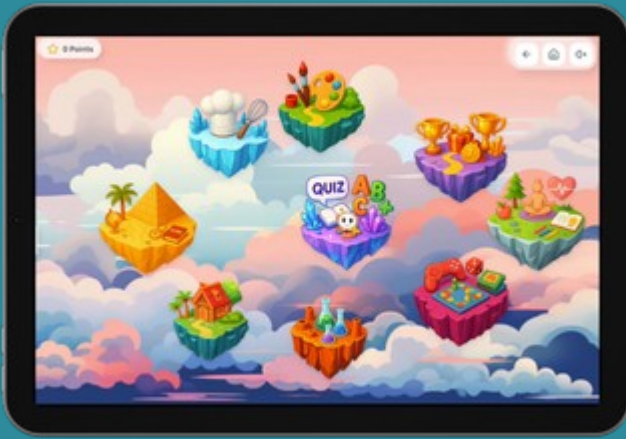


Homework without the hassle

Sukindi is an Australian learning platform that supports Teachers, Parents and Students with an interactive homework app and downloadable resources.



Scan to start your
free 7-day trial

www.sukindi.com.au



Sky Patterns - Year 2

Table of Contents	
Presentations: Sky Patterns — Lessons 1-10	
Display: Sky Patterns — Key Ideas	
Display: How We Explain Our Evidence	
Activity: Sky Source Cards 1-8	
Game: Evidence Trail	
Worksheet 1: Earth is our planet	
Worksheet 2: What appears in the sky	
Worksheet 3: Safe observation	
Worksheet 4: Sun positions appear to change	
Worksheet 5: Stars across a night	
Worksheet 6: The Moon over time	
Worksheet 7: Planets in the night sky	
Worksheet 8: Build a pattern model	
Worksheet 9: Sky-pattern explanation	
Worksheet 10: What a model cannot show	
Quiz: Sky Patterns	
Assessment: Sky Patterns	
Rubric: Sky Patterns	



Sky Patterns – teacher overview

Science • Year 2

Essential question: What patterns can we observe in the Sun, Moon, planets and stars?

Teach Earth as a planet, distinguish it from a star and the Moon, and compare apparent sky positions using safe supplied records. Pupils ask, predict, compare, record, explain and evaluate a model.

Use ten 60-minute lessons or the reviewed eight session route. Both routes retain all essential learning and assessment. Ten separate editable presentations are supplied; use selected slides when lessons are combined.

Use a globe, labelled cards, paper, pencils and counters. Worksheets support the investigation; they do not replace talk, comparison and model making.

Every supplied observation sequence is an illustrative model with imaginary dates. It is not measured field data or an exact forecast. A teacher may add genuine dated records with date, time, place and viewing direction.

Never look directly at the Sun, use a lens to focus sunlight or require children outdoors at night. Use adult-supplied pictures or safe adult shadow records. Keep torch light away from eyes.

Collect individual evidence throughout lessons 1–8: a question/prediction, safe and fair steps, a labelled record, comparison, explanation, practical use, limit and new question. Assess learning rather than handwriting or communication mode.

Separate lesson files 1-5

1. Earth is our planet

Sky Patterns – Year 2 – Lesson 01 – Presentation.pptx

2. What appears in the sky

Sky Patterns – Year 2 – Lesson 02 – Presentation.pptx

3. Safe observation

Sky Patterns – Year 2 – Lesson 03 – Presentation.pptx

4. Sun positions appear to change

Sky Patterns – Year 2 – Lesson 04 – Presentation.pptx

5. Stars across a night

Sky Patterns – Year 2 – Lesson 05 – Presentation.pptx

Each file has a title, learning focus, retrieval question, worked example, evidence reading, practical instructions, recording, discussion and closing reflection. There are nine slides per lesson.

Full route: use one complete lesson deck each week. Compact route: follow the selected slide order on the eight-session pages; do not teach two complete decks end-to-end.

Separate lesson files 6-10

6. The Moon over time

Sky Patterns – Year 2 – Lesson 06 – Presentation.pptx

7. Planets in the night sky

Sky Patterns – Year 2 – Lesson 07 – Presentation.pptx

8. Build a pattern model

Sky Patterns – Year 2 – Lesson 08 – Presentation.pptx

9. Sky-pattern explanation

Sky Patterns – Year 2 – Lesson 09 – Presentation.pptx

10. What a model cannot show

Sky Patterns – Year 2 – Lesson 10 – Presentation.pptx

Each file has a title, learning focus, retrieval question, worked example, evidence reading, practice instructions, recording, discussion and closing reflection. There are nine slides per lesson.

Full route: use one complete lesson deck each week. Compact route: follow the selected slide order on the eight-session pages; do not teach two complete decks end-to-end.

Lesson 1 – Earth is our planet

Learning focus — We can name Earth as a planet. We can tell Earth, the Sun and the Moon apart.

Prepare — Globe, D1, C1 cards 1–3, W01 and pencils. Show Earth without making relative size claims.

60-minute sequence — 8 min question/retrieval; 12 min explicit example; 5 min practical task; 10 min evidence discussion; 5 min exit check.

Teach and investigate — Elicit initial ideas before labelling. Use the three categories with the globe and cards; retain each pupil's sky question prediction for later comparison. Pairs sort, justify and change an initial classification if needed. Record planet/star/Moon understanding separately from reading or handwriting.

Access — Offer the three named pictures, then two choices. Allow pointing, gestures, a communication board/device or dictating scribing.

Challenge — Ask why a globe cannot show Earth's real size; invite a second useful sky question.

Evidence check — Is Earth a star or a planet? How do you know? Which object goes around Earth?

Recording: W01 or equivalent oral, pictured, scribed or demonstrated evidence. Clean up counters, cards and materials before the exit check.

Lesson 2 – What appears in the sky

Learning focus – We can compare day and night pictures. We know the Moon can be visible in daytime.

Prepare – D1, C1 card 4, W02 and object cards from C1. Make clear that two pictured scenes do not prove all sky conditions.

60-minute sequence – 8 min question/retrieval; 12 min explicit example; 5 min practical task; 10 min evidence discussion; 5 min exit check.

Teach and investigate – Retrieve planet/star/Moon categories. Read the two illustrative scenes; pupils sort only the visible objects. Explain that bright daylight makes many stars difficult to see, not that stars disappear. Use the pattern of daylight to discuss planning outdoor activities before it becomes dark.

Access – Read labels aloud. Give the scene at home, picture choices and an oral or scribed comparison.

Challenge – Ask whether clouds could hide an object that is still present in the sky.

Evidence check – “The Moon is only visible at night.” Is that always true? Use the picture as evidence.

Recording: W02 or equivalent oral, pictured, scribed or demonstrated evidence. Clean up counters, cards and materials before the exit check.

Lesson 3 – Safe observation

Learning focus — We can choose safe ways to study the sky. We can read the place, date, time and direction.

Prepare — W03, D2, C1 cards 5 and 6, optional adult-supplied dated photograph with lawful classroom viewing. No pupil night-time outing.

60-minute sequence — 8 min question/retrieval; 12 min explicit example; 5 min practical task; 10 min evidence discussion; 5 min exit check.

Teach and investigate — Demonstrate reading metadata. Teach created practice records use explicitly imaginary dates; do not describe them as measured. An optional real record must state its genuine date/time/place/viewing/direction. Discuss adult supervision, eye protection by avoiding direct sun viewing, weather/visibility and why an unrecorded time limits comparison.

Access — Enlarge the record; cover point to labels orally without requiring writing. Use partner-supported choices.

Challenge — Offer two otherwise identical records with one missing direction label and ask whether their comparison is reliable.

Evidence check — Can one unlabelled picture tell us when it was made? What information is missing?

Recording: W03 or equivalent oral, pictured, scribed or demonstrated evidence. Clean up counters, cards and materials before the exit check.

Lesson 4 – Sun positions appear to change

Learning focus — We can put a model sky sequence in time order. We can describe how the Sun appears to change position.

Prepare — W04, D2, C1 card 5, large paper and sticky notes. Use a north-facing Australian schematic; no direct Sun observation.

60-minute sequence — 8 min question/retrieval; 12 min explicit example; 5 min practical task; 10 min evidence discussion; 5 min exit check.

Teach and investigate — Pairs suggest question, prediction and comparison feature to hold alike. Work through the north-facing orientation so east/west are not reversed. Pupils reorder the labelled model, draw or arrange it, compare their prediction and explain why actual paths vary by place/date. Station reader shadow records are separate genuine evidence, never forced to match the illustration.

Access — Offer time-word cards in place of clock times. Pupils point/order three cards or dictate the description.

Challenge — Ask what might change with a different date or place and what would need recording.

Evidence check — Why keep the same horizon? Does this model prove where the Sun will be tomorrow?

Recording: W04 or equivalent oral, pictured, scribed or demonstrated evidence. Clean up counters, cards and materials before the exit check.

Lesson 5 – Stars across a night

Learning focus — We can compare the same star group at different times. We can record what the supplied model shows.

Prepare — W05, pencils, counters for counting grid positions and C1 card 6. All supplied frames are labelled imaginary models.

60-minute sequence — 8 min question/retrieval; 12 min explicit example; 5 min practical task; 10 min evidence discussion; 5 min exit check.

Teach and investigate — Demonstrate following one identifiable group rather than arbitrary dots. Use a repeatable informal measure on the supplied schematic: top star at horizontal grid positions 6, 4 and 2 from the west edge. Models support comparisons within one imaginary night. Pupils check a partner's recording, discuss differing counts and describe limitations. No child outdoor night activity.

Access — Use a large copy and count aloud with counters. Accept spoken/drawn or scribed records.

Challenge — Ask whether moving the observer or changing the horizon could give a misleading picture.

Evidence check — If one picture faced east, would it be a fair comparison? Explain using the direction labels.

Recording: W05 or equivalent oral, pictured, scribed or demonstrated evidence. Clean up counters, cards and materials before the exit check.

Lesson 6 – The Moon over time

Learning focus — We can read a Moon-position sequence. We can describe changes and similarities.

Prepare — W06, C1 cards 4 and 7, counters and optional teacher-supplied dated Moon images. The same clock time does not guarantee Moon visibility every day.

60-minute sequence — 8 min question/retrieval; 12 min explicit example; 5 min practical task; 10 min evidence discussion; 5 min exit check.

Teach and investigate — Separate position and lit appearance without requiring phase names or orbital mechanics. Compare the fixed-place/ fixed-time imaginary sequence; label its day numbers as model dates. A visible Moon is not provided for every real date. Explain sunlight reflection using original words and the NASA reference. Keep observations, interpretations and predictions distinct.

Access — Use two frames first, then add three. Offer picture/symbol choices and communication-devices for scribed responses.

Challenge — Ask how cloud cover or a changed time could affect what we can compare.

Evidence check — Could these three drawings predict the exact Moon tomorrow? Why would we need real dated observations?

Recording: W06 or equivalent oral, pictured, scribed or demonstrated evidence. Clean up counters, cards and materials before the exit check.

Lesson 7 – Planets in the night sky

Learning focus — We can use a trusted label to identify a planet. We can compare its position with background stars.

Prepare — W07, C1 card 8 and the linked Melbourne Planetarium May 2026 notes. Teacher can read the expert example; no live night observation is required.

60-minute sequence — 8 min question/retrieval; 12 min explicit example; 5 min practical task; 10 min evidence discussion; 5 min exit check.

Teach and investigate — Read the real source statement about Jupiter being visible in the north around 5:40 pm in Melbourne in May 2026, then distinguish this past published prediction from our imaginary comparative diagram. The drawn Day 1/8 positions are not museum measurements. Explain that planet positions can change relative to distant star patterns across dates; no child must identify by twinkling, colour or brightness alone. People use dated expert predictions to plan observations.

Access — Point to sun and labels and hunt with a partner. Allow spoken, selected-symbol or scribed comparisons.

Challenge — Ask why an old note or a different location might not identify a current bright point.

Evidence check — The real note is dated May 2026. Can it identify tonight's sky? What would need updating?

Recording: W07 or equivalent oral, pictured, scribed or demonstrated evidence. Clean up counters, cards and materials before the exit check.

Lesson 8 – Build a pattern model

Learning focus — We can make a model from supplied evidence. We can explain what our model shows and cannot show.

Prepare — W08, previous learning records, C1 cards, paper, glue sticks and pencils. Adults manage any cutting; placing/pointing is an equivalent route.

60-minute sequence — 8 min question/retrieval; 12 min explicit example; 5 min practical task; 10 min evidence discussion; 5 min exit check.

Teach and investigate — Model making a source-faithful sequence, not a decorative space craft. Pupils select a completed record, retain its label and identify a limitation. Use a globe only as a size/shape/place representation; a torch can show lit/unlit sides safely indoors but is not a compulsory Year 6 mechanism assessment. Keep ordinary torch light away from eyes and turn it off after use.

Access — Use pre-cut large frames, dictation, picture captions or a practical demonstration.

Challenge — Compare two models of the same record and explain which represents the evidence more clearly.

Evidence check — Point to the evidence behind each caption. Could your model be mistaken for real measurements?

Recording: W08 or equivalent oral, pictured, scribed or demonstrated evidence. Clean up counters, cards and materials before the exit check.

Lesson 9 – Sky-pattern explanation

Learning focus — We can make an evidence-based explanation. We can compare our prediction with our record.

Prepare — W09, A1 pages, R1, initial questions/predictions and completed records/model. Keep a short evidence conference; the quiz supplements it.

60-minute sequence — 8 min question/retrieval; 12 min explicit example; 5 min practical task; 10 min evidence discussion; 5 min exit check.

