SCOTLAND

Curriculum Links and Differentiation Ideas for the Mission Mars Diary

Image: Lava once flowed down the flanks of the Olympus Mons volcano, spilling out onto the surrounding plains. Here, the paths of numerous individual lava flows can be seen curving around natural obstacles and cascading like waterfalls over cliff edges.

ESA/DLR/FU Berlin
First Level (P4)

Curriculum Links

Science
- Planet Earth – SCN 1-05a

Differentiation
- Use the fact sheets provided to structure and support research. Build in discussion around suitability of resources. Children could give examples of real world things that are the temperatures of Earth/Mars – in order to give them a better understanding. For example, -153 degrees is the equivalent to six times colder than the coldest day ever recorded in the UK.

Second Level (P5-7)

Curriculum Links

Science – Planet Earth
- Processes of the planet – SCN 2-05a
- Earth’s materials – SCN 2-17a
- Space – SCN 2-06a

Mathematics and Numeracy: Number, Money and Measure
- Measurement – MNU 2-11b

Mathematics and Numeracy: Shape, Space and Measure
- Angle, Symmetry and Transformation – MTH 2-17b

Differentiation
- To challenge children, they can work with full digits, rounding 6779 km (diameter) to the nearest 10, 100 and 1000 – giving them an additional maths challenge. They could also do this with the distances from the sun for both Earth and Mars.
First Level (P4)

Curriculum Links

**Science:**
- Topical science – SCN 1-20a

**Social Studies:**
- People, past events and societies – SOC 1-03a, SOC 1-06a

**Technologies:**
- Technological developments in society and business – Awareness of technological developments (Past, Present and Future), including how they work – TCH 1-05a

**Differentiation**
- Using the timeline activity, cut up the different paragraphs from the fact sheet, and ask children to order chronologically, to support their fact hunting. This could be done in pairs.

Second Level (P5-7)

Curriculum Links

**Science:**
- Topical Science – SCN 2-20a, SCN 2-20b

**Social Studies:**
- People, past events and societies – SOC 2-06a

**Differentiation**
- Change the focus to scientific communication, by asking your pupils to present back on their findings. For lower Key Stage 2 this could be as simple as preparing or reading out what they have found out. For Upper Key Stage 2, this could be to prepare a brief on the mission, and present this to the class in order to secure votes for their ‘mission’.
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CURRICULUM LINKS & DIFFERENTIATION IDEAS

ACTIVITY 1.3
MARS QUIZ
From Chapter One of the Mission Mars Diary
marsdiary.org/activities/mars-quiz

LEARNING LEVEL
KS2, P5-7, Y4-6
marsdiary.org/resources/#teacher-toolkit

First Level (P4)

Curriculum Links

Science:
- Planet Earth – Space – SCN 1-06a

Differentiation
- Use fact cards to support. Children can then match the facts to the correct questions – supporting comprehension and understanding.

Second Level (P5-7)

Curriculum Links

Science:
- Planet Earth – Space – SCN 2-06a

Differentiation
- Can children research a question of their choice? Set children the challenge of ‘prove it’ – and get them to research and prove that their favourite question is True/False. This will support reasoning aspects of Maths, as well as justifying opinions with evidence.
Curriculum Links

Literacy – Talking and listening:
• Creating texts – LIT 1-10a

Literacy – Writing:
• Organising and using information – LIT 1-26a
• Creating texts – LIT 1-28a, LIT 1-29a

Technologies – Digital literacy:
• Using digital products and services in a variety of contexts to achieve a purposeful outcome – TCH 1-01a

Differentiation
• Provide pupils with a letter layout if required.
• Generate language before starting using ‘Graffiti Wall’ idea. Using large paper (or flipchart paper) stick and image or word in the middle. This could be images to discuss the issues with space travel, or language to do with persuasive letter writing. Let the children generate ideas and vocabulary for each, like a brainstorm, and use this as a foundation for their letter writing.

