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INSPIRATIONAL MODULES FOR MATHS AND ENGLISH

INSPIRED BY

Man On The Moon

(A Day In The Life Of Bob)

Simon Bartrum
Published by Candlewick Press

Year 2 Module 3

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Maths - Liz Hopkins

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Planning time again? Don't worry.

We've got it covered.

***I**nspirational modules for the new national curriculum*

Maths and English

Our passion is about inspiring teachers and engaging learners and that's why we produced this flexible resource just for you.
Faced with a new term and hours of planning, panic no more. Our innovative and comprehensive resource will remove the worry of 'where do I start?' by providing a clear structure for your planning.

We have carefully selected and planned from a range of rich texts and images to motivate and inspire both you and your class.

This resource includes:

- Yearly maths and English overviews, of the new curriculum, which highlight the module's coverage.
- A 6 week medium term plan which clearly structures the objectives and provides a manageable focus for the learning.
- A range of engaging maths and English activities inspired by the selected book.
- Editable word documents of both the Yearly Overviews and the Medium Term Plans are available on request.

We have purposefully left space for you to personalise each module for your own class so all you need to do is adapt and apply it to your learners.
We strongly believe knowledge of your children is essential for appropriate pitch and expectation to ensure impact so feel free to integrate additional activities when you use our inspirational resource.

Liz Hopkins and Marie Svilis

Note from the Authors

Mathematics:

The maths activities are designed to promote the aims of the national curriculum for mathematics, to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Many of the activities invite further exploration by asking the question "What if..?" and many of the games can be easily adapted to create further challenge. The areas of maths linked to the quality text for this module are not the only possibilities so use your assessment to decide on the emphasis and priorities for your class.
For other maths ideas have a look at www.kangaroomaths.com

English:

The English activities are designed to promote the aims of the national curriculum for English, to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Each module suggests a range of activities linked to comprehension, composition and grammar and punctuation objectives. Many of the activities include additional questions in order to secure or challenge the learner's deeper understanding and can extend over more than one lesson.

Have a look at www.tredu.co.uk for science units written by Tom Robson to use with these modules.

YEAR 2 Module 3

Number and Place Value

Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward

Recognise the place value of each digit in a two-digit number (tens, ones)

Identify, represent and estimate numbers using different representations, including the number line

Compare and order numbers from 0 up to 100; use <, > and = signs

Read and write numbers to at least 100 in numerals and in words

Use place value and number facts to solve problems.

Addition and Subtraction

Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures, applying their increasing knowledge of mental and written methods

Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.

Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:

- a two-digit number and ones
- a two-digit number and tens
- two two-digit numbers
- adding three one-digit numbers

Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.

Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Multiplication and Division

Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.

Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs

Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot

Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Fractions

Recognise, find, name and write fractions $^{1}/_{3}$, $^{1}/_{4}$, $^{2}/_{4}$ and $^{3}/_{4}$ of a length, shape, set of objects or quantity.

Write simple fractions e.g. $^{1}/_{2}$ of 6 = 3 and recognise the equivalence of two quarters and one half.

Man on the Moon (A Day in the Life of Bob.)
by Simon Bartram

Number and Place Value

Bob's Crossword
Spaceship Windows
Craters

Fractions

Measurement

Picnic Drinks
Rocket Fuel
Bob's Running Late
How Long?
Turn Turn

Addition and Subtraction

Tourists
Different Tourists
Spaceships Arrive
Hide and Seek
Hide and Seek Game

Multiplication and Division

Rockets
Rocket Game
Souvenirs
Aliens' Eyes

Statistics

More Souvenirs
Rocket Windows

Geometry

Rocket Shapes
More Rocket Shapes
Bob's Jumper Pattern
(Turn linked to time)

Statistics

Interpret and construct simple pictograms, tally charts, block diagrams and simple tables

Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity

Ask and answer questions about totalling and comparing categorical data.

Measurement

Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.

Compare and order lengths, mass, volume/capacity and record the results using >, < and =.

Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.

Find different combinations of coins that equal the same amounts of money.

Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

Compare and sequence intervals of time.

Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.

Know the number of minutes in an hour and the number of hours in a day.

Geometry

Properties of Shapes

Identify and describe the properties of 2-D shapes, including the number of sides and lines of symmetry in a vertical line.

Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.

Identify 2-D shapes on the surface of 3-D shapes(for example a circle on a cylinder and a triangle on a pyramid)

Compare and sort common 2-D and 3-D shapes and everyday objects.

