St Bartholomew's Knowledge Organiser	Class 4	Spring 2 Science – Year A	Living things and their habitats: Life Cycles

What we will learn:

In this unit you will learn:

- To discover the parts of a flowering plant and their functions.
- To compare sexual and asexual reproduction in plants.
- To take a cutting from a mint plant and a geranium – to observe an example of asexual reproduction.
- To research the life cycle of a kangaroo – write a short explanation of what happens.
- To compare the kangaroo's lifecycle with another mammal's lifecycle.
- To compare the lifecycles of a butterfly and a bird using information given.
- To create life cycle diagrams for a reptile and an amphibian. Compare these two lifecycles.
- As a class, observe the development of the duck and chicken eggs in Class 1 (ongoing – before and after Easter) – in pairs, create a report of our observations.
- To create a timeline of the stages in the human lifecycle.
- To look for patterns in a graph of gestation periods. Think of a further question based on the data.
- To create a graph of animal lifespan and gestation period. Use the graph to look for patterns and any animals which don't fit the pattern.
- To research the challenges of old age.
- To collect data about your classmates (e.g. shoe size & height) and use this data to answer investigation questions.

Important Vocabulary

Life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, bulbs, cuttings, new born, infant, child, teenager, puberty, adult.

Science Knowledge

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.

Science skills we will develop:

- Present their understanding of the life cycle of a range of animals in different ways e.g. pictorially, chronological reports.
- Identify patterns in life cycles
- Compare two or more animal life cycles they have studied
- *Records and presents findings using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs*
- *Reports on findings from enquiries, using relevant scientific language and conventions, in oral and written explanations such as displays and other presentations.*
- *Identifies patterns that might be found in the natural environment*
- *Uses results to identify when further tests and observations might be needed*