familiar environments. • Raise their own questions about the world around them • Make some decisions about which types of enquiry will be the best way of answering questions • Make systematic and careful observations and, where 	Skills <ul style="list-style-type: none"> • report and present findings from enquiries, including conclusions, causal • relationships and explanations of and degree of trust in results, in oral and • written forms such as displays and other presentations • Identify scientific evidence that has been used to support or refute ideas or arguments. 					

appropriate, take accurate measurements using standard units, using a range of equipment

- Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them
- Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used
- Notice a pattern in results
- Set up simple practical enquiries, comparative and fair tests
- Recognise when a simple fair test is necessary and help to set it up
- Think of more than one variable factor
- Gather, record, classify and present data in a variety of ways to help in answering questions
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Use notes, simple tables and standard units and help to decide how to record and analyse their data.
- Record results in tables and bar charts
- Identify differences, similarities or changes
- Talk about criteria for grouping, sorting and classifying and use simple keys
- Compare and group according to behaviour or properties
- Begin to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations
- Use results to draw simple conclusions, make predictions, and suggest improvements
- Use scientific evidence to answer questions or to support their findings

<ul style="list-style-type: none"> • With help, look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions • See a pattern in my results • Say what they found out, linking cause and effect • Say how they could make it better • Answer questions from what they have found out 	
<p>Year 3 Vocabulary</p> <p>Digestion Energy Waste Saliva Organ Producer Consumer Predator Prey Incisor Canine Premolar Molar Pharynx Oesophagus Stomach Pancreas Small intestine Large intestine Liver Gallbladder Acid Food chain</p>	<p>Year 5 and 6 Topic Vocabulary</p> <p>Maturing Puberty Develop Development birth conception/fertilisation death develop egg foetus puberty sperm womb gestation</p>
<p>By the end of the topic <u>Year 5</u> children will with support:-</p> <ul style="list-style-type: none"> • Be able to name and describe the main stages of the human life cycle. • Explain how a foetus grows in the womb at different stages. • Explain what puberty is and how human bodies change during puberty. • Explain what it means to be a senior and describe changes we might face. 	<p>By the end of the topic <u>Year 6</u> children will: -</p> <ul style="list-style-type: none"> • Be able to name and describe the main stages of the human life cycle. • Explain how a foetus grows in the womb at different stages. • Explain what puberty is and how human bodies change during puberty. • Explain what it means to be a senior and describe changes we might face.
<p>Assessment Teacher assessment of vocabulary throughout topic. Grammarsaurus assessment</p>	