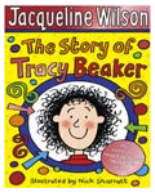
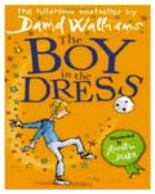
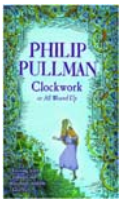
Year Five Term 5 **Living Things And Their Habitats**

<table>
<tr><td></td><td colspan="2">Writing Map</td><td colspan="4">Reading Spine</td></tr>
<tr><td rowspan="4">English</td><td>Theme</td><td>Living Things and Habitats</td><td rowspan="2">  </td><td rowspan="2">  </td><td rowspan="2">  </td><td rowspan="2">  </td></tr>
<tr><td>Main Text</td><td>The Caravan- Pie Corbett</td></tr>
<tr><td>Story plot and focus</td><td>Warning Tale
Focus: building tension/suspense</td><td rowspan="3">  </td><td rowspan="3">  </td><td rowspan="3">  </td><td rowspan="3">  </td></tr>
<tr><td>Poetry Unit</td><td>Observational poem</td></tr>
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<tr><td>Mathematics</td><td colspan="5">• Position and Movement
• Measurements
• Area and Perimeter</td></tr>
<tr><td>Science</td><td colspan="5"><u>Working Scientifically</u>
Links to the statutory programme of study:
• Can they plan different types of scientific enquiries to answer questions?
• Can they record data and results with increasing complexity using scientific diagrams and labels?
• Can they report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations?
• Can they identify scientific evidence that has been used to support or refute ideas or arguments?

Non-statutory notes & guidance:
• Can they raise and answer questions about living things in the local environment throughout the year?
• Can they identify life-cycle changes in a variety of living things through observation over time?
• Can they make comparisons between the life-cycles of living things in the local environment and elsewhere in the world?
• Can they raise pertinent questions in relation to those comparisons and suggest reasons for differences and similarities?
• Can they explore trying to grow new plants from different parts of a parent plant?
• Can they observe how animals change over time identifying/comparing how different animals reproduce and grow?

Some topics require children to ‘make observations and notice changes over time. The provision for these topics often requires an earlier start than the term which has been designated for delivery. In year 5 those topics are: Earth and space & living things and their habitats.

This topic requires planning for making observations throughout the school year.

A suggested learning journey re making observations over time is:

Set up observations early on during the school year by showing the children a couple of photos or a youtube video illustrating the effects of the passing of time in relation to the focus phenomena e.g. two pictures of the school grounds, one taken during late autumn and the other in late spring. Use these as the basis for a session raising scientific questions to be investigated. With the children’s involvement identify 2 or 3 questions to focus upon re exploring further. Designate a display board on which to capture observations over a period of time e.g. throughout the school year. Collect observations, children’s drawings & observation notes (e.g. of birds and animals seen) & photographs throughout the year and display these on the display board in sequence. Involve the children in collecting the data/observations relating to the phenomena to investigate, contrast & compare noting the significant changes and observations/learning can be pulled together in order to determine what has been found in relation to the children’s initial questions. Mini plenaries could be held towards the end of each term noting any significant changes throughout the previous half term and prompting children to wonder about/predict what will happen next.</td></tr>
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	<u>Living things and their habitats</u> Pupils should be taught to: • Describe the differences in the life cycles of a mammal, amphibians, an insects and a bird? • Describe the life process of reproduction in some plants and animals • Describe the life cycles of common plants? • Explore the work of well know naturalists and animal behaviourists? (David Attenborough and Jane Goodall) • Observe lifecycles in a variety of living things e.g. plants in the vegetable garden/flower border and animals in the local environment. • Find out about the different types of reproduction including sexual and asexual reproduction in plants and sexual reproduction in animals. • Work scientifically by comparing the lifecycles of plants and animals in their local environment with other plants around the world (rainforests, oceans, desert areas and in prehistoric times) comparing similarities and differences. • Try to grow plants from different parts of the parent plant e.g. seeds, stem, root cutting, tubers, bulbs. • Observe changes in an animal over a period of time (e.g. hatching and rearing chicks) comparing how different animals grow and reproduce.
History	No History
Geography	No Geography
e-safety	**Knowledge and Understanding** •Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family? •Do they understand the potential risk of providing personal information online? •Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content? •Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented? •Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)? •Do they understand that some material on the internet is copyrighted and may not be copied or downloaded? •Do they understand that some messages may be malicious and know how to deal with this? •Do they understand that online environments have security settings, which can be altered, to protect the user? •Do they understand the benefits of developing a 'nickname' for online use? •Do they understand that some malicious adults may use various techniques to make contact and elicit personal information? •Do they know that it is unsafe to arrange to meet unknown people online? •Do they know how to report any suspicions? •Do they understand they should not publish other people's pictures or tag them on the internet without permission? •Do they know that content put online is extremely difficult to remove? •Do they know what to do if they discover something malicious or inappropriate **Skills** •Do they follow the school's safer internet rules? •Can they make safe choices about use of technology? •Do they use technology in ways which minimises risk, e.g. responsible use of online discussions, etc? •Can they create strong passwords and manage them so that they remain strong? •Can they independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school? •Can they competently use the internet as a search tool? •Can they reference information sources? •Can they use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources? •Can they use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information
Computing	**<u>Computer Science:</u>** **Scratch** (Arcade Game)
Religious Education	**<u>Animal law case unit</u>** • Should all creatures be treated equally? • Do animals ever have a case against humans? • What do two religions say about how animals should be treated? • What wise words can we create? • What footprint do we want to leave on the world?

