Pilgrim Federation

EYFS & KS1

Learning Theme:



Space

Links to Other Learning Themes:
This Learning Theme Links to: Our Planet Where We Live The British Isles

Contents

EYFS (Nursery & Reception) Medium Term Planning Learning Theme: Space 3

EYFS Areas of Learning Weekly Plan.....29

KEY STAGE 1 30

EYFS (Nursery & Reception) Medium Term Planning Learning Theme: Space
Big Question: What can we find beyond the sky?

<table>
<tr><td colspan="2">Focus of Learning (INTENT):
Within this unit, children will learn about space and the solar system. The children will learn about the planets, stars and the moon. They will learn new vocabulary as they explore different aspects of space, including the phases of the moon and constellations. Children will develop an understanding on different methods of space travel and learn about astronauts that are significant in history.</td><td colspan="3" rowspan="2">Prior Learning/Links to Learning Themes:
Children will have listened to stories based on space.
They have explored our planet in the previous learning theme, recognising that this belongs to the solar system.
Children have seen pictures and videos of astronauts and rockets.
Children have seen the stars and moon in the night sky, showing awareness of their surroundings.
Some children may have an awareness of some planet names in our solar system.
Children may have read fictional stories that contain aliens.</td></tr>
<tr><td colspan="2">Key Questions for Teaching:
What do we see when we look into the night sky?
What’s in space and how will we get there?
What would it be like to visit the moon?
What are stars?
What would it be like to live on a different planet?
What is an astronaut and what do they do?
What is an alien and what could it look like?</td></tr>
<tr><td>Focused Literacy Texts:</td><td>Whatever Next!
See My Rocket (Poem)
Roaring Rockets
Beegu
Aliens Love Underpants
Astro Girl
Little Kids First Big Book of Space</td><td>Texts that Link (these can be read at story time and used in provision):</td><td>Toys in Space
The Comet
We Have Lift Off!
The Marvellous Moon Map
Field Trip to the Moon
Man on the Moon</td></tr>
<tr><td>Role-Play Opportunities</td><td colspan="3">Large scale rocket for space travel.
Providing children with dressing up costumes of astronauts.
Blow-up solar system and planets to create an immersive experience.</td></tr>
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Nursery Rhymes & Songs	Five Little Men in a Flying Saucer; Twinkle Twinkle Little Star; Zoom Zoom We're Going to the Moon; Hey Diddle Diddle; The Planets; Mr Sun; Giant Ball of Glowing Gas, One of Billions in a Mass; Five Little Aliens.						
	Communication and Language	**Personal, Social, Emotional Development**	**Physical Development Enhancements**	**Literacy** Autumn Term Summer Term	**Mathematics**	**Expressive Arts & Design**	**Understanding of the World**
Week 1 **What's in space?** Text – Astro Girl	N/R - Create a Space Station Role-Play area to encourage the children to carry out pretend play. What might they see on a space adventure? Where might they land?	N/R – Discuss personal 'space' and how we must ensure that we give this to others. What is personal space? How do we give someone personal space?	N/R – Add playdough to a tuff tray, cutters and rollers. Allow children to mould the dough to create planets. N/R – Provide circles of thick white paper or card and dampen with water using a spray bottle. Add water and different food colouring to bowls alongside pipettes or large basters. Invite children to drip	N – Learn the rhyme Hey Diddle Diddle. Identify the words that rhyme. Recite the rhyme using props and puppets. Discuss what animals the cow could be replaced with. Make some new puppets to use and recite the rhyme again. R - Draw Astrid and write a prediction of what they think she does. Draw Astrid and write words/phrases to	Following White Rose Maths	N – Provide children with space pictures and white circles. Sponge painting of different planets. R - Use wax resist techniques to create space pictures.	N – Take part in a sensory experience where the children can look at photographs of planets. Encourage the children to talk about what they can see. Can they make links to their own experiences? R – Identify what is in space by drawing and labelling the planets.

			the colours onto the paper to create their own planets and explore colour mixing.	describe what they think she is like. Write a simple guide for training to become an astronaut. N – Learn the rhyme Hey Diddle Diddle and identify the words that rhyme. Recite the rhyme using props and puppets. Sequence the rhyme using pictures. R – Draw Astrid and write a prediction of what they think she does. Draw Astrid and write sentences to describe what they think she is like.			

				Fact file/leaflet on how to train to become an astronaut.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements	Literacy Autumn Term Summer Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 2 **What would it be like to visit the moon?** Text – Whatever Next by Jill Murphy	N/R - Create a lunar construction area by providing some grey-coloured sand, salt dough 'moon rocks' and empty egg boxes (for craters) alongside building bricks and puppets related to space.	N/R - Set up a picnic on the moon role-play area for children to use. Provide a cardboard box rocket, a blanket and role-play food and drinks.	N/R - Fill the tray with shiny and reflective items. Add in torches and let the children use them to investigate light and reflections. N/R - In pairs, children play throwing/catching games. As there is no gravity on the moon the ball would float away unless we jump really high to catch it. Child throwing throws ball high so their partner has to	N – **Same input as Reception, but activity listed.** Children to use dressing-up costumes/stick puppets to retell the story. Children to perform the poem using actions. Children to use role-play food items to imagine themselves going on a trip to the moon. Use a cardboard box to take a trip to the moon. Discuss what the journey was like. What is the moon like?		N – Create a large-scale moon as group. Use different materials to add texture. R – Experiment with painting techniques to show moon craters.	N - Explore light and dark using torches and cardboard boxes. Talk about things that can be seen in the dark or at night time. R – Use Jaffa cakes to show the phases of the moon. Talk about the phases and draw these onto black card using white pencils.

			jump up to catch it.	R – Read Whatever Next by Jill Murphy. Look at what Baby Bear used to create his rocket and space helmet. Discuss the story. Use props and resources to retell the story, children taking on different roles. Read the poem See My Rocket. Read this with the children and learn the actions. Rehearse the poem and invite children to recite to others when confident. Look at the rhyming words within the poem. Discuss each pair of rhyming words and highlight these. Children to make moon or rocket-shaped books to retell the poem through			

				drawing or picture cards. Children to orally phrase a sentence to match each picture (adult to scribe). Re-read the story Whatever Next and read up to the part where Baby Bear gets into the box to take off. Discuss what Baby Bear would take with him. Make a list of the items (shared writing). Children to make a list in their books. Who would the children take with them to the moon? Create an invitation inviting somebody to the moon. **Summer Term** **Same input as above, but activities listed below.**			

				N – Retell the story using stick puppets and props. Encourage the children to take on the roles of Mummy, Baby Bear and Owl. Children use laminated picture cards to retell the story in a sequence. Children take part in a role-play activity having a picnic on the moon. What would they take with them? Children use different craft materials to make an invitation. Can they add marks to their invite? R – Children to retell the story using printed pictures. Can they add a key phrase from the story?			

				Children to create moon or rocket-shaped books about a journey to the moon. Children to record a sentence underneath each of their pictures. Children write a simple list of items that they would take to the moon. Children write an invitation using full sentences.			

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Week 3 **What are stars?** Text – Whatever Next by Jill Murphy continued.	N/R - Hide some plastic stars around the outside area. Use the telescopes the children have made. Invite the children to look out for the stars and tell each other what they can see.	N/R – Discuss the meaning of the phrase 'make a wish'. Children can write wishes on stars and add these to a display.	R - Cover some sheets of thick card in tin foil. Provide the children with marker pens and invite them to explore writing on the foil to create space writing. N/R – Attach some paperclips onto plastic stars and place them in a water tray. Invite children to use large magnets to catch the stars. Invite them to count and compare the	N – Children to learn Twinkle Twinkle Little Star. Can they take part in the actions? Children to make their own starry night sky. Can they add written marks to the stars? Read non-fiction books about stars. As a group, record facts. What can the children remember? Identify the rhyming words within Twinkle Twinkle Little Star. Clap the syllables. R – Whatever Next story map (whole class).		N - Make star telescopes out of cardboard tubes and sticky stars. N/R – Make starshaped biscuits.	N - Turn off the lights and show the children a battery operated star projector. Get the children to lie on their backs as the stars are projected onto the ceiling. Encourage them to talk about what they can see. R - Make constellations using cocktail sticks and marshmallows. Label the constellations using initial

			number of stars they catch.	Children to retell the story using a beginning, middle and end. N – Children to learn Twinkle Twinkle Little Star. Can they take part in the actions? Children to make their own starry night sky. Can they add their name to the stars? Read non-fiction books about stars. As a group, record facts. What can the children remember? Identify the rhyming words within Twinkle Twinkle Little Star. Clap the syllables. Go on a hunt around the classroom for pictures that rhyme with the same words e.g. star/car.			sounds or labels.

				R – Whatever Next story map (individual) Children to retell the story using a beginning, middle and end. Can the children change the ending?			

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Week 4 **What can we find beyond the sky?** Text – Little Kids First Big Book of Space	N/R – Use story stones related to space and hide these in a tray of sand (preferably black). Encourage the children to talk about what they find/see.	N/R - Read Laura's Star. Discuss when we feel lonely or when we feel as if someone does not understand. Would we like a star to talk to? What would we say to the star?	N/R – Provide a selection of different coloured paper shapes, some A4 black paper and glue. Encourage the children to stick some shapes together to create their own rockets blasting through space. Encourage and model discussion about what shapes have been used for their rockets.	N – Share non-fiction texts about planets and the solar system. What facts can we recite? Listen to different musical pieces that express space. What can the children hear? Create a list of questions the children have about the music. R – Read a range of non-fiction books, focusing on the planets. Collect a variety of facts and add these to the working wall. Children to choose a planet. Add labels to describe the planet.		N – Use salt dough to make stars. R – Create a replica of Van Gogh's famous 'Starry Night Sky' painting.	N – Grow cress in the light and the dark to demonstrate the importance of the Sun for plants. R – Talk about the use of parachutes in some space missions for taking parts of the rocket back to Earth safely. Make parachutes from 20-30cm squares of tissue paper with taped on thread attached to small world figures. Investigate the

				Children to record facts on the planet. Children to make a poster based on the planet of their choice. N – Share non-fiction texts about planets and the solar system. What facts can we recite? Listen to different musical pieces that express space. What can the children hear? Create a list of questions the children have about the music. Create planets and write initial sound labels. R – Same as above, but expectation is for sentence writing.			speed of the parachutes and discuss.

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Week 5 **How do we travel to space?** Text – Roaring Rockets	N/R - Line a large activity tray with black material and place some small world astronauts and rockets on the top. Encourage children to take it in turns to talk about the different things they can see.	N/R - What does an astronaut do? Explore images of an astronaut's clothing. Use the images to explain what each part does. Explore materials used for clothes, helmets.	N/R – Provide a range of large equipment for children to explore during 'astronaut training'. Encourage the children to crawl through tunnels, climb up and down mini sets of stairs or ladders, walk along benches and over boxes.	N – Join in with the story. Let's be roaring rockets – go outside and 'blast off!'. What sounds do rockets make? Find the parts of the rocket hidden in the tuff tray. Draw a picture of a rocket using different shapes. R – Read the text. Role-play going on a space mission in a rocket. Draw a rocket – add labels to describe. Describe how a rocket moves and write a sentence.		N/R - Children are to make rockets exploring different materials and joining techniques. R – Children to create water bottle air-powered rockets.	N – Take a big rocket to the moon! What is the moon like? Talk about its appearance, the temperature, gravity. How is the moon different to where we live? R – Explore space travel and learn about Neil Armstrong and Tim Peake. Record a fact underneath the picture in relation to the astronaut and their achievements.

				N – Join in with the story. Let's be roaring rockets – go outside and 'blast off!'. What sounds do rockets make? Can the children find objects that begin with r? Describe a rocket verbally. R – Read the text. Draw a rocket – add labels to describe. Describe how a rocket moves and write a sentence. Learn about onomatopoeia (in a simple sense!). Record words that a rocket would make.			

				Create an acrostic poem using the word ROCKET.			

