

Earth and Space

Science

Year 5

Lesson 1 of 6

Learning Objective	Resources	
To describe the movements of the Sun, Earth and Moon.	Slides Teacher Notes 1A Worksheet 1A/1B/1C Fact Cards 1A Worksheet 1D/1E (FSD? Activity only) Template 1A (FSD? activity only) Split pins (FSD? Activity only)	
Teaching Input		
<ul style="list-style-type: none"> • Ask the children what they already know about space using some of the vocabulary on the slides to prompt them (seasons, day, night, year, month, moon, eclipse, orbit, planet, spherical, star etc.). • Show the children the words Sun, Moon, and Earth. Can they explain what they are? What scientific language can they use as they explain them? • Use the slides to give the children a definition and description of the Sun, Earth and Moon as well as comparing their shape and size. • Ask the children how these three celestial bodies are related to one another. How are they linked? • Explain that they orbit each other. Can the children define 'orbit'? • Take the children outside or to a large space. <i>Teacher Notes 1A has been provided to take with you</i>. Have 2/3 of the class stand in the middle to be the Sun. They should slowly rotate on the spot as a group. • Explain that the Sun is at the centre of Earth's orbit. • Make the rest of the class (except one child) Earth. As a group have them begin slowly 'orbiting' the Sun in an anticlockwise direction. • Regain the children's attention and ask them how long it would take for the real Earth to complete one orbit of the Sun. • Now take the remaining child, who will represent the Moon, and ask the class what they will do. Agree that they will orbit Earth. They should do this in an anticlockwise direction. • Have the children mimic the Sun, Earth and Moon's movements for about a minute. • Ask the children how long they think it will take the Moon to orbit Earth. Will it take more or less time than Earth's orbit around the Sun? 		
Main Activity		
<u>Lower ability:</u> Children match the words to their definitions on Worksheet 1A and draw a simple labelled diagram of the Sun, Earth and Moon to show their movements and how they are related.	<u>Middle ability:</u> Children write the correct scientific word next to their definitions on Worksheet 1B and draw a simple labelled diagram of the Sun, Earth and Moon to show their movements and how they are related.	<u>Higher ability:</u> Children write the definitions of the key vocabulary on Worksheet 1C and draw a simple labelled diagram of the Sun, Earth and Moon to show their movements and how they are related.
Fancy something different...?		
<ul style="list-style-type: none"> • Children create a moving model of the Sun, Earth and Moon using Template 1A and split pins. • They attach their model to Worksheet 1D and use the model to write a description of how the Sun, Earth and Moon move around each other. 		
Plenary	Assessment Questions	
Show the children a Venn diagram of the Sun, Earth and Moon. Can they come up with some facts that could go in each section? There are some suggested phrases to sort on Fact Cards 1A.	<ul style="list-style-type: none"> • Can children describe the Sun, Earth and Moon's shape as roughly spherical? • Are children able to clearly define the word orbit? • Can children describe the Sun, Earth and Moon's movements in relation to one another? 	