

Weekly Creative Home Learning

Every **Thursday**, you will see a new chart of some activities that you can do to keep yourself busy and keep your brain active! Please remember to balance your online home learning with **offline** activities that promote your well-being too! Just like you would at school, make sure you take regular breaks.

Dear Year 4,

We are very happy with all the online and offline learning you have been doing this week. Well done and keep up the good work! Remember to send some of your work into us at apsallstars@alexandra.hounslow.sch.uk so that we can see what you have been doing and upload it onto the school website. (To see some of the amazing work that's been sent in already, go to the school website, click on 'Gallery' and then 'APS All Stars').

If you are having issues logging in or are not sure what home learning you need to be doing, please contact the school at office@alexandra.hounslow.sch.uk.

Don't forget the weekly battles on TTS RockStars between classes. They will start **each Thursday** and finish **each Wednesday**. **The winner this week is 4MC. Well done! The next battle (4C v's 4H) begins on Thursday 7th May and ends at 17:30 on Wednesday 13th May.**

We hope you and your families are all keeping well. We miss you! Keep up the good work. Remember, you are not stuck at home, you are **safe at home!**

Miss Hynes, Miss Conway, Mr. Cuell, Ms. Hamilton, Mrs. Belani and Miss Preeti.

Spanish	Grammar	Spelling	Well-being
<ul style="list-style-type: none"> Log in to Language Angels (using your .313 login) for the final week of games and activities on 'La Casa.' Challenge: Create a floor plan of your house/ flat, labelling it in 	<ul style="list-style-type: none"> Doodle English Grammar activities on Bug Club Complete the 'adjectives game' and 'talk like an expert' activity on pages 7 and 8 of the 'Amazing Aliens' resource. 	<ul style="list-style-type: none"> Doodle Spell Complete the glossary and vocabulary work on Pages 4 and 5 of the 'Amazing Aliens' resource. 	<ul style="list-style-type: none"> Complete the attached 'My day' reflection sheet. Remember to focus on being kind- what one thing could you do differently this week to show kindness to those you live with?

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Spanish.			
Reading	Writing	Maths	PE
<p>Keep reading! Read as many types of text as you can find! Read aloud to your family, pets or favourite toy. Use and apply new words in your writing and conversation.</p> <ul style="list-style-type: none"> • Read the text from the 'Amazing Aliens' resource (pages 2 and 3) and complete the comprehension (page 6). • Bug Club - access your account to read what your teacher has allocated. Remember to answer the comprehension questions carefully as you go! • Reading Plus – log in to read short texts and build up your reading stamina, comprehension skills and range of vocabulary. • Audible - free books for you to listen to! Perhaps you could 	<ul style="list-style-type: none"> • Doodle English • Complete page 9 from the 'Amazing Aliens' resource. For the creative challenge, remember to organise your ideas into paragraphs, use formal language and include a labelled diagram. 	<p>Practise your times tables skills!</p> <ul style="list-style-type: none"> • Hit the Button • Times Tables Rockstars Battles – As well as the class battles, your teacher has also set you a sound check. • Online learning: Doodle Maths, Mathletics. Links are available on the school website. • Practise your multiplication and division skills with the VE Day board game- you can get your family involved and play this with them too! 	<ul style="list-style-type: none"> • <u>This week's task</u> Create your own table-top game e.g. table football, hockey and host a family tournament. Film it and upload to: apsallstars@alexandra.hounslow.sch.uk Remember to include the rules for your game so that when uploaded, other children from APS can then play it too. • BBC Teach Super Movers - you can practise your Times Tables here too!

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listen while you complete your artwork.			
DT/ Art	Music	History	PSHE
<ul style="list-style-type: none"> To commemorate VE day, create your own WW2 glider using the 'cut out template' provided or a design of your own. Remember to upload photos of your work to: apsallstars@alexandra.hounslow.sch.uk. Make sure to write your name and class in the email. 	<p>During WW2, messages were sent using a secret code so that they could not be intercepted by the enemy.</p> <p>Using the attached 'Morse Code', write your own secret messages and send them to someone in your family, using sound (a whistle would work well for this so that you can produce long and short sounds). If possible, record yourself doing this and upload to: apsallstars@alexandra.hounslow.sch.uk.</p> <p>I wonder if Alexandra staff members can decipher your code...</p>	<p>Friday 8th May will mark the 75th Anniversary of VE day. Explore what VE day is all about by reading through the information on the attached power-point.</p> <p>Complete one of the following tasks:</p> <ol style="list-style-type: none"> Produce a fact-file explaining what VE day is. Imagine you were a news reporter during WW2. Write a newspaper article about the VE day celebrations. 	<p>During WW2, people had to make lots of sacrifices in order to survive e.g. food was rationed and children were separated from their parents in order to be evacuated from cities to the countryside. When the war was over, people were reunited, and people celebrated. In some ways, the experiences of the people who were alive then are similar to what we are experiencing during lockdown e.g. we aren't able to travel or meet family and friends. When lockdown has ended, what things are you and your family looking forward to?</p>