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Week 6 **What would an alien look like?** Text - Beegu	N/R – Draw some aliens outside, using large chalks, to inspire the children to discuss what types of aliens they can see. Encourage the children to then draw their own aliens using the chalks.	N/R – Pass around a toy/teddy alien. Ask the children how they would feel if they met an alien.	N/R - Children dance along to some space music, e.g. Rocket Man by Elton John or the music from the Star Wars films. Flying Saucer Spin: They spin around the floor (taking care not to bump into others). The Alien Strut: how do you think an alien dances? Children think of an alien and dance around to the music. Musical Planets: lay out hoops around the room, children	N – Children learn the nursery rhyme Five Little Men in a Flying Saucer. Children use props/puppets to recite the rhyme. Children draw their own aliens and describe these using key words. R – Look at the front cover of Beegu. Discuss the front cover. What clues does it give us as to what the story could be about? Make predictions as to what the story could be about and add these to the working wall.		N/R - Use musical instruments to express 'lift off'. N/R – Make salt dough aliens and add googly eyes and pipe cleaners. N/R - Explore colour and colour mixing to paint aliens.	N – Investigate how to make shadows by blocking light. What shapes can hands make? What do they look like? R – Focus on the planet Mars. Discuss its atmosphere and appearance. Look at the red dust, then create a Martian landscape using craft materials. Record a fact about Mars.

			dance until the music stops then dance to the nearest hoop. R - Hide some alien toys around the outside and provide pens and sticky notes alongside each toy. Invite children to write names for the aliens.	Draw Beegu and add simple labels. Create a lost poster for Beegu. N – Children learn the nursery rhyme Five Little Men in a Flying Saucer. Children use props/puppets to recite the rhyme. Draw an alien with increasing control, showing detail and features. Can children add initial sounds or marks for an alien's name? R – Look at the front cover of Beegu. Discuss the front cover. What clues does it give us as to what the story could be about? Children to			

				write a predictive sentence. Re-read the story. Look at the pages where Beegu is talking – how do we know? Choose a page and ask the children what Beegu is saying. Show the children a speech bubble and discuss. Get the children to draw a picture of Beegu in their books and add a speech bubble. Why was Beegu sad to leave her friends? Write a sentence using the sentence stem 'Beegu was sad to leave her friends…' Look at a picture of Beegu and use adjectives to describe. Draw Beegu and add labels.			

				Write a description of Beegu. Create a lost poster for Beegu.			

	Communication and Language	Personal, Social, Emotional Development	Physical Development Enhancements	Literacy Autumn Term Summer Term	Mathematics	Expressive Arts & Design	Understanding of the World
Week 7 Christmas **Autumn Term Only**	N/R – Using props, retell the Christmas story. R - Teach the children the Christmas song 'Santa Got Stuck Up the Chimney'. How can Santa get out of the chimney?	N/R - Father Christmas is special because he can travel around the world in one night. Encourage the children to talk about what makes them special and write their responses on stars. Make a card for someone who is special to them.	N/R – Use large apparatus or objects to build a new sleigh for Father Christmas. Add different media and materials to create a 'Santa's Workshop'. Create a letter writing station for the children to send letters to Father Christmas. Add winter scented playdough for children to create with.	N – Draw pictures of what they would like for Christmas. Add marks to represent meaning to create a letter for Father Christmas. Draw Santa's Workshop. Draw Santa and label with initial sounds. R – Christmas lists. Letters to Father Christmas. Describe Santa's Workshop. Draw Father Christmas and label him using adjectives e.g. black, shiny boots. Describe Father Christmas using adjectives.		N - Create split pin nutcrackers. R – Create stained-glass windows. N/R – Make Christmas biscuits or mince pies.	N/R – The Christmas Story and the Birth of Jesus. N/R – Why and how do we celebrate Christmas? How is this different to other countries?

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Week 7 **What would it be like to live on a different planet?** Text – Aliens Love Underpants **Summer Term Only**	N/R – Create space-themed sensory bags for children to explore and talk about. Allow them to explore what is inside of the bags using their hands.	N/R – Think about what it would be like to live on a different planet. What rules would you create for an alien?	N/R - Musical Moon Craters: Place a series of hoops around the hall – these are moon craters. Children pretend to be aliens dancing around the moon in time to the music. When the music stops they jump into the nearest craters to hide from the visiting spacemen.	N – Children to use the same text. Decorate a pair of underpants using different patterns. Hang underpants on a washing line for aliens to steal – fine motor skills. Use colouring pencils of the correct colour to colour with control. R – Look at the front cover of the book. Who (or what) is Beegu? What might happen in the story? Make some predictions and write these down before you read the book.		N/R – Provide the children with malleable materials to make an alien. Provide them with different resources to add features. R – Sketch an alien. Use the sketch to make an alien from clay using different clay techniques. Finish by painting the alien.	N – As a group, create a display of planets. Can they add different materials to add texture? Add marks and labels to the planets. Can the children recall key facts about the planets in space? R – Show the children photographs of planets. Discuss how these are different, mentioning their landscapes and environments. Write facts

				Create a character description for Beegu. Make a story map that shows the main events in the book. Write a newspaper report about the sighting of a strange alien. N – Make a model alien (gross motor skills). Draw and design a pair of underpants. Can the children use increasing control? Identify the rhyming words within the story. R – Read text. Children to record different ways aliens use the underpants.			about some of the planets.

				Write a letter to the aliens to ask them to stop stealing their underpants. Write Beegu's diary for one of the days that she is on Earth. Write a newspaper report about the sighting of a strange alien.			

***Please continue to follow your PE plan for your class, but consider the above suggestions to enhance your provision to support children's fine and gross motor development.**

EYFS Areas of Learning Weekly Plan					
Class:		Date:		Learning Theme:	
Area of Learning	Indoor Enhancements	Outdoor Enhancements		Key Vocabulary and Questions	Children's Learning and Interests
Communication and Language					
Personal, Social and Emotional Development					
Physical Development					
Literacy					
Mathematics					
Understanding the World					
Expressive Arts and Design					

KEY STAGE 1

By the end of the piece of learning about 'Space' children will be able to answer the following questions:

1. **What is space?** This opens up a very broad topic, allowing for simple explanations like "the big empty place where the stars and planets are."
2. **What is the Sun?** This is crucial, as the Sun is the centre of our solar system and the source of light and warmth.
3. **What are stars?** This introduces the idea that the night sky is full of distant, glowing objects.
4. **What is the Moon?** This is a familiar object that children can easily observe, and it's a great starting point for learning about celestial bodies.
5. **What are planets?** This introduces the concept of other worlds, and you can even introduce the names of a few planets.
6. **Do people go to space?** This brings in the human element, and allows for discussion of astronauts and space travel, which is very exciting for young children.

Other questions to consider:

Is the Sun bigger than the Earth? (This introduces the concept of scale in space.)

Why does the Moon sometimes look like a circle and sometimes like a banana? (This introduces the concept of moon phases in a simple way.)

What do astronauts wear in space? (This sparks curiosity about the challenges of space travel and the need for special equipment.)

Are there any animals in space? (This can lead to a discussion about space exploration and the types of creatures that have been sent into space.)

Do stars twinkle? (This encourages observation and can lead to a simple explanation of why stars appear to twinkle.)

If you jumped on the Moon, would you jump really high? (This introduces the concept of gravity, or lack thereof, in a fun and relatable way.)

Key Vocabulary

Space: Key Vocabulary for Key Stage 1

Core Concepts:
Space: The huge, empty place beyond Earth where stars, planets, and moons are.
Universe: Everything that exists, everywhere! All of space and everything in it.
Astronaut: A special person who trains to travel into space in a rocket.
Rocket: A powerful vehicle that flies into space.
Launch: When a rocket takes off from the ground and goes into space.
Orbit: The path that a planet or moon takes around something bigger (like the Earth orbiting the Sun).
Explore: To go to new places (like space!) to find out about them.
Our Solar System:
Solar System: Our local neighbourhood in space, with the Sun at the middle and planets orbiting around it.
Sun: Our very own star! It's a huge, hot ball of gas that gives us light and warmth.
Star: A giant, glowing ball of hot gas in space, like our Sun. They look tiny because they are so far away.
Planet: A large, round object that orbits a star.
Earth: Our planet, where we live! It's the third planet from the Sun.
Moon: The natural object that orbits our Earth. It looks bright because the Sun shines on it.
Mars: The "Red Planet," another planet in our solar system that astronauts hope to visit one day.
Jupiter: The biggest planet in our solar system! It has a big red spot.
Saturn: The planet with amazing rings around it.
Mercury, Venus, Uranus, Neptune: Other planets in our solar system. (You don't need to go into too much detail about each for KS1, just their names).

Features & Objects in Space:
Crater: A big hole on the surface of the Moon or a planet, often made by rocks crashing into it.
Asteroid: A rocky object that floats around in space, often smaller than a planet.
Comet: A big ball of ice and dust with a long, bright tail that flies through space.
Galaxy: A giant group of billions of stars, dust, and gas held together. Our galaxy is called the Milky Way.
Milky Way: The name of our galaxy, where our solar system is.
Telescope: A special tool that helps us see faraway things in space, like planets and stars, much closer.
Satellite: An object (natural or man-made) that orbits a planet or moon. Our Moon is a natural satellite. We also send man-made satellites into space to help with phones and TV.

Space Travel:
Spaceship / Spacecraft: A vehicle designed to travel in space.
Space Station: A big place in space where astronauts can live and work.
Helmet: The special strong hat an astronaut wears to protect their head in space.
Spacesuit: The special suit an astronaut wears to protect them and help them breathe in space.
Gravity: The invisible pull that makes things fall to the ground and keeps us on Earth. It also keeps planets orbiting the Sun.
Weightlessness: What it feels like in space when there is no gravity pulling you down, so you float!

Activities to support vocabulary development:
Visual Aids: Use large, colourful pictures, posters, and models of planets, rockets, and astronauts.
Songs and Rhymes: Many catchy songs about planets and space can help children remember vocabulary.
Story Time: Read age-appropriate non-fiction and fiction books about space.

Role-play: Set up a "space station" or "rocket launch" area for children to act out scenarios using the vocabulary.
Matching Games: Match words to pictures (e.g., "star" to a picture of a star).
Build a Solar System: Children can make models of planets and arrange them in order.

Art & Design

The 'Space' theme is inherently visual and imaginative, making it a fantastic context for Key Stage 1 Art & Design objectives. Here's a breakdown, aligning with the National Curriculum aims for Art & Design:

Produce creative work, exploring their ideas and recording their experiences.
Objective: Children will use their imagination and observational skills (from images, videos, models) to create artworks inspired by the wonders of space.
Space link: Drawing or painting planets, aliens, rockets, astronauts, nebulae, or imaginary space scenes. This allows them to express their awe and wonder about the universe.

Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
Objective: Children will develop practical art skills using a variety of materials and techniques to represent space-themed elements.
Space link:
Drawing: Sketching alien creatures with different line types (wavy, jagged), designing rockets with geometric shapes, or drawing craters on the moon.
Painting: Experimenting with colour mixing to create deep blues, purples, and blacks for space, or vibrant colours for planets and nebulae. Using different brushstrokes to create starry effects or textured planet surfaces.
Sculpture: Creating 3D models of planets (using clay, playdough, paper maché), aliens, or rockets (using recycled materials like cardboard tubes, plastic bottles, foil).
Other techniques: Using collage to build space scenes with varied textures (e.g., crumpled foil for rocky surfaces, glitter for stars), printing with sponges or stamps to create starry skies, or creating resist art with wax crayons and paint to show stars.

Evaluate and analyse creative works using the language of art, craft and design.
Objective: Children will describe and compare their own artwork and the artwork of others, using appropriate art vocabulary in relation to the 'Space' theme.
Space link: Discussing the colours used to show a hot, fiery sun versus a cold, distant planet, describing the textures used to create a bumpy moon surface, or talking about the shapes used to build a rocket. They might compare how different artists or classmates have depicted space.

Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.[1]
Objective: Children will explore the work of artists who have been inspired by space, the night sky, or science fiction.
Space link: Looking at artists who depict stars and galaxies (e.g., Vincent van Gogh's "The Starry Night" for its swirling patterns and vibrant colours), or designers of space suits, rockets, or futuristic buildings. Discussing how different cultures have represented constellations or celestial bodies in their art and myths.

Specific Objectives linked to 'Space' (drawing from the above aims):

Using a range of materials creatively to design and make products inspired by 'Space'.
***Example**:* Making a "galaxy in a jar" using glitter, paint, and cotton wool.
***Example**:* Designing and building a model of a space station or a futuristic space vehicle using junk modelling materials.

Using drawing, painting, and sculpture to develop and share ideas, experiences, and imagination about 'Space'.
***Example**:* Drawing and painting imaginative aliens with unique features.
***Example**:* Sculpting planets of different sizes and textures.
***Example**:* Creating a collaborative class mural of the solar system or an alien landscape.

