The graphic consists of several overlapping teal-colored shapes with rounded corners. Each shape contains a different pattern of small, light-colored icons. The top-most shape features scientific symbols like a microscope, a beaker, and a globe. The middle shape shows architectural icons such as domes and buildings. The bottom-most shape contains icons of various tools and instruments. A white rectangular box with rounded corners is positioned in the center, overlapping the top and middle shapes.

THE SOLAR SYSTEM

THE SOLAR SYSTEM

CONTENTS	EVALUATION CRITERIA	
	Pupils will be able to:	
The planets	Know the names of the planets and their position in relation to the Sun.	
Initiation to scientific knowledge and its application to Social Science: search, selection and analysis of information	Search for, select and analyse information.	
Presentation of work	Present work carried out clearly using different media.	

– OPENING PAGES

Song: *Planets*

– STORY

Which planet?

– WORK TOGETHER

The Sun, the Earth and the Moon

– CONTENT PAGES

Eight planets
The planets move around the Sun
The four seasons
Day and night
Movement of the Moon

– OUR CHOICES

Look after your planet

– REVIEW

– UNIT SUMMARY

In this unit pupils will learn about:

- the Earth, the Sun and the Moon
- the Solar System (eight planets)
- the rotation and revolution of the Earth (day / night, seasons)
- the movement of the Moon (four phases)
- how to look after our planet

– LANGUAGE FOCUS

- Sun, Moon, stars, planet, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune
- Revolution, rotation, axis
- Telescope, spaceship, astronaut
- Rings, rocks, satellite
- Ordinal numbers: first, second, third, etc.
- Months, seasons, day, night
- Phases of the Moon

– KEY STRUCTURES

- There is ... / There are ...
- Can
- Question words
- Prepositions
- Comparatives and superlatives
- Time and cause clauses

LEARNING STANDARDS Pupils are able to:	KEY COMPETENCES						
	LIN	MST	DIG	LTL	SOC	AUT	CUL
Know the names of the planets and their position in relation to the Sun.		●					
Describe the movements of the planets of the Solar System, particularly of the Earth and the Moon.	●	●					
Identify the different phases of the Moon.		●		●			
Obtain concrete and relevant information about specific facts using different sources.				●			
Analyse the information to select the most relevant.				●			
Develop strategies to organise, memorise, and recall the information.				●			
Use images, graphs, tables, summaries, etc. to display the information.		●		●		●	
Carry out work and presentations using different media.			●	●		●	
Express orally, clearly and in order, contents related to the area of study.	●			●		●	
Use the correct vocabulary with precision and care.	●			●		●	

LIN Competence in linguistic communication

MST Competence in mathematics, science and technology

DIG Competence in the use of new technologies

LTL Competence in learning to learn

SOC Competence in social awareness and citizenship

AUT Competence in autonomous learning and personal initiative

CUL Competence in artistic and cultural awareness

DIGITAL RESOURCES

PUPIL'S IWB

LEARNING KIT

- Interactive activities
- Flashcards
- Presentation
- Song
- Multimedia

TEACHER'S KIT

- Test generator
- Wordlist
- Worksheets and templates
- Lyrics
- Multimedia
- 360° evaluation tests

FAMILY CORNER

- Presentations
- Wordlist
- Family guide

UNIT TRACK LIST

- 1.01 Introduction
- 1.02 Page 7, Activity 4 (*Planets* song)
- 1.03 Page 7, Activity 5 (*Planets* song)
- 1.04 Page 8, Story (*Which planet?*)
- 1.05 Page 8, Activity 1
- 1.06 Page 10, Eight planets
- 1.07 Page 10, Activity 1
- 1.08 Page 11, The planets move around the Sun
- 1.09 Page 12, The four seasons
- 1.10 Page 12, Activity 1
- 1.11 Page 13, Day and night
- 1.12 Page 13, Activity 2 (*Time* chant)
- 1.13 Page 14, Movement of the Moon
- 1.14 Page 14, Activity 1
- 1.15 Page 15, Activity 1

6 OPENING PAGES

SUMMARY

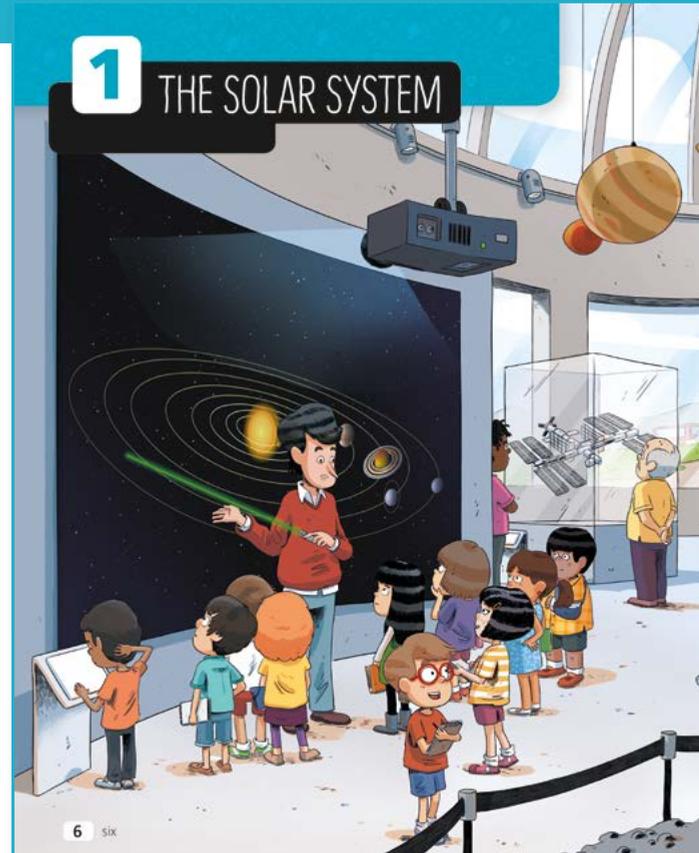
The aim of the unit opener is to encourage pupils' observation skills and find out what they already know about the topic of the unit. Find out what your pupils can already tell you about the Solar System to help you build on that knowledge. Pupils answer the questions in groups then learn the actions to the songs

LANGUAGE

- Sun, Moon, stars, planets (Earth, etc.)
- Telescope, rocket, satellite, astronaut
- ... is wearing / looking at ...

