

## ‘A LETTER TO THE WORLD’

YEARS 3/4

### INTRODUCTION:

In this activity, children will read and write letters from friends and relatives of those going on a Space Adventure.

### CURRICULUM MAPPING:

#### Spoken Language:

- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Gain, maintain and monitor the interest of the listener(s)

#### Reading:

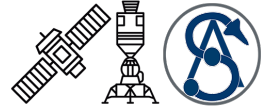
- Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence

#### Plan their writing by:

- Discussing and recording ideas

#### Draft and write by:

- Rehearsing sentences orally (including dialogue)
- Organising paragraphs around a theme
- In narratives, creating settings, characters and plot



## LETTERS TASK 1

### STARTER:

- Read the Transmission from Tazz's parents at the end of Vlog 2.
- Discuss how Tazz might feel after the Transmission.
- Tazz takes letters with her into Space to read once she is on her Mission. Letters give comfort, encourage and remind us of the people left behind.

Chris Hadfield took these thoughts with him when he went into Space. *"Decide in your heart of hearts what really excites and challenges you and start moving your life in that direction. Every decision you make from what you eat to what you do with your time tonight turns you into who you are tomorrow and the day after that"* - Chris Hadfield.

### MAIN LESSON:

- Who will your letters be from?
- Write two letters you would take with you. What kinds of reminders of home would cheer you up?
- Imagine the long training you have been through to get here and the sacrifices you've made. These letters might remind you of good times and bad.

Make your letters personal – add decoration, photos. Share your letters out loud around the class.

## LETTERS TASK 2

### STARTER:

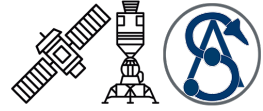
- Study/watch Tazz's Letter to the World in Section 8. Act it out. Try different tones of voice. Why does Tazz write this letter?

### MAIN LESSON:

- Write your own letter to the world. What message would you want to send?

### IDEAS FOR INCLUSION:

- Use *The Emotions Scale* (Which can be found in the Inclusion resource folder) to consider how Tazz is feeling after the transmission. Also use the scale to consider how her parents might be feeling.
- Use *Letters from Home: Likely or Unlikely* to help decide what sentences or sentiments letter from home might contain.



- Get a shoebox and put some items in you might take to the moon if you only had that box. Get the pupils to use Busy Things or J2E to make their own virtual shoebox of what they would take with them to remind them of home, This could even extend into a sensory shoebox of what smells or other sensory experiences you would take if you could.

### **EXTENSION ACTIVITY:**

- Write a postcard or letter to yourself in 1 years' time. What might you say in that letter?
- Create a video of no more than 2 minutes if you could send vlogs home for your family and friends.