

Question: How different will you be when you are as old as your Grandparents?

National Curriculum Link
Science Y5: Animals (including humans)
KS2 Science Working Scientifically

IB Learner Profile Links

Inquirers – Nurture skills for research and curiosity

Knowledgeable – Develop conceptual understanding and engage with issues and ideas

Caring – Show empathy, understanding, compassion and respect for all life

Prior Skills – Y4

- Identify and name the basic parts of the human digestive system
- Describe the function of the organs of the human digestive system
- Identify the different types of teeth in humans and their simple functions
- Compare the teeth of herbivores and carnivores
- Explain what a simple food chain shows
- Construct and interpret a variety of food chains, identifying producers, predators and prey
- Take measurements using different equipment and units of measure and record what they have found in a range of ways
- Explain their findings in different ways (display, presentation, writing)
- Make a prediction based on something they have found out and apply science knowledge for further investigating.
- Make accurate measurements using standard units
- Plan and carry out a fair test
- Record and present what they have found using scientific language, drawings,

New Skills – Y5

- Describe the changes as humans develop to old age.
- Create a timeline to indicate stages of growth in humans
- Explain what puberty (non statutory)
- Conclude that all animals will eventually die
- Explain why different animals have a different life expectancy
- Make predictions with reasons
- Use test results to make further predictions and set up further comparative tests
- Present a report of their findings through writing, display and presentation
- Take measurements using a range of scientific equipment with increasing accuracy and precision Record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models

Future Skills – Y6

- Name and locate the major organs in the human body
- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Describe the ways in which nutrients and water are transported within animals, including humans.
- Ask a variety of scientific questions
- Choose and plan the appropriate scientific enquiry method to answer questions
- Make predictions based on scientific knowledge
- Select appropriate measuring equipment, take measurements, repeat readings and find averages
- Record data and results using scientific diagrams, tables, bar and line graphs.
- Report and present findings from enquiries, conclusions, explanation of results in oral and written forms

labeled diagrams, bar charts and tables. <ul style="list-style-type: none"> Use results to draw simple conclusions and suggest improvements 		<ul style="list-style-type: none"> Use results and graphs to identify patterns/trends in results Draw conclusions using patterns in results and relate conclusions to scientific knowledge and understanding
--	--	--

Knowledge, Skills and Understanding for topic area

- Describe the changes as humans develop to old age.
- Create a timeline to indicate stages of growth in humans
- Explain what puberty (non statutory)
- Conclude that all animals will eventually die
- Explain why different animals have a different life expectancy

Knowledge, Skills and Understanding for Working Scientifically

- Make predictions with reasons
- Use test results to make further predictions and set up further comparative tests
- Present a report of their findings through writing, display and presentation
- Take measurements using a range of scientific equipment with increasing accuracy and precision
- Record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models

Challenge

- Can they create a timeline to indicate stages of growth in different animals, such as frogs and butterflies?
- Can they explain (in simple terms) a scientific idea and what evidence supports it?
- Can they find a pattern from their data and explain what it shows?
- Can they link what they have found out to other science?
- Can they suggest how to improve their work and say why they think this?

Resources

- Photographs of an adult. E.g. yourself at different stages in life from birth to now.
- Children could bring in photographs of an older relative to use to compare
- DVD to link to teaching about puberty (non statutory)
- Picture of animals e.g. frogs at different stages

Suggested Quality Texts

Non-fiction:

The Little Book of Growing Up by Vic Parker
What does dead mean by Caroline Jay and Jeni Thomas

Resource books in topic boxes

Website/Apps

Photographic APP to age children – Aging booth APP to compare

Extended Writing Opportunities

Many opportunities here for reflective writing what can you do now that you couldn't when you were younger. Explanation writing/ magazine article about how to stay healthy and look good.

Numeracy Skills

Carry out measurements.

Data handling: create graphs and charts. Plot average height of males and females as they grow into a line graph.

Wow starter/experience

Use the [photographic app](#) that shows what they will look like in 20 years time and talk about what their feelings are, etc.

Cross Curricular Links/ enquiry time activities:

Philosophy: Could use a stimulus of photographs of people from different ages. Opportunities for you to deal with the issues associated with death in as much depth.

Art: Children to create a self-portrait having looked at a range of artists' work. They will then create another drawing or painting of an older person's face and try to capture the differences.