Position and Direction

Order and arrange combinations of mathematical objects in patterns and sequences

Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three- quarter turns (clockwise and anti-clockwise).

Medium term Plan

Year 2	Module 3	**Man on the Moon (A Day in the Life of Bob) by Simon Bartram published by Templar Publishing**	
EVERY DAY: Practise and develop oral and mental skills (e.g. counting, mental strategies, rapid recall of + and - facts)			
Count on or back in 2s or 10s 2 and 10 times tables Order numbers Add and subtract multiples of ten		Rapid recall of doubles and halves Odd and even numbers Recall additions and subtraction pairs up to 10	
Days	Topic	Objectives; children will be taught to:	
4	Measurement	Compare and sequence intervals of time. Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day.	Bob's Running Late How Long? Turn Turn
5	Number and Place Value	Read and write numbers to at least 100 in numerals and in words Use place value and number facts to solve problems. Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward Compare and order numbers from 0 up to 100; use <, > and = signs	Bob's Crossword Spaceship Windows Craters (Opportunity to link to English Space passes)
6	Addition and Subtraction,	Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures, applying their increasing knowledge of mental and written methods Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: ▪ a two-digit number and ones ▪ a two-digit number and tens ▪ two two-digit numbers ▪ adding three one-digit numbers	Tourists Different Tourists Spaceships arrive Hide and Seek Hide and Seek Game

6	Multiplication and Division	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	Rockets Rocket Game Souvenirs Aliens' Eyes
3	Statistics	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity Ask and answer questions about totalling and comparing categorical data.	More Souvenirs Rocket Windows
3	Geometry	Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Compare and sort common 2-D and 3-D shapes Order and arrange combinations of mathematical objects in patterns and sequences	Rocket Shapes More Rocket Shapes Bob's Jumper Pattern
3	Measurement	Choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit, using measuring vessels. Compare and order volume/capacity and record the results using >, < and =.	Picnic Drinks Rocket Fuel

Bob's Running Late

Learning: Tell and write the time.

You need: Bob's Day Sheet.

Bob has a daily schedule that keeps him busy.

The activity: Draw hands on the clock to show the times of Bob's day. In pairs, challenge each other to show the times it would be if Bob was running a quarter of an hour late, or 5 minutes early.

Draw a time sheet for a day in your life.
Create a 3 hour itinery for the tourists. (Link to English)

How Long?

Learning: Compare and sequence intervals of time.
Know the number of hours in a day.

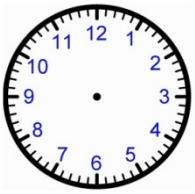
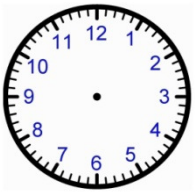
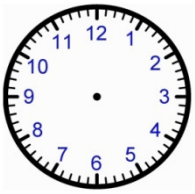
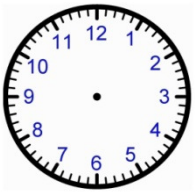
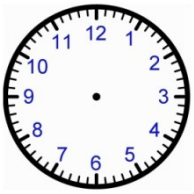
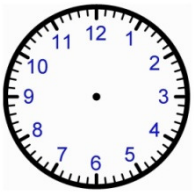
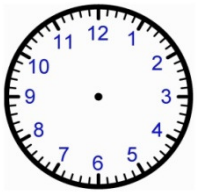
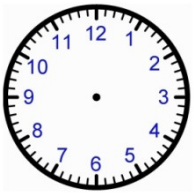
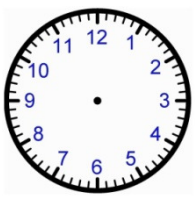
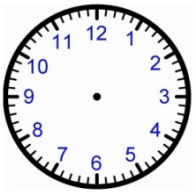
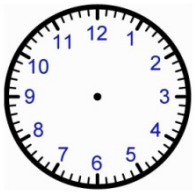
Bob has a variety of activities during the day. See Bob's Activities sheet for some of the things he did one day last week.

You need: Bob's Activities Sheet.

The activity: Can you put Bob's activities in order of how long they take him?
What about in order of where they occurred in the day, starting with the earliest?
Add some other activities Bob does during the day, how long do you think they take him?
Talk about how many hours are in a day. If he sleeps for 8 hours, for how long is he awake?
What activities do you do during the day?
How long do they take you? Which ones take the longest?

