

**Credibility:** What will we learn?

**We will find out (factual knowledge):**

- We will learn about the life and achievements of Mae Jemison
- We will learn about the role of the International Space Station
- We will learn about our Solar System and the planets in it

**We will know how to (procedural knowledge):**

- Gather information from a range of sources
- Record and share information with others
- Explore how to solve problems through drama and inquiry

**We will learn the similarities / differences / connections between (conceptual knowledge):**

- Planets in our Solar System
- People and systems involved in space research and travel

**We will understand that:**

- Problem solving and collaborative work is essential
- Others can help us to solve problems
- There are times in our lives when we will need to be resilient in the face of problems

**Character:** What 'Learner Values' will we explore? How?

- Problem solving – through drama
- Collaborative – working as part of a team
- Resilient – when problems occur
- Reflective – how did we do?

**What significant people will we learn about?**

Mae Jemison, Tim Peake

**Coherence:** What theme have we chosen to bring the curriculum and 'Learner Values' together?

- A space drama where a problem is encountered on another planet, we will call on our expert Mae Jemison for help

Things that make this theme interesting to our children:

- Researching space and space travel
- Using drama techniques to create a team to solve a problem

Year 1 (Spring 1, 2024)

**Key Inquiry Question: Have I overcome a challenge before?  
What did I do? How did it make me feel?**

LV: Problem solvers, Champion: Mae Jemison

**Catalyst:** What's the story that will 'hook' the children into the learning theme and energise the inquiry?

**People (Who is in a mess or a muddle? Who else might have different points of view on the situation?)**

- We are part of a team being sent on 'Mission X' to find the answer to our research question (the question will be led by the children)
- We can draw upon the expertise of Mae Jemison
- What will we need to prepare and to take with us? What will our space shuttle look like?

**Place (Where and when does this take place? How does the setting and time create opportunities for learning?)**

- Use the classroom or Twyzle Towers as our space shuttle
- We will land on a chosen planet (provides opportunities to learn about the properties of the planets in our Solar System, which one have we landed on?)

**Problem (What is the mess or muddle? Where are tensions, complications and difficulties?)**

- When we send the rover out to explore we hear gasps in our headphones from our team back home.
- When we try to leave on the space shuttle there is a problem, how will we work together and use Mae's expertise to solve it?

**Possibilities (What are the solutions? How do those solutions drive possibilities for curriculum coverage?)**

- Work as a team and use Mae's expertise to solve the problem and come home
- Share our research findings with the rest of our team (oracy and writing opportunities)

**Compassion:** What opportunities are there to teach compassion?

- Through drama techniques we will be exploring the hard work and collaboration required to travel in space
- We will be exploring the feelings and emotions that astronauts might feel

**Connectedness:** How does this inquiry link to other learning, in the past or yet to come? How does it link to core subjects?

Connections to previous and future learning:

- Building on children's prior knowledge of and interest in space
- Building on skills of researching and collecting data
- Using the children's collaboration and problem solving skills

Connections to core learning:

- History – exploring the History of space travel, the work of Mae Jemison, NASA, adding to class timelines, exploring how technology has progressed
- DT – designing, modelling and evaluating a space shuttle
- Writing – fact files, non-chronological writing, labelling, letters/emails, conjunctions, descriptive writing of a setting, diary entries
- Oracy – decision alley, persuasive language, reassuring and empathetic language, agreeing/disagreeing respectfully
- Art – space pictures
- RSE – emotions and empathy
- Geography – mapping and direction

**Culture & Community:** Where are the links to local / national / international expertise and resources? (Including offsite visits)

Learning about diverse figures in STEM

National – learning about the experiences of Tim Peake

International – learning about how countries work together in the International Space Station

**Key Vocabulary that all children should learn:**

- Problem solver, space, solar system, planets, space travel, International Space Station, NASA, non-fiction, research, non-chronological, fact file, rover, galaxy, vast, rotation, orbit, atmosphere, data, disembark



**Being Curious**  
 We're Curious  
 We Use What We Know  
 We Ask Questions  
 (And It Matters To Us)

**Exploring**  
 We Plan  
 We Investigate  
 We Record

**Making Sense & Meaning**  
 We Collect  
 We Evaluate  
 We Organise

**Creating & Sharing**  
 We Select  
 We Create  
 We Share

**Reflecting**  
 What Have We Learnt?  
 Even Better If?  
 What Now?

**Inquiry Launch**

How will you launch the inquiry, so the children are curious, share their prior learning and care about the context?

What will you use as your key inquiry stimuli?

What do we already know about space? What would we like to find out?

Front loading

We are a research team travelling in our Solar System. We will need to prepare for the mission and work out which planet we have landed on. Whilst there we will encounter problems that we will have to work collaboratively to solve.

What do you see as the key lines of inquiry that the children will need to explore?

What resources will they / you need?

What opportunities will there be for collaboration?

What do we need to take with us to space?  
 What does a space shuttle need?  
 How will we feel throughout our mission?  
 Where have we landed?  
 How can we solve a problem with our shuttle?  
 Who can we ask for help?  
 How can we share what we have found with others?

Using drama strategies work collaboratively to create a scenario and solve a problem

What will you do to help the children:  
 collect information;  
 evaluate its worth;  
 organise it into a useful form?

Information will be collected through: class discussions, fiction and non-fiction texts, powerpoints and videos, research from astronauts

Make a class fact file about space  
 Drawings with labels  
 Make maps  
 Design and evaluate a space shuttle  
 Write emails to Mae

**Presentation of Learning**

What learning product(s) will the children create that will lead them to tackle the key inquiry question?

How will the learning product(s) be presented to others?

Who will their audience(s) be?

How will the children be actively involved in presenting their learning?

Our learning will be presented to the rest of our team on Earth through emails and a fact file

How will the children gain meaningful feedback ?

What will you do to help them to reflect on what they did well?

What will you do to help them reflect on what they could do better in future?

Did the plan to get home work, did we solve the problem?

Could we have done it even better? How?

What lessons could we teach future astronauts about what we have learnt?