

TITLE: The Sky's the Limit

ROLE PLAY: Space station research centre

ENGLISH

Class Novel: *Cosmic by Frank Cottrell Boyce*

Books for inspiration: The Skies above my eyes – use for poetry, birds eye view narratives and art.

Writing:

Narrative

Information Text – Space Explorers

Persuasive letter – writing from a character's perspective from Cosmic, asking Dina to allow Liam to go to space.

Creating suspense within a setting introduction.

Advertisements – visit space – your dream holiday.

Drama:

A meeting with an Alien (ET scene). Use the dialogue to revise speech punctuation.

Grammar – revision of grammatical terms using parsing; noun, pronoun, verb, adjective, adverb.

Revision of homophones, apostrophes for possession and contraction.

Introduce different noun and verb types.

ART & DESIGN

Initially look at work based on our own identities



Create their own watercolour hand design to represent themselves.

Use 'The Dot' for art based on the Growth Mindset (pointillism)

Collage self-portraits.

Look at work inspired by Vance Kirkland.



Children create their own Kirkland inspired art using a range of media to create texture. This will be based on their planet.

LANGUAGES

Introduce an new language for the week to say the register in (child's choice).

In French revise greetings, numbers and all about me.

Re-cap on key vocabulary for classroom items.

SCIENCE

Forces – Design their own flying object - link to DT (aircraft structures).

Unsupported objects fall towards earth because of gravity acting between the Earth and the falling object.

Properties and Changes of Materials – Design an outfit for an astronaut, using UV beads.

<https://www.stem.org.uk/resources/elibrary/resource/36661/smart-materials>

Compare and group together everyday materials on the basis of their properties including their hardness, solubility, transparency, conductivity (electrical/thermal) and response to magnets

Make an astronomical appetiser for an astronaut.

Know that some materials will dissolve in a liquid to form a solution and describe how to recover a substance from a solution.

‘An astronaut needs to ration and has made her powdered soup too early – is it too late to save it?’ Experiment using sieving, evaporating and filtering *Use knowledge of solids, liquids and gases to decide how mixtures might be separated through filtering, sieving and evaporating.*

Earth and Space

Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.

Describe the movement of the Moon relative to the Earth.

Describe the Sun, Earth and Moon as approximately spherical bodies.

Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.

<https://www.stem.org.uk/resources/community/collection/12347/year-5-earth-and-space>

DESIGN & TECHNOLOGY

Look at aircraft structures – planes, parachutes and propellers. Make a glider. (Science link – lifting force of helium balloons).

Plan and make an ‘Astronomical appetiser’ for an astronaut. Link to changing materials and rehydrated food.

COMPUTING

Email to an alien telling them about our country

Create a PowerPoint based on research about their planet.

HISTORY	MUSIC	RE
<p>Look at the history of both flight and space travel, create timelines.</p> <p>Investigate Galileo and Newton.</p> <p>In October look at Black History Month.</p>	<p>Compose music using notes of a 4 beat duration. 2 videos included which also use a similar introduction - Cannon in D and the opening music from 2001, Space Odyssey.</p> <p>Children create their own lyrics to Space Oddity based on their planet research.</p> <p>Whole school – learn True Colours.</p>	<p>Look at forms of worship that are/were linked to space (Ancient Egyptians).</p> <p>How are stars important in a variety of religions/religious stories?</p>
GEOGRAPHY	PE	MATHS
<p>Using 'The Skies Above My Eyes' consider the landscape and sky across the world – does it differ? Why?</p> <p>Identify and explore the countries involved in space exploration.</p> <p>Are all countries involved in space travel to the same level? Create graph. https://www.wired.com/2008/05/st-spacerace/</p> <p>Explore planet Earth including: <i>The lines of longitude, latitude, equator, northern hemisphere, southern hemisphere, tropics of cancer, Capricorn, Arctic and Antarctic Circles.</i></p> <p>Understand why some countries are hotter and colder based on the position of the Earth's Axis.</p>	<p>Dance to 'Spooky Space Sounds'. Create Meteors, space showers, pulsars etc.</p> <p>Dance a journey in space, be an astronaut.</p> <p>Team building</p>	<p>Place Value</p> <p>Addition and Subtraction</p> <p>Statistics</p> <p>Multiplication and Division</p> <p>Area and Perimeter</p>