1.02 Activity 4 (*Planets song*)

1.03 Activity 5 (*Planets song*)



GETTING STARTED

- Draw a big circle on the board and ask pupils what it might be. When they suggest (*the Sun*), say: *Yes!* Draw eight smaller circles of various sizes around the Sun, adding a ring around two of them. Ask again for suggestions. When they suggest *planets*, say: *Yes!* See if they can name any of them. The order is not important here. Write the names in a list to one side of the illustration. Read the names of the planets and make them repeat.
- Explain they are going to look at a science museum in their books and ask them what they expect to see in the opening illustration. Ask: *Have you ever been to a science museum?*
- Then play 'See, think, say' with the opening illustration. Ask them what they can see and what they think. Model this by saying: *I think this is the Solar System* (point to the illustration). *I think this man is talking about a planet. What do you think?* Then ask them to say the sentences, for example: *The teacher is explaining. A boy is looking at the screen. The girl is listening to the teacher.*

STEP BY STEP

PAGES 6-7

Activity 1

Review what Sam looks like by using phrases such as: *Sam's got ... / Sam's wearing ...* Tell pupils to point where Sam is and ask what he is looking at. Refer to the Language tips box to help them answer the question. Repeat the procedure for Amy.

Activity 2

Ask pupils to find the Solar System in the illustration. Ask them: *What is at the centre of the Solar System? (the Sun)*. Help them by pointing at your drawing on the board. Explain the Sun is not a planet but a star. Refer to your drawing on the board and ask the pupils: *What planets on the board can you see in your book? (Saturn)*.

Activity 3

Say: *Look at the boy with brown hair. He is reading information about the Solar System. He is not touching it. This is good behaviour. Who is not being a good pupil?* Encourage pupils to work in groups to find the pupil who is not being a good pupil (*the boy with blond hair*). Tell the pupils to circle him and talk about why this is not good behaviour (*He is climbing on the display*).

LET'S BEGIN

- Look at the picture. Find Sam. What is he looking at? **He is looking at the astronaut.**
- What is at the centre of the Solar System? **the Sun**
- Look at the picture. Who is not paying attention? Circle.
- Listen to the *Planets* song. Circle the words you hear.

Sun	Earth	astronaut
Moon	telescope	spaceship
- Sing the song and do the actions!
What do you know? Let's find out!

Language tips
Sam is looking at the ...

seven 7

1.02-1.03 PLANETS



Eight planets in the Solar System. (*show eight fingers*)
 At the centre is the Sun. (*make a circle with both hands*)
 Telescopes can help us see them. (*mime looking through a telescope*)
 Here they are, one by one. (*open fingers as if counting*)
 Mercury and Venus, (*point up to the sky*)
 Our planet Earth and Mars, (*hug yourself*)
 Then Jupiter and Saturn, (*point up to the sky*)
 The biggest planets by far. (*stretch out arms*)
 After Saturn comes Uranus, (*hands on hips and tilt to the side*)
 Which orbits on its side. (*turn around once*)
 Then number eight is Neptune, (*hold up eight fingers*)
 And that's the end of our guide. (*make 'time out' gesture with hands*)
 Eight planets in the Solar System, (*show eight fingers*)
 At the centre is the Sun. (*make a circle with both hands*)
 Telescopes can help us see them. (*mime looking through a telescope*)
 There they are, one by one. (*open fingers as if counting*)

Make them think about how they should behave in a museum. Ask them: *Can you run in a museum? Can you touch things here? Can you make a lot of noise?*

Activity 4 1.02

Ask the pupils to look at the photos. Say the words and ask them to point to the correct photo and repeat the words with you. Focus their attention on the musical note. Say: *Let's listen to a song.* Tell them they are going to listen to the song twice and to circle the photos they hear. Pause after each verse to give them time to circle.

Activity 5 1.03

Say: *Now let's listen and do the actions.* Pupils have to stand up in order to do the activity. Play the song, teach the actions and encourage pupils to copy. Repeat the song a couple of times and do the actions together.

TARGETED QUESTIONS

- Point to the opening illustration. Ask: **What are Sam and Amy wearing? What are you wearing?**
- Point to the photo of the astronaut. Ask: **What is this? (astronaut) Would you like to be an astronaut?**

Is there a telescope in your classroom? What is it used for?

Which is your favourite museum? What can you see there? Tell pupils to close their eyes and imagine they are there.

WRAP IT UP

Tell the pupils to look at the opening illustration again. Play 'Stand up if'. Stand up if there is an astronaut / a plane / a telescope, etc.

FAST FINISHERS

Tell pupils to copy the drawing of the board in their notebooks. Have them label the Sun and Saturn.

360° EVALUATION

Download, print and distribute the Diagnostic test and Self-evaluation test for the pupils to complete.

8 STORY

SUMMARY

Use the story to make pupils talk about some planets and their features.

LANGUAGE

- Planets and their characteristics
- Superlatives (the closest to / farthest from)

MATERIALS

Flashcards: planet, Sun.
Pictures of each of the planets and the Sun, one set per group.

- 1.02 Planets song. Lyrics, page 37
- 1.04 Story (*Which planet?*). Script, page 214
- 1.05 Activity 1. Script, page 214

GETTING STARTED

Play the *Planets* song and invite pupils to sing along and do the actions. Then write the names of the eight planets on the board, but only give the first and final letters (*M _ _ _ _ y, V _ _ _ s, N _ _ _ _ e*). Invite volunteers to come to the board and complete the spelling of each planet.

STEP BY STEP

PAGE 8

Which planet? 1.04

Say: *Let's look at a story.* Point to frame 1 and say: *Look at the picture.* Ask: *Who can you see?* (*Sam and Amy, a teacher, children*). Ask: *What is the teacher doing?* (*He's pointing at a planet.*). Try to elicit what the teacher is telling Amy and Sam. Ask: *What does the teacher say?* (*What planet is this?*).

Tell them to listen and find out. Play the recording and encourage them to follow along with their fingers.

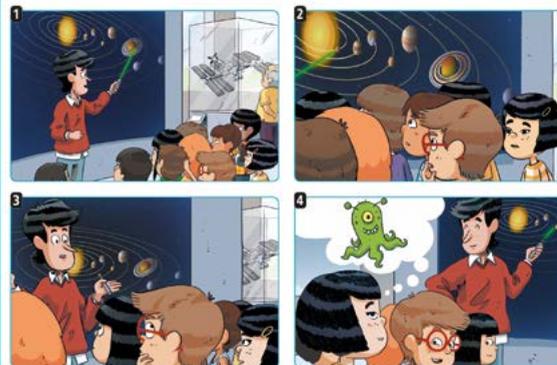
Activity 1 1.05

- Say: *Take a look at the photos in your book. What are they?* (*planets*).

Story

Which planet?

Listen, look and act out.