(Link to English)

Bob's Day

Time		
6 o'clock		
8 o'clock		
Quarter to 9		
Half past 12		
Half past 4		
5 o'clock		

Bob's Activities

Breakfast 45 minutes	Travel to Launchpad 1 hour 15 minutes	Change into space suit 12 minutes
Travel to the moon 15 minutes	Sweep the surface of the moon 1 hour 15 minutes	Lunch 40 minutes
Entertain the tourists 1 hour 45 minutes	Sell souvenirs 20 minutes	Search for aliens and check the moon 25 minutes
Long bath 55 minutes	Make mug of cocoa 4 minutes	Sleep soundly 8 hours

Turn Turn

Learning: Write and tell the time.
Know the number of minutes in an hour and hours in a day.
Use maths vocabulary to describe rotation as quarter, half and three quarter turns.

You need:
Clock faces
1-6 dice

Bob keeps an eye on the time during the day to make sure everything runs smoothly.

To play:
Start at an agreed time (*e.g. 9 o'clock*) Take it in turns to throw the dice to get a number from 1-6. Move the minute hand on your clock through that number of 1/4 turns.

If you throw 3, you turn the hands through 1/4, to get to quarter past 9, another 1/4 turn to get to half past 9, then a third 1/4 turn to get to quarter to 10.

Say the time after each 1/4 turn.

Ask questions such as; how many minutes have you moved? How long is it until 11 o'clock? How may minutes until the next time it is half past?

To win:
The winner is the first player to get past 9 o'clock again.

Each dice throw could represent 1/2 hour turns, or 10 minutes turns...

Craters

Learning: Count in 10s from any number forward and backward.

Bob likes to play chase with his friends Billy and Sam when they have the time. All the craters on the moon are numbered. They choose to start in one of the craters then race to jump into the craters that have the numbers that are 10 less each time.

You need: 0-9 dice, Base 10 equipment, 1-100 grid.

The activity: Throw the dice twice to get a tens and units number greater than 50. Count backwards in tens until you say a single digit number.

Try making your number with base 10 equipment, then repeatedly take away 10.

What do you notice?
Why does this happen?
Find your numbers on the 1-100 grid.
With a partner choose a 2 digit number to start on. Write it down. Count back in 10s writing down each number. The first one to write the single number wins! Do this several times.

How many steps of 10 did you take each time?
What do you notice?

Tourists

Learning: Add and subtract numbers using concrete objects, pictorial representations, and mentally.

Bob looks forward to greeting the tourists after lunch. Each of the tourist spaceships carries 10 tourists. They arrive in two main time slots; at half past 1 and 2 o'clock. The last spaceship in each group is not always full.

You need: Place value cards (restricted as appropriate).

The activity: Yesterday at half past 1 there were 5 full spaceships and 7 tourists in the last one, at 2 o'clock there were 3 full spaceships and 8 tourists in the last one.

How many tourists visited the moon yesterday?
How can you find the total? Can you use a number line to count in 10s then the rest?
Can you combine the 10s, then the 1s, then find the total?
What if you find the total of the 1s first?

Using the place value cards, pick a 10s card and a 1s card to make a 2 digit number of tourists that arrived at half past 1. Then pick 2 more cards to make the number that arrived at 2 o'clock. Find the new total. Repeat this several times.

Different Tourists

Learning: Add and subtract numbers using concrete objects, pictorial representations, and mentally.

Bob looks forward to greeting the tourists after lunch.
Each of the tourist spaceships carries 10 tourists.
They arrive in two main time slots; at half past 1 and 2 o'clock.
The last spaceship in each group is not always full.

You need: Place value cards (restricted as appropriate).

The activity: Yesterday at half past 1 there were 5 full spaceships and 7 tourists in the last one, at 2 o'clock there were 3 full spaceships and 8 tourists in the last one.

Find the difference between the number of tourists that arrived at half past 1 and 2 o'clock.
Can you count on, on the number line?
Using the place value cards, pick a 10s card and a 1s card to make a 2 digit number of tourists that arrived at half past 1.
Then pick 2 more cards to make the number that arrived at 2 o'clock.

Find the difference between the two new numbers. Repeat this several times.

Discuss when counting up to find the difference between the two numbers is a quick, efficient method. Would counting back to take away be more efficient sometimes?

Spaceships Arrive

Learning: Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens.

