

Jennett's Park Creative Journey Planner YEAR.....5 TERM...Autumn 1

Empowering our children to flourish and achieve under God's love

Name of Unit: Space

The Context (Why): To fully emerge the children in their writing, science and art. They thoroughly enjoy the space topic.

They need to know and understand:

Science: Earth and Space

- Describe the Sun, Moon and Earth as approximately spherical bodies
- Galileo and Copernicus – geocentric and heliocentric
- Describe the movement of the Earth and other planets relative to the solar system
- Describe the movement of the moon relative to the Earth- oreo moons? Or Jaffa cakes?

Art

- improve their mastery of art and design techniques; drawing and collage
- create sketchbooks to record their observations and use them review and revisit ideas
- Learn about great artists, architects and designers in history. Eg. Vincent Van Gogh

History:

- Place the current study, theme or topic on a time line in relation to other studies, both nationally and internationally. Guide children to reflect and research what came before and after the topic or key events within the theme. Is this the same general experience locally, nationally, internationally? E.g. The Scots and Picts differing culture within a close proximity.
 - Create another explanation of a past event in terms of cause and effect using evidence to support and illustrate my explanation.
- E.g. Encouraging children to create their own thoughts based on the context given.–why did space race start?

Geography:

- Name, locate, identify continents, main countries including N and S America, some key states of America and their features- why build air shuttles bases here? Where in South America could they build one? Look at the human and physical features of these places: Climates zones, biomes- choose a couple, Vegetation belts (specific plants within those biomes)- look at a couple of key biomes in N and South America- build up over the year about biomes. remember: a biome is a climate zone and everything that lives in it.
- Use maps/globe/atlas to locate continents and countries.
- Use 8 point compass, 4 figure grid references, symbols and keys (can link to PE for compass points etc and symbols via orienteering- may just want 4 compass points initially)
- Significance of GMT- link to space and the time zones
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer, and Capricorn, Artic and Antarctic circle- link to biomes and equator and heat.

ICT:

- Compare a range of online sites for doing Internet research on- Katherine Johnson research
- Cross-reference search results to help validate information on them- biography- information on Katherine Johnson.
- Understand the term ‘digital footprint’ and describe strategies for reducing it.
- Know how to stay safe when watching and recording videos online

Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

Immersion Activity- What do they need to know? How are you going to start with a bang?

Make periscopes.

Planetarium visit in school.

The Challenge or Big Questions

Is being able to explore space a good thing?

Will the world exist forever?

Should we explore space?

Real life context and links to Wider World (International/ Charity/ World of Work)

Space Race and competition

History and evolution of space race and the sacrifices made

Activities (Possible Route of learning)

1. fruit- representing solar system and orbiting
2. Persuasive piece to visit their planet
3. Presentation on their planets they've researched

Trips/ Visits / Experiences

Planetarium visit

Challenge 10 activities

- Lecture
- Pictures to represent

Oracy Links

Debating skills- presentations

Questions- discussion

Vocabulary

Orbit, Heliocentric, Geocentric, Vibrant, Atmosphere, axis, rocky planet, gas planet, light years, kilometres, mass , gravity, solar system

Literacy, Maths and Computing Links

Maths- putting planets in order of mass

ICT- research on Katherine Johnstone, note taking.

Powerpoint presentations on planets.

Literacy links – writing and displays

How we will cover Owl Learning Behaviours and Rainbow Values in this journey

C - *Collaboration*

O - *Optimism*

P - *Perseverance*

P - *Pride*

I – *Independence*

C - *Challenge*

MD - *Managing Distractions*

♥Love ♦Honesty 🙏Respect 🕊Peace

🙏Forgiveness ☺Patience 🤝Support

☺Kindness & Joy

Home Learning Projects

Presentation on planets- research independently.

Preparation on what their own planet would contain- and why people would want to visit their planet.

Final Quality Products

Setting description on their planet

Persuasive article on why we should visit their planet

Art work -collage

Telescopes for cardboard day

How to Share and Celebrate Success

Everyone did presentations

Art work to celebrate