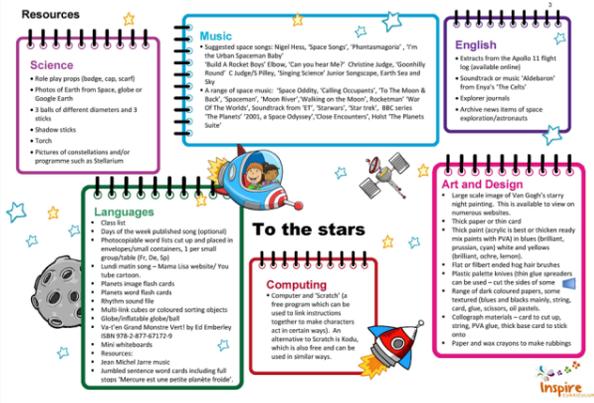




Unit: To The Stars
Term: Autumn 1
Year: 5



Unit Overview

During this Unit pupils will be exploring the scientific elements of our planet in the solar system and the effects of our moon and the sun upon our planet. Pupils will imagine they are heading into space for several subjects and planning an expedition; on the classroom could set up as a mission control during the Unit. You could also explore living a planetarium one in which states on the solar system are projected. A range of videos will also be accessed to support elements of the course. NASA provides a range of on-line elements including video clips, audio clips and factual information. You may also have access to a model of the solar system or the phases of the moon, both of which would be useful.

You can use more or less role play in this Unit depending on the interest and enjoyment of the pupils and the enthusiasm of teachers and teaching assistants. It could work well setting up a mission control in the classroom for the class of space cadets planning their first mission around the solar system. The teacher will take the role of Cadet Trainer through the Unit. The class should be happy for the teacher to move from alien to Trainer to follow cadet if it is made clear with hats or other symbols which role they represent. Badges are great to signify roles and a set of Space Cadet badges to kick off the Unit would be fun.

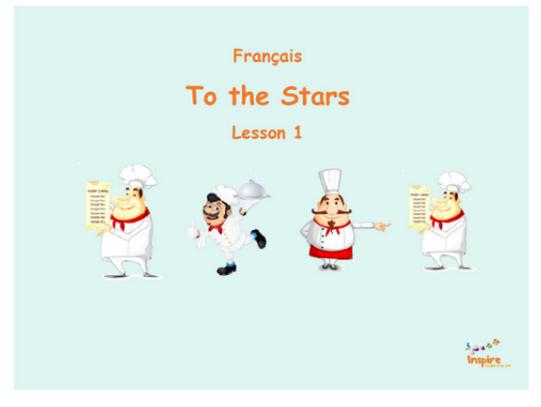
On the first day of the Unit they receive a visit from aliens from another solar system (TA or Teacher) who have gone off course and crash landed and need help to end earth avoiding the sun and the more after they have made extensive repairs and fuel aboard from the tablets. This provides a context for them learning about the universe for the aliens. They take their own role-play space mission; stage a slow motion spacewalk repair of their space ship on the journey. For the conclusion they then share their new knowledge with the aliens who have been repairing their own ship and are ready to leave our solar system.