Listen and tick the correct photo.



8 eight

- Point to the third photo and ask: *What planet is this?* (*Saturn*). Ask: *How do you know this planet is Saturn?* (*It has rings around it*). Ask: *Do you remember what the rings around Saturn are made of?* (*rocks and ice*).
- Point to the first photo and ask the same questions for Jupiter.
- Finally, point to the Earth. Ask them if Mars is the Red Planet, if they can guess which colour best describes the Earth (*blue*). Make them guess why it is sometimes called the Blue Planet. (*Most of the Earth's surface is water. From space the Earth looks blue.*)
- Play the recording as many times as necessary. The pupils should listen and tick the planet.

WRAP IT UP

Put the pupils in groups. Give each group cut out pictures of the eight planets and the Sun. Tell the groups to line up the planets in order, starting with the Sun, then the first planet, etc. Play the *Planets* song again and encourage each group to point to their planet as it is named.

WORK TOGETHER 9

Work together

The Sun, the Earth and the Moon

Make a model of the Sun, the Earth and the Moon.

Materials:



1 Make your hypothesis.

Draw a picture of the Sun, the Earth and the Moon.
Draw arrows to show how they move.



2 Make a plan.

- Colour and cut out the Sun, the Earth and the Moon.
- Cut out the two strips of paper on your template.
- Connect your Sun, Earth and Moon to show how they move.



3 Develop conclusions.

The Earth moves around the Moon / Sun.



4 Test your hypothesis.

Read the sentences and tick.

- My picture and model show the same movements.
- My model shows how the Earth moves.
- My model shows how the Moon moves.

Evaluate your cooperative learning.

nine 9

SUMMARY

Pupils will use the *Cooperative investigation* technique applied to an enquiry-based activity to encourage their curiosity about the world around them. First, the pupils will discuss their ideas with a partner, then share them with the class, in order to form a class hypothesis. Next, they will agree on a plan and work in pairs to carry it out. With their partner, they will develop their conclusions and share them with the class. Finally, the pupils will test their hypothesis by comparing their conclusion to their original hypothesis.

LANGUAGE

- Sun, Earth, Moon
- Colour, cut out, connect, show
- The ... moves around the ...

MATERIALS

Coloured pencils, A4 paper, scissors, split pins, Unit 1 template.

GETTING STARTED

Play 'Guess the word'. Say: *You can see it at night. It is sometimes round. It moves around the Earth (the Moon).* Then say: *You can see it during the day. It gives us light. (the Sun).* Finish with: *We live on it. It has a lot of water. It moves around the Sun. (the Earth).*

STEP BY STEP

PAGE 9

- **Step 1.** Put the pupils in pairs and hand out a sheet of A4 to each group. Ask them to draw a picture to show how the Sun, Earth and Moon move.
- **Step 2.** Hand out the template to each pair. They should colour and cut out the shapes and strips. Once all is cut out, allow them to play and to try to find out how they will need to fit them together. Then ask a group to show the class how they have put the model together. Before handing out the split pins, make sure pupils have understood.
- **Step 3.** Now form groups of four. Tell each group they should show the other pair their model. They have to choose the correct word in the sentence of Step 3 and come to their conclusion.

- **Step 4.** Finally, ask volunteers to come out in front of the class to show their model and explain. Then, working with the same partner, the pupils should compare the picture they drew in Step 1 to their model and check their hypothesis reading the sentences of Step 4.

WRAP IT UP

Find a big, open space, such as the playground. Make a 3D Solar System using the pupils as celestial bodies; the Sun, the eight planets, the Moon. Encourage the pupils who are not participating in the 3D model to 'look at' the planets through a telescope made from their hands. Repeat so each pupil has the chance to be part of the 3D model at least once.

360° EVALUATION

Download, print and distribute the Cooperative learning evaluation for the pupils to complete.

10 EIGHT PLANETS

SUMMARY

Pupils will learn the order of the planets from the Sun outwards and about their movement around the Sun.

LANGUAGE

- Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune
- Sun, star, Solar System, planet
- Ordinal numbers: first, second, third, fourth, etc.

MATERIALS

A3 white paper, coloured pencils or felt-tip pens.

1.06 Eight planets

1.07 Activity 1. [Script, page 214](#)

GETTING STARTED

Play 'Guess the word'. Ask pupils to guess the planet you are spelling before you finish writing it.

STEP BY STEP

PAGE 10

- Ask pupils to look at the reading box. Say: *Let's listen and read.* Play the audio and encourage pupils to follow in their books.
- Then ask: *Is the Sun a planet? (no).* Say: *Tell me about the Sun. (The Sun is a star and it is in the centre of the Solar System.)* Ask: *What is Lucas pointing at? (the Sun).*

Activity 1

1.07

- Draw the pupils' attention to the picture. Ask: *What is this? (the Solar System). How do you know? (You can see the Sun and the eight planets.) Can you name any of the planets?* Point at the Sun and ask: *What is this? (the Sun).* Point at the third planet and ask: *What is the name of this planet? (Earth).*
- Play the audio. Pause after each sentence so they can label each planet. Play the audio again to complete the activity and check their answers.

Eight planets

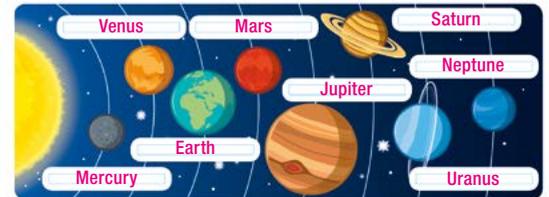
The Sun is a star and it is at the centre of the Solar System. There are eight planets in the Solar System. All the planets move around the Sun. This movement is called revolution.

What is Lucas pointing at? **at the Sun**

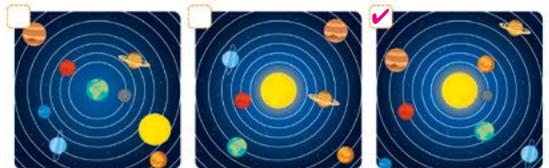


1 Listen and label the planets.

Mars Jupiter Neptune Venus Earth Uranus Mercury Saturn



2 Tick the correct picture.



10 ten

Activity 2

- Point to the first picture and ask: *What is at the centre of the Solar System? (Earth). Is that right? (no). Why not?* Encourage pupils to tell you that it's the Sun which is at the centre of the Solar System, not the Earth. Ask: *Tick or cross? (cross).*
- Point to the other two pictures and say: *One picture is correct and one picture is not correct.* Give pupils one minute to study both pictures and decide which of the two pictures is correct. (*picture 3*). Ask: *Why is picture 3 correct? (There are eight planets in the Solar System, the third planet is Earth, the third planet is not Saturn, etc.).* Ask: *Tick or cross picture 2? (cross) Tick or cross picture 3? (tick).*

WRAP IT UP

Ask pupils to read out the names of the planets in order and write them on the board. Now rub them out, leaving just the first letter of each planet. Next to each letter write the following mnemonic: *My Very Educated Mother Just Served Us Nachos.* Tell pupils this memory sentence will help them remember the correct order of the planets.

