

Year Group:5 Term: Spring

Challenge pack

Space: Infinity

Learning Challenge

How can we help people experience space virtually?



Class texts—whole class reading, extracts, thematic books

Main texts for planning:



Additional books from book web:

Destination: Space, Planetarium by Chris Wormell, How to be a Space Explorer by Lonely Planet Kids, Georges secret key to the universe by Lucy Hawkins, See You in the Cosmos by Jack Cheng, The Jamie Drake Equation by Christopher Edge

Cognitive skills / Meta-learning— specific teaching examples to use in learninglearning



Consequences and sequence - What events through history have caused space travel to be possible? What sequence did events in the past happen in?



Other People's Feelings - How do you think people felt who have experienced space? How could we recreate those feelings as part of our outcome?

Hooks or memorable experiences

Leicester Space centre visit— Children will visit the space centre to explore artefacts and astronaut adventures!



Public Product— what will the outcome look like to demonstrate learning?

Children will create a planetarium experience in school using ICT, music and art as well as sharing some of their writing as they become the expert guides in all things astronomical.

Killer Questions—those asked to measure understanding of pupils

Where in the world have Space missions taken place from?

What is the significance of the Prime meridian and Greenwich meantime?

What is the relationship between the Prime Meridian and Space ?

What scientific information do we know about the solar system?

Year group	5	Term	Spring	Challenge Pack	Space: Infinity—How can we help people experience space virtually?		
SUBJECT FOCUS (delete as required)		<i>Children will learn about / will know WHAT? (Declarative knowledge)</i>		<i>Children will know HOW TO...? (Procedural knowledge)</i>	<i>Prior learning (Schemata)</i>	<i>Vocabulary</i>	
Geography		<ul style="list-style-type: none"> <li>Locate the world's countries to focus on Europe (Inc. Russia) and North America: countries and major cities – locations of space mission locations.</li> <li>Prime/Greenwich Meridian and time zones (including day and night) - explain its significance, identify location</li> </ul>		<ul style="list-style-type: none"> <li>G3.1 a Locate the world's countries, using maps—types of maps, globe</li> <li>G3.1a Explain the significance of the Prime/Greenwich Meridian and times zones( including day and night) - know how to use map</li> </ul>	Autumn term—Location and significance of Longitude, Latitude, Tropics, Arctic and Antarctic circles.	Country, Continent Europe, North America, South America, Russia Longitude, Latitude Tropics Grid references, coordinates Hemisphere	
RE		<ul style="list-style-type: none"> <li>How religions help people when times get hard (Christian, Hindu, Humanism)</li> <li>What do Christians believe Jesus did to save human beings?</li> </ul>			Year 4— Christianity, Good Friday, Pentecost Year 4- How beliefs and connections between key figures make a difference to a person's way of life.	Suffering ,Psalms 103, death, comfort, hope, humanist Holy Week, frieze frames, Last Supper, Leonardo Da' Vinci sacrifice	
Art		<ul style="list-style-type: none"> <li>Painting and Sculpture, 3D – linked to creating space experience and DT</li> </ul>	<ul style="list-style-type: none"> <li>A3.4a Plan and make sculptures using a range of natural and manmade resources with increasing accuracy and success in joining together materials.</li> <li>A3.4b Explore more complex patterns and shape using a variety of materials</li> </ul>		Year 4—Sculpture - making and design linked to DT for contraption design and production	Sculpture Paper mache Modelling clay Texture Colour Join	
Design Technology		Props and models – space experience	<ul style="list-style-type: none"> <li>D3.1a Generate my own purpose(s) for the product that I am designing, drawing ideas from different sources</li> <li>D3.1c Create a specification for my design, refining my plans through the process</li> <li>D3.3a Use skills in different tools and equipment safely and accurately</li> <li>D3.4b Evaluate my production against the original idea, purpose and alterations needed</li> </ul>		Year 4—Prototype of product – linked to Art (3D & Sculpture) and Science (Electricity)	Purpose, design, production Specification Process Tools (named as appropriate) Safety Evaluation Alterations	
PSHE		<ul style="list-style-type: none"> <li>Keeping yourself safe (ICT link)</li> <li>Keeping yourself safe – body changes and puberty</li> <li>Physical health and mental wellbeing</li> </ul>		<ul style="list-style-type: none"> <li>PSHE B3.18 I can identify changes in my body that happen in puberty</li> <li>PSHE B3.8 I can recognise that things I share online leave a digital footprint</li> <li>PSHE B3.9 I can discuss how bullying (including cyber) has a negative and often long lasting effect on wellbeing</li> <li>PSHE B3.2 I can describe how times of change can be difficult</li> <li>PSHE B3.5 I can practice short self-care techniques (e.g. mindfulness, importance of rest, time spent with friends and family, benefits of hobbies and interests)</li> <li>PSHE B3.12 I can identify the risks associated with an unhealthy eating and other behaviours</li> <li>PSHE A3.6 I recognise the importance of permission seeking and giving in different types of relationships.</li> <li>PSHE B3.9 I can discuss how cyber bullying has a negative</li> </ul>		Citizenship Financial education	Puberty Male Female Digital footprint Bullying Harassment Trolling Wellbeing Mental health Decisions Adaptability Change Resilience Mindfulness