

**Separate the different parts of this flower.**

**Can you name any of the parts?**

**What is the main function of a flower?**

Investigate these items.

**What is the name of this group of items?**

**How would you bring them to life?**

**Do all plants begin their life in the same way?**

**Can you think of different ways in which  
a plant's life could start?**



Look at the cards.

**Can you name each one?**

**Which ones might be  
important to plants? Why?**

**What do the words 'pollinate'  
and 'disperse' mean?**

YEAR 5  
LIFE CYCLES OF PLANTS AND ANIMALS:  
**03 – PLANT LIFE CYCLE**

**WIND**





YEAR 5  
LIFE CYCLES OF PLANTS AND ANIMALS:  
**03 – PLANT LIFE CYCLE**

# WATER





YEAR 5  
LIFE CYCLES OF PLANTS AND ANIMALS:  
**03 – PLANT LIFE CYCLE**

# INSECTS





YEAR 5  
LIFE CYCLES OF PLANTS AND ANIMALS:  
**03 – PLANT LIFE CYCLE**

## **OTHER ANIMALS**



Look at the cards.

**Can you sort them into reptiles, birds,  
fish, amphibians, minibeasts and other?**

**Which groups lay eggs?**

**What is the name of the 'other' group?  
Why don't they lay eggs?**



YEAR 5  
LIFE CYCLES OF PLANTS AND ANIMALS:  
**04 – EGGS**

# ZEBRA





YEAR 5  
LIFE CYCLES OF PLANTS AND ANIMALS:  
**04 – EGGS**

# PELICAN





YEAR 5  
LIFE CYCLES OF PLANTS AND ANIMALS:  