THE PLANETS MOVE AROUND THE SUN 11

The planets move around the Sun

Planet Earth takes 365 days, or one year, to complete one revolution around the Sun. A planet takes less time to go around the Sun if it is closer and more time if it is farther.

📺📺 How long does it take the Earth to complete one revolution? **365 days / one year**

Language tips

It takes the Earth ... to complete one revolution.

1 Complete the chart.

Planet	Time to go around the Sun
Mercury	88 days
Venus	226 days
Earth	365 days
Mars	2 years
Jupiter	12 years
Saturn	29 years
Uranus	84 years
Neptune	165 years

eleven 11

SUMMARY

Pupils will be introduced to the idea that all planets move around the Sun. Pupils will review the fact that the Earth moves around the Sun and that this takes a year. Pupils will learn that it takes each planet a different amount of time to complete one revolution around the Sun. They will also learn to interpret the information in a chart.

LANGUAGE

- Planets
- Revolution
- The ... takes ... (days / years) to complete one revolution around the Sun.
- How long does it take ... to revolve around the Sun?

MATERIALS

Pictures of the planets.
Calendar, A3 paper, felt-tips.

1.08 The planets move around the Sun

GETTING STARTED

Show the pupils pictures of the planets and ask them to name the ones they recognise. Start with Saturn. Encourage them to justify their answers if possible. (*Saturn has got rings.*) Put each picture with its corresponding word on the board.

STEP BY STEP

PAGE 11

- Ask pupils to look at the reading box. Say: *Let's read and listen to more information about the Sun and the Earth.* Play the audio and encourage them to follow in their books.
- Show pupils a calendar with the 12 months. As you turn the pages, elicit the names of the months. Ask: *How many months are there in one year? (12), How many days are there in one year? (365).*
- Use the models of the Sun, Earth and Moon of (the Work together page). Ask: *How long does it take the Earth to complete one revolution around the Sun? (365 days / one year).* Refer the pupils to the Language tips box to answer.

Activity 1

- Now refer the pupils to the chart in the activity. Ask: *How long does it take the Earth to go round the Sun? Do you remember?* Elicit the answer and tell the pupils to complete the box next to the Earth.
- Draw their attention to Mercury in the chart and ask: *How long does it take Mercury to complete one revolution around the Sun?* Pupils look at the chart for the answer (*88 days*). Repeat with Venus and the Earth. Then ask: *What is the name of the next planet? (Mars).* Elicit the names of the planets orally.
- Then give the pupils one minute to write the names of the planets on the chart.

WRAP IT UP

Hand out a sheet of A3 paper to each pair. Tell them to draw the planets and the Sun in order from the Sun on the left to Neptune on the right. Then, using the table, the pairs should label each planet by writing how long it takes to complete one revolution of the Sun in the centre of the planet.

12 THE FOUR SEASONS

SUMMARY

Pupils will review that there are twelve months in a year and that the year is divided into four seasons.

LANGUAGE

- Earth, Sun
- Revolution
- Months, seasons: autumn, spring, winter, summer
- In + (season)
- When it's hot ... / cold ...

MATERIALS

Flashcards: autumn, Earth, spring, summer, Sun, winter.

1.09 The four seasons

1.10 Activity 1. [Script, page 214](#)

GETTING STARTED

- Ask the pupils if they know what season it is (*autumn*). Look out of the classroom window or go outside. Play 'I spy'. If you are outside, give them three minutes to find something connected to autumn (*a leaf, an acorn, etc.*). If you are inside, ask the pupils to draw an autumn picture.
- Choose two pupils to demonstrate the Earth (Pupil one) moving around the Sun (Pupil two). Ask the Earth to walk around the Sun very slowly. As the Earth is moving around the Sun, the class chants the twelve months of the year. Illustrate that it takes twelve months for the Earth to make one revolution around the Sun.

STEP BY STEP

PAGE 12

- Ask pupils to look at the reading box. Say: *Let's listen and read.* Play the audio and have pupils follow in their books.

Activity 1 1.10

- Ask: *What's the date today?* Choose one pupil to write the date on the board. Underline the month

The four seasons

The Earth takes one year to complete one revolution around the Sun. There are twelve months in a year and four seasons: spring, summer, autumn and winter.

  In which season do flowers grow on plants? **spring**

Language tips

Flowers grow on plants in ...

1  Listen and write the seasons.

spring winter summer autumn



autumn

spring

winter

summer

2 Match.

spring

summer

autumn

winter



12 twelve

and ask: *Which season is it now? (autumn).* Elicit some of the characteristics of autumn by saying: *It's autumn. What's the weather like? (It's windy.) What can you see in autumn? (The leaves are red, etc.)*

- Then focus their attention on the photos. Point to each one in turn and ask: *Which season do you think it is? Why?* Elicit some of the characteristics of each season. Say: *Let's listen and check.* Play the audio pausing after each part so they can write the seasons under each photo.

Activity 2

Focus their attention on the pictures. Ask: *What can you see in the first picture? (a girl) Where is she? (on the beach) What's she doing? (She's making a sandcastle.) Which season do you think it is? (summer)* Tell pupils to match the pictures to the seasons.

WRAP IT UP

Write the four seasons in columns on the board. Have the pupils think of what months there are in each season. Ask: *What months are there in spring? (April, May and June).* Do the same for the other seasons.

DAY AND NIGHT 13

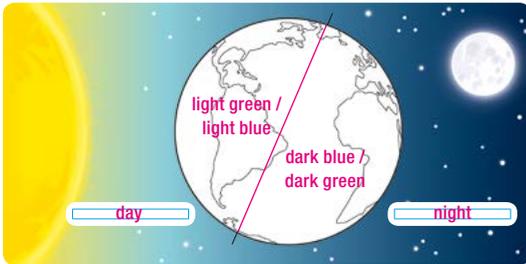
Day and night

The Earth is always turning on its axis. This movement is called rotation and takes 24 hours. It produces day and night. It is day when Earth is facing the Sun and night on the other side.

Project

What is solar energy? Find out more when you do the Project!

