

## Overall outcome

- Intergenerational project with elderly people in the community.
- Interphase project helping EYFS pupils with the transition into Year 1. Both through redesigning classroom space and a community picnic.

### Narrative Hook:-

- People** – The old man on the moon.
- Place** – The moon.
- Problem** – Loneliness and a lack of stimulation.
- Possibilities** – Helping the old man on the moon and linking this to possibilities for helping elderly people in our own community and younger people in our school community.

**Texts:** Man on The Moon; Beegu; Hidden Figures; Baboon on the Moon; The Way Home; Wonder (picture book).

Various non fiction texts about The Moon and Earth, plants and growth.

**Key Vocabulary:** Lunar, space, atmosphere, growth, fertile, hospitable and inhospitable, belonging, intergenerational, intergalactic, international, temperature, gravity, orbit, weight, resistance, loneliness, community, welcome, kindness, consolation.

### Areas of learning (theme/subject)

Science, Maths, Geography, Literacy, DT, Citizenship, Language and communication, Living Memory History.

**Resources** Water trays and containers, balls and hoops of various sizes, fabric, telescopes, seeds, bench (for the hut) LED strip lights (for the rocket), suitcase, scarf, rocks and gemstones and perhaps a space helmet.

### Significant individuals – Climate Innovators

Tim Peake; Carl Sagan; Armstrong, Collins and Aldred; Katherine Johnson, Margaret Ebumoluwa Aderin-Pocock

# Yr 1 Summer - Inquiry Question

*How can we help other people feel like they belong?*

*Yr 1 theme: Friendship, Belonging and Community.*

## Content: What will we learn?

- The relationship between the earth and the moon.
- The concept of orbiting.
- The concept of 'space'
- Night and Day.
- Gravity.
- Materials.
- What human beings need to survive – the body.
- Growth of plants and whether plants could grow on the moon.
- The first moon landings.
- Women involved in the moon landing.
- The living history in our local community.
- Weighing and measuring.
- Writing to inform and instruct.
- Lists, labels and captions.
- Interpreting and understanding feelings; expressing and empathy.

## Creativity: How will we show we understand in multiple ways?

- Role play and drama.
- Construction in the outdoor and messy play areas.
- Singing – songs from the past with their elderly partners.
- Creating and curating a "Memory Shed"
- Creating imaginative resources for travel and assistance.
- Making and creating food for the teddy bear picnic for the intergenerational day.
- Designing a welcoming classroom space ready for the new arrivals in September.
- Creating and curating "consolation boxes."

## Coherence: How does this project link to other year groups and core subjects?

### Connections to previous learning:-

- Direct links to EYFS environment by making more opportunities for play and outdoor learning.
- Links to previous EYFS unit on bears through the teddy bear picnic.

### Connections to future learning:

- Direct link to Year 2 work on the elements – introducing earth, air and water.

### Connections to core learning:-

- Maths** – measuring, counting backwards and forwards, weight and mass, capacity.
- Literacy** – Writing to inform and instruct. Imaginative in-role writing, vocabulary development.
  - Reading for information and for creative interpretation.
- ICT** –programming beebots as space robots.
- RE**- How do we know we are special? How should people care for the world?

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

Empathy with our old man on the moon.

Broadening out our 'in role' empathy to real world compassion as we tackle:-

- what can we learn from those who went before us?
- Can we build friendships with people who are different to us?
- Can we help younger children to feel safer and happier as they move up into KS1.
- Does what you believe about yourself change the way you treat other people?
- How do you want others to look after what you have made?
- Why should we look after what others have made?

Concepts of belonging and kindness sit at the heart of the whole year's work and connect to the future units on:-

Dragons and Vikings (dealing with difficult people, negotiating and compromising).

Beyond Fairy Tales – understanding multiple points of view.

## Community: Where are the links to local expertise and resources?

- Local experts**
  - The elderly people in our own community and their lived histories.
  - Penny Thewlis from Age Concern.
- Local trips**
  - Intergenerational trips to a local café to prep for the picnic.
- Community outcomes:-**
  - ongoing friendship bonds to develop between the young and old.
  - A community picnic.
  - Creating strong transitions in our own school community.