**04 – EGGS**

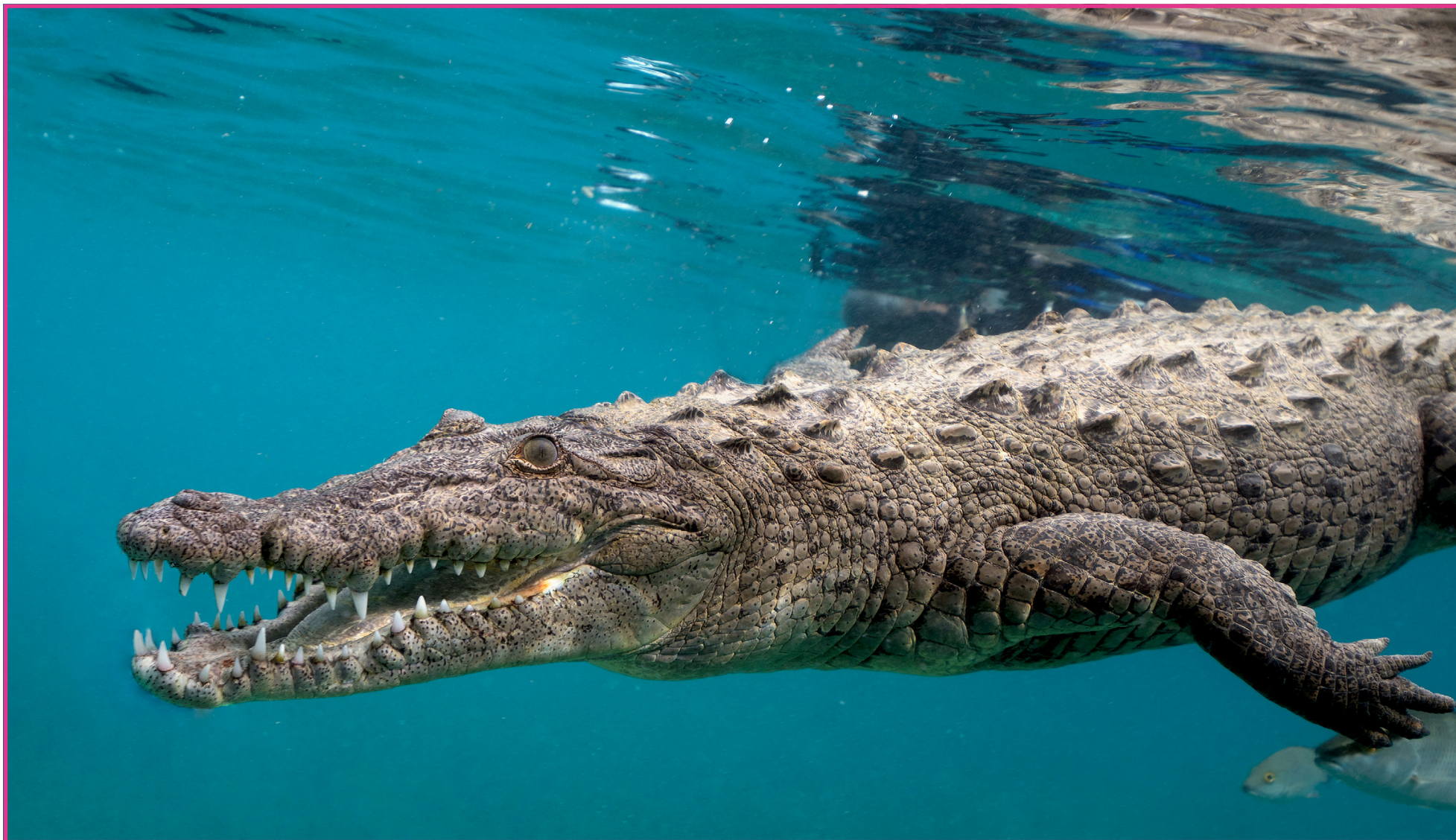
# SPIDER





YEAR 5  
LIFE CYCLES OF PLANTS AND ANIMALS:  
**04 – EGGS**

# CROCODILE





YEAR 5  
LIFE CYCLES OF PLANTS AND ANIMALS:  
**04 – EGGS**

# SALMON





YEAR 5  
LIFE CYCLES OF PLANTS AND ANIMALS:  
**04 – EGGS**

# NEWT



YEAR 5  
LIFE CYCLES OF PLANTS AND ANIMALS:  
**04 – EGGS**

# GOLDFISH





YEAR 5  
LIFE CYCLES OF PLANTS AND ANIMALS:  
**04 – EGGS**

# FROG





YEAR 5  
LIFE CYCLES OF PLANTS AND ANIMALS:  
**04 – EGGS**

# DEER





YEAR 5  
LIFE CYCLES OF PLANTS AND ANIMALS:  
**04 – EGGS**

**PARROT**





YEAR 5  
LIFE CYCLES OF PLANTS AND ANIMALS:  
**04 – EGGS**

# LADYBIRD





YEAR 5  
LIFE CYCLES OF PLANTS AND ANIMALS:  
**04 – EGGS**

# COW





YEAR 5  
LIFE CYCLES OF PLANTS AND ANIMALS:  
**04 – EGGS**

# SNAKE





YEAR 5  
LIFE CYCLES OF PLANTS AND ANIMALS:  
**04 – EGGS**

# SEAL





YEAR 5  
LIFE CYCLES OF PLANTS AND ANIMALS:  
**04 – EGGS**

# PENGUIN





YEAR 5  
LIFE CYCLES OF PLANTS AND ANIMALS:  
**04 – EGGS**

**PIG**



YEAR 5

LIFE CYCLES OF PLANTS AND ANIMALS:

**05 – LIFE CYCLES**



Examine the cards.

**Can you sort them into the different life cycles?**

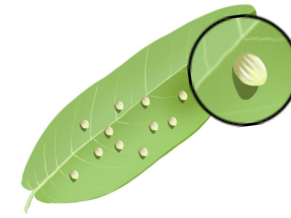
**Can you put each life cycle into the correct order?**