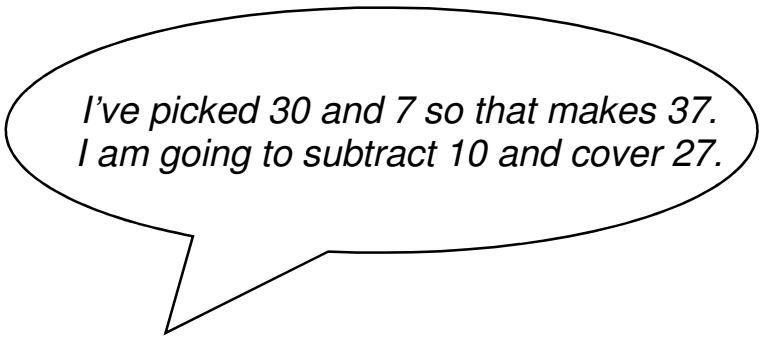
Bob keeps count of the tourists as more full spaceships arrive or leave.

You need:

Place value cards
1-100 board
Counters/drywipe pens

To play:

Put the cards face down on the table.
Take it in turns to pick a 10s and 1s place value card to make a 2 digit number.
Add or subtract 10 and cover the answer on the 1-100 board.
Put the cards back face down on the table.



To win: The winner is the first person to cover 4 numbers horizontally, vertically or diagonally on the 1-100 board.

Hide and Seek

Learning: Add three one digit numbers.

The Aliens love playing hide and seek in and out of the craters. The biggest safe craters can just fit a maximum of 9 aliens.

The activity: One day the aliens decide to have an extra rule in their hide and seek game. They have to hide in odd numbers! How many aliens might there be in three of the craters?
What is the biggest possible total?
What other totals of aliens could there be?
What totals is it impossible to have in three craters?

What if they hid in even numbers? How do the numbers change?

Hide and Seek Game

Learning: Add three one digit numbers.

The Aliens love playing hide and seek in and out of the craters. The biggest safe craters can just fit a maximum of 9 aliens.

You need:

0 – 9 dice
Hide and seek board
Counters

To play:

Take it in turns to throw the dice three times and add the numbers to find a total. Cover the total somewhere on the board. Try looking for pairs that make 10, or doubles.

To win:

The winner is the first player to cover four numbers in a line, horizontally, vertically or diagonally.

Hide and Seek

24	14	9	19	12	17	27	21	14	3
21	1	23	22	16	18	15	9	26	16
17	8	12	5	13	2	14	18	23	10
11	13	20	3	7	11	0	6	17	11
15	6	18	4	15	26	20	8	13	7
2	19	5	10	14	13	17	12	19	15
22	11	13	8	27	12	11	22	16	25
18	7	25	17	9	15	19	1	12	17
16	24	14	23	20	16	13	15	24	14
0	10	4	21	18	22	10	20	9	21

Aliens' Eyes

Learning: Solve problems involving multiplication and division.

The aliens keep a close eye on Bob, although he is not aware of them. Some of them have two huge eyes, some of them have three.

The activity: If 24 eyes are peeping out of a crater how many aliens might there be?

How can you get started?
What if there were just aliens with 2 eyes?
What if you start with 1 alien with 3 eyes? What do you notice?
How can you keep track of you work?
What if there were a different number of eyes?

YEAR 2 Module 3

Pupils should be taught to:
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
Being introduced to non-fiction books that are structured in different ways
Recognising simple recurring literary language in stories and poetry
Discussing their favourite words and phrases
Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Understand both the books that they can already read accurately and fluently and those that they listen to by:
Drawing on what they already know or on background information and vocabulary provided by the teacher
Checking that the text makes sense to them as they read and correcting inaccurate reading
Making inferences on the basis of what is being said and done
Answering and asking questions
Predicting what might happen on the basis of what has been read so far
Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening what others say
Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Pupils should be taught to:
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
Read accurately words of two or more syllables that contain the same GPCs as above
Read words containing common suffixes
Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word
Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending
Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
Re-read these books to build up their fluency and confidence in word reading.

Pupils should be taught to:
Develop positive attitudes towards and stamina for writing:
Writing narratives about personal experiences and those of others (real and fictional)
Writing about real events, poetry, for different purposes
Consider what they are going to write before beginning by:
Planning or saying out loud what they are going to write about
Writing down ideas and/or key words, including new vocab
Encapsulating what they want to say, sentence by sentence
Make simple additions, revisions and corrections to their own writing by:
Evaluating their writing with the teacher and other pupils
Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
Proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)
Read aloud what they have written with appropriate Intonation to make the meaning clear.

