Holy Eucharist Catholic Primary School
1a Oleander Drive, St Albans South. VIC 3021
Phone: 8312 0900 Fax: 9366 8192
www.hestalbanssth.catholic.edu.au

Grade 4

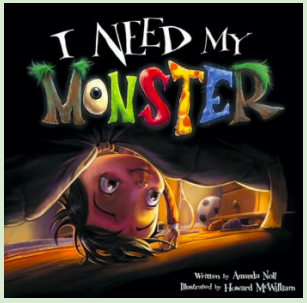
Remote Learning Pack

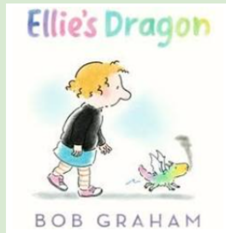
Week Beginning - Monday 23rd August 2021

Grade 4 Learning from Home Timetable- Term 3 Week 7

Once students are finished with their activities, please ***take a photo*** and ***submit*** it onto your own Google Classroom page between **3-3:15PM each day.**
We will be checking who is submitting their work.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:50- 9:00	**Good Morning** Google Meet with your class at 9.00am We are having a quick check in with you all to say hi, see how your holidays were and to explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher. Google Meet Classroom Expectations 4JK 4BB 4KB	**Good Morning** Google Meet with your class at 9.00am We are having a quick check in with you all to say hi, see how your holidays were and to explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher. Google Meet Classroom Expectations 4JK 4BB 4KB	**Good Morning** Google Meet with your class at 9.00am We are having a quick check in with you all to say hi, see how your holidays were and to explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher. Google Meet Classroom Expectations 4JK 4BB 4KB	**Good Morning** Google Meet with your class at 9.00am for the roll. We will explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher. Google Meet Classroom Expectations 4JK 4BB 4KB	**Good Morning** Google Meet with your class at 9.00am for the roll. We will explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher. Google Meet Classroom Expectations 4JK 4BB 4KB
9:00-10:00	Maths **W.A.L.T:** understand improper fractions and mixed number fractions. **W.I.L.F:** multiplication facts, equivalence, simplifying Watch the video Proper Fractions and Mixed Numbers Proper and Improper Fraction Learning Kahoot! **Pin No: 06663964** Complete the Targeting Maths sheet in your workbook/scrap paper.	Maths **W.A.L.T:** understand improper fractions and mixed number fractions. **W.I.L.F:** multiplication facts, equivalence, simplifying Access the document on your Google Classroom to complete the task for Maths. **(YOUR TEACHER WILL UPLOAD ON GOOGLE CLASSROOM)**	Maths **W.A.L.T:** understand improper fractions and mixed number fractions. **W.I.L.F:** multiplication facts, equivalence, simplifying Mild: Converting improper fractions with denominators up to 12 Hot:Converting Complete the activity Improper Fractions sheet remembering to show all working out on the document. **(YOUR TEACHER WILL UPLOAD ON GOOGLE**	Mass **JOIN YOUR TEACHER ON THE GOOGLE MEET TO PARTICIPATE IN THE MASS TOGETHER.** Writing **Scientific Report: Experiment 3** Access the scientific report on our Google Classroom and complete only the Thursday page. **(YOUR TEACHER WILL UPLOAD ON GOOGLE CLASSROOM)**	Reading Rotations: **Visual Literacy** Complete the visual literacy text "Whose Moon is That?" Remember to answer the questions onto the slides. **(YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM)**

	9:40-10:20: Miss McNally's Google Meet with her Maths rotation group.		**CLASSROOM)** **9:40-10:20: Miss McNally's Google Meet with her Maths rotation group.**		
10:00-11:00	Reading **WALT**: Correctly spell words that have been studied **WILF**: correct spelling, vocabulary Students view the powerpoint regarding the Sun. Provide the students with a piece of text with some misspelled words identified and as a class rewrite these words correctly. **Session 1** Students are then provided with two more paragraphs of text relating to the sun. In the first paragraph they will need to rewrite the text with the identified misspelled words spelt correctly.	Writing **Scientific Report: Experiment 3** Access the scientific report on our Google Classroom and complete only the Tuesday page. **(YOUR TEACHER WILL UPLOAD ON GOOGLE CLASSROOM)**	Reading **WALT**: Correctly spell words that have been studied **WILF**: correct spelling, vocabulary **Session 2** Students are provided with two paragraphs of text relating to the sun. In the second paragraph they will need to identify the misspelled words and then rewrite the text with the identified misspelled words spelt correctly.	**LOTE** Miss Sun Check Google Classroom stream for activity.	Reading Rotations: **Before Reading:** 1. Do monsters always have to be scary? 2. What makes you feel safe when you go to bed?  **During Reading: I Need my Monster** 1. Why does the little boy need his monster? 2. Why does he need his monster to fall asleep? **After Reading:** 1. Draw up 2 columns labelling: - Characters - Events **Characters:** Write down all the characters and their profile description. **Events:** List out all of the main events that occur in the book.

11:00-12:00	**LUNCH/QUESTIONS WITH TEACHER** If you have any **IMPORTANT** questions about your tasks today please email me or request a google meet video with your teacher. 4JK 4BB 4KB	**LUNCH/QUESTIONS WITH TEACHER** If you have any **IMPORTANT** questions about your tasks today please email me or request a google meet video with your teacher. 4JK 4BB 4KB	**LUNCH/QUESTIONS WITH TEACHER** If you have any **IMPORTANT** questions about your tasks today please email me or request a google meet video with your teacher. 4JK 4BB 4KB	**LUNCH/QUESTIONS** If you have any **IMPORTANT** questions about your tasks today please email me or request a google meet video with your teacher. 4JK 4BB 4KB	**LUNCH/QUESTIONS** If you have any **IMPORTANT** questions about your tasks today please email me or request a google meet video with your teacher. 4JK 4BB 4KB
12-12:20	**Independent Reading** Read a book from home for 20 minutes with a parent. Think of 3-6 questions you would like to ask one of the characters or the author of the text in the book and share these with the adult you have been reading with.	**Independent Reading** Read a book from home for 20 minutes with a parent. Think of 3-6 questions you would like to ask one of the characters or the author of the text in the book and share these with the adult you have been reading with.	**Independent Reading** Read a book from home for 20 minutes with a parent. Think of 3-6 questions you would like to ask one of the characters or the author of the text in the book and share these with the adult you have been reading with.	**Independent Reading** Read a book from home for 20 minutes with a parent. Think of 3-6 questions you would like to ask one of the characters or the author of the text in the book and share these with the adult you have been reading with.	**Independent Reading** Read a book from home for 20 minutes with a parent. Make a prediction of what you think will happen next, using the clues from the pages read and share with an adult you have been reading with.
12:20-1:00	**PE** Mr Herrera Check Google Classroom stream for activity.	**Art** Mrs Hickey Check Google Classroom stream for activity.	**Music** Mr O'Bree Check Google Classroom stream for activity.	**ICT** Mrs Faraj Check Google Classroom stream for activity.	Reading Rotations: **Book Review** Ellie's Dragon  Fill out the Book Week Book Review Template
1:00-2:00	Religion Read Old Turtle by Douglas Wood. This is a parable about reverence for the earth and all	Inquiry **WALT:** Notice new information and revise ideas in response to it	Religion Using Resource Sheet 2, students read through recent Papal statements which highlight	Highway Heroes Complete the Highway Heroes activity directly onto the document.	Finishing Off Finish off any activities that you have not completed for your teacher yet.