Teach and investigate — Teach the worked response before assessing. Collect content understanding and inquiry traces from the portfolio and a concise individual explanation; group participation is insufficient. Use a new incomplete hand-drawn direction source case to test transfer. Ask whether the prediction was supported, what differs from a peer record and why. Assess reasoning rather than fluency, handwriting or model neatness.

Access — Invite pointing to labels on communication board/device, gestures, adult scribing or an oral explanation. The same can also apply.

Challenge — Ask what additional record would strengthen the explanation.

Evidence check — Did your conclusion follow your evidence? Would a different viewpoint change the comparison?

Recording: W09 or equivalent oral, pictured, scribed or demonstrated evidence. Clean up counters, cards and materials before the exit check.

Lesson 10 – What a model cannot show

Learning focus — We can explain one model limitation. We can suggest a better observation question.

Prepare — W10, pupils' models, C1 card 8 and real published sunset notes if desired. No new required night-time observation.

60-minute sequence — 8 min question/retrieval; 12 min explicit example; 5 min practical task; 10 min evidence discussion; 5 min exit check.

Teach and investigate — Revisit the assessment conference with each pupil's own model. Use Melbourne sunset information as an adult planning example; do not infer weather or exact future sunset from an illustrative sketch. Compare peer explanations, notice a method/direction/date difference, pose a new safe question and record any remaining gap. Both full and compact routes assess the same learning.

Access — Offer sentence stems "It shows ..." / "It does not show ..."; accept pictured or practical responses.

Challenge — Suggest an observation improvement and explain what it would and would not resolve.

Evidence check — A family wants to plan an outdoor activity before dark. How could dated sunset information help?

Recording: W10 or equivalent oral, pictured, scribed or demonstrated evidence. Clean up counters, cards and materials before the exit check.

Eight-session route 1-4

Each session is 60 minutes: retrieve/question 5; worked example 10; practical or application 30; evidence conference 10; cleanup 5. Prepare before class.

1 • Earth and the sky — lessons 1+2

Use L01 slides 1–4, 6–8; L02 slides 4–8; one closing from L02 slide 9. Sort Earth/Sun/Moon; compare day and night scenes including a daytime Moon. Retain the initial question/prediction and daylight-use explanation.

2 • Safe evidence — lesson 3

Use the full L03 deck. Read record labels; choose a safe observation method. Keep date, time, place and direction evidence. No Star gazer or required night outing.

3 • Sun positions — lesson 4

Use the full L04 deck. Predict, order and explain the fixed-horizon model. Keep a comparison feature alike and distinguish a model from actual observations.

4 • Stars across a night — lessons 4+5

Use the full L05 deck. Follow one star group, count its labelled model grid position and compare with a partner. Keep the shape, horizon and direction alike.

Use only one opening, learning focus and closing in a combined session. Preserve safe practical work and individual evidence. Real adult observations between sessions use honest dates and adequate elapsed time.

Eight-session route 5-8

Each session is 60 minutes: retrieve/question 5; worked example 10; practical or application 30; evidence conference 10; cleanup 5. Prepare before class.

5 • Moon over time — lesson 6

Use the full L06 deck. Record the imaginary date/time-labelled model, count positions and describe change/similarity. No real visibility or phase forecast is implied.

6 • Labelled planets — lesson 7

Use the full L07 deck. Read the real past expert example, then compare the original imaginary Jupiter model. Discuss partner records, admit and why dated expert predictions help adults.

7 • Evidence-based model — lesson 8

Use the full L08 deck. Make one useful labelled sequence from an existing record. Explain two evidence detail and a model limitation; do not add a fresh investigation.

8 • Explanation and limits — lessons 9+10

Use L09 slides 1-4, 6-8; L10 slides 3-8; close with L10 slide 9. Use existing portfolios/models, A1 and R1. Compare predictions and peer results; identify Earth as a planet, a fair/safe method, a useful application, a limitation and a new question. Resolve remaining individual evidence gaps by this session.

Use only one opening, learning focus and closing in a combined session. Preserve safe practical work and individual evidence. Real adult observations between sessions use honest dates and adequate elapsed time.

Evidence Trail – teacher criteria

Use G1 rules, board and eight challenge cards with C1 source cards. Players choose a card, visit its named stop, respond with evidence, hear one respectful question and check these criteria. No speed score or chance-only answer.

- 1 • Earth is our planet. The Sun is a star; the Moon goes around Earth.
- 2 • Accept a relevant question, such as: At which times can the Moon be visible in a daytime sky? A prediction remains a prediction until checked.
- 3 • Keep place, horizon and viewing direction aligned; read and record date/time. Explain why the labels matter.
- 4 • Never look directly at the Sun. Use approved pictures or safe adult shadow records.
- 5 • Use a trusted dated label. Brightness or colour alone cannot identify a planet. The May 2020 image is a past example, not tonight's forecast.
- 6 • One observation is insufficient for a repeating pattern. Compare repeated dated records and distinguish original models from direct observation.
- 7 • In W05 the group's model grid position is 6, then 4, then 2; it appears farther west. The three-star shape stays alike.
- 8 • Accept a relevant limit: real size, distance, exact current position or unmeasured data. Ask the learner to connect it to their model.

Offer large cards, pointing, spoken/drawn answers, a communication board/device or a partner. Use the same learning criteria.

Assessment and evidence conference

Use A1's two pages, the learner's records/model and R1. The editable quiz supports concept checks; it is not the sole inquiry assessment. Begin evidence collection in earlier lessons; use the final conference to clarify remaining gaps.

Understanding: names Earth as a planet; distinguishes Sun/Moon; explains a labelled apparent-position change without day-only/night-only claims.

Inquiry evidence: asks and predicts; follows safe guided steps; identifies a fair comparison feature; records at a stated time; represents and compares records; checks a prediction and peer variation.

Explanation: links a claim to specific labelled evidence; communicates to an audience; explains how suitably dated information helps an everyday decision.

Reflection: names a successful model/method limit, proposes a safe improvement and poses a further question.

Transfer case: Monday faces north at 6 pm; Tuesday faces south at 6 pm. The time is alike but direction differs, so the apparent positions cannot be fairly compared as shown. Use matching viewpoints and dated labels.

Prompt: "What does your record show? Which label supports your claim? What is a limit? How could this help? What would you investigate next?"

Accept oral, drawn, written, selected-picture/symbol, communication-device, gestural, scribed or practical responses when they demonstrate the same reasoning. A support need does not lower the score. Record the observed evidence and next teaching step.

Sources and teaching-model notes

Official Australian example

Museums Victoria — Melbourne Planetarium: Skynotes, May 2026. The dated Melbourne note identifies Jupiter in the north around 5:40 pm and discusses changing planet positions against distant star patterns. It is a past source example, not a current sky forecast.

<https://museumsvictoria.com.au/scienceworks/melbourne-planetarium/skynotes/skynotes-may-2026/>

Moon factual reference

NASA Space Place: All About the Moon. The Moon revolves around Earth and reflects sunlight; its visible lit appearance can change. Phase names or orbital mechanisms are not required Year 2 assessment.

<https://spaceplace.nasa.gov/all-about-the-moon/en/>

Original artwork and materials

All supplied resource illustrations are original teaching artwork. No official image, source screen shot or competitor page is reproduced. Based on credits identify factual references.

Model days, times and grid positions are practice data. They do not assert actual astronomical measurements, a phase calendar or a prediction for a real date. Repeated real records may show cloud, viewpoint and date variation; retain it honestly.

Real observations are optional adult-supplied evidence, collected safely. Never substitute invented results for absent or hidden sky objects. Accessed 11 October 2026.

Sky Patterns

Our sky
changes,
and there is
so much to see!

Study safely
Explore
Notice
Wonder!

Key Ideas

1 Sun

The Sun is a star.
It gives us light.



2 Moon

The Moon goes
around Earth.
It reflects sunlight.



3 Earth

Earth is a planet.
It is our home.



4 Pattern

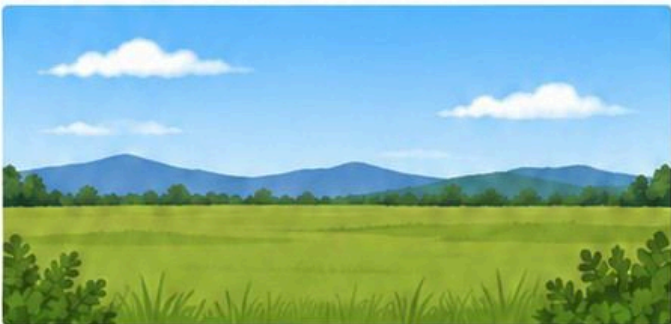
A pattern repeats or
changes in a way we
can describe.



Model

5 Horizon

The horizon is where the sky
seems to meet the land.



6 Model

A model helps us show an idea.
It cannot show everything.



How We Explain Our Evidence



We ask a question. We find evidence. We use the evidence to explain.

1 Question

Must we look directly at the Sun to study sky patterns?



My ideas:

2 Evidence

An adult records a shadow at different times.



Illustrative model: not measured data.

What we noticed:

3 Explanation

No. We can use shadow records or supplied pictures.



Never look directly at the Sun.

My explanation:

Question



evidence



explanation

We can learn about the sky in safe ways!



Sky Source Cards 1-4



Cut out the cards. Read and learn about each one.

1

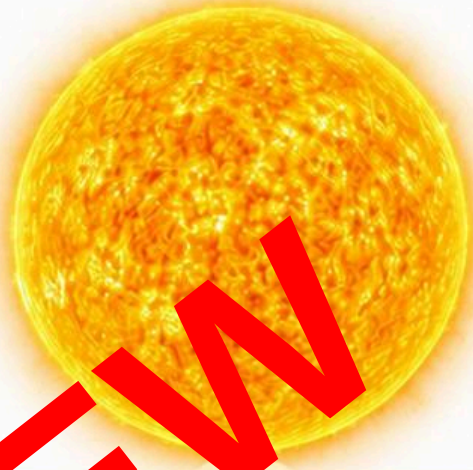
Earth



Earth is a planet.
We live on Earth.

2

The Sun



The sun is a star.
It gives us light.

3

The Moon



The Moon goes around Earth.
It reflects sunlight.

4

A daytime Moon



The Moon can sometimes be
visible in a bright daytime sky.





Sky Source Cards 5-8

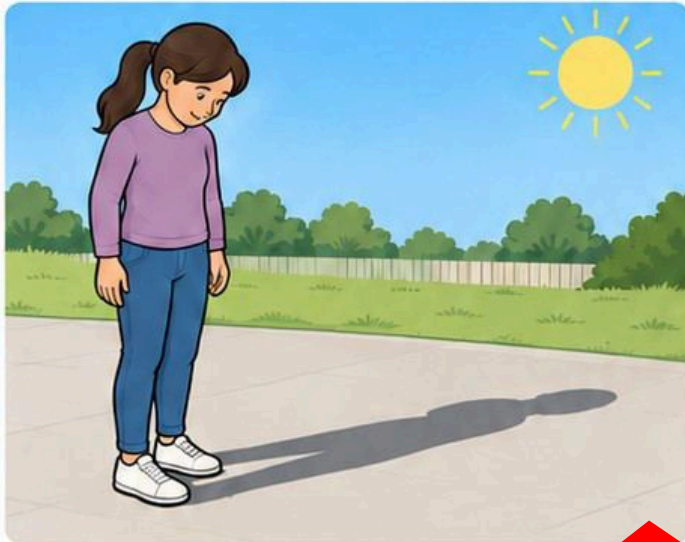


Look closely. Think like a scientist. Our sky tells a story!



5 Safe Sun evidence

Use adult shadow records or supplied pictures. Never look directly at the Sun.



6 A fair comparison

Keep the same place, horizon and direction. Record the date and time.

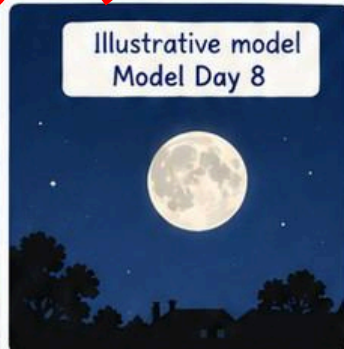
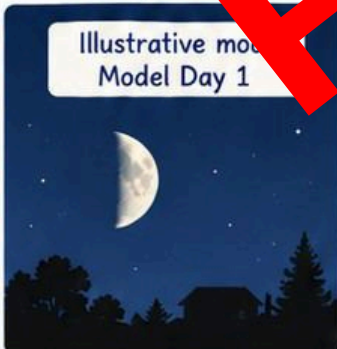


Same place, same horizon, same direction.
Only the time is different.



7 Changing Moon views

Compare dated moon pictures.
Record what changed and what stayed the same.



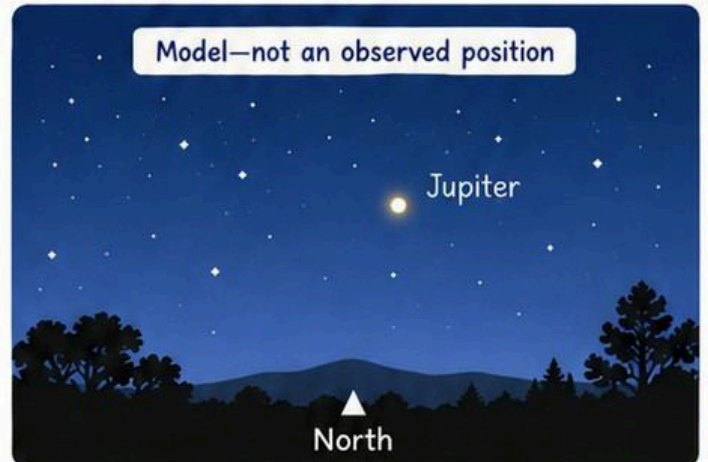
What changed? _____

What stayed alike? _____



8 An expert label

Melbourne Planetarium identified Jupiter in the north in May 2026. Use a trusted label, not a colour guess.





