Year 5 – Animals Including Humans



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| National Curriculum Outcomes: Knowledge* Describe the changes as humans develop to old age
 | National Curriculum Outcomes: Working Scientifically* Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
* Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
* Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
* Using test results to make predictions and to set up further comparative and fair tests
* 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.
* Identifying scientific evidence that has been used to support or refute ideas or arguments.
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| Children might 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. (*taken from the National Curriculum*) |
| Links to prior learning**Year 1:** identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.**Year 2:** notice that animals, including humans, have offspring which grow into adults. | Links to future learning**Year 6:** recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. |
| Key VocabularyBaby, child, young, adolescent, adult, elderly, puberty, gestation, growth | Common MisconceptionsSome children may think:* a baby grows in a mother’s tummy
* a baby is “made”.
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| Important knowledge/facts that the children need to know* The changes as humans develop to old age - baby, child, adolescent, adult, elderly adult
* They should learn about the changes experienced in puberty and adolescence: rapid growth in height; pubic hair; acne; shoulders broaden in males; hips and breasts in females; voices break in males; need for increased washing and body odour; genitalia develop in males and females to prepare for reproduction; menstruation and wet dreams; naming of sex organs
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| STEM Career Links**Doctor** (works to keep people healthy and cure disease)**Midwife** (helps with the delivery of babies)**Paediatrician** (a doctor specialising in children’s medicine) | Links to real life* How will I change as I grow?
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| Suggested Enquiry Activities |
| Identifying and Classifying | Comparative and Fair Testing | Observation over Time* Compare photographs of the class as babies to how they look now – how have they changed? What has stayed the same?
 | Pattern Seeking* Are older people taller?
 | Research using Secondary Sources* Research human development over time and create a timeline and/or presentation explaining each stage
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| Wow Factor Experiences* Invite a nurse or doctor in to talk about how human bodies change as they grow
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| Maths Links* Measurement investigation – do older children have longer arms/legs or are they taller? Findings could be plotted on a scatter graph
 | Literacy Links* Create an information leaflet or presentation explaining the changes to humans as they grow older
 | Broader Curriculum Links**RSE/PSHE:** How will my body change as I grow older? |
| Story LinksOnce There Were Giants – Martin Waddell |
| Helpful WeblinksAssessment exemplification (could also be useful with planning ideas) – <https://www.planassessment.com/product-page/examples-of-work-animals-including-humans-y5-melissa>Teacher CPD on this unit (free) – <https://www.reachoutcpd.com/courses/upper-primary/life-cycles/>STEM Learning collection of resources for planning and teaching forces – <https://www.stem.org.uk/resources/community/collection/13293/year-5-animals-including-humans> |

NB: Depending on the maturity of your class, this topic is most likely **best taught towards the end of the year** shortly before children move to Year 6.