Developing a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space to represent aspects of 'Space'.
***Example**: Colour:* Experimenting with warm and cool colours to represent different planets or cosmic phenomena. Creating gradients and blends to show vastness of space.
***Example**: Pattern:* Creating repeating patterns for alien skin, spaceship panels, or star constellations.
***Example**: Texture:* Exploring different ways to create bumpy, smooth, rocky, or shimmering textures for planets and stars (e.g., using salt on paint, sponges, crumpled foil).
***Example**: Line:* Using a variety of lines to depict rocket trails, asteroid belts, or alien tentacles.
***Example**: Shape/Form:* Identifying and recreating geometric shapes (circles, squares, triangles) for rockets and planets, and organic shapes for aliens and nebulae. Understanding how 3D forms are created from 2D shapes.
***Example**: Space:* Understanding how to create a sense of deep space (background, middle ground, foreground) in their artworks, perhaps by making objects smaller or lighter as they recede.

Learning about the work of a range of artists, craft makers, and designers who focus on 'Space', describing similarities and differences, and making links to their own work.
***Example**:* Looking at "The Starry Night" by Van Gogh and discussing how he used swirling lines and bright colours to show stars.
***Example**:* Exploring images of spacecraft and discussing how designers create functional and aesthetically pleasing objects.
***Example**:* Discovering art inspired by astronomical photography and discussing how artists interpret real space images.

Art & Design activity ideas, blending different techniques and focusing on the Learning Theme 'Space':

Painting & Colour Exploration:
Swirling Nebula Paintings: Provide black paper and let children use thick, slightly watered-down paints (blues, purples, pinks, white, and glitter if you have it). Encourage them to swirl the colours together with brushes or even their fingers (with supervision!) to create the hazy, colourful look of nebulae.

Planetscapes: Give children round paper plates or cut out circles. They can paint their own planets using vibrant colours, adding details like craters (using sponges or textured materials dipped in paint), rings (cut paper or painted lines), and swirling storms.

Starry Night Skies: Use dark blue or black paper and let children create starry skies using white and yellow paint. They can use cotton buds, the ends of pencils, or even flick paint from a brush to create different sized stars.

Alien Landscapes: Encourage imaginative painting of alien planets. What colours would the ground be? What kind of plants or mountains might exist? This fosters creativity and unique colour choices.

Collage & Texture:
Rocket Building: Provide a variety of materials like cardboard tubes, paper, foil, colourful card, bottle tops, and sticky tape. Children can design and build their own rockets, focusing on shape, size, and adding details like fins and windows.
Moon Surface Textures: Use grey and white paper or card as a base. Provide different textured materials like sandpaper, bubble wrap, corrugated card, and cotton wool. Children can glue these down to create the bumpy surface of the moon.

Constellation Creations: On dark paper, children can arrange small, shiny stickers or cut-out stars to represent simple constellations they've learned about (like the Plough or Orion). They can then draw lines connecting the stars with white or silver pens.

Alien Spacesuits: Using large paper or even old clothes (with permission!), children can design and decorate alien spacesuits using collage materials like fabric scraps, buttons, bottle caps, and shiny paper.

3D & Construction:
Planet Mobiles: Children can paint or decorate different sized balls (polystyrene, ping pong, or even crumpled paper) to represent planets. Hang them from a coat hanger or a piece of card using string to create a mobile.

Cardboard Tube Telescopes: Decorate cardboard tubes with paint and stickers. Add coloured cellophane or sweet wrappers to one end to look through. This encourages imaginative play.

Clay Planets: Using air-drying clay or playdough, children can create their own planets, adding textures and details. Once dry, they can paint them.

Drawing & Mark Making:
Drawing Astronauts: Encourage children to draw astronauts exploring space. They can focus on the shapes of the spacesuit, helmet, and perhaps the tools they might use.

Alien Creatures: Let imaginations run wild by drawing alien creatures that might live on other planets. What shapes, colours, and features would they have?

Rocket Trails: Using chalk on large paper or outside, children can draw rockets soaring through space, focusing on the fiery trails they leave behind.

Provide Inspiration: Show them pictures of space, planets, rockets, and astronauts.
Encourage Imagination: Emphasise that there are no right or wrong answers in art, especially when exploring imaginary concepts like aliens.

Focus on the Process: The skill is in the creating, not just the final product.

Computing

Connecting Computing objectives to the 'Space' theme for Key Stage 1 provides an exciting and engaging context for KS1 learners to develop fundamental digital literacy skills. Here's how it links the Computing curriculum (aligned with the National Curriculum) to the 'Space' theme:

1. Programming and Computational Thinking:
Objective: Understand what algorithms are; create and debug simple programs.
Space link:
Algorithms: Giving instructions to a "space robot" (e.g., a Beebot, Pro-Bot, or on-screen coding program) to navigate a path to a specific planet or to collect "space rocks." Children write down or act out the steps needed.
Creating Programs: Using block-based coding (e.g., ScratchJr) to make a rocket launch, a planet orbit the sun, or an astronaut float in space.
Debugging: Identifying and fixing errors in a sequence of instructions for a space-themed task (e.g., "Why didn't my rocket get to Mars? Oh, I missed a 'move forward' command!").

Objective: Use logical reasoning to predict the behaviour of simple programs.
Space link: Predicting where a robot will land if given a sequence of space-themed commands; guessing what will happen when a coded animation of a planet is run.

2. Digital Literacy and Online Safety:
Objective: Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Space link:
Safe Use: Discussing how we can safely research space facts online (e.g., using trusted websites, not clicking on pop-ups).
Privacy: Understanding that if they create a 'space profile' for a fictional astronaut, they shouldn't use real personal details like their address.
Seeking Help: Knowing to tell a trusted adult if they see something 'spacey' online that makes them feel uncomfortable or confused.

Objective: Recognise common uses of information technology beyond school.
Space link: Discussing how computers are used in real space exploration (e.g., controlling rockets, sending messages to astronauts, processing images from telescopes, running simulations).

3. Data Handling:
Objective: Organise, store, manipulate and retrieve data in a range of digital formats.
Space link:
Collecting Data: Creating a simple digital chart (e.g., using a simple spreadsheet or pictogram tool if accessible, or even a basic drawing tool) to record facts about planets (e.g., number of moons, relative size).
Organising Data: Sorting digital pictures of planets by size or colour; grouping space objects into categories (planets, stars, moons).

Retrieving Data: Finding a specific image or fact about a planet saved on a shared drive or tablet.
4. Creating and Presenting:
Objective: Create and debug simple programs. (Reiterated here as creation is a key part).
Space link: (See Programming section above).

Objective: Use technology to create, organise, store, manipulate and retrieve digital content. (Reiterated here as creation is a key part).
Space link:
Creating Digital Content: Drawing or painting space scenes using digital art software; recording sounds or short videos of 'space reports' or 'astronaut interviews.
Manipulating Content: Editing digital photos of planets, adding labels or speech bubbles to space-themed images.
Presenting: Creating a simple digital presentation (e.g., using Google Slides, PowerPoint, or even just a sequence of images) to share facts about planets or their 'space mission'.

Practical Activities and Tools:
Coding:
Beebots/Pro-Bots: Programme them to travel between 'planets' drawn on a mat.
ScratchJr: Create animations of rockets launching, planets orbiting, or aliens moving.
Lightbot Jr.: A simple coding puzzle game that involves moving a robot.

Digital Art & Design:
Drawing Apps: Use apps (e.g., Paint, Tux Paint, iPad drawing apps) to design spaceships, alien creatures, or draw pictures of the night sky.
Photo Editing: Add filters or stickers to images of planets.
Presentations:
Simple Slide Shows: Create a few slides with pictures and big text about different planets.
Research:
Curated Websites: Use pre-selected child-friendly websites (e.g., NASA Kids' Club, BBC Bitesize) to find simple facts about space.
Interactive Globes/Maps: Use online interactive maps or globe software to explore Earth in relation to space (e.g., looking at different countries from space).

Computing activity ideas that blend the wonders of space with foundational digital skills.

Focusing on Sequencing and Algorithms:
Rocket Launch Sequence:
Unplugged: Have children create a sequence of actions for a rocket launch using picture cards (e.g., "Put on helmet," "Count down," "Ignite engines," "Blast off!"). They can then physically act out the sequence.

Digital: Use a simple block-based coding app (like ScratchJr or Code.org Hour of Code activities) to program a rocket animation. Children can drag and drop blocks to make the rocket move, change size, or play a sound in a specific order.

Alien Movement Game:
Unplugged: Create a simple grid on the floor. One child gives instructions (e.g., "Move forward two steps," "Turn left") to another child acting as an alien to reach a specific planet or star on the grid.

Digital: Use a programmable toy robot (like a Bee-Bot) and create a space-themed mat. Children can program the robot to navigate to different celestial bodies.

Exploring Data and Representation:
Planet Sorting:
Unplugged: Provide children with pictures of different planets. They can sort them based on simple criteria like size (big/small), colour, or whether they have rings.

Digital: Use a simple spreadsheet program (like Google Sheets or Microsoft Excel) to create a table with planet names and characteristics. Children can then sort the data based on different columns. You could even use emojis to represent the characteristics visually.

Star Count:
Unplugged: After looking at pictures of starry skies, children can draw their own night sky and count the number of stars they've drawn.

Digital: Use a drawing program to create a starry sky and then use the counting tools or simply type the number of stars they've drawn.

Introducing Digital Art and Creativity:
Designing an Alien:
Digital: Use a simple drawing or painting app to design a unique alien. They can experiment with different colours, shapes, and sizes. Encourage them to think about what their alien might need to survive on a different planet.

Creating a Space Scene:
Digital: Use a drawing program with shapes and colours to create a space scene with planets, stars, and rockets. They can layer shapes and use different brush sizes to add detail.

Developing Online Safety Awareness (Age-Appropriate Introduction):
"Astronaut's Internet Rules": Discuss simple rules for staying safe online in the context of an astronaut communicating with Earth. For example: "Only talk to people on your mission control team (trusted adults)," "Keep your personal information (like your spaceship's secret code) private." This can be done through role-playing or creating simple posters.

Design & Technology
For Key Stage 1, the Design & Technology (D&T) objectives in relation to the 'Space' theme can be exciting and hands-on. The D&T curriculum focuses on designing, making, and evaluating, which lends itself perfectly to creating space-themed models and inventions.

Here's a breakdown of D&T objectives for Key Stage 1, linked specifically to the 'Space' theme, drawing from the National Curriculum for D&T:

1. Design:
Objective: Design purposeful, functional, appealing products for themselves and other users based on design criteria.
Space link: Design a **rocket** that can stand up on its own, a **spacesuit** for a teddy bear that is easy to put on, a **buggy** to explore the Moon, or a **planet model** that shows its features.

Example activities:
Sketching different ideas for a rocket, considering what it needs to have (e.g., pointed top, fins for stability).
Discussing what makes a spacesuit comfortable and protective.
Thinking about the audience (e.g., "This rocket is for a toy astronaut to fly to Mars").

Objective: Generate, develop, model and communicate their ideas through talking, drawing and mock-ups.
Space link: Children will talk about their ideas for space inventions, draw diagrams of their designs, and make simple models or prototypes.

Example activities:
Explaining their rocket design to a partner.
Drawing a labelled diagram of their chosen planet, showing its colours or features.
Using playdough or scrap materials to quickly model a part of their design (e.g., a booster for a rocket).

2. Make:
Objective: Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].
Space link: Children will learn to safely use scissors to cut cardboard for fins, tape/glue to join parts of a rocket, or shape playdough for alien models.

Example activities:
Carefully cutting out shapes for rocket fins from card.
Using glue or tape to attach components securely.
Learning to manipulate materials like foil or pipe cleaners to create textured surfaces for alien landscapes.

Objective: Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
Space link: Children will choose materials that are suitable for their space creations (e.g., cardboard tubes for rockets, fabric for spacesuits, shiny foil for spacecraft details).

Example activities:
Deciding whether card, paper, or plastic bottles would be best for a particular part of their space model.
Choosing soft fabric for a spacesuit or stiff card for a spaceship wing.
Using recycled materials extensively to create a 'space junk' sculpture or a new space station.

3. Evaluate:
Objective: Evaluate their ideas and products against design criteria.

Space link: Children will look at their finished space models or inventions and decide if they met their original design goals.

