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| **Science Year 5 Medium Term Planning – Advent 2: Animals including humans** | | | | | | | | | | | | | |
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| **National Curriculum**  • Pupils should draw a timeline to indicate stages in the growth and development of humans  • They should learn about the changes experienced in puberty  • Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by  finding out and recording the length and mass of a baby as it grows | | | | | | | | | | | | | |
| **Prior vocabulary knowledge**  chronology, chronological, multiply | | | | | | | | | | | | | |
|  | | Lesson 1 | | | | Lesson 2 | | | | Lesson 3 | | | |
| **Learning intention** | | What is the human timeline? | | | | How do we change into adults? | | | | How does human and animal gestation and lifespan compare?  ENRICHMENT | | | |
| **Working Scientifically** | | Taking measurements using a range of scientific equipment, with increasing accuracy and precision. Taking repeated readings when appropriate.  Recording data and results of increasing complexity using scientific diagrams and labels | | | | Researching from a secondary source. | | | | Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. | | | |
| **Recall and retrieval** | | CQ: 1-5 | | | | CQ: 6-9 | | | | CQ:10-14 | | | |
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| **Sequence of knowledge throughout the lesson** | | To know the names and ages for the stages of human life from conception to old age/death.  To know the scientific names for womb, foetus and embryo | | | | To know the origins and meaning of the word adolescence.  To know what puberty is, when it occurs in a human’s life and how and when girls and boys change during puberty. | | | |
| To know the gestation period of humans and different animals.  To know that life expectancy is the estimated time something is expected to live and the different life expectancy of various animals.  Simple recording about 3 different animals, one of which must be a human. | | | |
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| **Scaffolding** | | Ordering stages and ages. | | | | Ordering timeline of puberty for boys and girls. | | | |
| To use the gestation of humans and butterflies to answer the question: Do all animals have the same gestation and life span. | | | |
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| **Challenge** | | Write an explanation of the development of an embryo to child using scientific vocabulary, | | | | Write an explanation of changes.and why boys and girls need to go through these changes. | | | | To use scientific knowledge to compare different gestation patterns with reasons and examples. | | | |
| **Tier 2 vocabulary** | | development  unique  generation  mature  equipped | | | | development  unique  mature  equipped | | | | development  diverse  mature  equipped | | | |
| **Tier 3 vocabulary** | | embryo  womb  foetus  gestation | | | | puberty  adolescence | | | | embryo  womb  foetus  gestation | | | |