	its creatures and is a plea for understanding between people and nature. After reading Old Turtle, students write their own 'beginning' story, telling how the world should be (no pollution, no war, no hatred, all living beings and things living in harmony with each other). Students write the beginning sentence: ***Our World should be…..*** Under the statement, students draw a picture of what the world would look like if this is true.	**WALT:** Listen attentively to others talk and identify the speaker's main points and ideas **WILF:** speaking and listening skills, Read through the powerpoint on the moon with the students in the class. Students share one fact they have learnt about the moon onto the document provided. 4BB 4JK 4KB Students then copy the following text into their books by identifying the missing word/s to complete the sentences. Mild Text (adjusted) Hot Text	the Church's call to a change of heart and mind and greater respect for the environment. Students identify key ideas and find examples of how they might do this in their own home, school and local community with a drawing and write it onto the document or into their book. **(YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM)**	**(YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM)**	
2:00-2:30	**BREAK**	**BREAK**	**BREAK**	**BREAK**	**BREAK**
2:30 -3:00	Wellbeing Today we are going to look at things that we are good at. On a piece of paper trace your hand. Then in each finger and the thumb write an action / task that you are good at. In the palm, choose one of these and illustrate it. Make it colourful. Take a photo and return to your teacher.	Spelling Here is a real challenge for you, as one of these will be given out to class peers to do. Using the spelling words you have this week, create a word find with all the words. In the boxes that are blank fill them in with the letters of the alphabet. Take a photo and return to your teacher.	Wellbeing Watch the video 'The Reflection in Me'. After watching the video, go to a mirror and draw a picture of how they see themselves from the shoulders up. Remember to take a photo to submit to your teacher.	Finishing Off Finish off any activities that you have not completed for your teacher yet.	Wellbeing Think about your favourite place. It can be anywhere in the world. What is it that you like about it? Where is this place? Who would you like to take with you? When would you go there? Why is this a favourite place? Draw a symbol to reflect this place. Take a photo and return to your teacher.
3:00-3:15	**PACK UP** **Check in with the teacher and Submit/take photos of work on google classroom**	**PACK UP** **Check in with the teacher and Submit/take photos of work on google classroom**	**PACK UP** **Check in with the teacher and Submit/take photos of work on google classroom page.**	**PACK UP** **Check in with the teacher and Submit/take photos of work on google classroom page.**	**PACK UP** **Check in with the teacher and Submit/take photos of work on google classroom**

Holy Eucharist Catholic Primary School

1a Oleander Drive, St Albans South. VIC 3021

Phone: 8312 0900 Fax: 9366 8192

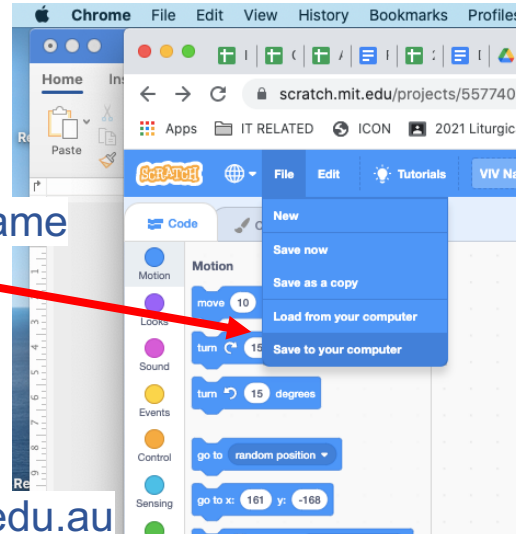
www.hestalbanssth.catholic.edu.au

Term 3 Weeks 7 & 8: DIGITAL TECHNOLOGY/S.T.E.M.

Week 7: Ask your classroom teacher for your login details, then visit the website and experiment with the various ideas. https://scratch.mit.edu/ideas

Week 8: Your Task will be to ANIMATE YOUR NAME. ***This is DUE by Friday 3rd September 2021.***

1. Visit the website https://scratch.mit.edu/projects/editor/?tutorial=name
2. Watch the tutorial
3. Animate your own name using the coding blocks



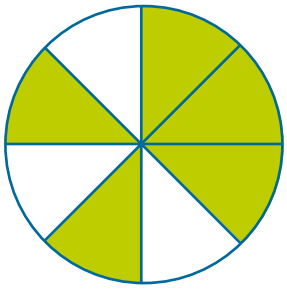
What to hand in? How to hand in?

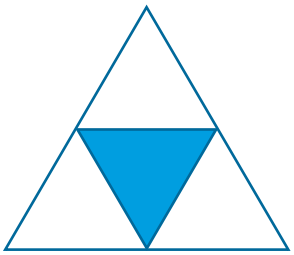
1. You must SAVE the ***ANIMATE YOUR NAME script*** to your computer. The file name could be your full name and grade. **Eg. Peter Pan 3VF**
2. Send the work (this file) to me as an attachment in an email.
3. Make sure you tell me your full name and what grade you are in.