Example activities:
"Does my rocket stand up on its own?"
"Is my spacesuit easy for the teddy bear to wear?"
"Does my Moon buggy have wheels that spin?"
"Does my planet model look like the planet I designed?"

Objective: Explore and evaluate a range of existing products.
Space link: Look at pictures or models of real rockets, spacesuits, or rovers and discuss what makes them effective or interesting.

Example activities:
Looking at images of NASA rockets and discussing their shapes and features.
Comparing different types of space rovers and what they are designed to do.
Discussing what makes a good model of a planet.

4. Technical Knowledge:
Objective: Understand how to use mechanisms [for example, levers, sliders, wheels and axles] in their products. (This is generally more of a Year 2 objective but can be introduced simply in Year 1).
Space link: Incorporate simple moving parts into their space models.

Example activities:
Adding wheels and axles to a Moon buggy.
Creating a simple slider mechanism for a rocket door.
Making a lever to launch a small paper rocket.

Objective: Understand and use the basic principles of a stable structure.
Space link: Make sure their space models are sturdy and can stand up.

Example activities:
Ensuring the base of their rocket is wide enough so it doesn't fall over.
Building a stable structure for a space station.

Design and Technology activity ideas for Key Stage 1, focusing on making, designing, and evaluating simple products related to space:

Making and Constructing:
Rocket Racers: Children can design and build simple rockets using cardboard tubes, plastic bottles, or paper. They can then add fins (cardboard), nose cones (paper or plasticine), and decorate them. The "launch" could involve blowing through a straw into the tube or using an elastic band mechanism for a bottle rocket (with careful supervision!).
D&T Focus: Joining techniques (taping, gluing), shaping materials, understanding how different shapes affect aerodynamics (simple level).

Alien Spaceships: Using recycled materials like yogurt pots, margarine tubs, straws, and pipe cleaners, children can create their own unique alien spaceships. They can think about how their spaceship will travel and what features it might need.
D&T Focus: Creative use of materials, joining techniques, designing for a purpose (imagined).

Moon Buggies: Using construction toys like LEGO, Duplo, or wooden blocks, children can design and build vehicles that can travel on the "moon" (a designated area). They can consider wheels, axles (if appropriate for their age), and a seat for an astronaut.
D&T Focus: Understanding how wheels and axles work (simple level), structural integrity, designing for a function (carrying a small object).

Constellation Viewers: Children can make a simple viewer using a cardboard tube and black paper. They can punch holes in the paper to represent the stars in a constellation (e.g., the Plough/Big Dipper) and then shine a light through it to project the pattern.
D&T Focus: Using tools to create holes, understanding patterns, creating a product with a specific visual outcome.

Designing and Planning:
Designing an Astronaut Snack Pack: Children can design a container to hold snacks for an astronaut. They can draw their design, thinking about what the container needs to be like (lightweight, secure, easy to open in space gloves - discussed at a simple level). They could then make a simple version using paper or card.
D&T Focus: Considering the user (astronaut), thinking about the properties of materials, designing for a specific purpose.

Planning an Alien Landing Site: In groups, children can plan and draw a landing site for aliens on Earth. They can think about what the aliens might need and include features in their design.
D&T Focus: Collaborative design, considering needs and features, communicating ideas through drawing.
Designing an Alien Outfit: Children can design and draw an outfit for an alien, thinking about what features it might need to survive on Earth or in space (e.g., antennae for communication, special boots for different surfaces).
D&T Focus: Imaginative design, considering function (even if fictional), using drawing to communicate ideas.

Evaluating:
Testing Rocket Racers: After building their rockets, children can test them to see how far they travel. They can discuss what made some rockets go further than others (shape, size of fins, force of launch).
D&T Focus: Simple testing, identifying what works well and what could be improved.

Reviewing Alien Spaceships: Children can look at each other's spaceships and talk about what they like and what they think the different features are for.
D&T Focus: Expressing opinions, identifying features and their potential purpose.

Discussing Moon Buggy Designs: Children can compare their moon buggies and discuss what makes a good vehicle for traveling on the moon (stability, strong wheels).
D&T Focus: Identifying key criteria for a successful design.

Tips for Implementation:

Keep it simple: Focus on basic making skills and design concepts.
Use accessible materials: Cardboard, paper, recycled items, and simple construction toys are ideal.
Encourage creativity and imagination: Space is a wonderful topic for imaginative thinking.
Focus on the process: The learning comes from the designing, making, and evaluating, not just the final product.
Connect to science learning: Link the D&T activities to what they are learning about space in science (planets, rockets, astronauts).
Provide clear instructions and demonstrations: Break down tasks into manageable steps.
Emphasise safety: Especially when using tools like scissors or launching rockets.

Geography

Geography Objectives for Key Stage 1 in relation to 'Space'
While 'Space' might seem like a topic primarily for Science, Geography plays a crucial role in helping Key Stage 1 pupils understand their place in the universe, the Earth's position, and how we observe and map space. Here's how the National Curriculum Geography aims can be met through a 'Space' theme:

Develop contextual knowledge of the location of globally significant places – terrestrial and marine environments:
Objective: Children will understand the Earth's place as a planet within the Solar System and begin to identify other planets.
Space link: Naming and ordering the planets in our Solar System (focus on Earth's position), understanding that Earth is one of many planets orbiting the Sun.

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country:
Objective: While 'Space' is not directly about terrestrial human/physical geography, this aim can be subtly linked by considering where observations of space happen or how different places on Earth experience day/night due to the Earth's rotation.
Space link: Discussing how day and night differ across the world, exploring how stargazing might be different in a big city (UK) compared to a desert (non-European). Understanding that the view of the night sky changes depending on your location on Earth.

Use basic geographical vocabulary to refer to: key physical features [e.g. beach, cliff, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather], and key human features [e.g. city, town, village, factory, farm, house, office, port, harbour, shop, any other local examples]:
Objective: Children will use basic geographical vocabulary to describe features *of the Earth* that relate to our experience of space, and also use vocabulary related to the location of space travel.
Space link:
Physical: Describing the Earth as a 'planet' with 'oceans' and 'land', and understanding how the 'Sun' causes 'day' and 'night' and affects 'weather' and 'seasons.
Human: Identifying locations on Earth where rockets 'launch' (e.g., imagining a launch pad), or where observatories are located.

Use geographical skills and fieldwork: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage:

Objective: Children will use globes and world maps to understand the Earth's spherical shape and its rotation, linking this to the concept of day and night.
Space link:
Using a globe to demonstrate Earth's rotation and how it creates day and night.
Locating where different space agencies are based (e.g., identifying the UK, USA, Russia on a world map in a simple way).
Using a globe to understand that people all over the world look up at the same moon, but see it from different angles.

Use simple compass directions (North, East, South and West) and locational and directional language [e.g. near, far, left, right], to describe the location of features and routes on a map:
Objective: Children will use simple locational and directional language to describe the position of planets in relation to the Sun and Earth.
Space link:
Describing the order of planets from the Sun ("Mercury is nearest the Sun," "Neptune is very far away").
Using simple directional language to navigate a model Solar System ("If you go past Earth, you'll find Mars").

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise simple maps; and use and construct basic symbols in a key:
Objective: Children will begin to understand different perspectives of the Earth (from space) and create simple representations of the Solar System.
Space link:
Looking at images of Earth from space (aerial/satellite photos) and identifying land, sea, and clouds.
Devising simple maps or diagrams of the Solar System, with simple symbols for planets and the Sun.
Creating a 'journey to the moon' map with simple directional instructions.

Specific Objectives linked to 'Space' (drawing from the above aims):
Locational Knowledge:
Identify the Earth as a planet and know its place in our Solar System.
Name and order the planets of our Solar System (with a focus on Earth's relative position to the Sun and Moon).

Physical Geography (related to space):
Understand that the Earth spins, causing day and night.
Begin to understand that the Earth orbits the Sun, leading to seasons (in a very simplified way, perhaps through observation of changing light/warmth).
Describe the Moon as a natural satellite of Earth.

Human Geography (related to space observation/travel):
Recognise that space travel and observation originate from specific places on Earth.
Understand that different locations on Earth will experience different views of the sky (e.g., day/night cycle, stars visible).

Geographical Skills and Fieldwork:

Use a globe or simple world map to identify the Earth's shape and its main land and sea areas as seen from space.
Create a simple map or diagram of the Solar System, using basic symbols.
Use simple positional language (e.g., "next to," "between," "far away") to describe the relative positions of planets.
Observe and record changes in the sky (e.g., position of the Sun, phases of the Moon, appearance of stars if observed in the evening).

Geography activity ideas that focus on foundational geography concepts while using Space as a stimulus:

Connecting Our Place to Space:
"Our Place in Space" Mapping: Start with the familiar – your classroom, the school, Blakeney/Hindringham/Kelling/Walsingham, Norfolk, the UK, Earth. Then, introduce the idea of the Moon orbiting Earth and Earth orbiting the Sun. You can create simple visual maps showing these relationships.

Day and Night: Explore how the Earth's rotation causes day and night in different parts of the world. Use a globe and a light source to demonstrate this, linking it to the idea that when it's daytime here, it's night-time somewhere else.

The Sun as a Source of Light and Warmth: Discuss how the Sun provides light and warmth to our planet, making it possible for plants and animals (including us!) to live here. This connects to understanding different climates and environments on Earth.

Looking at the Night Sky: If possible, take the children outside at night (or look at pictures) and discuss what they can see – the Moon, stars. Talk about how these celestial bodies are "out there" in space, far away from our home.

Introducing Other Celestial Bodies (with a geographical lens):
The Moon's Appearance: Discuss how the Moon looks different at different times (phases). You can link this to its orbit around the Earth and how we see different amounts of the sunlit side.

Comparing Planets (Simply): Introduce the idea that there are other planets in our solar system. You can show pictures and talk about some basic differences – some are rocky like Earth, some are gas giants. This introduces the concept of different environments and landscapes beyond our own.

"If We Lived on the Moon/Mars": Engage their imagination by asking what it would be like to live on the Moon or Mars. What would we need? How would it be different from Earth? This encourages them to think about the conditions necessary for life and the unique characteristics of different celestial bodies.

Developing Spatial Awareness:
Building Space Models: Encourage children to build models of the solar system, focusing on the order of the planets and their relative sizes (though not necessarily to scale!). This helps develop their spatial reasoning.

Following Space Trails: Create a simple "space trail" in the classroom or outdoors with pictures of planets or space-related items. Children can follow the trail, developing their directional language (e.g., next to, behind, far away).

Using Positional Language: When talking about space, use positional language like "orbiting around," "far away from," "next to," "between."
Key Geographical Links:
Location: Understanding where Earth is in the solar system.
Place: Exploring the characteristics of different planets (even in a simple way).
Human and Physical Geography: Thinking about the conditions needed for life and how they differ on other celestial bodies.
Spatial Awareness: Developing an understanding of the relative positions and distances of objects in space.

History

The 'Space' theme is brilliant for Key Stage 1 History, as it provides clear examples of 'events beyond living memory' and the lives of 'significant individuals' who have contributed to global achievements, as required by the National Curriculum. It also naturally lends itself to exploring 'changes over time'.
Here are History objectives for Key Stage 1 in relation to the Learning Theme of 'Space':

1. Developing an Awareness of the Past and Chronology:
Objective: Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time (e.g., 'past', 'present', 'future', 'old', 'new', 'before', 'after', 'then', 'now', 'yesterday', 'today', 'long, long ago').
Space link: Discussing how rockets have changed 'over time', talking about what happened 'before' humans went to the moon and 'after' they landed. Creating simple timelines of space exploration.

Objective: Pupils will know where the people and events they study fit within a chronological framework.
Space link: Placing significant space events (e.g., first animal in space, first human in space, first moon landing) onto a simple timeline. Ordering pictures of different rockets or spacesuits from oldest to newest.

2. Events Beyond Living Memory (significant nationally or globally):
Objective: Pupils will learn about events beyond living memory that are significant nationally or globally.
Space link: Focussing on the *Moon Landing* (Apollo 11, 1969) as a global event that changed the world. This is a perfect fit as it's beyond living memory for KS1 children but still relatable through media.
Other potential events: The launch of Sputnik (first satellite), Yuri Gagarin (first human in space), Valentina Tereshkova (first woman in space). (Choose one or two to keep it manageable for KS1).

