

# Life Cycles : Science : Year 5

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To describe the process of sexual reproduction in flowering plants.	Children will recap the names of parts of a flower and learn about how flowering plants reproduce sexually. They will then either label diagrams of flowering plants or dissect flowers.	<ul style="list-style-type: none"> <li>Can children name and describe the functions of the main parts of flowers?</li> <li>Can children describe the life process of sexual reproduction in flowering plants?</li> <li>Can children identify and label the parts of flowers?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 1A/1B/1C</li> <li>Dissecting Flowers (FSD? activity only)</li> <li>Double-sided sticky tape, tweezers, flowers (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To describe the process of asexual reproduction in plants.	Children will learn about some ways in which non-flowering plants reproduce asexually, then either describe one of these processes in their own words or grow plants from cuttings.	<ul style="list-style-type: none"> <li>Do children understand what asexual reproduction is?</li> <li>Can children explain some ways in which plants reproduce asexually?</li> <li>Can children describe the life cycles of some asexually reproducing plants?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 2A/2B/2C</li> <li>Growing Cuttings (FSD? activity only)</li> <li>Plant Picture Cards</li> <li>Word Bank</li> </ul>
<b>Lesson 3</b>	To describe the process of sexual reproduction in animals.	Children will learn about sexual reproduction in animals, including some ways in which some reptiles and fish reproduce. They will then either sort and classify animals, or compare their life expectancies and gestation periods.	<ul style="list-style-type: none"> <li>Can children define some of the ways in which sexual reproduction in animals occurs?</li> <li>Can children compare species that reproduce in different ways and consider reasons why?</li> <li>Can children record data using scientific graphs and/or diagrams?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 3A/3B/3C</li> <li>Animal Fact Cards</li> <li>Animal Offspring (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To observe and compare the life cycles of animals in our local environment with other animals around the world.	Children will study and compare the life cycles of animals living in a variety of environments. They will then either research animals living in different environments, or compare the life cycles of two animals living in different environments.	<ul style="list-style-type: none"> <li>Can children describe the conditions in a local environment as well as other environments around the world?</li> <li>Can children establish causal links between the life cycle of animals and their environment?</li> <li>Can children compare the life cycles of animals living in different environments?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Challenge Card</li> <li>Books, atlases, CD ROMs, internet etc.</li> <li>Comparing Life Cycles (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To compare how different animals reproduce and grow.	Children will learn more about the life cycles of animals, focussing on gestation periods and growth. They will then explain the life cycles of animals in their own words, using technical vocabulary.	<ul style="list-style-type: none"> <li>Using scientific vocabulary, can children explain some of the ways in which different animals reproduce?</li> <li>Can children compare the life cycles and methods of reproduction of different animals?</li> <li>Are children able to give reasons for the differences between life cycles of different animals?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Picture Book 5A/5B/5C</li> <li>Animal Fact Cards</li> <li>Write A Class Book! (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To find out about the work of naturalists.	Children will learn about the work of naturalists and animal behaviourists, then research and write in-depth about a well-known naturalist.	<ul style="list-style-type: none"> <li>Do children understand what naturalists do?</li> <li>Can they explain why the work of naturalists is important?</li> <li>Can children give reasons why secondary sources of scientific evidence cannot always be trusted?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 6A/6B/6C</li> <li>Famous Naturalists (FSD? activity only)</li> </ul>