Physical Education	**<u>Invasion games – netball (Matalan)</u>** • Can they gain possession by working as part of a team? • Can they pass in different ways? • Can they choose the best tactics for attacking and defending? • Can they use a number of techniques to pass, dribble and shoot? **Acquiring and developing skills** • Can they link skills, techniques and ideas and apply them accurately and appropriately? • Do they show good control in their movement? **Evaluating and Improving** • Can they compare and comment on skills, techniques and ideas that they and others have used? • Can they use their observations to improve their work? **Health and Fitness** • Can they explain some important principles when preparing for exercise? • Can they explain what effect exercise has on their body? • Can they explain why exercise is important? **<u>Sports Coach – Outdoor and Adventurous</u>** **Acquiring and developing skills** • Can they use clues and compass directions to navigate a route? • Can they change their route if there is a problem? Can they change their plan if they get new information? • Can they link skills, techniques and ideas and apply them accurately and appropriately? • Do they show good control in their movement? **Evaluating and Improving** • Can they compare and comment on skills, techniques and ideas that they and others have used? • Can they use their observations to improve their work? **Health and Fitness** • Can they explain some important principles when preparing for exercise? • Can they explain what effect exercise has on their body? • Can they explain why exercise is important?
Art and Design	No art & design
Design and technology	**<u>Cooking and nutrition – bread (link to science irreversible changes)</u>** • Do they understand and apply the principles of a healthy and varied diet? • Can they describe what they do to be both hygienic and safe? • How have they presented their product well? • Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. **Developing and planning** • Can they come up with a range of ideas after they have collected information? • Do they take a user's view into account when designing? • Can they suggest some alternative plans and say what the good points and drawback are about each? **Working with tools, equipment, materials and components to make quality products.** • Can they explain why their finished product is going to be of good quality? • Can they explain how their product will appeal to the audience? • Can they use a range of tools and equipment expertly? • Do they persevere through different stages of the making process? **Evaluating processes and products** • Do they keep checking that their design is the best it can be? • Do they check whether anything could be improved? Can they evaluate appearance and function against the original criteria?
Music	**<u>Performing</u>** • Do they breathe in the correct place when singing? • •Can they sing and use their understanding of meaning to add expression? • •Can they maintain their part whilst others are performing their part? • •Can they perform 'by ear' and from simple notations? • •Can they improvise within a group using melodic and rhythmic phrases? • •Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? ***Challenging*** • *Can they use pitches simultaneously to produce harmony by building up simple chords?* • *Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?*
French	**Listening and responding** •Do they listen and show understanding of more complex familiar phrases and sentences. •Do they follow the text of familiar rhymes and songs identifying the meaning of words? **Speaking** •Do they ask and answer more complex familiar questions with a scaffold of responses? •Do they ask for clarification and help? •Do they use familiar vocabulary to say more complex sentences using a language scaffold? •Do they use a language scaffold to present information /descriptions in simple sentences using familiar /rehearsed language?

	Reading and responding •Do they follow the simple text of a familiar song or story and sing or read aloud? •Do they read and pronounce familiar words accurately using knowledge of letter string sounds and observing silent letter rules? •Do they read and show understanding of a complex sentence using familiar language? •Do they use context/prior knowledge to determine the meaning? •Do they use a bi-lingual dictionary to identify the word class? **Writing** •Do they write and say a simple phrase to describe people, places, things and actions using a language scaffold? •Do they write familiar complex sentences from memory with understandable accuracy?
PSHE	**e-safety lesson** **<u>Relationships</u>** **Recognising me** Do they know how to make friends? **Getting on and falling out** Can they try to solve friendship problems when they occur? **Girlfriends and boyfriends** Can they help others to feel part of a group? **Girlfriends and boyfriends** Can they show respect in how they treat others? **Relationships and technology** Do they know how to help themselves and others when they feel hurt or upset? **Relationships and technology** Do they know and show what makes a good relationship? Identify when and why compliments and gifts are inappropriate from older people. Identify people we trust/support networks.
Enrichment	• Living Eggs chicks/ducks/butterflies • Pet in the classroom • Visit to ecology centre Mile End • Soanes Centre • Natural History Museum • London Zoo • Art week • Science week