**CURRICULUM SUMMARY – January to February 2018**

SUBJECT: Sciencecience YEAR 5 TEACHER: Beata Kruk-Zabawa and Adam Miller

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| **Week** | **Dates** | **Learning objectives** | **Activities (in brief)** |
| 1  | 8 Jan | Describe the changes as humans develop to old age by drafting a timeline of human development  | **Humans Timeline**Read and explain the differences between asexual and sexual reproduction, use sorting cards for categorisation. Show the video explaining prenatal development. Children complete information about stages from infancy to adulthood/old age. Children complete differentiated Stages of Human Growth and Development activity sheets. Presentation Project for the unit: write instructions/recipe for ‘How to be a Baby’ or research and describe your own development in the first year of life, supported with photographs and details of the skills acquired. |
| 2 | 15 Jan | Describe the changes as humans develop to old age in the context of the development of babies in their first yearRecord data and results of increasing complexity using bar and line graphs | **Growth of Babies**Discuss the difference between information and data. Discuss various ways of presenting data, e.g. bar graphs, pictograms and pie charts. Why are some formats better for presenting specific type of data, e.g. why are line graphs better to use for data over time? In pairs, children create at least two graphs presenting different data. Then children explain which graph is better for presenting their data and why, using the differentiated Presenting Data Using Graphs activity sheets |
| 3 | 22 Jan | Describe the changes as humans develop to old age by comparing the changes that take place to boys and girls during puberty. | **Puberty**Children label pictures on the IWB with the name of the stage of development they represent. Which stages of development have you undergone? Which ones will you undergo? What is your next stage of development? Explain the main changes happening during puberty. As a class, children play a ‘Fact or Fiction’. Children label the pictures with physical changes. Discuss similarities and differences. |
| 4 | 29 Jan | Describe the changes as humans develop to old age by understanding the changes that take place in old age. | **Changes in old age**What changes occur to human beings as they get older? Children discuss with their talk partners and feed back to the class. Children to classify the changes according to whether they are physical or not. Using the Old Age True or False Cards children create a poster about facts andmyths about old age. Children research how to stay healthy and active during old age and write a short paragraph explaining what theyhave found. |
| 5 | 5 Feb | Report findings from enquiries, including oral and written explanations of results in the context of the gestation period for animals.Record data and results of increasing complexity using bar and line graphs, and models in the context of comparing gestation periods and life expectancies of animals. | **Gestation Periods and Life expectancy**Explain gestation. Which types of animals do you think will have the longest gestation periods? Which will have the shortest? Why? Children research gestation periods of different vertebrates (also invertebrates for HA). Report findings using different presentation methods. Create graphs for different life expectancies. Children create end-of-unit quiz.  |