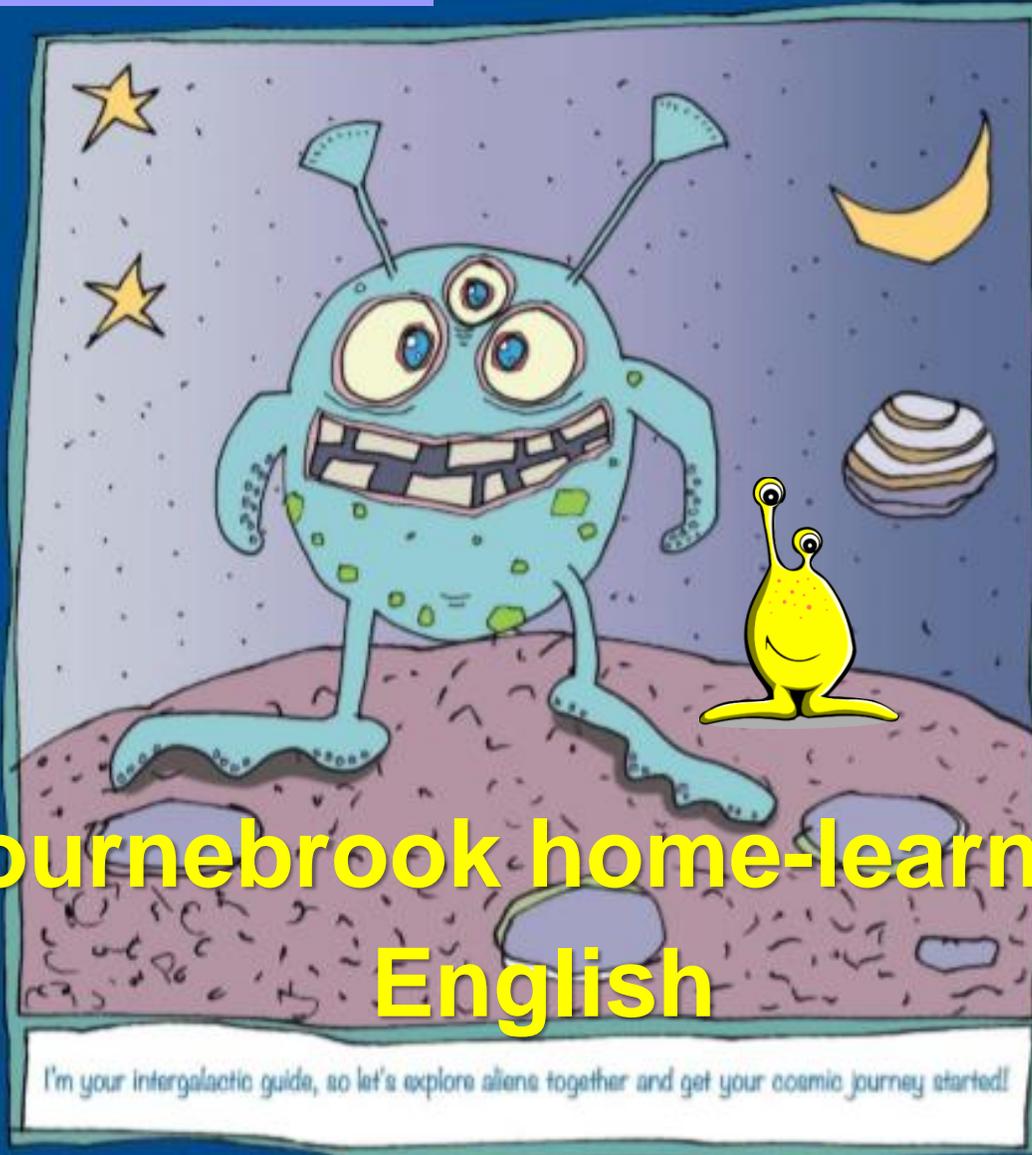
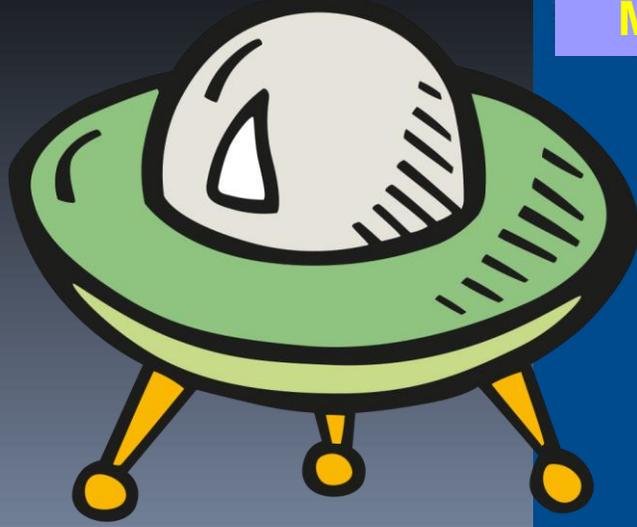


# Amazing Aliens!

Monday 22<sup>nd</sup> June



Bournebrook home-learning  
English

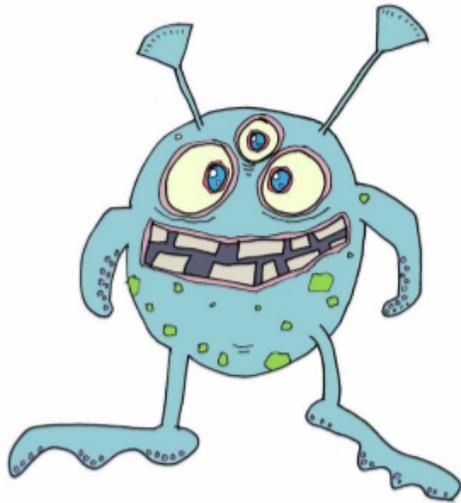
I'm your intergalactic guide, so let's explore aliens together and get your cosmic journey started!