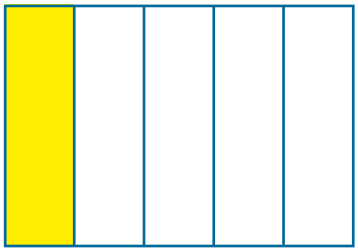
If you need help, please make sure you email me vivian.faraj@hestalbanssth.catholic.edu.au

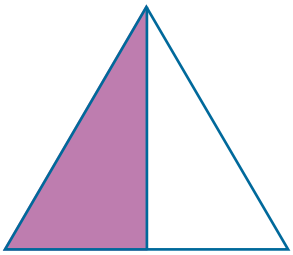
Happy Coding!

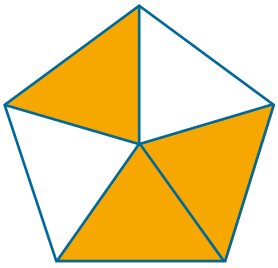
Denominators

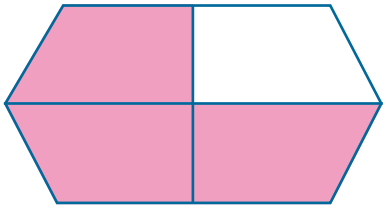
A 

B 

C 

D 

E 

F 

G 

1 What is the denominator for:

A? _____ B? _____ C? _____ D? _____ E? _____ F? _____ G? _____

2 Write the fraction for the coloured section of each.

A _____ B _____ C _____ D _____ E _____ F _____ G _____

3 Write the fraction for the white section of each.

A _____ B _____ C _____ D _____ E _____ F _____ G _____

4 Make 1 whole.

A $\frac{5}{8} + \frac{\square}{8} = 1$ B $\frac{1}{4} + \frac{\square}{4} = 1$ C $\frac{1}{5} + \frac{\square}{\square} = 1$ D $\frac{\square}{2} + \frac{\square}{2} = 1$

E $\frac{\square}{\square} + \frac{\square}{\square} = 1$ F $\frac{\square}{\square} + \frac{\square}{\square} = \square$ G $\frac{\square}{\square} + \frac{\square}{\square} = 1$

5 Draw diagrams to show:

a $1\frac{1}{4}$ b $2\frac{1}{2}$ c $1\frac{4}{5}$

ACMNA077 & **ACMNA078** Fractions and decimals • Investigate equivalent fractions used in contexts. • Count by quarters, halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line.

Mixed numerals

1 What fraction is the coloured part?

a  _____

b  _____

c  _____

2 Draw diagrams to show the fraction.

a $\frac{1}{10}$

b $\frac{1}{5}$

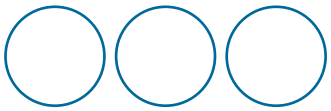
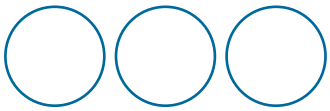
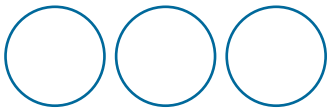
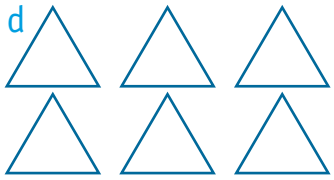
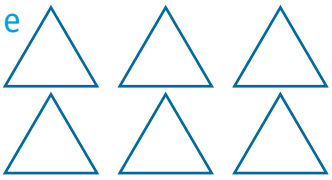
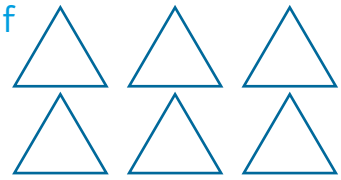
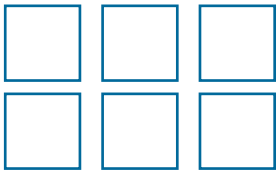
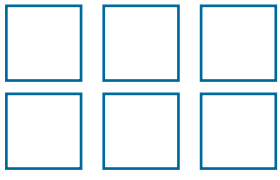
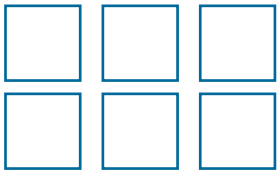
c $\frac{2}{4}$

d $\frac{2}{5}$

e $\frac{3}{8}$

f $\frac{2}{2}$

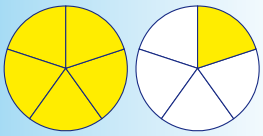
3 Draw lines and colour to show the fraction.

a  $1\frac{1}{4}$	b  $2\frac{1}{4}$	c  $1\frac{3}{4}$
d  $3\frac{1}{2}$	e  $1\frac{1}{2}$	f  $4\frac{1}{2}$
g  $5\frac{3}{4}$	h  $3\frac{2}{4}$	i  $4\frac{1}{4}$

2 numerator
3 denominator

The denominator tells us how many parts altogether. The numerator tells us how many parts we have.

Sometimes we have whole numbers with fractions.



This shows 1 whole and 1 fifth.

$1\frac{1}{5}$

Draw a diagram Draw a diagram to show $5\frac{3}{8}$. How many eighths altogether?

Book Week Book Review

My book cover

Book title: _____

Author: _____

Illustrator: _____

Genre (tick as many as apply to your book):

- ○ fiction
- ○ non fiction
- ○ fantasy
- ○ humour
- ○ scary
- ○ fairy tale
- ○ adventure
- ○ sports
- ○ animal story
- ○ biography
- ○ historical
- ○ mystery
- ○ other _____

Plot

Event 1

_____

_____

Event 2

_____

_____

Event 3

_____

_____

Setting

_____

_____

Picture of the setting

Character

Name

_____

Personality

_____

_____

_____

Physical Appearance

_____

_____

How I feel about this character and why _____

_____

_____

_____

_____

Cause and Effect of one of the events in the book.