Evidence Trail

Rules and a worked turn

2-4 players • No race • Point or use a large counter

1. Choose a challenge card.



2. Visit the matching stop.



3. Point, speak, draw or use a communication board.



4. Give an answer and supporting evidence.



5. A partner asks one respectful question.



6. Check the teacher criteria. Try again if needed.



A worked turn



Card 1: Which object is our planet?



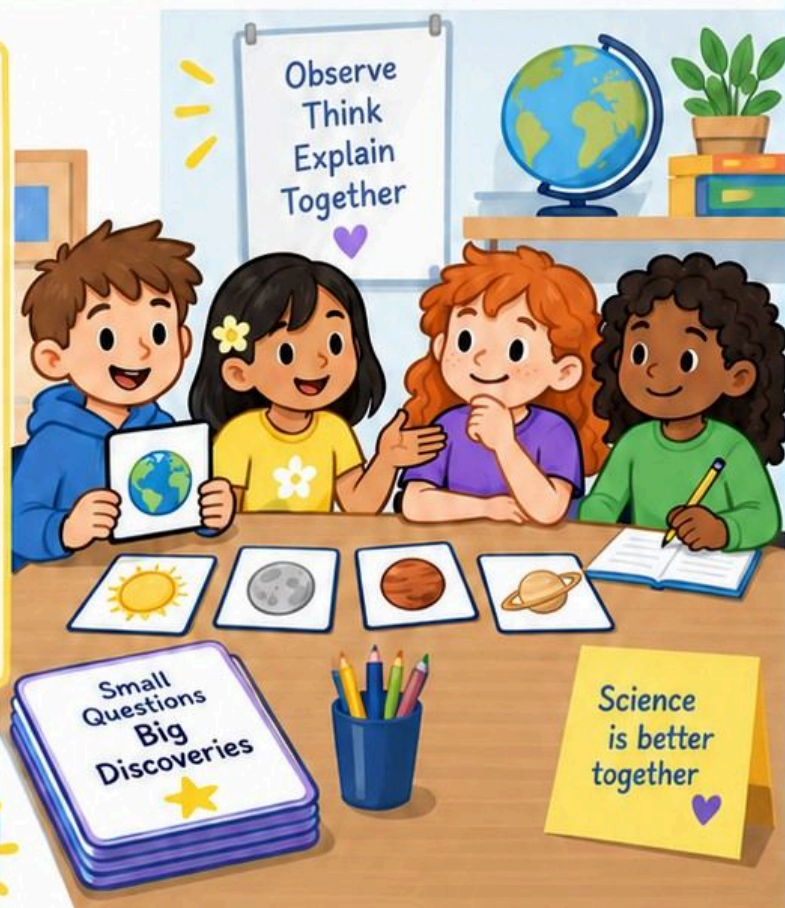
Earth. Card 1 identifies Earth as a planet.



Partner: What makes it different from the Sun?



The Sun is a star.



Use the cards and teacher criteria.
Chance does not decide the answer.

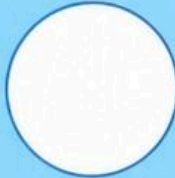
Little questions
lead to big
discoveries!

Evidence Trail

Look. Think. Find evidence. Make a difference!

Be curious
Be kind
Be a scientist
in everyday life!

1 Notice



What can you see,
hear, smell or feel?

2 Ask



What do you wonder?
What could you find out?

3 Compare



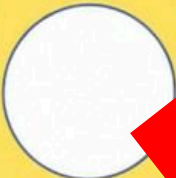
What is the same?
What is different?

4 Explain



What does the
evidence tell you?
What do you think is
happening and why?

5 Apply



How could this help
in real life?
What could you do next?

6 Reflect



What did you learn?
What would you like
to find out next?

Follow
the evidence
around!

Evidence
helps us make
sense of the world.

Choose a challenge card.
Point or place a counter at its matching stop.

Small
steps
brighter
tomorrows



Evidence Trail: Challenge Cards

Think like a scientist. Use the clues. Share your ideas.

1 Notice • Source card 1

Which object is our planet?



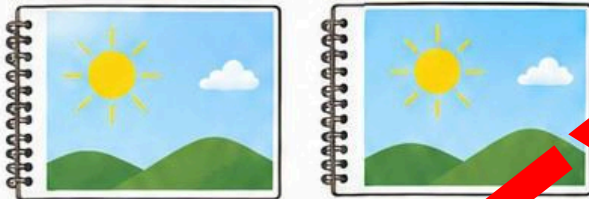
2 Ask • Source card 4

What question could you ask about a daytime Moon?



3 Compare • Source card 6

What should stay alike in two sky records?



4 Explain • Source card 5

Must we look directly at the Sun? Explain.



5 Apply • Source card 8

Why use an experiential model for a bright point?



6 Reflect • Source cards 6-7

Does one observation establish a repeating pattern?



7 Compare • W05

What changed in the star model? What stayed alike?



Model 7 pm

Model 11 pm

8 Reflect • W08

Name one thing your model cannot show.



Give evidence. Listen. Ask kindly. Check the teacher criteria.

Name: _____

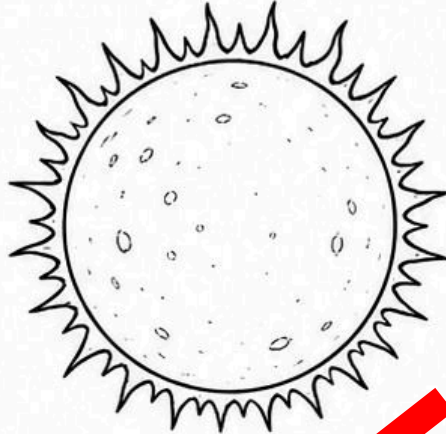
Earth is our planet

1 Notice

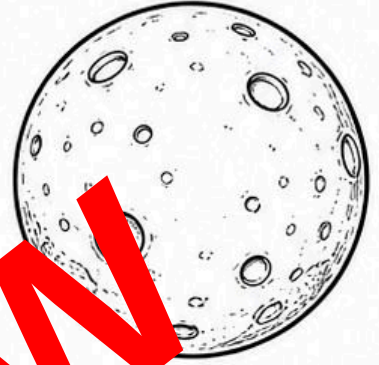
Circle the planet where we live.



Earth



Sun



Moon

2 Record

Earth is a _____.

The Sun is _____.

The Moon goes around _____.

3 Explain

How is Earth different from the Sun?

Point, speak, draw or write.

Name: ANSWERS

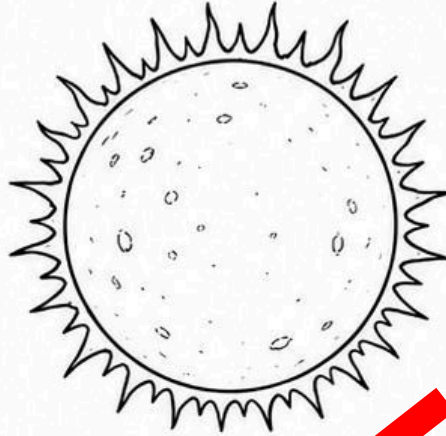
Earth is our planet

1 Notice

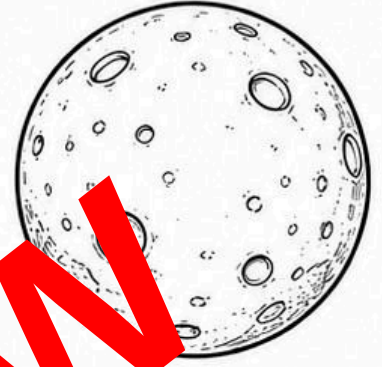
Circle the planet where we live.



Earth



Sun



Moon

2 Record

Earth is a planet.

The Sun is a star.

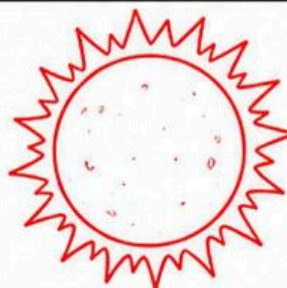
The Moon goes around Earth.

3 Explain

How is Earth different from the Sun?

Earth is a planet. The Sun is a star.

Sample:

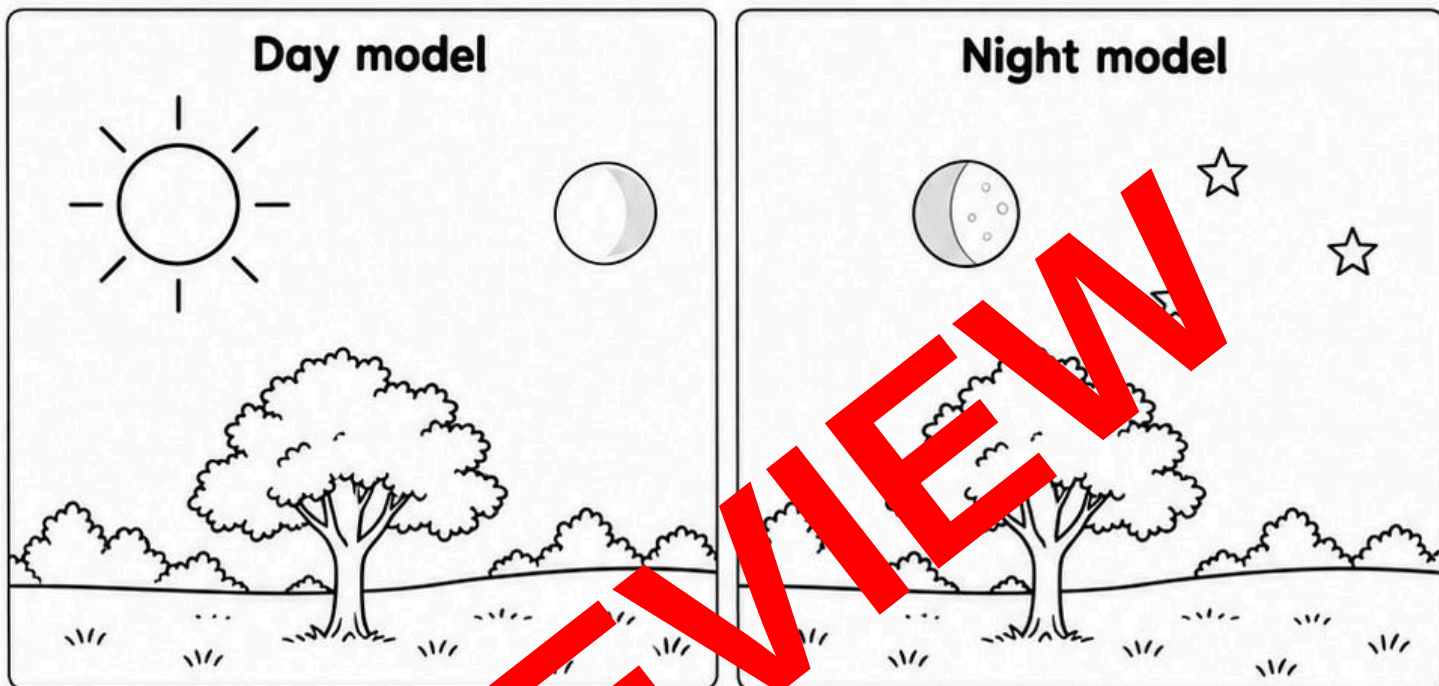


Point, speak, draw or write.

What appears in the sky

1 Notice

Compare the two teaching scenes.



Moon — not real observations.

2 Record

Write or point to the objects shown.

