

Cwmfelin Primary School Medium Term Planning

Term: Summer 2	Class: 5	AOLE Focus: Science & Technology
Inquiry: Survival and Sustainability: Our Living World		Question: How do living things depend on each other, and what is our responsibility in protecting ecosystems?
Rationale		
<p>This inquiry unit is designed to deepen learners' understanding of the interconnectedness of life on Earth through exploring ecosystems, food webs, adaptation, and human impact. It encourages learners to take an active role in their learning by questioning, investigating, and thinking critically about the world around them. Through the study of global ecosystems and real-world environmental issues, learners develop scientific knowledge alongside important skills such as collaboration, problem-solving, and reflection. The unit also promotes environmental awareness and responsibility, helping learners understand the consequences of human actions. By the end, learners are encouraged to take meaningful action, fostering a sense of agency and empowering them to contribute positively towards a more sustainable future.</p>		
Knowledge (Knowledge that)	Skills (Knowledge how)	Experiences (Knowledge of)
<p style="text-align: center;">I know...</p> <ul style="list-style-type: none"> • that ecosystems exist all around the world and are interconnected, with changes in one area potentially affecting others. • and understand that living things depend on each other and their environment to survive. • that individual food chains can link together to form more complex food webs. • the roles of producers, consumers and decomposers within ecosystems. • and understand how animals and plants are suited to their environments through adaptations (structural and behavioural). • and can identify some human activities that impact ecosystems, such as pollution, deforestation and climate change. • some of the ways humans can reduce their impact on the environment (e.g. recycling, reducing carbon footprints, using green energy). 	<p style="text-align: center;">I know how to...</p> <ul style="list-style-type: none"> • interpret and construct food chains and food webs using appropriate scientific vocabulary. • use food webs to explain how animals and plants in an ecosystem depend on each other for survival. • link the features of a plant or animal to its habitat, explaining how adaptations support survival. • compare how different environments influence the adaptations of living things. • conduct simple research to gather information about ecosystems and organisms. • work collaboratively to investigate questions and solve problems. • communicate ideas clearly through discussion, writing, and presentations. • suggest practical actions to reduce human impact on the environment. 	<p style="text-align: center;">I have ...</p> <ul style="list-style-type: none"> • explored real-world ecosystems through images, videos, and virtual field trips to environments such as rainforests, oceans, deserts, and polar regions. • constructed food chains and food webs through hands-on activities using cards, string, or physical models. • worked in a collaborative group to research into different ecosystems, sharing findings with peers. • investigated local habitats or conducted biodiversity surveys during outdoor learning opportunities. • observed, classified, and asked questions about living things and their environments through scientific tasks. • used digital tools to research, present information, and create presentations or videos.
Cross-curricular opportunities:		Vocabulary:
<p>Literacy: Reading and extracting key information from non-fiction texts, websites, and videos, producing information texts about specific ecosystems or animals, creating posters, speeches, or letters encouraging environmental action (e.g. reducing waste)</p> <p>Numeracy: Recording results from biodiversity surveys (e.g. tally charts, tables), creating bar charts or pictograms to represent data (e.g. number of species found), analysing differences between ecosystems (temperature, rainfall, species numbers)</p> <p>Digital Competence: Safely researching and selecting reliable information online, producing presentations, videos, or digital posters about ecosystems or sustainability, Sharing learning through digital platforms (e.g. presentations, blogs)</p>		<p>primary producer, primary / secondary / tertiary consumer, herbivore, carnivore, food chain, food web</p>
		<p>Immersion activity: Show contrasting images/videos: rainforest vs coral reef vs Arctic vs polluted environments Think, Pair, Share- "What do all these places have in common?"</p> <p>Showcase: Design podcast episode/videos on protecting ecosystems</p>