



School name: _____ FOUNDATION PLANNING YEAR A



Theme: Plant and Human Lifecycles

Year: 5-6

Term: Autumn 1

ART	D&T	Geography	History	ICT	MFL	MUSIC	PE & SPORT	PSHE/SMSC	RE	SCIENCE
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Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts
1	<p><u>L.O. To understand how to pre-assess my knowledge of a unit.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must be able to retrieve what I already know. 2. I should be able to identify gaps in my knowledge and ask relevant questions. 3. I could include diagrams to further show my understanding 	<p>Input: Concept Map Pre-Assessment. Find out what the children know already about plant and human lifecycles. Show the children the introductory video. Discuss things they want to find out from the topic – children to create a way to show what they know already and what they want they want to find out e.g. spider diagram, mind map, diagram, picture etc</p> <p>Task: Complete concept maps.</p> <p>Plenary: Children share what they would like to know and what they would like to find out</p>	<p>IWB</p> <p>Parts Of A Plant The Dr. Binocs Show Learn Videos For Kids - YouTube</p>	

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2	<p><u>L.O. To understand how to identify parts of a flowering part.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must understand the functions of different parts of a plant. 2. I should be able to carry out a dissection safely. 3. I could identify all of the features of a plant in a real flower. 	<p>Input: Revise the parts of a plant, talk about what they can remember about the features of a plant. Try label plant on slideshow: Stem, Root, Leaf, Flower. Explain to children that they are going to be looking at a flower in more detail, dissecting (cut it open) it and identifying the different parts. Explain that reproduction is a process that all living things do. In flowering plants, the reproduction happens in the flower and that most flowers have a male and female part. Go through all the parts children will be identifying and their function.</p> <p>Sepal - protects the unopened flower bud. Petal - may be bright coloured to attract insects. Nectary - produces sugary nectar which attracts insects. Pistil – Name of the female part. Made up of stigma, style, ovary and ovule. Stigma - top of the female part of a flower which collects pollen grains. Ovary - produces the female cell called ovules which are important in making seeds. Ovule - female cell. Stamen – Name of the male part. Made up of the anther and filament. Anther - produces male cell called pollen grains. Pollen - male cell.</p> <p>Task: Children are to dissect their flowers and try to name each part. <i><u>They are then to draw a diagram in their books and label the parts and their functions.</u></i> Provide hand lenses so the children can have a close up observation of the different structures. Make sure children wash hands after handling flowers.</p> <p>Plenary: Gallery viewing of work. Children play Plant Function Bingo and discuss how they think pollination might work.</p>	<p>IWB Plant outline</p>	<p>Drawing the parts of a plant.</p>

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3	<p><u>L.O. To understand how pollination occurs.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must understand why a plant needs to be pollinated. 2. I should be able to explain the difference between self and cross-pollination. 3. I could say which is better and justify my views. 	<p>Input: Revise parts of a flower by labelling cross section of a flower. Ask children what they know about a plants lifecycle. Ask the children to pair share how do flowers make new seeds to grow new plants? Explain that a flower’s Anther needs to be pollinated so a seed can be made. Explain how all plants have male and female parts (anther and stigma). Discuss difference between cross- and self- pollination and show the children the video. Discuss how it’s good for the plant to pollinate with other plants as it helps to strengthen the species. Explain how it is insects and animals that carry the pollen. Model how this might look as a story board.</p> <p>Task: <u>Children complete a story board of pollination.</u></p> <p>Plenary: Children answer the question: Which is better: self or cross-pollination and why?</p>	<p>Paper String</p> <p>https://safeshare.tv/x/NcVzwRioeHk</p>	<p>Creating a story and drawing as part of the story board.</p>