Day _____

Night: _____

3 Explain

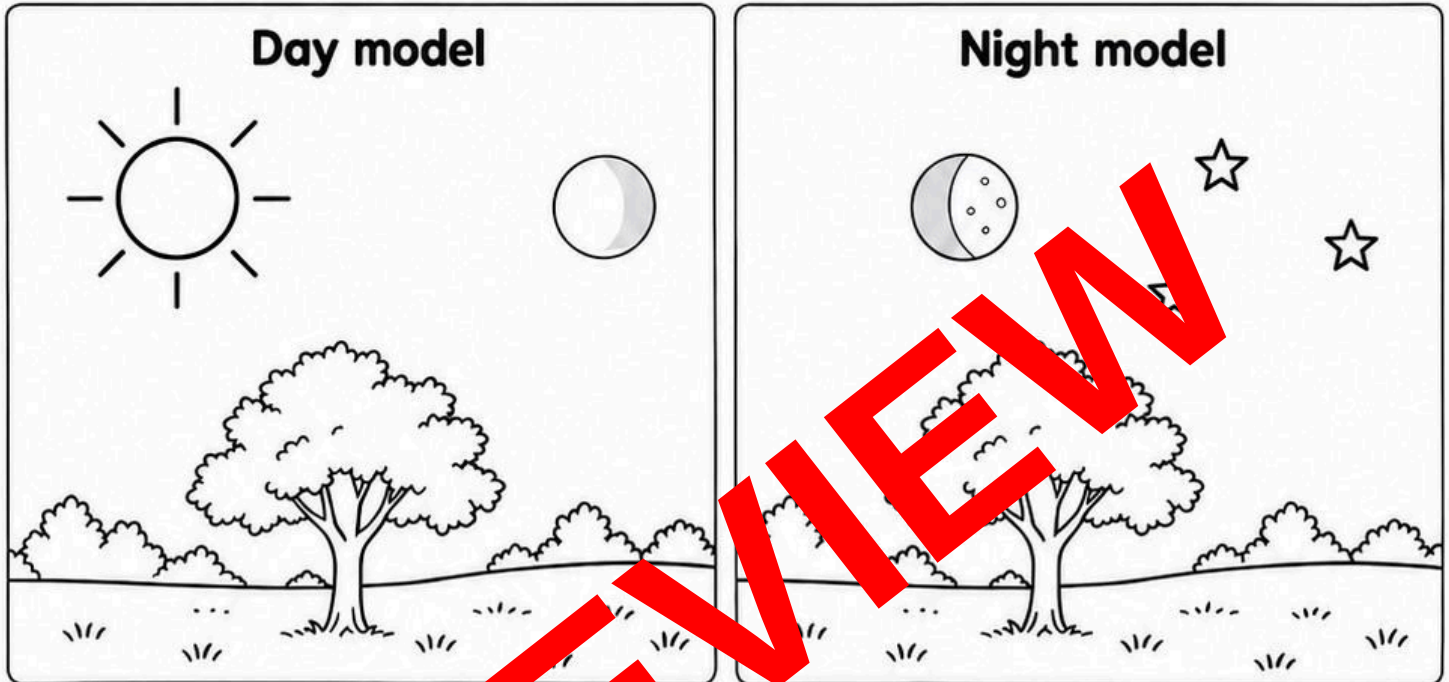
Could the Moon be visible by day and by night?

The pictures show examples, not every sky.

What appears in the sky

1 Notice

Compare the two teaching scenes.



Moon — not real observations.

2 Record

Write or point to the objects shown.

Day Sun and Moon

Night: Moon and stars

3 Explain

Could the Moon be visible by day and by night?

Yes. The Moon can be visible by day or by night.

Name: _____

Safe observation

We can observe the sky and other changes, and we can do it safely.

① Notice

Read this practice record.

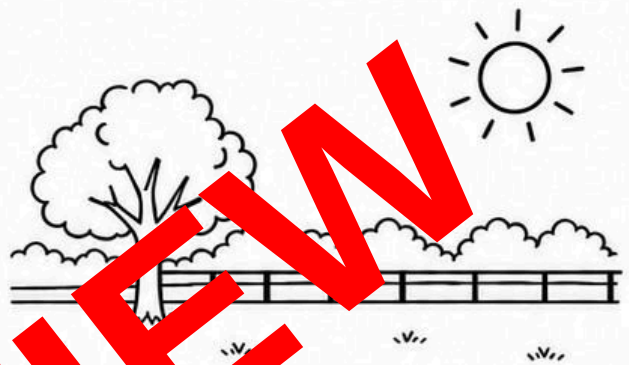
MODEL — imaginary record

Place: School model

Date: Model Day 1

Time: 9 am

View: North



② Record

Copy the practice labels.

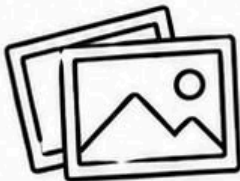
Time: _____

Direction: _____

Read observation or model? _____

③ Plan safely

Circle one safe choice.



Use supplied
pictures



Stare at
the Sun

What else should an adult record?

Name: ANSWERS

Safe observation

We can observe the sky and other changes, and we can do it safely.

1 Notice

Read this practice record.

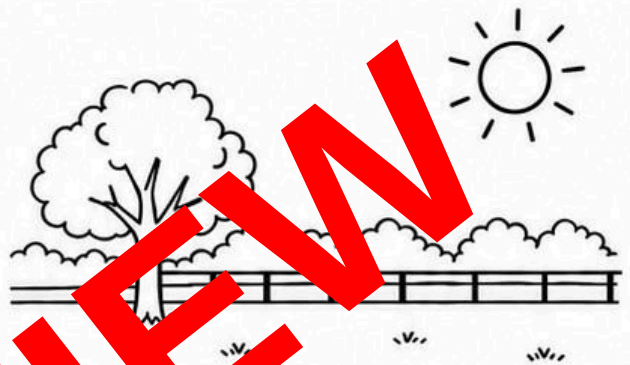
MODEL — imaginary record

Place: School model

Date: Model Day 1

Time: 9 am

View: North



2 Record

Copy the practice labels.

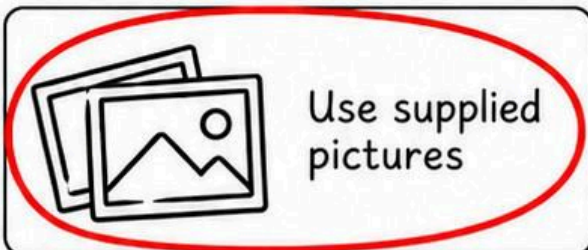
Time: 9 am

Direction: North

Real observation or model? Model

3 Plan safely

Circle one safe choice.



Use supplied pictures



Stare at the Sun

What else should an adult record?

Date and place. Never look directly at the Sun.

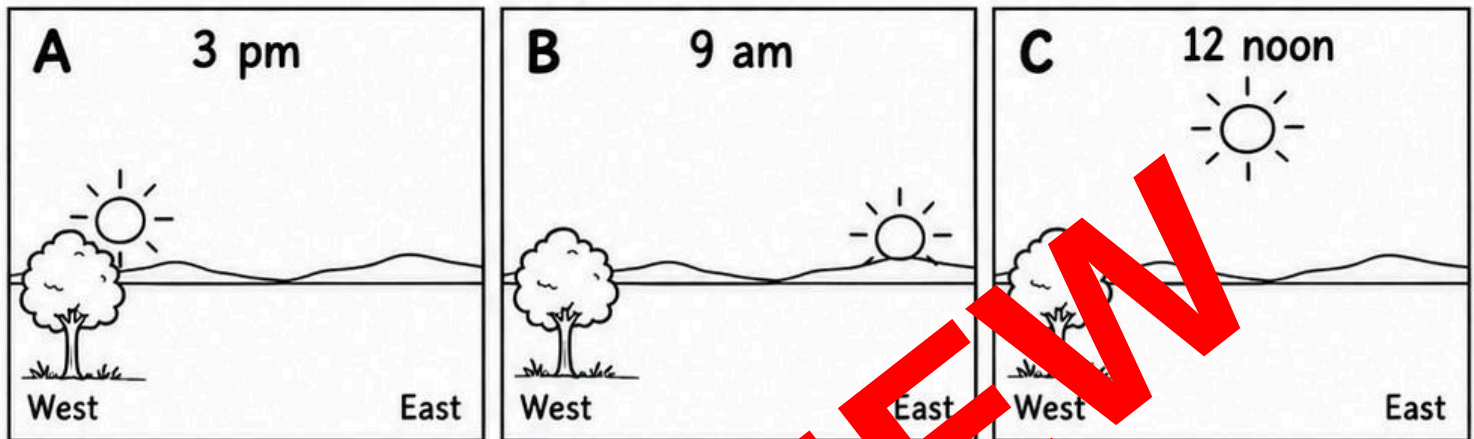
Sample

Name: _____

Sun positions appear to change

① Notice

A north-facing teaching model. East is right; west is left.



② Record

Order the frames: _____ the _____ then _____.

--	--	--

③ Explain

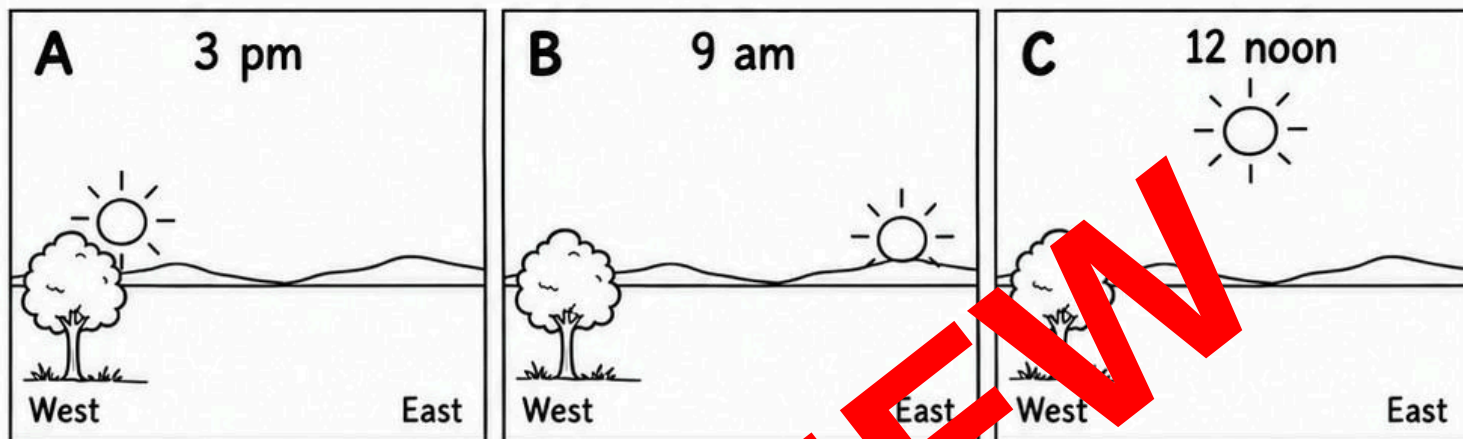
What appears to change?

Name: **ANSWERS**

Sun positions appear to change

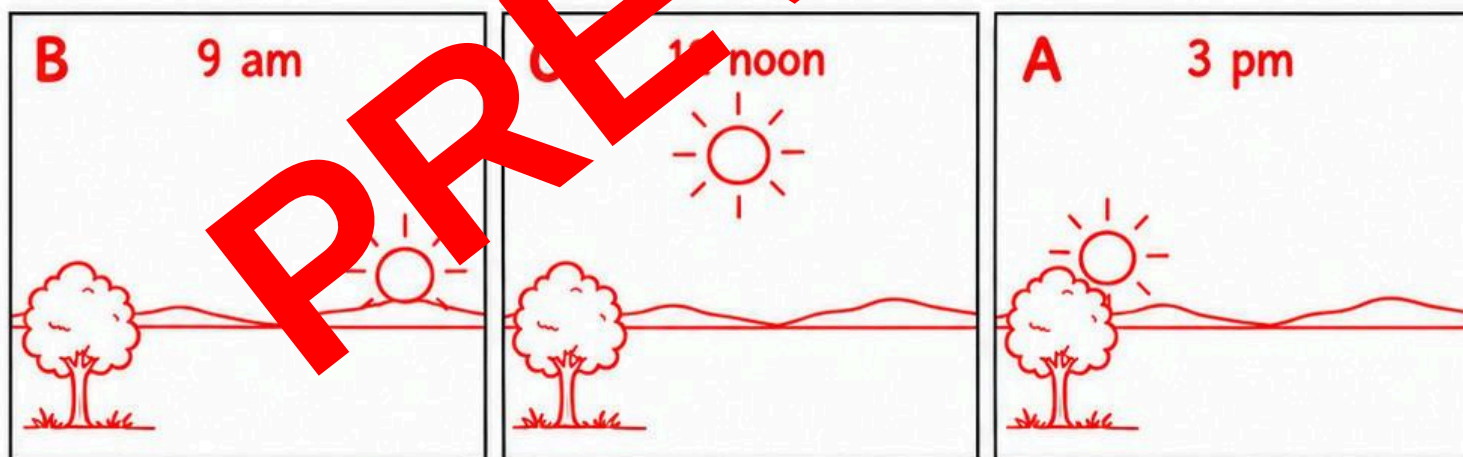
① Notice

A north-facing teaching model. East is right; west is left.



② Record

Order the frames: **B** then **C** then **A**.



