



ST. MARY'S CATHOLIC HIGH SCHOOL, DUBAI

Lesson Plan

Subject :	Science
Class/ Section:	Year 5
Week :	Week 2 : 5th September to 9th September
Work sent to students via:	Google classroom
Total number of lessons per week:	4
Unit/Topic:	Life Cycles
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> Describe what a life cycle is. <u>Specific Intended Learning Outcomes:</u> <ul style="list-style-type: none">• Know that all living things have a life cycle which includes birth, growth, reproduction and death.• Know the conventional features of representing life cycles (e.g. arrows, the direction of the arrows, a circular shape).• Realise that reproduction ensures that the species survives. <u>Tasks:</u> Topic book- Read Page 1 Work book- Complete Page 1 Note book –

	<p><u>Assessment Criteria/ Essential questions:</u> Support- Recall the 4 conventions(rules) for representing a lifecycle. Stretch- Identify the mistakes in the given lifecycle and correct them. Extend- Explain what will happen if a particular insect stops laying eggs due to a strange disease. <u>Scientific Vocabulary:</u> Life process, life cycle , reproduce ,species</p> <p><u>Resources:</u> Topic book Work book PowerPoint with video links will be posted on GC after the lesson.</p>
	<p><u>Lesson 2:</u></p> <p><u>Specific Learning objectives:</u> Describe the differences in the life cycle of an insect and a mammal.</p> <p><u>Specific Intended Learning Outcomes:</u></p> <ul style="list-style-type: none"> • Students will recall the features of insects and mammals and the groups they belong to. • Students will be able to describe the stages in the lifecycle of each and compare each stage. • Students will be able to draw and label the lifecycles of an insect as well as a mammal. <p><u>Tasks:</u></p> <ol style="list-style-type: none"> 1. Read Topic book – page 2,5 2. Complete work book –page 2 3. Note book – Draw and label the lifecycle of a butterfly <p><u>Assessment Criteria/ Essential questions:</u> Support- State the common observable features of insects and mammals. Stretch- Describe the stages in the lifecycle of an insect and a mammal. Extend- Compare and contrast the stages of the lifecycle of an insect and a mammal. <u>Scientific Vocabulary:</u> Larva ,pupa , fetus</p> <p><u>Resources:</u> PowerPoint with video links will be posted on GC after the lesson. Topic Book ,Workbook Active Learn</p>

Lesson 3:

Specific Learning objectives:

Describe the differences in the life cycles of reptiles, birds and fish.

Specific Intended Learning Outcomes:

- Students will recall the features of reptiles, fish and birds.
- Students will be able to describe the stages (timeline) in the lifecycle of each and compare each stage.
- Students will be able to draw and label the lifecycle of a reptile , a fish and a bird.
- Students will understand that some animals never have contact with the parents.

Tasks:

1. Read Topic book – pages 3 , 10, 11 ,12 ,
2. Complete work book –page 11, 12.
3. Notebook: Draw/stick pictures and label the lifecycles of a reptile, bird and fish.

Assessment Criteria/ Essential questions:

Support-Sort living things from the given mix of organisms into reptile, fish, bird and mammal.

Stretch- Describe the stages in the lifecycle of a reptile , fish and a bird

Extend- Make a Venn diagram to explain similarities and differences in the lifecycle of reptiles and fish, reptiles and birds, fish and birds.

Scientific Vocabulary:

Hatchling , fledgling , juvenile

Resources:

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

Topic Book

Workbook

Lesson 4

Specific Learning objectives:

Describe the life cycle of amphibians.

Specific Intended Learning Outcomes:

- Students will be able to understand the various stages of the lifecycle of an amphibian.
- Students will be able to draw the various stages of the lifecycle of a frog.
- Students will be able to explain the meaning of the word 'Metamorphosis'.

Tasks:

Topic book- Read Page 2

Note book – Draw and label the stages in the lifecycle of a frog.

Assessment Criteria/ Essential questions:

Support- Recall the meaning of metamorphosis

Stretch- Draw and label the lifecycle of a frog.

Extend- Explain why the lifecycle of a frog is called metamorphosis and how the lifecycle of a frog is different from that of a fish/bird

Scientific Vocabulary:

Metamorphosis , spawn ,tadpole

Resources:

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

Topic book

Active Learn