|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Week | **EPIC** Focus | **Weekly Enquiry Question**  **Main Objectives/Skills** | **Learning Activity Outline (Brief)** | **Intended/Suggested outcomes** | **Resources/artefacts/**  **software/websites etc…** |
| 1  What is space? |  | **EQ:** Could there be aliens?  Who has been to space?  **Objective(s):** | Monday: 1 hour: computing  45 mins: singing  Assembly  Tuesday: live and learn PE (Morning) Literacy moved to the afternoon  Topic: 1 hour: **Starter:**  Why is it only recently that we can travel through space? Why did people long ago not travel through space? There have been various attempts to go into space,but what do you think some of the problems are? (no air, water, warmth)  Many trails were necessary before sending anyone into space. Tell story of Yuri Gagarin *(session resources).* Show chn pictures of him using: <http://www.bbc.co.uk/science/space/exploration/missiontimeline/vostok1.shtml>. How do you think Yuri felt before the flight, after the flight? How do you think the Americans felt?Remind the chn of the space race. What do you think it made the Americans want to do? Look at picture of a man in a space suit *(session resources)*. Name the different parts – helmet, space boots, gloves, space suit, air supply, etc. What does he have to carry with him in space? Oxygen*.* Why? There is no air in space and we need air to breathe. What would happen to us if we had no air? Where else is there no air? Under water. Look at the picture of Yuri Gagarin – discuss his clothes. Relate each aspect of his space suit to the needs of a person – it has a helmet and an air tank because he needs to breathe air and there is no air in space. It is thick and padded because he needs to be warm, and it is cold in space, he needs a microphone to communicate, etc.  Then they sent a man to the moon Neil Armstrong.  **Main activity:** Chn to create a timeline of different things that have happened in space, chn may write captions. WK 1 resources. Chn to glue the pictures into the correct order.  HAP: to write sentences to match each picture  **Plenary:** Chn to share timelines to the rest of the class and discuss.    Wednesday: PPA – PF cover SEAL CC cover RE  Thursday: PE 1 hour  Topic 1 hour:  Friday: Spellings / Speaking and listening / Assembly  Topic 1 hour:  Watch clip on IWB showing astronauts eating food – what do they notice?  http://www.bbc.co.uk/learningzone/clips/what-is-it-like-to-be-an-astronaut/5683.html  Food is often freeze dried or needs water adding to it – why do you think this is?  Put the freeze dried astronaut food out on table – can they guess what it is? Taste some – what do you think? Mouth rehydrates the food to its original state.  Chn to complete astronaut food writing and image. | I can suggest what is in Space  I can talk about Space and what I already know  I can discuss problems of being in Space  I can order a timeline of events about Space  I can research information about Space  I can use a timeline  I can say what and who went to space  I can order events |  |
| 2  Phonics screening week  Rockets – getting to space | Rockets  And order of planets | **EQ:**  **Objective(s):** | Monday: 1 hour: computing  45 mins: singing  Assembly  Tuesday: live and learn PE (Morning) Literacy moved to the afternoon  Topic: 1 hour:  Following PPT show chn how to make a rocket, discuss the materials that will be used and how it will be made. Then demonstrate designing your own rocket. Chn design a rocket on the template provided.  Chn are to be reminded to bring their own plastic bottles in to complete their learning.  Wednesday: PPA – PF cover SEAL CC cover RE  Thursday: PE 1 hour  Topic 1 hour:  Chn are to make their rockets by following their designs (tin foil, bottles, card, other decorations are needed.) demonstrate to children how to make a variety of folds in paper that can then be added to their rocket.  Friday: Spellings / Speaking and listening / Assembly  Topic 1 hour: chn who need to complete rockets they can complete them - evaluation of rockets sheet. | I can design a product  I can say what material I will need and why  I can explain what I will use  I can discuss what my product is for  I can make my product  I can follow instructions  I can evaluate my design  I can say what I will change  I can say what I will keep the same  I can say is good or bad  I can order events that have happened in space  I know what a space rocket is  I know the order of the planets  I know the properties of some planets |  |
| 3  The sun |  | **EQ:**  **Objective(s):** | Monday: 1 hour: computing  45 mins: singing  Assembly  Tuesday: live and learn PE (Morning) Literacy moved to the afternoon  Topic: 1 hour:  The sun is very hot. If their rockets didn’t have a heat shield, what would happen? Can they think of anything that melts? Share ideas.  Lay out some materials eg chocolate, soap, rock, egg, cheese  Children predict what they think will happen when they are heated.  Heat each thing and observe the changes. Were their predictions correct?  Can they explain what has happened?  chdn complete recording sheet predicting and then giving correct answers.  Have a look at solar system map – you have flown beyond the last planet – look how far you are from the sun now – what do you think it will be like? Comets are made from ice Predict which materials they think will freeze out beyond the planets.    Wednesday: PPA – PF cover SEAL CC cover RE  Thursday: PE 1 hour  Topic 1 hour: time to complete the investigation. Recap the predictions made by the children about the different materials in space.  Heat the materials using two bowls. One with hot water in.  Also have some of the materials in the freezer… Take them out of the freezer and investigate. What has happened to them? Describe how they have changed?  Friday: Spellings / Speaking and listening / Assembly  Topic 1 hour:  Chn are to create their own Suns  http://4.bp.blogspot.com/-vOr1VcXEXHI/Tx8eaJhAhqI/AAAAAAAACIc/Y6axqs14X9A/s320/IMG_3094.JPG http://3.bp.blogspot.com/-BFV8q7SVR_k/Tx8fFvE2t1I/AAAAAAAACIk/A8qWX07hC-s/s320/IMG_3097.JPG | I can make a prediction  I can describe materials  I can name materials  I can observe changes over time  I can ask relevant and appropriate questions |  |
