



ST. MARY'S CATHOLIC HIGH SCHOOL, DUBAI

Lesson Plan

Subject :	Science
Class/ Section:	Year 5
Week :	Week 5 : 26th September to 30th September
Work sent to students via:	Google classroom
Total number of lessons per week:	4
Unit/Topic:	Life Cycles – Lifecycle of Plants
Live Zoom lesson along with face to face instruction for students present on a particular day Work will be assigned in Google classroom which will be matched to the students' ability.	<u>Lesson 1:</u> <u>Specific Learning objectives:</u> Distinguish between the process of insect and wind pollination <u>Specific Intended Learning Outcomes:</u> <ul style="list-style-type: none">• Understand the processes of insect and wind pollination. (Simple description only)• State examples of insect and wind-pollinated flowers• Differentiate between a wind pollinated flower and an insect pollinated flower. <u>Tasks:</u> Notebook- Copy the notes from the slides. <u>Assessment Criteria/ Essential questions:</u> Support- Recall the names of some insect and wind pollinated flowers. Stretch- Explain the structure of an insect pollinated flower

	<p>Extend- Compare an insect pollinated flower(Lily) with a wind pollinated flower (corn)</p> <p><u>Scientific Vocabulary:</u> Pollination , pollinators</p> <p><u>Resources:</u> PowerPoint with video links will be posted on GC after the lesson. Active Learn: https://www.activelearnprimary.co.uk/resource/362576</p>
	<p><u>Lesson 2:</u></p> <p><u>Specific Learning objectives:</u> Describe the life cycle of a non flowering plant(conifer)</p> <p><u>Specific Intended Learning Outcomes:</u></p> <ul style="list-style-type: none"> • Know that some non-flowering plants produce seeds. • Know that a non-flowering plant has four main stages, seed, seedling, young plant with cones and adult plant with ripe cones which have seeds. • Draw and describe the life cycle of a non-flowering plant. <p><u>Tasks:</u> Notebook- Complete the notes and drawings.</p> <p><u>Assessment Criteria/ Essential questions:</u> Support- Name some non-flowering plants which bear seeds. Stretch-Describe the stages in the lifecycle of a non-flowering plant. Extend- Compare and contrast a lily flower and a pine cone.</p> <p><u>Scientific Vocabulary:</u> Cone, conifer ,pollination</p> <p><u>Resources:</u> PowerPoint with video links will be posted on GC after the lesson.</p> <p>Active Learn</p>

Lesson 3:

Specific Learning objectives:

Describe the stages and conditions for seed germination.

Specific Intended Learning Outcomes:

- Understand that some flowers and cones produce seeds which can grow into new plants.
- Define germination and understand its conditions.
- Draw the different stages of seed germination
- Sequence the life cycle of a typical flowering plant, using the terms *germination*, *flowering*, *pollination*, *fertilization* and *seed dispersal*.

Tasks:

Topic Book-Read page 4 and observe the drawings of seed germination.

Notebook: Copy the notes and drawings from the slides.

Assessment Criteria/ Essential questions:

Support- Recall the meaning of the term germination.

Stretch- Describe the process of seed germination.

Extend- Research the term 'enzyme' and find out the name of the enzyme necessary for seed germination.

Resources:

PowerPoint with video links will be posted on GC after the lesson.

Topic Book-

Lesson 4:

- A Google Form Task will be posted on GC .Students will complete and Turn In their work.
- Students are expected to read the Glossary on page 24 of the Topic Book and familiarise themselves with some of the scientific terms and their meanings.