



<p>Vocabulary</p> <p>Infancy, childhood, adult, development, growth, puberty, gestation, reproduction</p>	<p>Skills <i>Enquiry and working scientifically skills (UKS2)</i></p> <ul style="list-style-type: none"> • plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • use test results to make predictions to set up further comparative and fair tests • report and present 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 • identify scientific evidence that has been used to support or refute ideas or arguments. 	<p>What we already know: This unit builds on all ‘Animals Inc human’ units from KS1 and KS2. It also merges with Y4 and more specifically Y5 PSHE (Sex education) learning on human life cycles and reproduction.</p> <p><u>KS1 knowledge</u></p> <ul style="list-style-type: none"> • Y2/A1 – Life cycle of bees, basic needs of animals – water, food and air • Y2/Su1 – ‘Growing up’ What changes have happened to us since we were babies? <p><u>KS2 knowledge</u></p> <ul style="list-style-type: none"> • Y3/Su – Friendships and relationships • Y4/Su – PSHE – Changes in body and emotions as humans grow • Y5/Su – PSHE – changes in body and emotions throughout puberty, human reproduction • Y5/Su1 – Living things and their habitats – sexual/asexual reproduction, life cycles of mammals.
<p>Application/ Outcomes</p> <ul style="list-style-type: none"> • Life cycle of a human diagram • Explain the changes that occur during human development • Research into human development/data collection (investigate variables such as height, foot size at home and amongst peers – does everyone grow at the same rate?) • Compare graphs to show growth data (e.g growth of a baby/child/teenager) Fake scientific theories linked to human health (e.g myths about ageing) • How do human changes compare to other species? • Produce information posters (e.g changes over the lifespan; myths) • Posters about changes/myths and comparison to other species • Chicks 		<p>Concepts</p> <ul style="list-style-type: none"> • Human bodies change as they age • Human growth and development occur in stages (E.g. birth, childhood, puberty, adult, old age) • Different animals reproduce over different lengths of time as this is known as ‘gestation’
<p>Cross Curricular Links DT – Food tech – nutrition and growth Maths – Data collection and presentations PSHE/SRE – Babies - birth/puberty</p>	<p>SEND Adaptations Word banks, image mats, differentiated worksheets, adult support</p>	