Reading

Comprehension
Finding out about Bob form his room

Research Neil Armstrong

Watch Moon Landing

Read space poems – repetitive phrases

Rocket/Spaceship design books

Discuss meaning of new/technical words

The Man on The Moon (a day in the life of Bob)
By Simon Bartram

Composition
Descriptions of Bob's room, the moon

Space Travel passes and Security Passes

Fact File about Neil Armstrong

Write space poems

Design a Spaceship/Safety Commands/Role-play the Countdown

Rocket adverts

Alien Descriptions

Bob's dav/Postcards/Comics

Spelling

Handwriting

Grammar and Punctuation
Bob's – using apostrophe

'ing' words/ -er, -est words

Exclamation marks + commas to list lunchbox contents

Pupils should be taught to:
Spell by: segmenting words into phonemes and representing these by graphemes, spelling many correctly
Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
* learning to spell common exception words
* learning the possessive apostrophe (singular) e.g. The girl's books.
* learning to spell more words with contracted forms
* distinguishing between homophones and near- homophones
Add suffixes to spell longer words, e.g. *–ment*, *–ness and –full*
Apply spelling rules and guidelines, as listed in Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Pupils should be taught to:
Form lower-case letters of the correct size relative to one another
Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
Use spacing between words that reflects the size of the letters

Pupils should be taught to:
Develop their understanding of the concepts set out in Appendix 2 by:
Learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
Learning how to use:
Sentences with different forms: statement, question, exclamation, command
Expanded noun phrases to describe and specify, e.g. *the blue butterfly*
The present and past tenses correctly and consistently, including progressive form.
Subordination (using *when*, *if*, *that*, or *because*) and co-ordination (using *or*, *and*, or *but*)
Learning the grammar for year 2 in Appendix 2
Using some features of written Standard English
Use and understand the grammatical terminology in Appendix 2 in discussing their writing.

Medium term Plan

Year 2	Module 3	Man on the Moon (A Day in the life of Bob) by Simon Bartram published by Templar publishing		
	Comprehension	**Composition**	**Grammar and Punctuation**	
Wk	**Objective**	**Objective**	**Objective**	**Teacher ideas**
1	Making inferences on the basis of what is being said and done Expressing views about non-fiction at a level beyond that at which they can read independently	Writing about real events for different purposes + Writing narratives about personal experiences and those of others (real and fictional)	Apostrophes for the possessive (singular) Expanded noun phrases to describe and specify	Bob's Jumper Bob's Home Bob's Security Pass Neil Armstrong
2	Recognising simple recurring literary language in stories and poetry Being introduced to non-fiction books that are structured in different ways	Planning or saying out loud what they are going to write about	Learning how to use question marks correctly Sentences with different forms: - commands	Bob: Man on the Moon Bob: The Astronaut Bob's Rocket Dressing for Work
3	Being introduced to non-fiction books (news adverts) that are structured in different ways	Evaluating their writing with the teacher and other pupils Proof-reading to check for errors in spelling, grammar and punctuation	Re-reading to check that their writing makes sense - verbs in the continuous form (progressive form) Suffixes –er, -est	Bob's Newspaper Bob's Jobs Aliens Alien Writing
4	Being introduced to non-fiction books (news adverts) that are structured in different ways Discussing and clarifying the meanings of words, linking new meanings to known vocabulary	Encapsulating what they want to say, sentence by sentence Writing narratives about personal experiences and those of others (real and fictional)	Learning how to use commas for lists	Bob's Lunchbox After Lunch Moon Visit Times 1 Moon Visit Times 2
5	Understand books they listen to by Answering and asking questions	Writing for different purposes	Learning how to use an exclamation mark	Moon Visit Shock I Don't Believe in Pesky Aliens Moon Postcards

6	Retelling a wider range of stories Recognising simple recurring literary language in stories	Writing for different purposes Evaluating their writing with the teacher and other pupils	Expanded noun phrases to describe and specify	Moon and City Views Bob's Comic

Bob's Jumper

Learning: Apostrophe to mark singular possession.
Using expanded noun phrases to describe.

The activity: What do we know about Bob? Is he really the Man on the Moon? Let's look at Bob. Bob is wearing a very brightly patterned jumper and tie. How many different patterns can you spot?

Model orally and in writing: *'I can see red crosses on Bob's jumper.'*

Compare with: *'On Bob's jumper I can see red crosses.'*

What do they notice? What is the same and what is different?

Write a description of Bob's jumper and tie.

