

Science- Year 5

Spring 1- The Circle of Life

In Science, I have learnt:

That living things can be grouped in a variety of ways. I explored and used classification keys to help group, identify and name a variety of living things in their local and wider environment.
About the parts of the flower, their roles in plant reproduction and the stages of the life cycle of a flowering plant.

Pregnancy, birth, teenager, adult, parent, elderly person, grow, seed, germination, seedling, growth, mature plant, mammal, amphibian, reptile, bird, fish.

I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

I can describe the life process of reproduction in some plants and animals.

Working Scientifically

I can ask scientific questions and use these to form a line of enquiry for my research.

I can decide for myself how to gather information to answer scientific questions.

I can talk about how my scientific ideas changed based on the evidence I found.

I can talk about similarities and differences between life cycles and can use my knowledge to explain why these exist.

I can make predictions about life cycles based on my prior knowledge.

I can decide the best way to present my findings and can share these with a group.

Scientific enquiry type:

Finding things out using secondary sources of information

New Science words:

Life cycle, birth, growth, reproduction, aging, death, metamorphosis, mammal, amphibian, insect, reptile, bird, hibernate, nocturnal, egg, pupa, cocoon, adult, breeding cycle, predator, reproduce, habitat, environment, migrate, migration, navigate, genetic, reproduction, reproduce, **fertilisation, propagate**, stem, leaf and root cuttings, runners, tubers, bulbs, rhizomes, gender, male, female, mate, young

