

# Environmental Studies

**Topic:** Day and night

**Class:** Primary 1

**Dates:**

Please give an overview of the topic including ES outcomes and key features to be covered.

<p><b>Environmental studies outcomes</b></p> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Living things</li> <li>• Energy and forces</li> <li>• Earth and space</li> </ul> <p><b>Social subjects</b></p> <ul style="list-style-type: none"> <li>• People and place</li> <li>• People in the past</li> <li>• People in society</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Technology capability</li> </ul> <p><b>Skills strands</b></p> <ul style="list-style-type: none"> <li>• Knowledge and understanding</li> <li>• Preparing for tasks</li> <li>• Carrying out tasks</li> <li>• Reviewing and reporting on tasks</li> <li>• Developing informed attitudes</li> </ul> <p><b>Significant outcomes and strands from other curricular areas</b></p> <p><b>ES:</b> People in society (people who work at night)</p> <p><b>EL:</b> Stories about night time, dreams, etc.</p> <p><b>M:</b> Graph of bedtimes</p> <p><b>EA:</b> Drama – role play in hidey hole, etc. Music – listening, Handel’s Firework Suite singing PE – dance/movement activities</p> <p><b>RME:</b> Hymns associated with theme fear of darkness</p> <p><b>HE:</b> Protecting our senses (BP link input)</p> <p><b>ICT:</b> Linkword activities</p>	<p><b>Science</b></p> <p><b>AO: Earth and space</b></p> <p><b>Earth in space – Level A</b></p> <ul style="list-style-type: none"> <li>• identify the Sun, the Moon and the stars</li> <li>• link the pattern of day and night to the position of the Sun</li> </ul> <p><b>Earth in space – Level B</b></p> <ul style="list-style-type: none"> <li>• describe how day and night are related to the spin of the Earth</li> </ul> <p><b>AO: living things and the processes of life</b></p> <p><b>Interaction of living things with their environment – Level A</b></p> <ul style="list-style-type: none"> <li>• give examples of how to care for living things and the environment (effect of light – bulb growing)</li> </ul> <p><b>The processes of life – Level A</b></p> <ul style="list-style-type: none"> <li>• give the conditions needed by plants and animals in order to remain healthy</li> </ul> <p><b>AO: Energy and forces</b></p> <p><b>Properties and uses of energy – Level A</b></p> <ul style="list-style-type: none"> <li>• give examples of sources of heat and light</li> </ul> <p><b>Skills in science: investigating – Level A</b></p> <p><b>Preparing for the task</b></p> <ul style="list-style-type: none"> <li>• contribute to the planning process by responding to questions such as ‘how?’, ‘why?’, etc.</li> <li>• encourage pupils to suggest questions or problems to explore</li> </ul> <p><b>Carrying out the task</b></p> <ul style="list-style-type: none"> <li>• children to be encouraged to use all their senses to observe, sort and identify</li> <li>• record findings by drawing pictures, making lists, pictorial charts or writing captions</li> </ul> <p><b>Reviewing and reporting on the task</b></p> <ul style="list-style-type: none"> <li>• answer questions about what happened and why</li> <li>• participate in a classroom display of the findings or give an oral account of their part in the work</li> </ul>
---	--

# Environmental studies

## Development of topic

## Day and night

Please develop topic by listing key questions and learning activities to be carried out and resources to be used.

Key questions/learning activities	Teacher's notes	Resources	Assessment	Evaluation
1. Describe the Sun, Moon and stars <ul style="list-style-type: none"> <li>pre-topic assessment, what do pupils know?</li> <li>make pictures of day/night, sunrise/sunset</li> <li>observe the sky (enlist help of parents for night sky – homework activity)</li> </ul>	Emphasise the danger of looking directly at the Sun  Link darkness to the absence of light from the Sun  Note the apparent movement of the Sun, change of shape of the Moon and the pattern of some constellations		Pre-topic assessment <ul style="list-style-type: none"> <li>discussion</li> <li>quality of follow-up task</li> </ul>	
2. How are day and night related to the spin of the Earth? <ul style="list-style-type: none"> <li>brainstorming to encourage pupils to think what happens to the Sun at night</li> <li>set up shadow sticks in the playground to observe, record and present information about changing length of shadows</li> <li>use a model e.g. globe, torch in dark cupboard to explore how the Earth's rotation causes night and day – follow-up activity, see SOLSN CD-ROM</li> </ul>		Renfrewshire Science Pack/SOLSN CD-ROM P3 Unit 3 Lesson 5	Discussion  Participation in practical tasks  Interest shown during Earth spin activity	
3. What conditions are needed for bulbs to grow successfully? <ul style="list-style-type: none"> <li>bulb planting activity – emphasis on the effect of darkness and light on growing plants</li> <li>follow-up activity using Linkword concept keyboard overlay</li> </ul>		Renfrewshire Science Pack/SOLSN CD-ROM P1 Unit 1 Lesson 5	Participation in practical activities	
4. Which animals are 'nocturnal' and why? <ul style="list-style-type: none"> <li>discussion</li> <li>various stories/non-fiction materials as sources of information</li> </ul>		Library boxes  Appropriate CD-ROMs/websites	Discussion  Content and presentation of information gathered	
5. What are the sources of heat and light outside the home? <ul style="list-style-type: none"> <li>discussion</li> </ul>	Children are likely to mention street lights, car headlights, etc. Emphasise the natural sources from the Sun and Moon.			
6. What are some of the everyday uses of heat and light? <ul style="list-style-type: none"> <li>exploration of the concept of darkness and light through play inside darkened 'hidey hole' in house corner</li> </ul>		House corner set up as cave/badger sett Cushions to sit on, torches, luminous stars stuck on wall, etc.	Observation of children at play in house corner	