Year 5 - Earth and Space
Making predictions and Analysis

Prior learning

Explore the natural world around them. (Reception – Earth and space)
• Describe what they see, hear and feel whilst outside. (Reception – Earth and space)
• Observe changes across the four seasons. (Y1 - Seasonal changes)
• Observe and describe weather associated with the seasons and how day length varies. (Y1 - Seasonal changes)

In this topic, we are learning to

• 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.

Key Vocabulary

Solar system	The solar system is made up of the Sun and the objects that orbit around it, including planets, asteroids and comets. The Sun's gravity holds all of these objects together.
Sun	A huge star that Earth and the other planets in our solar system orbit around.
Star	A gigantic ball of gas held together by its own gravity.
Moon	A natural satellite which orbits the Earth or other planets.
Planet	A large object, round or nearly round, that orbits a star.
Sphere	A round 3D shape in the shape of a ball.
Spherical bodies	Astronomical objects shaped like spheres.
Satellite	Any object or body in space that orbits something else, for example the moon is a satellite of Earth.

Questions you will know the answers to…

How does the Earth and other planets move relative to the Sun in the solar system?
How does the Moon move relative to the Earth?
How does the earth's rotation affect day and night?

Working Scientifically Assessment Focus:

Making predictions and Analysis

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Identifying scientific evidence that has been used to support or refute ideas or arguments.
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- Using test results to make predictions to set up further comparative and fair tests.