Pinner Wood School

Year Group	5	Term	Summer 1	Subject	Science	Topic	Life Cycles
						Key Question	What is the circle of life?

Prior Learning and other Curriculum Links	**Year 2** • explore and compare the differences between thingsthat are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a varietyof plants and animals in their habitats, including microhabitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sourcesof food. **Year 4** • recognise that living things can be grouped in a varietyof ways • explore and use classification keys to	**Skills statements**	Living Things & Their Habitats - I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. - I can describe how some animals and plants reproduce.

	help group, identify and name avariety of living things in their local and wider environment ● recognise that environments can change and that this can sometimes pose dangers to living things.		
Fundamentals	- describe the differences in the life cycles of a mammal, an amphibian, aninsect and a bird. - describe the life process ofreproduction in some plants and animals.	**Key Facts/Sticky Knowledge**	- A life cycle is the process of living. In animals it includes _birth, growth, reproduction, aging and death - All animals reproduce to create more of their own kind. The sperm from the male **fertilises** the egg from the female and they fuse together to create offspring.This is called sexual reproduction. - Parts of a flower include: petal, stem, stamen, pistil, ovule, ovary, sepal, stigma - Some flowering plants reproduce **asexually**, meaning that they don't need a male and a female component. - Zoos are helpful for conservation however these animals will always be in captivity.
Our Curriculum Journey	**Journey:** The children start this topic by learning about what a life cycle is. They this about life cycles in terms of animals and humans. Then they move onto thinking about reprudction, learning about sexual and asexual reproduction and what genetic material we inherit from our parents. Next, they learn about how asexual plants reproduce. After that, the children use the iPADS to research the different gestation periods of mammels and complete a graph to show this. Finally, the children will write a persuasive letter to a zoo keeper explaining the benefits and disadvantages of keeping animals in captivity.		
Key Vocabulary (revisited)	features, sequence, key, distinguish, similarities, differences, vertebrate, fish, amphibian, reptile, bird, mammal, backbone, hair, scales, feathers, eggs, wings, beak, lungs, gills, cold blooded, warm blooded, head, thorax, abdomen, wing, segment, antennae, insects, arachnids, crustaceans,	**Key Vocabulary (new)**	life cycle, birth, growth, reproduction, metamorphosis, aging, death, animal, mammal, amphibian, insect, bird, , hibernate, nocturnal, marsupial, gills, cold blooded, head, thorax, abdomen, antennae, egg, pupa, cocoon, adult, prey, predator, reproduce, habitat, environment, migrate, migration, navigate, genetic, endangered, threatened, extinct, extinction, evolution.

	myriapods, molluscs, worms, observations, sort, group, classify, identify.		reproduction, reproduce, flower, organ, carpel, stamen, pollen, seeds, seed head, berry, fruit, pollinator, pollination, fertilisation, reproduction, reproduce, propagate, stem, leaf and root cuttings, runners, tubers, bulbs, rhizomes, gender, male, female, sex, sexual, asexual, metamorphosis, mate, sperm, pregnant, give birth, young, pup, calf, foal, chick, hatch, fledge, fledgling.