**What is the same about each life cycle?  
What is different?**

YEAR 5  
LIFE CYCLES OF PLANTS AND ANIMALS:  
**05 – LIFE CYCLES**



**BUTTERFLY**



**EGGS**



**CATERPILLAR**



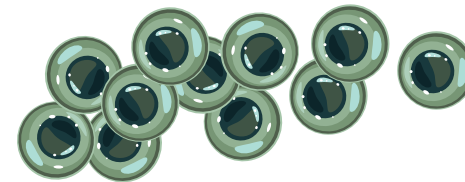
**CHRYSALIS**



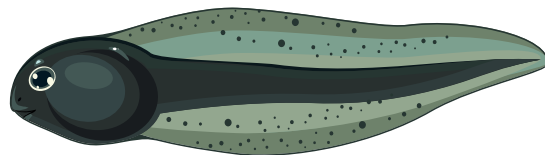
YEAR 5  
LIFE CYCLES OF PLANTS AND ANIMALS:  
**05 – LIFE CYCLES**



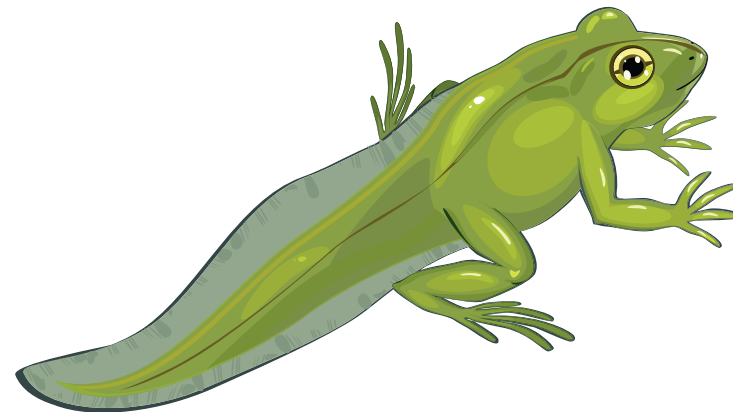
**FROG**



**EGGS**



**TADPOLE**

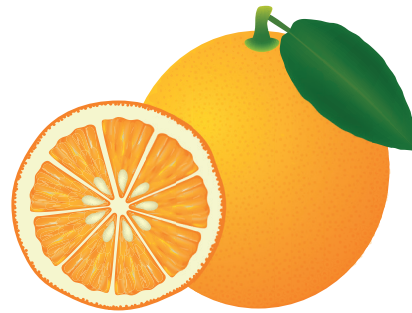


**FROGLET**

YEAR 5  
LIFE CYCLES OF PLANTS AND ANIMALS:  
**05 – LIFE CYCLES**



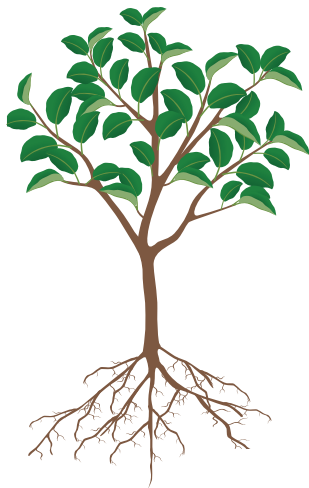
**SPROUT**



**ORANGE**



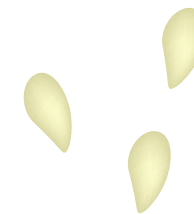
**SHOOTS**



**TREE**



**FLOWER**



**SEEDS**

**Use the play doh to recreate each part of a butterfly's lifecycle.**

**Can you name each stage?**

**How does the insect change each time?**

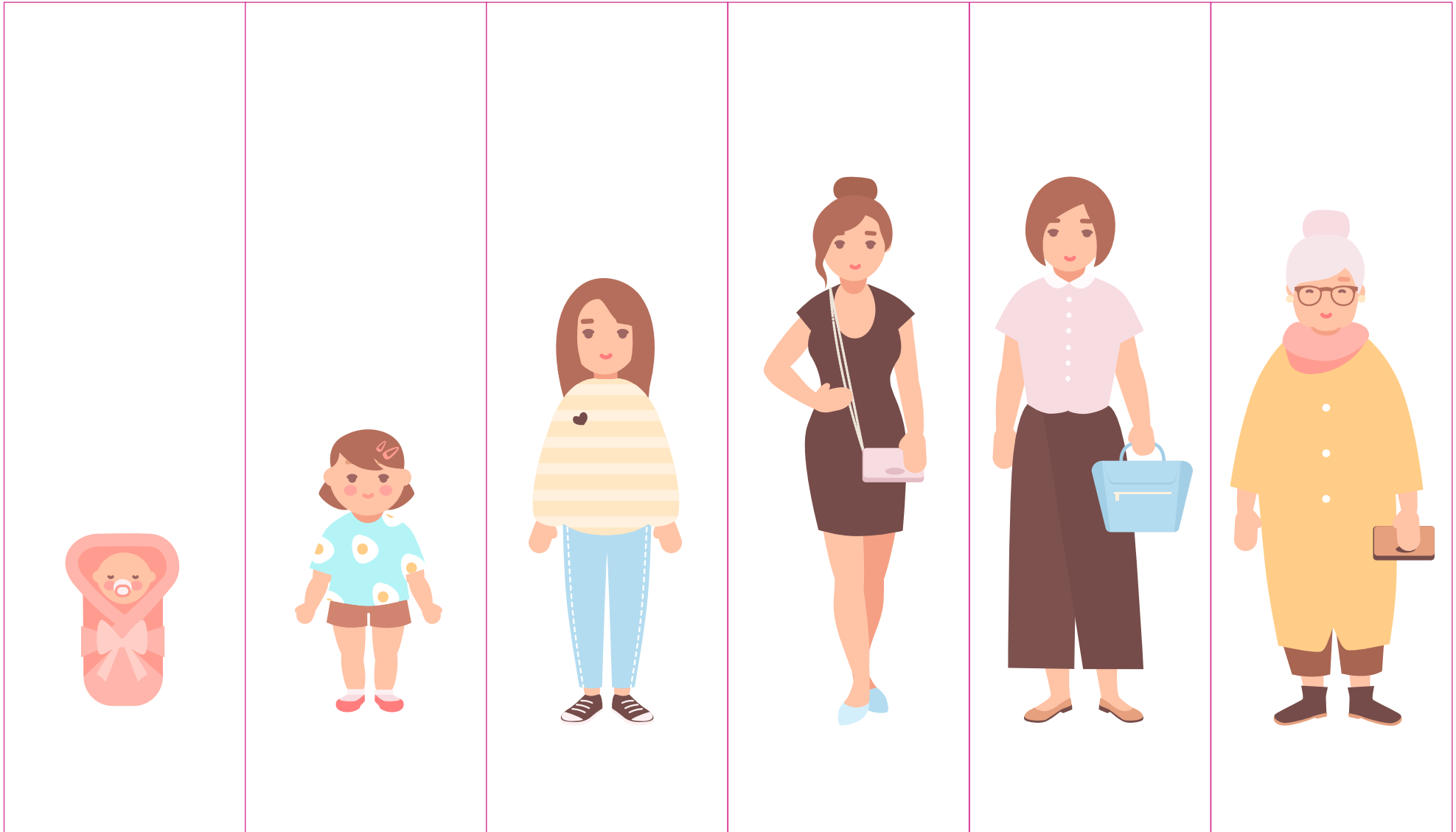
Examine the cards.

