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| Title: Noble Natural Historians  | <b>Project overview</b><br>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.  | <b>Hook</b><br><b>Pond Dipping.</b>   | <b>Text(s)</b><br><b>The Explorer - T4W ‘Wishing Tale’</b><br><br><b>Wonder- R.J Palacio (Guided Reading)</b>  | <b>Maths overview</b><br><br>Fractions<br>Decimals and Percentages.   |
| Year group 5   |  |   | <b>Resources</b><br>Watercolours, sketching pencils, pond dipping equipment, Ipads and Chromebooks.  | <b>Areas of learning subjects</b><br>Geography, ICT, Science and Art.   |
| Driving question<br>Extinction is a natural process, right?  | <b>Key Vocabulary</b><br>Lifecycle, amphibian, reproduction, asexual, sexual, mammal, metamorphosis, insect, climate zones, earthquakes and temperatures.  | <b>Intended outcome</b><br><br><i>By the end of the project the children will have created a documentary on the life cycle of a chosen animal.</i>  |  |   |
| How does learning build on prior understanding?<br>Other year groups and other learning?   | Content<br>What will we learn?   | Creativity<br>How will we show our learning in different ways?  | Ethos<br>How does the project embed our values?  | How will this project prepare for future learning?  |
| <b>Science:</b><br><i>Under the Sea (Year 2)</i><br>-Looking at whether creatures change from ocean to ocean.<br><br><i>Chocolate (Year 3)</i><br>-Explore the lifecycle of a plant-pollination, seed formation and seed dispersal.<br><br><i>Fantastic Beasts (Year 4)</i><br>-Recognise that living things | <i>-Describe changes as humans develop to old age.</i><br><i>-Differences in life-cycles</i><br><i>-Life processes of reproduction in plants and animals.</i><br><i>-To know and understand the key aspects of climate zones.</i><br><i>-To know some of the countries and main cities in North America.</i> | <b>Art:</b><br><i>Create zoological drawings of different types of animals.</i><br><i>Frank Bowling- Using water colour paints to create an underwater pond painting.</i><br><b>ICT:</b><br><i>Create a documentary on the life-cycle of an animal.</i><br><b>Geography</b><br><i>To look at the arctic and antarctic circles and how</i> | <i>Being <b>responsible</b> to understand our impact upon living things.</i><br><i>Empowering ourselves to become engaged within nature not just within our community but across the world.</i><br><i>Being a <b>respectful</b> peer when working within a group through leadership, planning and management.</i><br><i>Being resilient with new</i> | <b>Science:</b><br><i>Birds of Prey (Year 6)</i><br><i>-Understand interdependence and adaptation of species to climate zones.</i><br><i>-Use of zoological drawings and how their techniques progress to use of hatching in Year 6.</i><br><br>Poisonous Plastics (Year 5)<br><i>-To know how materials have</i> |

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| <p>can be grouped in a variety of ways.<br/> -Explore and use classification keys.<br/> -Recognise that environments can change.</p> <p><b>Geography</b><br/> Chocolate (Year 3)<br/> -Recognise that different climates provide different resources.</p> <p><b>ICT</b><br/> A New Discovery (Year 2)<br/> -Creating a stop-motion animation to document the life cycle of a plant.</p> <p><b>Art</b><br/> Under the Sea (Year 2)<br/> -Using printing to create water themed pictures focusing on one colour.<br/> Fantastic Beasts (Year 4)<br/> -Creating repetitional prints of mini-beasts and patterns which might appear on their bodies.</p> |  | <p>climate change might affect the animals living here.</p> | <p>technology/programmes and art to ensure quality of our work.</p> | <p>affected our environment and the animals within it.</p> |
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