

Living things and their habitats Progression map Year 5

Previous Year: Year 4	Current Year: Year 5	Next Year: Year 6				
<ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things. Construct and interpret a variety of food chains, identifying producers, predators and prey. (Y4 - Animals, including humans) 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. 				
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><u>Learning Values:</u></td> <td style="width: 50%;"><u>Physical education links:</u></td> </tr> <tr> <td> <ul style="list-style-type: none"> -respect -responsible -resourceful -resilient -risk taker </td> <td></td> </tr> </table>	<u>Learning Values:</u>	<u>Physical education links:</u>	<ul style="list-style-type: none"> -respect -responsible -resourceful -resilient -risk taker 		<p style="text-align: center;"><u>How this can be applied:</u></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. 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. 	<p style="text-align: center;"><u>Key learning for the topic:</u></p> <p>As part of their life cycle, plants and animals reproduce. Most animals reproduce sexually. This involves two parents where the sperm from the male fertilises the female egg. Animals, including humans, have offspring which grow into adults. In humans and some animals, these offspring will be born live, such as babies or kittens, and then grow into adults. In other animals, such as chickens or snakes, there may be eggs laid that hatch to young which then grow to adults. Some young undergo a further change before becoming adults e.g. caterpillars to butterflies. This is called a metamorphosis.</p> <p>Plants reproduce both sexually and asexually. Bulbs, tubers, runners and plantlets are examples of asexual plant reproduction which involves only one parent. Gardeners may force plants to reproduce asexually by taking cuttings. Sexual reproduction occurs through pollination, usually involving wind or insects.</p>
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<p style="text-align: center;"><u>Stimulus for teaching:</u></p> <p>Beetle Boy by M.G. Leonard</p> <p>A Butterfly is Patient by Dianna Aston</p> <p>Where the World Turns Wild by Nicola Penfold</p>						