# Amazing Aliens



LO: To design an alien planet



## A Day in the Life of ...

Exploring planets is very exciting. Every time I visit a planet, I make sure that I keep my 'Explorer's Log' up to date. It is a bit like a diary and is where I write down what has happened on my visits. Here is my entry from my visit to Zargon 9 in the Joomula System:



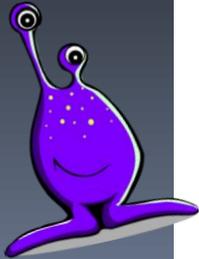
Begin by reading the explorer's log on the next 2 slides.



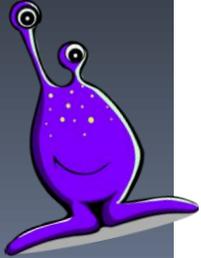


Yesterday was the most unbelievable day of exploring yet! It all started when I landed on Zargon 9. It was the first time I had ever visited the Joomula system and I wasn't expecting to see such wonderful sights. Excitedly, I put on my exploring suit and gravity boots because there is only 20% gravity on the planet. I set out at 09.45am space time.

First, I visited the crystal waterfalls and took samples of the purple liquid that cascaded down the falls. After that, I studied the tiny creatures that were teeming through the hard, red soil that covered the landscape. They looked rather like earth spiders but had 12 legs and tiny horns on their heads. Carefully, I scooped up two of them to take back to the ship.

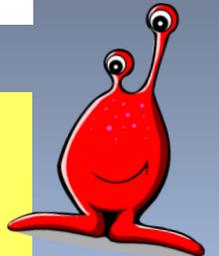


Next, I took measurements of wind speed and recorded a temperature of 1004 degrees around the funnel volcano, which is like a normal volcano but the shape of a tall, slim tube. After the volcano trip, I walked across the bubbling, sludge plains that were covered in green mud. It was easy to walk on but it wobbled and rippled if I went too fast.



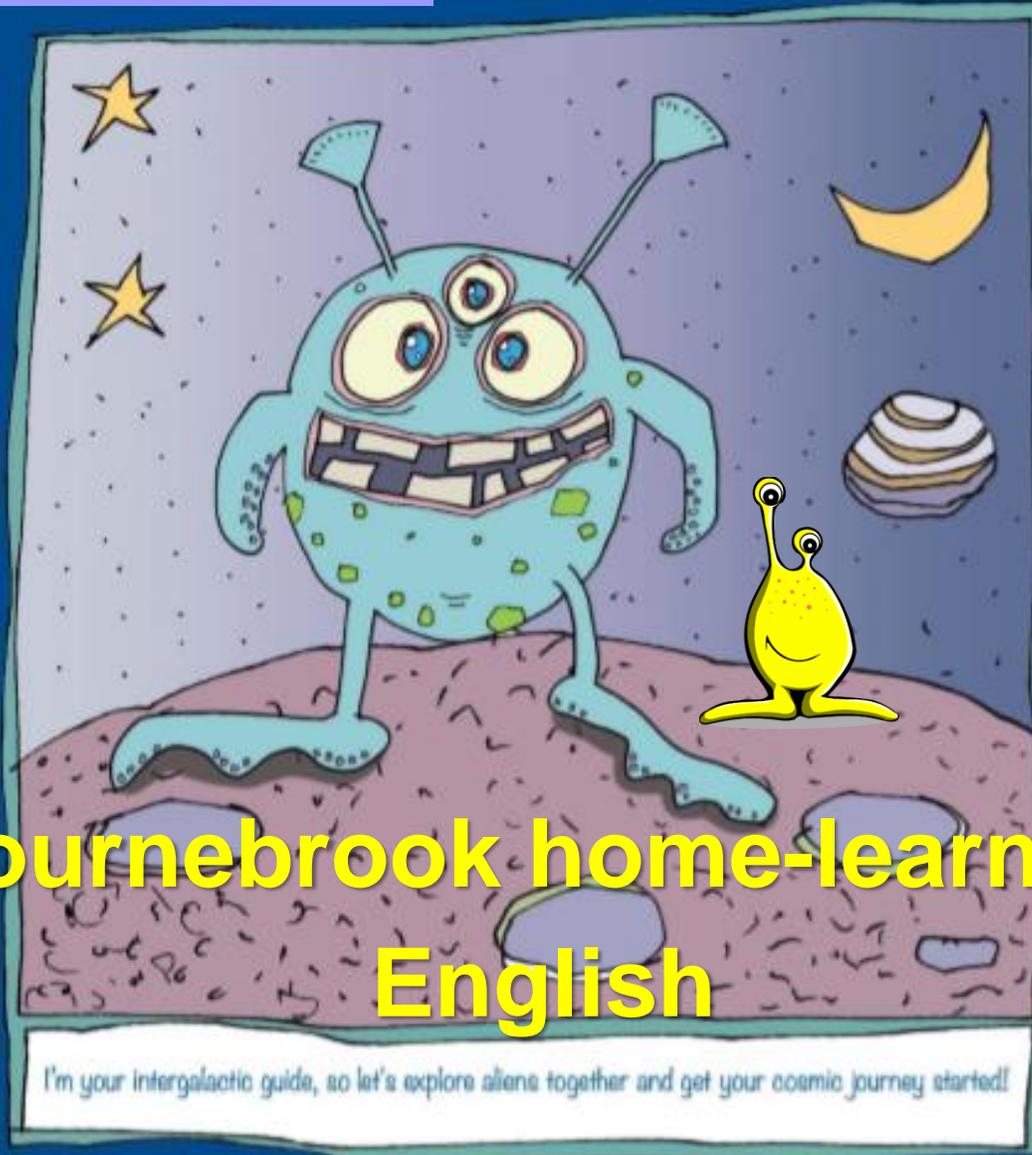
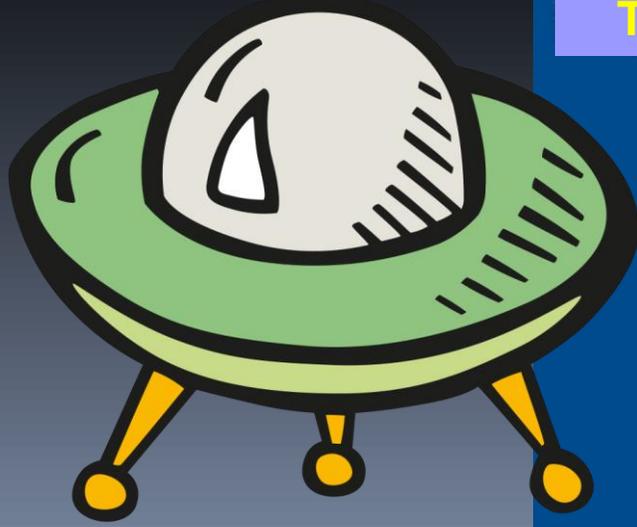
Finally, I headed back to the ship because it was getting late. When I got in, I recorded my findings and stored my samples in the lab. Tomorrow, I will travel to Zargon 10.

