Our Science curriculum aims to enthuse children and hep them to be curious and develop a sense of excitement about the world. Through a range of teaching, learning and extra-curricular opportunities, children will develop scientific knowledge and conceptual understanding to recognise the uses and implications of Science, today and for the future. We encourage children to ask their own questions; predict how things will behave and analyse causes, using Science to explain what is happening.

Inspiring and enabling our school community to live life to the full

YEAR 5 SCIENCE

Human Growth

Characteristics of an Effective Learner

Courage
Commitment
Collaboration
Creativity
Curiosity

Prior Learning:

- 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).

Key Vocabulary taught in this unit:
Ageing, milestone, stage, system, abdomen, Adam's apple, breasts, childhood, genitals, gestation, infancy, menstruation, newborn, pregnancy, puberty, pubic hair, reproduction, sweat, teenage, umbilical cord, uterus, vagina, diagram, evidence, hygiene, large intestine, life cycle, mammal, muscle, organ, oesophagus, small intestine, stomach.

Key Questions:
Q How do new-born babies change into teenagers?
Q How do girls become women?
Q How do boys become men?
Q What is the human lifecycle?
Intent: What do we want the children to know, be able to do by the time they complete this unit?

Describe changes as humans develop to old age.

Describe the life process of reproduction in humans.

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.

Impact / Outcome:
What will the final product / result be?
Children will learn about the methods scientists use to build scientific knowledge of the natural world.

They will learn that scientists group and classify things as a way of organising them so it can be easily communicated to others.

They will learn that diagrams are a helpful tool for scientists to communicate how structures work together.

They will develop an understanding of the following types of enquiry: finding things out using a wide range of secondary sources of information.
P4C Inquiry (where appropriate)