

LO: I can describe and investigate harmful and helpful microorganisms.

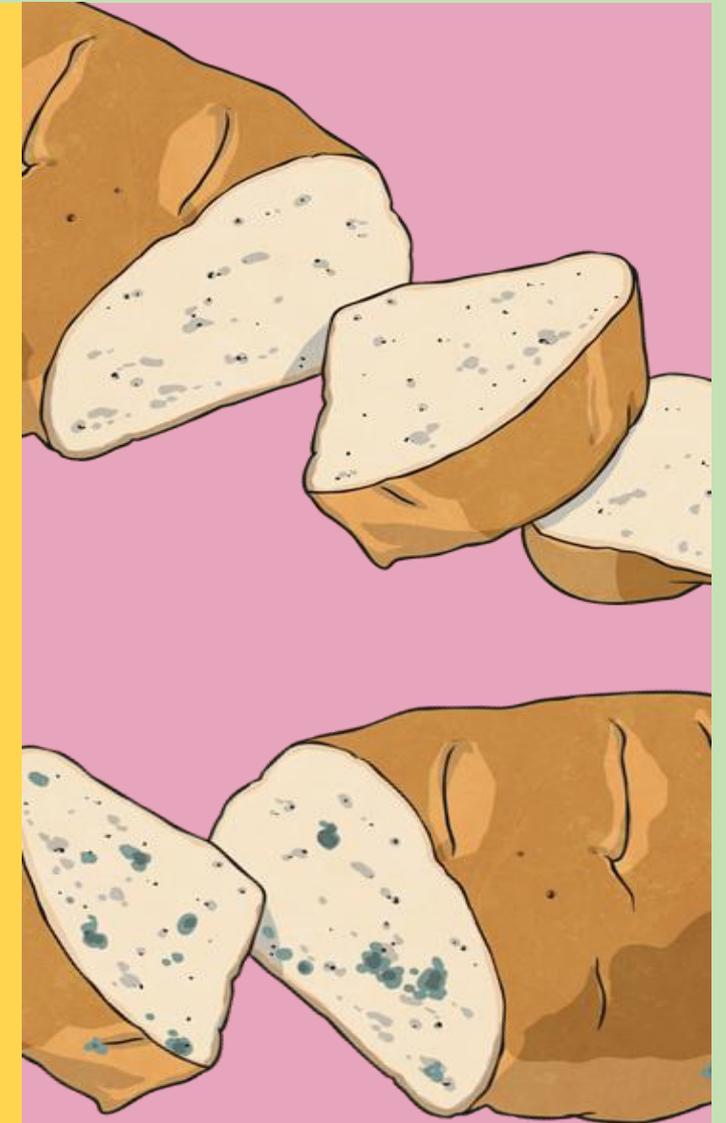
Mould is the name for the types of fungi that grow on food.
What do you think makes mould grow?

It is useful to know what makes mould grow so that we can stop it happening as fast, and keep our food fresher for longer.

You will work with a partner to investigate the conditions which cause mould to grow.

You will use 2 slices of bread and 2 clear plastic bags. You will place each slice of bread in a plastic bag, then change the conditions that each slice of bread is exposed to over a week.

For example, you may put one slice of bread in the light and one in the dark. Or one may go in the fridge and the other over a radiator. Or you may choose to dampen one slice of bread before putting it in the bag, while leaving the other dry.



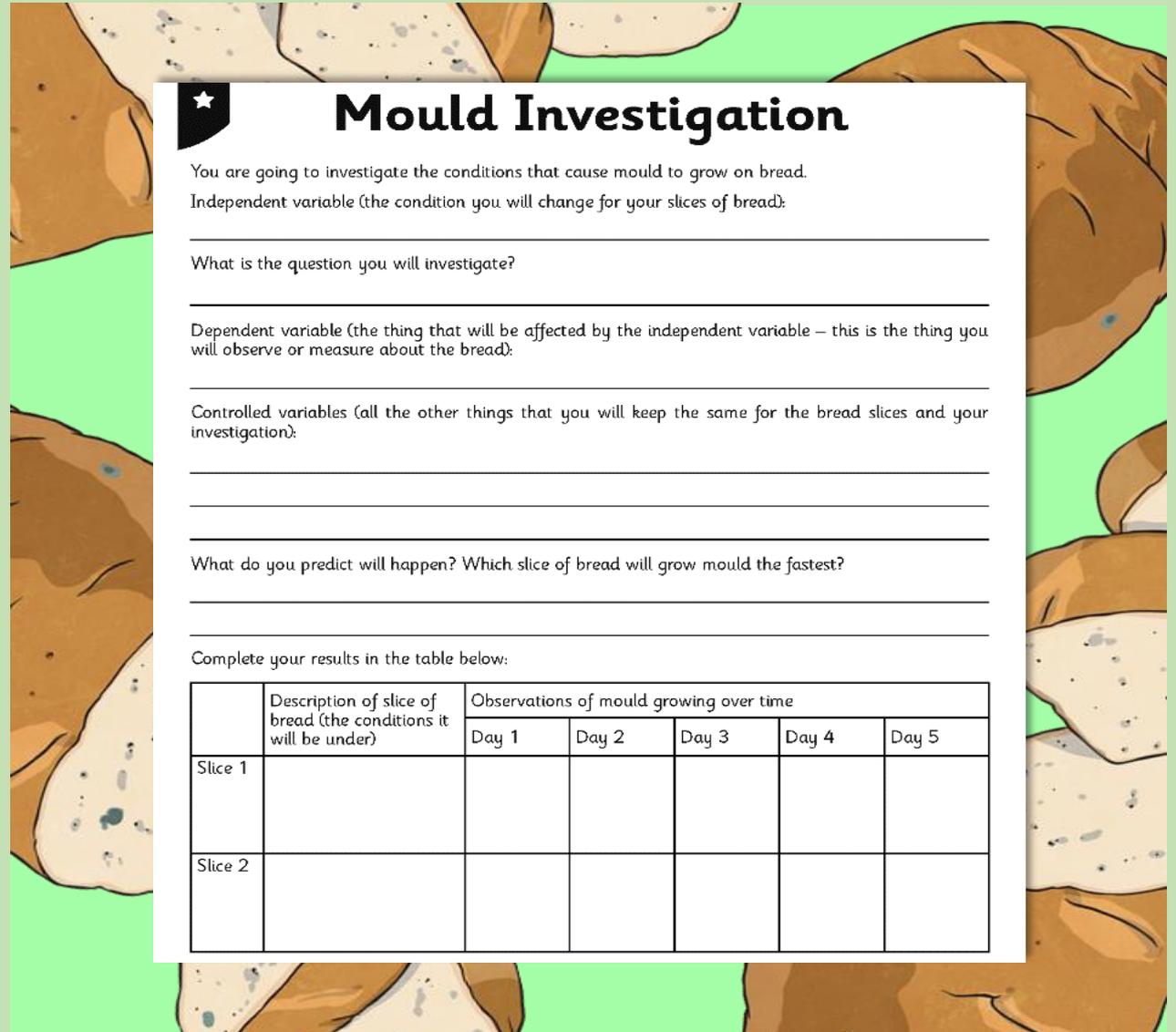
LO: I can describe and investigate harmful and helpful microorganisms.