**Design Zargon 10.** What would you be able to see as you hover over it in a space ship? What special features will it have? Label the map to show what is on this planet. You can use some ideas from Zargon 9 to help you. Try to draw it in the style of this map but make it look much more like an alien planet. Add some colour. Children working at home, we'd love to see some of your alien planets on our FB page! 😊



# Amazing Aliens!

Tuesday 23<sup>rd</sup> June



Bournebrook home-learning  
English

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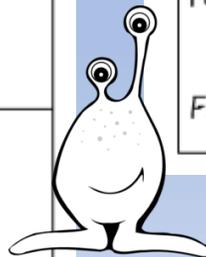
# Amazing Aliens



## LO: To plan an explorer's log

Imagine you have explored Zargon 10 and are ready to update your explorer's log. Use your map and the following planning frame to help you **plan your own entry**.

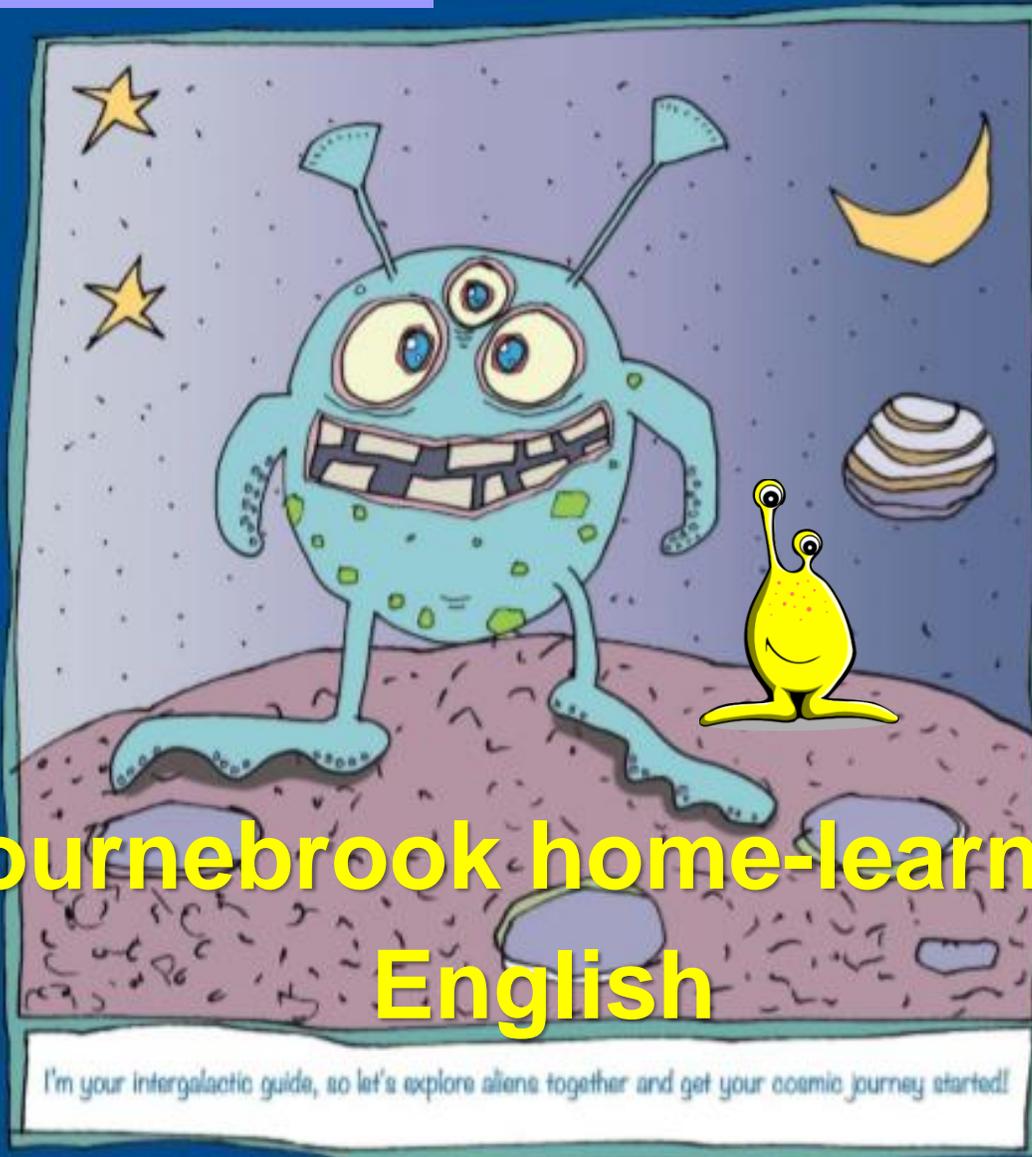
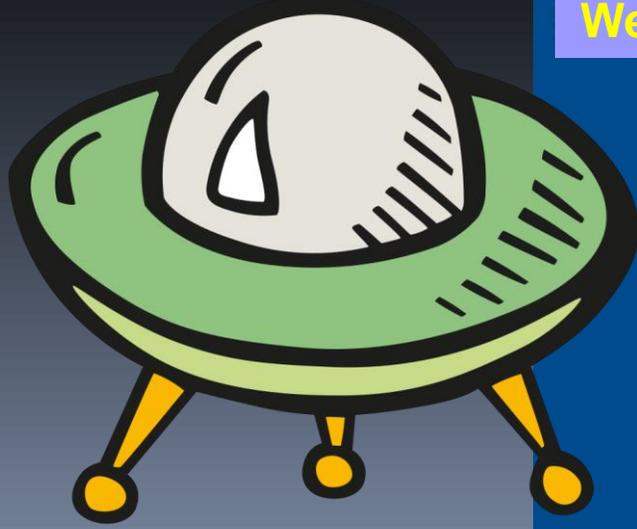
Underlying structure	New Ideas
Intro: state when event happened, sum up day & tell reader something interesting: e.g. <i>Yesterday was amazing. It was the first time ...</i>	
What you did before you set off: e.g. <i>I put on my space boots and ...</i>	
Event 1 – what happened? <i>First,</i>	
Event 2 – what happened? <i>Next,</i>	