Cause	Effect

My Star Rating

☆ ☆ ☆ ☆ ☆

Why I rated the book ___ stars

_____

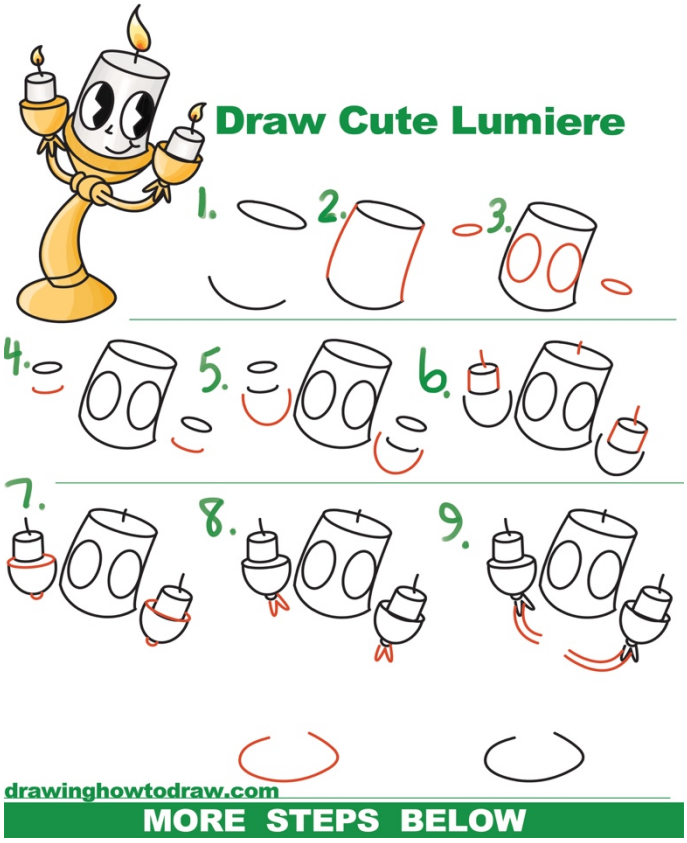
_____

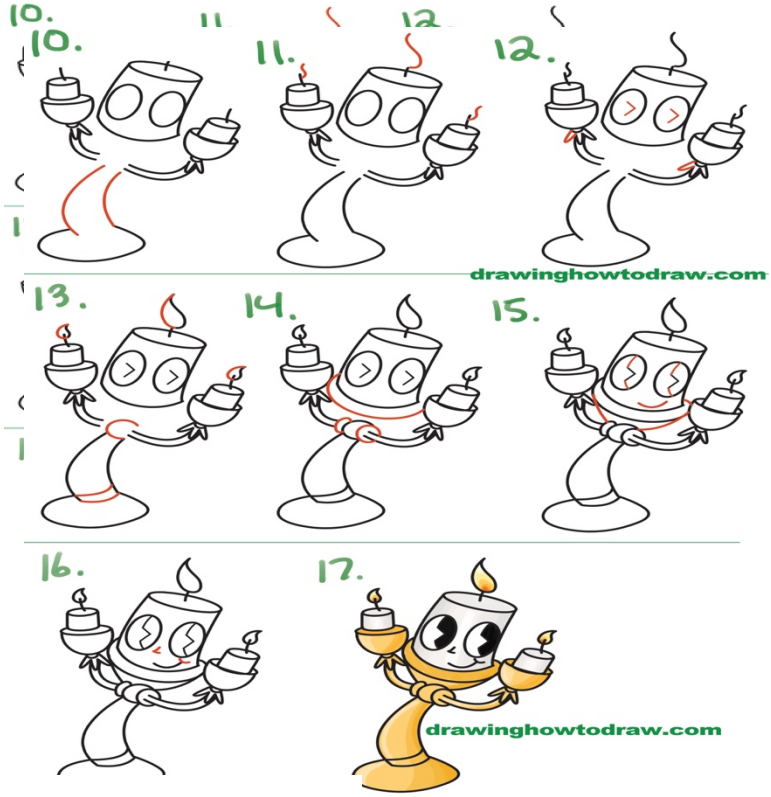
Holy Eucharist Catholic Primary School
1a Oleander Drive, St Albans South. VIC 3021
Phone: 8312 0900 Fax: 9366 8192
www.hestalbanssth.catholic.edu.au

Grades 3 and 4

Learning Intentions: This week we are learning to draw a Lumiere from Beauty and the Beast Disney film. (Lumiere is an outdoor light and sound spectacle or entertainment) – Theme Day and Night

Watch the video or follow the steps:
https://www.drawinghowtodraw.com/stepbystepdrawinglessons/2017/03/draw-lumiere-cute-kawaii-chibi-beauty-beast-easy-step-step-drawing-tutorial-kids/





The Lumiere looks like a candelabra

Name: _____ Class: _____ Date: _____

ALICE'S TIMETABLE

zhōng wǔ
Alice 中 午 chī 吃 hàn bǎo bāo 汉 堡 包。

xià wǔ
Alice 下 午 yóu yǒng 游 泳。

shàng wǔ
Alice 上 午 dǎ 打 pái qiú 排 球。

Questions:

1. What did Alice do in the morning?

_____

2. What did Alice do in the afternoon?

_____

3. Did Alice eat chocolate for lunch?

_____

4. What did Alice eat for Lunch?

_____

1	2	3	4	5	6	7	8	9	10
一	二	三	四	五	六	七	八	九	十

Questions:

How many zú qiú are there? _____

How many lán qiú are there? _____

How many gǎn lǎn qiú are there? _____

How many pīng pāng qiú are there? _____

Home Activity 3: Straight Talk 4 Bullying

Can you remember the two major types of bullying? They're in the table below. Fill in the blank boxes and the gaps.

Psychological Bullying	
Verbal and written	**Social exclusion**
SMS's, emails, chat-rooms	'Freezing' out and completely

Physical Bullying	
To embarrass and/or isolate	**To hurt and/or dominate**
Spitting	

1. **Do boys and girls bully differently? How might they bully differently from each other?**

With the following reactions below, type 'Y' for yes and type 'N' for no if you have reacted this way to a problem.