3. Lives of Significant Individuals:
Objective: Pupils will learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
Space link:
Neil Armstrong: The first person to walk on the Moon. Children can learn about his life, his training, and what he achieved.
Yuri Gagarin: The first human in space. Comparing his journey and experiences to Neil Armstrong's.
Valentina Tereshkova: The first woman in space.
Comparing: How was space travel different for these early pioneers compared to how astronauts might travel today? (e.g., technology, safety, what they wore).

4. Understanding How We Find Out About the Past:
Objective: Pupils will understand some of the ways in which we find out about the past and identify different ways in which it is represented.
Space link:
Sources: Looking at historical photographs and videos of early space missions (e.g., the Moon landing).
Artefacts: Examining replicas of spacesuits, astronaut food, or parts of rockets.
Accounts: Listening to or reading simplified accounts from astronauts or people who watched the launches.
Representations: Discussing how space travel is shown in old films or books compared to how we know it was in real life.

5. Similarities and Differences / Changes Over Time:
Objective: Pupils will identify similarities and differences between ways of life in different periods.
Space link: Comparing how people might have imagined space travel 'long ago' (e.g., in old stories or sci-fi) to how it actually happened. Comparing early rockets to modern spacecraft. Comparing the lives of astronauts then and now (e.g., food, communication with Earth).

Objective: Pupils will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
Space link: "What was it like for Neil Armstrong on the Moon?" (using a video clip). "How did the rocket get into space?" (referencing a diagram).

While the traditional focus of history is often on people and events from the past on Earth, we can weave in historical threads related to our understanding and exploration of space. Below are History activity ideas.

Focusing on Early Ideas and Dreams:
"Once Upon a Time... People Wondered About the Stars":
Introduce the idea that long, long ago, people looked up at the night sky and had questions.
Share simple stories or myths from different cultures about the Sun, Moon, and stars (keep them brief and engaging). You could even act some out!
Talk about how people didn't have telescopes or spaceships back then, so they used their imaginations to explain what they saw.
Historical Link: This introduces the concept of how human understanding evolves over time.

Early Inventions Related to Seeing the Sky:
Briefly mention the invention of the telescope (keep it simple – a long tube that makes things faraway look closer).
Show pictures of early telescopes.
Talk about how this invention helped people learn more about the Moon and planets.
Historical Link: Introduces the idea of technological advancements and how they impact our knowledge.

Focusing on the "Firsts" (Keep it Simple):
"The First Time People Flew High":
Talk about early attempts at flying (kites, balloons).
Connect this to the idea of wanting to go even higher, towards the stars.
Historical Link: Shows the progression of human ambition and invention.

"The First Animals in Space":
Introduce Laika the dog and briefly explain how she went into space before humans.
Focus on the bravery of the animals and how this helped scientists learn if space travel was possible.
Historical Link: Introduces the concept of early space exploration and the role of animals in it.

"The First Person in Space":
Introduce Yuri Gagarin and the idea of the first human to travel into space.
Keep the details simple and focus on the excitement and wonder of this achievement.
Show pictures or short, age-appropriate video clips (if available).
Historical Link: Highlights a significant milestone in human history.

"The First People on the Moon":
Focus on Neil Armstrong and Buzz Aldrin's moon landing.
Emphasize the "giant leap for mankind" idea in a simple way.
Show iconic pictures and perhaps a very short clip of the landing.
Historical Link: Another major milestone and a shared human experience.

Other Activities:
Timelines: Create a classroom timeline of key space events, using pictures and simple labels. Create the basic timeline with pictures of early stargazers, telescopes, Laika, Yuri Gagarin, and the moon landing.
"Then and Now" Comparisons: Use Venn diagrams or T-charts to compare early space exploration with current space exploration.
"Museum of Space Exploration": Create a display of space artefacts (real or imagined) and their associated historical information.
Biographies: Create simple fact files or storyboards about significant astronauts.
Source Analysis: Look at photos and videos from space missions (e.g., the Moon landing). Discuss what they show and how they help us understand the past.
Interviews (imagined or real): Role-play interviewing an astronaut from the past.
"If I Were an Early Star Gazer" Drawing/Writing: Encourage children to imagine what it would have been like to look at the stars without knowing what they were.
Building Simple Telescopes: Use cardboard tubes and magnifying glasses (with supervision) to create pretend telescopes.
Role-Playing: Act out being early astronauts or scientists looking through telescopes.
Storytelling: Create simple stories about the "firsts" in space.
Connect to their own experiences: Ask them if they've ever looked at the Moon or stars and what they wonder about.

Music

See also Charanga Schemes of work

Music objectives for Key Stage 1, adapted to the learning theme of 'Space', aligning with the National Curriculum for Music. This learning theme offers opportunities for creative and imaginative musical exploration!

1. Using their voices expressively and creatively by singing songs and speaking chants and rhymes:

Objective: Children will sing songs about space, planets, astronauts, and rockets, focusing on using their voices to express ideas and feelings about space.
Space Link:
Singing songs like "Zoom, Zoom, Zoom, We're Going to the Moon" or "Twinkle, Twinkle Little Star."
Learning new space-themed songs (e.g., about the planets, the solar system, or aliens).
Using different vocal sounds to represent space phenomena: soft, floating sounds for weightlessness; loud, strong sounds for a rocket launch; mysterious whispers for unknown planets.
Speaking chants or rhymes about constellations or space travel, using clear diction and rhythm.

2. Playing tuned and untuned musical instruments musically:
Objective: Children will experiment with and play a range of tuned and untuned instruments to create sounds that represent aspects of space.
Space Link:
Untuned percussion (e.g., shakers, drums, woodblocks, cymbals): Creating sound effects for a rocket launch (drum roll crescendo, cymbal crash), asteroid showers (shakers), or alien footsteps (woodblocks).
Tuned percussion (e.g., glockenspiels, xylophones): Playing simple melodies or repeated patterns to represent sparkling stars, a gentle spaceship journey, or mysterious alien music.
Experimenting with dynamics (loud/soft) to show a powerful rocket taking off vs. a gentle landing.
Exploring tempo (fast/slow) for a fast-moving meteor vs. a slow-floating astronaut.

3. Listening with concentration and understanding to a range of high-quality live and recorded music:
Objective: Children will listen to and discuss music that evokes feelings or images related to space, identifying different instruments and musical elements.
Space Link:
Listening to excerpts from classical music that depict space or grand journeys (e.g., Holst's "The Planets" especially "Mars" for power or "Jupiter" for grandeur; or the main theme from *Star Wars*).
Listening to ambient or electronic music that creates a feeling of vastness or mystery.
Discussing how the music makes them feel about space (e.g., exciting, peaceful, scary, mysterious).
Identifying instruments they hear in the music and how they contribute to the 'space' sound.

4. Experimenting with, creating, selecting and combining sounds to produce a desired effect:
Objective: Children will work individually or collaboratively to create short musical pieces or soundscapes inspired by space.
Space Link:
Composing a "rocket launch" soundscape using body percussion, vocal sounds, and instruments (e.g., counting down, blast-off sound, rumble).
Creating "alien sounds" or "sounds of a new planet" using different instruments and vocal effects.
Developing a simple musical story about a journey to the moon, with different sections for each part of the adventure.
Experimenting with silence to represent the vast emptiness of space.
Using high-pitched sounds for stars and low-pitched sounds for giant planets.

5. Appreciating and understanding a wide range of musical contexts, including the uses of music for different purposes.
Objective: Children will understand that music can be used to tell stories, evoke images, or create moods related to space.
Space Link:

Discussing how music in films or TV shows about space makes them feel.
Understanding that space music can be used for dreaming, exploring, or creating excitement.
Connecting music to images of space, e.g., what music would go with a picture of a sparkling galaxy or a lonely astronaut?

Music activity ideas that support the learning theme of 'Space':

Focusing on Soundscapes and Atmosphere:

The Mysterious Vacuum: Explore silence and very quiet sounds to represent the emptiness of space. Children could use gentle breathing, soft taps, or whispered sounds.

Floating in Space: Use long, sustained notes on instruments like glockenspiels, xylophones, or even voices humming. Encourage slow, wavering movements to match the feeling of weightlessness.

Faraway Stars: Introduce high-pitched, twinkling sounds using triangles, finger cymbals, or high notes on a keyboard. Children could play these at irregular intervals to mimic the scattered nature of stars.

Rocket Launch: Start with low, rumbling sounds (shaking a large drum or stomping feet), gradually building in intensity and pitch as the rocket takes off (moving to higher instruments and faster rhythms). End with a whoosh sound (perhaps a slide whistle or a sharp, high note).

Alien Landscapes: Encourage creativity with unusual sounds. What might an alien planet sound like? Perhaps scraping sounds, clicks, or bubbly noises made with voices or simple instruments.

Incorporating Singing and Movement:

"Zoom, Zoom, Zoom, We're Going to the Moon": A classic! Explore different tempos and dynamics – quiet for floating, loud for blasting off. Add actions like pointing to the sky, pretending to put on helmets, and bouncing on the moon.

Planet Songs: Create simple songs about the different planets, focusing on their key characteristics (e.g., "Red and dusty, that's Mars you see!"). Children could learn actions to go with each planet.

Star Counting Song: A simple counting song where each number corresponds to a twinkling sound or action.

"Twinkle, Twinkle, Little Star": Explore different ways to play this familiar tune – fast, slow, loud, quiet, using different instruments.

Alien Dance: Create a simple, repetitive melody and encourage children to move like aliens – perhaps with jerky movements, waving tentacles, or slow, gliding steps.

Using Instruments and Technology:

Percussion Planets: Assign different percussion instruments to represent planets (e.g., a tambourine for Mercury, a shaker for Venus). Play simple rhythmic patterns on each instrument.

Keyboard Explorers: Let children experiment with different sounds on a keyboard to create space-themed sound effects.

Sound Effects Apps: If available, explore simple sound effects apps on tablets to find sounds like rocket launches, alien noises, or whooshing sounds.

Homemade Instruments: Get creative making instruments from recycled materials that could represent space objects (e.g., shakers filled with different materials for different planets, cardboard tube "telescopes" to sing through).

Connecting to Stories and Themes:

Based on a Space Book: If you're reading a space-themed story, create music to accompany different parts of the narrative (e.g., mysterious music for exploring a new planet, exciting music for a chase scene).

Exploring Emotions: How might an astronaut feel in space? Use music to express feelings like wonder, excitement, loneliness, or awe.

Physical Education

The Learning Theme of 'Space' provides a fantastic opportunity to bring the PE curriculum to life for Key Stage 1 pupils. It naturally encourages imaginative play, a sense of adventure, and the development of fundamental movement skills in exciting contexts.

Here are PE objectives for Key Stage 1, linked to the 'Space' theme, aligning with the National Curriculum for Physical Education:

National Curriculum Aims for Key Stage 1 PE:

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Participate in team games, developing simple tactics for attacking and defending.

Perform dances using simple movement patterns.

Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Specific Objectives linked to 'Space' (with activity ideas):

1. Mastering Basic Movements (Running, Jumping, Throwing, Catching):

Objective: Children can use running, jumping, throwing, and catching in isolation and in combination, adapting their movements to a 'space' scenario.

Space Link Activities:

"Rocket Launch Running": Running at different speeds (slow countdown to fast launch, then slowing down for orbit).

"Moon Jumps": Practising different types of jumps (two-footed, one-footed, long jumps) as if in low gravity on the Moon or other planets.

"Asteroid Throw": Throwing beanbags or soft balls at targets (pictures of asteroids or space debris) for accuracy.

"Planet Catch": Catching various sized balls (representing different planets) with control, individually and with a partner.

"Comet Chasing": Running, dodging, and weaving to "catch" or avoid others who are "comets".

2. Developing Balance, Agility, and Co-ordination:

Objective: Children can maintain balance in various positions, change direction quickly, and co-ordinate movements.
Space Link Activities:
"Astronaut Training Course": Creating an obstacle course that requires balancing (walking along a "space beam"), crawling through tunnels (space station modules), and climbing over objects.
"Orbiting Planets": Moving around a central 'Sun' (e.g., a cone) demonstrating control, changing direction and speed, and avoiding collisions.
"Zero Gravity Balance": Standing on one leg, making different shapes with their bodies, and gradually adding small movements, pretending to float.
"Alien Invasion Agility": Quick changes of direction and speed to avoid being 'tagged' by 'aliens'.