English Medium Term Planning Week 1					Unit Narrative
5-8 Phase stage and differentiate all objectives, outcomes and success criteria for your own class					
Day 1 (1hr)	Day 2 (1hr)	Day 3 (1hr)	Day 4 (1hr)	Day 5 (1hr)	
Objectives: I can learn to identify and describe the main strategies and conventions of persuasive oratory and themes.	Objectives: I can learn to use a range of persuasive techniques to write a persuasive letter to my class.	Objectives: I can learn to use a range of persuasive techniques to write a persuasive letter to my class.	Objectives: I can learn to use a range of persuasive techniques to write a persuasive letter to my class.	Objectives: I can learn to use a range of persuasive techniques to write a persuasive letter to my class.	
Outcomes: Pupils will be able to identify and describe the main strategies and conventions of persuasive oratory and themes.	Outcomes: Pupils will be able to use a range of persuasive techniques to write a persuasive letter to my class.	Outcomes: Pupils will be able to use a range of persuasive techniques to write a persuasive letter to my class.	Outcomes: Pupils will be able to use a range of persuasive techniques to write a persuasive letter to my class.	Outcomes: Pupils will be able to use a range of persuasive techniques to write a persuasive letter to my class.	
Success Criteria: Remember to use your persuasive techniques to write your persuasive letter to my class.	Success Criteria: Remember to use your persuasive techniques to write your persuasive letter to my class.	Success Criteria: Remember to use your persuasive techniques to write your persuasive letter to my class.	Success Criteria: Remember to use your persuasive techniques to write your persuasive letter to my class.	Success Criteria: Remember to use your persuasive techniques to write your persuasive letter to my class.	

You could extend this activity by getting pupils to add sounds to their scripts to make the game more engaging. To add sounds, select the "Play" button and choose the sound tab at the top of the programming window.

Once imported, those sounds will be available under the play sound commands (make sure you import or record the sounds first).

Pupils can then drag the sounds into their routines. Here are some examples of the scripts with sounds added.



Medium Term Planning Week 1					Unit Narrative
5-8 Phase stage and differentiate all objectives, outcomes and success criteria for your own class					
Science (2hrs)	Applied Mathematics (1hr)	Art and Design (2hrs)	Music (1hr)	Computing (1hr)	
Objectives: I can learn to describe the movement of the Earth relative to the Sun and the Moon relative to the Earth.	Objectives: I can learn to describe the movement of the Earth relative to the Sun and the Moon relative to the Earth.	Objectives: I can learn to describe the movement of the Earth relative to the Sun and the Moon relative to the Earth.	Objectives: I can learn to describe the movement of the Earth relative to the Sun and the Moon relative to the Earth.	Objectives: I can learn to describe the movement of the Earth relative to the Sun and the Moon relative to the Earth.	
Outcomes: Pupils will be able to describe the movement of the Earth relative to the Sun and the Moon relative to the Earth.	Outcomes: Pupils will be able to describe the movement of the Earth relative to the Sun and the Moon relative to the Earth.	Outcomes: Pupils will be able to describe the movement of the Earth relative to the Sun and the Moon relative to the Earth.	Outcomes: Pupils will be able to describe the movement of the Earth relative to the Sun and the Moon relative to the Earth.	Outcomes: Pupils will be able to describe the movement of the Earth relative to the Sun and the Moon relative to the Earth.	
Success Criteria: Remember to use your persuasive techniques to write your persuasive letter to my class.	Success Criteria: Remember to use your persuasive techniques to write your persuasive letter to my class.	Success Criteria: Remember to use your persuasive techniques to write your persuasive letter to my class.	Success Criteria: Remember to use your persuasive techniques to write your persuasive letter to my class.	Success Criteria: Remember to use your persuasive techniques to write your persuasive letter to my class.	

Word groups displayed:

la planète une étoile un satellite
la lune une planète une étoile un satellite
la lune une planète une étoile un satellite

Digital screen of planets from planet sorting activity - Les Planètes

Whole class teaching/grouppairs and individual activities:

Entraînement: Pascal Poreau (1946-2014) was a French composer, performer and musician, famous for his electronic music and spectacular laser displays and fireworks. His music is very space-age and in fact there is a planet named after him and his composer father Maurice: 4422 Jara.

Play pass the parcel using Jean-Alphonse Jara music: Place word cards of a jumbled sentence in the hilly bag. When the music stops, the pupil with the bag pulls out a card, shows it to the class and says it out loud. They then stand to the side and await the rest of the words in the sentence as the game continues. Each time a word is removed from the bag the pupil joins the others ready to make a human sentence when the bag is empty.

