

# Elmhurst School

Making a Positive Difference to the Quality of Learning  
Headteacher ♦ Mrs Rachel Lee



27 April 2016

Dear Y5 Parents,

From September 2014 the government revised the primary national curriculum. This is a statutory primary national curriculum which must be taught in all local authority maintained primary schools in England from September 2014.

The statutory primary curriculum is issued by law.

If you would like to see a copy of the national curriculum you may download a copy from the Government's website:

[www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum](http://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum)

The Year 5 Programme of Study Statutory Requirements for Science include the following and these requirements must be taught to all Year 5 pupils across the country:

- 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.

The Year 5 Programme of Study all includes additional guidance for Science and as a school we are also teaching these to Year 5.

- Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.
- Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.
- Pupils might 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 (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

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- Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
- Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

As a school we decided to provide parents with all the information needed with regard to this part of the curriculum on 14 April 2016. We invited you to attend this information session at school between 15:30–16:00 so that we could inform you of the content of what the pupils would be learning and to give you the opportunity to ask any questions about the curriculum content. Only two parents chose to attend this session.

If you have any queries about the curriculum please make an appointment to speak to your child's class teacher.

Yours sincerely,

Mrs R Lee  
Headteacher