



Up, down and all around – Stage 1

Earth and Space Strand


Term	1	2	3	4	Weeks	1	2	3	4	5	6	7	8	9	10	11
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Outcome	Lesson Sequence – Overview	Resources	Word Wall
<p>ST1-10ES-S recognises observable changes occurring in the sky and on the land and identifies Earth's resources</p> <ul style="list-style-type: none"> identify and describe features of the landscape and sky contribute to discussions about features of the landscape and sky that change over different timescales <p>ST1-1WS-S observes, questions and collects data to communicate and compare ideas</p> <ul style="list-style-type: none"> record their predictions in a table. 	<p>Lesson 1 <u>I Spy – Lesson focus p11</u></p> <ul style="list-style-type: none"> To capture students' interest and find out what they think they know about observable changes that occur in the sky and landscape. To elicit students' questions about what features of the sky and landscape change over time. <p><u>Students:</u></p> <ul style="list-style-type: none"> play a game of 'I spy' to identify landscape features and objects in the schoolyard predict what will look the same in several weeks discuss changes that might occur over different timescales. 	<p>For the class</p> <ul style="list-style-type: none"> class science journal word wall digital camera <p>For each student</p> <ul style="list-style-type: none"> science journals 	<p>Autumn changes day features fortnight garden interview journal landscape made natural night observe plants predictions</p>
<p>ST1-10ES-S recognises observable changes occurring in the sky and on the land and identifies Earth's resources</p>	<p>Lesson 2 <u>Garden grooming –Lesson focus p15</u></p> <ul style="list-style-type: none"> To provide hands-on shared experiences of changes that occur in the sky and landscape through investigating how human activity affects features of the landscape. <p><u>Students:</u></p> <ul style="list-style-type: none"> identify and discuss items as being natural or made 	<p>For the class</p> <ul style="list-style-type: none"> class science journal word wall team skills chart team roles chart 1 garden plot (see 'Preparation') items to put in garden plot (see 'Preparation') 	<p>Autumn changes day features fortnight garden interview journal landscape made natural night observe plants predictions</p>

<ul style="list-style-type: none"> identify whether everyday items in the garden are natural or made <p>ST1-1WS-S observes, questions and collects data to communicate and compare ideas</p> <ul style="list-style-type: none"> work in collaborative learning teams to discuss and sort items into categories place items in a Venn diagram and review their categories record their predictions of what the garden will look like in a month as a drawing in their science journals. 	<ul style="list-style-type: none"> discuss how to conduct an investigation of what happens to a garden over time. 	<ul style="list-style-type: none"> 3 hoops 3 A4 pieces of paper digital camera <p>For each team</p> <ul style="list-style-type: none"> role wristbands or badges for Manager and Speaker each team member's science journal 	<p><i>resources</i></p> <p><i>seasons</i></p> <p><i>science</i></p> <p><i>sky</i></p> <p><i>Spring</i></p> <p><i>Summer</i></p> <p><i>time</i></p> <p><i>week</i></p> <p><i>Winter</i></p> <p><i>year</i></p>
<p>ST1-10ES-S recognises observable changes occurring in the sky and on the land and identifies Earth's resources</p> <ul style="list-style-type: none"> work in collaborative learning teams to identify changes that have occurred in a fortnight compare their observations with their predictions <p>ST1-1WS-S</p>	<p>Lesson 3 <u>Daily changes – Lesson focus p20</u></p> <ul style="list-style-type: none"> To provide shared experiences of changes that occur in the sky and landscape over short timescales. <p>Session 1 Spying again <u>Students:</u></p> <ul style="list-style-type: none"> identify things that have changed in the area where they played their 'I spy' game compare their observations to their predictions. <p>Session 2 Night visions <u>Students:</u></p> <ul style="list-style-type: none"> present their home comparisons of night and day landscapes and the sky discuss why the sky looks different at night. 	<p>Session 1 For the class</p> <ul style="list-style-type: none"> class science journal word wall team skills chart team roles chart 1 enlarged copy of 'Information note for families' (Resource sheet 1) 1 enlarged copy of 'What changed at night' (Resource sheet 2) <i>Optional:</i> digital camera <p>For each team</p> <ul style="list-style-type: none"> each team member's science journal 	