The pupils with the words arrange themselves into a sentence to describe a planet. The rest of the class read the sentence to see if it is correct and possibly alter the human sentence to make it grammatically correct from the rules they have been learning.

Plan: Explain to the pupils that they have gained enough information about the planets in the solar system to make a presentation of information. Decide whether the class is to make a book, a recording, a video, an assembly performance...

The pupils need to plan and then write a sentence to present, using the template of the alien and the speech bubble. Decide whether they are to work individually or in pairs.

Plan: Explain to the pupils the display of known home names, names and adjectives as support. Tell the pupils that the words to use are: une étoile, la lune and un satellite have been included for them to use as they now know that the sun and the moon are not planets. If they want a challenge, choose the moon and satellite to write a sentence about. (An satellite is a man-made moon and the adjective must agree in tense, past etc).

Encourage the pupils to plan, write, discuss and ask questions if they do not understand in order to complete their sentences. Practise saying their sentences to themselves and then to a partner.

Extension: The pupils could practise performing their sentences to the rhythm music from lesson 2 and prepare to record their performances. Others could add their sentences too.



Working scientifically	Science	Art & Design	Computing
1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	1 describe the movement of the Earth and other planets relative to the Sun in the solar system	2 to improve their mastery of art and design techniques, such as drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)	1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
2 taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate	2 describe the movement of the Moon relative to the Earth	3 about the greatest artists, architects and designers in history	2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output
3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	3 describe the Sun, Earth and Moon as approximately spherical bodies		3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
4 using test results to make predictions to set up further comparative and fair tests	4 use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky		
5 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations			
6 identifying scientific evidence that has been used to support or refute ideas or arguments			

To The Stars

Pupils will be exploring beyond the Earth and consider where and how it fits into the solar system. They will also consider our moon, the sun and will explore the phases of the moon and seasons.

Key questions that will be explored include:

- How does day turn into night and night into day?
- Why does the moon sometimes look different?
- Why and how do shadows change?
- What planets are in our solar system?
- How are they different to our planet and each other?

As part of this Unit, pupils will go on an imaginary journey into space in history, being a pig of their journey and using audio and video clips to support the development of ideas and imagination. They will look at astronaut/fitness programmes.

The classroom could be transformed into a mission control during this Unit. Pupils can imagine getting ready and setting off to space. This can be recreated using a range of multimedia experiences (lights, dimmed lighting sounds, smelly smells etc.). You could also explore having a planetarium done in which stars in the solar system are projected or held in a star gazing evening outdoors. There is free software available from astronomical websites which will display images of the night sky.

Links

- Outdoor learning**
 - A visit to a space exploration centre, a planetarium or a visit to school by a portable planetarium organisation or an astronomer
- National and international links**
 - Links to international space station and NASA via their websites. These contain audio and video links in addition to information and also have the function to allow you to listen live or post questions to be answered
- Links to the world of work**
 - Links to astronaut, explorer or scientific aspects of space exploration and discovery.
 - Links to keeping a journal for a journey, adventure or period of time
 - Also links to journalism and media through English activities
- Links to learning and life skills**
 - Working with perseverance and concentration
 - Taking turns when talking
 - Decision making and negotiating