Second Level (P5-7)

Curriculum Links

Literacy – Talking and listening:
• Creating texts – LIT 2-10a

Literacy – Writing:
• Organising and using information – LIT 2-26a
• Creating texts – LIT 1-29a

Technologies – Digital literacy:
• Using digital products and services in a variety of contexts to achieve a purposeful outcome – TCH 2-01a

Differentiation
• Video it!: Using the app iMotion or iMovie (or similar) children could read out their letters to Tim, creating a video. This would interlace computing skills with digital media.
• Persuade me!: Working in teams, children could select one persuasive argument and develop it. For example, one group could tackle lack of resources, one group could tackle radiation etc. Each group could then persuade and argue as to why this is not an issue and how they will tackle it, selling their solutions to the problem persuasively. This could then be debated, communicated or videoed (using above apps) for class to collate into an excellent class letter to Tim, or to use this as a foundation for writing their own persuasive letters including all the points.
First Level (P4)

Curriculum Links

Science – Planet Earth:
• Space – SCN 1-06a

Numeracy and Mathematics – Number, Money and measure:
• Time – MNU 1-10c

Differentiation
• Work with a partner to solve the problem
• Provide a word bank to help write an explanation of why the distance between planets keeps changing (e.g. gravity, orbit, speed, planet, sun)

Second Level (P5-7)

Curriculum Links

Science – Planet Earth:
• Space – SCN 2-06a

Numeracy and Mathematics – Number, Money and measure:
• Time – MNU 2-10b, MNU 2-10c
• Measurement – MNU 2-11b

Numeracy and Mathematics – Shape, position and movement:
• Angle, symmetry and transformation – MTH 2-17d

Differentiation
• Investigate the AUs between the rest of the planets and Mars. Find the distance from the sun for each planet, then adjust using the AUs from the sun to Mars.
• Write an explanation/answer to the question, ‘Why does the distance between planets keep on changing?’
### First Level (P4)

**Curriculum Links**

**Health and wellbeing:**
- Mental and emotional wellbeing – HWB 1-03a, HWB 1-04a, HWB 1-05a, HWB 1-06a
- Physical wellbeing – HWB 1-17a
- Social wellbeing – HWB 1-10a

**Science:**
- Topical science – SCN 1-20a

**Literacy – Talking and listening:**
- Tools for talking and listening – LIT 1-02a, ENG 1-03a
- Finding and using information – LIT 1-05a
- Creating texts – LIT 1-09a, LIT 1-10a

**Differentiation**
- Discuss in groups rather than class level
- Use pre-prepared questions to choose from

### Second Level (P5-7)

**Curriculum Links**

**Health and wellbeing:**
- Mental and emotional wellbeing – HWB 2-03a, HWB 2-04a, HWB 2-05a, HWB 2-06a
- Physical wellbeing – HWB 2-17a
- Social wellbeing – HWB 2-10a

**Science:**
- Topical science – SCN 2-20a, SCN 2-20b

**Literacy – Talking and listening:**
- Tools for talking and listening – LIT 2-02a, ENG 2-03a
- Finding and using information – LIT 2-05a
- Creating texts – LIT 2-09a, LIT 2-10a

**Differentiation**
- Children could have a go at writing a CV for themselves, take notes from information given by the Space Experts
- Role play an interview
First Level (P4)

Curriculum Links

Health and wellbeing:
• Physical wellbeing – HWB 1-17a
• Food and Health – nutrition – HWB 1-32a

Technologies – Technological developments in society and business:
• Impact, contribution, and relationship of technologies on business, the economy, politics, and the environment – TCH 1-07a

Technologies – Digital literacy:
• Searching, processing and managing information responsibly – TCH 1-02a

Differentiation
• Teacher could prepare pictures of set things – both appropriate and inappropriate – to be taken into space such as computer game and a photo of loved ones. This could scaffold the children’s learning and give them an idea of where to start and what things are inappropriate and why.