**Can you put the cards  
in chronological order?**

**Can you name each stage?**

**How could we adapt this sequence  
to show the human life cycle?**

YEAR 5  
GROWTH AND DEVELOPMENT OF HUMANS:  
**01 – TIMELINE**



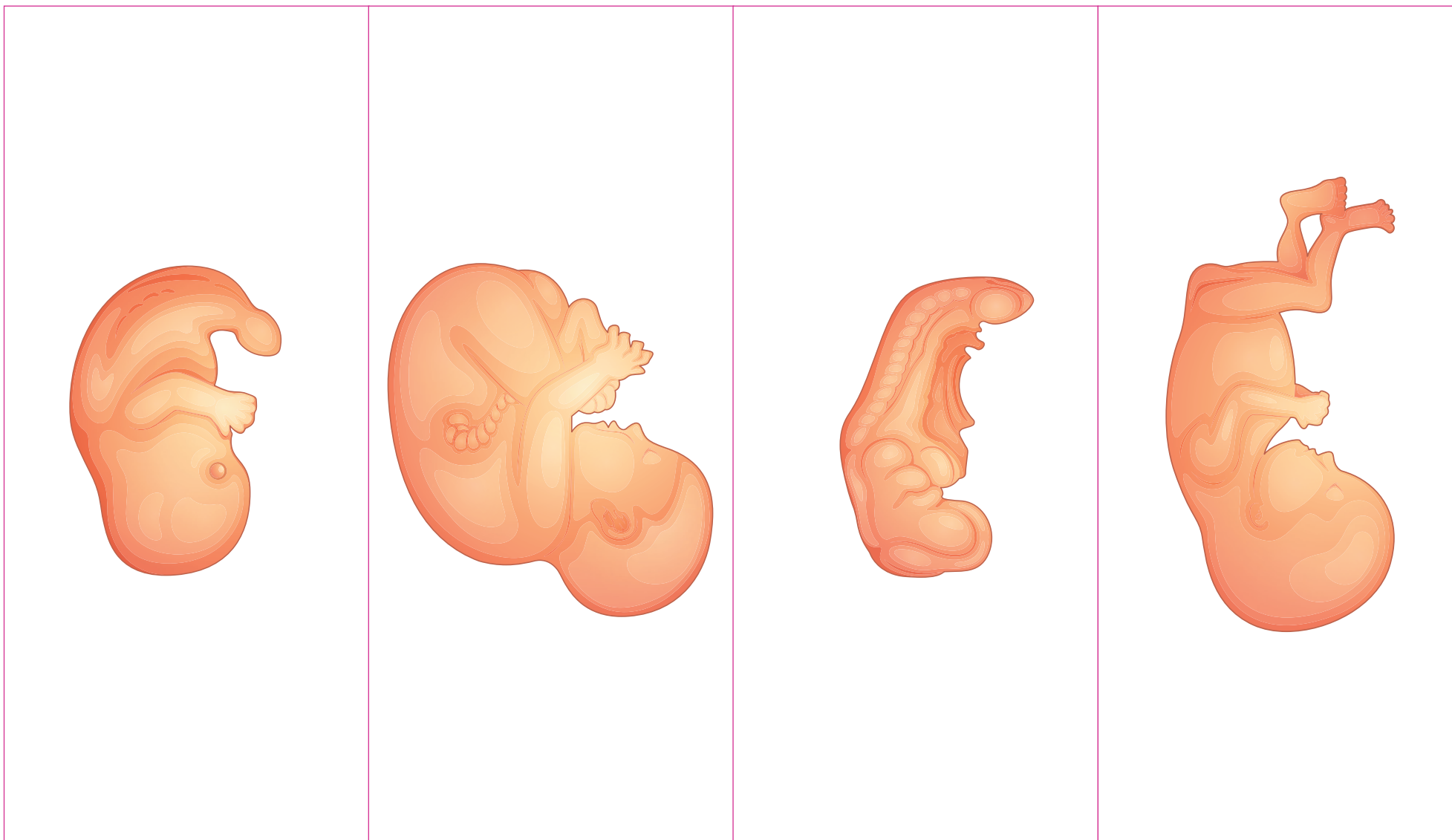
Examine the cards.

**Can you put these cards  
in order of development?**

**How long does a human baby take  
to develop before it is born?**

**Where does a human baby develop?**

YEAR 5  
GROWTH AND DEVELOPMENT OF HUMANS:  
**02 – HUMAN GESTATION**



Examine the cards.

**Can you name each animal?**

**Order the animals according to how long their babies take to develop before being born.**

**Why do some take longer to develop than others?**



YEAR 5  
GROWTH AND DEVELOPMENT OF HUMANS:  
**03 – ANIMAL GESTATION**





YEAR 5  
GROWTH AND DEVELOPMENT OF HUMANS:  
**03 – ANIMAL GESTATION**





YEAR 5  
GROWTH AND DEVELOPMENT OF HUMANS:  
**03 – ANIMAL GESTATION**





YEAR 5  
GROWTH AND DEVELOPMENT OF HUMANS:  
**03 – ANIMAL GESTATION**





YEAR 5  
GROWTH AND DEVELOPMENT OF HUMANS:  
**03 – ANIMAL GESTATION**





YEAR 5  
GROWTH AND DEVELOPMENT OF HUMANS:  
**03 – ANIMAL GESTATION**





YEAR 5  
GROWTH AND DEVELOPMENT OF HUMANS:  
**03 – ANIMAL GESTATION**



Examine the cards.

**Can you put the cards into  
chronological order?**

**How much does an average newborn baby weigh?  
How much does an average one year-old weigh?**

**Can you match the development  
milestones to the correct picture?**



YEAR 5  
GROWTH AND DEVELOPMENT OF HUMANS:  
**04 – BABY GROWTH**



YEAR 5

GROWTH AND DEVELOPMENT OF HUMANS:

**04 – BABY GROWTH**

<b>FOCUSSING AND SMILING</b>	<b>STANDING AND TAKING STEPS WITH SUPPORT</b>	<b>LIFTING HEAD AND SHOULDERS</b>	<b>WALKING</b>
<b>SITTING</b>	<b>MAKING SOUNDS</b>	<b>CRAWLING</b>	<b>FIRST WORDS</b>



Examine the cards.