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4	<p><u>L.O. To think about the conditions a seed needs in which to germinate.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must understand what germination is. 2. I should be able to understand that different factors affect how a seed grows. 3. I could plan and conduct a fair test experiment. 	<p>Input: Recap all previous learning. How does a plant reproduce? Tell the children that after pollination, the plant must disperse its seeds so that they can grow. Show the children the different types of seed dispersal and ask which they think is more common. Explain that germination means that the seed grows. Ask the children if they know how a seed turns into a plant. Watch a video on germination. Ask children what they noticed and discuss conditions for germination. Would a seed germinate in:</p> <ul style="list-style-type: none"> • Snow? • The sea? • The desert? • A cave? • A garden? • In spring? <p>Why/why not? Could we test these conditions? How would we go about this?</p> <p>Work out which condition each table group could test and give each group 3 runner beans. Groups will need to sure all of their conditions are the same apart from the variable.</p> <p>Task: Using 3 runner bean seeds, children set up the experiment.</p> <p>Plenary: Children make predictions about what will happen.</p>	<p>Soil Runner Bean seeds Pots Water</p>	

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5	<p><u>L.O. To understand the stages of the human life cycle.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must be able to explain the physical differences of the human lifecycle. 2. I should be able to give an age to each stage. 3. I could explain what happens to the body at each stage. 	<p>Input: Photo sorting activity to start. Children sort pictures according to different stages of the human lifecycle.</p> <p>Ask children, to think, pair, share on each on each of the following:</p> <ul style="list-style-type: none"> • how a baby is different to them • how they are different to a teenager • how a teenager is different to an adult • how a younger adult is different to an elderly adult <p>Ask them to compare how people at these different stages of life look and act and what they are and are not allowed and able to do Read through the explanation text on the human life cycle, explaining technical words e.g. womb, nutrition etc.</p> <p>Task: Give children an explanation text on the human life cycle. <u>Children need to use the information in this explanation text to complete a diagram on the human life cycle,</u> which requires them to: name each stage (foetus, baby, child, teenager, adult, elderly) and add the age for each stage.</p>	<p>https://www.bbc.co.uk/bitesize/topics/zqssgk7/articles/z2msv4j</p>	<p>Illustrations of the human lifecycle.</p>

		<p>Children can also make notes about each stage of the cycle in their books (not enough space on the worksheet).</p> <p>Plenary: Children complete human lifecycle quiz.</p>		
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6	<p><u>L.O. To understand that lifecycles of all species are different.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must know what an amphibian is. 2. I should understand how its lifecycle works. 3. I could effectively compare the lifecycles of humans, amphibian and plants. 	<p>Input: Recap the human life cycle from the last lesson. Think, pair share: What is an amphibian? Discuss the different types of living things: Plants, Mammals, Amphibians, and Insects. What is different about them? Introduce amphibians and explain that a frog is part of the amphibian family. Watch interactive clip of frog lifecycle. What is special about the way a frog grows? Has anyone ever seen a tadpole? Look at the lifecycle of another amphibian- a salamander</p> <p>What is the same? What is different?</p> <p><u><i>In groups children can use sheets to help them act out the lifecycle of a frog.</i></u> How many people will you need in your group? How many stages are there?</p> <p>Task: Children then make their own comparison chart in their books using pictures as well if they like. How are they born? What is different about how they grow? What is their lifespan? How do they reproduce?</p>	<p>https://www.youtube.com/watch?v=FIXoJYbBIs0</p>	

		<p>Plenary: Children compare their charts with their learning partner.</p>		
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7	<p><u>L.O. To understand the lifecycle of a bird.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must understand that birds and mammals are different. 2. I can explain the life cycle of a bird. 3. I know what happens as a chick develops in the egg. 	<p>Input: Recap learning so far. Ask children if they can think of the main difference between the lifecycle of mammals and birds.</p> <p>See if they can recognise that the bird hatches from an egg whereas mammals are born naturally.</p> <p><i><u>Ask them to sketch what they think the bird lifecycle might look like on their whiteboards.</u></i></p> <p>Show the video on the IWB.</p> <p>Task: Children write <i><u>and draw</u></i> the lifecycle of a bird.</p> <p>Plenary: Children discuss what they have learnt in the unit.</p>	<p>https://www.youtube.com/watch?v=PedajVADLGw</p>	<p>Sketching and drawing skills.</p>
		<p>Rising Stars Assessment</p>		