

Learning Challenge Question: Which came first, the chicken or the egg?

WOW – Orienteering Habitat Vocabulary

Week 1: How do plants make new plants?

WOW – Orienteering

SCIENCE LI: I can how plants reproduce.

SCIENCE LI: I can make an observation over time and analyse the results.

Naming the parts of a flower and why each part is important. Particular focus on sexual organs. Sexual and **asexual** reproduction of plants. Take cuttings from Geranium plants – observation over time for the next few weeks.

Week 2: What makes a mammal?

SCIENCE LI: I can explain what a mammal is and the process of reproduction.

SCIENCE LI: I understand the similarities and differences in the life cycle of different mammals.

Understand the process of reproduction in different mammals – what makes a mammal. Discuss **monotreme** mammals.

Week 3: Are all life cycles the same?

SCIENCE LI: I can explain the differences between the life cycles of different animals.

SCIENCE LI: I can describe, in detail, the stages of a specific life cycle.

Use the BBC video to look at different life cycles. Explain a particular one in detail – use posters a visual aid. Metamorphosis work – focus heavily on butterflies in preparation for next week.

Week 4: What does a butterfly look like to me?

ART LI: I can use different pencils to practise my sketching skills.

ART LI: I can create an observational drawing.

Practise sketching skills using a range of pencil types. Use this to create a sketch of a butterfly – lots to choose from.

SCIENCE LI: I can use keys to classify a species of animal.

End of the week, keys to classify – two different types of keys.

Week 5: What are micro-organisms?

SCIENCE LI: I can identify the types of micro-organism and whether they are helpful or not.

SCIENCE LI: I can investigate the growth of micro-organisms.

Mould investigation.

Week 6: Reflection week

LI: I can reflect on my learning and recall key information.

Novel: The girl who lost a leopard.

ENGLISH: The Write Stuff:

Narrative Writing: Diary entry: Natural Disaster

Non-chronological report: Emperor Penguins

RE: If God is everywhere, why go to a place of worship?

French: Telling the time and Food

DRIVER: SCIENCE

Living things and their habitats

Knowledge:

- 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 how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.

Skills

- I can use scientific knowledge and experience to raise new questions.
- I can select and plan most appropriate type of scientific enquiry to answer scientific questions.
- I can use secondary sources to help answer questions through research.
- I can use and create keys to classify and describe living things.
- I can identify patterns that might be found in the natural environment.

Art Observational Drawing:

- I can modify my work.
- I can choose appropriate materials.
- I can Increase the level of accuracy in my drawings.
- I can gather information, make changes and review my work and that of others
- I can combine and develop techniques I have been taught.

Computing

Knowledge and Skills

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- I can start to apply other useful effects to my documents such as hyperlinks.
- I can import sounds to accompany and enhance the text in my document.
- I can organise and reorganise text on screen to suit a purpose
- I can confidently choose the best application to demonstrate my learning.
- I can format text to suit a purpose.

Homework:

Design you own hybrid animal – can you describe, represent and inform?