**What is puberty?**

**Which of these changes  
are linked to puberty?**

**Can you sort them into those affecting boys,  
those affecting girls and those affecting both?  
Why do boys and girls experience different things?**

YEAR 5

GROWTH AND DEVELOPMENT OF HUMANS:

**05 – PUBERTY**

<b>HAIR GROWTH IN ARMPITS</b>	<b>EYES CHANGE COLOUR</b>	<b>PUBIC HAIR GROWS</b>	<b>SKIN BECOMES OILY</b>
<b>TESTICLES AND PENIS GROW</b>	<b>BODY SWEATS MORE</b>	<b>FRECKLES INCREASE</b>	<b>GROW TALLER AND HEAVIER</b>
<b>MOOD SWINGS</b>	<b>VOICE BECOMES DEEPER</b>	<b>BODY CHANGES SHAPE</b>	<b>PERIODS BEGIN</b>
<b>HAIR FALLS OUT</b>	<b>BREASTS DEVELOP</b>	<b>FACIAL HAIR APPEARS</b>	<b>SKIN CHANGES COLOUR</b>



Examine the statements.

**Which of these are necessary  
in order to keep healthy during puberty?**

**Why are each important?**

**Do these statements differ for boys and girls?**

YEAR 5

GROWTH AND DEVELOPMENT OF HUMANS:

**06 – HEALTH DURING PUBERTY**

<b>A HEALTHY DIET</b>	<b>A GIRLFRIEND OR BOYFRIEND</b>	<b>STRESS MANAGEMENT TECHNIQUES</b>	<b>LOTS OF FRIENDS</b>
<b>GOOD PERSONAL HYGIENE</b>	<b>GOOD RELATIONS WITH PARENTS</b>	<b>TIME OFF SCHOOL</b>	<b>ADEQUATE SLEEP</b>
<b>REGULAR EXERCISE</b>	<b>A HEALTHY BODY WEIGHT</b>	<b>GOOD ORGANISATION</b>	<b>SOMEONE TO TALK TO</b>



Throw the javelin as far as you can.

**What makes it move forwards?**

**What makes it fall?**

**Can you name all the forces acting on the javelin as it travels through the air?  
What about when it is back on the ground?**

Examine the shoes and pull each one along the floor using a force meter.

**What differences can you see?**

**Can you feel any differences as you pull them?**

**Why do you think this is?**



Take a corner of the sheet each.

**What happens when you lift it up together?**

**What happens if you pull it down together?**

**Why does this happen?**

**Can you think of uses  
of this in real life?**

Place each item in the water, one at a time.

**Which ones float and which ones sink?**

**Why do some float and some sink?**

**Can you name something else that would float?**

**Can you name something else that would sink?**



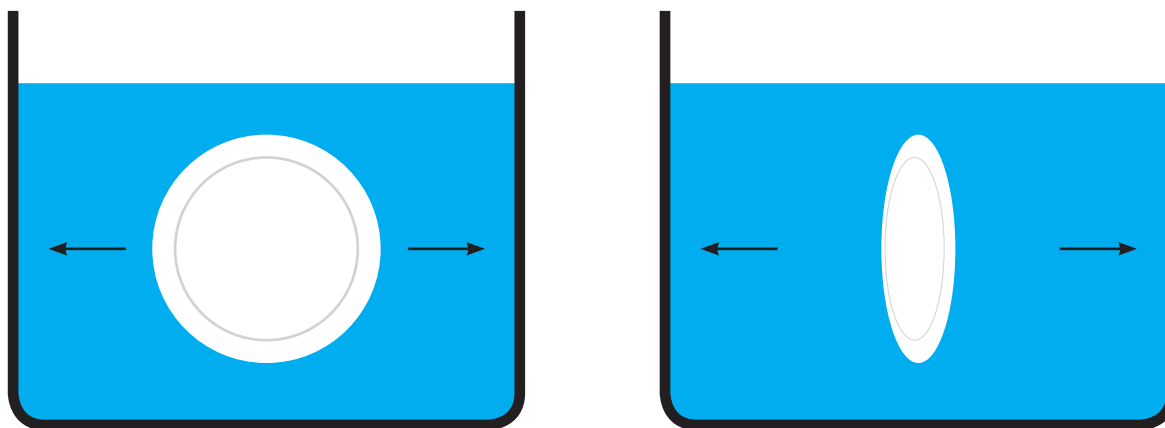
Push the plate along in the water as shown in the diagram.

**What differences do you notice?**

**Why are there differences?**

**How do fish and boats take advantage of this?**

YEAR 5  
FORCES:  
**05 – PLATE**





Lift the weight by pushing on the opposite end of the ruler. Repeat, moving the pencil to different positions along the ruler.

**When is the weight easier to lift?**

**Why do you think this is?**

**Can you think of examples of levers used in everyday life?**

**Which is biggest...the Earth, the Sun or the Moon?  
Which is the smallest?**

Look at the different objects.