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- Medium Term Planning
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	Unit Summaries					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term Units	<p>Year 1 Unit 1 - The Big Build In this Unit pupils will explore how we use materials to change the world around us. Linked to the story of the three little pigs, pupils will have the opportunity to construct ‘houses’ for the pigs from different materials.</p> <p>Year 1 Unit 2 - Who am I? Throughout this Unit, children will have the opportunity to express their individuality, explore their identity, develop their talents and understand their place in both their immediate and the wider world. Key questions that will be explored include: Who Am I? Where did my name come from? What am I Like? What am I good at? What is special about me and where I live?</p> <p>Year 1 Unit 3 - Let’s Celebrate! This Unit focuses on the traditions surrounding Christmas and other festivals taking place at this time of year. Pupils will make cards and decorations and look at how festivals were celebrated in the past.</p>	<p>Year 2 Unit 1 - What I need to be me? How can I keep fit and healthy and make the right choices for me? Pupils will find out about exercise and food that will help them to grow and keep well.</p> <p>Year 2 Unit 2 - Through the Keyhole This is a local history Unit based around a stately home or other historical building. Pupils will be encouraged to look at what the building is made of and think about ‘who would live in a house like this?’</p> <p>Year 2 Unit 3 - Flying High In this Unit pupils will explore man’s fascination with flight. They will learn about the Wright brothers and the invention of powered flight and how aeroplanes have changed people’s lives. They will also think about magical flying creatures including Father Christmas and his flying reindeer.</p>	<p>Year 3 Unit 1 - Why are humans animals too? What are the similarities between humans and animals in the way we eat and the way we move? Why can’t snails jump? Pupils explore skeletal structures and muscles and what keeps them healthy.</p> <p>Year 3 Unit 2 - Set in Stone This Unit explores the lives and legacy of early Britons and settlers, including those who lived during the Stone, Bronze and Iron Ages. Pupils will have the opportunity to consider how and why the ways of life adopted by prehistoric people slowly changed over time.</p> <p>Year 3 Unit 3 - What’s the attraction? In this Unit pupils explore a range of magnetic materials and their uses including compasses, which they use to explore the school grounds. They create maps and use grid references to help them complete a treasure hunt.</p>	<p>Year 4 Unit 1 - Where does my food go? This Unit is an exploration of how our bodies use the food we eat, how we use our teeth and how our bodies deal with waste.</p> <p>Year 4 Unit 2 - Were the Dark Ages Dark? This Unit explores the Viking Invasion and how this affected our land.</p> <p>Year 4 Unit 3 - Batteries Included Pupils become electrical wizards who have the power to make lights work!</p>	<p>Year 5 Unit 1 - To the Stars In this Unit pupils will be exploring beyond earth and considering where and how it fits into the solar system. They will also consider our moon, the sun and will explore the phases of the moon and seasons.</p> <p>Year 5 Unit 2 - The Ancient Greeks In this Unit pupils will explore Ancient Greece through Theatre, Myths, and Logic. Did their pioneering nature make them the first real geeks?</p> <p>Year 5 Unit 3 - Poles Apart In this Unit pupils will explore their world through their understanding of the world poles and regions. They will explore Arctic myths and find out about the lives of famous polar explorers.</p>	<p>Year 6 Unit 1 – Who is taking control? Pupils explore the idea of control through electricity and robot machines. We look to the future when machines take control!</p> <p>Year 6 Unit 2 – What’s happening now? This Unit is built around current affairs and focuses on a recent natural disaster either in the UK or abroad. Pupils will look at the geographical causes of the disaster and the impact on the landscape and people.</p> <p>Year 6 Unit 3 – A Voyage of Discovery In this Unit pupils will explore how adaptation can lead to evolution. Pupils will go on an imaginary voyage, with opportunities for writing letters, explanations, note-taking, recounts and discussions.</p>
