

Subject Knowledge Notes:

- This lesson reviews what the key objects are in the Solar Systems and being able to name them (Planets, Sun, moons, Asteroids, Comets, meteors and meteorites)
- The lesson explains what these things are but also checks if students are aware of what the seasons, 1 year and 1 day are in terms of the movement of the Earth in comparison to the Sun.

For this lesson you will need:

- Resources are not necessarily needed for this although any model of the solar system may be helpful
- The use of a globe may be helpful if you need to review where the Earth is in comparison to other planets or to discuss what a day or a year are in relation to the movement of the Earth

Lesson Two: What is the solar system?

 10 minutes	<ul style="list-style-type: none"> • Students complete retrieval practice questions. Provide keywords or hints on the board for students that may require support • Teacher to model correct answers on the board – students should tick or correct their answers according to the models provided by the teacher
 5 mins	<ul style="list-style-type: none"> • Put key vocabulary relating to the solar system on the board (such as the Sun, planets, asteroids, comets, moons) • Ask students to write down anything they already know about the Solar system. If they are stuck they can write something down using the keywords on the board • Circulate the room while they write and pick students to share some key information that they already know • [Mainly this is a task to enable the teacher to have a sense of what the students already know]
 20 minutes	<ul style="list-style-type: none"> • Introduce the key learning and then read the text as a class. • Begin reading aloud and ask children to follow under each word with their finger. • Switch readers every so often. • Emphasise any words in bold as key words/phrases. • After each section of text, pause the reading, read the question(s) to be answered and ask students to discuss with a partner what they think the answer will be to that question • Give students the required time (1-2 mins depending on writing speed) to complete an answer to the question independently • If any student is waiting, they can read the next part of the text in preparation for reading it together as a class
 10 minutes	<ul style="list-style-type: none"> • Ask students to read through the 5 bullet points and discuss in pairs which word they think may go in each gap • Go through the answers on the board together
 5 minutes	<ul style="list-style-type: none"> • Ask students to read through and try and complete the match up task to show what each period of time matches with • Go through the answers on the board together – where students are confused, take time to give an explanation for the points on which they are not clear
 20 minutes	<ul style="list-style-type: none"> • Introduce the key learning and then read the text as a class. • Begin reading aloud and ask children to follow under each word with their finger. • Switch readers every so often. • Emphasise any words in bold as key words/phrases.

Science – Y4 Sp2 - Space

	<ul style="list-style-type: none">• After each section of text, pause the reading, read the question(s) to be answered and ask students to discuss with a partner what they think the answer will be to that question• Give students the required time (1-2 mins depending on writing speed) to complete an answer to the question independently If any student is waiting, they can read the next part of the text in preparation for reading it together as a class
 10 minutes	<ul style="list-style-type: none">• You may give students time to look through and try and work out what each diagram is showing but if you believe they may struggle to identify what the picture is showing, provide the following hints as you go through it together as a group:<ol style="list-style-type: none">1) This shows rocky objects that are in orbit around the sun2) This is a piece of rock from space that has made it to the Earth's surface3) This is a large piece of rock and ice that orbits the sun by moving very close to it and then far away with a tail behind it4) This is a piece of rock from space that has begun to burn up in the Earth's atmosphere
 5 minutes	<ul style="list-style-type: none">• Ask children to look at the diagrams of meteor and discuss with a partner why it could be that a meteor may never reach the Earth's surface• After 5 mins, ask children to raise their hands to share ideas. Encourage children to use the sentence stem: <i>"I think meteors may never reach the Earth's surface because _____"</i>
 5 minutes	<ul style="list-style-type: none">• Return to page 3 and explain what the solar system is.