



Science planning with Sustainable Travel Links for Year 5 and 6
How does the weather affect the way we travel?
Links to maths (data handling) and ICT

Objectives:	<ul style="list-style-type: none"> • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system • Describe the movement of the Moon relative to the Earth • Describe the Sun, Earth and Moon as approximately spherical bodies • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky • Consider how the changing seasons affect how we travel • Investigate ways of keeping safe when travelling in each season
Success Criteria:	<ul style="list-style-type: none"> • Understanding of the movement of the earth • Understanding of the movement of the Moon • Description of the shape of the Sun, Earth and Moon • Explanation of day and night using the Earth's rotation • Reasons why travel habits change with each season • Consideration of road safety in different seasons
<p>Teacher Input with key questions: Explain that today's lesson is about Earth and Space and its effect on the weather and travel.</p> <p>Intro: http://www.topmarks.co.uk/Flash.aspx?b=science/earth_sun_moon Look at the simulation of the Earth going round the Sun. What do we notice what does it tell us?</p> <p>Look at: http://www.bbc.co.uk/bitesize/ks2/science/physical_processes/earth_sun_moon/read/3/ What are the main points? How does this cause day and night?</p> <p>http://www.tes.co.uk/teaching-resource/How-on-Earth-do-we-go-from-day-to-night-6175201 What do we notice from this clip? Thinking about road safety – what are the links between the length of the day and issues we might need to consider?</p> <p>Activities – 3 way rotation</p> <p>1) Day & Night: Create an explanation poster about day and night using ICT. Include details from websites including images/diagrams.</p> <p>2) Seasonal travel: Using http://resources.woodlands-junior.kent.sch.uk/time/seasons.htm Think about how the seasons affect the way we travel – create a tally chart to see how people like to travel in each season. Write outcomes based on the results of the tally. Think about how the weather affects the most suitable mode of travel and the impact this might have on the environment.</p> <p>3) Keeping safe: http://think.direct.gov.uk/education/early-years-and-primary/docs/tales_of_the_road.pdf Using this information, consider the different ways that we can keep safe in different seasons. What are the similarities and differences between the seasons? Decide how to display your findings and record in science books.</p>	
<p>Resources</p> <p>Road safety booklets on line: http://think.direct.gov.uk/education/early-years-and-primary/docs/tales_of_the_road.pdf Access to netbooks Recording chart for tally / books Links to websites Globe and models of Solar system</p> <p>Mini Plenary</p> <p>What do we need to include? What is the best way to explain it? How can we record our findings? What does the data show? How can it be explained? What are the 3 most important aspects of keeping safe?</p> <p>Plenary</p> <p>How does Earth and Space affect the way we keep safe when travelling? What can we do to reduce the risks? How does Earth and Space affect our impact on the environment when travelling?</p>	
<p>Assessment</p> <p>Can show an understanding of the movement of the earth. Can show an understanding of the movement of the Moon. Can describe the shape of the Sun, Earth and Moon Can explain day and night using the Earth's rotation. Can explain why travel habits change with each season. Can understand the importance of road safety in different seasons</p>	