- 1 Write *day* and *night*. Colour the Earth light and dark.



- 2 Listen to the *Time* chant and write the numbers.

- a A day has parts: morning, afternoon, evening and night.
 b There are hours in a day.
 c There are minutes in an hour.
 d There are seconds in a minute.



thirteen 13

SUMMARY

Pupils will review why we have day and night and learn that the Earth turns on its axis.

LANGUAGE

- Earth, Sun, axis, rotation
- Day, night, light, dark

MATERIALS

Flashcards: Earth, Sun.
 Pictures of day and night.

- 1.11 Day and night
- 1.12 Activity 2 (*Time* chant)

GETTING STARTED

Put two pictures on the board, illustrating day and night. Tell pupils that you are going to say a sentence, and they have to guess if you are talking about day or night. For example: *The sky is black (night)*. After a few turns, pupils take over for the rest to guess.

STEP BY STEP

PAGE 13

- Ask pupils how the Earth moves. Elicit that the Earth turns on its axis. Refer the pupils to the reading box. Say: *Let's listen and read*. Play the audio.
- Refer to the Project box as this content page will be useful for their project.

Activity 1

- Draw a circle on the board and write *Earth* in it. On the left, draw a circle and write *Sun* in it. Draw rays from the Sun to the Earth. Explain how one half of the Earth receives light from the Sun whilst the other half does not.
- Tell them to colour the left half of the Earth light blue and green. *Is it day or night? (day)*. Pupils write *day* in the space provided. Tell them to colour the

right half of the Earth dark blue and green and write *night* in the space.

Activity 2 1.12

Play the audio, pausing after each answer. Ask volunteers to read the sentences aloud and ask the pupils to spell the words together.

WRAP IT UP

Play the chant again and encourage the pupils to join in and invent their own actions for the chant.

1.12 TIME

Time time time. Tick tock tick tock!
 One day has four parts.
 Morning, afternoon, evening and night.
 How long is one day?
 (There are) 24 hours in one day.
 How long is one hour?
 (There are) 60 minutes in one hour.
 How long is one minute?
 (There are) 60 seconds in one minute.
 Time time time. Tick tock tick tock!
 Tick tock tick tock!

14 MOVEMENT OF THE MOON

SUMMARY

Pupils will review the fact that the Moon moves around the Earth and that the Sun lights up the Moon. Pupils will learn that the Moon is a satellite and that it has different phases depending on how much of it we can see.

LANGUAGE

- Moon, satellite, planet, Earth, Sun
- Phases, new moon, first quarter, full moon, third quarter
- The Earth's satellite is called the ...

MATERIALS

Flashcards: Earth, Moon, Sun.
A4 white paper, coloured pencils or felt-tip pens.

1.13 Movement of the Moon

1.14 Activity 1. Script, page 214

GETTING STARTED

Give all pupils a blank piece of paper and ask them to draw the Moon and write the title *The Moon* and their names. Choose a selection of the drawings, display and discuss them collectively. Ask them why the Moon is not round in all of their drawings. Ask: *Can we see the Moon every night?* (no).

STEP BY STEP

PAGE 14

- Play 'Disappearing cards' with pictures from the unit. Include *satellite*. Put the pictures on the board in two rows of three and drill the vocabulary. Turn over one of the cards and drill again, including the card turned over. Continue until pupils can say the whole sequence.
- Say: *Look at the box, listen and read.* Play the audio and have pupils follow in their books. Ask the question and focus them on the Language tips to answer with full sentences. (*The Earth's satellite is the called the Moon.*)

Activity 1

1.14

- Tell the pupils that the Moon moves around the Earth. Explain there are four different phases of the Moon. They are going to listen to the description of

Movement of the Moon

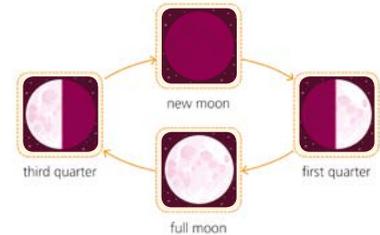
A satellite is an object which moves around a planet. The Moon is a satellite because it moves around the Earth. The Sun lights up the Moon, which looks like it changes shape. These different shapes are called the phases of the Moon.

What is the Earth's satellite called? Moon

Language tips

The Earth's satellite is called the ...

1 Listen and find the stickers.



2 Match these phases of the Moon. Which phase is missing?



14 fourteen

the different phases. Tell them to listen to each description and find the correct sticker of the Moon. Play the audio and pause after each frame so they can stick each one in the correct box.

Activity 2

- Tell them to look back at the pictures of the Moon on their stickers. Invent hand gestures for each phase, for example, pupils put their hands behind their backs for the new moon. For the first quarter moon, pupils cup their right hand and join it to their straight left hand (forming a 'D' shape). For the full moon, cup both hands and form a circle. Finally, for the third quarter moon, pupils cup their left hand in a 'C' shape and put it against their straight right hand.
- Now tell them to look in their books and match the phases to the photos. Ask: *Which one is missing?* (new moon). Call out the names of the phases and they should respond by making the correct hand gesture.

WRAP IT UP

Play the listening of Activity 1 again. As the pupils hear the name of each phase, they should point to it.

Our choices

Look after your planet

1 Listen and colour. Use the code.

good for the planet bad for the planet

green red

green red green

2 Talk to your partner about how you look after the planet.

a Do you use the bus? **Pupils' own ideas**

b Do you dry your clothes outside?

c Do you leave rubbish in public places?

d Do you use plastic bags?

e Do you plant trees?

Language tips

Yes, I do. /
No, I don't.

3 What else can you do to look after the planet?
Pupils' own ideas

fifteen 15

SUMMARY

The Our choices page allows pupils to take a closer look at the environment around them and observe people's actions. Pupils will be encouraged to comment on how certain actions affect the environment positively or negatively. Finally, they will be encouraged to reflect on and draw conclusions about their own actions.

LANGUAGE

- Do you ...?
- Yes, I do. / No, I don't.
- Look after the planet
- Good / bad for the planet

MATERIALS

A4 paper, coloured pencils.

1.15 Activity 1. Script, pages 214-215

GETTING STARTED

Ask pupils to work in small groups and tell each other different ways that they know of looking after the planet.

STEP BY STEP

PAGE 15

Ask pupils to decide whether the photos show something which is good or something which is bad for the planet.

Activity 1 1.15

- Focus the pupils' attention on the six photos in the activity. Ask: *Do the photos show things that are good for the planet or bad for the planet?* Elicit pupils' ideas but do not confirm any answers yet.
- Say: *Let's listen and check your ideas.* Play the audio. The pupils should listen and colour each square red or green.
- Then point to the photos and ask the class to call out *red* or *green*.