Reactions:	Y	N
Drama Llama		
Crying		
Withdrawing		
Shouting		
Blaming		

Improper Fractions
MILD

6 **4 =** **6 ÷ 4 = 1 2/4**	**16** **7 =**
9 **5 =**	**24** **12 =**
19 **6 =**	**15** **9 =**
12 **3 =**	**23** **4 =**
14 **5 =**	**15** **5 =**

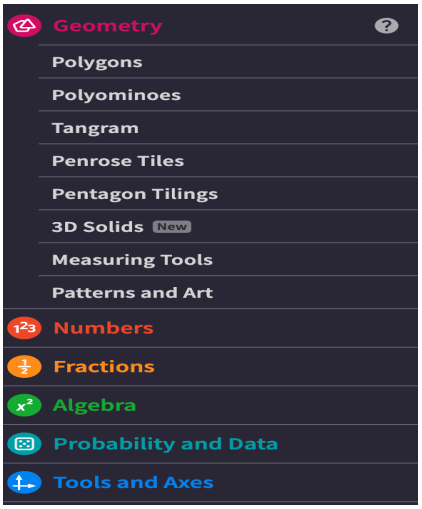
HOT

28 **5 =** **3** **28 ÷ 5 = 5 5**	**83** **5 =**
42 **8 =**	**63** **7 =**
50 **10 =**	**91** **4 =**
65 **7 =**	**53** **3 =**
69 **9 =**	**105** **7 =**

1. Go to the Website [Mathigon]

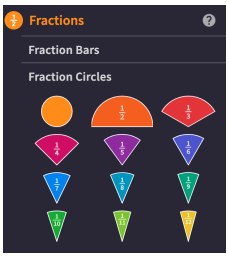
2. Click on Polypad at the top of the page

3. Next click Fractions on the side bar



4. Then click on the Fraction Circles

5.



Task:

1. **Can you make 1 whole in 6 different ways?**
2. **Using the circles, what is:**

Mlld

- **½ + 1/2 =,**
- **¼ + ¼ + ¼ + ¼ =,**
- **2/8 + 2/8 =,**
- **¼ + ¼ + ¼ =**
- **¼ + 2/4 =**
- **Create 1 of your own and write your equation on this document.**

Hot

- **1 ½ + ¼ =**
- **2 ⅓ + 2/6 +**
- **¼ + 2/8 + ½ +**
- **1 ⅖ + 2 ⅕ + ⅘ =**
- **Create 3 of your own and write your equations on this document.**

Music Term 3 Week 7

Gr. 3-6

THE ORCHESTRA

This week's visit to the House of Sound is all about ***PERCUSSION*** instruments and how they work.
https://www.youtube.com/watch?v=LbedzMj8B4U

Now watch this video of a percussion ensemble. An ensemble (on-som-bl) is a small group of musicians. It isn't as big as an orchestra.
https://www.youtube.com/watch?v=LlDgRYKyQAE

ACTIVITIES

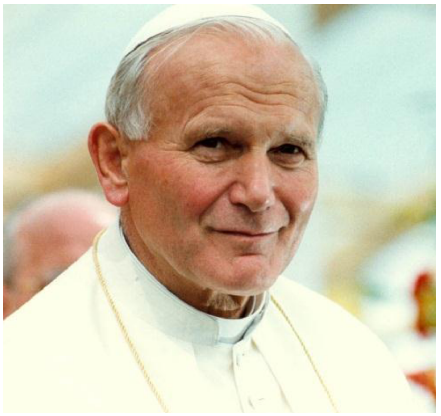
- List the instruments that were used in the ensemble. If you don't know their name look them up!

- Research 2 percussion instruments and give me 1 fact about each one.

- Find an unusual percussion instrument online. Download a picture or draw it.

Key Idea	How can I make this happen in my community, home and or school?	Drawing

4.6 ONE WITH GOD'S CREATION
Papal Quotes on the Environment



Humanity has in its possession a gift that must be passed on to future generations, if possible, passed on in better condition.

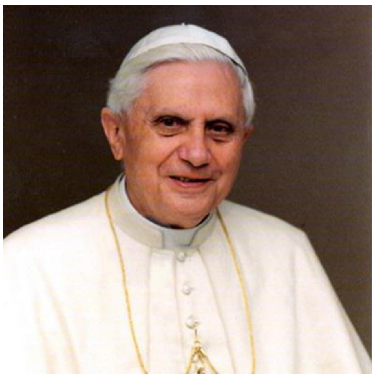
On the Vocation and Mission of the Lay Faithful in the Church and the World (Christifideles Laici) Pope John Paul II, 1988

As one called to till and look after the garden of the world (cf. Gen 2:15), humanity has a specific responsibility towards the environment in which we live, towards the creation which God has put at the service of our personal dignity, of our own life, not only for the present but also for future generations.

Evangelium Vitae, Section 42, Pope John Paul II 1995

It is the duty of Christians and of all who look to God as the Creator to protect the environment by restoring a sense of reverence for the whole of God's creation. It is the Creator's will that humanity should treat nature not as a ruthless exploiter but as an intelligent and responsible administrator.

Ecclesia in Asia, Pope John Paul II, 1999



Contemplating the beauty of creation inspires us to recognize the love of the Creator, that Love which "moves the sun and the other stars".

World Day of Peace, Pope Benedict XVI, 2010

If you want to cultivate peace, protect creation. The quest for peace by people of good will surely would become easier if all acknowledge the indivisible relationship between God, human beings and the whole of creation.