Event 3 - what happened? <i>After that,</i>	
Event 4/5/6... – what happened next? <i>After that, Next, Then, ...</i> <u>*Have as many events as you like</u>	
Round off your report and tell the reader where you are going next.  <i>Finally,</i>	

# Amazing Aliens!

Wednesday 24<sup>th</sup> June



Bournebrook home-learning  
English

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# Amazing Aliens



LO: To write an explorer's log

Imagine you have explored Zargon 10 and are ready to update your explorer's log. Before you write your own entry, practise 1, 2 or all 3 ways of improving your sentences.



1

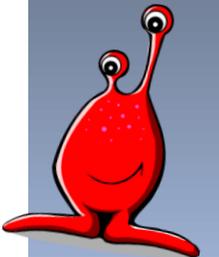


## Detail please

Before you write your log, try practising some sentences that will help you to add detail about what you are doing. We are going to use *and* and *but* to add detail. For example:

1. I visited the crystal waterfalls and took samples of the flowing purple liquid.
2. They looked rather like earth spiders but had 12 legs and tiny horns on their heads.

Try altering sentences from your own plan using and or but to add detail.





**2**



## 'When' or 'How' please

The log uses sentence signposts to tell the reader when or how something is happening. The ones used in the log are known technically as 'fronted adverbials' – adverbs (or phrases beginning with adverbs) that are placed at the front of sentences. (When: *first, Next, After that, Then, Afterwards, When I got in, When I got up.* How: *Carefully, Excitedly, Slowly, Without stopping, Quickly, Bravely, Greedily.*)

**For example:**

1. *Next, I took measurements of wind speed*
2. *Carefully, I scooped up two of them to take back to the ship.*

**Redraft sentences from your own plan using fronted adverbials to show when and how.**





**3**



## Explain please

Now try practising some sentences that will help you explain what you were doing using *because* to add your explanation.

**For example:** Finally, I headed back to the ship *because* it was getting late.

Take sentences from your ideas above but add ***because*** to explain why you did something. Start your sentence with a fronted adverbial again. For example:

1. First, I packed my metal umbrella *because* the planet has acid rain.
2. Excitedly, I captured the insects *because* I wanted to study them.



Now you're ready to **write your own entry** in your explorer's log. Use the success criteria on the next slide to help you. Perhaps you could make an explorer's log!

# Elm/Willow

Using your planning frame from yesterday, write an entry in your explorer's log describing your visit to Zargon 10.

## Everyone must

- Write in the first person – I, my, me, mine, myself.
- Order events correctly – follow your plan.
- Use expanded noun phrases and verbs to describe.
- Use full stops and capital letters correctly.
- Form letters correctly and use finger spaces.

## Many should – as above plus

- Use commas for lists correctly.
- Begin to join letters.

## Some could – as above plus

- Use question marks and exclamation marks correctly.
- Begin to use paragraphs to organise writing.
- Join letters correctly.

However...

... if you fancy a challenge – look at the success criteria below must/should

start here  
↓



# Beech/Ash

Using your planning frame from yesterday, write a **detailed** entry in your explorer's log describing your visit to Zargon 10.

## Everyone must

- Write in the first person – I, my, me, mine, myself.
- Order events correctly – follow your plan.
- Use expanded noun phrases and **powerful** verbs to describe.
- Use a range of punctuation correctly.
- Use paragraphs to organise writing.
- Use neat, joined handwriting.

