**Year 5 Science Curriculum – Summer 2**

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| **Theme: Human growth** |
| **Curriculum objectives** | **Vocabulary** | **Links across the curriculum** |
| To describe the change in humans to old age. | **Aging** | Getting older | **Abdomen** | The lower part of the human torso | * PSHE
	+ Changing bodies
* English
	+ Oracy
* ICT
	+ Secondary research
 |
| **Milestone** | A significant event or achievement that marks an important point or stage in | **Adam’s apple** | The visible lump in a man’s throat caused by the voice box |
| **Stage** | A step in a sequence of event | **Gestation** | The time between egg fertilisation and birth |
| **System** | A group of things or parts that work together | **Menstruation/having a period** | A monthly process where women's bodies release blood from the uterus out of the body through the vagina |
| **Puberty** | The change from child to adult in the human life cycle | **Reproduction** | The process by which living things make more of their own kind |
| **Tier 3 vocabulary** | [SNAP23\_Y5\_M6\_reproduction\_ms.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fstatic.collins.rhapsode.com%2FSnap_Science%2FTeaching_Science%2FYear_5%2FSNAP23_Y5_M6_reproduction_ms.docx&wdOrigin=BROWSELINK) | **Umbilical cord** | The cord which connects a baby to the mother so it can receive oxygen and nutrients whilst growing in the uterus |
| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* |
| Children have previously learnt:* humans age over time and like other mammals have a life cycle. Different animal groups have very different life cycles. (Year 5 Biology – Plant and animal life cycles).
 | This prepares children for later learning:* about the human circulatory system and how diet, exercise and medicines can impact on human health. (Year 6 Biology – Animals including humans).
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| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. How do newborns turn into teenagers?
 | * Children learn about the different developmental stages in humans from newborn to teenager
* Physical changes and capabilities, social and learning.
* Sequence the developmental stages of children as a ‘milestones chart’.
 | Working scientifically:* reporting and presenting 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

Scientific enquiry type:* finding things out using a wide range of secondary sources
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| 1. How do girls become women?
 | * Children learn that the female body changes as it goes through puberty – from about age 12.
* There is a fast period of growth and that changes occur that prepare women to have babies.
* Humans change from teenager to adult, and that this stage of the human life cycle is called puberty.
 | Working scientifically: * reporting and presenting 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
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| 1. How do boys become men?
 | * Children learn that the male body changes as it goes through puberty – from about age 12.
* Humans change from teenager to adult, and that this stage of the human life cycle is called puberty.
 | Working scientifically: * reporting and presenting 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
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| 1. What is the human lifecycle?
 | * Children learn that adulthood is the stage after puberty until old age. Adult bodies don’t grow or change much. They are the strongest they will be in their lives and can reproduce.
* Ageing starts from about middle adulthood; hair turns grey, skin becomes wrinkled and bodies get weaker.
* Death is when the body stops working, and humans cannot move, think, breathe, feel, or do any of the things they used to do when they were alive.
 | Working scientifically: * reporting and presenting 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
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| **Themes and links** |
| **Themes (types of enquiry)** | **Where these are covered:** | **Links across the science curriculum** |
| **Observation over time** |  |

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| **EYFS**  |  |
| **1**  | Identifying plants and their parts |
| **2**  | Growing healthy plants |
| **3**  | Flowering plants and plant growth |
| **4**  | Classification of plants and animals |
| **5**  | Human health |
| **6** | Body health |

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| **Research** | * Lesson 1
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| **Pattern seeking** |  |
| **Comparative and fair testing** |  |
| **Identifying, classifying and grouping** |  |  |