Year 5 – Living Things and their Habitats

UKS2 Summer 1

Breadth	Concept	Milestone 3 (Years 5&6)	Knowledge	Vocabulary
Plants • Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal. Evolution and inheritance • Look at resemblance in offspring. • Look at changes in animals over time. • Look at adaptation to environments. • Look at differences in offspring. • Look at adaptation and evolution.	Working scientifically • Work scientifically This concept involves learning the methodologies of the discipline of science. Understand plants This concept involves becoming familiar with different types of plants, their structure and reproduction.	Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests.	I know how to use scientific diagrams to present information I know how to use classification keys to group organisms. I know how to present written information and findings. I know that information I have learnt can be used for across all living things. I known that plants can reproduce in different ways I can explain two different ways in which plants can reproduce and name some plants to match the form of reproduction I know about the work of Jane Goodall as an animal behaviorist and why it is importance for scientific understanding	Movement Respire Sensitive Growth Reproduce Excrete Nutrition Characteristics Observe Classify Sort Living things Plants Insects Microscopic Criteria Organisms Anther Filament Stamen Style ovary Petals Germination Roots Leaves Seed dispersal Flowering Pollination Nectar Pollen Attract Petals Stamen Style

• Look at changes to the human skeleton over time. Animals and humans • Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals. • Look at the digestive system in humans. • Look at teeth. • Look at the human circulatory system. All living things • Identify and name plants and animals • Look at classification keys. • Look at the life cycle of animals and plants. • Look at classification of plants, animals and micro-organisms. Look at reproduction in plants and animals,		•Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. Relate knowledge of plants to studies of evolution and inheritance. • Relate knowledge of plants to studies of all living things.		Ovary Stigma Observe Plant Tuber Cutting Geranium Bulb Root Air Water Warmth Light measure Amphibian Insect Mammal Bird Metamorphosis Life cycle Change Species Identify Stages Similarities Differences Common features comparing

and human growth and changes. • Look at the effect of diet, exercise and drugs.				
	Understand animals and humans This concept involves becoming familiar with different types of animals, humans and the life processes they share.	Describe the changes as humans develop to old age. • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions. • Describe the ways in which nutrients and water are transported within animals, including humans.		
	Investigate living things This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals. • Describe how living things are classified into broad groups according to common observable characteristics. • Give reasons for classifying plants and animals based on specific characteristics.	I know the lifecycle of a mammal. I know the lifecycle of an amphibian I know the lifecycle of an insect I know the lifecycle of a bird I know the life processes including reproduction of plants. I know and can label the parts of a flower. I know the life processes including reproduction of humans. I know how to classify living things. I know that living things can be classified by observable characteristics.	Mammal Amphibian Insect Bird Lifecycle Reproduction Birth Growth Movement Respire Reproduce Nutrition Sensitive Excrete Characteristics Observe Classify

			I know and can give reasons for how plants or animals are classified based on their characteristics	