IS IT ALIVE?

YEAR 5-6

BIOLOGICAL SCIENCE

AUSTRALIAN CURRICULUM

Yr 5 - examine how particular structural features and behaviours of living things enable their survival in specific habitats (AC9S5U01)
pose investigable questions to identify patterns and test relationships and make reasoned predictions
(AC9S5I01) (AC9S5102)
Yr 6 -investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions (AC9S6U01)
-pose investigable questions to identify patterns and test relationships and make reasoned predictions
(AC9S6I01) (AC9S6102)

VICTORIAN CURRICULUM

5 and 6 - habitats can be described by their physical conditions; changing the physical conditions of a habitat, including by human activity, may affect the growth and survival of organisms
VC2S6U01

organisms have evolved over time, as seen in fossils and scientific records; the structural features and behaviours of living organisms enable them to thrive in their environments
VC2S6U02

LEARNING OUTCOME

Is yeast a living thing? What makes something alive. Living things have lifecycles.

SESSION ACTIVITIES

- Experiment with sugar sources as food for growing yeast collecting data over a 10 minute period.
- See yeast budding.
- Identify the 4 parts of a mealworm lifecycle
- Compare mealworm lifecycles to Stick insect lifecycles and Incomplete metamorphosis lifecycles vs Complete Metamorphosis cycles.

SCIENCE EDUCATOR DEMONSTRATIONS

- Show a video of yeast growing and budding and discuss.
- Prepare a table of results for yeast growth
- Demonstrate a Stick Insect lifecycle with our in-house pets.
- Learn about a symbiotic relationship between stick insects and ants.

STUDENT EXPERIMENTS

- Experiment with sugar sources as food for growing yeast. Add two different sugar sources and compare the results of growth.
- Collect data over time
- Identify the 4 parts of a mealworm lifecycle using a mealworm hive. Discover how the hive separates the different stages.