World Day of Peace, Pope Benedict XVI, 2010

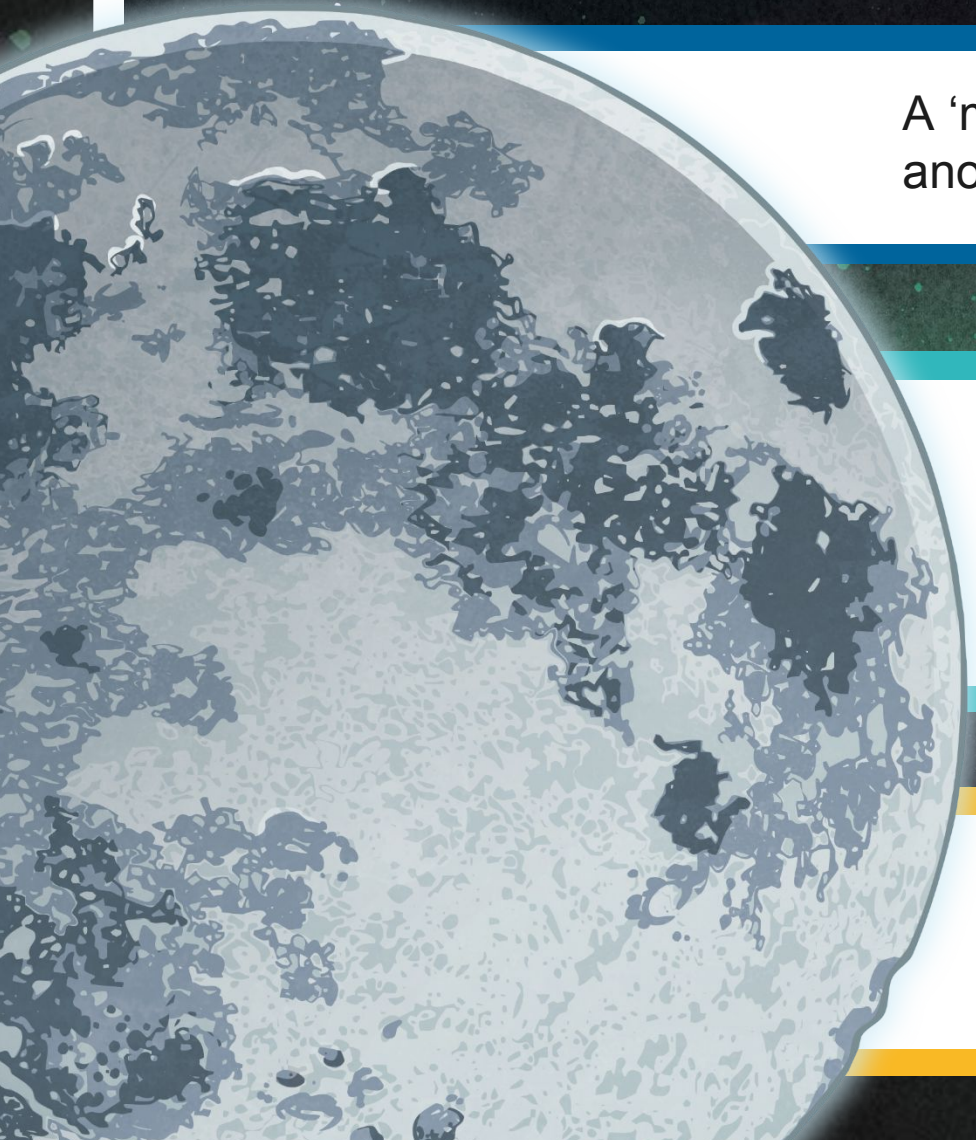
And so the name came to my heart: Francis of Assisi. For me he is the man of poverty, the man of peace, the man who loves and safeguards Creation. In this moment when our relationship with Creation is not so good—right?—He is the man who gives us this spirit of peace, the poor man … Oh, how I wish for a Church that is poor and for the poor!"

First Address, Pope Francis, 2013

Let us be 'protectors' of creation, protectors of God's plan inscribed in nature, protectors of one another and of the environment. Let us not allow omens of destruction and death to accompany the advance of this world!

Installation Mass Homily, Pope Francis, 2013

The Moon



A ‘moon’ is the name of a body which orbits another body, as long as it is not a star.

Earth has its own moon which can be seen on any clear night. Just like how the Earth orbits the sun, the Moon orbits Earth.

Mercury and Venus are the only planets in the solar system which don’t have any moons at all (Saturn has 62 moons!).

The Moon

At night the Moon gives us light, but it isn't a light source like the Sun. It actually reflects the light from the Sun. Sometimes the Earth reflects light onto the moon. This is called 'Earthshine', and is why we can sometimes see the Moon during the daytime.

The Moon

Looking at the Moon from Earth, it looks like it keeps changing shape. Can you think of **why** this might be?

The Moon

The best way to show how we see different phases of the Moon is by shining a torch on a ball in a dark room. As you move the torch around the ball, you will see different shadows.

Remember that the Sun (the torch) does not move, it just helps for this little experiment as it is just the shadows you are looking at.

The Moon's Orbit

The moon takes 27 days (and 8 hours) to orbit the Earth. The Moon has an elliptical orbit rather than a circular orbit, which means it orbits the Earth in an egg shape.

As a result, the distance from the Earth to the Moon varies from **363,104 kilometers to 405,696 km**.

The Moon

day	sun	hours	light	night	Earth
reflects	body	star	orbit	sun	

A moon is the name of a body that orbits another _____ as long as it is not a _____. Earth has its own moon which can be seen on any clear _____. The moon is able to _____ the Earth just as the Earth orbits the _____. The moon is not a source of _____. It actually _____ the light from the _____. When the _____ reflects light onto the moon it is called Earthshine and the reason the moon can sometimes be seen during the _____. The moon takes 27 days and 8 _____ to orbit the Earth.

The Moon

day	sun	hours	light	night	Earth
reflects	body	star	orbit	sun	

A moon is the name of a body that orbits another _____ as long as it is not a _____. Earth has its own moon which can be seen on any clear _____. The moon is able to _____ the Earth just as the Earth orbits the _____. The moon is not a source of _____. It actually _____ the light from the _____. When the _____ reflects light onto the moon it is called Earthshine and the reason the moon can sometimes be seen during the _____. The moon takes 27 days and 8 _____ to orbit the Earth.

Tuesday: Science Report

1. With the materials written on this document, write down a prediction of what will happen at the end of the experiment.
2. Separate the materials and tools from the list given.
   Plate, glass, bottle top lid, water, coke, matches, tape, knife
3. Watch the link: Experiment 3
4. Fill out the procedure and create a creative title for the experiment.

Title:

Hypothesis

Equipment:

Materials:	**Tools:**

Procedure:

Thursday: Scientific Report

1. Draw out the diagram of the finished product of the experiment on a separate sheet of paper and send it to your teacher.
2. Write a paragraph for your results to do with what happened at the end of the experiment and what was the reaction between the materials used.
3. Write a paragraph for your reflection on whether your hypothesis was correct or incorrect. Remember to include as to why it was incorrect/correct.

Diagram of Experiment:

Results:

Reflection:

HOLY EUCHARIST SCHOOL
1A Oleander Drive St Albans South
Ph: 8312-0900

Term 3 Week 7 Grade 3 & 6 Physical Education Remote Learning

Hello 3-6 students, parents and carers,

Here are WEEK 7 activities, students can access the websites using a device. Some activities require sports equipment, use something from around the house that would do the same job as the sports equipment. You need a small space to do most of these activities, if you have outdoor space then use that.