Second Level (P5-7)

Curriculum Links

Health and wellbeing:
• Physical wellbeing – HWB 2-17a
• Food and Health – nutrition – HWB 2-32a

Technologies – Technological developments in society and business:
• Impact, contribution, and relationship of technologies on business, the economy, politics, and the environment – TCH 2-07a

Technologies – Digital literacy:
• Searching, processing and managing information responsibly – TCH 2-02a

Differentiation
• Children could explore the more technical aspects of items that would have to be taken and their uses for them. They could write a report on what they have packed and why they have packed these items or they could research some of the things that they would need to take and write a report on what these things are and how they work.
### First Level (P4)

#### Curriculum Links

**Technologies:**
- Awareness of technological developments (Past, Present and Future), including how they work – TCH 1-05a, TCH 1-06a, TCH 1-07a
- Craft, Design, Engineering and Graphics – Representing ideas, concepts and products through a variety of graphic media – TCH 1-11a

**Science – Planet Earth:**
- Earth forces and sustainability – SCN 1-04a

**Science – Materials:**
- Properties and uses of substances – SCN 1-15a

#### Differentiation
- Support the pupils in their research, providing a shorter more comprehensive list of websites to visit or books to look at.
- Discuss the pros and cons of design features prior to beginning the design process and together write a success criteria.
- Allow less choice for lower ability children, giving more scaffolded support.

### Second Level (P5-7)

#### Curriculum Links

**Technologies:**
- Awareness of technological developments (Past, Present and Future), including how they work – TCH 2-05a, TCH 2-06a, TCH 2-07a
- Craft, Design, Engineering and Graphics – Representing ideas, concepts and products through a variety of graphic media – TCH 2-11a

**Science – Planet Earth:**
- Earth forces and sustainability – SCN 2-04a

**Science – Forces:**
- Electricity and waves – forces – SCN 2-08a

#### Differentiation
- Encourage the higher ability children to decide on their own ‘success criteria’ based on their research.
**SCOTLAND**

**CURRICULUM LINKS & DIFFERENTIATION IDEAS**

**ACTIVITY 3.1**

**WEATHER ON MARS**

*From Chapter Three of the Mission Mars Diary*

[ marsdiary.org/activities/weather-on-mars ]

**LEARNING LEVEL**

KS2, P5-7, Y4-6  
[marsdiary.org/resources/#teacher-toolkit ]

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### First Level (P4)

**Curriculum Links**

**Science – Planet Earth:**
- Space – SCN 1-06a

**Social Studies:**
- People, place and environment – SCN 1-12a, SCN 1-12b

**Mathematics and Numeracy:**
- Information handling – data and analysis – MNU 1-20b, MTH 1-21a

**Differentiation**
- Prepare axis for the children to produce a bar graph.
- Using a word bank, write a weather report for Mars.
- Create data ‘buckets’ by banding data into the following ranges, for example:
  1. 0-10 degrees
  2. Minus 1 - minus 10 degrees
  3. Minus 11-minus 20 degrees
- To simplify as much as possible, group data into no more than seven ‘buckets’.
- Highlight to children that temperatures are often represented in colour on weather maps or reports using sequential/diverging colour scales, where colours represent numbers (e.g. [https://www.e-education.psu.edu/geoq486/node/1867](https://www.e-education.psu.edu/geoq486/node/1867)). Ask them to devise their own colour chart, allocating a colour to each ‘bucket’.

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### Second Level (P5-7)

**Curriculum Links**

**Science – Planet Earth:**
- Space – SCN 2-06a

**Social Studies:**
- People, place and environment – SCN 2-12a

**Mathematics and Numeracy:**
- Information handling – data and analysis – MNU 2-20b, MTH 2-21a

**Differentiation**
- Choose the best method for displaying the data collected—bar graph or line graph.
- Allow the children to conduct further research into the climate of Mars to include in their reports
- Write a weather report for Mars.
- Discuss how different parts of an infographic can be represented by different:
  1. Colours
  2. Sizes
  3. Shapes
  4. Textures
- Ask children to draw another weather report using one of these alternative methods of data representation.
First Level (P4)

