



It's Just a Phase Part 1

Learning Outcome:

Identifies the different phases of the moon.

Resources:

- Phases of the moon picture cards
- Phases of the moon template

What to do:

1. Match the phases of the moon pictures to what each phase is called.
2. Place these on the template.
3. Have a partner check.



It's Just a Phase Part 1

By safely observing and recording the sun and moon at various times, I can describe their patterns of movement and changes over time. I can relate these to the length of a day, a month and a year. **SCN 1-06a**

- *Describes how the Earth spins around its axis in 24 hours resulting in a day and night.*
- *Observes and records the different patterns of movement of the moon and explains why the moon appears to have different times in a lunar month.*
- *Demonstrates understanding of how the Earth takes one year to completely orbit the sun.*
- *Demonstrates understanding of how the tilt of the Earth on it's axis as it circles the sun causes the pattern of the seasons and changes to the number of daylight hours over the course of a year.*



It's Just a Phase Part 2

Learning Outcome:

Describe the phases of the moon.

Resources:

- Cardboard
- 8 ping-pong balls and 1 larger ball
- Glue gun
- Scissors

What to do:

1. Cut a large hole in the middle of the cardboard. Check it is big enough for a head to fit through.
2. Paint the cardboard black.
3. Carefully half of all ping-pong balls.
4. Position the larger ball at the edge of the cardboard and secure in place with the glue gun. This will act as the Sun.
5. Place the ping-pong balls around the hole. Use N/NE/E/SE/S/SW/W/NW to help place correctly. Position all white sides to face the Sun. Glue to secure.
6. Wear the model and view the different phases of the moon. Use the cards to help to name the phases.



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Travelling Light Part 1

Learning Outcome:

Construct a cross section that represents day and night.

Resources:

- Images
- Card
- Glue stick
- Scissors

What to do:

1. Select 2 images that represent day and night.
2. Using the lines on the back cut each picture into strips.
3. Score the vertical lines on the larger piece of paper. Start with a mountain fold (Λ) then follow with a valley fold (V). Complete for full length of paper.
4. Glue chosen pictures onto the card. Ensure that strips are in the right order and you alternate between pictures.



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I can create a range of visual information through observing and recording from my experiences across the curriculum. **EXA 1-04a**

- *Records directly from experiences across the curriculum, for example, observes and sketches a view from a window, features of the built environment, pets, self or others.*



Travelling Light Part 2

Learning Outcome:

Describe how earth spinning on its axis results in day and night.

Resources:

- Globe
- Blu tac
- Lego characters
- Torch
- Dark room

What to do:

1. Stick a LEGO character to a country on the globe using blu tac.
2. Turn the lights off and use the torch to represent the Sun.
3. Shine the torch on the LEGO character and spin the globe slowly.
4. Follow the character and identify when it is in the light and dark. This is day and night.
5. Add additional LEGO characters to other countries. Repeat the same steps.
6. Can all the LEGO characters be in the light at the same time? Why do you think this is?



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Out of this World?

Learning Outcome:

Describe, discuss and identify key features of images.

Resources:

- Out of this world images

What to do:

1. Look closely at each partially shown image. What do you notice?
2. Is this image of Earth or is 'Out of this World'?
3. Justify answers by identifying key features in the image.
4. Reveal the answer by removing the image from the pocket.



Out of this World?

When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. **LIT 1-02a**

- *Takes turns and contributes at the appropriate time when engaging with others in a variety of contexts.*
- *Listens and responds appropriately to others in a respectful way,*



Astro Farmer Part 1

Learning Outcome:

Explain how plants produce their own food.

Resources:

- Photosynthesis picture cards
- Photosynthesis equation template

What to do:

- Use the picture cards to complete the equation for photosynthesis.
- Place the 3 things plants need for photosynthesis to occur in the green section of the template.
- Place the 2 cards that show what a plant produces at the other side of the equation.
- What gases do plants use and produce?



Astro Farmer Part 1

I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food.

SCN 1- 02a

- *Demonstrates awareness of how energy from the sun can be taken in by plants to provide the major source of food for all living things.*
- *Interprets and constructs a simple food chain, using vocabulary such as 'producer', 'consumer', 'predator' and 'prey'.*

Through carrying out practical activities and investigations, I can show how plants have benefitted society. **SCN 2-02b**

- *Relates findings from practical investigations to describe how plants have benefitted society, for examples , in medicine, dyes, fuels, construction, prevention of soil erosion and by influencing the balance of gases in the air.*



Astro Farmer Part 2

Learning Outcome:

Investigate how plants contribute to the balance of gases in the air.

Resources:

- Beaker
- Test tube
- Plastic funnel
- Aquatic plant
- Baking soda
- Water

What to do:

1. Put an aquatic plant in the bottom of a beaker and cover with a funnel.
2. Make a solution of baking soda and water.
3. Pour the solution into the beaker till nearly full.
4. Fill the test tube with water and cover the open end with a thumb.
5. Keep the top of the test tube covered and submerge in the beaker upside down.
6. Keep the test tube submerged and position over the spout of the funnel.
7. Leave near a light source and watch O₂ bubbles form on the plant and displace the water in the test tube.



Astro Farmer Part 2

Through carrying out practical activities and investigations, I can show how plants have benefitted society. **SCN 2-02b**

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