STUDENTS:

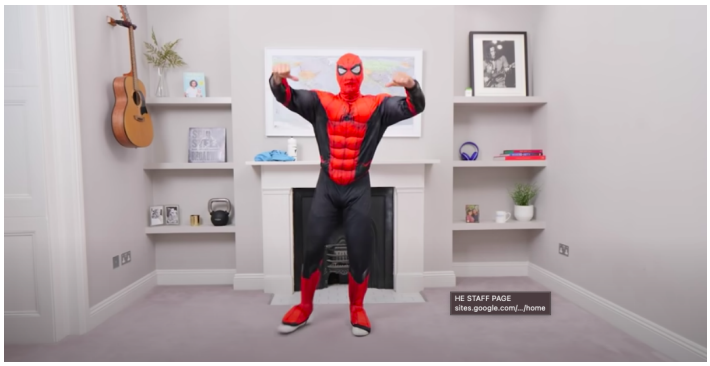
If you don't have access to a digital device or internet, go for a bike ride, walk, little jog, kick to kick with siblings or adults (if weather permits).

No Google Meets in week 7, but please get outside and get active. (If weather permits). Remember to HAND IN your work by posting a picture on Google Classroom or (Class Dojo Grade 3 students).

Students and Parents, please don't hesitate to contact me for any help or support on:
heribert.herrera@hestalbanssth.catholic.edu.au

Stay Safe and take care of your family.
Mr. Herrera Physical Education Teacher.

Warm-Up 5 Minutes • **Learning Intention:** I'm learning to warm-up correctly. 	**Equipment:** • Water Bottle • Yoga mat (if you have one) • Space to exercise **Warm Up Video:** Link:

	
Activity or Skill: Workout **Learning Intention:** I'm learning to concentrate on my breathing and being in the present moment. Give each exercise a go, push yourself and be confident :)	**Link:**20 Minute Beginners Yoga | Yoga with Lucy on The Body Coach TV 
Warm-Down 10 Minutes Stretching is important to help us recover and cool down our body. **Learning Intention:** ● I'm learning to cool down correctly after my activity.	**Warm down for 10 minutes:** Link: 10 MINUTE MOVE AND STRETCH | THE BODY COACH 


The Sun
twinkl

What is the Sun?

The Sun is a huge star that Earth and the other planets in our solar system orbit around.

Unlike other stars, the Sun is close enough for us to feel its heat.

Our Sun is just one star amongst billions of others!

Why is the Sun Hot?

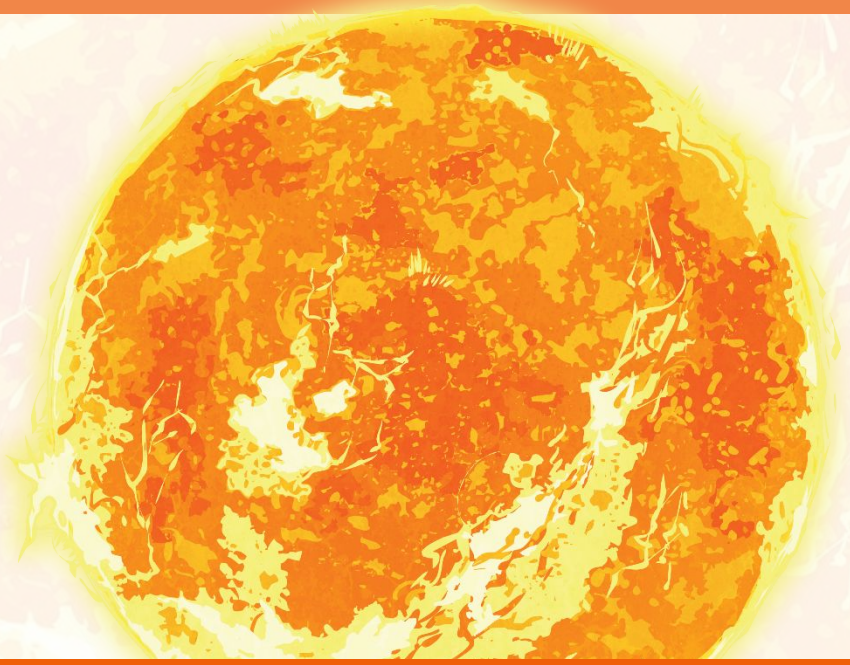
The Sun’s core is around 15 million degrees Celsius!

It is a huge ball of gas full of ongoing nuclear reactions which emit massive amounts of heat, light and energy in to space!

The Sun’s light is so bright that it can damage your eyes if looked at directly.

How Big is the Sun?

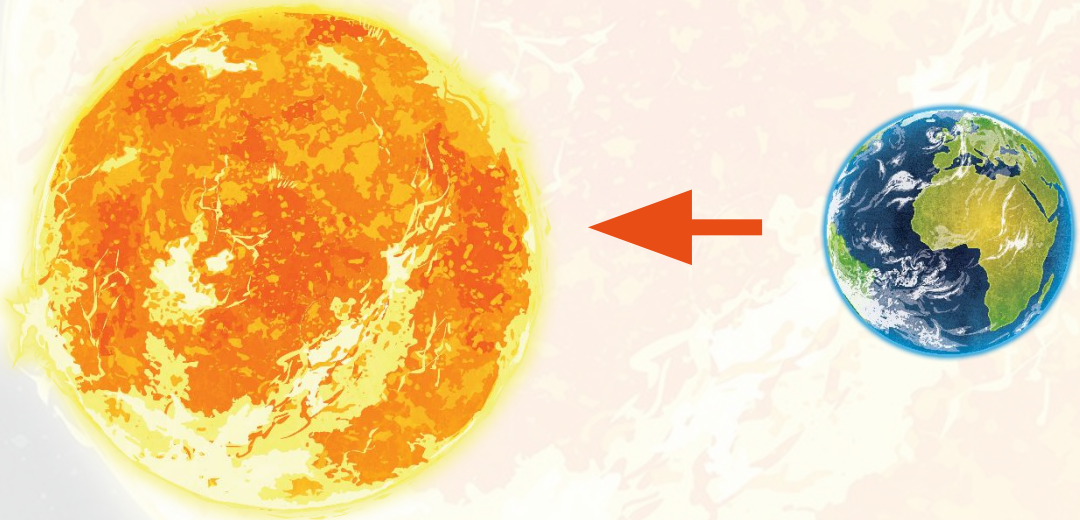
The sun is 1.4 million km wide!



