

Year 5 Progression map – Living Things and their Habitats		
National curriculum objectives	HEP science lesson titles	Coherence:
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 <p>Misconceptions:</p> <ul style="list-style-type: none"> Reproduction and sex are the same thing Animals do not need to breathe under water Only humans feed their young milk Animals do not look after their young Only female animals care for their young Small animals do not have a gestation period Duck billed platypus is not a real animal Frogs only live in water Tadpoles are fish Frogs do not have teeth Only lungs are used for breathing All larvae are maggots Larvae stay as larvae throughout their life cycle That all insects are bugs Insects are not animals All insects have complete metamorphosis A freshly laid egg can have a baby chick inside it Reproduction can only happen if there are two parents Only animals carry out sexual reproduction 	<ol style="list-style-type: none"> Do all animals develop the same way? What is metamorphosis? What is inside a cocoon? Which came first, the chicken or the egg? Why is there variation amongst living things? Do you always need two parents to reproduce? <p>Working scientifically</p> <p>Scientific enquiry skills used: Secondary research, modelling,</p> <p>Key scientists and inventors: David Attenborough</p> <p>Careers: Naturalist, entomologist</p>	<p>Literacy: Etymology, phonetic spelling, comprehension, DARTs</p> <p>Key vocabulary: Mammary glands, marsupials, offspring, camouflaged, clusters, embryo, frog spawn, metamorphosis, tadpole, cocoon, entomologists, larva/ larvae (plural), moulting, nymph, parasites, pupa, scabies, down, egg tooth, incubated, asexual, fertilisation, ovaries, ovules, testes, variation, bulb, cutting, clone, plantlet, regenerate, tuber</p> <p>Maths: Gestation lengths, averages, interpreting tables and graphs, percentages, Venn diagram,</p> <p>Design Technology: Food – edible frog life cycle</p>
Builds on:	Future learning:	Further reading:
Year 3: Plants - explore the part that flowers play in the life cycle of flowering plants, including pollination and seed formation;	Year 6: Living Things and Their Habitats, Evolution and Inheritance	Animals Lives and Life Cycles by Science Essentials

<p>Year 4: Living Things and Their Habitats - recognise that living things can be grouped in a variety of ways, explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment, recognise that environments can change and that this can sometimes pose dangers to living things Animals Including Humans - construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p>Year 5: Animals Including Humans - describe the changes as humans develop to old age</p>		<p>Seed Sleepy Nature, Diana Hutts and Aston Sylvia Long</p>
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