## Many should – as above plus

- Use a variety of sentence openers – adjectives, adverbs, adverbials of time, verbs.
- Use brackets, dashes and commas correctly.

## Some could – as above plus

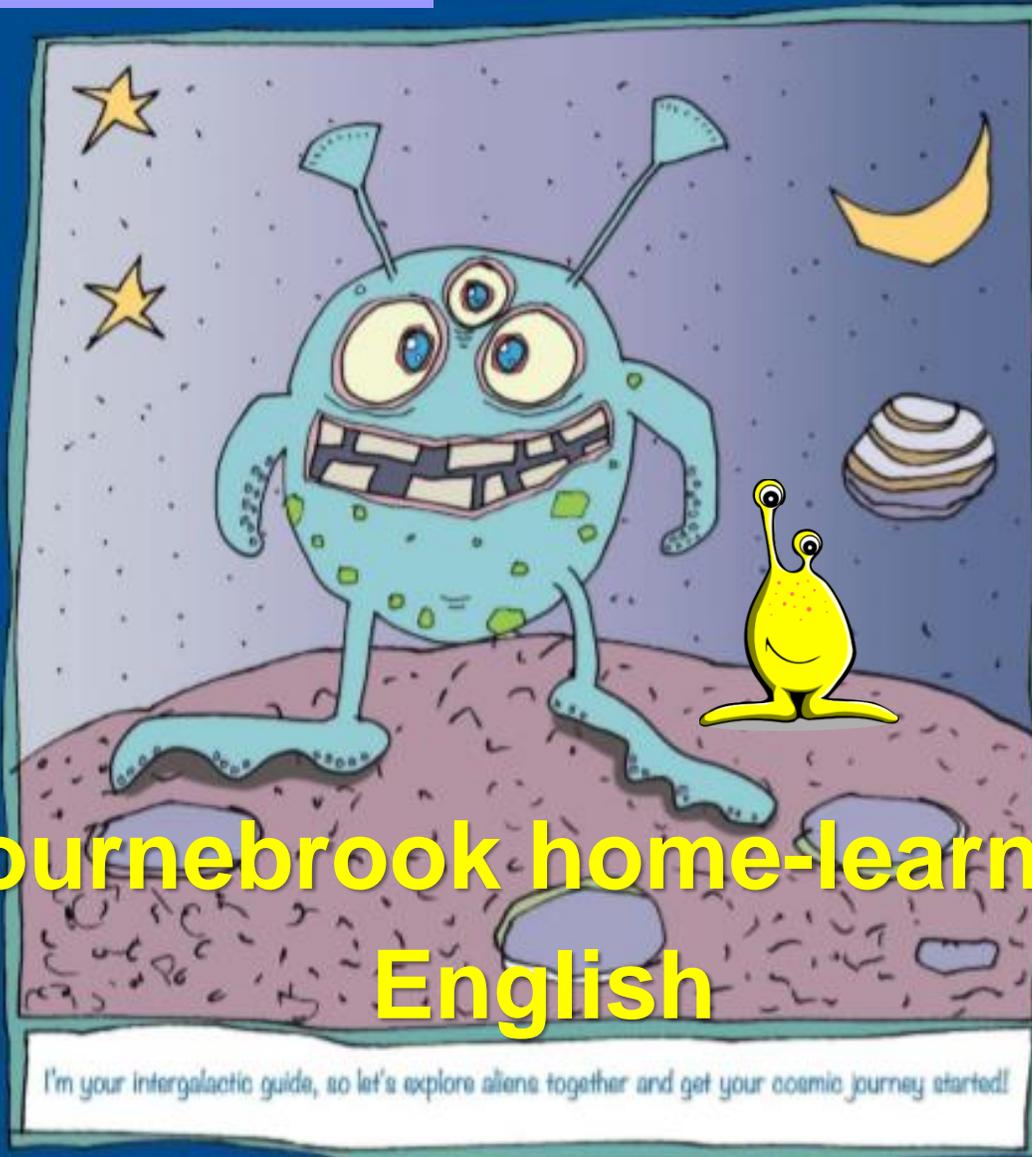
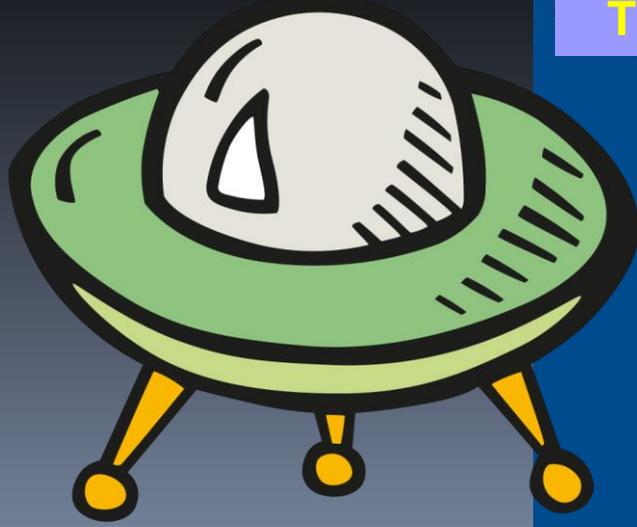
- Use similes and metaphors to describe.
- Use colons, hyphens and semi-colons correctly.



start here  
↓

# Amazing Aliens!

Thursday 25<sup>th</sup> June



Bournebrook home-learning  
English

I'm your intergalactic guide, so let's explore aliens together and get your cosmic journey started!



# Amazing Aliens



**LO: To plan a short story featuring an alien landing**

Begin by reading the following short story on the next 6 slides about an alien landing.