3. Performing Dances using Simple Movement Patterns:
Objective: Children can perform simple sequences of movements, responding to music and stimuli, and using their bodies to express ideas related to space.
Space Link Activities:
"Planet Dance": Creating a sequence of movements to represent a planet spinning, orbiting, or having unique features (e.g., Saturn's rings, Jupiter's big red spot).
"Robot Astronaut Dance": Moving stiffly and robotically, then transitioning to fluid, floating movements to represent space walks.
"Star Twinkle Dance": Using hand and body movements to represent stars twinkling, exploding (jump), or forming constellations.
"Rocket Launch Sequence": Choreographing a simple dance sequence to represent a rocket counting down, taking off, and flying into space.

4. Participating in Team Games / Co-operative and Competitive Activities:
Objective: Children can work with others to achieve a common goal in a space-themed game, applying simple tactics.
Space Link Activities:
"Moon Rock Retrieval": Teams work together to collect "moon rocks" (beanbags) and bring them back to their "spaceship" (hoop/base), dodging 'alien guards' (defenders).
"Build a Space Station": Teams collaborate to build a structure using large blocks or mats, requiring communication and problem-solving.
"Planet Hopping Relay": Teams race to 'jump' from one 'planet' (hoop) to another, performing a specific movement on each.
"Protect the Planet (Invasion Game)": One team tries to 'land' their 'meteorites' (balls) on a target 'planet' while another team tries to 'protect' it.

5. Developing an Understanding of Improvement and Evaluating Success:
Objective: Children can describe what they did well and how they could improve their performance in space-themed activities.
Space Link Activities:

"Astronaut Feedback": After an activity, children share one thing they did well (e.g., "I kept my balance on the Moon walk") and one thing they could try to improve next time (e.g., "Next time, I will try to jump even higher").
"Mission Debrief": In pairs or small groups, children discuss how their 'mission' (activity) went, identifying successes and challenges.
"Personal Best Galaxy": Children track their own progress in a skill (e.g., how many 'asteroid' throws they can hit) and try to beat their 'personal best star'.

Other 'Space'-themed PE activity ideas for Key Stage 1.

Warm-up Activities:
Rocket Launch Countdown: Children jog on the spot, and as you count down from 10 to 1, they gradually crouch lower. At "blast off!" they jump up high with arms reaching for the sky.

Floating in Space: Children move around the space in slow motion, pretending to float without gravity. Encourage them to make wavy arm movements and gentle turns.

Alien Greetings: Children walk around and when they meet a partner, they perform a silly "alien" greeting (e.g., touching elbows, making a funny face, a quiet "beep").

Planet Orbit: Designate different hoops or spots as planets. Children walk, skip, or hop around the "planets" in their own orbits, making sure not to bump into each other.

Main Activities:
Moon Rock Collection: Scatter beanbags (moon rocks) around the space. Children move in different ways (e.g., hopping, crawling, jumping) to collect one moon rock at a time and bring it back to their "spaceship" (a designated area or hoop).

Asteroid Dodge: Children move around within a defined area while you gently throw soft balls (asteroids) for them to dodge. If they get "hit," they can do a star jump to re-join the game.

Alien Invasion Tag: Choose a few children to be "aliens." They try to tag the other "astronauts." Once tagged, astronauts must freeze like statues until another astronaut tags them to "unfreeze" them.

Building a Rocket: In small groups, children work together to create the shape of a rocket using their bodies. They can try different poses (e.g., tall and thin, wide base, pointy top).

Space Obstacle Course: Set up a simple obstacle course representing challenges in space (e.g., crawling under a "meteoroid shower" - a low net or cones, stepping over "craters" - hoops, balancing along a "space beam" - a line on the floor).

Planet Movement: Assign each child a planet. When you call out their planet, they move in a way that represents it (e.g., Jupiter - big, slow movements; Mercury - quick, small steps; Saturn - twirling with wide arms for the rings).

Star Jumps and Constellations: When you say "star," children do a star jump. You can then call out constellations (e.g., "The Plough" - children make the shape with a partner, "Orion's Belt" - three children stand in a line).

Cool-down Activities:
Star Gazing Stretch: Children lie on their backs and reach their arms and legs out like stars. Guide them through gentle stretches, pretending to reach for different stars.

Quiet Space Walk: Children walk slowly and quietly, imagining they are astronauts on a peaceful spacewalk.

Breathing Planets: Children sit in a circle and pretend their tummies are planets. As they breathe in, their "planet" inflates; as they breathe out, it deflates.

Science

While 'Space' isn't a specific statutory topic in the Key Stage 1 Science curriculum (unlike Plants, Animals, Everyday Materials, or Seasonal Changes), it provides an excellent context for teaching the 'Working Scientifically' objectives, and can touch upon aspects of 'Seasonal Changes' (day and night).
The 'Working Scientifically' objectives are crucial at KS1, focusing on developing scientific enquiry skills.
Here's how you can integrate Science objectives for Key Stage 1 with the 'Space' learning theme:

1. Working Scientifically (Applies to all science areas):
Asking simple questions and recognising that they can be answered in different ways.
Space link: "What is the Moon made of?", "Why do stars twinkle?", "How do rockets fly?", "What would it be like to live on Mars?". Children could pose their own 'big questions' about space.

Observing closely, using simple equipment.
Space link: Observing the night sky (Moon, bright stars, visible planets if applicable). Using toy telescopes or binoculars to 'look' at images of planets. Observing how light creates shadows to understand day and night.

Performing simple tests.
Space link: Testing which materials would be best for a 'spacesuit' (e.g., waterproof, strong, good insulator). Testing how far different types of 'rockets' (e.g., paper rockets, balloon rockets) can fly.

Identifying and classifying.
Space link: Classifying objects as 'Earth objects' or 'Space objects'. Grouping planets by size, colour, or features (e.g., rocky planets vs. gas giants – in a simplified way). Classifying stars by their brightness.

Using their observations and ideas to suggest answers to questions.
Space link: After observing how a torch and a globe make day and night, children can explain why we have day and night. Suggesting what astronauts might need to survive in space based on understanding space conditions.

Gathering and recording data to help in answering questions.

Space link: Creating a 'Moon diary' by drawing the shape of the Moon over several weeks. Recording the distance travelled by different rockets. Tallying how many children know the names of different planets.

2. Seasonal Changes (Directly links to some Space concepts):
Observe changes across the four seasons. (Less direct link, but can be mentioned if discussing the Earth's orbit and tilt).

Observe and describe weather associated with the seasons and how day length varies.
Space link: **Crucially, understanding day and night.** Children should learn that day and night are caused by the Earth spinning (rotating) on its axis.

Practical Activity: Use a globe and a torch (representing the Sun) to demonstrate how different parts of the Earth experience day and night as the globe spins. They can observe how their local area (UK) moves from light to dark.
Discuss how the Earth's rotation takes approximately 24 hours (one day).

3. Everyday Materials (Indirect but useful link):
Distinguish between an object and the material from which it is made.
Space link: Discussing the materials used to build rockets, spacesuits, or satellites (e.g., metal, plastic, special fabrics).

Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
Space link: Exploring the properties of materials relevant to space travel. What material would make a good helmet? What material would protect a spaceship from heat?

Describe the simple physical properties of a variety of everyday materials.
Space link: Comparing materials for a space mission – which are strong, light, heat-resistant, waterproof?

Examples of Activities to meet these objectives:
Modelling Day and Night: Using a globe and a torch to show the Earth's rotation and how it causes day and night. Children draw and explain what they see.

Moon Observation: Keep a simple 'Moon Diary' for a few weeks, drawing the shape of the Moon each evening (with parental help if needed). Discuss the patterns observed.

Rocket Challenges: Design and build simple rockets (e.g., from paper, plastic bottles, or balloons) and test how far they can fly. Compare results and discuss what made some rockets fly further.

Spacesuit Design: Look at pictures of spacesuits. Discuss what astronauts need to survive in space (e.g., air, warmth, protection from radiation). Test different materials to see which might be good for a spacesuit (e.g., waterproof, thick, thin, reflective).
Planet Sorting: Provide pictures of the planets and encourage children to sort them by size, colour, or other observable features (e.g., with rings or without).

"What's in Space?" Classification: Children sort pictures or objects into categories: 'things found in space' (stars, planets, moon rocks) and 'things found on Earth' (trees, cars, houses).

Other Key Stage 1 Science activity ideas that explore space:

Focusing on the Sun, Moon, and Stars:
Day and Night:
Activity: Use a lamp (the Sun) and a ball (the Earth). Have the children rotate the ball slowly, showing how different parts experience day and night.
Discussion: Where are we when it's daytime? Where are we when it's night-time? What do we see in the sky during the day and at night?

The Moon:
Activity: Look at pictures of the Moon. Talk about its shape and colour. If possible, observe the Moon at different times and discuss how it sometimes looks different.
Discussion: Does the Moon make its own light? Where does its light come from?

Stars:
Activity: Create star pictures using glitter or by punching holes in dark paper and shining a light behind it.
Discussion: What do stars look like? Are they all the same? Why do they twinkle? (Keep the explanation simple - the Earth's atmosphere makes their light wobble).

Warmth and Light from the Sun:
Activity: Feel the warmth of the sun on their skin (briefly and safely!). Compare how warm it feels in the sun and in the shade.
Discussion: What does the Sun give us? Why do we need the Sun?

Exploring Planets (Simplified):
Planet Sorting:
Activity: Show pictures of the planets (focus on the visual differences - colour, size). Have children sort them based on simple characteristics.
Discussion: Can you see different colours? Which planet looks the biggest/smallest in the picture?
Making Models of Planets:
Activity: Use different sized balls or playdough to represent the planets. They can paint them in different colours. (No need to focus on exact scale or order at this age).
Discussion: Which planet is your favourite? Why?

Introducing Space Travel:
Building Rockets:
Activity: Use recycled materials like cardboard tubes and plastic bottles to build rockets. They can decorate them and imagine their journey into space.
Discussion: What do rockets need to fly into space? Who travels in rockets?

Floating in Space:
Activity: Pretend to be astronauts floating in space. Talk about how there's no gravity.
Discussion: What would it be like to float all the time? How would you eat and drink?

Sensory Exploration:

Space Sensory Bin: Fill a container with black or dark blue rice or pasta. Add silver and gold glitter, star-shaped pasta or beads, and small toy astronauts or planets. Let them explore.

Important Tips for Implementation:
Focus on wonder and curiosity: Encourage their questions and excitement.
Connect to their world: Relate space concepts to things they already understand (like day and night).

English

Recommended Texts (but not limited to these)

https://www.booksfortopics.com/space-ks1

Fiction:

The Comet by Joe Tod-Stanton (KS1) https://www.youtube.com/watch?v=LNmPLQnhZ_o
Aliens Love Underpants by Claire Freedman (EYFS/KS1)
https://www.youtube.com/watch?v=ADnAGBWIzqE
Hello, Star by Stephanie V.W Lucianovic & Vashti Harrison (picture book) – KS1
Astro Girl by Ken Wilson-Max (picture book) – EYFS/Y1
Toys in Space by Mini Grey (picture book) – KS1 – additional resources can be found
https://www.teachwire.net/news/ks1-book-topic-toys-in-space/
The Marvellous Moon Map by Teresa Heapy (picture book) KS1
Fields Trip to the Moon by Jeanne Willis & John Harre (Picture book) – KS1
Beegu by Alexis Deacon (picture book) – Y2
Look Up! By Nathan Bryon & Dapo Adeola (picture book) – Y1
A Cat's Guide to the Night Sky by Stuart Atkinson & Brendan Kearney (picture book) – Y1
Laika the Astronaut by Owen Davey (picture book) – KS2
Suzy Orbit, Astronaut by Ruth Quayle & Jez Tuya (picture book) – KS1
Jasper: Space Dog by Hilary Robinson & Lewis James (chapter book) – Y2

The King & The Moon https://teachers.thenational.academy/units/the-king-and-the-moon-a75a
Astrokittens: Cosmic Machines – Dominic Wallimann
Professor Astrocat Series – Dominic Wallimann

Non-Fiction:

Here we Are: Notes for Living on Planet Earth by Oliver Jeffers https://oliverjeffers.com/books/here-we-are
Little People, Big Dreams: Neil Armstrong by Maria Isabel Sanchez Vegara & Christophe Jacques – KS1
Little People, Big Dreams: Mae Jemison by Maria Isabel Sanchea Vegara & Janna Morton – KS1
Look Inside: Space by Rob Lloyd Jones & Bendetta Giaufret & Enrica Rusina (picture book) – EYFS/KS1
Meet the Planets by Caryl Hart & Bethan Woolvin (picture book) – KS1
Professor Astro Cat's Solar System by Dominic Walliman & Ben Newman – KS1
The Spacesuit by Alison Donald & Ariel Landy (picture book) Y2
Counting on Katherine by Helaine Becker & Dow Phumiruk (picture book) - KS1

Peep Inside Night-Time - Anna Milbourne
Footsteps on the Moons – Chris Hadfield
The Darkest Dark by Chris Hadfield (picture book) KS1

Women in Science – Adriana Ocampo

Poetry:
The Rubbish Tip – Pie Corbett
Rocket Racers – Steve Webb
Aliens Love Underpants – Claire Freedman
The Dinosaur that Pooped a Planet – Tom Fletcher and Dougie Pointer
Zoom Rocket Zoom! – Margaret Mayo
Spaced Out - James Carter, Brian Moses & Various Poets

The 'Space' learning theme for Key Stage 1 provides a rich, imaginative context for developing English skills across all strands: Reading, Writing, and Spoken Language. Here's a breakdown of objectives aligned with the National Curriculum for English, with specific links to 'Space':

1. Reading
A. Word Reading (Decoding and Fluency):
Objective: Apply phonic knowledge and skills to decode words.
Space Link: Decoding words like 'star', 'moon', 'rocket', 'planet', 'space', 'alien', 'galaxy', 'astronaut'. Reading simple sentences from space-themed books.