③ Explain

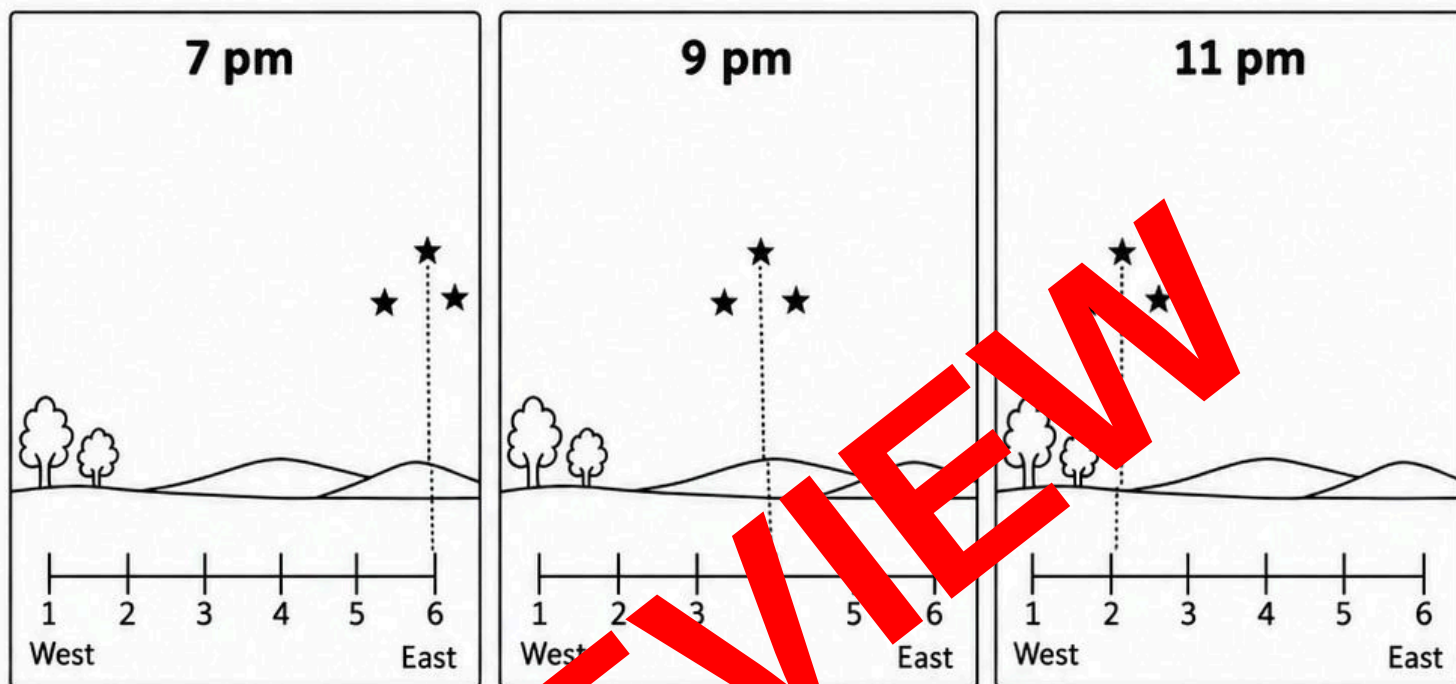
What appears to change?

Sample: The Sun appears in different positions over the day.

Stars across a night

1 Notice

Same place and north-facing horizon. Imaginary model night.



2 Record

Use the top stars to record the position.

Time	Group position
7 pm	
9 pm	
11 pm	

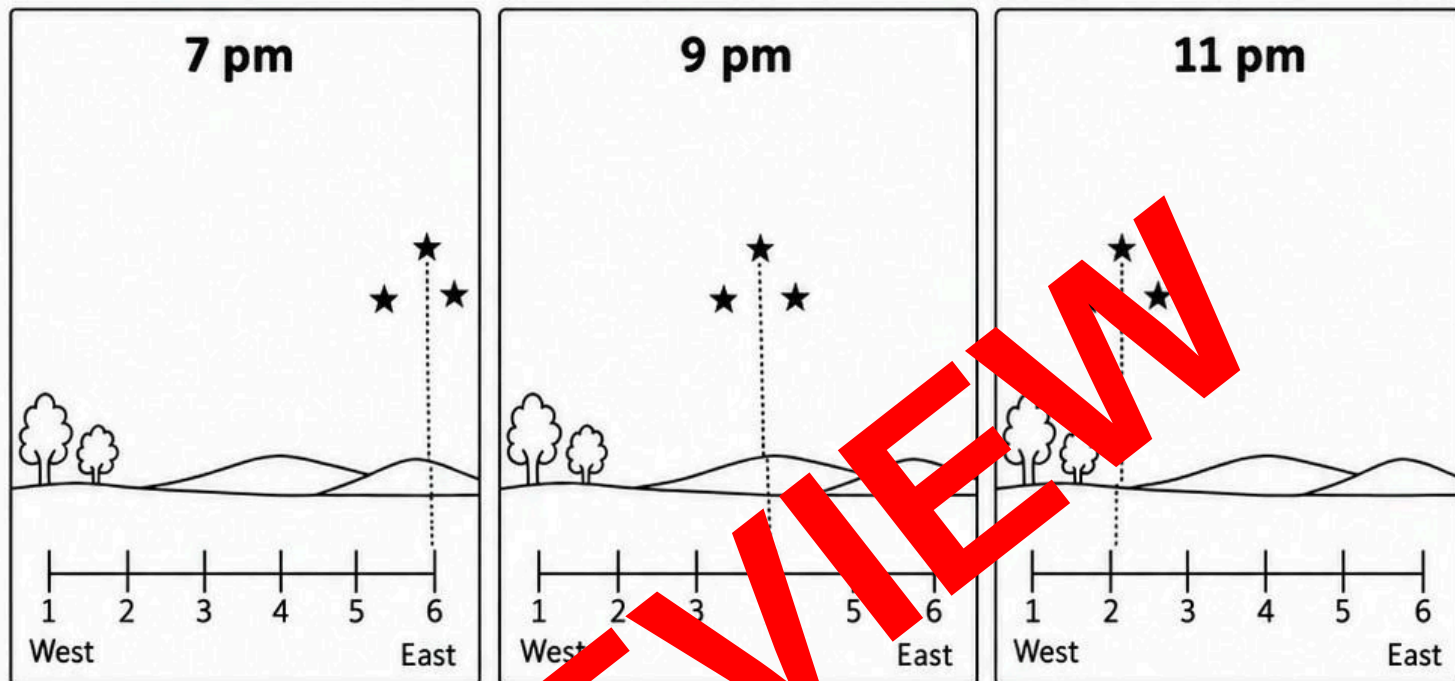
3 Explain

What changed? What stayed alike?

Stars across a night

1 Notice

Same place and north-facing horizon. Imaginary model night.



2 Record

Use the top star to read the position.

Time	Group position
7 pm	6
9 pm	4
11 pm	2

3 Explain

What changed? What stayed alike?

Sample: The group appears farther west later.

Its shape stays the same.

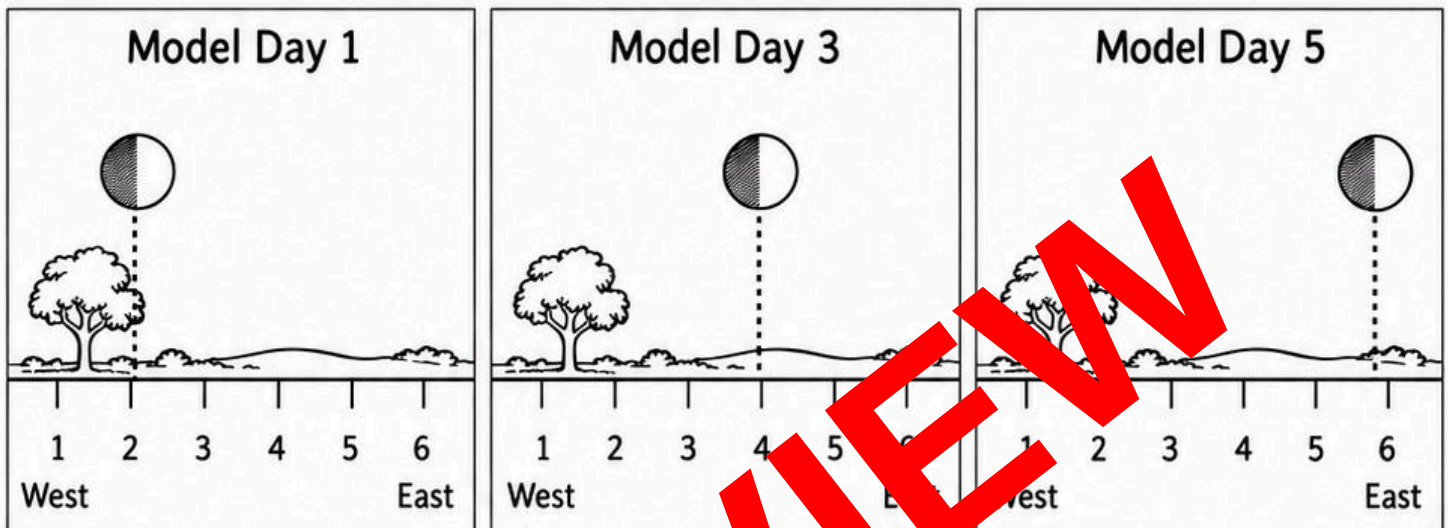
The Moon over time

Case cards 4 and 7

Name: _____

① Notice

Same place, north-facing horizon, all at 6 pm.



Use the Moon's centre to read the position.

② Record

Model day	Moon position
1	
3	
5	

③ Explain

What changed? What stayed alike?

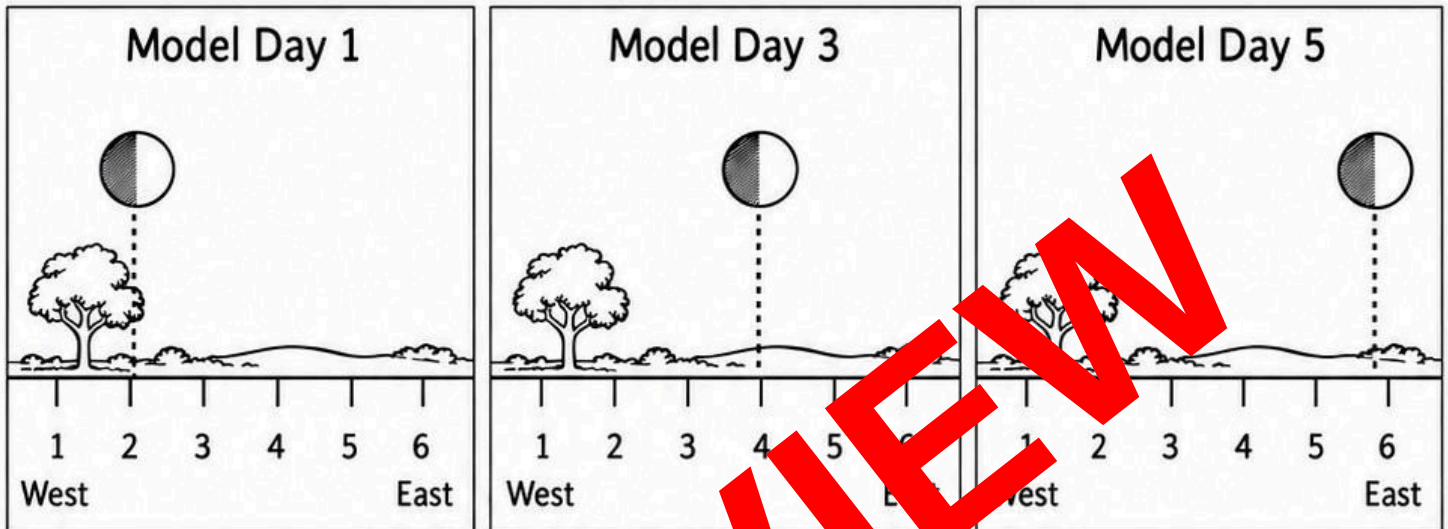
The Moon over time

Case cards 4 and 7

Name: **ANSWERS**

1 Notice

Same place, north-facing horizon, all at 6 pm.



Use the Moon's centre to read the position.

2 Record

Model day	Moon position
1	2
3	4
5	6

3 Explain

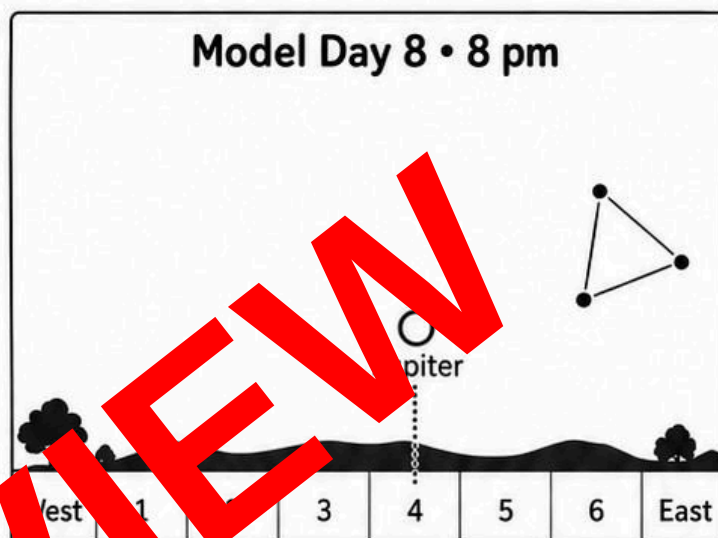
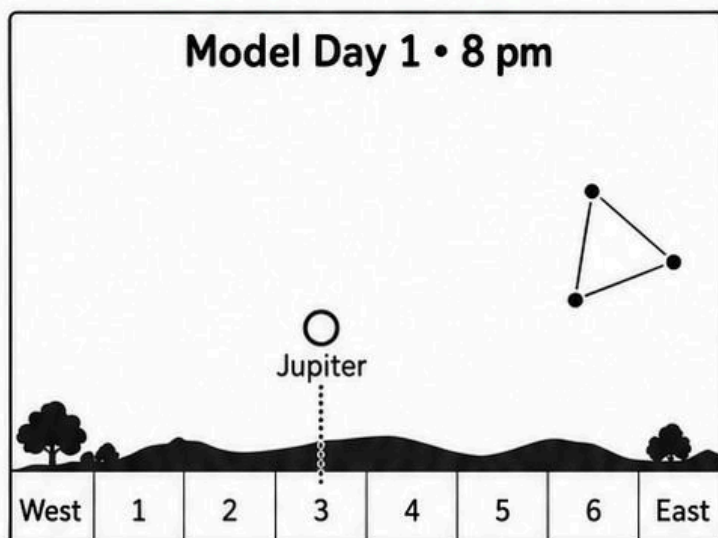
What changed? What stayed alike?

Sample: The Moon's position changes. Its drawn lit shape stays alike in this model.

Planets in the night sky

1 Notice

Same north-facing horizon. **Jupiter** is labelled for practice.