**If the Earth was the size of a pea, which of these  
would represent the Sun? What about the Moon?**

**If the Earth was the size of a pea, how far away  
from Earth would the Moon and Sun be?**



Look at the pictures.

**Can you sort them using the headings?**

**What other natural objects  
can be found in space?**

**Can you explain the difference between  
a star, a planet and a Moon?**

YEAR 5  
EARTH AND SPACE:  
**02 – CELESTIAL BODIES**

**PLANET**

**STAR**

**MOON**

**NONE OF  
THESE**



YEAR 5  
EARTH AND SPACE:  
**02 – CELESTIAL BODIES**



Look at the planets.

**What is the same about them?  
What is different?**

**Can you order them from closest  
to the Sun to furthest away?**

**Why do you think there are  
differences in the planets?**



YEAR 5  
EARTH AND SPACE:  
**03 – PLANETS OF OUR SOLAR SYSTEM**

# MARS



YEAR 5  
EARTH AND SPACE:  
**03 – PLANETS OF OUR SOLAR SYSTEM**

# JUPITER





YEAR 5  
EARTH AND SPACE:  
**03 – PLANETS OF OUR SOLAR SYSTEM**

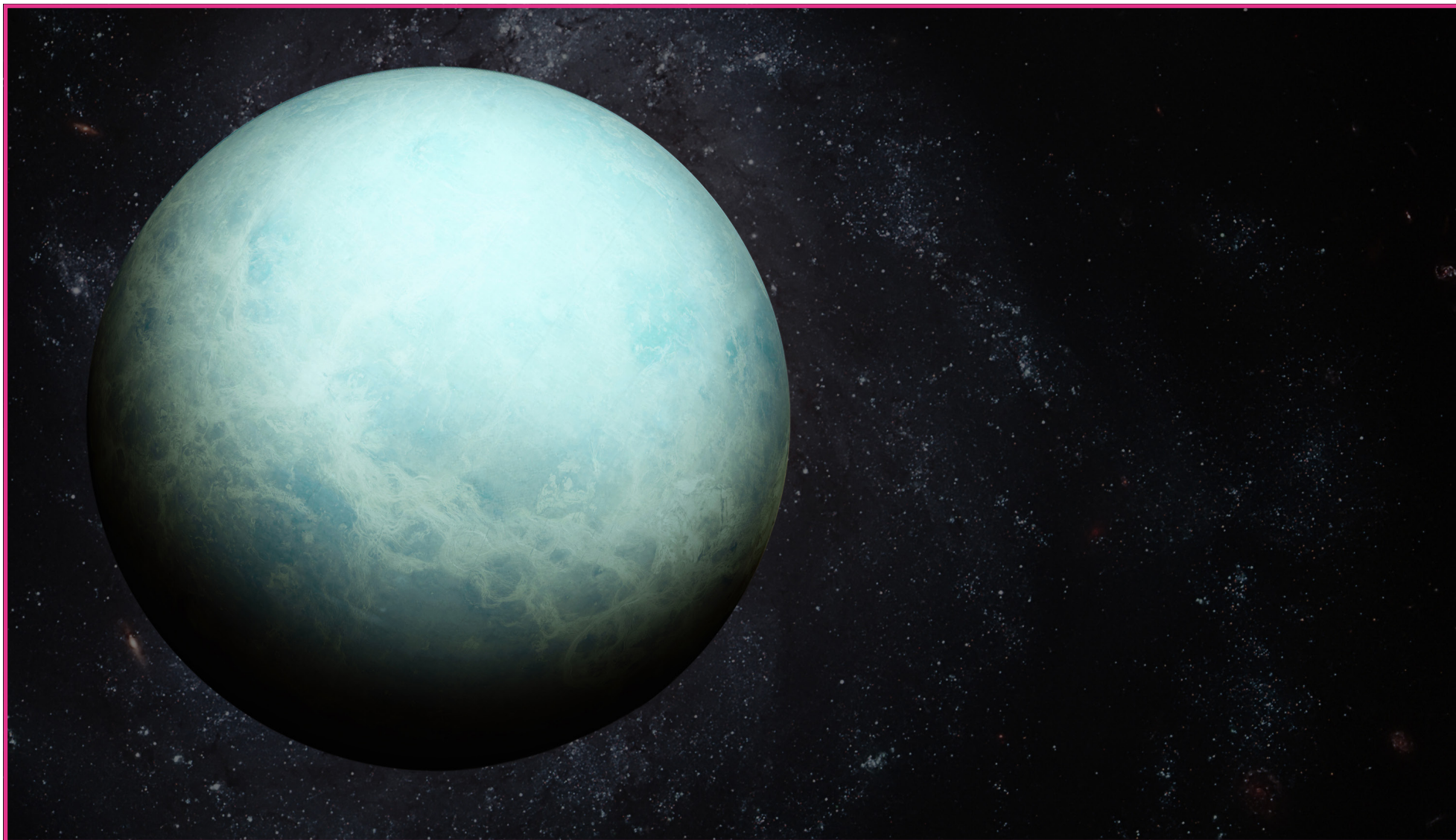
# EARTH





YEAR 5  
EARTH AND SPACE:  
**03 – PLANETS OF OUR SOLAR SYSTEM**

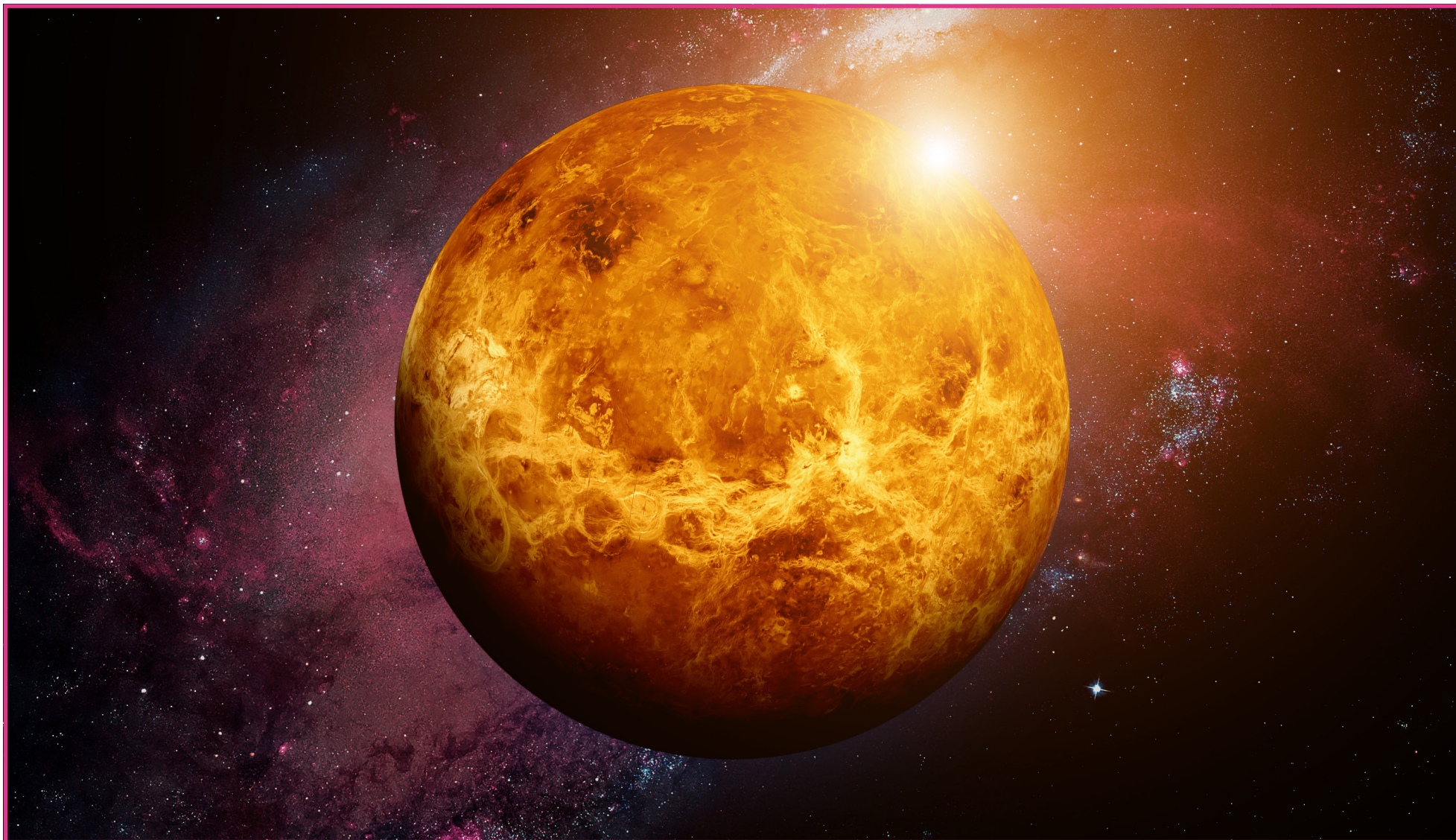
# URANUS





YEAR 5  
