

Living Things and Their Habitats: Microorganisms

Aim: To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals by exploring helpful and harmful microorganisms. I can describe and investigate helpful and harmful microorganisms.	Success Criteria: I can identify types of microorganism. I can describe helpful and harmful microorganisms. I can investigate harmful microorganisms.	Resources: Lesson Pack 2 slices of bread per pair (choose bread with fewer preservatives/shorter best before date for quicker results) 2 clear resealable plastic bags per pair Access to locations with different conditions Access to the hall or a large space if required
	Key/New Words: Microorganism, fungus, bacteria, virus, microscopic, mould.	Preparation: Microorganism Names stuck on the walls around the classroom or the hall Helpful or Harmful Cards cut out Mould Investigation Activity Sheet - 1 per child

Prior Learning: The children will have learnt about classifying living things in Lessons 1, 2 and 3.

Learning Sequence

	What are Microorganisms? Describe and explain microorganisms and describe the examples of microorganisms shown on the Lesson Presentation .	
	Helpful or Harmful? Describe the helpful and harmful uses and effects of microorganisms using the images and information on the Lesson Presentation .	
	Describing Helpful and Harmful Microorganisms: You may wish to carry this activity out in the hall or other large space so children have more space to move around. Point out the Microorganism Names stuck around the room. Show children a Helpful or Harmful Card . Children have 10 seconds to decide which type of microorganism is responsible for the example shown on the card, before moving to stand under the name of the correct Microorganism Name . Repeat with each card. Look for children who can identify the microorganisms that are responsible for the helpful and harmful examples.	
	What Makes Mould Grow? Explain the mould investigation described on the Lesson Presentation . Describe the examples of variables they may choose to change in their investigation. Children complete the differentiated Mould Investigation Activity Sheet with their chosen variable, their question and their prediction. Look for children who can plan and set up their investigation, and who can refer to microorganisms in their prediction. <div> Use the prompts to describe their variables. Explain their prediction, referring to microorganisms. </div>	
	Mixed Up Microorganisms: Children talk to their partners to unscramble the anagrams on the Lesson Presentation . Reveal the answers. Children discuss the uses or effects of each microorganism. Look for children who can identify the microorganisms and describe their uses and effects.	

Taskit

Answerit: Try [this quiz](#) to see how much your children know about microorganisms.

Identifyit: Identify whether the symptoms on [this activity sheet](#) are caused by microorganisms or not.

Watchit: Watch [this clip](#) to find out the best way to wash hands to remove bacteria.