It is over a million times bigger than the Earth and 300,000 times heavier!

Why Do the Planets Orbit Around the Sun?

The Sun has a staggeringly powerful gravity force which pulls the planets in space towards itself.



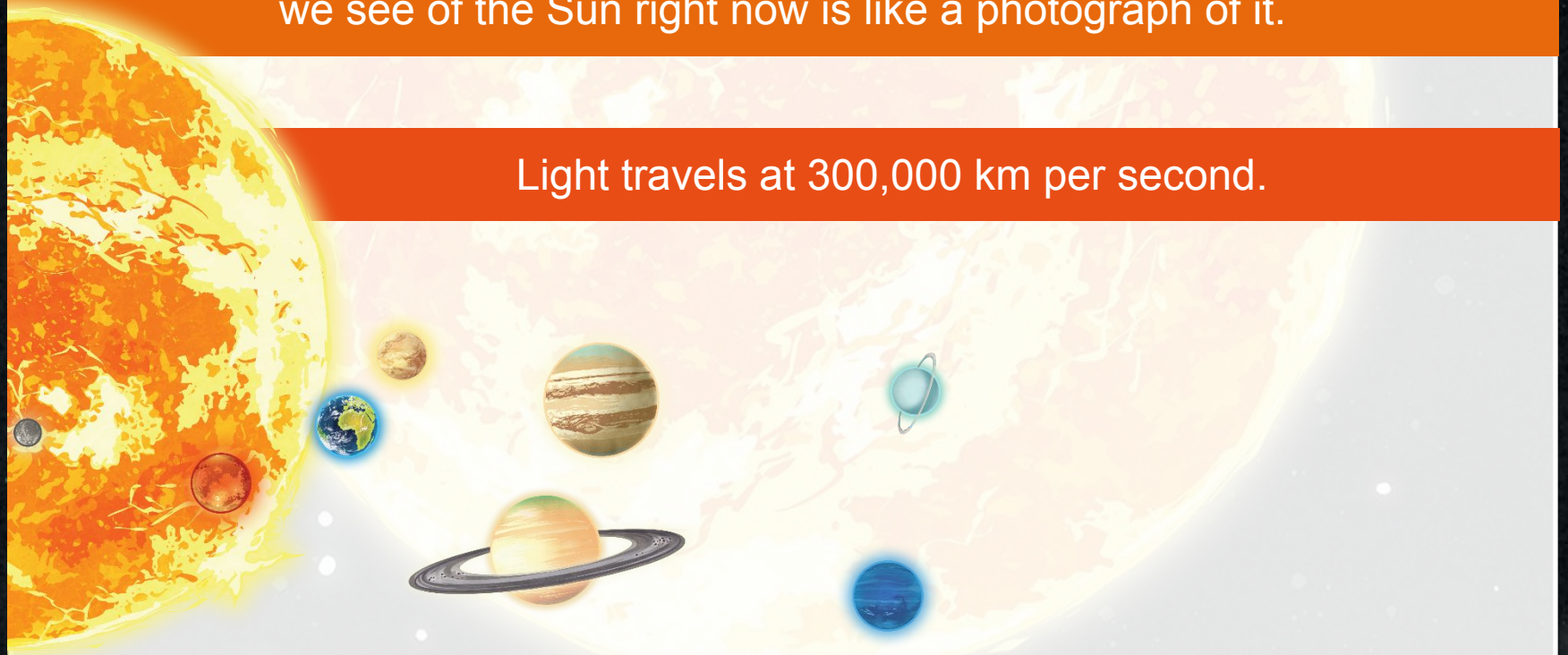
This same force keeps us all on Earth.

How Far Away is the Sun?

The Sun is 150 million km/ 93 million miles away from the Earth.

It takes the Sun's light just over 8 minutes to actually reach the Earth, so what we see of the Sun right now is like a photograph of it.

Light travels at 300,000 km per second.



Class example

The biggest star in the soler systm is the sun. It can be fond in the very centre of our solar system. The sun is thught to be about 4.5 billion years old. Planet Earth is about 150 million kilometrs away from the Sun. The Sun is very importent for life on Earth. We need the sun for many resons such as ligt, heat and food. Plants and aminals also need the sun. Without the sun, we would not be able to suvive. However, we must be carefull becuase the sun can also be dangerus. Our skin can burn if we spend too much time in the sunlight. The rays from the sun can damege our eyes. We can protect ourselfs from the dangers of the sun by wering sun cream. Sunglases can help to protect our eyes.

Session 1

The Sun is a star, the only one we can see during the daytime. When we look in the night sky, we see endles dots of light, evey one of them is a star just like our Sun. The Sun is locatted in the centere of the Solar System. It is a nearly perfect spere of hot plasma, essentialy, a hot ball of glowing gases. It is the most important sorce of enegy for life on Earth. The Sun has a diameter of around 1.39 million kilometers / 864,000 miles. This is 109 times greater than the diameter of our planit. The Sun's mass consists of 73% hydogin, 25% helium, and smaller amounts of oxgen, carbon, neon, iron, and other elemants.The Sun is so massive that it accounts for 99.86% of the total mass of the entier Solar System.

Our Sun togeter with the Solar System formed from a gient, rotating clud of gas and dust called the solar nebula, around 4.5 billion years ago. The solar nebula collaped due to its overwhelming gravity, it spun faster and flattened to a disk. Most of the materal was pulled in the center to form our Sun, which accounts for 99.8% of the mass of the entire Solar System. The Sun is oarbited by eigt planets, at least five dwarf planets, millions of asteroids, and up to three trillion comets and icy bodys. But what does the Sun orbit? Everything in the Solar System is located in the Milky Way galaxy. The Sun orbits the center of the Milky Way, bringing the planets, asteroids, comets, and other objects along with it. If the Sun disapeared, we would only notice its absense after eight-minuets, since it takes eight minutes for sunlight to reach us. The Sun’s visble surface sumtimes has dark sunspots. These are areas of intense magnetic activty that can lead to solar exploshions. The Sun is actually whit. We see it as yelow because of the Earth’s atmoshere. Many photos present the Sun as yellow, this is because we are very famliar with this color, however, from space, the Sun’s true colour is white. The energy created by the Sun’s core is nuclear fustion.