

Title: Noble Natural Historians	Project overview The aim of this project is for the children to look at the life-cycle of different plants and animals from their local area and North America.	Hook Pond Dipping.	Text(s)	Maths overview Fractions Decimals and Percentages.
Year group 5				
Driving question Does location affect life-cycle?	Key Vocabulary Lifecycle, amphibian, reproduction, asexual, sexual, mammal, metamorphosis, insect, climate zones, earthquakes and temperatures.	Intended outcome <i>By the end of the project the children will have created a documentary on the life cycle of a chosen animal.</i>	Resources	Areas of learning subjects Geography, ICT, Science and Art.
How does learning build on prior understanding? Other year groups and other learning?			Content What will we learn?	Creativity How will we show our learning in different ways?
Science: <i>Under the Sea (Year 2)</i> <i>-Looking at whether creatures change from ocean to ocean.</i> <i>Chocolate (Year 3)</i> <i>-Explore the lifecycle of a plant-pollination, seed formation and seed dispersal.</i> <i>Fantastic Beasts (Year 4)</i> <i>-Recognise that living things can be grouped in a variety of ways.</i>	<i>-Describe changes as humans develop to old age.</i> <i>-Differences in life-cycles</i> <i>-Life processes of reproduction in plants and animals.</i> <i>-To know and understand the key aspects of climate zones.</i> <i>-To know some of the countries and main cities in North America.</i>	Art: Create zoological drawings of different types of animals. ICT: Create a documentary on the life-cycle of an animal. Geography:	<i>Don't forget community links too or people who embody those values</i>	Science: <i>Birds of Prey (Year 6)</i> <i>-Understand interdependence and adaptation of species to climate zones.</i> Poisonous Plastics (Year 5) -To know how materials have affected our environment and the animals within it.

<p><i>-Explore and use classification keys.</i> <i>-Recognise that environments can change.</i></p> <p><i>Geography</i> <i>Chocolate (Year 3)</i> <i>-Recognise that different climates provide different resources.</i></p>				
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