

# ST. MARY'S CATHOLIC HIGH SCHOOL, DUBAI

## Lesson Plan

<b>Subject</b>	<b>Science</b>
<b>Class/ Section</b>	<b>Yr 6</b>
<b>Week</b>	<b>Week 5 : 26<sup>th</sup> Sept to 30<sup>th</sup> Sept 2021.</b>
<b>Work send to students by</b>	<b>Google classroom</b>
<b>Total number of lessons per week</b>	<b>4</b>
<b>Unit/Topic</b>	<b>Classifying Living things ( Microorganisms)</b>
<p><b>Live Zoom lesson along with face to face instruction for students present on a particular day</b></p> <p><b>Work will be assigned in google classroom which will be matched to the students ability.</b></p>	<p><b><u>Lesson 1</u></b></p> <p><b><u>Specific Learning objectives:</u></b> Describe the features of micro-organisms.</p> <p><b><u>Specific Intended Learning Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>• Know that micro organisms are living things which can be seen only with a microscope, and not with naked eyes</li> <li>• Know that viruses, bacteria and some fungi are examples of micro-organisms</li> <li>• Discuss about the action of micro organisms we experience in our everyday life.</li> <li>• Know that micro organisms were not included in Carl Linnaeus's classification</li> </ul> <p><b><u>Tasks:</u></b> Name few microorganisms which we have around us. Discuss how animals are affected due to some of the microorganisms.</p> <p><b><u>Assessment Criteria/ Essential questions:</u></b></p> <p><b>Support-</b>List some organisms we see around, find some organisms which we cannot see with our eyes. <b>Stretch-</b> Write about where we can find microorganisms.</p>

	<p><b>Extend-</b> Explain the action of microorganisms on living things.</p> <p><b>Key words:</b> bacterium/bacteria, fungus/fungi and virus</p> <p><b>Resources:</b> Active teach presentation. A video or quiz will be shared in class.</p>
	<p><b>Lesson 2:</b>Microorganisms (recall from previous knowledge)</p> <p><b>Specific Learning objectives:</b></p> <p>Some harmful and useful microorganisms <b>Describe the harmful effects of micro-organisms</b></p> <p><b>Specific Intended Learning Outcomes:</b></p> <ul style="list-style-type: none"><li>• Know i. how milk get churned, ii. rising of baking flour iii. how bacteria are helpful and harmful for our stomach.</li></ul> <p><b>Tasks:</b> A class activity. Make a list of harmful and useful bacteria (yeast, cold virus, flu virus, chicken pox virus, <i>E.coli</i> bacterium) Illustrate different micro organisms.</p> <p><b>Support</b>-segregate the set of microorganisms from the given organisms. <b>Stretch</b>-make poster on some of the harmful effects of microorganisms. <b>Extend</b>- make poster on how we can protect ourselves from the effects of harmful micro organisms</p> <p><b>Resources:</b> a ppt and video .</p>

### **Lesson 3:**

Know ways in which some micro-organisms can be useful .

#### **Specific Learning objectives**

- Explain the effect of yeast in rising flour
- Effect of microorganism in making yoghurt, making beer etc
- Discuss some harmful effects of bacteria in the digestive system.
- Discuss harmful effects of some microorganisms.: for example spreading disease, food poisoning, food going mouldy.

#### **Specific Intended Learning Outcomes:**

- Know that yeast in flour produce carbon di oxide during respiration which makes it rise in volume.
- Describe how brewing is done.
- Explain how yoghurt is produced

#### **Tasks:**

Watch a video presentation on baking

Make note on harmful effect of e-coli bacteria

Talk about how we can prevent harmful bacteria entering our body.

#### **Assessment Criteria/ Essential questions:**

**Support**-Make a note on action of yeast in baking

**Stretch**- List the step by step process in baking

**Extend**-Experiment to find the presence of carbon dioxide during the process of baking and brewing

#### **Scientific Vocabulary:**

food poisoning, brewing, fermentation, mould.

#### **Resources:**

Pupil book and Work book( Science bug International)

Active learn Plat form.

Power point with video links posted on it.

### **Lesson 4:**

**Understand the role of decomposers in food chains and the recycling of materials**

#### **Specific Learning objectives:**

Recall what if plant and animal bodies do not rot away once they are dead.

Discuss how plant and animal bodies get away once they are dead.

Realise the effect of microorganisms on dead plants and animals  
Learn that the disintegrated dead plants and animals add nutrients to the soil.

**Specific Intended Learning Outcomes:**

Know that earth will not be a suitable place to live in if dead plants and animals do not disintegrate.

Explain the process of disintegration of dead plants and animals

Explain how fertility of the soil is increased.

**Tasks:**

**Support-** Students make mini compost with vegetable waste and write their observation.

**Stretch-** Make a note on the microorganisms which are involved in breaking down dead plants and animals.

**Extend-** Research on landfill sites

**Scientific Vocabulary-**

Landfill , disintegration, compost, nutrients.

**Assessment Criteria/ Essential questions:**

What will happen if dead plants and animals do not rot away?

What are the factors that help dead plants and animals rot?

How do microorganisms break dead plants and animals rot?

How are dead plants and animals helpful for plant growth?

What are nutrients?

What is the best way to increase the fertility of soil?

What is compost? How do we make our own compost?

**Resources :** Presentation