Curriculum Links

**Science – Planet Earth:**
- Processes of the planet – SCN 1-05a

**Science:**
- Topical Science – SCN 1-20a

**Health and wellbeing:**
- Food and Health – Nutrition – HWB 1-30a

**Literacy – Writing:**
- Tools for writing – LIT 1-24a, LIT 1-26a

**Social Studies:**
- People, place and environment – SOC 1-13b

**Differentiation**
- Children could be guided through observations and given pointers of what to look for like organisms, marks that running water might have made on rocks and the effects of removing water from fruit like in dried fruit. Would the same effect be seen in water removing from a planet?

Second Level (P5-7)

Curriculum Links

**Science – Planet Earth:**
- Processes of the planet – SCN 2-05a

**Science – Biological systems:**
- Body systems and cells – SCN 2-13a

**Science – Materials:**
- Chemical changes – SCN 2-18a

**Science:**
- Topical Science – SCN 2-20a, SCN 2-20b

**Health and wellbeing:**
- Food and Health – Nutrition – HWB 2-30a

**Literacy – Writing:**
- Tools for writing – LIT 2-24a, LIT 2-26a

**Social Studies:**
- People, place and environment – SOC 2-07a, SCN 2-07b

**Differentiation**
- Children could research what they have seen through their microscopes.
- Children could collect water from different sources to look at under the microscopes.
- Children could also find out about how deserts are formed on earth and think about how this could apply to other planets.
**Second Level (P5-7)**

**Curriculum Links**

*Science – Principles and practice:*
- Inquiry and investigative skills

**Social Studies:***
- People, place and environment – SOC 2-07b

**Differentiation**
- Comparative report on Olympus Mons and a volcano on Earth

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**First Level (P4)**

**Curriculum Links**

*Science – Principles and practice:*
- Inquiry and investigative skills

**Differentiation**
- Example of one on Earth already completed
### First Level (P4)

**Curriculum Links**

**Literacy – writing:**
- Organising and using information – LIT 1-25a

**Technologies:**
- Craft, Design, Engineering and Graphics – Representing ideas, concepts and products through a variety of graphic media – TCH 1-11a
- Digital literacy – Searching, processing and managing information responsibly – TCH 1-02a
- Technological developments in society and business – Awareness of technological developments (Past, Present and Future), including how they work – TCH 1-05a
- Technological developments in society and business – Impact, contribution, and relationship of technologies on business, the economy, politics, and the environment – TCH 1-06a, TCH 1-07a

**Differentiation**
- Write instructions on how the rover works
- Annotate design sketches

### Second Level (P5-7)

**Curriculum Links**

**Literacy – writing:**
- Organising and using information – LIT 2-25a

**Technologies:**
- Craft, Design, Engineering and Graphics – Representing ideas, concepts and products through a variety of graphic media – TCH 2-11a
- Digital literacy - Searching, processing and managing information responsibly – TCH 2-02a
- Technological developments in society and business - Awareness of technological developments (Past, Present and Future), including how they work – TCH 2-05a
- Technological developments in society and business – Impact, contribution, and relationship of technologies on business, the economy, politics, and the environment – TCH 2-06a, TCH 2-07a

**Differentiation**
- Write an explanation about how the rover works
- Develop design sketches using exploded diagrams and cross section drawings
- Sketch a range of alternative ideas before selecting the best option
First Level (P4)

Curriculum Links

Numeracy and Mathematics:
• Shape, position and movement – Angle, symmetry and transformation – MTH 1-17a, MTH 1-18a

Differentiation
• Describe the journey in terms of turns

Second Level (P5-7)

Curriculum Links

Numeracy and Mathematics:
• Shape, position and movement – Angle, symmetry and transformation – MTH 2-17a, MTH 2-17c, MTH 2-18a

Differentiation
• Describe using compass points
• Introduce grid references to describe journey through the maze

ACTIVITY 4.1
TEAM WORK
From Chapter Four of the Mission Mars Diary
marsdiary.org/activities/team-work

LEARNING LEVEL
KS2, P5-7, Y4-6
marsdiary.org/resources/#teacher-toolkit
First Level (P4)

Curriculum Links

- No experiences and outcomes
- Effective contributors, who use their skills to create, develop, solve problems and apply critical thinking in new contexts.
- Successful learners who have enthusiasm and motivation to learn and who have determination to reach high standards of achievement.

