

## 5-7 Years Home Learning Pack

# Another planet

### Objectives

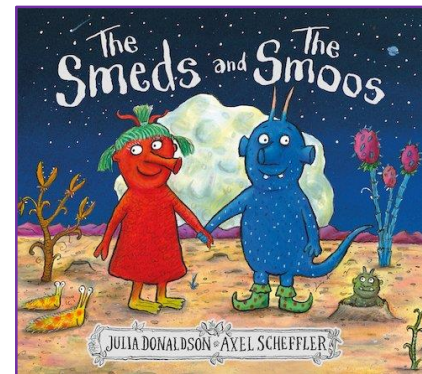
- To draw an imaginary place inspired by a story
- To describe an imaginary place using adjectives and adverbs

### Resources

- *The Smeds and the Smoos* by Julia Donaldson and Axel Scheffler
- Photographs and video footage of real planets and moons
- *Resource Sheet 1: A world of difference*
- *Resource Sheet 2: View from the blue rocket*
- *Resource Sheet 3: Intergalactic postcard*

# Another planet

## KS1 Lesson plan



### Outcomes

- Children will use their imagination to draw a detailed picture of an imaginary planet
- Children will write a postcard describing the landscape, sky and life of an imaginary planet using adjectives and adverbs

### Introduction

After sharing the story with your child, discuss the important message that it conveys. Look at the dedication at the back of the book, why do they think the author, Julia Donaldson, has chosen this dedication?

Revisit the pages where the Smeds and the Smoos are visiting different planets in search of Janet and Bill. Ask your child to use *Resource Sheet 1: A world of difference* to describe the different planets in the story, exploring the similarities and differences. Encourage the use of adjectives and adverbs and the retrieval of descriptive phrases from the text.

Discuss which planets your child would most or least like to visit and why. What would they like to do there? Would they like to live on any of the planets? Are any of the planets similar to Earth?

Show your child some photographs and/or film footage of some real planets and moons by searching the internet. Encourage the use of space related vocabulary such as orbit, atmosphere and craters.

### Main task

Encourage your child to close their eyes and imagine that they are part of the Smeds' and the Smoos' search party. Ask them to imagine that they are looking out of the window of the blue rocket as they descend to another world. Ask them to think carefully about the terrain of the planet i.e. its physical features. Does it have mountains or craters? Is the planet covered in dust like Vumjum or covered with plant life like Lurglestrop? Will it be bleak and grimy like Grimble Tosh or will it be bright and colourful like planet Earth? Ask your child to think carefully about the sky, the atmosphere and whether there is any plant or animal life on their planet. Can they think of a name for their planet? Your child could have fun making alien sounds to generate some possible names.

Use *Resource Sheet 2: View from the blue rocket* and revisit the illustration in the book where Janet and Bill are spotted far down below (page spread 12). Ask your child to imagine that they are looking down at their imagined planet from inside the blue rocket – they need to draw the view that they can see! Their picture should include some sky, terrain and plant or animal life if there is any. Explain that any features should be small because it is a drawing of what can be seen faraway.

### Extension

Wouldn't it be great if planets had post boxes? Help your child to imagine that there is an intergalactic postal service and that they are going to write a postcard to a friend back on Earth from the imaginary planet they have visited. Emphasis should be upon the use of descriptive phrases using adjectives and adverbs. You could refer back to *Resource Sheet 1: A world of difference* for some descriptive phrases about the planet.

After lots of immersion in describing planetary landscapes, your child should be ready to describe their own imaginary world using *Resource Sheet 3: Intergalactic postcard*. Encourage the opening sentence to be an exclamation, for example: 'I've just landed on .....!' or '..... is out of this world!'

An illustration of one or a variety of their planet's features could be drawn on the front of the postcard and your child could have fun designing a space-themed postage stamp with the name of their planet on it.

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### Resource Sheet 1: A world of difference

