



# To infinity and beyond!

Term 3 2020

## The final showdown!

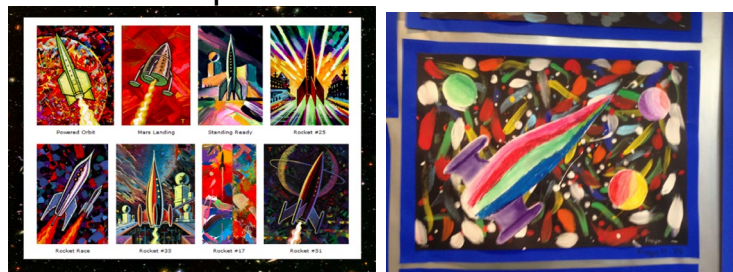
Space cadet finishing school! Can you prove you have the knowledge and skills of a fully fledged space cadet?

## The BIG Questions...

Where did rockets come from and where do they go?  
Who or what went into space first?  
How do astronauts survive in space?  
Do you think we would be able to live on another planet?

## Suggested artists...

Peter Thorpe



## Lead story and others...

Oliver Jeffers - The Way Back Home  
Alexis Deacon - Beegu  
Simon Bartram - Man on the Moon  
Chris Hadfield - The Darkest Dark

## Opportunities for visits, visitors and outdoor learning...

- visit the spaceship left from last year
- Planetarium?
- Launch our rockets
- Visitor to give a recount of watching the man land on the moon

## Key Skills and Knowledge

### History

As historians we will...

- compare 2 versions of a past event
- sequence the people and events they study within a timeline
- sequence photographs etc
- recognise why people did things, why events happened and what happened as a result
- know some events and significant individuals beyond living memory that are significant locally and nationally or globally
- use and handle sources to ask and answer questions about the past, using simple observation
- choose and use parts of stories and other sources to show that they know and understand key features or events
- Communicate their knowledge through:
  - Discussion
  - Drawing
  - Writing

## Possible activities

1969 - man on the moon  
Compare 2 versions of the same event - moon landing (astronaut & an individual who watched it on tv)

- The Darkest Dark

Early space flight - order of who/what was sent into space.  
1st british astronaut

Development of space travel - report on the ISS.

### Geography

As geographers we will...


Identify Russia and America.

Within history lessons to show where Russia and America are on the class carpet.

### Science

As scientists we will...

	<ul style="list-style-type: none"> <li>• identify and compare the suitability of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>• ask simple questions and recognise that they can be answered in different ways.</li> <li>• observe closely using simple equipment and measurement.</li> <li>• perform simple tests.</li> <li>• identify and classify.</li> <li>• use their observations and ideas to suggest answers to questions.</li> <li>• gather, record and communicate data and findings to help answer questions.</li> <li>• use scientific language and read and spell age-appropriate scientific vocabulary.</li> <li>• begin to notice patterns and relationships.</li> </ul>	Choose suitable materials when making our rockets in DT.
PSHE	<p>As Wentworth citizens we will...</p> <ul style="list-style-type: none"> <li>• Learn how to stay safe near water, around the railways and around fire.</li> <li>• recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</li> <li>• understand about the ways that pupils can help the people who look after them to more easily protect them.</li> <li>• recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.</li> </ul>	<p>Visit from fire safety or transport police. Safety presentations</p> <p>Story - bag full of worries</p> <p>Naming feelings and labelling physical things that happen to their bodies when feeling worried and scared.</p>
D.T.	<p>As designers we will...</p> <ul style="list-style-type: none"> <li>• Generate ideas by drawing on our own and other people's experiences</li> <li>• Develop our design ideas through discussion, observation, drawing and modelling</li> <li>• Identify a purpose for what we intend to design and make</li> <li>• Identify simple design criteria</li> <li>• Make simple drawings and label parts</li> <li>• Evaluate against their design criteria</li> <li>• Evaluate our products as they are developed, identifying strengths and possible changes they might make</li> <li>• Talk about our ideas, saying what they like and dislike about them</li> <li>• follow safe procedures for food safety and hygiene including washing hands, equipment and preparing work-surfaces.</li> <li>• choose and use appropriate finishing techniques.</li> </ul>	<p>Design and make a rocket that blasts off!</p> <p>Alien Pizzas - design a pizza for your alien.</p>
RE.	<p>As religious scholars we will...</p> <ul style="list-style-type: none"> <li>• talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.</li> <li>• re-tell a story about the life of the Prophet Muhammad.</li> </ul>	<p>Use artefacts to help our understanding</p> <p>Read stories about the life of the Prophet Muhammad</p> <p>visitor to talk about how they celebrate Eid-ul-Fitr</p>

	<ul style="list-style-type: none"> <li>recognise some objects used by Muslims and suggest why they are important.</li> <li>identify some ways Muslims mark Ramada and celebrate Eid-ul-Fitr and how this might make them feel.</li> <li>find out and respond with ideas to examples of cooperation between people who are different.</li> </ul>	
Art	<p>As artists we will...</p> <ul style="list-style-type: none"> <li>Use a brush to produce marks appropriate to work –e.g. a small brush for small marks.</li> <li>Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels and sponge.</li> <li>be able to produce a clean printed image with different objects.</li> <li>continue to gain experience in weaving, both 3D and flat e.g. grass through twigs.</li> </ul>	<p>Weaving planet (own design)</p>  <p>Use objects to print an abstract space background for our Peter Thorpe artwork.</p>
Computing	<p>As computing technicians we will...</p> <ul style="list-style-type: none"> <li>know what an algorithm is</li> <li>write an algorithm</li> <li>use an algorithm</li> <li>improve my algorithm</li> <li>break a problem down into small steps.</li> <li>programme a floor device</li> <li>programme a floor device</li> <li>debug a programme</li> </ul>	<p>Write an algorithm to draw an alien.</p>
British Values	<p>As Wentworth citizens we will...</p> <ul style="list-style-type: none"> <li>give constructive criticism to our peers</li> <li>show we can work safely in Science.</li> <li>follow the rules of the games we are playing.</li> <li>make up our own rules for games we create.</li> <li>vote for new House Captains.</li> </ul>	<p>Observe our peers during P.E. and help them to improve.</p>
Music	<p>As musicians we will...</p> <ul style="list-style-type: none"> <li>listen with concentration and without distraction to short musical excerpts (live and recorded)</li> <li>respond to the music that they hear with a variety of appropriate adjectives and phrases.</li> <li>accurately name instruments they can hear.</li> <li>say what went well and what could be improved upon when listening to live performances and compositions.</li> <li>use different techniques to create different sounds on a percussion instrument.</li> <li>pick the most appropriate sound for the composing brief.</li> </ul>	<p>Make our own space music/alien sounds. Listen to Holst - Planets</p>