Spring Term Units	<p>Year 1 Unit 4 - Posting and Places This Unit is based on the idea of receiving and writing letters with new friends from around the world. This will enable the children to be able to name and locate the world’s continents, and the countries of the UK. They will start to appreciate and understand similarities and differences between themselves and their home country with that of others, with a focus on one contrasting area - the Arctic.</p> <p>Year 1 Unit 5 - To the Rescue... This Unit develops understanding of safety, helping people and exploring the emergency services of sea, land and air, in the local area or beyond. From the past, Grace Darling and Florence Nightingale may be used to inspire learners to understand how they help others and stay safe.</p> <p>Year 1 Unit 6 - The Potting Shed ... Buried Treasure This Unit will incorporate the concepts of growing by getting the pupils to become plant hunters who go on an exciting journey discovering both real and fantasy plants.</p>	<p>Year 2 Unit 4 - Blown Away Through this Unit, pupils will gain an understanding of the natural world, comparing hot and cold regions of the world as well as viewing their own environment through the study of wind and clouds.</p> <p>Year 2 Unit 5 - Town Mouse Country Mouse In this Unit the pupils use the story of the town mouse and country mouse to explore a contrasting UK locality.</p> <p>Year 2 Unit 6 - Sowing and Growing This Unit explores commercial farming and growing our own food and plant products, the conditions necessary to do so and the ways plants can be used.</p>	<p>Year 3 Unit 4 - Art on Your Doorstep This is an art based Unit looking at famous local artists and sculptors. The pupils will find out who the famous artists are in their town and how they have contributed to the diverse artistic history of this country.</p> <p>Year 3 Unit 5 - Shake, Rock and Roll This Unit explores rocks and earthquakes, how and where they occur. The pupils will find out about fossils and diamonds, lava and coal and everything in-between!</p> <p>Year 3 Unit 6 - Around the World in 20 days This Unit encourages planning a travel challenge collecting information and artefacts and presenting as a holiday package.</p>	<p>Year 4 Unit 4 - Dragons: Fact or Fiction? This Unit looks at the mythology surrounding Dragons around the world. Why are there so many stories about them and why do they fascinate us so much?</p> <p>Year 4 Unit 5 - The Good, the Bad and the Ugly In this Unit pupils will study the history of Crime and punishment. They will find out about some of Great Britain’s most notorious criminals and how the police force was set up to catch them!</p> <p>Year 4 Unit 6 - Sounding Off This Unit explores sounds and music across different subject areas. Pupils will answer questions such as how are different sounds made? How do our ears work? Do animals and humans hear in the same way?</p>	<p>Year 5 Unit 4 - Fever, Fire and Fashion In this historical Unit pupils learn about everyday life in London during the 17th Century. Frost fairs, bear-baiting, coffee houses, quack doctors and toxic cosmetics are amongst the many different curiosities pupils will enjoy learning about. They will also study in depth the impact of the Plague and Great Fire on the city and its people.</p> <p>Year 5 Unit 5 - Round and Round This Unit is about the importance of life cycles. Life begins and ends for all organisms but unfolds in many different ways; there is an opportunity here to learn about the variety of life as well as the processes of reproduction, maturing and ageing. The twin themes of repeating patterns and the diversity of nature underpin activities such as musical performance, writing computing sequences and designing homes for animals.</p> <p>Year 5 Unit 6 - No way back! This Unit looks at the different changes materials can undergo and whether these changes are reversible or irreversible.</p>	<p>Year 6 Unit 4 – Who’s the Mummy? In this Unit the children will find out about Ancient Egyptian culture including god and goddesses, burial and mummification.</p> <p>Year 6 Unit 5 – The Battle of Britain – Bombs, Battles and Bravery This Unit will look at the 4 months in 1940 when The Battle of Britain was fought. Pupils will find out about the roles of women in this battle, the development and use of RADAR and how London survived the Blitz.</p> <p>Year 6 Unit 6 – Angry Earth In this Unit pupils will find out all about Volcanoes and what causes them. They will try to find out why people still live by something so dangerous.</p>
