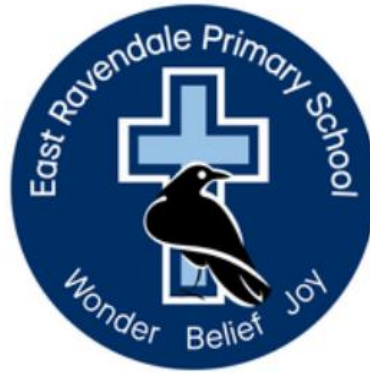




# YEAR 5 AND 6 SCIENCE CURRICULUM CYCLE A

## EAST RAVENDALE C OF E PRIMARY SCHOOL

At East Ravendale, we strive to develop independent, self-motivated and inquisitive learners of all ages. We celebrate our uniqueness and value all as God's children. We aim to give all members of our community opportunities to succeed, now and in the future, knowing they are safe and valued.

Our vision is underpinned by our core values of wonder, belief and joy.

"I can do all things through God who strengthens me." Philippians 4:13



## **Science at East Ravendale**

At East Ravendale, our science curriculum reflects our vision to develop independent, self-motivated and inquisitive learners who feel valued, safe and inspired to succeed now and in the future. Rooted in our Christian ethos, we celebrate each child as unique and valued as God's creation. Guided by the belief that ***"I can do all things through God who strengthens me"*** (***Philippians 4:13***), we nurture confidence, curiosity and resilience. Through science, we bring our values of **wonder, belief and joy** to life while developing a strong understanding of the scientific world.

### **Wonder**

We inspire a sense of wonder about the world God has created through engaging, hands-on experiences. Children are encouraged to question, explore and investigate through practical learning and outdoor opportunities. By building on prior knowledge across biology, chemistry and physics, pupils develop curiosity and become increasingly independent, inquisitive learners.

### **Belief**

We foster belief by developing children's confidence in their ability to think scientifically and overcome challenges. Through carefully sequenced learning and working scientifically skills, pupils learn to trust in their abilities. By exploring science-related careers, children are encouraged to believe in their potential and aspire for the future.

### **Joy**

We promote joy through exciting and engaging science experiences, including practical lessons, STEM events and cross-curricular learning. These opportunities create enthusiasm and help children retain knowledge. As a result, pupils develop a lasting love of science and a desire to continue exploring the world around them.

***"I can do all things through God who strengthens me." Philippians 4:13***



## **Year 5/6 Science Curriculum Cycle A**

|                    | <b><u>Autumn</u><br/><u>1</u></b> | <b><u>Autumn</u><br/><u>2</u></b> | <b><u>Spring</u><br/><u>1</u></b> | <b><u>Spring</u><br/><u>2</u></b> | <b><u>Summer</u><br/><u>1</u></b> | <b><u>Summer</u><br/><u>2</u></b> |
|--------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| Programme of Study | Living Things and their Habitats  | Electricity                       | Earth and Space                   | Light                             |                                   | Animals including Humans          |
| Area of Science    | Biology                           | Physics                           | Physics                           | Physics                           |                                   | Biology                           |



## Why this, why now?

| <u>Year 5/6</u><br><u>Cycle A</u>           | <u>Why this, why now?</u>                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn 1 – Living Things and their Habitats | Pupils will consolidate and extend their knowledge from EYFS and KS1 in learning about living things and their habitats. They will be able to link their learning from geography to study various habitats from across the globe.                                                                                            |
| Autumn 2 – Electricity                      | This unit extends pupils knowledge from Y4 as they become more proficient at understanding how electricity works and can build more complex circuits. They can record more accurate data and link to computing through data logging                                                                                          |
| Spring 1 – Earth and Space                  | Pupils will learn about the vastness of the universe beyond their knowledge of the earth and our world. They will develop their understanding of how the moon affects tides and link this to their work on Trade and ancient civilisations.                                                                                  |
| Spring 2/ Summer 1 – Light                  | Pupils will use their knowledge of properties materials in LKS2 to support their learning of light. The weather in this term allows the children to investigate shadows easier at different points of the day. This is also spread across two terms to ensure full coverage due to Statutory Testing periods in these terms. |
| Summer 2 – Animals including Humans         | Pupils will be taught this to coincide with the relationships, sex and health education provision provided in the summer term by Big Talk. This will prepare pupils for changes that may begin to happen to their bodies or provide further knowledge to some pupils who changes may have already begun to occur.            |

## Scientists

At East Ravensdale, children learn about a diverse range of scientists alongside their National Curriculum science studies. By exploring **historical** and **contemporary** scientists from a variety of backgrounds, including **underrepresented** groups, pupils develop science capital, see the relevance of science in everyday life, and recognise that science is for everyone.

