

NURTURING NATURE: Appreciating God's Creations

Focus Overview



At Our Lady and St. Hubert's, home, school and parish work together, knowing that God is with us in all we do



YEAR 5:

Nurturing Nature: Engaging and Taking Responsibility Year 5 – Bees



Throughout this focus, children will learn about the importance of nurturing nature with a specific focus on bees and their role in nature.

Through **Science** children will understand how living things have adapted to live in their habitat while exploring how these have changed over time. They will also explore in more detail the life cycles of animals and plants which will allow them to describe the difference between the mammals, amphibians, insects and birds.

Children will complete an **Enquiry Project** where they will explore the importance of Bees to the human-race while also exploring the dangers to these endangered species. This knowledge and exploration of the importance of bees will lead their **DT** project where they will design, plan and eventually build their own Bug hotel which will be placed in forest school. Throughout their **Enquiry Project** children will need to research using their chosen search engine, this is where their **Computing** lessons will be used to teach them how to use technology responsibly while also teaching them how search engines store and find data.

Finally, in **English** we will be writing explanations about how bees make honey while also using writing a range of structure poetry including limericks and Haiku's.

Theme Impact

Children will investigate the importance of caring and nurturing the world around us, specifically the role and impact that bees have in our world. They will lead their own self-guided enquiry project focussing the importance of bees to the human-race and how we can care and look after bees. Furthermore, children will complete an explanation text, where they will explain exactly how bees make honey and share this knowledge with the wider community.

Catholic Social Teaching

Engaging and taking responsibility

- How we as humans can and do protect habitats around us
- Exploring our natural resources around us and how we can effectively use these
- Following in Gods footsteps to take responsibility for our actions
- How can we look after our habitats and natural resources in our community?

Curriculum Drivers

Science

National Curriculum Objectives

Living things and their habitats. Life cycles of plants and humans (pollination)

Clear focus on bees to tie in with our enquiry project

- Look at resemblance (and differences) in offspring.
- Look at changes in animals over time
- Look at changes to the human skeleton over time.
- Look at the life cycle of animals and plants - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Recognise that environments can change- which could pose dangers to living things
- Look at reproduction in plants and animals, and human growth and changes - describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age.

- Look at the function of parts of flowering plants, requirements of healthy growth and water transportation
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- Identify, name and group plants and animals'

Knowledge and Skills Progression

- describe the changes as humans develop to old age.
- 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.
- ask pertinent questions and suggest reasons for similarities and differences

Working Scientifically

- research the gestation periods of other animals and compare them with humans
- find out and record the length and mass of a baby as it grows.
- explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.
- observe and compare the life cycles of plants and animals in their local environment with other plants and animals around the world
- grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulb.

E3: record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

E5: report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

E6: identify scientific evidence that has been used to support or refute ideas or arguments

Enquiry Project

National Curriculum Objectives

How important are bees to the human race? (3 weeks including the application week)

Discuss how farmers are using poisonous pesticides which are killing the bees and how climate change is impacting on our bees. Explain how if bees aren't around, it will cause the whole food chain to suffer as birds and insects rely on plants and pollination.

Children will design an information pack to educate the community about the importance of bees. The information pack will be aimed at a wide audience so it will include:

- A magazine for 16+ on how we can help to protect bees including all of the aspects learnt. They will design this on paper first and then make it using Microsoft publisher
- An interactive PowerPoint to help share their knowledge and remove the fear of bees
- Children will need to think about how we can always carry a spoon with us and sugar to help any bees who are struggling; however, they will need to design their own spoon using recyclable materials to help the plant
- An activity, informative pack for children (word search, fun facts)

Children will then pull all strands of their pack together to give out to the local community.

Knowledge and Skills Progression

DT

National Curriculum Objectives

Construction of Bug hotels and bird houses for the forest school

- RI- Children safely use and critically explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- MCI- Cutting - Measure and mark materials with increased accuracy, before cutting. Cut materials accurately, using appropriate tools.
- DI- Use their research to develop their own design criteria.

Knowledge and Skills Progression

- RI- Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- MCI- Cutting - Measure and mark materials before cutting. Cut materials accurately, using appropriate tools. Score and fold paper/card accurately.
- DI- Use their research to develop some of their own design criteria.

Prior Knowledge

RI- Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

DI- Use their research to develop some of their own design criteria.

MCI- Cutting - Measure and mark materials before cutting. Cut materials accurately, using appropriate tools. Score and fold paper/card accurately.

Computing

Knowledge and Skills Progression

Computing was covered in previous half term.

However for enquiry project chn need to be competent on publisher and ppt so will have 2 stand alone lessons on these

Application

Our application week will tie in with our enquiry project over a 2 week project. See above for our application.

Wider Curriculum Opportunities

Writing

Explanation Text

Explore an explanation text of how a caterpillar turns into a butterfly. Children will independently complete an explanation text of how bees make honey drawing on the knowledge they have learnt

Poetry – structured poetry (stand alone unit)

Explore a limerick on Easter, the structure and link to key words from R.E. unit. Children will then complete their own limerick about a holiday of their choice or a season.

Reading

Holes – Reading Challenge (Stand alone)

Structured poetry – Easter (stand alone)

Reading Explorers- Magpie Girl (stand alone)



Never travel alone (link to Holes)

Computing – application of previously taught skills

- **How to use powerpoint**
- **How to insert a picture**
- **How to create text boxes**
- **How to search for images**

Enrichment

Bee Farm – Children can see exactly what bees do and will receive an expert talk

Home Learning

- Factfile on bees
- Research farmers pesticides they are using and the impact they are having on bees
- Climate change and bees
- How we can protect their habitats

Evaluation Notes

Stand-alone objectives to be covered this term

PE

Football
Gymnastics

Music

No Unit

MFL

Instruments

Cooking in the Curriculum

Scores