Activity 2

Tell the pupils to work with a partner. The pairs should take turns to ask and answer the questions. Focus their attention on the Language tips box to help them answer. Tell them to tick the questions their partner says yes to, and cross the ones they say no to.

Activity 3

In pairs, tell them to come up with other ideas of what they do to look after our planet. Write the new ideas on the board (*Use a lunch box instead of plastic bags.*).

WRAP IT UP

Ask the class what they think you can do as a whole class to help the environment. Choose a suggestion that seems to be something you can achieve, such as recycling waste paper or using less plastic in class.

FAST FINISHERS

Hand out sheets of A4 paper and ask fast finishers to make posters for the classroom to help the class remember how to look after the environment.

16 REVIEW

SUMMARY

Pupils review unit content and undertake a simple self-assessment on the unit content.

LANGUAGE

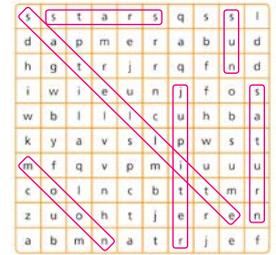
- Sun, Earth, satellite, stars, Moon, planet
- Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune
- Movements: rotation and revolution
- Phases of the Moon: new moon, first quarter, full moon, third quarter

MATERIALS

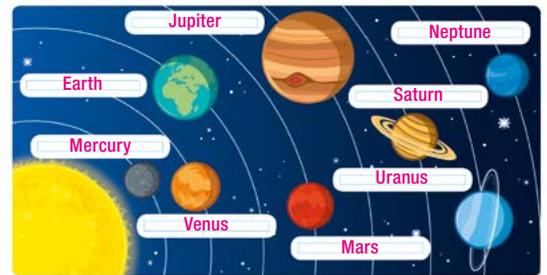
Markers, paper towels, Oreo cookies, A4 card, white glue, plastic knife.

REVIEW

1 Look and find the words.



2 Label the planets.



16 sixteen

GETTING STARTED

Tell pupils to open their Pupil's Books on pages 6 and 7 and look at the opening illustration again. Tell them to describe the picture in pairs or small groups. Ask: *What have you learnt? What do you know now?*

STEP BY STEP

PAGES 16-17

Activity 1

Focus the pupils' attention on the photos around the wordsearch. Point to each photo and ask: *What is it?* Encourage pupils to find and circle in different colours the six words in the word search.

Activity 2

- Write the letters *M E J U M N S V* on the board. Ask: *What are these letters? (The first letters of the eight planets).* Elicit the names of the planets: *Mars, Earth, Jupiter, etc.* Draw the Sun to the left of the letters and ask: *Are these planets in the correct order? (no).*
- Ask pupils to work in pairs and remember the mnemonic (or memory sentence) and then write down the names of the eight planets in order in their notebooks.

- Rub out the eight letters and elicit the correct order: *M V E M J S U N*. Write them on the board and elicit the mnemonic: *My Very Educated Mother Just Served Us Nachos*. Pupils should then label the planets.

Activity 3

- Write the words from on the board with the vowels missing: *M _ _ n, n _ ght, _ _ rth, d _ y, S _ n*. Encourage pupils to work in pairs and spell the words in full in their notebooks.
- Refer the pupils to the picture and point to the Moon. Ask: *What's this? (the Moon)*. Then say: *So the Moon is number one. Write the number next to the word.* Check they have done this correctly, then tell them to work in pairs to write the other numbers.
- Then focus their attention on the questions. Go through each question one by one to elicit the answers. Demonstrate any concepts the pupils are struggling with by asking volunteers to come to the front to be the Moon, the Sun, etc.
- Tell the pupils to look back through the unit to find the information.

3 Write the numbers. Answer the questions.

day 4 night 2 Moon 1 Earth 3 Sun 5

- a What do you call the movement of the Earth around the Sun?

revolution

- b What do you call the movement which causes day and night?

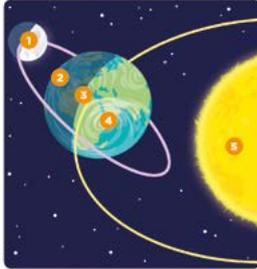
rotation

- c How many days does one revolution of the Earth take?

365 days

- d How many hours does one rotation of the Earth take?

24 hours



4 Draw the phases of the Moon.

all black

left side black

all white

right side black

new moon

first quarter

full moon

third quarter

What do you know now? Check!

seventeen 17

- Write each answer on the board as you elicit it and ask them to copy it into their books.
- Finally, put the pupils in pairs and tell them to ask and answer the questions, taking turns to ask and answer.

Activity 4

- Draw a big circle on the board and ask pupils to guess what it is (*the Moon*). Write *Moon* inside the circle and ask pupils to tell you what they have learnt about the Moon. For every piece of information they give you, write it on the board and draw a crater on the Moon. Ask: *Does the Moon always look the same? (no). Why not? (Because of the light of the Sun - sometimes there are parts of the Moon that we cannot see.)*
- Walk around the classroom while pupils draw the four phases of the Moon. Then call out the moon phases and ask the pupils to do the hand gestures they invented for on page 44 of the Teacher's Book.

WRAP IT UP

- Give one Oreo cookie to each pupil. Pupils work in groups of four to create the four phases of the

Moon with their cookies. Show how to slowly twist one side of the cookie and separate it from the other half, leaving the cream intact on one half.

- Give each group a plastic knife. Pupils have to scrape the cream off the cookie according to which phase of the Moon they are making. To make a new moon, all the cream needs to be scraped off. To make a first quarter moon, half of the cream needs to be scraped off, etc. Pupils can stick the four Oreo moons on a piece of card and label them.
- Play 'Seasons charades'. Choose a characteristic of one of the seasons and mime it. Encourage pupils to guess which season you are miming. Possible mimes: spring: smelling flowers, summer: fanning your face, autumn: falling leaves, winter: having a snowball fight.