***“I can do all things through God who strengthens me.” Philippians 4:13***



## **Autumn 1 – Living Things and their Habitats**

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prior Knowledge                   | <ul style="list-style-type: none"> <li>➤ Notice that animals, including humans, have offspring which grow into adults (Y2 - Animals, including humans)</li> <li>➤ Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal (Y3 - Plants)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Objectives to be taught           | <p><u>Y5 Objectives</u></p> <ul style="list-style-type: none"> <li>• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• Describe the life processes of reproduction in some plants and animals</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Core Knowledge                    | <ul style="list-style-type: none"> <li>▪ To know the functions of different parts of flowers</li> <li>▪ To know the difference between asexual and sexual reproduction</li> <li>▪ To know the process of a plant being pollinated</li> <li>▪ To know the stages of a mammal, bird, insect and amphibian's lifecycle</li> <li>▪ To know how mammals, birds, insects and amphibians reproduce</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Working Scientifically Statements | <ul style="list-style-type: none"> <li>○ Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>○ Identifying scientific evidence that has been used to support or refute ideas or arguments</li> <li>○ Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where necessary</li> <li>○ Using test results to make predictions to set up further comparative and fair tests</li> <li>○ Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs</li> <li>○ Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>○ Use scientific vocabulary correctly and accurately</li> </ul> |



East Ravensdale C of E Primary School

|                     |                                                                                                                                                                                                                                                                                                                            |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Vocabulary          | reproduce, reproduction, stamen, stigma, sepal, petal, ovary, pollen, style, bulb, roots, anther, filament, germinate, fertilise, pollinate, disperse, life cycle, baby, child, adolescent, adult, gestation, gametes, plantlet, cuttings, embryo, penis, vagina, egg, pregnancy, fertilise, sperm, cells, asexual, sexual |
| TAPS Assessment     | Lifecycle Research – <a href="#">click here</a>                                                                                                                                                                                                                                                                            |
| Scientists          | David Attenborough - Naturalist & TV Presenter<br>Jane Goodall - Wildlife Researcher & Conservationist who studied chimpanzees<br>Roger Arliner Young - Zoologist who studied reproduction in marine organisms<br>Ernest Everett Just - Zoologist who studied the early development of marine invertebrates                |
| Suggested Resources | <b><u>CLEAPSS</u></b><br><a href="#">Garden Food Chains and Food Web Resources</a><br><a href="#">Freshwater Food Chains and Food Web Resources</a><br><a href="#">Make your own Freshwater Food Chain Mobile</a>                                                                                                          |

***“I can do all things through God who strengthens me.” Philippians 4:13***



## **Autumn 2 – Electricity**

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p>Prior Knowledge</p>         | <ul style="list-style-type: none"> <li>➤ Identify common appliances that run on electricity. (Y4 - Electricity)</li> <li>➤ Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. (Y4 - Electricity)</li> <li>➤ Identify whether a lamp will light in a simple series circuit, based on whether the lamp is part of a complete loop with a battery. (Y4 - Electricity)</li> <li>➤ Recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit. (Y4 - Electricity)</li> <li>➤ Recognise some common conductors and insulators, and associate metals with being good conductors. (Y4 - Electricity)</li> </ul> |
| <p>Objectives to be taught</p> | <p><u>Y6 Objectives</u></p> <ul style="list-style-type: none"> <li>• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>• Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off positions of switches</li> <li>• Use recognised symbols when representing a simple circuit in a diagram</li> </ul>                                                                                                                                                                                                                                                                                           |
| <p>Core Knowledge</p>          | <ul style="list-style-type: none"> <li>▪ To know circuit symbols and use them to draw circuit diagrams</li> <li>▪ To know what happens when voltage is increased or decreased</li> <li>▪ To know what happens when number of cells are increased or decreased</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |



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| Working Scientifically Statements | <ul style="list-style-type: none"> <li>○ Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>○ Identifying scientific evidence that has been used to support or refute ideas or arguments</li> <li>○ Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where necessary</li> <li>○ Using test results to make predictions to set up further comparative and fair tests</li> <li>○ Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs</li> <li>○ Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>○ Use scientific vocabulary correctly and accurate</li> </ul> |
| Vocabulary                        | circuit, complete circuit, conductor, insulator, symbol, circuit diagram, electricity, component, voltage, amps, resistance, electrons, volts (V), current, filament, dimmer, brighter, louder, quieter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| TAPS Assessment                   | Bulb Brightness – <a href="#">click here</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Scientists                        | <p>Nikola Tesla - Electrical &amp; Mechanical Engineer who developed the AC electrical system and made important advances in technologies such as x-rays, neon lights and robotics</p> <p>Alessandro Volta - Physicist who developed the electric battery</p> <p>Mildred S Dresselhaus - Materials Scientist whose research led to the development of the rechargeable batteries in all modern electronic equipment</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |



