

Otter Class Science: Term 6

This term in Science we are learning about *Animals Including Humans* Y4 Y5

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey
- describe the changes as humans develop to old age.

As you can see, the Y5 curriculum is an extension of Y4, so feel free to choose all activities for your child - some of it may be revision.

Below are some suggested activities for you to do with your child to support their learning. Please feel free to choose as many as you like and to come up and to also come up with your own ideas.

<p>Learn about digestion with Operation Ouch! https://www.youtube.com/watch?v=AX34MoaLmzE and/or with BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/z27knq8 Make notes about the journey your food takes through your body. Draw your own Digestion Diagram showing this journey</p>	<p>Look in a mirror at your own, open mouth. How many teeth do you have? Do you know what each tooth is called? Do different teeth have different jobs? Do you still have some 'baby teeth'? https://www.bbc.co.uk/bitesize/topics/z27knq8</p>	<p>What is a food chain? Could you draw one? Do you know the importance of the arrows? (people often draw them pointing in the wrong direction). What vocabulary do you need to use when talking about food chains? (producers, predators and prey) Explore food chains through BBC Bitesize, starting with 'What is a food chain?' https://www.bbc.co.uk/bitesize/topics/zbnbn9q</p>	
<p>Choose a habitat: draw a food chain. Make sure it has appropriate animals in it. (For example a UK Woodland Food chain, would probably not include lions or polar bears). What should your food chain begin/end with? Write a paragraph, using your own food chain as an example; explain what would happen if one of the 'links' in your food chain were to disappear. At some points in the food chain, does more than one creature eat the 'link' before? How could you include these? Challenge yourself to create a food web? Look online for examples.</p>	<p>Could you think of a different way to present a food chain or web? Could you make a 3D model? An animation? How creative can you be???</p> <p>Please send me photos of your creative science work!</p>	<p>Revise: What is a life cycle? Do you know the difference between sexual and asexual reproduction? Visit this website to revise the stages of a plant's life cycle. https://www.bbc.co.uk/bitesize/topics/zgssgk7/articles/zyv3jty Record your understanding of the Life Cycle of a Flowering Plant by designing a diagram.</p>	<p>Could you think of a different way to present a life cycle? Could you make a 3D model? An animation? How creative can you be???</p> <p>Please send me photos of your creative science work!</p>
<p>Revise seed dispersal with this catchy song https://www.youtube.com/watch?v=3CCOWHa-qfc</p>	<p>Explore animal life cycles with these BBC Bitesize activities.... https://www.bbc.co.uk/bitesize/topics/zgssgk7/articles/zwn6mnb Draw your own examples of life cycles: try to draw a variety eg chicken, butterfly, dog.</p>	<p>Explore the human life cycle: https://www.bbc.co.uk/bitesize/topics/zgssgk7/articles/z9xb39q https://www.bbc.co.uk/bitesize/topics/zgssgk7/articles/z2msv4j</p>	<p>Draw around your own body (if you have paper big enough!) or draw a mini body shape in your book - label ALL the body parts you can (no parts are 'too rude') in case you're worried.</p> <p>Log onto 'Purple Mash 2do' section for some activities related to this term.</p>
<p>Write down all Stages of the human life cycle you can think of (reproduction/birth to death). Draw a table with 2 columns and the titles: Stages & Changes. As you write each stage into the left column - in the right 'Changes' column, record any changes you think may happen to your body at this point, eg 'toddler': teeth, can walk/run... Don't worry if you're not sure, have a go and discuss your table with an adult at home, afterwards.</p>			

Dear Y5 Otter families,

In Term 6 we would normally have some specific, very open lessons with Y5 children, about how our bodies change as we get older. Not only do we discuss the obvious changes of puberty (such as growing hair in 'different' places, change in body shape, the need to wash more etc) but also explain the onset of periods and how some boys may soon experience erections and wet dreams, with the emphasis that all of this is very normal. There are no 'silly' or 'rude' questions and we explore the associated feelings: physical and emotional that may or may not, accompany these changes. Some of you may have already broached the subject with your Y5 child/ren: often I'm really impressed with the knowledge the children bring to these sessions, so please don't think I'm wishing to patronise or 'teach you to suck eggs'. I do feel sad that we probably won't be able to have this frank discussion in the classroom this term and think it would be great if you, as parents, could have this open chat with them at some point soon.

I appreciate some of you will be more comfortable with this subject than others, which is why I've included the last 2 activities in the grid above: as a starting point for discussion. Below I have also added some 'Operation Ouch' video clips which I think could help you feel more comfortable with the topic.

Whichever resources you choose to use, I would advise you to watch/read them before-hand so you're happy that they are appropriate for your individual child/ren.

<https://www.bbc.co.uk/cbbc/watch/operation-ouch-puberty> (puberty intro)

<https://www.youtube.com/watch?v=M5icHaHvQQc> (hormones)

<https://www.youtube.com/watch?v=gpLF8-COIGI> (what happens when you hit puberty?)

<https://www.youtube.com/watch?v=sUkrsCyHTIM> (female reproductive parts)

<https://www.youtube.com/watch?v=n5OcdbBqVSA> (how babies grow)

<https://www.youtube.com/watch?v=rFeSRrJ6s1g> (humans have eggs!)

None of the above videos are perfect: some are repetitive and they vary in length. I've only suggested them here, in case you would like some starting points for discussion. I really hope you have some useful conversations.

Kind regards,
Claire Richardson.