

Medium Plan - Year 5 - Living Things and their Habitats

Living things and their habitats	Animals including humans	Properties and change of materials	Earth and Space	Forces
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<u>Vocabulary</u>		
asexual/sexual puberty organism offspring nutrition growth	sensitivity excretion respiration sibling stamen stigma style	sepal ovule pollination reproduction fertilisation germination retirement

<u>Preload</u> <ul style="list-style-type: none"> • Evolution and Inheritance - knowledge and understanding of life cycles • Forces and Magnets - fossilisation through pressure
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Teaching Sequence (to be taught in the following order)

Substantive Knowledge	To describe the differences in the life cycles of a mammal, an insect, a bird and an amphibian.	To describe the differences in the life cycles of a mammal, an insect, a bird and an amphibian.	To know the life process of reproduction in some animals (humans).	To know the life process of reproduction in some animals.	To know the life process of reproduction in some plants.	To know the life process of reproduction in some plants.
Additional Information	Start from point of knowledge with humans (this links closely with the animals including humans unit) This objective should be covered over 2/3 lessons to allow time to study each type of life cycle and for comparisons to be made.	There is a non-statutory requirement to study a naturalist/behaviourist E.g. David Attenborough or Jane Goodall	Start with human reproduction (make links with PSHE curriculum)	Link back to the animals used in the life cycles models	Look at sexual reproduction in plants, including different methods of pollination and seed dispersal.	Look at asexual reproduction in plants.
Ideas	Look at examples of each of the life cycles required. Look for similarities and differences across the groups. Children could observe first hand - butterflies (insect), chicks (bird) and/or frog (amphibian) Or use time lapse videos.	Children can research how the work of these scientists has helped in our understanding of a species' life cycle - creating a presentation of their findings.		Children can compare the similarities and differences in the sexual reproduction of the animal groups.	Children to look at how plants are suited to the method of pollination/seed dispersal. Can they identify method from observation of the plant?	Children to try and grow plants from cuttings of different parts of the plant.
Equipment						
Identifying, classifying and grouping						Group plants based on sexual and asexual reproduction - using tables.
Observing over time	Record data and results using labelled diagrams.		Record data and results using labelled diagrams.			

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Pattern seeking	Reporting and presenting findings from enquiries, in oral and written forms such as displays and other presentations.				Reporting and presenting findings from enquiries, in oral and written forms such as displays and other presentations.	
Comparative and fair testing				Record data and results of increasing complexity using tables, scatter graphs and bar and line graphs.		
Research		Report and observe findings - research on a naturalist/behaviourist and the work they have carried out.				