EARTH AND SPACE:  
**03 – PLANETS OF OUR SOLAR SYSTEM**

# VENUS





YEAR 5  
EARTH AND SPACE:  
**03 – PLANETS OF OUR SOLAR SYSTEM**

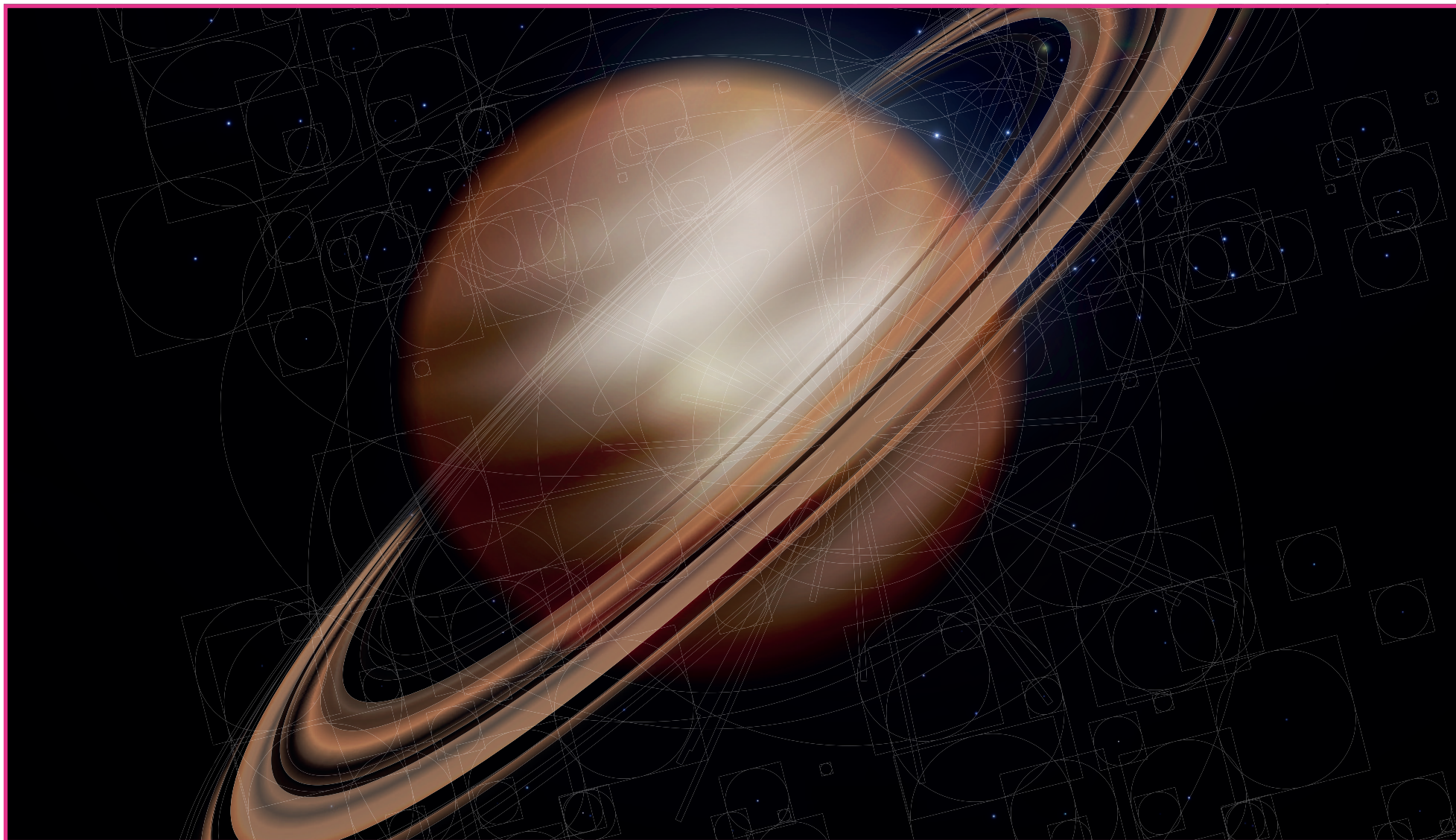
# MERCURY





YEAR 5  
EARTH AND SPACE:  
**03 – PLANETS OF OUR SOLAR SYSTEM**

# SATURN



YEAR 5  
EARTH AND SPACE:  
**03 – PLANETS OF OUR SOLAR SYSTEM**

**NEPTUNE**





Choose two objects to represent the Sun and Earth.

**Which of these move in  
the solar system?**

**Use the models to show  
the movement.**

**Why do we have day and night?**

Choose two objects to represent the Moon and Earth.

**Which of these move in  
the solar system?**

**Use the models to show  
the movement.**

**Why does the Moon appear  
as different shapes?**



Look at the picture.

**How will the position of the Sun change?**

**Why does this happen?**

**How often does this happen?**

YEAR 5  
EARTH AND SPACE:  
**06 – THE SUN IN THE SKY**





Investigate the materials in this tray.

**Can you sort any of the materials into groups?**

**What headings should be put on the groups?  
Which words could you use to describe them?**

**Can you sort them another way?  
How many different ways can you sort them?**

