Medium Term Plan **Year Group: Y5/6** **Term: Autumn 1**

Subject: Science **Topic: Living Things – Growing Up**

Love Reading	World Citizens	Be Aspirational

Lesson	Learning Intention/End Points	Key Vocabulary (from SOW)	Key Skills (from NC)	Writing outcome (1 per unit)	Creative Curriculum Links
1	***What is your timeline?*** - Children will understand the different stages of human life - Children will state how and when humans change in their lifetime - Children will interpret information from a height and/or growth chart ***Go deeper task:***	Human, baby, infant, child, adolescent, teenager, adult, elderly	draw a timeline to indicate stages in the growth and development of humans.		
	What changes will happen in the school grounds this year? – Children will be able to explain what a lifecycle is – Children will be able to identify key features of living things and their habitats – Children will create predictions on how living things and habitats may change – providing reasoning ***Go deeper task:*** Grow vegetables/plants throughout the year for observation	Habitat, plants, animals, invertebrates, grow, reproduce, more, less	Pupils should study and raise questions about their local environment throughout the year		OUTDOOR LEARNING LESSONS THROUGHOUT THE YEAR – INCLUDE GROWING FRUITS/VEGETABLES WITHIN ALLOTMENT
2	***What happens in a mammalian lifecycle?*** – Children will be able to explain the human lifecycle – Children will be able to state similarities & differences between human and another mammal's lifecycle ***Go deeper task:*** – Explain the importance of Jane Goodall's/ David Attenborough work	Mammal, animal, human, reproduce, breed, migrate, life, care			

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3	***What does gestation mean? What happens in gestation?*** - Children will compare the gestation periods for different mammals and look for patterns - Children will report findings in written explanations. ***Go deeper task:***	Mammal, animal, gestation, develop, internal, care, days, weeks, months, newborn, marsupials	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.		
4	***Are insect lifecycles all the same?*** - Children will describe how some insects develop from eggs - Children will be able to draw the lifecycle of an amphibian ***Go deeper task:***	Insect, invertebrate, exoskeleton, egg, nymph, larvae, complete metamorphosis			
5	**What about amphibians?** - Children will explore the lifecycle of an amphibian - Children will understand how scientists conduct their research and discuss what they do with their findings ***Go deeper task:*** Prepare to create a successful wildlife pond for school	Amphibian, vertebrate, moist, water, egg, tadpole, metamorphosis, scientists			
6	**Can we create a viable wildlife pond?** – Children use information learnt to design a wildlife pond – Children use information learnt to create a wildlife pond – Children will observe changes over time	Amphibian, vertebrate, moist, water, egg, tadpole, metamorphosis, scientists	observe life-cycle changes in a variety of living things,		Create a wildlife pond to inhabit animals discussed throughout lessons.