Elm/Willow – you may wish to ask to ask someone at home to read it to you.



The sun slipped behind the distant hills, painting the mountains red and black. Shadows lengthened, deepening the darkness. Wind whispered through the grass as if praying. Warily, Tom and Jez picked up their fishing gear. It was late and they knew that they would be in trouble. But holidays only came once a year and they were just a mile from the cottage where they were staying. "Come on," mumbled Jez, picking up his rod and turning to go.



At that moment, the boys froze. From somewhere overhead they heard a low whirring sound. Half a mile away a glowing light appeared. It streaked towards the forest and then hovered, casting beams of brilliant light down into the dark trees. The boys turned to stare at each other. They were both thinking the same thing...aliens! Tugging them deeper and deeper into the forest, the strange lights shone down like silvery ropes. Without warning, there was a rush of roaring wind that tore at the trees. Then the lights began to flicker in a mesmerising pattern.



Half stumbling, Tom and Jez staggered through the thicket, drawn towards the light. As they drew closer, they could see that it was an enormous spaceship. Crouching behind a bush, hearts thumping, they waited and watched. The ship was larger than a bus and circular. It hovered just above the ground. Lights shimmered and a door opened. Out of the dark interior, a shadow began to move...



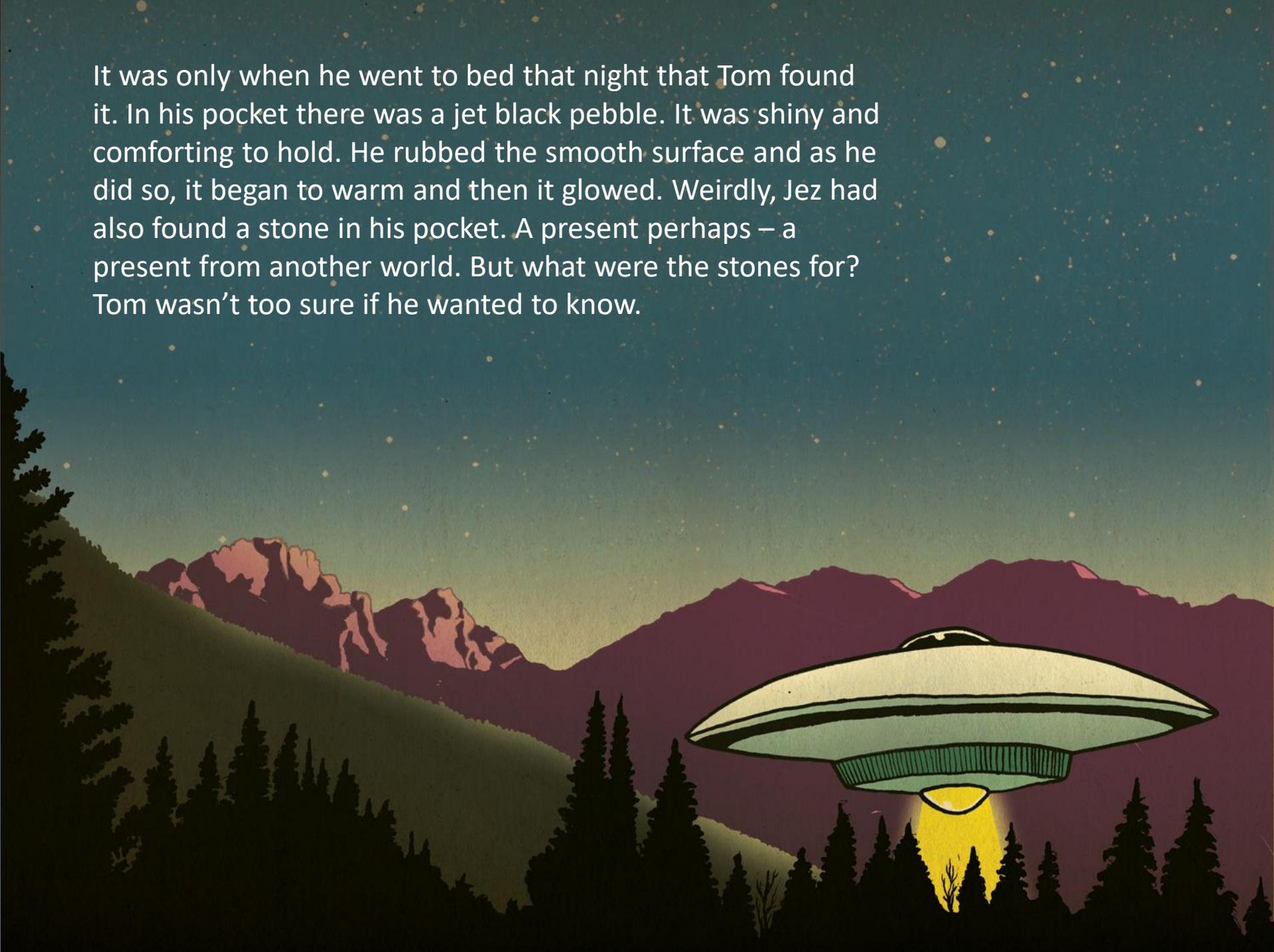
It was twenty-four hours later that Tom woke with a start, though at that point he didn't realise how much time had passed. He was cold and at first couldn't remember where he was or what had happened. Beside him, Jez lay curled up. Fast asleep with his thumb stuck in his mouth. Tom stared around him. They were still in the forest and the bushes and grass had been flattened down. Trees were scorched. Of course, the spaceship!