Differentiation

- Add further letters to the completed code before the children start

Second Level (P5-7)

Curriculum Links

- No experiences and outcomes
- Effective contributors, who use their skills to create, develop, solve problems and apply critical thinking in new contexts.
- Successful learners who have enthusiasm and motivation to learn and who have determination to reach high standards of achievement.

Differentiation

- Number the letters (A=1, B=2 etc). Children will then match the number to a letter and discover its place in the code.
- Develop a similar code based on rock samples. Children can draw their own rock samples for each letter of the alphabet and create words for others to solve.
CURRICULUM LINKS & DIFFERENTIATION IDEAS

ACTIVITY 4.3 MARTIAN MECHANICS
From Chapter Four of the Mission Mars Diary
marsdiary.org/activities/martian-mechanics

LEARNING LEVEL
KS2, P5-7, Y4-6
marsdiary.org/resources/#teacher-toolkit

First Level (P4)

Curriculum Links

Technologies:
• Technological Developments in Society and Business – Awareness of technological developments (Past, Present and Future), including how they work – TCH 1-05a

Differentiation
• Spend a greater amount of time creating a lifting machine using construction resources and exploring the properties of the different mechanics and materials.

Second Level (P5-7)

Curriculum Links

Technologies:
• Technological Developments in Society and Business – Awareness of technological developments (Past, Present and Future), including how they work – TCH 2-05a

Differentiation
• Support pupils to accurately produce a scale drawing or model, using appropriate measurements.
• Encourage exploration of different methods of lifting and which would be most appropriate for Mars.
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CURRICULUM LINKS & DIFFERENTIATION IDEAS

ACTIVITY 4.4
SPACE LAB
From Chapter Four of the Mission Mars Diary
marsdiary.org/activities/space-lab

LEARNING LEVEL
KS2, P5-7, Y4-6
marsdiary.org/resources/#teacher-toolkit

First Level (P4)

Curriculum Links

Science – Principles and practice:
• Inquiry and investigative skills

Differentiation
• Some children will need additional support and may benefit from being placed in adult-supported groups when discussing initial ideas.
• Children could be given a series of options from which they could select the most appropriate when designing their own experiment.
• Some children, who may struggle to design their own experiment, could be given a series of planned experiments alongside explanations of the three hypotheses of where the methane is coming from. They would then match up the experiments and the hypotheses and explain their reasoning.

Second Level (P5-7)

Curriculum Links

Science – Principles and practice:
• Inquiry and investigative skills

Differentiation
• Some children will need additional support and may benefit from being placed in adult-supported groups when discussing initial ideas.
• Children could be given a series of options from which they could select the most appropriate when designing their own experiment.
• More able pupils may benefit from forming groups with equally able children with whom they can discuss more complex ideas when designing their experiment.
### First Level (P4)

**Curriculum Links**

**Social Studies:**
- People, Place and Environment – SOC 1-07a, SOC 1-11a, SOC 1-13a, SOC 1-14a
- People in society, economy and business – SOC 1-16a, SOC 1-20a

**Differentiation**
- Overlay a grid on the map. Use four figure grid references to locate features on the map.

### Second Level (P5-7)

**Curriculum Links**

**Social Studies:**
- People, place and environment – SOC 2-08b, SOC 2-09a, SOC 2-10a, SOC 2-13a, SOC 2-14a
- People in society, economy and business – SOC 2-16a