<p>observes, questions and collects data to communicate and compare ideas</p> <ul style="list-style-type: none"> record their home observations in a table present and discuss their results with the class. 		<ul style="list-style-type: none"> role wristbands or badges for Manager and Speaker printed photo from Lesson 1 (see 'Preparation') coloured pens 1 copy of 'Information note for families (Resource sheet 1) for each team member 1 copy of 'What changed at night' (Resource sheet 2) for each team member <p>Session 2 For the class</p> <ul style="list-style-type: none"> class science journal word wall <p>For each student</p> <ul style="list-style-type: none"> science journal 	
<p>ST1-10ES-S recognises observable changes occurring in the sky and on the land and identifies Earth's resources</p> <ul style="list-style-type: none"> discuss similarities and differences between seasons identify regular and predictable changes to the sky and landscape over the course of a year. <p>ST1-1WS-S observes, questions and collects data to communicate and compare ideas</p> <ul style="list-style-type: none"> work in collaborative learning teams to 	<p>Lesson 4 Seasonal traits – Lesson focus p28</p> <ul style="list-style-type: none"> To provide shared experiences of changes that occur in the sky and landscape over the course of a year. <p>Students:</p> <ul style="list-style-type: none"> <i>work in teams to create posters that represent a season</i> <i>create a class flow chart of the characteristics of seasons</i> <i>discuss how the seasons change over the course of a year.</i> 	<p>For the class</p> <ul style="list-style-type: none"> class science journal word wall team skills chart team roles chart collection of photos (see 'Preparation') <p>For each team</p> <ul style="list-style-type: none"> each team member's science journal role wristbands or badges for Manager and Speaker sets of photos A3 piece of paper or card scissors glue 	

<p>create a poster to represent a season</p> <ul style="list-style-type: none"> organise their posters into a flow chart 			
<p>ST1-10ES-S recognises observable changes occurring in the sky and on the land and identifies Earth's resources</p> <ul style="list-style-type: none"> identify changes in the features of the landscape and the sky, and compare basic timescales of change <p>ST1-1WS-S observes, questions and collects data to communicate and compare ideas</p> <ul style="list-style-type: none"> identify questions for an interviewee about long-term changes to the landscape and sky use appropriate oral communication to discuss their questions with their interviewee represent what they think the school environment used to look like by drawing. 	<p>Lesson 5 <u>Ask an expert – Lesson focus p33</u></p> <ul style="list-style-type: none"> To support students to represent and explain their understanding of how different changes occur in the sky and landscape over different timescales, and to introduce current scientific views about changes that happen over longer timeframes. <p>Session 1 Interview planning</p> <p><u>Students:</u></p> <ul style="list-style-type: none"> identify quick and slow changes to the landscape and sky prepare interview questions to gather information about longer-term changes. <p>Session 2 Guest speaker</p> <p><u>Students:</u></p> <ul style="list-style-type: none"> interview a guest speaker about changes to the landscape and sky. 	<p>Session 1 For the class</p> <ul style="list-style-type: none"> class science journal word wall 3 A4 sheets of paper <p>For each student</p> <ul style="list-style-type: none"> science journal <p>Session 2 For the class</p> <ul style="list-style-type: none"> class science journal word wall Optional: digital camera <p>For each student</p> <ul style="list-style-type: none"> science journal 	

<p>ST1-10ES-S recognises observable changes occurring in the sky and on the land and identifies Earth's resources</p> <ul style="list-style-type: none"> identify natural and made features of the garden and how they have changed respond to and pose questions about what happens when humans stop making changes to the land. <p>ST1-1WS-S observes, questions and collects data to communicate and compare ideas</p> <ul style="list-style-type: none"> compare their observations of the garden with their initial predictions work in teams to represent their understanding by ordering a set of photos into a flow chart 	<h2>Lesson 6</h2> <p><u>It's only natural – Lesson focus p38</u></p> <ul style="list-style-type: none"> To support students to represent and discuss their investigation of how human activity affects features of the landscape. <p><u>Students:</u></p> <ul style="list-style-type: none"> <i>discuss their observations of the changes in the class garden</i> <i>create a class flow chart to present what happened to the garden over time</i> <i>identify that natural and made things in a garden have different changes over time.</i> 	<p>For the class</p> <ul style="list-style-type: none"> class science journal word wall team skills chart team roles chart enlarged photo of the garden as it was in Lesson 2 enlarged set of 4 photos of the garden from Lesson 2 (See 'Preparation') <p>For each team</p> <ul style="list-style-type: none"> role wristbands or badges for Manager and Speaker each team member's science journal set of photos of the garden from Lesson 2 (see 'Preparation') for each student scissors glue 	
<p>ST1-10ES-S recognises observable changes occurring in the sky and on the land and identifies Earth's resources</p>	<h2>Lesson 7</h2> <p><u>Time spy – Lesson focus p43</u></p> <p>To support students to represent what they have learned about features of the landscape and sky, and how the features may change over various periods of time.</p> <p><u>Students:</u></p> <ul style="list-style-type: none"> <i>play an 'I spy' game about how features have changed</i> <i>use what they have discovered throughout the unit to create clues for the game</i> 	<p>For the class</p> <ul style="list-style-type: none"> 1 enlarged copy of 'Change spies' (Resource sheet 3) class science journal word wall <p>For each student</p> <ul style="list-style-type: none"> 1 copy of 'Change spies' (Resource sheet 3) 	

<ul style="list-style-type: none"> • identify and describe features of the landscape and sky <p>ST1-1WS-S observes, questions and collects data to communicate and compare ideas</p> <ul style="list-style-type: none"> • contribute to discussions about features of the landscape and sky that change over different timescales. 	<ul style="list-style-type: none"> • <i>reflect on their learning.</i> 	<ul style="list-style-type: none"> • science journal 	
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