Science Year 5

NC. links. this session directly links to statutory requirements for KS2 science. Pupils will identify living things within a specific habitat and have the opportunity to describe how that habitat caters for each animal’s individual needs. They will also look at how animals interact with each other and how they live within a microhabitat.

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| L.O: Identify living things within the river’s habitat.  Outcome: To understand what makes a healthy river habitat. | | | | | | | |
| **Whole Class Teaching Activity** | | | **Differentiated Group / Talking Partner / Independent Activity** | | | | |
| \*Warm-up. Think Pair Share. Discuss with chn what plants and animals and bugs they remember seeing/learning about yesterday. Create a class brainstorm on post-its this will go towards making a tally chart.  \*The big questions. \*PPT. Why is diversity important? Why do we need healthy rivers? How do we know a river is healthy? What would happen if there were no animals/plants in our rivers? How does a river provide for its inhabitants? Pose these questions to generate predictions.  \*Activity. Chn to produce tally chart of what they found. (see resource 1). This should be emphasised the more diverse their findings the healthier the river.  \*Activity. Chn to produce a fact file on dragonflies, (see resource 2and PPT) understanding the life cycle and how they need the river to support this. | | | LA  Fill tally chart. Annotate dragonfly drawing. Draw and annotate lifecycle of a dragonfly. | | MA  Fill tally chart.  Draw and annotate dragonfly diagrams.  Report and present explanations. | HA  Use classification key to group tally chart (mammals, invertebrate and vertebrate).  Label and annotate drawings. Report and present explanations. | |
| Plenary: Discuss any fascinating facts about dragonflies and share WAGOLL’s | | | | |
| **AfL** | **Children exceeding WALT:** | **Children not achieving WALT:** | | **Resources:**  IT equipment (if using)  Resource 1 & 2 | | |