




<p><b>Topic:</b> Living things and their habitats</p>	<p>Year 5 Age 9-10</p>	<p><b>Title:</b> Life cycle research</p>
<p><b>Working Scientifically</b> <b>Review:</b> Report and present findings from enquiries, in oral and written forms such as displays and other presentations, using appropriate scientific language.</p>		<p><b>Concept Context</b> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p>
<p><b>Assessment Focus</b></p> <ul style="list-style-type: none"> <li>• Can children present their research clearly?</li> <li>• Can children present using scientific language?</li> </ul>		
<p><b>Activity</b> <i>Today we are going to be zoologists</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. Children present their research to the intended audience. Groups could peer assess against agreed success criteria.</p> <p style="text-align: right;"></p> <p><b>Adapting the activity</b> <b>Support:</b> 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. <b>Extension:</b> Consider the implications of the similarities/differences between the life cycles e.g. what does it mean for how/where they can live/reproduce? <b>Other ideas:</b> Children create their own new species for a classification group and design its life cycle based on the life cycle of similar animals within that group.</p> <p><b>Questions to support discussion</b></p> <ul style="list-style-type: none"> <li>• What are the most important stages you have found out about the life cycles?</li> <li>• How will you make this clear in your presentation?</li> <li>• How is this different to your other animal?</li> <li>• What similarities between your animals have you found?</li> <li>• Which key science words do you need to include in your report?</li> </ul> <div style="text-align: right;">  </div>		
<p><b>Assessment Indicators</b> <b>Not yet met:</b> Children report either with little reference to their research, or using sections verbatim. <b>Meeting:</b> Children select relevant facts from their research to compare the life cycles of different animals. They describe the main stages of each life cycle. <i>e.g. The lifecycle of a cricket has 3 stages: egg, nymph and adult whilst the lifecycle of a frog has 5 main stages: eggs, tadpole, tadpole with legs, young frog and adult frog.</i> <b>Possible ways of going further:</b> Children make links to other areas e.g. animal classification, habitats, survival, life processes.</p>		

 Pupil box 4 - assess peers. See TAPS pyramid for more examples.