360° EVALUATION

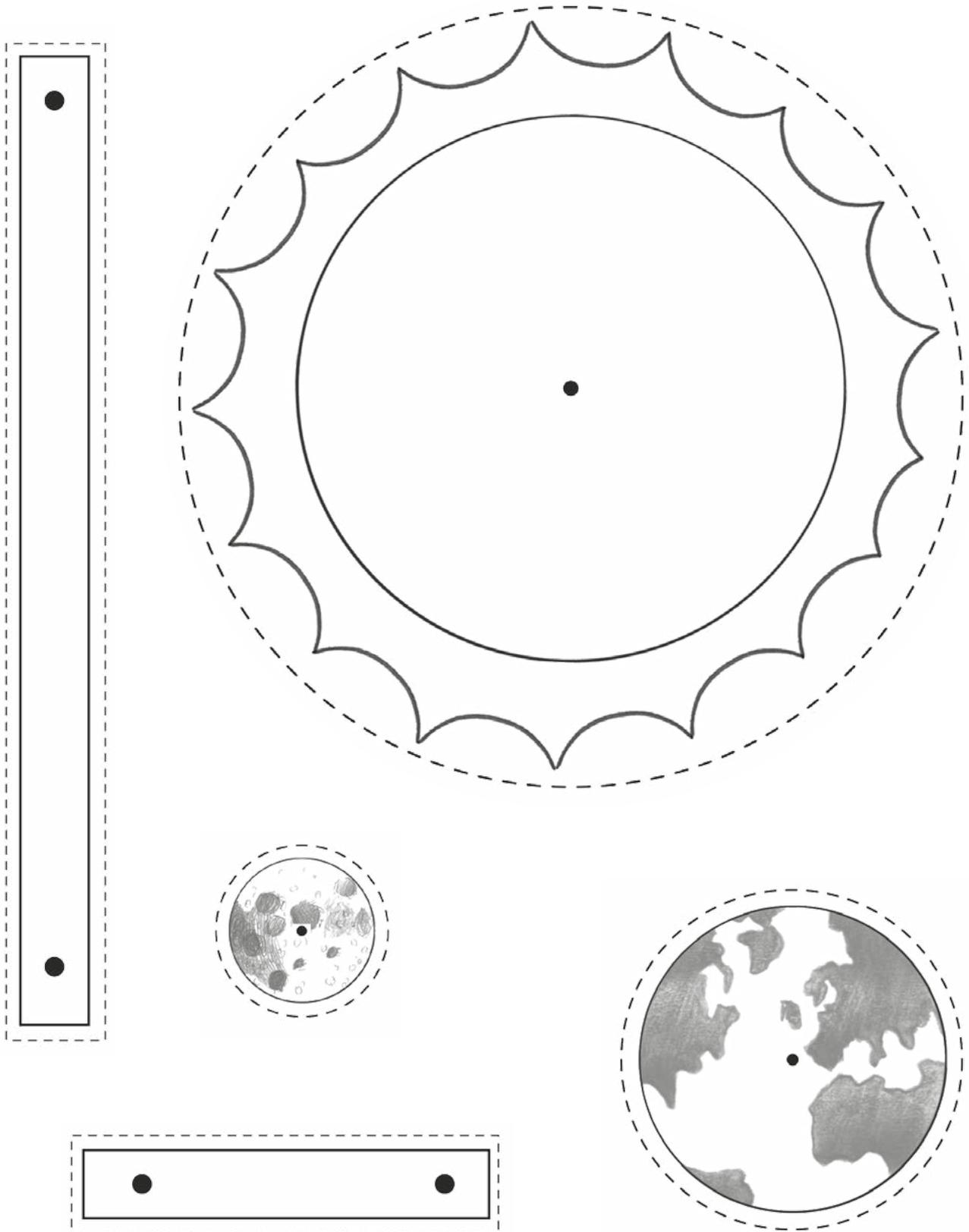
Download, print and distribute the End-of-unit test. Compare the test at the end of the unit with the ones the pupils did at the beginning and during the unit. Ask: *What did you learn?* Elicit vocabulary and concepts from the unit.

UNIT 1 WORK TOGETHER

Name: _____

Class: _____

The Sun, the Earth and the Moon



UNIT 1 DIAGNOSTIC TEST

Name: _____

Class: _____

1 Put the planets in order.



- | | | | |
|---------------------------------|---------------------------------|----------------------------------|---|
| <input type="checkbox"/> Saturn | <input type="checkbox"/> Venus | <input type="checkbox"/> Mars | <input type="checkbox"/> Neptune |
| <input type="checkbox"/> Earth | <input type="checkbox"/> Uranus | <input type="checkbox"/> Jupiter | <input checked="" type="checkbox"/> Mercury |

2 Circle the correct words.

- a** The Sun is a planet / star / satellite.
- b** All the planets move around the Moon / Earth / Sun.
- c** This movement is called rotation / revolution.
- d** One revolution of the Earth takes 365 days / 24 hours.
- e** The Moon / Sun / Earth is at the centre of the Solar System.

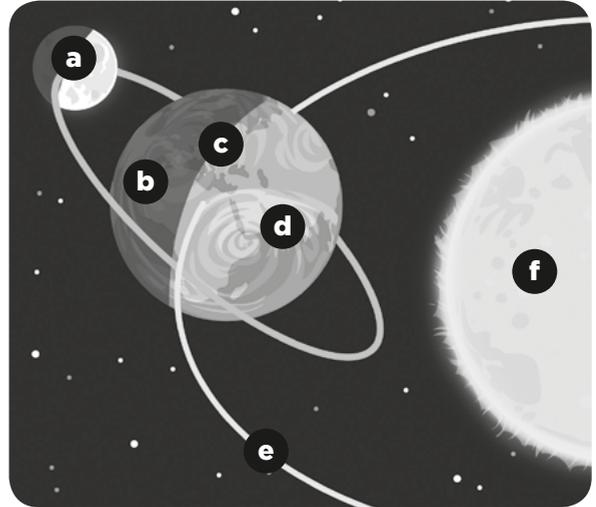
3 Match.

a 	b 	c 	d 
<input type="checkbox"/> autumn	<input type="checkbox"/> spring	<input type="checkbox"/> summer	<input type="checkbox"/> winter

Note: A dashed line connects the dot under image 'a' to the dot under the word 'spring'.

4 Label the picture of the Earth, the Sun and the Moon.

- day
- night
- Moon
- Earth
- Sun
- revolution



5 Complete the sentences.

Sun Moon planet Earth

- a** A satellite is an object which moves around a .
- b** The is a satellite.
- c** The Moon moves around the .
- d** The lights up the Moon.

6 Match the phases of the Moon.

first quarter new moon full moon third quarter

UNIT 1

PUPIL'S SELF-EVALUATION

Name: _____

Class: _____

What do you know about the Solar System? Tick.

	I'm an expert!	I know some things, but I have some questions.	I have lots of questions!
The names of the eight planets			
Movement of the planets: revolution			
The four seasons			
The Earth's rotation: day and night			
Phases of the Moon			
How to look after the planet			

UNIT 1**COOPERATIVE LEARNING
EVALUATION**

Name: _____

Class: _____

Evaluate your cooperative learning. Tick.**Self-evaluation**

	Great work!	Good job!	I can do better next time!
I worked well with my group.			
I waited my turn to speak.			
I listened to the rest of the group members.			
I asked for help when I needed it.			