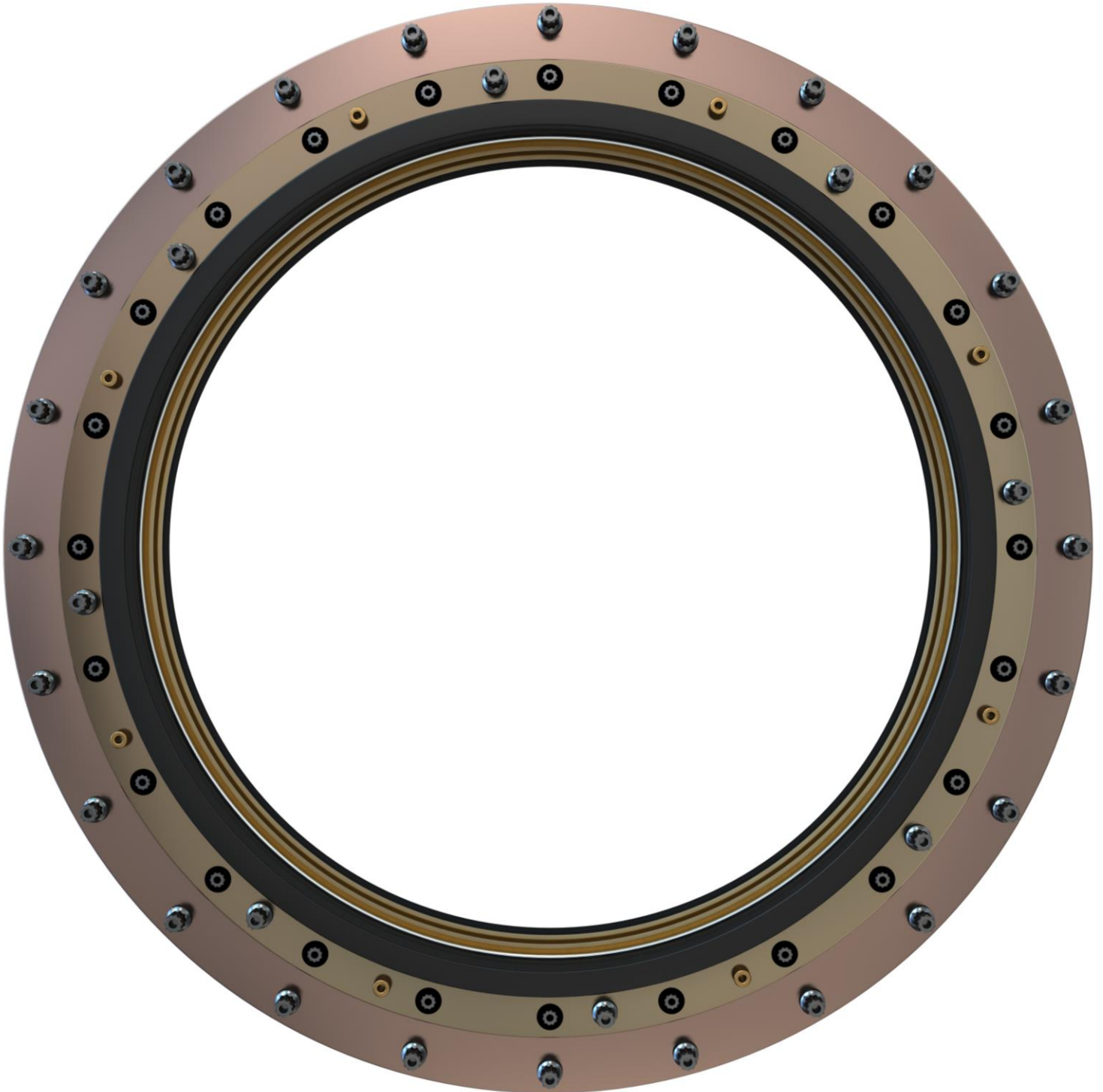
The Smeds and the Smoos visited lots of planets in their search for Janet and Bill. What can you find out about each planet from the illustrations and the text? Describe each planet in the table below.

Planet	Landscape	Sky	Life
Vumjum	A dry place with craters	blue, golden	Vums are green, have long arms and 3 eyes on stalks
Lurglestrop			
Grimbletosh			
Glurch			
Scloop			
Klaboo			
Janet and Bill's home planet			

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### Resource Sheet 2: View from the blue rocket

Imagine you will soon be landing on your imaginary planet.  
Draw what you can see.



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## Resource Sheet 3: Intergalactic postcard

Imagine you have just landed on your imaginary planet. You spot a planetary post box and decide to write to your friend back on Earth to tell them all about this world.

POSTCARD

Intergalactic postal service

**GREETINGS FROM** .....

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## Curriculum links

### KS1 English: Pupils should be taught to:

#### Reading

- Develop pleasure in reading, motivation to read, and understanding by:
  - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
  - Discussing the sequence of events in books and how items of information are related.
  - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
  - Recognising simple recurring language in stories and poems.
  - Discussing their favourite words and phrases.
  - Discussing and clarifying the meaning of words, linking new meanings to known vocabulary.

#### Writing

- Develop positive attitudes towards and stamina for writing by writing:
  - Narratives about personal experiences and those of others (real and fictional).
  - For different purposes.

#### Writing: punctuation and grammar

- Sentence structure – subordination and coordination, expanded noun phrases for description and specification.
- Text structure – correct choice and consistent use of the present tense and past tense throughout writing.
- Punctuation – use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas for lists. Apostrophes for contracted forms and the possessive (singular).

### KS1 Art and design: Pupils should be taught to:

- Use a range of materials creatively to design and make products.
- Use drawing, painting and sculpture to develop and share ideas, experiences and imagination.
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

### KS1 Geography: Pupils should be taught to:

- Use basic geographical vocabulary to refer to key physical features such as beach, cliff, sea, ocean, season and weather.