**Differentiation**
- Overlay a grid on the map. Use six figure grid references to locate features on the map.
- Add physical geographical features to the map as well as human geography. Research the Martian environment to ensure they are accurate.
- Create a key, using symbols to explain the features on the map.
First Level (P4)

Curriculum Links

Science – Planet Earth:
• Biodiversity and Interdependence – SCN 1-02a, SCN 1-03a
• Processes of the planet – SCN 1-05a

Social Studies:
• People, place and environment – SOC 1-09a, SOC 1-12b

Differentiation
• Design and plant a ‘garden’ in groups using seeds you provide. Challenge the children to maintain their garden over the coming weeks. Which gardens grow the most successfully and why? The children should maintain a log of what has been done to maintain their garden, identifying patterns of what happened in the most successful gardens.

Second Level (P5-7)

Curriculum Links

Science – Planet Earth:
• Processes of the planet – SCN 2-05a
• Biodiversity and interdependence – SCN 2-02a, SCN 2-02b, SCN 2-03a

Science – Materials:
• Chemical changes – SCN 2-18a

Social Studies:
• People, place and environment – SOC 2-12a

Differentiation
• Design a garden and decide how it will best grow in Mars. What considerations would students need to make in this harsh environment? How could they ensure that their plants received enough nutrients, light and water? Ask students to present their ideas to a friend, another group or to the whole class.
• ‘Hot seat’ a gardener on Mars, starting with writing a list of questions to research.
First Level (P4)

Curriculum Links

Science – Planet Earth:
• Energy sources and sustainability – SCN 1-04a

Social Studies:
• People, place and environment – SOC 1-08a

Technologies:
• Technological Developments in Society and Business – Impact, contribution, and relationship of technologies on business, the economy, politics, and the environment – TCH 1-06a, TCH 1-07a

Differentiation
• Lower ability pupils can complete a survey of what energy is used in the classroom.
• Can students find evidence of these energy types in school, or can they find out how the school is powered? Ask students why it is important that energy is not wasted.

Second Level (P5-7)

Curriculum Links

Science – Planet Earth:
• Energy sources and sustainability – SCN 2-04a, SCN 2-04b

Technologies:
• Technological Developments in Society and Business – Impact, contribution, and relationship of technologies on business, the economy, politics, and the environment – TCH 2-06a, TCH 2-07a

Differentiation
• This would be a good opportunity to encourage debate about sustainable energy and discuss renewable and non-renewable energy sources on Earth. If we were going to start again (for example on Mars), what could we do differently? Students can research renewable and non-renewable energy sources and split to ‘argue’ the case for either.
• Higher ability students could produce an energy manifesto for a future Martian city, providing a rationale for their energy choices.
SCOTLAND CURRICULUM LINKS & DIFFERENTIATION IDEAS

ACTIVITY 5.4 PROTECT YOUR CITY
From Chapter Five of the Mission Mars Diary
marsdiary.org/activities/protect-your-city

LEARNING LEVEL
KS2, P5-7, Y4-6
marsdiary.org/resources/#teacher-toolkit

First Level (P4)

Curriculum Links

Technologies:
• Technological Developments in Society and Business – Impact, contribution, and relationship of technologies on business, the economy, politics, and the environment – TCH 1-06a
• Craft, Design, Engineering and Graphics – Representing ideas, concepts and products through a variety of graphic media – TCH 1-11a

Differentiation
• ‘Hot seat’ a human who lives on a different planet, an alien who lives on a planet where humans are trying to settle and/or a ‘city planner’ for your chosen planet
• Use ICT: To help you imagine your space habitat, draw it with the help of a cartoon or drawing apps. Use programmes such as Startopia (https://www.mobygames.com/game/startopia) and the Kerbal Space Programme (https://kerbalspaceprogram.com/en/).