2 Record

Model day	Jupiter position
1	_____

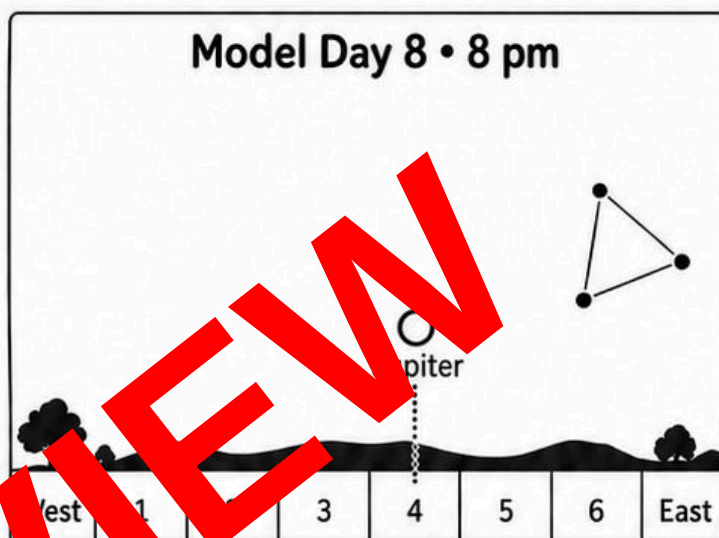
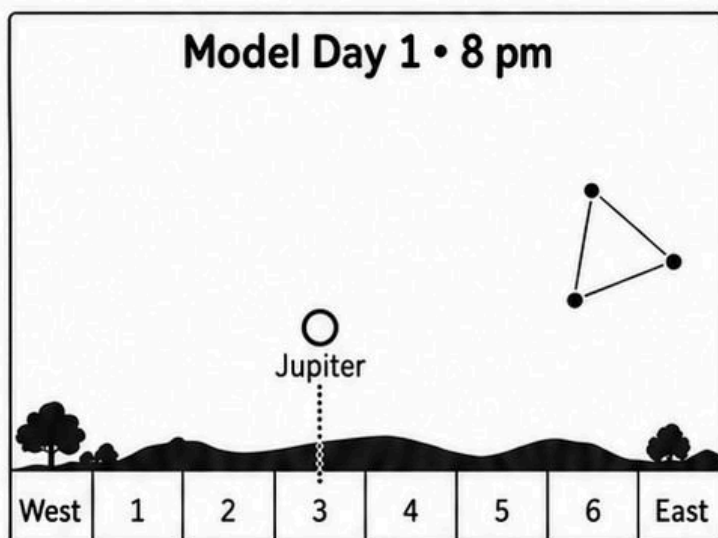
3 Explain

What changed? Why use the supplied label?

Planets in the night sky

① Notice

Same north-facing horizon. **Jupiter** is labelled for practice.



② Record

Model day	Jupiter position
1	3
	4

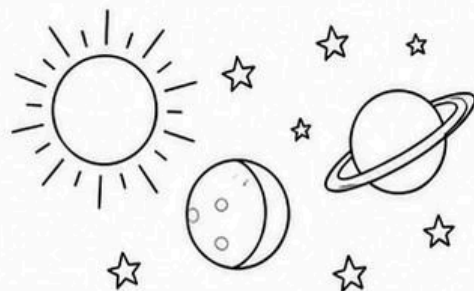
③ Explain

What changed? Why use the supplied label?

Sample: Jupiter's model position changes beside the star group.

Colour alone cannot identify a planet.

Build a pattern model



1 Plan

Choose a record: Sun / stars / Moon / planet.

Source record: _____

2 Make and record

Show recorded stages with time labels. Leave unused boxes blank.

Stage 1: _____

Stage 2: _____

Stage 3: _____

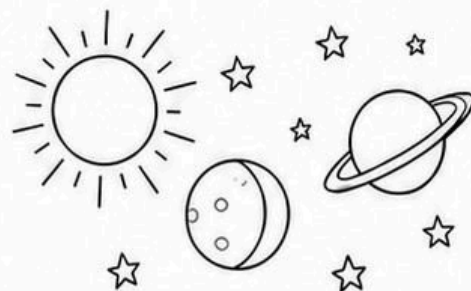
3 Explain

Two evidence details: _____

One thing my model cannot show: _____

A model must match its chosen evidence. Point, speak, draw or write.

Build a pattern model



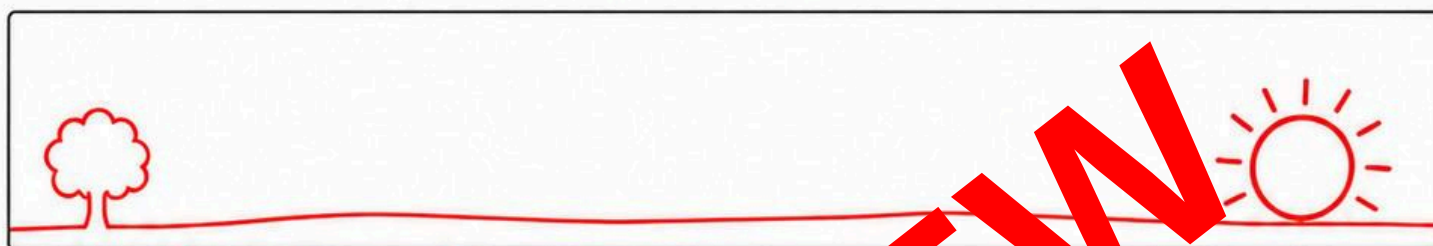
1 Plan

Choose a record: Sun / stars / Moon / planet.

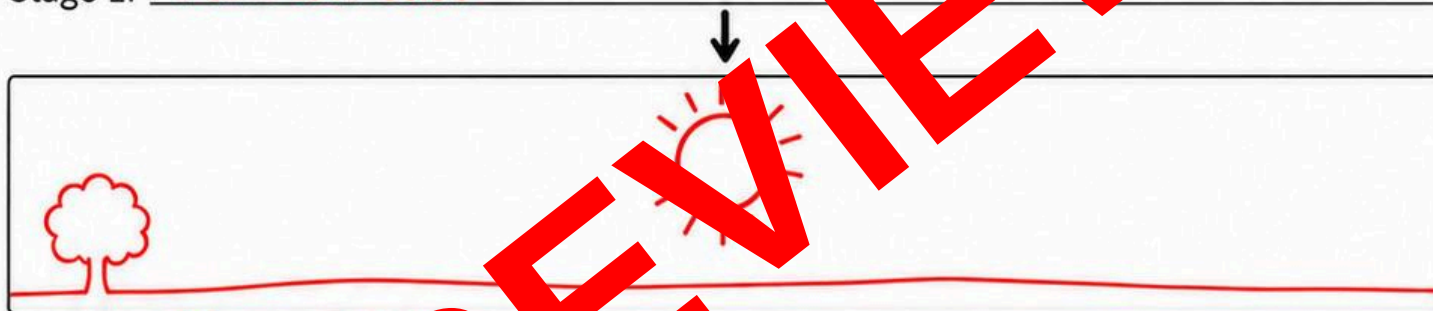
Source record: Sample: Sun model W04

2 Make and record

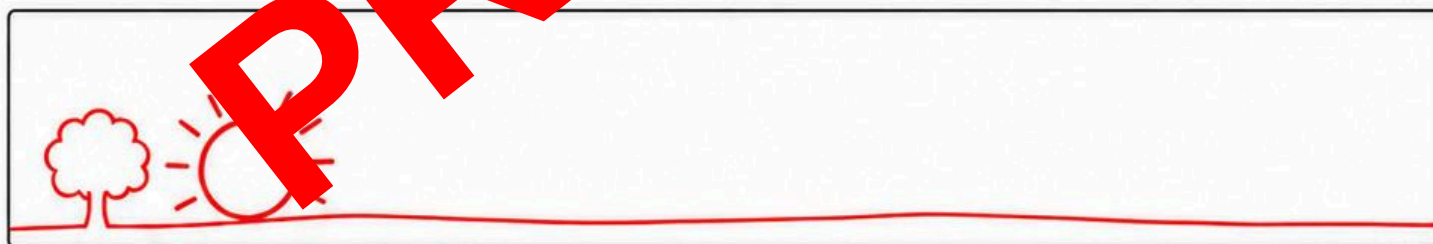
Show recorded stages with time labels. Leave unused boxes blank.



Stage 1: 9 am: low east



Stage 2: 12 noon: high north



Stage 3: 3 pm: low west

3 Explain

Two evidence details: Times: 9 am, 12 noon, 3 pm.

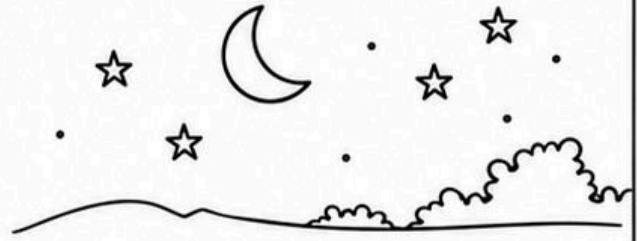
The Sun's apparent position changes.

One thing my model cannot show: It does not show real sizes or distances.

Sky-pattern explanation

Name: _____

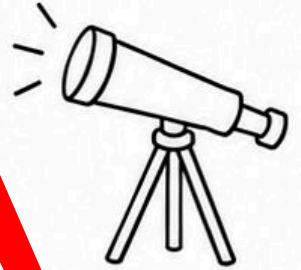
Case cards 1, 6



① Plan

My sky question:

My first prediction:



② Use evidence

My claim:

The record and label that support it:



③ Reflect

Was my prediction supported? Explain.

A difference from a partner's record:

A new question:

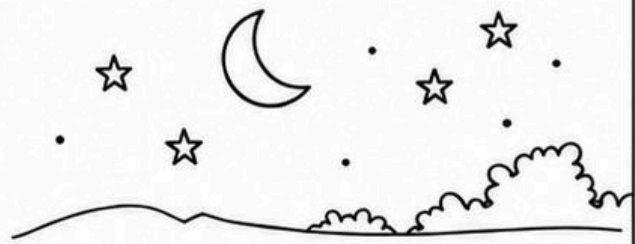


Point, speak, draw, write or explain with a communication board.

Sky-pattern explanation

Name: **ANSWERS**

Case cards 1, 6



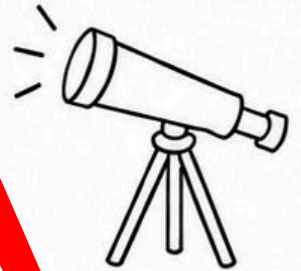
1 Plan

My sky question:

Sample: Does the Sun appear in one place all day?

My first prediction:

I predicted it would stay in one place.



2 Use evidence

My claim:

In the W04 model, its apparent position changes.

The record and label that support it:

9 am is low east; 3 pm is low west.



3 Reflect

Was my prediction supported? Explain.

My prediction was not supported by this model.



A difference from a partner's record:

A partner used a different viewpoint.

A new question:

What would real shadow records show?

Name: _____

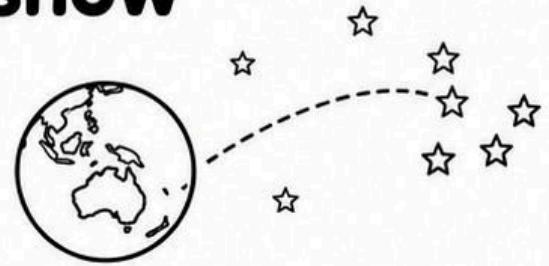
Case cards

6,8

What a model cannot show

① Notice

My model: _____



② Compare

One useful feature: _____

One limit: _____

One safe improvement: _____

③ Ask and apply

My next question: _____

How could a dated sky pattern help an adult?

A drawing is not a measurement. Show your reasoning in a way that works for you.

Name: ANSWERS

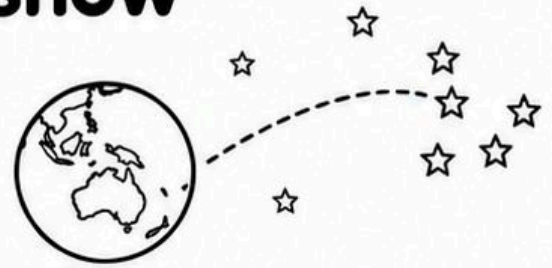
Case cards

6,8

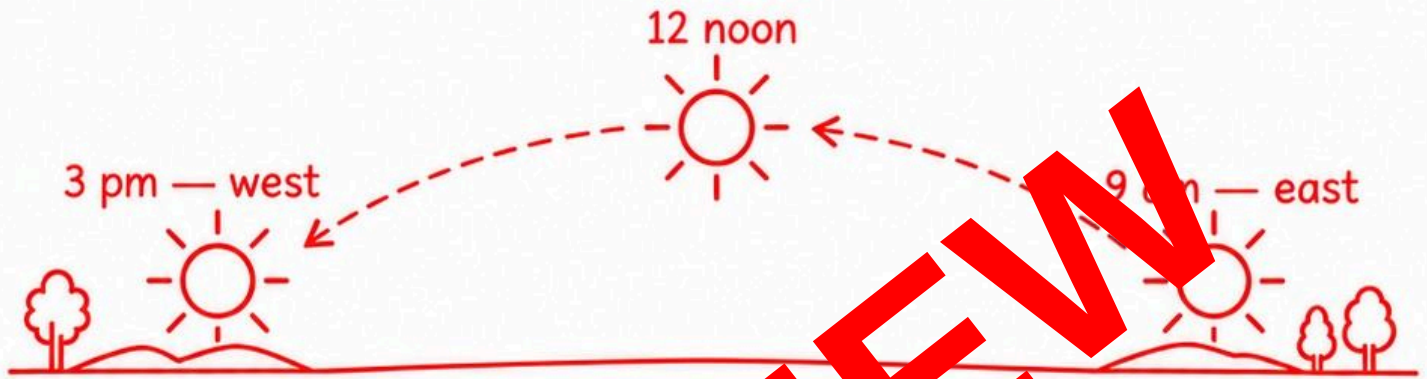
What a model cannot show

① Notice

My model: Sample: Sun sequence



Sample: north-facing Sun model



② Compare

One useful feature: It shows labeled time order.

