



Where this unit fits in

This unit builds on:

unit 58 the concepts that living things have processes in common, and that plants and animals have structures with specific functions (3B, 5B, 1A, 4A, 5A).

The concepts in this unit are:

cells. Pupils are introduced to the concept of cells as the basic unit of life.

This unit leads onto:

units 7B Reproduction, 8B Respiration and 9C Microbes and Disease.

Prior learning

To make good progress, pupils starting this unit need to understand:

- how to recognise living things and distinguish them from things that are not living
- that plants and animals are made up of structures, e.g. muscles and roots, that fulfil specific functions.
- the functions of a flower (reproduction).

Framework yearly teaching objectives – Cells

- Describe a simple model for cells that recognises those features all cells have in common and the differences between animal and plant cells.
- Explain that some living organisms are only one cell but that others are multicelled.
- Explain that growth means an increase in the size and number of cells.
- Explain that similar specialised cells can be grouped together to form tissues, that tissues can form organs, and that these do not all develop and grow at the same time; use this to explain why and how some organisms care for and protect their offspring.

Expectations from the QCA Scheme of Work

At the end of this unit ...

... most pupils will ...	... some pupils will not have made so much progress and will ...	... some pupils will have progressed further and will ...
In terms of scientific enquiry NC Programme of Study Sc1 1c; 2a, c, d, e, h, j, k, o		
• describe some earlier ideas about the structure of living things and relate these to evidence from microscopic observations • make observations using a microscope and record them in simple drawings • suggest a question about pollen tubes that can be investigated and use an appropriate sample • present results in an appropriate graph and explain what these show.	• relate drawings to observations made using a microscope and describe what they found out during their investigation.	• explain how evidence from microscope observations changed ideas about the structure of living things • estimate sizes of specimens viewed under the microscope and justify the sample chosen in an investigation of pollen tubes.
In terms of life processes and living things NC Programme of Study Sc2 1a, b, c, d, e		
• identify and name features of cells and describe some differences between plant and animal cells • explain that growth occurs when cells divide and increase in size • describe how cells are grouped to form tissues.	• recognise that all organisms are made from cells • name some parts of a cell.	• recognise that viruses are not cells • describe how some cells in an organism are specialised to carry out particular functions.

Suggested lesson allocation (see individual lesson planning guides)

Direct route →					
A1 Organs, cells, tissues	A2 Building blocks	A3 Cells and growth	A4 Scaling up and down: Think about scales	A5 Flower cells	
Extra lessons (not in pupil book)					
A1 Organs, cells, tissues. Extra lesson may be needed depending on choice of main activities.	A2 Building blocks. Extra lesson may be needed depending on choice of main activities.			A5 Investigate: What makes pollen tubes grow?	Review and assess progress (distributed appropriately)

Misconceptions

Pupils often do not relate the 2D diagrams to a 3D shape, so work with models is essential. They think of cells as unmoving and unchanging, which does not help them understand that cells are the basic unit of life. They often think that bacteria and yeast are not cells. They often think that plant cells do not have a cell membrane, because of the presence of the cell wall.

Additional information

Some schools have experienced difficulties with the pollen tube investigation suggested in the QCA Scheme. Activity A5c has therefore been designated as a planning investigation activity. There will be other opportunities in the course to discuss sampling.

Health and safety (see activity notes for further risk assessment)

Microscopes should not be used with sunlight as the light source. Pupils should wash their hands after handling any biological material.

Harcourt Education Catalyst 3 Answers

IM Harris



Harcourt Education Catalyst 3 Answers:

Catalyst 3 Red Student Book Carol Chapman, Moira Sheehan, Martin Stirrup, Mark Winterbottom, 2004-06-08 The parallel higher level Red books in the Catalyst series use the same format as the Green books This text also includes hands on activities summaries and in text questions to help pupils consolidate their knowledge Harcourt Science: Physical science, [grade] 5, Units E and F, teacher's ed, 2000

Engaging Ideas John C. Bean, Dan Melzer, 2021-06-09 Use your course's big ideas to accelerate students' growth as writers and critical thinkers The newly revised third edition of Engaging Ideas delivers a step by step guide for designing writing assignments and critical thinking activities that engage students with important subject matter questions This new edition of the celebrated book now written by the co-author team of Bean and Melzer uses leading and current research and theory to help you link active learning pedagogy to your courses subject matter You'll learn how to Design formal and informal writing assignments that guide students toward thinking like experts in your discipline Use time saving strategies for coaching the writing process and handling the paper load including alternatives to traditional grading such as portfolio assessment and contract grading Help students use self assessment and peer response to improve their work Develop better ways than the traditional research paper to teach undergraduate reading and research Integrate social media multimodal genres and digital technology into the classroom to promote active learning This book demonstrates how writing can easily be integrated with other critical thinking activities such as inquiry discussions simulation games classroom debates and interactive lectures The reward of this book is watching students come to class better prepared more vested in the questions your course investigates more apt to study purposefully and more likely to submit high quality work Perfect for higher education faculty and curriculum designers across all disciplines Engaging Ideas will also earn a place in the libraries of graduate students in higher education Catalog of Copyright Entries, Third Series Library of Congress. Copyright Office, 1965 The record of each copyright registration listed in the Catalog includes a description of the work copyrighted and data relating to the copyright claim the name of the copyright claimant as given in the application for registration the copyright date the copyright registration number etc , **Middle School Journal**, 2006 *Saturday Review*, 1967 **The United States Catalog**, 1953 **Publishers, Distributors, & Wholesalers of the United States**, 1992 *Social Work*, 1988 **Basic Chemical Principles** Donada Peters, Edward I. Peters, 1988 *Laboratory Experiments for General Chemistry* Harold R. Hunt, Toby F. Block, George M. McKelvy, 2002 This established manual focuses on using non hazardous materials to teach the experimental nature of general chemistry Experiments are written to address students of various academic backgrounds and differing interests and abilities in chemistry While most experiments can be conducted in a single three hour period some have been designed to be completed over an extended time to illustrate that chemical systems do not work at an arbitrary schedule Suggestions are provided for combining experiments of shorter length and similar pedagogy **Forthcoming Books** Rose Arny, 2002 *Prevention Forum*, 1995 Subject

Guide to Books in Print ,1991 **National Union Catalog** ,1968 Includes entries for maps and atlases **Science and Earth History** Arthur N. Strahler,1999-11-01 In this comprehensive treatment of the ongoing conflict between creationists and evolutionary scientists well known geomorphologist Arthur Strahler carefully examines creationists claims of scientific evidence for the six day divine creation of the universe followed by the catastrophic flood of Noah as claimed in Genesis The creationists arguments are examined and evaluated against the findings of mainstream science in the fields of cosmology astronomy geophysics geology paleontology and evolutionary biology Updated with a new preface and responses to recent attacks on evolutionary theory Science and Earth History can serve as both a popular overview of earth history and as a scholarly anecdote to the fictions of creationism once again finding their way into classrooms and universities Strahler illuminates the controversy by reviewing the philosophy methodology and sociology of empirical science as contrasted with the belief systems of religion and pseudoscience The author also includes lucid criteria for distinguishing science from pseudoscience and reviews the great discoveries and developments in science that point to the evolution of life over the earth s three billion year history **The National union catalog, 1968-1972** ,1973 *The Publishers Weekly* ,1981 **New York Herald Tribune Book Review** ,1957

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