Design a new jumper for Bob. (Link with maths)

Bob's Home

Learning: Making inferences on the basis of what is being said.
Using expanded noun phrases to describe.

The activity: What do we know about Bob? Is he really the Man on the Moon? Let's look at Bob. Let's look for clues about him in his home. What can you see that might tell us he really might be the Man on the Moon?

What can you see in the garden? What about his cushion? List the clues. Use the clues to create sentences.

Model orally and in writing:

I think Bob might be the Man on the Moon because on the wall I can see…

In the garden I can see… next to the ... above the…

Write a description of Bob's living room.

Bob: Man on The Moon

Learning: Recognise simple recurring literary language in poetry.

The activity: Bob is an astronaut and we can see him on the moon. I wonder how he feels.

Would you want to be an astronaut?

What type of person do you need to be?

What does this poem tell us about astronauts?

Astronaut

Brave astronaut

Brave astronaut floating

Brave astronaut floating carefully

Brave astronaut floating carefully on the moon

Astronaut

Explore the pattern. One word is added in each new line.

Create similar poems about the alien, stars, rocket or the moon.

Dressing for Work

Learning: Making inferences.
Writing sentences with different forms – commands.

The activity: Bob must change into a special Moon suit each day. The Moon suit protects him when he is working on the moon.

How do you think each part of the Moon suit protects him?

Part of Moonsuit	What it does
Helmet	
Boots	
Gloves	
Etc.	

Bob has written himself a list of three important things he must do to protect himself when he puts on his Moon suit. He has put the list up in his locker.

What might be on the list?

Zip up suit.

Secure helmet.

Tighten belt.

When Bob is ready to launch he must contact the Space Station Command tower. They give him last minute orders to make sure that Bob has checked everything.

If Bob has completed every task he replies CHECK.

What orders might they give? Check Fuel.

Role-play the countdown.

Model orally and in writing the countdown.

Bob's Newspaper

Learning: Evaluating their own writing with others.

The activity: Bob always reads his newspaper on his way to work. Today, as he travels to the Moon, he is looking for a new rocket as his current rocket is too old and is likely to fail its MOST (Ministry of Space Travel) test.

Bob looks at the Spaceships for Sale page. He is looking for the best spaceship money can buy and for the best advert!

Will he buy your space ship?

Look at a range of adverts.

Model writing an advertisement for a Spaceship include special features.

Model the use of a question to entice the buyer.

Spaceship Times Spaceships for Sale – New and Old
Do you want to fly to the Moon and back? Then the ***Intergalactic Explorer Mark 2*** is the Spaceship for you!

In pairs, talk about their own rocket/spaceship designs.

Can they 'sell' their spaceship to their partner?

What feature does their partner like best?

Write your own adverts.

Which one will Bob like best?

Bob's Lunchbox

Learning: Commas to separate items in a list.
Non-fiction writing structured in different ways.

The activity: Bob has lunch with his astronaut friends. Although Bob usually has the same in his lunch box everyday his friends always have something different.

They can choose from a menu:

<table>
<tr><th colspan="3">Space Travel Café Menu</th></tr>
<tr><td>Sandwiches</td><td>Fruit</td><td>Cakes</td></tr>
<tr><td rowspan="3">cheese and tomato
egg and ham
jam
chicken and bacon
peanut butter
marmite</td><td>apple
orange
banana</td><td>muffin
scone
iced bun</td></tr>
<tr><td>Drinks</td><td rowspan="2">£3 for
1 sandwich
1 drink
1 fruit and
1 cake</td></tr>
<tr><td>water
orange
coffee
tea</td></tr>
</table>

On Day 1 their lunchbox contained a cheese and tomato sandwich, a banana, an iced bun and a bottle of water.

What might they have had on the other days?

You could adapt this to lead into an 'all possibilities' activity for maths.

Moon Visit Shock

Learning: Using an exclamation mark.

The activity: All of the visitors listen to Bob's talk about life on the moon. They listen really carefully and take photos to remind them of their time on the moon. One man puts his hand up to ask a question.

What question do the children think he is asking?

Another man checks his watch.

What might he be thinking?

Behind Bob, in the background, some of the children spot the aliens entering Bob's Rocket.

What might the children shout out?

Role-play the responses.

Model orally and then in writing using an exclamation mark.

Model a change in volume and use of different intonation when saying the sentence.

The four children all called out different things.

What did each child say?

Look out! There's an alien behind you.