One limit: It does not show exact future positions.

One safe improvement: An adult could compare genuine shadow records.

③ Ask and apply

My next question: Sample: how do shadows change across a day?

How could a dated sky pattern help an adult?

Correct dated sunset information can help plan an activity before dark. Other supported ideas are valid.

A drawing is not a measurement. Show your reasoning in a way that works for you.

Quiz – Sky Patterns

Open the separate editable Sky Patterns – Year 2 – Quiz.pptx.

24 slides: title and accessible instructions, ten questions each followed by an answer/explanation, reflection and closing. All questions and answers remain editable.

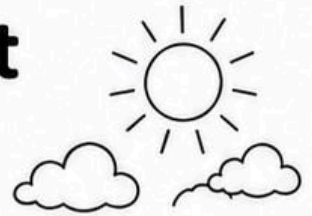
Use it after teaching, orally or with picture/symbol, drawing, written, communication-board or demonstrated answers. Discuss the reasoning; there is no speed requirement.

The first two checks address safe Sun evidence and why one observation is insufficient for a repeating pattern. Further checks cover Earth as a planet, a daytime Moon, time order, fair comparison, expert labels and a model limit. Two new codes ask learners to evaluate changed directions and use suitable dawn and sunset evidence.

The quiz complements the portfolio, A1 explanation and R1 rubric. Revisit the relevant lesson/resource when a concept remains unclear. Do not treat an inaccessible written response or a support need as lack of scientific understanding.

Sky Patterns Assessment

1. Plan and show evidence



Name: _____

Show a sky-pattern sequence and explain it. You may point, speak, draw, write or demonstrate.

1. Earth is a _____.



2. My question and prediction

My question is:

My prediction is:

3. My source record

Source: _____

Date and time: _____

Place and direction: _____

Is it a real observation or a model? _____



4. My sequence Use recorded stages. Leave unused boxes blank.



Time/position:

Time/position:

Time/position:

Show safe steps and one feature you kept alike.

Sky Patterns Assessment

2. Explain and reflect

Name: _____



My claim and supporting record

Was my prediction supported? Why?

A comparison with another record

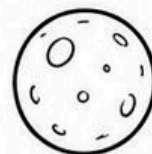
One model or method I

My next safe question

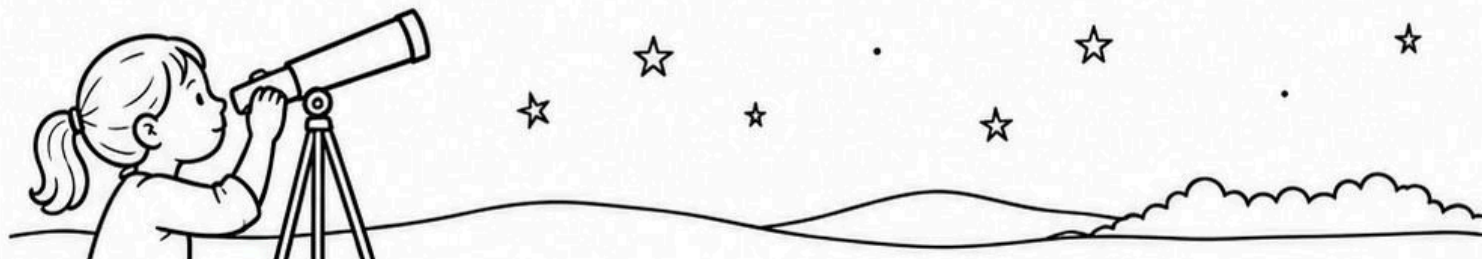
New case: a Monday Moon record faces north at 6 pm. A Tuesday record faces south at 6 pm. Is this a fair comparison? What should change?

Teacher conference: Ask how a correct dated pattern could help an adult plan.
Record oral or supported responses.

Sky Patterns Rubric



Judge learning, not handwriting, neatness or communication mode.



Understanding



Developing:

Earth or sky objects confused.

Sound:

Names Earth as a planet and describes a supplied position change.

Transfer:

Applies that understanding to a new labelled record.

Evidence and process



Developing:

Claim has no matching record or unsafe steps.

Sound:

Uses labelled safe steps and a fair comparison nature.

Transfer:

Notifies a viewpoint/date limit and suggests a safe improvement.

Explanation and use



Developing:

Describes without linking evidence.

Sound:

Links a claim to a time/position and compares a prediction.

Transfer:

Justifies a practical use with suitable dated evidence.

Reflection



Developing:

Needs help to identify a limit or question.

Sound:

Names a relevant model limit and next question.

Transfer:

Explains how a better record could answer that question.

Support needs alone do not lower achievement. Use portfolio, task and conference evidence.

Evidence: _____

Next step: _____

Lesson 1

Earth is our planet



Our learning

We can name Earth as a planet.

We can tell Earth, the Sun and the Moon apart.

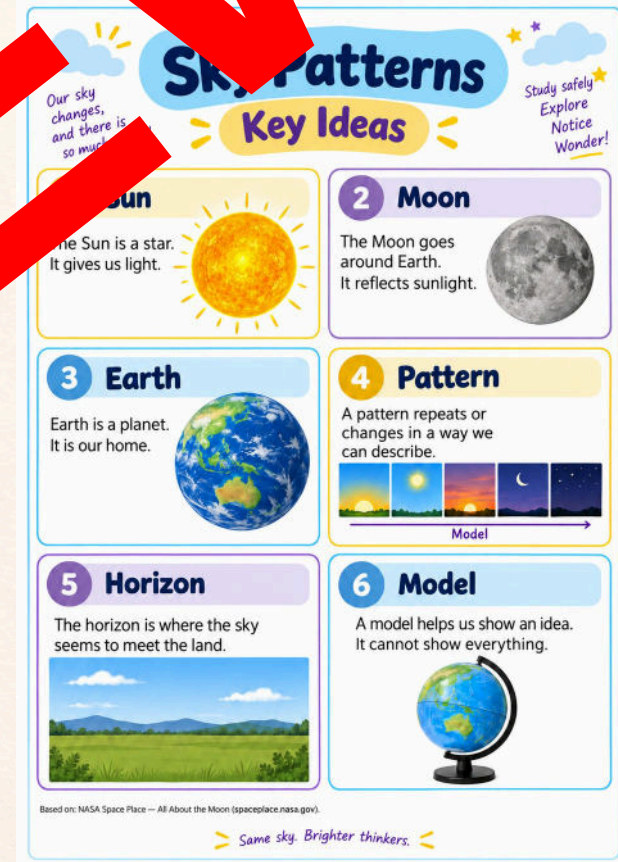
PREVIEW

Notice and wonder

Where do we live?

Point to Earth on a globe.

What do you wonder about the sun?



A worked example

Earth is a planet. We live on Earth.

The Sun is a star.

The Moon goes around Earth

Name: _____

Earth is our planet

1 Notice

_____ the planet where we live.



Earth



Sun



Moon

2 Record

Earth is a _____.

The Sun is a _____.

The Moon goes around _____.

3 Explain

How is Earth different from the Sun?

Point, speak, draw or write.

Based on: NASA Space Place, About the Moon (spaceplace.nasa.gov).

Read the evidence

A globe is a model of Earth.

It is much smaller than Earth.

It helps us show places.

Based on: NASA Space Place About the Moon (spaceplace.nasa.gov).

Investigate together

Use the globe and case cards 1–3.

Name Earth, the Sun and the Moon.

Sort the three objects by what they are.

PREVIEW

Make your record

Complete W01 or explain with cards.

Ask a sky-pattern question.

Make a prediction: “I think ...”

PREVIEW

Explain and check

Is Earth a star or a planet? How do you know?

Which object goes around Earth?

PREVIEW

Well Done!

Tell a partner one thing you know about Earth.



Lesson 2

What appears in the sky



Our learning

We can compare day and night pictures

We know the Moon can be visible in daytime.

PREVIEW

Notice and wonder

Could we see the Moon in a bright sky?

Choose “sometimes” or “never”.

Explain your first idea.

PREVIEW

A worked example

The Sun is visible in a daytime sky.

The Moon can appear by day or by night.

Distant stars are easier to see in a dark sky.

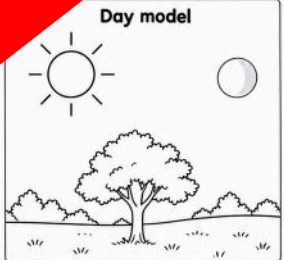
Card 4

Name: _____

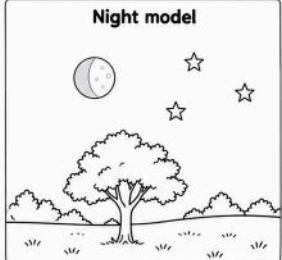
What appears in the sky

1. Observe the two teaching scenes.

Day model



Night model



Models—not real observations.

2. Record

Write or point to the objects shown.

Day: _____

Night: _____

3. Explain

Could the Moon be visible by day and by night?

The pictures show examples, not every sky.

Read the evidence

Our two scenes are teaching models.

Look at what each scene actually shows.

Do not add an object that is absent.

PREVIEW

Investigate together

Compare the day and night scenes on W02.
Place object cards beside the matching scene.
Talk about one similarity and one difference.

PREVIEW

Make your record

Record which objects are visible.

Keep the daytime Moon in your explanation.

Use drawings, words or a spoken answer.

PREVIEW

Explain and check

“The Moon is only visible at night.”

Is that always true? Use the picture of evidence.

PREVIEW

Well Done!

Name an object that can be visible by day or night.



Lesson 3

Safe observation



Our learning

We can choose safe ways to study the sky.

We can read the place, date, time and direction.

PREVIEW

Notice and wonder

Which is safer: a supplied picture or staring at the Sun?

Tell us why.

PREVIEW

A worked example

Never look directly at the Sun.

Use supplied pictures or observe shadows with an adult.

Do not use lenses or telescopes to view the Sun.

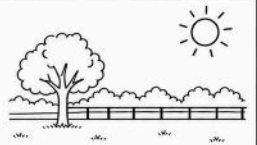
Name: _____

Safe observation

We can observe the sky and other changes, and we can do it safely.

1 Choose
Read this practice record.

MODEL — imaginary record
Place: School model
Date: Model Day 1
Time: 9 am
View: North



2 Record
Copy the practice labels.
Time: _____
Direction: _____
Real observation or model? _____

3 Plan safely
Circle one safe choice.

 Use supplied pictures

 Stare at the Sun

What else should an adult record?

Read the evidence

Read the labelled practice record on W03.

Find its place, model date, time and direction.

“Model” means it is not a real measurement.

PREVIEW

Investigate together

Study the practice record indoors.

Point to each label.

Plan safe steps for using a real teacher-supplied record.

PREVIEW

Make your record

Choose a safe method on W03.

Say what an adult would record.

Leave real observations blank until corrected.

PREVIEW

Explain and check

Can one unlabelled picture tell us when it was made?

What information is missing?

PREVIEW

Well Done!

Share one success story and one useful record label.



Lesson 4

Sun positions appear to change



Our learning

We can put a model sky sequence in time order.

We can describe how the Sun appears to change position.

PREVIEW

Notice and wonder

What could change between morning and afternoon?

Make a prediction before comparing

PREVIEW

A worked example

Our model faces north from one place.

East is on the right; west is on the left.

The Sun is shown in different positions.

Name: _____

Sun positions appear to change

① **Observe**
Facing teaching model. East is right; west is left.

A 3 pm	B 9 am	C 12 noon
 West East	 West East	 West East

② **Record**
Order the frames: _____ then _____ then _____.

--	--	--

③ **Explain**
What appears to change?

Illustrative model—not exact positions or a forecast. Never look directly at the Sun.

Read the evidence

A: 3 pm, west, lower.

B: 9 am, east, lower.

C: 12 noon, north, higher.

These are schematic examples, not exact forecasts.

PREVIEW

Investigate together

Order the three frames on W04.

Keep the same horizon and viewing direction.

Compare positions without looking at the real Sun.

PREVIEW

Make your record

Draw the time sequence or place the cards.

Describe one position change.

Compare your prediction with the model.

PREVIEW

Explain and check

Why keep the same horizon?

Does this model prove where the Sun will be tomorrow?

PREVIEW

Well Done!

**Describe the sequence using “morning”,
“midday” and “afternoon”.**



Lesson 5

Stars across a night



Our learning

We can compare the same star group at different times.

We can record what the supplied model shows.

PREVIEW

Notice and wonder

What would make two sky pictures easy to compare?

Think about the horizon and direction.

PREVIEW

A worked example

The same three-star group is shown each time.

In this model it appears farther west and lower.

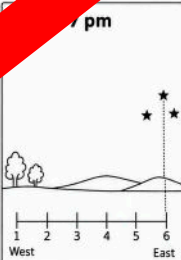
The shape of the group always stays the same.

