

## Up, down and all around

Week 1 Term 2  
27<sup>th</sup> April, 2020  
Classes J5 and J6



### What observable changes occur in the sky and landscape?

#### Note to parent

Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems.

Through 'inquiry' we pose big questions that don't necessarily have one answer. We adopt an investigative approach to **teaching** and **learning** where students are provided with opportunities to investigate a problem, search for possible solutions, make observations, ask questions, test out ideas, and think creatively AND **use their intuition**.

Lessons 1 & 2 are designed to find out what they think they know about observable changes that occur in the sky and landscape, and to elicit any questions.

I am excited to share your child's science learning journey this term and look forward to viewing their work. Please trim and glue any resource sheets from this fortnight work into the 'Home Learning' booklet, then take a photo of all work and email it to me by Friday 8<sup>th</sup> May, 2020.

Claudine Green 😊

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#### Safety

Remind students not to look directly at the Sun

#### Resources

<https://pixabay.com/photos/sunset-lake-water-nature-sky-tree-2210977>

#### TASK 1

Find a place outside where you can observe and discuss at least three features on the land and in the sky including:

1. Something natural that changes position in a day (for example, Sun or Moon)
2. Something natural that changes how it looks seasonally (for example, deciduous tree, flowering plant or vegetable patch)
3. Something made that has not changed for some time (for example, a building or play equipment)

*Alternatively – you can use the online photo as a discussion point.*

#### TASK 2: I SPY

Play the game 'I SPY' by describing the location and characteristics of what you are guessing. For example 'I spy something that is round in the sky'.

Other examples include:

- Something that grows
- Something that was made by people
- Something far away

#### TASK 3: RECORDING

Recall the things you spied in the game by drawing a detailed picture of the sky and landscape in your 'home learning' booklet. Make predictions and record what you think will look the same in two weeks.

Ask questions such as:

- What might still be there in two weeks?
- What might have moved?
- What might look different? Why? Why not?

**Extension:**

What things do you think will change if you wait for a longer period of time, for example, a month or a year? What things will look different if you come back to this same spot when you have grown up?

## Up, down and all around

Week 2 Term 2

4<sup>th</sup> May, 2020

Classes J5 and J6



### What changes do we see in the night sky and the day sky? Do the stars and moon only appear in the night sky?

#### Note to parent

You are going to set up an investigation by observing changes to a patch of garden over time (approx. 2 weeks). Discuss what 'not looking after' means (no weeding, pruning, fertilising etc). You could even take a photo of the garden area each day for two weeks.

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#### Safety

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#### Resources

Where possible answers can be recorded directly into the 'Home learning' booklet (*instead of printing out the worksheets*).

Resource sheet 1: Day and Night

#### TASK 1: Day and Night bottles

1. What do you think the bottles in the picture represent? Why do you say that?  
Record your answers.

#### TASK 2: Evening observations

Observe changes that occur in the landscape and sky at home before and after nightfall. Some examples of things to observe might include: a flower that closes at night, the Moon 'rising' in the sky, stars 'appearing' or a spider's web being created. Draw and label 'before' and 'after' pictures on the provided 'What changed at night?' sheet.

#### TASK 3: Garden grooming

Set up an investigation by observing changes to a patch of garden over a two week period. The garden needs to be left to grow without being looked after. Why do you think we will be doing that? What do you think it means to 'not look after' something?

Collect some items to put in the garden, such as parts of plants, gravel, soil, small toys, sticks to make a fence or ornamental rocks.

If the plants need water over the 2 weeks so they don't die, organise a schedule for watering.

#### Extension:

Discussion:

What changes do you think will happen to each of the items in the garden?

1. Do you think it will change? How? Why?
2. What things do you think will stay the same? How? Why?
3. What things do you think might change? How? Why?

Draw a picture in your 'home learning' booklet of what you think the unmanaged garden will look like after a month.

## What changed at night?

What it looked like in the day	What it looked like at night
1.	1.
2.	2.
3.	3.
	1. What do you think the bottles in the picture represent? Why do you say that?

