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**Another planet**

Objectives

 • To draw an imaginary place inspired by a story

 • To describe an imaginary place using adjectives and adverbs

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.

Resource 1-

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

Resource 2



Resource 3