No one believed them and what was worse they couldn't remember what had happened after the ship's door had opened. The doctor said that it was amnesia brought on by shock. They both knew that the space ship had landed and an alien had begun to appear but after that, the next 24 hours were a complete blank. In the end, the police went away muttering about time wasters - and left them to get on with the rest of their holiday.



It was only when he went to bed that night that Tom found it. In his pocket there was a jet black pebble. It was shiny and comforting to hold. He rubbed the smooth surface and as he did so, it began to warm and then it glowed. Weirdly, Jez had also found a stone in his pocket. A present perhaps – a present from another world. But what were the stones for? Tom wasn't too sure if he wanted to know.





The story you have just read is told in only 6 paragraphs.

You are going to **plan your own short story featuring an alien landing** in just 6 paragraphs.

Here is a **simple** example of how this story plan might look.

Now divide your page into 6 boxes, 1 box for each paragraph.

Before you begin, read the information on the next 2 slides for ideas.



1

Two boys pack up their fishing gear and set off for home as it is getting dark.

2

They hear a sound and see lights. They go to explore, thinking it might be a flying saucer.

3

They hide nearby and see the space ship. The door opens and an alien begins to appear.

4

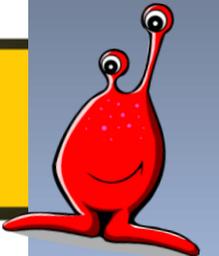
24 hours later they wake up to find themselves still in the forest.

5

They cannot remember what happened once the space ship door had opened. The doctor says they have amnesia.

6

But - they both have a memento – a black pebble that glows.



Now **plan** your own story. You **may** wish to use the ideas on this example to help.

## IDEA FOR NEW STORY

1

Shane and Kaz are going home after their football club has finished. It's getting dark.

2

They hear/see something strange behind the old factory and go to explore.

3

They hide and watch as an alien ship lands.

4

24 hours later they wake up and cannot remember what happened.

5

No one believes their story about the space ship.

6

But – they have been left with a transporter that turns them invisible and can transport them anywhere!

## Think about...

### Paragraph 1

Are Shane and Kaz related or just friends?  
Where were they playing football?

### Paragraph 2

What can Shane and Kaz see?  
What can they hear?

### Paragraph 3

Where do Shane and Kaz hide?  
What does the space ship look like?  
What does it sound like?

### Paragraph 4

When do Shane and Kaz wake up?  
Where do they wake up?  
What do they think happened?

### Paragraph 5

Why does no one believe Shane and Kaz?

### Paragraph 6

Where do they find the transporter?  
Do they use the transporter?  
What happens next?



Now **plan** your own story. Use the pattern below to help.

## THE UNDERLYING PATTERN

The main characters are out at night.

They hear and see something unusual and go to see what it is.

They get closer to find it is an alien landing.

24 hours later they wake up.

They cannot recall what has happened.

But – they have a memento that can only have come from another world.



1

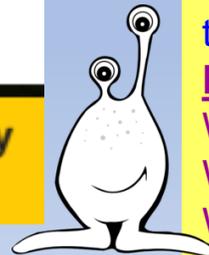
2

3

4

5

6



## Think about...

### Paragraph 1

Who are the main characters?

Where are they?

What are they doing?

### Paragraph 2

What does the space ship sound/look like?

Where exactly do they hear/see it?

How do they feel?

### Paragraph 3

As they get closer, what do they hear/see?

How do they feel?

What is the space ship doing?

### Paragraph 4

When do they wake up?

Where do they wake up?

How do they feel?

### Paragraph 5

Even though they can't remember, what do they think happened?

### Paragraph 6

What memento do they have?