Objective: Read accurately by blending sounds in unfamiliar words.
Space Link: Encountering new space-related vocabulary (e.g., 'crater', 'comet', 'satellite') and sounding them out.

Objective: Read common exception words (tricky words) accurately.
Space Link: Identifying words like 'the', 'said', 'where', 'one', 'they', 'are' within space stories or non-fiction texts.

Objective: Read aloud accurately with increasing fluency, pace, and expression.
Space Link: Reading aloud space-themed stories, poems, or facts, aiming for expression that matches the excitement of space travel or the wonder of the universe.

B. Comprehension (Understanding and Interpretation):
Objective: Listen to and discuss a wide range of stories, poems, non-fiction and other books.
Space Link: Listening to space-themed stories (e.g., *The Way Back Home*, *Q Pootle 5*, *Man on the Moon*), non-fiction books about planets and stars, or poems about rockets. Discussing characters, settings (e.g., Earth, Moon, Mars), and events.

Objective: Understand what they have read independently and when it has been read to them.
Space Link: Answering questions about space facts (e.g., "Which planet is red?", "What does an astronaut do?"), or characters' feelings in space stories (e.g., "How did the astronaut feel when they saw Earth from space?").

Objective: Discuss the significance of the title and events.
Space Link: Discussing the title of a book like *How to Catch a Star* and predicting what might happen. Talking about key events in a space journey story.

Objective: Predict what might happen next in a story.
Space Link: Looking at illustrations in a space story and predicting the next adventure.

Objective: Make inferences on the basis of what is said and done.
Space Link: Inferring how an alien might feel if it's lost in space, or why a rocket needs to be very powerful.

Objective: Participate in discussions about books, identifying favourite words and phrases.
Space Link: Sharing favourite descriptions of planets or exciting action words related to rockets.
Objective: Explain and discuss their understanding of books, poems and other readings, and prepare to do so.
Space Link: Preparing to talk about their favourite planet and why, or explaining a fact they learned about stars.

2. Writing
A. Transcription (Spelling and Handwriting):
Objective: Spell words containing previously taught phonemes and graphemes.
Space Link: Spelling simple space words like 'sun', 'moon', 'star', 'sky'.

Objective: Spell common exception words.
Space Link: Using common exception words in their space-themed writing (e.g., 'they', 'our', 'where', 'once').

Objective: Form lower-case letters of the correct size and orientation, and upper-case letters.
Space Link: Practising handwriting with space-themed words or writing short sentences about space.

Objective: Begin to use joined-up handwriting (Year 2).
Space Link: Practising joining letters when writing about their space adventures or facts.

B. Composition (Planning, Drafting, and Evaluating):
Objective: Write narratives about real events and imaginary ones.
Space Link: Writing their own imaginary space adventure stories (e.g., "My Trip to Mars", "The Alien Who Lost His Way").

Objective: Write accounts, reports, and poems.
Space Link: Writing simple fact files about planets or astronauts, creating a 'wanted' poster for a lost alien, or writing short poems about stars or rockets.

Objective: Plan their writing by discussing and recording ideas.
Space Link: Drawing story maps for a space journey, brainstorming ideas for alien characters, or listing facts about a planet before writing.

Objective: Draft and re-read their writing to check that it makes sense.
Space Link: Reading their space stories or fact files to ensure they are clear and understandable.

Objective: Proof-read for errors in spelling and punctuation.
Space Link: Checking their capital letters for proper nouns (e.g., 'Earth', 'Sun', names of astronauts) and full stops at the end of sentences.

Objective: Use capital letters for names of people, places, days of the week, and the start of sentences.
Space Link: Capitalising names of planets, astronauts, and the start of sentences in their space reports.

Objective: Use full stops, question marks, and exclamation marks.
Space Link: Practising using these punctuation marks in their space narratives or questions about space.

Objective: Use clear spaces between words.
Space Link: Ensuring legibility in all space-related writing.

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Objective: Begin to segment sentences into words, and words into phonemes.
Space Link: As part of spelling and sentence construction for space vocabulary.
3. Spoken Language
Objective: Listen and respond appropriately to adults and peers.
Space Link: Listening to instructions for a space-themed activity, responding to questions about space, and engaging in discussions.

Objective: Ask relevant questions to extend their understanding and knowledge.
Space Link: Asking "Why is the sky blue?", "How far away is the Moon?", "What do astronauts eat?"

Objective: Use relevant strategies to build their vocabulary.
Space Link: Learning new space words and using them in context during discussions and presentations.

Objective: Articulate ideas and opinions clearly.
Space Link: Expressing their favourite planet or what they would do if they went to space.

Objective: Participate in discussions, presentations, performances, role play, improvisations and debates.
Space Link: Role-playing astronauts, aliens, or space commanders; performing a space poem; presenting a fact about a planet they researched; discussing what life would be like on another planet.

Objective: Consider and evaluate different viewpoints.
Space Link: Discussing why some people might want to go to space and others might not.

Objective: Explain clearly their understanding of what is said.
Space Link: Rephrasing or summarising a fact about the solar system.

English activity ideas that support with teaching KS1 'Space':
Reading & Comprehension:
Space-Themed Picture Books: Dive into a collection of engaging picture books about planets, stars, astronauts, and aliens. Focus on:
Story sequencing: What happened first, next, last?
Character feelings: How do the characters feel in different situations?
Making predictions: What might happen next?
Identifying key information: What are the names of the planets? What do astronauts do?

Non-fiction Space Books: Introduce simple non-fiction books about space. Focus on:
Labelling diagrams: Planets, parts of a rocket, etc.

Finding facts: What is the Sun made of? How many planets are there?
Matching captions to pictures.
Space Poetry: Explore simple poems about the moon, stars, or rockets. Focus on:
Identifying rhyming words.
Discussing imagery: What pictures do the words create in your mind?
Performing the poems aloud with actions.

Reading Comprehension Activities: Create simple worksheets with short passages about space followed by questions (e.g., multiple choice, true/false, short answer).

Writing:
Labelling: Provide pictures of planets, rockets, astronauts, etc., for children to label.

Sentence Writing: Use sentence starters like "The astronaut went to...", "The planet was...", "I saw a..."

Descriptive Writing: Encourage children to describe what they might see, hear, or feel on the moon or in a spaceship using sensory language.

Story Writing: Spark their creativity with prompts like:
"Imagine you found a friendly alien. What would it be like?"
"Write a story about a journey to the Moon."
"What would you pack in your suitcase for a trip to Mars?"

List Writing: Create lists of things found in space, things astronauts need, or planets in our solar system.

Writing Instructions: How to build a rocket (simple version!), how to put on a spacesuit.

Thank You Letters: Imagine they received a postcard from an alien and write a thank you letter.

Speaking & Listening:
Discussions: Talk about what they already know about space, what they find interesting, and any questions they have.

Role-Playing: Act out scenarios like:
Astronauts on a mission.
Meeting an alien.
Giving directions from Earth to the Moon.

Show and Tell: Children bring in space-related items (books, toys) or drawings and talk about them.

Listening Games: Play "I Spy" with space-themed objects or describe a planet and have children guess which one it is.

Retelling Stories: After reading a space-themed book, have children retell the story in their own words.

Presentations: Year 2 pupils could prepare short, simple presentations about a planet or an astronaut.

Creative Activities Linking English:
Making Space Mobiles: Children can write the names of planets or draw pictures and hang them from a mobile.
Creating Alien Fact Files: Draw a picture of an imaginary alien and write simple facts about it (e.g., name, where it lives, what it eats).
Designing a Spaceship: Draw and label the different parts of their imaginary spaceship.
Writing Space Jokes or Riddles: Simple, age-appropriate jokes or riddles about space.
Creating Space-Themed Word Searches or Crosswords: Using key vocabulary.

Maths

We use White Rose Maths for day-to-day learning.

The 'Space' theme for Key Stage 1 offers a wealth of exciting and imaginative contexts to teach mathematical objectives. Here's a breakdown of how different areas of the Maths curriculum can be linked, with specific examples suitable for Year 1 and Year 2.

Maths Objectives for Key Stage 1 in relation to the Learning Theme 'Space'
1. Number and Place Value:
Objective: Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
Space link: Counting stars in a picture, counting rocket launches on a timeline, counting alien creatures up to 100.

Objective: Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
Space link: Counting astronaut boots (pairs of twos), counting the number of fingers on alien hands (fives), counting groups of ten planets.

Objective: Given a number, identify one more and one less.
Space link: "If there are 7 planets, and one more is discovered, how many now?" or "If there were 10 aliens and one flew away, how many are left?"

Objective: Identify and represent numbers using objects and pictorial representations, including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
Space link: Comparing quantities of different types of space rocks, ordering planets by their size or distance from the sun using a number line, representing the number of rocket launches.

2. Addition and Subtraction:

Objective: Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.
Space link: Writing number sentences to represent adding more stars to a galaxy: "5 stars + 3 stars = 8 stars."

Objective: Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.
Space link: "We saw 6 shooting stars, then 2 more appeared. How many altogether?" (using star counters). "An alien spaceship had 9 passengers, but 4 got off. How many are left?"

Objective: Represent and use number bonds and related subtraction facts within 20.
Space link: If a space shuttle has 20 seats, and 15 are full, how many are empty? (20 = 15 + ?).

3. Multiplication and Division:
Objective: Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
Space link: "There are 4 rockets, and each rocket has 2 astronauts. How many astronauts altogether?" (multiplication). "We have 12 alien friends to share equally between 3 spaceships. How many in each spaceship?" (division through sharing).

4. Fractions:
Objective: Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
Space link: Dividing a moon cookie in half, finding half of a group of toy aliens.
Objective: Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
Space link: Cutting a picture of a planet into quarters, sharing a space snack equally among four astronauts.

5. Measurement:
Objective: Compare, describe and solve practical problems for lengths and heights [e.g., long/short, longer/shorter, tall/short, double/half], mass/weight [e.g., heavy/light, heavier than, lighter than], capacity and volume [e.g., full/empty, more than, less than, half, half full, quarter], time [e.g., quicker, slower, earlier, later].
Space link:
Length/Height: Measuring the height of different rocket models; comparing the length of space worms.
Mass/Weight: Weighing different 'moon rocks' (actual rocks or painted pebbles); discussing weightlessness in space.
Capacity/Volume: Filling astronaut's water bottles; comparing the volume of different planets (using scaled models or concepts).
Time: Sequencing events of a rocket launch; discussing how long it takes for planets to orbit the sun (simple terms); telling the time for space missions (e.g., "the rocket launches at half past 9").

Objective: Measure and begin to record lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds).
Space link: Recording how far toy rockets travel; timing how long it takes to build a spaceship model; creating a space mission timetable.

Objective: Recognise and know the value of different denominations of coins and notes.

Space link: Role-playing buying space food or souvenirs in a 'space shop'; calculating the cost of space travel supplies.

6. Geometry: Properties of Shapes:
Objective: Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [e.g., rectangles (including squares), circles and triangles], 3-D shapes [e.g., cuboids (including cubes), pyramids and spheres].
Space link: Identifying circular planets, spherical globes, cylindrical rockets, triangular spaceships. Creating space scenes using different 2D shapes (e.g., triangle for rocket fins, circle for planet).