Second Level (P5-7)

Curriculum Links

Technologies:
• Technological Developments in Society and Business - Impact, contribution, and relationship of technologies on business, the economy, politics, and the environment – TCH 2-06a, TCH 2-07a
• Craft, Design, Engineering and Graphics – Representing ideas, concepts and products through a variety of graphic media – TCH 2-11a

Differentiation
• Can students turn their space city into an advert, convincing people to settle there?
• More able students could use this as group collaborative project. Each child could be responsible for a certain aspect after brainstorming what would be needed in the city to sustain life and for people to want to live there. Someone could draw, make a model or use a computer program to create the city, someone could describe the features and how they would sustain life and someone could be responsible for an advert to persuade people to go there. They could then take it in turns to tell the other groups about their city and what they were responsible for creating.
• Produce a group presentation about you new space city in the form of a news report or television advert.
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CURRICULUM LINKS & DIFFERENTIATION IDEAS

ACTIVITY 6.1
WEEKEND ON MARS
From Chapter Six of the Mission Mars Diary
marsdiary.org/activities/weekend-on-mars

LEARNING LEVEL
KS2, P5-7, Y4-6
marsdiary.org/resources/#teacher-toolkit

First Level (P4)

Curriculum Links

Science – Planet Earth:
• Space – SCN 1-06a

Literacy – Writing:
• Tools for writing – LIT 1-24a
• Creating texts – LIT 1-28a, LIT 1-29a

Differentiation
• For support, children could work in a guided group to come up with the words and phrases to be included in their advert. They could then work independently to create their design to have the greatest impact on the audience.
• For greater challenge, children could include additional information and should focus on vocabulary choices and the impact on the audience.

Second Level (P5-7)

Curriculum Links

Science – Planet Earth:
• Space – SCN 2-06a

Literacy – Writing:
• Tools for writing – LIT 2-24a
• Creating texts – LIT 2-29a

Differentiation
• For support, children could work in a guided group to come up with the words and phrases to be included in their advert. They could then work independently to create their design to have the greatest impact on the audience.
• For greater challenge, groups of children could work together to produce a holiday brochure composed of a series adverts, each of which focuses on a different ‘resort’.
First Level (P4)

Curriculum Links

**Literacy – Writing:**
- Enjoyment and choice – LIT 1-20a
- Tools for writing – LIT 1-24a
- Creating texts – ENG 1-13a

**Science – Planet Earth:**
- Space – SCN 1-06a

Differentiation
- Children could have a smaller number of pictures to create or tell a shorter story.
- Teachers could provide a story written in words and children could create this as a comic version.

Second Level (P5-7)

Curriculum Links

**Literacy – Writing:**
- Enjoyment and choice – LIT 2-20a
- Tools for writing – LIT 2-24a
- Creating texts – ENG 2-13a

**Science – Planet Earth:**
- Space – SCN 2-06a

Differentiation
- Children could write their story in words using detailed descriptions first and then create as a comic story.
- Children could work in pairs and could write comic together as a Part 1 and Part 2 or even in groups doing a section each to create a bigger story.
### Activity 6.3
**No. 1 Space Glossary**
From Chapter Six of the Mission Mars Diary
[marsdiary.org/activities/no-1-space-glossary](http://marsdiary.org/activities/no-1-space-glossary)

**Learning Level**
KS2, P5-7, Y4-6
[marsdiary.org/resources/#teacher-toolkit](http://marsdiary.org/resources/#teacher-toolkit)

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<td>• Creating texts – ENG 2-31a</td>
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<tr>
<td><strong>Differentiation</strong></td>
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</tr>
<tr>
<td>• Children could perform poem/song to class or school.</td>
<td>• Performance to class/school.</td>
</tr>
<tr>
<td></td>
<td>• Children could collaborate in groups and record song or poem on iPad.</td>
</tr>
</tbody>
</table>
Curriculum Links

No experiences and outcomes

- Effective contributors, who use their skills to create, develop, solve problems and apply critical thinking in new contexts.
- Successful learners who have enthusiasm and motivation to learn and who have determination to reach high standards of achievement.

Differentiation

- Words from word searches could be additional spelling homework

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