| 4  Day and night |  | **EQ:**  **Objective(s):** | Monday: 1 hour: computing  45 mins: singing  Assembly  Tuesday: live and learn PE (Morning) Literacy moved to the afternoon  Topic: 1 hour: On the IWB, pose the question: What is a light source? Can you think of any? Add any extras to the board. Talk to the chn about natural light sources.  On the IWB, show chn the short animation about [BBC learning Zone light sources](http://www.bbc.co.uk/learningzone/clips/light-sources-in-your-bedroom-at-night/2428.html)  Where did the light sources come from in the video? Why is light so important?  Class Challenge:  Explain to chn that we are going on our own ‘light sources walk’. Chn to note down or draw all the things where light comes from. Health and Safety: Must not look directly at the sun. chdn to take pictures of light sources as we travel around. Where is the light coming from? Why is the light brighter in this area? Why are dark places dark?  Allow time for discussion on their findings. What types of light sources did we find? Which light sources were natural/man made? Were some places brighter than others?  Activity  Chn are to be given a range of different pictures to sort into whether the object gives out light or not.  [Science clips light and dark BBC](http://www.bbc.co.uk/schools/scienceclips/ages/5_6/light_dark.shtml)    Wednesday: PPA – PF cover SEAL CC cover RE  Thursday: PE 1 hour  Topic 1 hour:  What is darkness?  Share with chn the story of The Owl Who Was Afraid Of The Dark What did Plop find out about the dark? What could be seen in the dark? (or baby badger in the dark book WM).  Ask chn to cover their eyes with their hands to experience darkness. Ask them to do this for a minute in silence. How does it felt to be in complete darkness? Why do you think is it so important to have light? Did you rely on any of your other senses?  Explain to chn that the experiences the have today are part of their investigation into what darkness is.  Carousel of Activities  Blindfold game  chdn have to try and find the way around/objects identify.  What do we need to use so that we can see things?  Dark Tunnel/Blanket:  Crawl under blankets looking for objects. Repeat with a torch. How was it different?  Shoeboxes:  Shoeboxes with holes in.  Chn to find ways of getting light into the box to see the object inside. Give the children an opportunity to try out range of their ideas. Which was the most successful method for getting light into the box?  Plenary Discussion  What is darkness? What can be seen in the dark?  What do we need to use so that we can see things?  What happens to brightly coloured objects when we put them into the dark?  Friday: Spellings / Speaking and listening / Assembly  Topic 1 hour: Moon phases – show ppt on moon phases  Discuss the different phases and why they happen  Chn to create their own moon phases flap booklet. | I know what light and dark is  I know why we have night and day (moon/sun)  I can identify objects |  |
| 5  The planets |  | **EQ:**  **Objective(s):** | Monday: 1 hour: computing  45 mins: singing  Assembly  Tuesday: live and learn PE (Morning) Literacy moved to the afternoon  Topic: 1 hour:  **Starter:** Show [video of space zooming out](old%20planning/Aliens%20%20%20space/The%20Observable%20Universe%20(accurately%20scaled%20zoom%20out%20from%20Earth).mp4) discuss and share ideas.  Chn then watch [naming the planets video](old%20planning/Aliens%20%20%20space/Planet%20Song-%20teach%20the%20order%20of%20the%20planets.mp4) can chn remember the order of the planets.  **Main activity:** weaving using different coloured and textured paper. Chn will place an appropriate black over sheet over planet according to which planet they choose. Chn complete starry background on black paper too with small amounts of glitter.  **Plenary:** who can remember order of planets?    Wednesday: PPA – PF cover SEAL CC cover RE  Thursday: PE 1 hour  Topic 1 hour: chn to complete their weaving of planets – using paper and material too.  Friday: Spellings / Speaking and listening / Assembly  Topic 1 hour:  Chn to use <http://www.iboard.co.uk/iwb/Space-Read-Alone-Information-Book-393> Read together as a class asking and answering questions using magic eye to gain more information  chdn to make a mini book – using template  chdn to draw each planet as we discuss it adding detail such as size, correct colour, simple fact for each planet ie temperature, surface, moons | I know the order of the planets  I know the properties of some planets |  |
| 6  Transition days in the afternoon | Light and dark/aliens | **EQ:**  **Objective(s):** | Monday: 1 hour: computing  45 mins: singing  Assembly  Tuesday: live and learn PE (Morning) Literacy moved to the afternoon  Topic: 1 hour:  Wednesday: PPA – PF cover SEAL CC cover RE  Thursday: PE 1 hour  Topic 1 hour:  Friday: Spellings / Speaking and listening / Assembly  Topic 1 hour: |  |  |
| 7  Aliens | Astronaut food  cooking | **EQ:**  **Objective(s):** | Monday: Alien themed day  Chn are to make earth cookies/planet cookies Earth Cookies | Crazy Cute Cookies:  Using the [guide](http://www.tammileetips.com/2014/04/earth-day-cookies/) to help.  Chn can take cookies home to eat.  1 group to make fruit rocket kebabs  1 group to write about things they would take to space  Assembly  Tuesday: live and learn PE (Morning) Literacy moved to the afternoon  Topic: 1 hour: computing  Wednesday: PPA – PF cover SEAL CC cover RE  Thursday: PE 1 hour  Topic 1 hour: completing any learning – space iPad games  Friday: Spellings / Speaking and listening / Assembly  Topic 1 hour: last day of term activities |  |  |
| **Evaluation of unit:** | | | | | |