Objective: Identify 2-D shapes on the surface of 3-D shapes, for example, a circle on a cylinder and a triangle on a pyramid.
Space link: Looking at models of rockets (cylinders with circular ends), or space stations built from cuboids.

7. Geometry: Position and Direction:
Objective: Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
Space link: Giving directions to travel between planets on a map; describing the orbital path of planets around the sun; using turns to navigate a 'space maze'.

Objective: Order and arrange combinations of mathematical objects in patterns and sequences.
Space link: Creating repeating patterns of planets, stars, and rockets.

8. Statistics (Year 2 focus primarily):
Objective: Interpret and construct simple pictograms, tally charts, block diagrams and tables.
Space link: Creating tally charts to record favourite planets; drawing pictograms to show how many times each space object is sighted; creating a block diagram of the number of astronauts from different countries.
Objective: Ask and answer questions by counting the number of objects in each category and sorting the categories by quantity.
Space link: "Which planet is the most popular?" "How many more stars than moons?"

The ideas below are for enhanced provision using the wonder of space with foundational mathematical concepts:
Counting and Number Recognition:
Counting Stars: Provide pictures of starry skies (real photos or drawings) and have children count the stars. Vary the number of stars to match their counting abilities.

Rocket Launch Countdown: Practice counting backwards from 10 (or a smaller number) as a class, mimicking a rocket launch.

Alien Fingers and Toes: Introduce imaginary aliens with different numbers of fingers or toes. Ask questions like, "If a Zorpian has 3 fingers on each hand, how many fingers do they have in total?"

Planet Order: If learning the order of the planets, assign each planet a number (Mercury is 1st, Venus is 2nd, etc.). Ask questions like, "What is the number of the planet Mars?"

Space Object Number Line: Create a number line decorated with planets, rockets, and astronauts. Use it for counting forwards and backwards, identifying "one more" or "one less" than a space object.

Shape and Space:
Rocket Shapes: Build rockets using 2D shapes (squares for the body, triangles for the nose, circles for windows). Discuss the names of the shapes used.

Planet Hunt: Hide different 3D shapes around the room (balls for planets, cubes for asteroids, cones for alien hats). Children can find them and name the shapes.

Alien Shape Sorting: Provide a collection of 2D shapes and ask children to sort them into groups (e.g., all the circles, all the shapes with straight sides). Imagine these are alien spaceship parts!
Positional Language: Use space-themed scenarios to practice positional language: "The astronaut is *next to* the rocket," "The alien is *behind* the moon," "The star is *above* the planet."

Making Patterns: Use space-themed objects (star cut-outs, small planet toys, astronaut figures) to create simple repeating patterns (star, planet, star, planet...). Ask children to continue the pattern.

Measurement:
Comparing Sizes of Planets: Show pictures of planets and discuss which look bigger or smaller. You could even use different-sized balls to represent planets and compare their sizes directly.

Measuring with Non-Standard Units: How many "alien footprints" long is the spaceship? Use paper cut-outs of alien feet to measure the length of objects.

How High Can a Rocket Go? Use blocks or stacking cups to build "rockets" and compare their heights.

Time - Day and Night: Discuss how the Earth spinning causes day and night. You could use a globe and a light source to demonstrate this. Talk about daily routines and whether they happen during the "day" or "night" in space.

Problem Solving:
Sharing Space Treats: "There are 5 astronauts and 10 space cookies. How many cookies does each astronaut get if they share equally?"

Packing for a Space Trip: "An astronaut needs to pack 3 pairs of socks and 2 space suits. How many items will they pack in total?"

Alien Spotting: "We saw 4 green aliens and 3 blue aliens. How many aliens did we see altogether?"

Courageous Advocacy

Space is inherently inspiring, and Key Stage 1 can become courageous advocates for its wonders and importance. Here are some activity ideas focusing on actions they can understand and participate in:

Focusing on the Wonder and Inspiration of Space:

"Share the Sparkle" Campaign: Encourage children to create drawings, paintings, or models of their favourite space objects (planets, stars, rockets, astronauts). They can then "share the sparkle" by displaying their artwork in school, libraries, or even with family and friends, inspiring others with the beauty of space. This helps them advocate for the awe and wonder space evokes.

"Tell a Space Story" Project: Have children create simple stories or poems about space exploration or alien encounters (keeping it age-appropriate and imaginative). They can then "advocate" for the power of storytelling and imagination by sharing their tales with younger children or during a class assembly.

"Space Heroes" Presentation: Learn about inspiring figures in space history (like Valentina Tereshkova, the first woman in space, or even fictional heroes that spark curiosity). Children can create simple presentations or posters about their chosen hero, advocating for recognizing human achievement and the pursuit of knowledge.

Focusing on Caring for Our Own Planet (as a stepping stone to understanding other worlds):
"Be a Planet Protector" Initiative: Connect the idea of space to the importance of caring for our own planet. Discuss how astronauts see Earth from space as a beautiful, fragile blue marble. Encourage simple actions like recycling, saving water, and planting seeds. They can become "Planet Protectors," advocating for environmental responsibility, which is crucial for the only habitable planet we know.

"Reduce, Reuse, Rocket Fuel!" (Playful): Link the idea of reducing waste to the resources needed for space travel. Discuss how conserving resources on Earth helps us understand the importance of using resources wisely if we were to travel to other planets. This playful approach can make the concept of sustainability more tangible.

Focusing on Simple Actions and Raising Awareness:
"Look Up!" Campaign: Encourage children to simply look up at the night sky with their families (if possible and safe). They can draw what they see (moon, stars) and talk about it. This simple act advocates for appreciating the universe around us.

"Ask Big Questions" Initiative: Create a "Wonder Wall" where children can write or draw their questions about space. Encourage them to ask these questions to teachers, librarians, or family members. This fosters a culture of curiosity and advocates for the importance of seeking knowledge.

"Space Fact Sharing": As they learn simple space facts (e.g., "The Sun is a star!", "The Moon goes around the Earth"), encourage them to share these facts with others. This simple act of sharing information is a form of advocacy for space literacy.
How to Support Their Courageous Advocacy:
Provide Information: Offer age-appropriate books, videos, and activities about space.
Create Opportunities: Give them platforms to share their ideas and creations (classroom displays, show-and-tell, simple presentations).
Celebrate Their Efforts: Acknowledge and praise their enthusiasm and actions, no matter how small they seem.
Connect with Others: If possible, arrange a virtual visit with someone who works in a space-related field (even a local astronomer).

Developing Spirituality

Exploring the vastness of space with Key Stage 1 children through a spiritual lens sounds like a wonderful journey! Focusing on awe, wonder, connection, and mystery:

Focusing on Awe and Wonder:
The Twinkling Mystery:
Activity: Dim the lights and use a projector or fairy lights to create a starry sky on the ceiling. Play calming music.

Spiritual Connection: Talk about how many stars there are – so many we can't even count them all! This can spark a sense of the immensity of the universe and the feeling that there's something bigger than us. Ask questions like: "What do you wonder about when you see the stars?" "Do they make you feel small or amazed?"

The Amazing Sun and Moon:
Activity: Look at pictures or videos of the sun and the moon. Discuss their importance for our planet (light, warmth, tides).

Spiritual Connection: Explore the idea of these celestial bodies as powerful and constant. How does the sun make us feel? How does the moon's gentle light make us feel? Talk about the reliability of their cycles – something we can always count on. This can foster a sense of security and the wonder of natural order.

Our Precious Planet:
Activity: Look at images of Earth from space – the beautiful blue marble.

Spiritual Connection: Discuss how special our planet is, with its air, water, and life. Encourage a sense of gratitude and responsibility for taking care of it. Ask: "What makes our Earth special?" "How can we be kind to our planet?" This connects to themes of interconnectedness and stewardship.

Focusing on Connection:
We Are Stardust:
Activity: In simple terms, explain that everything on Earth, and even us, is made of tiny particles that were once part of stars.

Spiritual Connection: This can create a sense of connection to the universe. "We are all made of the same stuff as the stars!" This fosters a feeling of belonging and being part of something bigger.

Silent Space Gazing (even in daytime!):
Activity: Take the children outside and have a period of quiet observation, even if it's a cloudy day. Encourage them to look up at the sky.

Spiritual Connection: Talk about the vastness above us, even if we can't see the stars. Encourage them to think about what might be out there. This can foster a sense of mystery and open-mindedness.

Focusing on Mystery and Imagination:
Imagine Journeys:

Activity: Lead a guided visualization where children imagine traveling to the moon or a distant planet. What would they see? How would it feel?

Spiritual Connection: This encourages imagination and a sense of wonder about the unknown. It can spark curiosity and a sense that there's so much more to discover.

Space Stories and Myths:
Activity: Share simple stories or myths from different cultures about the stars and constellations.

Spiritual Connection: This introduces the idea that people have always looked at the stars and tried to understand their place in the universe, fostering a sense of shared human experience and the power of storytelling.

Tips for Implementation:
Keep it simple: Use age-appropriate language and avoid complex scientific explanations.
Focus on feelings: Encourage children to share how these ideas make them feel.
Use sensory experiences: Incorporate visuals, sounds, and even movement (e.g., pretending to float like astronauts).
Be open-ended: There are no right or wrong answers to spiritual questions. Encourage individual thoughts and interpretations.
Create a calm and reflective atmosphere: Use soft lighting, quiet music, and a gentle tone of voice.

Other Ideas

Extra-curricular ideas for Key Stage 1 pupils related to the Learning Theme 'Space':

Space Explorers Club:
What it is: A regular club where children learn about space through hands-on activities.
Activities:
Building and launching model rockets (with adult supervision).
Creating a model of the solar system.
Learning about constellations and making star wheels.
Designing alien landscapes.
Role-playing a space mission.

2. Space Art & Craft:
What it is: Creative sessions focused on space-themed art projects.
Activities:
Painting watercolour galaxies.
Making planet mobiles.
Creating alien masks and costumes.
Building spaceships from recycled materials.
Designing space-themed board games.

3. Storytelling & Drama:
What it is: Developing storytelling and drama skills through space-related narratives.
Creating and performing a play about a space mission.

Writing and illustrating space adventure stories.
Making and using puppets to tell space tales.
Improvising alien encounters.

4. Space Science Experiments:
What it is: Simple, safe experiments that explore space-related concepts.
Activities:
Making a comet model.
Demonstrating the phases of the moon.
Exploring how craters are formed.
Simulating a rocket launch with air pressure.

5. Stargazing Club:
What it is: Learning about the night sky and observing stars and planets.
Activities:
Learning to identify constellations.
Using binoculars or telescopes (if available).
Listening to space-themed stories and myths.
Creating a class star map.

6. Space Games & Challenges:
What it is: Fun, active games that reinforce learning about space.
Activities:
"Planet Hopscotch".
"Rocket Launch" obstacle course.
"Alien Tag".
Space-themed quizzes.

7. Space Film Club:
What it is: Watching and discussing age-appropriate space-themed films and documentaries.
Activities:
Watching short films about space exploration.
Discussing the science in science fiction movies.
Creating film reviews and posters.

Other suggestions:
Visit to a planetarium (or hire a planetarium to have in the school)

North Norfolk Astrological Society
https://nnas.org/

Dark Skies initiative

NASA –
https://www.nasa.gov/mission_pages/station/main/index.html

Dark Skies –

https://www.darksky.org/

Stargazing
https://www.bbc.co.uk/teach/class-clips-video/little-stargazing/zdys92p
CBeebies – Stargazing

https://www.bbc.co.uk/cbeebies/topics/space

https://www.bbc.co.uk/cbeebies/shows/stargazing

Role play area – space ship, rocket, crashed spaceship, inside rocket module.

EYFS Space
https://teachers.thenational.academy/units/space-7230?from_query=space

YouTube videos:

Rocket Launch
https://www.youtube.com/results?search_query=rocket+launch+for+kids

Virtual journey through space
https://www.youtube.com/watch?v=m1EBHOmXSqA

https://www.youtube.com/watch?v=MkRSmyngonM

Astronaut loses tool box in space
https://www.bbc.co.uk/newsround/67402058

Tips for Implementation:
Keep it interactive and hands-on.
Use visuals and props to bring space to life.
Encourage imagination and creativity.
Link activities to other subjects like maths and literacy.
Celebrate achievements and learning.
Involve parents or local experts where possible.