Suggested Resources

**CLEAPSS**

[Steady hand game](#)

[Making and understanding switches in circuits](#)

[Making and testing a tilt switch](#)

[How changing the voltage affects how powerful a motor is](#)



## **Spring 1 – Earth and Space**

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prior Knowledge         | <ul style="list-style-type: none"><li>➤ Explore the natural world around them. (Reception – Earth and space)</li><li>➤ Describe what they see, hear and feel whilst outside. (Reception – Earth and space)</li><li>➤ Observe changes across the four seasons. (Y1 - Seasonal changes)</li><li>➤ Observe and describe weather associated with the seasons and how day length varies. (Y1 - Seasonal changes)</li></ul>                                                                         |
| Objectives to be taught | <p><u>Y5 Objectives</u></p> <ul style="list-style-type: none"><li>• Describe the movement of the earth, and other planets, relative to the sun in the solar system.</li><li>• Describe the movement of the moon relative to the Earth</li><li>• Describe the Sun, Earth and the Moon as approximately spherical bodies</li><li>• Use the idea of the Earth's rotation to explain the day and night and the apparent movement of the sun across the sky.</li></ul>                             |
| Core Knowledge          | <ul style="list-style-type: none"><li>▪ To know the names of the planets in the solar system</li><li>▪ To know some features of different planets in the solar system</li><li>▪ To know that the Sun, Earth and Moon are spherical</li><li>▪ To know that day and night is due to the Earth rotating</li><li>▪ To know that different parts of the Earth experience night and day at different times and to be able to explain why</li><li>▪ To know that the Moon orbits the Earth</li></ul> |



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| Working Scientifically Statements | <ul style="list-style-type: none"> <li>○ Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>○ Identifying scientific evidence that has been used to support or refute ideas or arguments</li> <li>○ Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where necessary</li> <li>○ Using test results to make predictions to set up further comparative and fair tests</li> <li>○ Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs</li> <li>○ Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>○ Use scientific vocabulary correctly and accurately</li> </ul> |
| Vocabulary                        | Earth, Sun, Moon, sphere, spherical bodies, revolve, orbit, spin, rotate, axis, sunrise, sunset, north, south, east, west, planet, solar system, light source, shadow, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, star, satellite, astronomy, sunrise, sunset, time zone                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| TAPS Assessment                   | Space Craters – <a href="#">click here</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |



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|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Scientists</p>          | <p>Claudius Ptolemaeus (Ptolemy) - Astronomer who developed the theory that the Earth was at the centre of the Solar System around which the Sun and other planets orbited</p> <p>Nicolaus Copernicus - Astronomer who developed the theory that the Sun was at the centre of the Solar System around which the planets orbited</p> <p>Galileo Galilei - Astronomer, Mathematician &amp; Physicist who made the first telescope and discovered Neptune and the rings of Saturn</p> <p>Johannes Kepler - Mathematician, Astronomer and Astrologer who developed the theory that the planets moved on oval paths around the Sun</p> <p>Stephen Hawking - Physicist &amp; Cosmologist who developed the theory that the Big Bang may have been caused by a black hole in reverse</p> <p>Neil Armstrong - Astronaut who was the first human to walk on the Moon</p> <p>Margaret Hamilton - Computer Scientist who was responsible for the software that allowed astronauts Neil Armstrong and Buzz Aldrin to land on the Moon</p> <p>Caroline Herschel - Astronomer who was the first woman to discover a comet</p> <p>Valentina Tereshkova - Astronaut and first woman in space</p> <p>Mae Jemison - Astronaut and first Black woman in space</p> <p>Dr Claudia Alexander - Physicist who was the Project Manager on NASA's Galileo mission to Jupiter</p> <p>Maggie Aderin-Pocock - Space Scientist &amp; TV Presenter</p> <p>Helen Sharman - Astronaut who was the first British citizen to go into space</p> <p>Tim Peake - Astronaut who was the first British person to walk in space</p> |
| <p>Suggested Resources</p> | <p><b>CLEAPSS</b></p> <p><a href="#">Making a constellation viewer</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |



