Science

This week, work your way through this PowerPoint answering the questions.

Write your answers in your workbook.

Monday Science

1 **Duck pond**

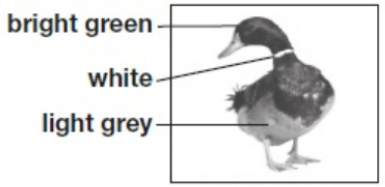
(a) Peter goes to the duck pond with his grandad and his dog.

Tick **TWO** boxes to show two things that are true about a **dog** and a **duck**.

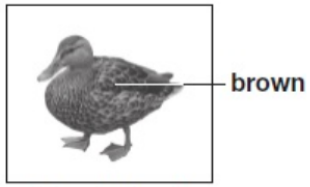
They both have fur.	☐	They both move.	☐
They both lay eggs.	☐	They both breathe.	☐

1 r

(b) Two of the ducks come out of the pond.



Male duck



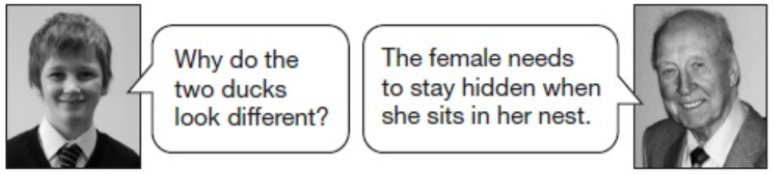
Female duck

(i) Describe how a duck's feet are adapted for swimming.

_____

1 r

(ii)



Why would the female duck be hard to see in a nest?

_____

1 r

(iii) Explain why the female duck needs to stay hidden when she is in her nest.

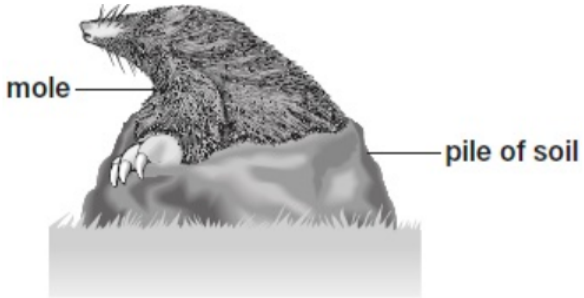
_____

1 r

(c) Peter sees some piles of soil on the grass near the pond.

Grandad tells him that the piles of soil are made by animals called moles.

Look at the picture of a mole.



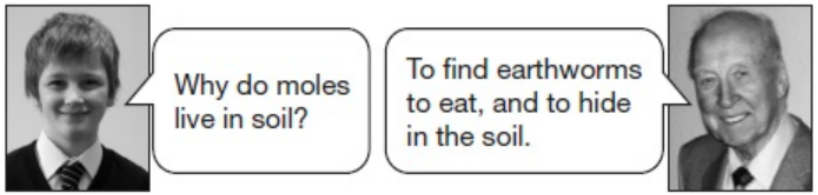
(i) Describe how a feature of the mole helps the mole to live underground.

Feature: _____

How it helps: _____

1 mark

(ii)



Which word **cannot** be used to describe a mole?
Tick **ONE** box.

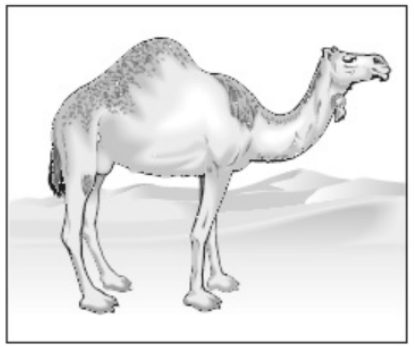
prey	producer	predator	consumer
☐	☐	☐	☐

1 mark

Tuesday Science

2 Camels

Camels can live in hot places.



Some features of a camel's body help it to survive in a hot desert.

Match each feature below to show how it helps the camel survive in the desert.

One has been done for you.

Camel's features	How feature helps
long legs	keep the camel's body further from the hot sand
wide feet	protect camels when eating prickly plants
thick fur	help camels stay on top of the sand
long eyelashes	protect camels against sand blowing in the air
thick, leathery lips	protects camels from getting sunburnt

2 marks

3 Birds in their environments

(a) Many water birds have webbed feet.

Why are webbed feet useful to water birds?

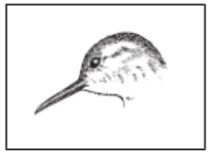
.....

1 mark

(b) Birds have different shaped beaks.
The shape of the bird's beak is suited to the food the bird eats.

Draw **THREE** lines to match each beak to the food the bird eats.

Beak



Food

animals buried deep in mud	small seeds and berries	meat torn from prey

1 mark

(c) There is a law in England to stop people taking eggs from the nests of wild birds.

It is important for **wild birds** that people stop taking their eggs.
Tick **ONE** box to show why.