Summer Term Units	<p>Year 1 Unit 7 - Brilliant Bodies In this Unit the pupils will find out about the 5 senses and which part of the body each one of these senses is associated with. They will use these senses to explore their school grounds and create a sensory area for themselves and other pupils to enjoy.</p> <p>Year 1 Unit 8 - Animal Allsorts In this Unit pupils will find out about the many different animals that exist in our world and what makes them special. They will find out how to categorise animals based on different criteria; type of animal and what they eat. They will use this knowledge to write information texts for their own best care pet centre!</p> <p>Year 1 Unit 9 - Where shall we go? This Unit will look at the changing seasons and the different weather associated with each one. Pupils will think about journeys they might be making or have made in the past. They will look at maps and globes to see where they have been or where they are going.</p>	<p>Year 2 Unit 7 - National Celebration - Two Queens In this Unit children will study and compare the reigns of Queen Victoria and Queen Elizabeth the second. They will look closely at the Diamond Jubilee celebration and recreate a traditional street party.</p> <p>Year 2 Unit 8 - Trading Places: Britain or Brazil? In this Unit pupils will find out about the geography of a different country and start to explore the countries culture through an imaginary ‘Life Swap’.</p> <p>Year 2 Unit 9 - Home and Away As the academic Year comes to a close, this transition Unit looks at travel and explores popular holiday destinations at home and abroad. It also prepares the pupils for their journey to KS2.</p>	<p>Year 3 Unit 7 - From Source to Sea This geography based Unit pupils will follow the course of river from its source to its destination. They will look at how the land alongside the river is used and what might be found there.</p> <p>Year 3 Unit 8 - What did the Romans do for us? Sewage systems; the calendar; paved roads; turnips and carrots are all things that were introduced to Britain by the Romans. But where did they come from and why were they here?</p> <p>Year 3 Unit 9 - Shadow Dancers In this Unit pupils will explore different light sources and how they create reflections, shadows and patterns. They will look at how the position of a country in the world affects how much light it receives and find out about phenomena such as The Northern Lights and the Midnight Sun.</p>	<p>Year 4 Unit 7 - Amazing Amazon As well as studying the river, the land surrounding it and the people who populate it, pupils will also study some of the more unusual aspects of this amazing river.</p> <p>Year 4 Unit 8 - It’s a Small World This Unit will focus on how different individuals and groups of people have moved to a local area and bought about positive change.</p> <p>Year 4 Unit 9 - A Place for Everything This Unit focuses on habitats and how animals and plants are adapted to suit them. It also explores how vulnerable habitats can be to change. Pupils will find out about a local habitat through field studies.</p>	<p>Year 5 Unit 7 - Rites and Rituals A study of the Mayans. Were they the first writers, mathematicians and stargazers? What can they tell us about these things that are still true today?</p> <p>Year 5 Unit 8 - Our Commonwealth What is the Commonwealth? Who are the members of the Commonwealth? This Unit explores aspects of the Commonwealth and its exciting make-up of communities around the globe.</p> <p>Year 5 Unit 9 - The World is our Oyster Where would you go if you could go anywhere in the world? Pupils will research an imaginary exploration to a destination of their choice finding out about the geographical features of the world as they go.</p>	<p>Year 6 Unit 7 – A Time to Shine This is a dedicated revision Unit with accompanying resources. During this Unit pupils will also look at the history of British pop music and how it has influenced music across the globe.</p> <p>Year 6 Unit 8 – You Choose! In this Unit the pupils learn about the heart and how it functions. They will learn about how diet, exercise, drugs and lifestyle can affect their bodies and their health.</p> <p>Year 6 Unit 9 – You’re Hired This is the Inspire Enterprise Unit which will give the pupils an opportunity to create and market their own products.</p>
Philosophy	<p>We, at Cornwall Learning believe the primary school should be a safe and wonderful place where children want to be, and learning takes place both in and out of the classroom. Learning should be through a mixture of exploration, discovery, creativity and a variety of sensory and kinaesthetic experiences which encourage learners to want to explore more in a journey of lifelong learning. They will learn the literacy and numeracy skills needed for life and learning and to progress in their education. Whatever their background they will learn to shape their futures and develop their unique capacities and skills. They will be encouraged to be curious and use thinking skills to innovate, be creative and problem solve. They will develop the first understandings of employment and entrepreneurship. A primary education should set up learners for life, with the knowledge and skills to be well-rounded individuals, mentally and physically healthy, with an appreciation for and a generosity toward the people, the world and the universe around them.</p>					