

Years: KS2, Year 5	Total Duration: 2 hours
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Curriculum Links

Living things and their habitats:

'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'

Non-statutory: 'Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals'

'Work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world'

Learning Objectives	Learning Outcomes
<p>Children should learn...</p> <ul style="list-style-type: none"> that flowering plants reproduce both sexually and asexually, most animals produce sexually to compare the lifecycles of some amphibians, mammals, insects and birds to describe reproduction of some plants and animals 	<p>All children will be able to describe some animal lifecycles. Most children will be able to describe the lifecycle of a mammal, an amphibian, an insect and a bird. Some children will be able to explain that plants can reproduce sexually via pollination or asexually. They will be able to describe several different lifecycles.</p>

Programme Summary

A talk in the Ecology Centre will discuss lifecycles of plants and animals. It will cover asexual and sexual reproduction of plants through pollination and propagation. We will recap the human lifecycle and cover mammal, bird, amphibian and insect lifecycles in the woodland and pond habitats.

At the Wildlife Area the class will split into two groups. One group will discover the creatures in the pond through pond dipping, while the other searches for animals in the woods by looking under logs and on plants. The children will identify and record the creatures that they find in both habitats. They should try to describe the stage of life that the invertebrates and any other animals seen are in. The whole class will participate in both outdoor activities before returning to the centre for a plenary.

Pre-visit Preparation

If you have not visited the centre before a pre-visit is essential.

It helps to brief the children before a visit. Talk through the activities that they will be doing and discuss key vocabulary. Recap previous learning on pollination, learn about the human lifecycle and reproduction.

Pre-visit ideas	Post-visit ideas
<p>Cover the human lifecycle. Hatch out frogspawn, chicken egg or caterpillar eggs and watch them develop if your facilities allow</p>	<p>Research further lifecycles including those that are very slow in polar regions and various different plant lifecycles. Act out lifecycles in drama sessions.</p>

Please refer to our Health & Safety Information for risk assessments and an outline of the school and Ecology Centre responsibilities.

**To book or for further information contact the Ecology Service
 020 7938 8186 | ecology.centre@rbkc.gov.uk | www.rbkc.gov.uk/ecology**