



# LIFE IN SPACE

## CURRICULUM MAPPING

### Reading

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

### Plan their writing by:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Noting and developing initial ideas, drawing on reading and research where necessary
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

### Draft and write by:

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Using a wide range of devices to build cohesion within and across paragraphs

### Evaluate and edit by:

- Ensuring the consistent and correct use of tense throughout a piece of writing
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- Proofread for spelling and punctuation errors

## INTRODUCTION

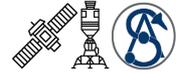
Listen to Vlogs 1 and 2.

## MAIN LESSON

Brainstorm with a partner all the new experiences that an astronaut must get used to when travelling into Space; things like the ship, kit, food and technology.

Divide these into enjoyable things and things which might not be fun.

Discuss whether you would like to go into Space. Write about the things you think you would enjoy and the things you are not so sure about. What would be the best thing of all?



Write a **leaflet** giving advice to a new astronaut about their trip into Space. You don't want to put them off, but you do want them to be realistic. Add drawings to illustrate your leaflet.

Are there any things an astronaut should definitely bring with them from home?

Be friendly in your leaflet. You might start with a salutation- "Hi, Space Traveller..." or use phrases like "Don't forget" or "Of Course...."

## PLENARY

Share your leaflets with the rest of the class.

## LGFL EXTENSION ACTIVITY

Use j2e 5 to create your own presentation on the skills needed to become an astronaut, use images as well as videos.

## KSB EXTENSION ACTIVITY

### INTRODUCTION

Imagine **3 objects** you have chosen to take and why: one practical thing, one family thing, one object which you care about for a different reason. Write notes about them. If possible, use actual objects so you can describe them in detail.

**A meal in Space/** all reconstituted food. Research what is currently available for astronauts in Space. What would you choose if you could have any meal?

### MAIN ACTIVITY

Create pages of a journal with entries where you reflect on your objects and their importance to you and describe your chosen Space meal.

## PLENARY

Present to class.

## LGFL EXTENSION ACTIVITY

Use j2eWebby create your own blog, write a post about each object you have chosen.