

<b>Life Cycles</b>	<b>Year 5 Spring 1</b>
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	Prior Knowledge	New Knowledge	Future Knowledge
<b>Science</b>	Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. (Y3) Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Y2)	Describe the changes as humans develop to old age.	Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. (Y6)
	Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4) Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. (Y2)	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. (Y6)

Key Questions	Key Individuals	Key Vocabulary
Why do people get old?  How are different species' life cycles different?  How is the life process of reproduction different in some plants and animals?  Why are some life processes and life cycles different? Why are some life processes and life cycles the same?	<b>Dame Jane Goodall</b> (1934-) is a British primatologist and anthropologist. Considered to be the world's foremost expert on chimpanzees, she is best known for her 60-year study of social and family interactions of chimpanzees. She witnessed many human-like behaviours.  <b>Dame Anne McLaren</b> (1927-2007) a British scientist who was a leading figure in developmental biology, her work helped lead to human in vitro fertilisation (IVF).	<b>Foetus</b> - an animal or human being in its later stages of development before it is born <b>Embryo</b> - an unborn or unhatched offspring in the process of development <b>Gestation</b> - the process or period of developing inside the womb <b>Puberty</b> - when a child's body begins to develop and change as they become an adult. <b>Reproduction</b> - the production of offspring <b>Offspring</b> - a person's child or children; an animal's young.



Year 5 will be exploring the topic: 'Life Cycles'. This unit of work will have a specific focus on developing the children's knowledge, skills and understanding in the life cycle of Living Things.

Maths	English	Home
<p><b>Maths Unit</b></p> <p><b><u>Fractions continued</u></b> Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Multiply unit and non-unit fractions Fractions of amounts.</p> <p><b><u>Decimals &amp; Percentages</u></b> Read, write, order and compare numbers with up to three decimal places. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Round decimals with two decimal places to the nearest whole number and to one decimal place. Solve problems involving number up to three decimal places. Recognise the percent symbol (%) and understand that per cent relates to 'number of parts per hundred' Write percentages as a fraction with denominator 100, and as a decimal. Solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and those fractions with a denominator of a multiple of 10 or 25</p>	<p>We will be studying: <b>Clockwork by Philip Pullman</b></p> <p><b>Genre</b></p> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>To use figurative language to describe</li> <li>To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> <li>Converts nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify).</li> </ul> <p><b>Balanced Argument</b></p> <ul style="list-style-type: none"> <li>To understand and identify the key features of a balanced argument.</li> <li>To consider the effect of using formal vocabulary in writing.</li> <li>To use conjunctions to make our writing fluent and cohesive.</li> </ul> <p><b>Letter writing</b></p> <ul style="list-style-type: none"> <li>To write for a particular purpose and audience.</li> <li>To write confidently in role.</li> <li>To use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</li> </ul>	<p>Families can support learning in the following ways:</p> <ul style="list-style-type: none"> <li>Accessing weekly home learning tasks via Google Classroom</li> <li>Suggested visits to farms, zoos or even the local woods to look at habitats and how animals are different at different parts of their lives.</li> <li>Encourage children to enquire about the natural world around them.</li> <li>Promote their responsibility about living things.</li> <li>Supporting the development of times tables skills via regular practice on Times Tables Rock Stars</li> <li>Reading daily at home</li> <li>Accessing MyMaths for weekly maths homework (KS2)</li> </ul>