Group evaluation

	Great work!	Good job!	We can do better next time!
We all contributed to the project.			
We shared our ideas and listened to each other.			
We respected each other's opinions.			
We finished our task on time.			
We all helped to prepare the activity.			
We solved any problems we had effectively.			
We all enjoyed working together.			

UNIT 1

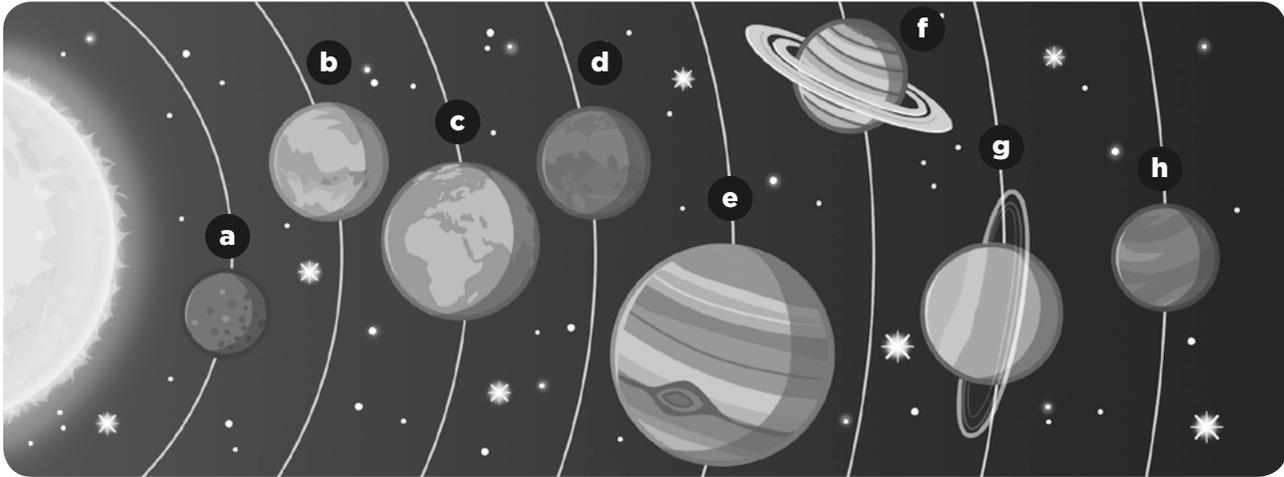
END-OF-UNIT TEST

Name: _____

Class: _____

1 Write the names of the planets.

Jupiter Mars Neptune Earth Saturn Venus Mercury Uranus

**a** _____**e** _____**b** _____**f** _____**c** _____**g** _____**d** _____**h** _____**2** Complete the sentences.

revolution rotation revolution day 365 24

a The four seasons are caused by the Earth's _____.**b** The Earth's _____ takes one year or _____ days.**c** The Earth's rotation takes _____ hours or one _____.**d** Day and night are caused by the Earth's _____.

3 Write the seasons.

summer winter spring autumn









4 What do the letters represent? Write.

day night ~~Moon~~ Earth Sun revolution

a

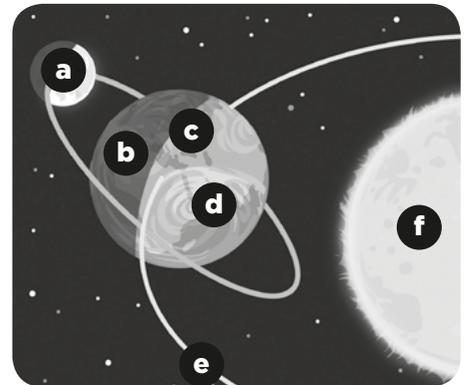
b

c

d

e

f



5 Circle words to make correct sentences.

- a A satellite is an object which moves around **the Sun / a planet**.
- b The **Sun / Moon** is a satellite because it moves around the Earth.
- c The **Earth / Sun** lights up the Moon.
- d The different shapes of the Moon are called the **shapes / phases** of the Moon.

6 Write.

full moon new moon third quarter first quarter

**7** Complete the sentences.

seconds afternoon hours evening minutes

- a** A day has four parts: morning, ,
 and night.
- b** There are 24 in a day.
- c** There are 60 in an hour.
- d** There are 60 in a minute.

8 Cross the odd one out.

- a** day and night / one year / rotation / axis
- b** rotation / four seasons / revolution / 365 days
- c** spring / winter / autumn / planet
- d** Mars / Moon / Venus / Neptune
- e** night / minute / hour / second

Dear Parent / Carer,

In this unit, your child will look at the vibrant illustration related to the Solar System on the first two pages. This illustration will act as a tool to help brainstorm ideas and opinions on the subject matter and to assess their previous knowledge. Your child will then listen to and read the story about the course characters, Amy and Sam, who are on a school trip to the planetarium. The story will be accompanied by audio and fun illustrations which will ease your child into the subject matter of the unit while encouraging curiosity and participation.

After the story, your child will move on to the *Work together* section in which they will use a cooperative learning technique to carry out a group project. Your child will learn about how the Sun, Earth, and Moon move while also developing important teamwork and communication skills.

This unit on the Solar System will expand on your child's previous knowledge of our closest star and planets. This will include finding out how the eight planets in the Solar System move around the Sun, finally focussing on planet Earth. Your child will discover why we have four seasons, and how the rotation of the Earth produces night and day. Your child will also study the movements of our closest satellite, the Moon, and how it can be observed from the Earth.

Finally, the *Our choices* page at the end of the unit will encourage your child to reflect on how to care for our planet and will explore ideas related to the safekeeping of the environment and sustainable living.

Useful language tips throughout the unit will provide your child with language support to help them improve their oral skills.

KEY VOCABULARY

- Planets, stars, Solar System, revolution
- Spring, summer, autumn, winter
- Axis, rotation, east, west
- Phases, quarter, full moon, new moon

MATERIALS

- Coloured pencils, scissors, pin
- Template

Have fun and happy learning!

Best wishes,

Science teacher

The word "Notes" is written in white on a black speech bubble. The bubble is layered over a light blue speech bubble, and the entire graphic is set against a dark teal vertical bar on the left side of the page.A large area of the page is filled with horizontal dashed lines, providing space for writing notes. The lines are light blue and spaced evenly down the page.