

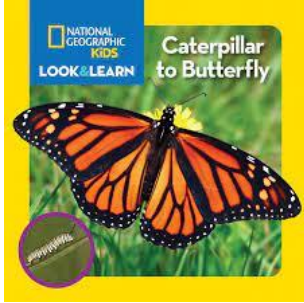


Year 5 – Living things and their habitats

Key Concepts	Learning possibilities	Scientific Enquiry	Prior Learning
<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life processes of reproduction in some plants and animals.</p>	<ul style="list-style-type: none"> • Use secondary sources and, where possible, first-hand observations to find out about the life cycle of a range of animals. • Can present their understanding of the life cycle of a range of animals in different ways e.g. drama, pictorially, chronological reports, creating a game • Compare the gestation times for mammals and look for patterns e.g. in relation to size of animal or length of dependency after birth. • Look for patterns between the size of an animal and its expected life span. • Grow and observe plants that reproduce asexually e.g. strawberries, spider plants, potatoes. • Take cuttings from a range of plants e.g. African violet, mint. • Plant bulbs and then harvest to see how they multiply. • Use secondary sources to find out about pollination. 		<ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals, including humans) • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants)
Cultural Capital			
Key Vocabulary		<p>Jane Goodall 1934 -</p> <p>Primatologist and anthropologist</p> 	
<p>Life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, bulbs, cuttings</p>			