Card 6 Name: _____

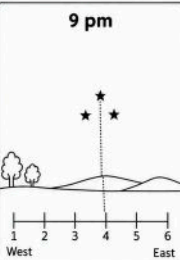
Stars across a night

① **Note** and north-facing horizon. Imaginary model night.

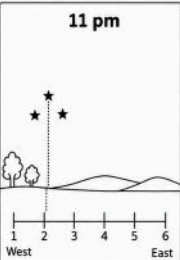
7 pm



9 pm



11 pm



② **Record**
Use the top star to read the position.

Time	Group position
7 pm	
9 pm	
11 pm	

③ **Explain**
What changed? What stayed alike?

Illustrative models—not measured data. No night outing needed.

Read the evidence

Read 7 pm, 9 pm and 11 pm.

Look at the unchanged horizon mark

These imaginary records are not measured sky data.

PREVIEW

Investigate together

Use W05. Read the grid number below the tree.

Keep the same place and north-facing view.

Compare your count with a partner's count.

PREVIEW

Make your record

Record the model's grid positions.

Say what changed and what stayed the same.

Do not invent extra stars or record measurements.

PREVIEW

Explain and check

If one picture faced east, would it be a fair comparison?

Explain using the direction labels.

PREVIEW

Well Done!

**Name the feature to keep alike when
comparing.**



Lesson 6

The Moon over time



Our learning

We can read a Moon-position sequence.

We can describe changes and similarities.

PREVIEW

Notice and wonder

Does the Moon always look the same?

Can it sometimes be seen during the day?

PREVIEW

A worked example

The Moon is still the Moon in each frame.

Its position and lit appearance can change.

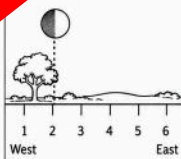
It does not make its own light.

The Moon in time Case cards 4 and 7

Name: _____

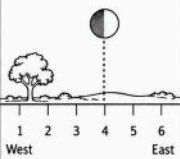
① **Observe**
Spaceplace, north-facing horizon, all at 6 pm.

Model Day 1



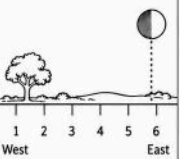
1 2 3 4 5 6
West East

Model Day 3



1 2 3 4 5 6
West East

Model Day 5



1 2 3 4 5 6
West East

Use the Moon's centre to read the position.

② **Record**

Model day	Moon position
1	
3	
5	

③ **Explain**
What changed? What stayed alike?

Imaginary dates and positions—not a phase calendar or forecast.
Based on: NASA Space Place — All About the Moon (spaceplace.nasa.gov).

Based on: NASA Space Place — All About the Moon (spaceplace.nasa.gov).

Read the evidence

Read model Day 1, Day 3 and Day 5, all at once.

The place and north-facing horizon stay alike.

These are imaginary dates, not a real calendar.

Based on: NASA Space Place About the Moon (spaceplace.nasa.gov).

Investigate together

Use W06 to count the Moon's grid position.

Name one similarity and one difference.

Check that your record matches the supplied frame.

PREVIEW

Make your record

Record position 2, 4 and 6 in the model table.

Describe the pattern in the model.

Ask what a real dated record might show.

PREVIEW

Explain and check

Could these three drawings predict the exact Moon on tomorrow?

Why would we need real dated observations?

PREVIEW

Well Done!

Explain one change and one thing that stayed the same.



Lesson 7

Planets in the night sky



Our learning

We can use a trusted label to identify a planet.

We can compare its position with background stars.

PREVIEW

Notice and wonder

A bright point is shown.

Could colour alone tell us whether it is a point?

PREVIEW

A worked example

Experts identify planets using sky records.

Melbourne Planetarium identified Jupiter in the north in May 2026.

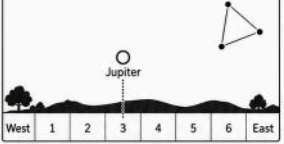
We use the supplied label, and a colour guess.

Case card 8 Name: _____

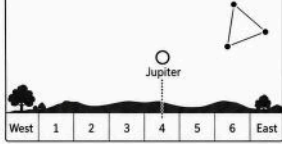
Planets in the night sky

① North-facing horizon. **Jupiter** is labelled for practice.

Model Day 1 • 8 pm



Model Day 8 • 8 pm



② Record

Model day	Jupiter position
1	_____
8	_____

③ Explain

What changed? Why use the supplied label?

Imaginary model positions—not museum measurements or tonight's sky.
Based on: Museums Victoria, Melbourne Planetarium — Skynotes: May 2026 (museums victoria.com.au).

Based on: Museums Victoria, Melbourne Planetarium — Skynotes: May 2026 (museums victoria.com.au).

Read the evidence

On W07, Jupiter is named for practice.

The two positions are an imaginary model.

The star group stays in the same place.

Based on: Museums Victoria Melbourne Planetarium — Skynotes: May 2026 (museums victoria.com.au).

Investigate together

Compare model Day 1 and Day 8 at 8 pm.

Keep the same horizon and grid.

Measure Jupiter's position beside the star group.

PREVIEW

Make your record

Record the model positions 3 and 4.

State the small change.

Compare with your partner and check the labels.

PREVIEW

Explain and check

The real note is dated May 2026.

Can it identify tonight's sky?

What would need updating?

PREVIEW

Well Done!

Explain why a trusted label is better than a colour guess.



Lesson 8

Build a pattern model



Our learning

We can make a model from supplied evidence.

We can explain what our model shows and cannot show.

PREVIEW

Notice and wonder

Which sequence have you studied?

Choose Sun, stars, Moon or a labelled planet.

PREVIEW

A worked example

A useful model follows its chosen record.

Put the frames in time order.

Add captions that match the evidence.

Card 6

Name: _____

Build a pattern model

1 Plan
Choose your record: Sun / stars / Moon / planet.
Record: _____

2 Make and record
Show recorded stages with time labels. Leave unused boxes blank.

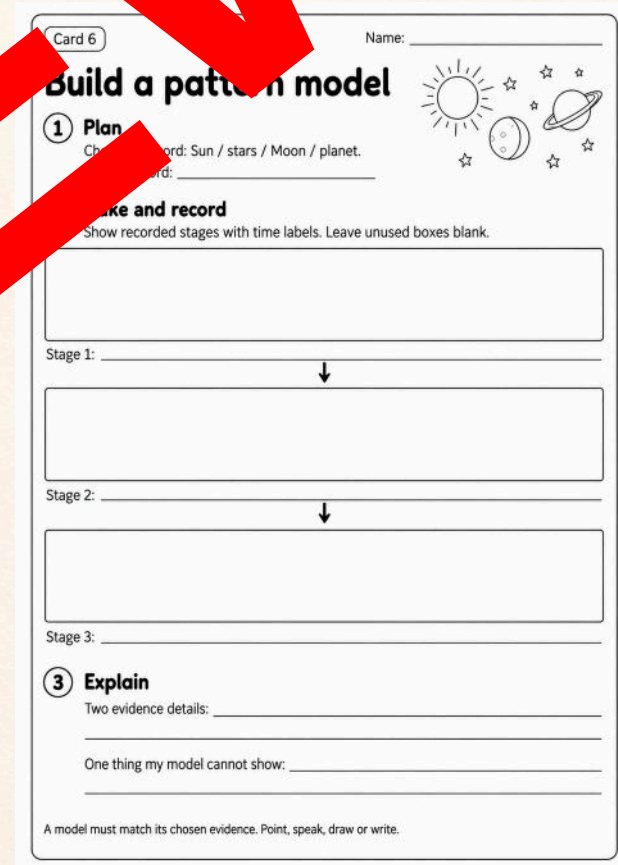
Stage 1: _____
↓

Stage 2: _____
↓

Stage 3: _____

3 Explain
Two evidence details: _____
One thing my model cannot show: _____

A model must match its chosen evidence. Point, speak, draw or write.



Read the evidence

For the Sun model, morning comes before noon and afternoon.

The drawing shows order and apparent position.

It does not show real sizes or distances.

PREVIEW

Investigate together

Use paper, pencils and labelled resource from the

Build one sequence from its recorded tags.

Keep the time and direction labels visible.

PREVIEW

Make your record

Use W08 to plan and describe the model.

Choose at least two specific evidence details.

Keep predictions separate from evidence.

PREVIEW

Explain and check

Point to the evidence behind each caption.

Could your model be mistaken for real measurements?

PREVIEW

Well Done!

Name on the first part and one limit of your model.



Lesson 9

Sky-pattern explanation



Our learning

We can make an evidence-based explanation

We can compare our prediction with our record

PREVIEW

Notice and wonder

Return to your first question and prediction.

What evidence do you have now?

PREVIEW

A worked example

“In the Sun model, 9 am comes before 12 noon.

The labelled pictures show different positions.

That supports a change within this model.”

Sky-pattern investigation Name: _____
Case cards 1, 6

① Plan
My sky: _____
My first prediction: _____

② Use evidence
My claim: _____
The record and label that support it: _____

③ Reflect
Was my prediction supported? Explain. _____
A difference from a partner's record: _____
A new question: _____

Point, speak, draw, write or explain with a communication board.



Read the evidence

Name Earth as a planet.

Identify what your source or model of study shows.

Use a labelled time and position of evidence.

PREVIEW

Investigate together

Use your portfolio and assessment pages.

Explain to a partner or teacher.

Use speech, drawings, symbols or a demonstration.

PREVIEW

Make your record

Complete W09 or give a recorded explanation

Compare the prediction with the evidence

Explain safety, a limitation and a new question.

PREVIEW

Explain and check

Did your conclusion follow your evidence?

Would a different viewpoint change the conclusion?

PREVIEW

Well Done!

Share one claim and the evidence that supports it.



Lesson 10

What a model cannot show



Our learning

We can explain one model limitation.

We can suggest a better observation question.

PREVIEW

Notice and wonder

Could a small drawing show real distances and space?

What else might be missing?

PREVIEW

A worked example

A globe is not Earth's real size.

A sky sketch does not show every object.

An imaginary sequence is not recorded as measured data.

Name: _____

Case cards
6,8

What a model cannot show

① Notice
My model _____



② Compare
One useful feature: _____
One limit: _____
One safe improvement: _____

③ Ask and apply
My next question: _____
How could a dated sky pattern help an adult?

A drawing is not a measurement. Show your reasoning in a way that works for you.

Based on: Museums Victoria Melbourne Planetarium — Skynotes: May 2026 (museums victoria.com.au).

Read the evidence

Choose your own model.

Name a useful feature and a missing feature.

Avoid claiming more than its evidence supports.

Based on: Museums Victoria Melbourne Planetarium — Skynotes: May 2026 (museums victoria.com.au).

Investigate together

Use W10 and compare with a classmate

Suggest one fair, safe improvement.

Keep the useful evidence and lab notes

PREVIEW

Make your record

Ask a new sky-pattern question.

Tell how an adult could collect evidence to supply.

Explain a practical use for a date and pattern.

PREVIEW

Explain and check

A family wants to plan an outdoor activity before dark.

How could dated sunset information help

PREVIEW

Well Done!

Tell us the limit and one next question.



Sky Patterns Unit Quiz



How to answer

Think first, then explain your reason.

Point, speak, draw, write or use a communication board.

We will check the evidence together.

PREVIEW

Question 1

Must we look directly at the Sun to record sun patterns?

PREVIEW

Answer 1

No. Never look directly at the Sun. Use sun goggles or adult-supervised shadow records.

PREVIEW

Question 2

Does one sky observation establish a repeating pattern?

PREVIEW

Answer 2

No. Compare repeated dated records. A model is not a direct observation.

PREVIEW

Question 3

Which is Earth: a planet, a star or the Moon?

PREVIEW

Answer 3

Earth is a planet. The Sun is a star. The Moon orbits around Earth.

PREVIEW

Question 4

Could the Moon be visible in a daytime sky.

PREVIEW

Answer 4

Yes. It can be visible by day or by night; it is not always visible.

PREVIEW

Question 5

In the north-facing Sun model: A is 3 pm, B is 9 am and C is 12 noon.
What is the order?

PREVIEW

Answer 5

B, C, A: morning, midday, afternoon. This is a temporal sequence, not a measured forecast.

PREVIEW

Question 6

Why keep the same place, direction and how far when comparing sky records?

PREVIEW

Answer 6

A changed viewpoint can make the comparison misleading. Keep those features alike and read the time data.

PREVIEW

Question 7

A blue point is shown with no label. Can its color alone prove it is a planet?

PREVIEW

Answer 7

No. Use a trusted, dated sky source or supported expert label. Colour alone is not enough.

PREVIEW

Question 8

What is one thing a small globe cannot show accurately?

PREVIEW

Answer 8

It cannot show Earth's real size. Other acceptable answers include real distances to the Sun or Moon.

PREVIEW

Question 9

New case: one Moon record is labelled Monday 5 pm, facing north. Another says Tuesday, 6 pm, facing south. Can you compare their apparent positions fairly?

PREVIEW

Answer 9

Not as shown: the viewing direction changes. Use records with matching viewpoints and read their contents in order.

PREVIEW

Question 10

New case: an adult wants to plan a walk before dark. What evidence could help, and what would a model's drawing not tell them?

PREVIEW

Answer 10

A trusted sunset time for the correct date and place could help. A model drawing cannot give an exact future time for the weather.

PREVIEW

Think about your learning

Which answer used evidence?

What do you want to observe next?

How could an adult collect that evidence safely?

PREVIEW

Well Done!

**You used observations and evidence to explain
sky patterns.**