## **Spring 2 & Summer 1 - Light**

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prior Knowledge         | <ul style="list-style-type: none"> <li>➤ Recognise that they need light to see things and that dark is the absence of light. (Y3 - Light)</li> <li>➤ Notice that light is reflected from surfaces. (Y3 - Light)</li> <li>➤ Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. (Y3 - Light)</li> <li>➤ Recognise that shadows are formed when the light from a light source is blocked by an opaque object. (Y3 - Light)</li> <li>➤ Find patterns in the way that the size of shadows change. (Y3 - Light)</li> <li>➤ Compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. (Y5 - Properties and changes of materials)</li> </ul> |
| Objectives to be taught | <p><u>Y6 Objectives</u></p> <ul style="list-style-type: none"> <li>• Recognise that light appears to travel in straight lines</li> <li>• Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>• Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>• Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>                                                                                                                                                                                                                                     |
| Core Knowledge          | <ul style="list-style-type: none"> <li>▪ To know that light travels in straight lines</li> <li>▪ To know that light enables us to see and how this occurs</li> <li>▪ To know that all objects reflect light</li> <li>▪ To know refraction is light bending or changing direction</li> <li>▪ To know that a prism allows us to see a visible spectrum</li> <li>▪ To know that shadows are the same shape as the objects that cast them and that shadows can change size</li> </ul>                                                                                                                                                                                                                                                                                                                                      |



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| Working Scientifically Statements | <ul style="list-style-type: none"> <li>○ Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>○ Identifying scientific evidence that has been used to support or refute ideas or arguments</li> <li>○ Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where necessary</li> <li>○ Using test results to make predictions to set up further comparative and fair tests</li> <li>○ Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs</li> <li>○ Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>○ Use scientific vocabulary correctly and accurately</li> </ul> |
| Vocabulary                        | light, beam, reflect, reflection, opaque, mirror, light travelling, source, travel, block, shadow, straight lines, prism, visible spectrum, light wave, wavelength, refraction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| TAPS Assessment                   | Light Questions (use these questions to investigate during Summer 1) – <a href="#">click here</a><br>Investigating Shadows – <a href="#">click here</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Scientists                        | <p>Euclid - Mathematician who predicted that light travels in straight lines and we only see things that light falls on</p> <p>Ibn al-Haytham (Alhazen) - Physicist &amp; Mathematician who developed a theory that light travels in a straight line, and proved it by carrying out the first scientific experiment</p> <p>Ibn Sahl - Mathematician who observed the paths of rays of light as they reflected off different mirrors</p> <p>Colin Webb – Professor of Laser Physics</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |



Suggested Resources

**CLEAPSS**

[Light in a box](#)

[Drawing reflected light](#)

[Lights on...Lights off](#)



## **Summer 2 – Animals including Humans**

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prior Knowledge                   | ➤ Notice that animals, including humans, have offspring which grow into adults. (Y2 Animals, including humans)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Objectives to be taught           | <p><u>Y5 Objective</u></p> <ul style="list-style-type: none"> <li>• Describe the changes as humans develop from birth to old age<br/><i>(to be taught alongside Big Talk)</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Core Knowledge                    | <ul style="list-style-type: none"> <li>▪ To know the 6 stages in human development</li> <li>▪ To know the changes in human development (birth=old age)</li> <li>▪ To know the main changes that occur during puberty to males</li> <li>▪ To know the main changes that occur during puberty to females</li> <li>▪ To know similarities and differences between male and female puberty</li> <li>▪ To know the main changes that occur during old age to humans</li> <li>▪ To know that growth happens throughout human development</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Working Scientifically Statements | <ul style="list-style-type: none"> <li>○ Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>○ Identifying scientific evidence that has been used to support or refute ideas or arguments</li> <li>○ Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where necessary</li> <li>○ Using test results to make predictions to set up further comparative and fair tests</li> <li>○ Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs</li> <li>○ Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>○ Use scientific vocabulary correctly and accurate</li> </ul> |



East Ravensdale C of E Primary School

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|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Vocabulary          | gestation, reproduction, sperm, egg, cells, embryo, foetus, uterus, adolescence, puberty, menstruation, adult, menopause, old age, hormones, sweat, breasts, penis, ovaries, pubic hair, genitals, larynx                      |
| TAPS Assessment     | Growth Survey – <a href="#">click here</a>                                                                                                                                                                                     |
| Scientists          | Virginia Apgar - Doctor & Medical Researcher who developed a method of evaluating the well-being of new-born babies<br>Robert Winston Professor of Science and Society, Emeritus Professor of Fertility Studies & TV presenter |
| Suggested Resources | <b>CLEAPSS</b><br><a href="#">Investigating changes in old age</a>                                                                                                                                                             |

