

<p>Topic: Living things and their habitats</p>	<p>Year 5 Age 9-10</p>	<p>Title: Life cycle research</p>
<p>Working Scientifically Review: Report and present findings from enquiries, in oral and written forms such as displays and other presentations, using appropriate scientific language.</p>	<p>Conceptual Knowledge describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p>	
<p>Assessment Focus</p> <ul style="list-style-type: none"> • Can children present their research clearly? • Can children present using scientific language? 		
<p>Activity <i>Today we are going to be biologists.</i> Ask children to research the life cycles of two different species using a range of secondary sources. This could be in small groups or individually. Discuss possibilities for presenting their research (if possible, provide a purpose e.g. presenting to younger children/parents etc.) For example, different children could choose to make a model, a mime/drama, a rap/song or a poster/book. Agree on criteria for successful presentation of research e.g. clear order to life cycle, comparison between two life cycles, use of scientific vocabulary etc. Give children the choice about how they will present their learning. <i>(Note – the life cycle facts will be from research, the comparison is application and gives you more information about understanding).</i></p> <p>Adapting the activity Support: Provide a short list of animals and support children to choose two which are quite different. Create a word bank of scientific words to include. Extension: Consider the implications of the similarities/differences between the life cycles e.g. what does it mean for how/where they can live/reproduce? Other ideas:</p> <p>Key Questions</p> <ul style="list-style-type: none"> • What are the most important things you have found out about the life cycle? • How will you make this clear in your presentation? • How is this different to your other animal? • What similarities between your animals have you found? • Which key science words do you need to include in your report? 		
<p>Assessment Indicators</p> <p>Not yet met: Children report either with little reference to their research, or using sections verbatim.</p> <p>Meeting: Children select relevant facts from their research compare the life cycles of different animals.</p> <p>Exceeding: Children make links to other areas e.g. animal classification, habitats, survival, life processes.</p>		