

## Science – Y4 Sp2 - Space

Subject Knowledge Notes:		For this lesson you will need:	
- C		- A	
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<b>Lesson Four: What are stars and star constellations?</b>			
 <b>10 minutes</b>	<ul style="list-style-type: none"> <li>• Students complete retrieval practice questions. Provide keywords or hints on the board for students that may require support</li> <li>• Teacher to model correct answers on the board – students should tick or correct their answers according to the models provided by the teacher</li> </ul>		
 <b>15 minutes</b>	<ul style="list-style-type: none"> <li>• This video is to prompt students to think about what the Sun is. The idea is not for them to fully learn all the facts that the video contains but to expose them to some more information about the Sun and stars more generally to give them a good starting point for the rest of the lesson</li> <li>• Tell students that they will need to write down things about the Sun that they did not know before you start the video.</li> <li>• During the video, you may want to pause periodically and ask questions/provide clarifying points about the information provided. (e.g. pause to ask why we may think the Sun is the biggest star – as the other stars are much further away so they seem smaller even though many of them are bigger than the Sun).</li> </ul>		
 <b>20 minutes</b>	<ul style="list-style-type: none"> <li>• Introduce the key learning and then read the text as a class.</li> <li>• Begin reading aloud and ask children to follow under each word with their finger.</li> <li>• Switch readers every so often.</li> <li>• Emphasise any words in bold as key words/phrases.</li> <li>• 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</li> <li>• Give students the required time (1-2 mins depending on writing speed) to complete an answer to the question independently</li> <li>• If any student is waiting, they can read the next part of the text in preparation for reading it together as a class</li> </ul>		
 <b>15 minutes</b>	<ul style="list-style-type: none"> <li>• Students should draw a sketch of what happens to stars at each point in the cycle of their lives.</li> <li>• If required, you could provide rough sketches of your own on the board in the wrong order so that students have to think about where they would place each picture in the stages of the Sun's life</li> </ul>		
 <b>15 minutes</b>	<ul style="list-style-type: none"> <li>• Introduce the key learning and then read the text as a class.</li> <li>• Begin reading aloud and ask children to follow under each word with their finger.</li> <li>• Switch readers every so often.</li> <li>• Emphasise any words in bold as key words/phrases.</li> <li>• 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</li> <li>• Give students the required time (1-2 mins depending on writing speed) to complete an answer to the question independently</li> <li>• If any student is waiting, they can read the next part of the text in preparation for reading it together as a class</li> </ul>		

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 <b>10 minutes</b>	<ul style="list-style-type: none"><li>• Read through the three examples of constellations in the text and decide as a class which constellation looks most like the one shown</li><li>• Reinforce the point that constellations are not perfect pictures of the objects that they are named after but trying to imagine what they looked like helped astronomers to remember where they were and identify them</li></ul>
 <b>10 minutes</b>	<ul style="list-style-type: none"><li>• In pairs, groups or on their own, students should decide whether each of the statements is true or false.</li><li>• Complete the first one as a class as a model if required.</li><li>• Once everyone has decided, go through the answers as a group. Students should tick correct and correct answers as required.</li></ul>
 <b>10 minutes</b>	<ul style="list-style-type: none"><li>• Ask children to consider and discuss why it was that astronomers needed telescopes to be able to make better conclusions about stars.</li><li>• After 5 mins, ask children to raise their hands to share ideas. Encourage children to use the sentence stem: <i>"I think astronomers needed telescopes to study stars more clearly because_____"</i></li></ul>
 <b>5 minutes</b>	<ul style="list-style-type: none"><li>• Return to page 3 and explain what stars and star constellations are.</li></ul>