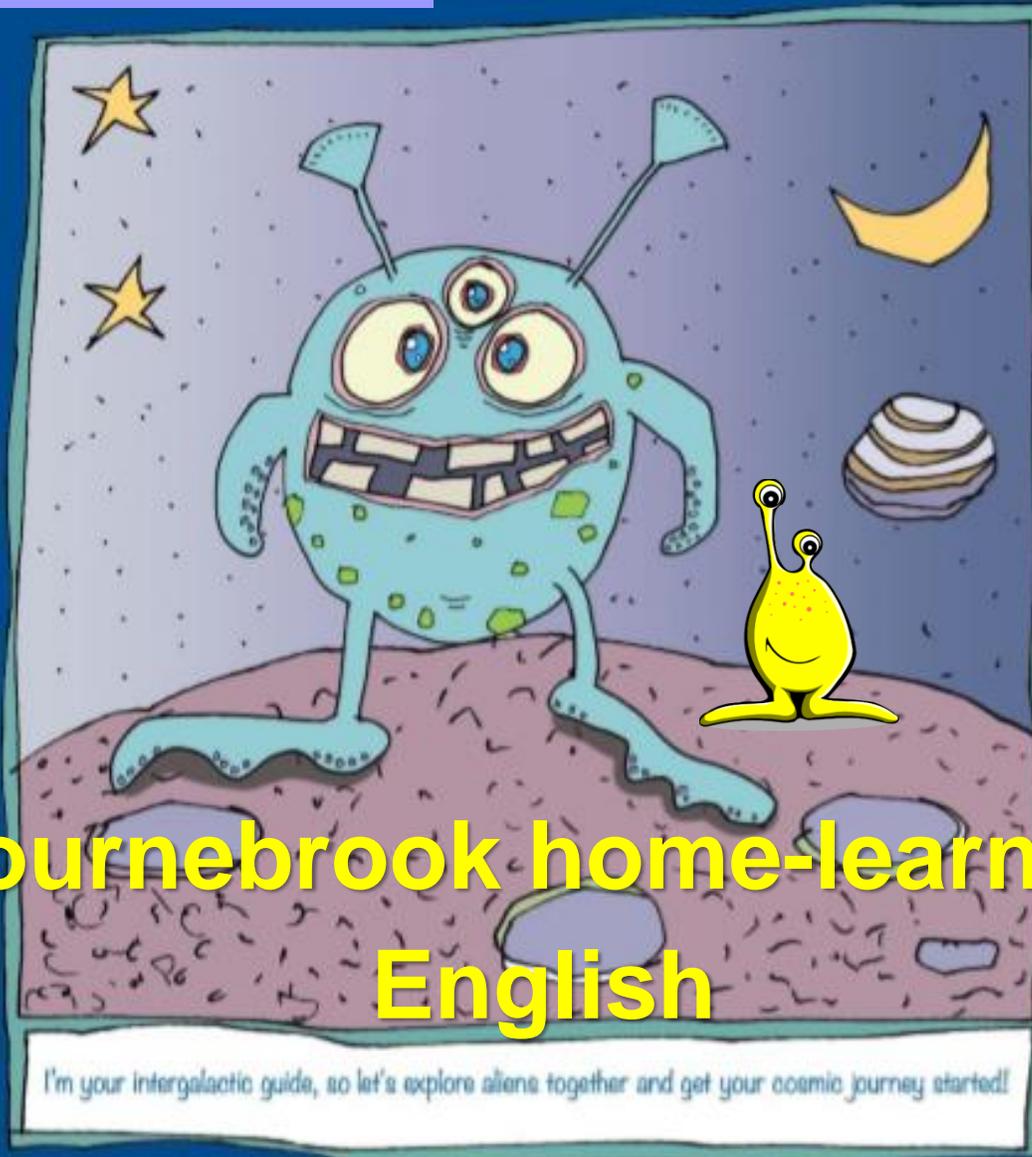
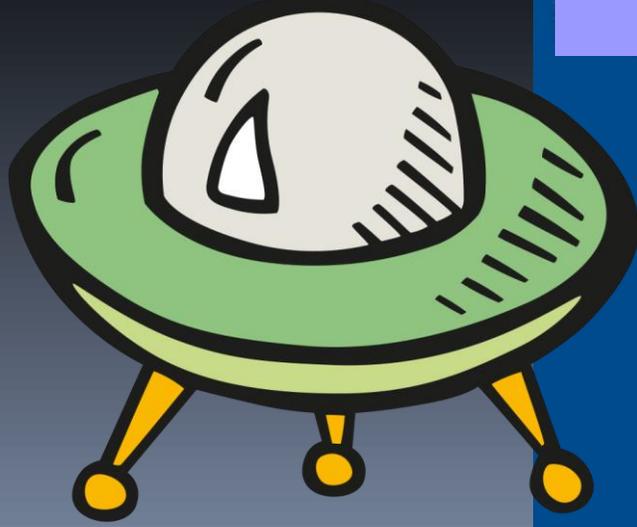
Where do they find it?

What happens next?



# Amazing Aliens!

Friday 26<sup>th</sup> June



Bournebrook home-learning  
English

I'm your intergalactic guide, so let's explore aliens together and get your cosmic journey started!



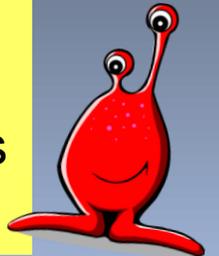
# Amazing Aliens



**LO: To write a short story featuring an alien landing**

Now you're ready to **write your own short story featuring an alien landing**. Use your story plan from yesterday and the success criteria on the next slide to help you.

Perhaps you could make your short story into a book and add a title and illustrations **or** you could even write the next chapter!



# Elm/Willow

Using your story plan from yesterday, write your short story featuring an alien landing.

start here  
↓

## Everyone must

- Write in the third person – he, she, it, they, his, her, their.
- Order events correctly – follow your story plan.
- Describe the setting and characters.
- Use full stops and capital letters correctly.
- Form letters correctly and use finger spaces.

## Many should – as above plus

- Use commas for lists correctly.
- Begin to join letters.

## Some could – as above plus

- Use question marks and exclamation marks correctly.
- Begin to use paragraphs to organise writing.
- Join letters correctly.

# Beech/Ash

Using your story plan from yesterday, write your short story featuring an alien landing.

start here  
↓

## Everyone must

- Write in the third person – he, she, it, they, his, her, their.
- Order events correctly – follow your story plan .
- Describe the setting and characters.
- Use a range of punctuation correctly.
- Use paragraphs to organise writing.
- Use neat, joined handwriting.

## Many should – as above plus

- Use a variety of sentence openers – adjectives, adverbs, adverbials of time, verbs.
- Use brackets, dashes and commas correctly.

## Some could – as above plus

- Use similes or metaphors to describe.
- Use colons, hyphens and semi-colons correctly.



However...

... if you fancy a challenge – look at the success criteria below must/should



# Bournebrook

Church of England Primary School

# ChildLine

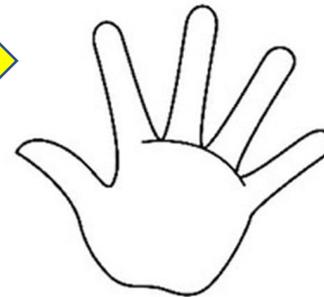
0800 1111



- Remember to **talk to someone on your Network Hand** if you are worried about something
- If **nobody is listening to your worries** or there is nobody to talk to, **you can call Childline on 08001111** - adults at Childline are used to talking to children with worries and can help you.



5 fingers of safety



If you feel unsafe at home or are worried that a friend is not safe, call Mrs Patchett on 07787261064.