Decide with your partner which variable you will change. Use this variable to construct your question.

For example, if you are changing the dampness of the bread, your question may be: "Does damp bread go mouldy faster than dry bread?"

Complete the Mould Investigation Activity Sheet and set up your investigation.

You will observe the bread over a week and collect your results in the next lesson.

The activity sheet is titled 'Mould Investigation' and features a star icon in a black square. It contains several sections for students to fill out: a space for the independent variable, a question to investigate, a space for the dependent variable, a space for controlled variables, a prediction question, and a data table. The table has columns for 'Description of slice of bread (the conditions it will be under)', 'Day 1', 'Day 2', 'Day 3', 'Day 4', and 'Day 5', with rows for 'Slice 1' and 'Slice 2'. The background of the sheet is decorated with illustrations of bread slices, some showing blue and green spots representing mould.

★ Mould Investigation

You are going to investigate the conditions that cause mould to grow on bread.

Independent variable (the condition you will change for your slices of bread):

What is the question you will investigate?

Dependent variable (the thing that will be affected by the independent variable – this is the thing you will observe or measure about the bread):

Controlled variables (all the other things that you will keep the same for the bread slices and your investigation):

What do you predict will happen? Which slice of bread will grow mould the fastest?

Complete your results in the table below:

	Description of slice of bread (the conditions it will be under)	Observations of mould growing over time				
		Day 1	Day 2	Day 3	Day 4	Day 5
Slice 1						
Slice 2						

Date

LO: I can collect and analyse the results of my investigation.

In the last lesson you set up an investigation to find out which conditions cause mould to grow.

You have been observing your slices of bread and recording your results.

Now it is time to use your results to form your conclusion.

Collect your slices of bread, ensuring that you do not open the sealed bags.



Key vocab

- conditions
- variable
- constant

LO: I can collect and analyse the results of my investigation.

Observe your slices of bread again, and look at your results table.

Do you notice anything about the different slices of bread? Did mould appear earlier on one of the slices? Is there more mould growing on one of the slices?

Think about what this tells you. Can you use your results to answer your question?

Complete the Mould Investigation Conclusions Activity Sheet with your ideas.



Conclusion

You have been gathering results to answer your question about the conditions in which mould grows. What question did you investigate?

Draw and describe the two slices of bread.

What do you notice about your results and your observations? Is there more mould on one of the slices? Did the mould grow faster on one slice?

Can you use your observations and results to answer your question?

Conditions for Mould Growth
Make a list in the space below of the different conditions that cause mould to grow.

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Science | Year 6 | Living Things and Their Habitats | Make a Microorganism | Lesson 5

LO: I can collect and analyse the results of my investigation.

Your task is to complete a piece of writing detailing your results. This is a great opportunity to use heading, sub-headings and bullet points in your writing.

What could your sub-headings be?

What other features of year 6 writing could you include?



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Mould Investigation

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Independent variable:

What is the question you will investigate?

Dependent variable:

Controlled variables:

What do you predict will happen? Which slice of bread will grow mould the fastest?

Explain why you think this, referring to microorganisms:

Complete your results in the table below:

	Description of slice of bread (the conditions it will be under)	Observations of mould growing over time				
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Slice 1						
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Conclusion

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Conditions for Mould Growth

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Conclusion

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What question did you investigate?

Draw and describe the two slices of bread.

What do you notice about your results and your observations?

Can you use your observations and results to answer your question?

Why do you think the mould grew better in this condition?

Conditions for Mould Growth

Make a list in the space below of the different conditions that cause mould to grow.

What do you notice about your results and your observations?