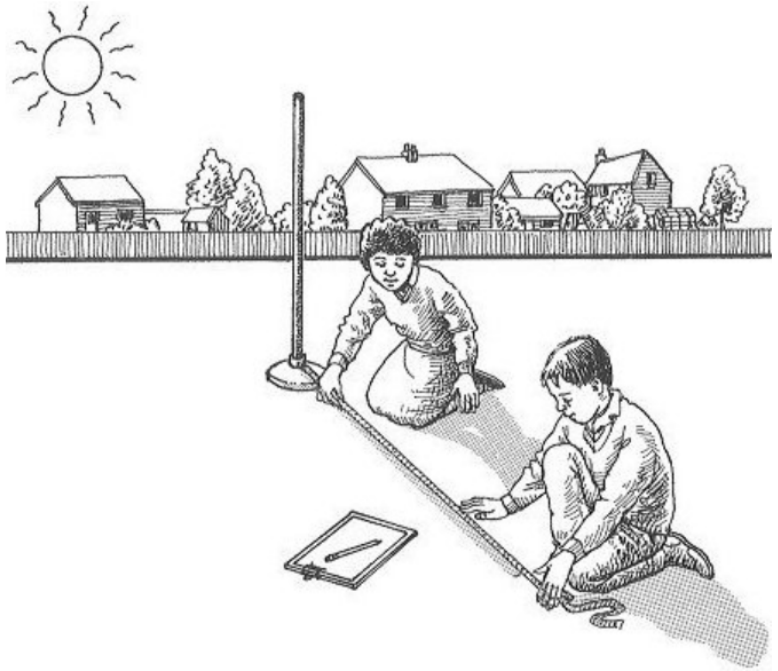
because there would be no food for foxes	☐	because birds' eggs break easily	☐
so people do not hurt themselves taking eggs	☐	so there are enough birds to reproduce	☐

Wednesday Science

1 **Shadow**

(a) The children measured the length of the stick's shadow at different times on a day in summer.

At 9 o'clock in the morning, the Sun is shining.



Explain how the shadow of the stick is formed.

.....

.....

1 mark

(b) At 3 o'clock in the afternoon, the sun appears to be in a different position in the sky.

Explain why the Sun appears to have moved.

.....

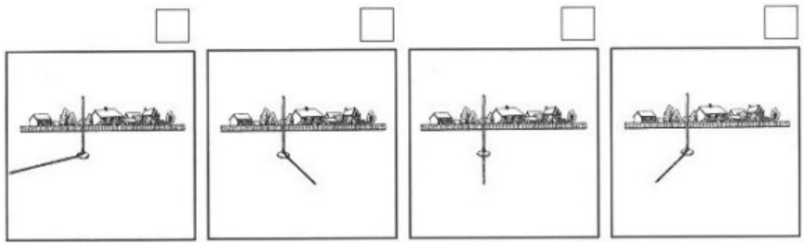
.....

1 mark

(c) At 7 o'clock in the evening the Sun appears to have moved further.

Which of the diagrams below shows the position of the shadow at 7 o'clock in the evening?

Tick **ONE** box.



1 mark

(d) Debbie measured the length of a shadow at different times during the day.

She recorded her results.

Tick the box below which shows the length of the shadow at 2 pm.

Tick **ONE** box.

Time	Length of shadow
10 am	132 cm
11 am	109 cm
12 am	91 cm
1 pm	80 cm
2 pm	?
3 pm	108 cm

81 cm ☐ 90 cm ☐ 105 cm ☐ 110 cm ☐

1 mark

(e) Explain why the shadow was shortest at 1 mark pm.

.....

.....

1 mark

Thursday Science

4 **Tree**

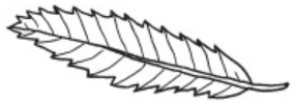
(a) Ella is looking at some leaves.

The key below identifies which tree each leaf comes from.

Key to tree leaves:

① Is the leaf long and thin? →	Yes: GO TO ② No: GO TO ③
② Is the edge of the leaf smooth? →	Yes: **Laurel** No: **Sweet chestnut**
③ Is the edge of the leaf smooth? →	Yes: **Lilac** No: **Silver birch**

Look at this picture of a leaf from one of the trees.



(i) Use the key above to identify the tree it comes from.

The leaf is from a _____ tree.

1 mark

(ii) Tick **ONE** box to show why it is useful to identify plants and put them into groups.

so we know where to find a plant	☐	because there is a large variety of plants	☐
in case the plants become extinct	☐	so we can observe the plants in their habitats	☐

(b) Complete the sentences below to show the function of the leaves and roots.

(i) The tree uses its leaves to _____.

1 mark

(ii) The tree has roots to _____.

1 mark

(c) Ella finds a seed.

Why does the tree need to produce seeds?

_____

1 mark

(d) Squirrels live in trees.

Give **ONE** feature of the **squirrel** from the picture.
Describe how this feature helps the squirrel to live in a tree.

Feature of the squirrel that helps it live in a tree: _____

How the feature helps: _____

_____

1 mark

Friday Science

1 **The solar system**

(a) Joe is finding out about the solar system.

He writes four statements about the Sun.

Write **true** or **false** next to each statement about the Sun.

	True or **False**?
The Sun is a light source.	_____
The Sun orbits the Earth.	_____
The Sun is smaller than the Earth.	_____
The Sun is a circle.	_____

(b) Joe finds out that days and years take different amounts of time on different planets.

Planet	**Time for one day (Earth days)**	**Time for one year (Earth days)**
Mercury	59	88
Venus	243	225
Earth	1	365
Mars	1	687
Jupiter	0.4	4329

Look at the table.

(i) Which planet has the shortest day?

_____

(ii) Which planet orbits the Sun quickest?

_____

1 mark

(c)

The planets with shorter days have shorter years.

Joe

Look at the table above.

Do the planets with shorter days have shorter years? Tick **ONE** box.

yes ☐ no ☐

Use the information in the table to explain your answer.

_____

_____

1 mark

(d) All of the planets in our solar system have days and nights.

What movement in space causes day and night on Earth?

_____

1 mark