Observe the sugar, paint powder and flour in the jars.

**What will happen to each when mixed with water?**

**Can you get each solid back out of the water?**

**How?**



Look carefully at the mixture.

**How could each different item be separated?**

**What equipment might be needed?**

**What would you do first? What next? Etc.**

Look at the materials and the objects.

**Can you match each material to the object it would be suitable for?**

**What makes each material suitable for the object you have chosen?**

**Which material would NOT be suitable for each object and why?**

YEAR 5  
PROPERTIES AND CHANGES OF MATERIALS:  
**04 – USES OF MATERIALS**



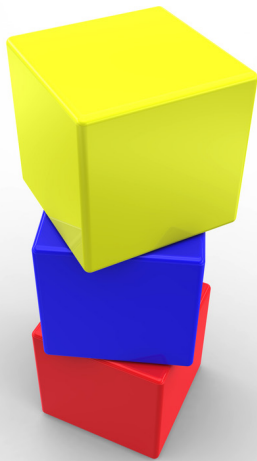
**METAL**



**WOOD**



**GLASS**



**PLASTIC**



**PAPER**



**ROCK**



YEAR 5

PROPERTIES AND CHANGES OF MATERIALS:

**04 – USES OF MATERIALS**

**BOOK**

**WALL**

**RAINCOAT**

**CAR**

**WINDOW**

**CHAIR**

Observe each item on the trays.

**What has happened to each?**

**Why has this happened?**

**Which of these can be changed  
back again? How?**

Mix the powder and vinegar.

**Describe what happens.**

**Why does this happen?**

**What is left in the beaker?**