

Questions— Article 13

Week 1: What's out there?
 Week 2: How do we know what it's like in space?
 Week 3: How does the solar system affect us?
 Week 4: How do the planets differ?
 Week 5: How have the planets been portrayed?
 Week 6: Can you create a moon surface and a moon buggy?

Texts: Non fiction texts Cosmic **Articles 28, 29 & 30**

Writing outcomes:

Fiction: Personal Response Narrative Writing In Role
 Character Study Description

Non Fiction: Information Explanation Advert Journalism

Maths Articles 28, 29 & 30

Number: place value (3 weeks)
 Number: addition and subtraction (2 weeks)
 Statistics (1 week)

Science: The Solar System—**Article 13, 28 & 29**

- 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.

Computing: Blogging (We are bloggers; space) Understand that choices have to be made when using technology and that not everything is safe. **Article 12, 13, 14 and 29**

Enrichment

Moon Buggy making
 Make papier-mache models of the moon ...Scale models...
 Geocentric and heliocentric models
 Visit to Observatory/ Science Museum

Assessment Foci

Science: I can identify scientific evidence that has been used to support or refute arguments.

Art: I can successfully use shading to create mood and feeling.

Computing: I understand that you have make choices when using technology and that not everything is safe.

RE: I can identify the significance of going on a pilgrimage for believers.

Foundation Subjects Coverage

PE: Hi Five Netball and real PE "crossing the river" - **Article 29 & 31**
 explain how developing skills separately has improved performance in team game; support others to work with a group or team to achieve a goal through communication and collaboration; pass in different ways; choose a tactic for defending and attacking.

RE Understand the significance of going on a pilgrimage for believers; explore what happens when people go on a pilgrimage; identify pilgrimages from different faiths; identify the importance of the Hajj for Muslims throughout the world; identify the main place of pilgrimage for the Hindu community; explain the most important part of a pilgrimage for a faithful person- **Article 12, 13, 14 & 30**

Art: Improve their mastery of art and design techniques using chalk; use shading to create mood and feeling; express emotions in art—**Article 29 & 31**
DT: Use research and develop design criteria to inform design of products that are fit for purpose; make a design before making a final version; produce a detailed, step by step plan; suggest alternative plans outlining the positive features and draw backs; evaluate function against original criteria—**Article 29 & 31**

French: listen attentively to spoken language and show understanding by joining in and responding; ask and answer questions regarding directions.—**Article 30**

PSHE/ British Values: Who Am I? Creating class charter and comparing and celebrating difference and similarities; developing self-awareness, self-respect and self-esteem; identifying current strengths and weaknesses; developing an insight into their potential and capabilities; and identifying and practicing effective learning strategies.

.—**Article 2, 12, 28,**

Music: contrast the work of a famous composer (Holst— The Planets) and explain preferences; describe, compare and evaluate music using musical vocabulary; explain why music is successful or unsuccessful. - **Article 29 & 31**