

## Year 5 - Living things and their habitats

### Intent:

- How do you know I'm alive? (MRS GREN)
- Who am I?
- The circle of life
- How do plants reproduce?
- Who is Jane Goodall?



Extended Writing Task: To produce an explanation text based on a life cycle.

<b>Key Vocabulary</b>			
life cycle	egg	plants	stem
reproduction	caterpillar	seeds	stigma
animal	larva	stem	style
vertebrate	chrysalis	root cuttings	anther
amphibian	pupa	tubers	ovary
reptile	head	bulbs	ovule
bird	abdomen	pollen	seed formation
mammal	thorax	leaf/leaves	seed dispersal
invertebrate	wings	flowers	
insect	fur	blossom	
human	feathers, scales	petals	
		fruit	
		roots	
		bulb	
		seed	
		trunk	
		branches	



# Year 5 programme of study

## Living things and their habitats

### Statutory requirements

Pupils should be taught to:

- 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.

### Notes and guidance (non-statutory)

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.

### **Intent:**

- Recall the seven life processes (MRS GREN).
- Classify animals and know their characteristics.
- Describe the life cycle of a mammal, an amphibian, an insect and a bird.
- Describe reproduction in plants.
- Grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs.
- Use and create a classification chart.
- Researched the work of naturalists or an animal behaviourist, for example, David Attenborough and Jane Goodall.