

# Brough Primary School – Curriculum Intention Plan 2024 - 2025



<b>Subject:</b> Science (Some content could be taught by school nurse – if available)		<b>Area of learning:</b> Animals including Humans	
<b>Year Group:</b> Year 5/6			
Links to previous work/Remember when	<ul style="list-style-type: none"> <li>In Year 1/2 the children studied humans and other animals and their young. They looked at the features of each animal group.</li> <li>In Year 3/4 children looked at the life cycle of plants which could be linked to the life cycle of humans.</li> </ul> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>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</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul>		
<b>Term</b>	<b>Year 5/6</b>	<b>Key Skills to be taught</b>	
<b>Autumn 2024</b>		<ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age</li> </ul> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> <li>How to record data in increasing complexity through diagrams, labels, tables, bar and line graphs.</li> </ul>	
	What the children should know at the end of this series of lessons		

## Vocabulary

Baby, toddler, child, teenager, adult, senior, change, develop, learn, foetus, sperm, egg, womb, umbilical cord, fertilisation, ultrasound, puberty, hormones, menstruate, period, penis, testes, difficulty, illness, fitness.

Sequence of learning	Learning Objectives/Outcomes	Suggested lesson outline
1	<p><b>Learning objective:</b> I can describe the different stages of the human life cycle.</p> <p><b>Key knowledge:</b></p>	<p><b>Recap</b> – Complete a pre-assessment activity to find out which of the six stages the children can name and what they can say about each stage.</p> <p><b>Human Life Cycle</b></p>

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	<p>The human life cycle has a number of stages – baby, toddler, child, teenager, adult, senior or old person. At each stage children should know some of the key characteristics of the stage.</p> <p><b>Enquiry Type:</b> N/A</p>	<p>Use the presentation or other resource to look in detail at the six stages of the human life cycle. A good start point is - <a href="https://www.youtube.com/watch?v=3RFir6WsLe0">https://www.youtube.com/watch?v=3RFir6WsLe0</a></p> <p><i>Children use diagrams and key words, phrases or sentences to record the six stages of the human life cycle after birth.</i></p>
2	<p><b>Learning objective:</b> I understand how a foetus develops in the womb.</p> <p><b>Key knowledge:</b> A baby is created by two parents – male and female. A male sex cell (sperm) fertilises the female sex cell (egg). This begins the growth of the foetus. When the baby is born, it will have DNA from both parents so will have characteristics of both. This is called fertilisation or conception.</p> <p><b>Enquiry Type:</b> How to record data in increasing complexity through diagrams, labels, tables, bar and line graphs.</p>	<p><b>Recap –</b> Can you remember the six stages from our last lesson? Can you describe what happens at each stage?</p> <p><b>Foetus development</b> Use the presentation or other resource to help the children understand how a baby is created in simple terms (see presentation). Look at the developmental stages each month and at the 12 week scan. Go on to present the children with tabulated information about the number of weeks, weight and length of the foetus. Directly teach the required mathematical knowledge regarding line graphs and how to present the data.</p> <p><i>Children use the data about the number of weeks, length and weight of a foetus to produce a line graph showing the average information. It may be necessary to briefly explain average. Some children may benefit from a pre-prepared axis.</i></p>
3	<p><b>Learning objective:</b> I can describe what happens when I go through puberty, either before or when I become a teenager.</p> <p><b>Key knowledge:</b> Puberty is the process of a child's body maturing into an adult body. A number of changes happen during this process which are common to boys and girls and some</p>	<p><b>Recap –</b> Can you remember the six stages from our last lesson? Can you describe what happens at each stage?</p> <p><b>Puberty</b> First ask the children what they know about changes that happen during puberty. Make sure the children understand these changes can happen at any time between about 11 and 17. It is different for every person. Go through smell, spots, hair growth and moods as common changes.</p>

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	<p>changes happen only to girls and some only to boys.</p> <p><b>Enquiry Type:</b> N/A</p>	<p>Then look just at the changes that happen only to girls then only to boys. It is important that boys and girls are aware of the changes that happen to both sexes.</p> <p><i>Having listened and taken part in discussion children to write a section of information text about puberty. Ask the children to include as much detail as they can and give them prompting paragraph sub headings if you think that would help.</i></p>
4	<p><b>Learning objective:</b> I can describe what happens when I am a senior or I get old.</p> <p><b>Key knowledge:</b> As we get older, our bodies do not work as well as they used to. The cells in our body become weaker which makes it more difficult to fight off illnesses and recover from injuries.</p> <p><b>Enquiry Type:</b> N/A</p>	<p><b>Recap –</b> Can you remember the six stages from our last lesson? Can you describe what happens at each stage?</p> <p><b>Old age</b> Everyone is different so not everyone will grow old in the same way. Older people may suffer from common illnesses more than when they were younger. Some older people have false teeth – this doesn't happen to all old people though. As we grow older, we are not as fit as we used to be. Our bones and muscles can become weaker which can make it more difficult to do our daily activities like walking up and down stairs or simply standing up after being sat on the sofa.</p> <p><i>Having listened and taken part in discussion children to write a section of information text about old age. Ask the children to include as much detail as they can and give them prompting paragraph sub headings if you think that would help.</i></p>
5	<p><b>Learning objective:</b> To demonstrate what has been learnt about animals including humans and specifically about the human life cycle.</p>	<p><b>ASSESSMENT LESSON</b></p> <p><b>Children complete a short formative assessment task to judge what they have learnt and retained about this topic.</b></p>

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## **Learning Outcome/product**

During this unit of work, children will learn about the different stages of the human life cycle. They will discuss a simple timeline first before going into more depth about what happens in the womb, during puberty and when you are older.

## **Assessment records**

**List only those children who have not achieved the expected outcomes.**

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