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Morse Code:

A	● —	N	— ●
B	— ● ● ●	O	— — —
C	— ● — ●	P	● — — ●
D	— ● ●	Q	— — ● —
E	●	R	● — ●
F	● ● — ●	S	● ● ●
G	— — ●	T	—
H	● ● ● ●	U	● ● —
I	● ●	V	● ● ● —
J	● — — —	W	● — —
K	— ● —	X	— ● ● —
L	● — ● ●	Y	— ● — —
M	— —	Z	— — ● ●



Alexandra
Primary School

Aspire, Perform, Succeed

Week beginning 4th May 2020

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My Day

Day and Date:

How I felt today:

What I did today:

One thing I learnt today:

I was helpful or kind today because:

Add a photo or picture here:

The worksheet features a central cloud shape with the title 'My Day'. To the left is a circular area for 'Day and Date:'. Below it is a rainbow and a star. A large cloud contains 'How I felt today:'. To the right is a circular area with horizontal lines for 'What I did today:'. Below the cloud is an open book icon. At the bottom left is a notepad with horizontal lines for 'One thing I learnt today:'. At the bottom center is a circular area with horizontal lines for 'I was helpful or kind today because:'. To the right is a rectangular area with a green border for 'Add a photo or picture here:'. The entire page is decorated with stars, a rocket, and a heart.



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VE Day Multiplication and Division Board Game

During the Second World War, board games were a popular form of entertainment. Games like draughts, chess and dominoes all helped to keep people's spirits up.

How to Play

1. Take it in turns to roll the dice.
2. Move that number along the trail and find the answer to the question you land on.
 - a. If you get the answer wrong, you miss your next turn.
 - b. If you get the answer correct, you can have your next turn as normal.
3. The first person to reach the finish line wins.





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A	● —	N	— ●
B	— ● ● ●	O	— — —
C	— ● — ●	P	● — — ●
D	— ● ●	Q	— — ● —
E	●	R	● — ●
F	● ● — ●	S	● ● ●
G	— — ●	T	—
H	● ● ● ●	U	● ● —
I	● ●	V	● ● ● —
J	● — — —	W	● — —
K	— ● —	X	— ● ● —
L	● — ● ●	Y	— ● — —
M	— —	Z	— — ● ●



TalkforWriting™

**PLEASE
DONATE
TODAY!**



**GREAT
ORMOND
STREET
HOSPITAL
CHARITY**

A message from Talk for Writing

Dear Teacher/Parent/Carer,

Please donate to Great Ormond Street Hospital Children's Charity if you use these resources.

Welcome to the second batch of 8 home-schooling unit booklets produced by Talk for Writing. We are pleased you seemed to love the first batch. Now we want to raise money for this vital charity.

We think the best way to do this is for people to contribute on a voluntary basis:

- **£5 per year group unit**

Schools using or sending the link to a unit to their pupils

- **£2 per unit**

Parents using a unit with their child, if they can afford to do so

These are recommendations only. If you are able to donate more, please do!

DONATE HERE

www.justgiving.com/fundraising/talkforwriting

What is Talk for Writing?

- Thousands of schools in the UK, and beyond, follow the Talk for Writing approach to teaching and learning. If you're new to Talk for Writing, find out about it [here](#).
- If you sign up to our newsletter [here](#), you'll be the first to be informed of any new units, resources or training we are running.
- If you are a teacher, *Creating Storytellers and Writers* and *Talk for Writing Across the Curriculum* are the key texts you'll need to understand Talk for Writing. [Get them here](#).

We hope you find the units of use. Please do let us know your feedback via our Facebook page: www.facebook.com/pg/Talk4Writing/reviews/

With best wishes,

Pie Corbett,

Founder of Talk for Writing



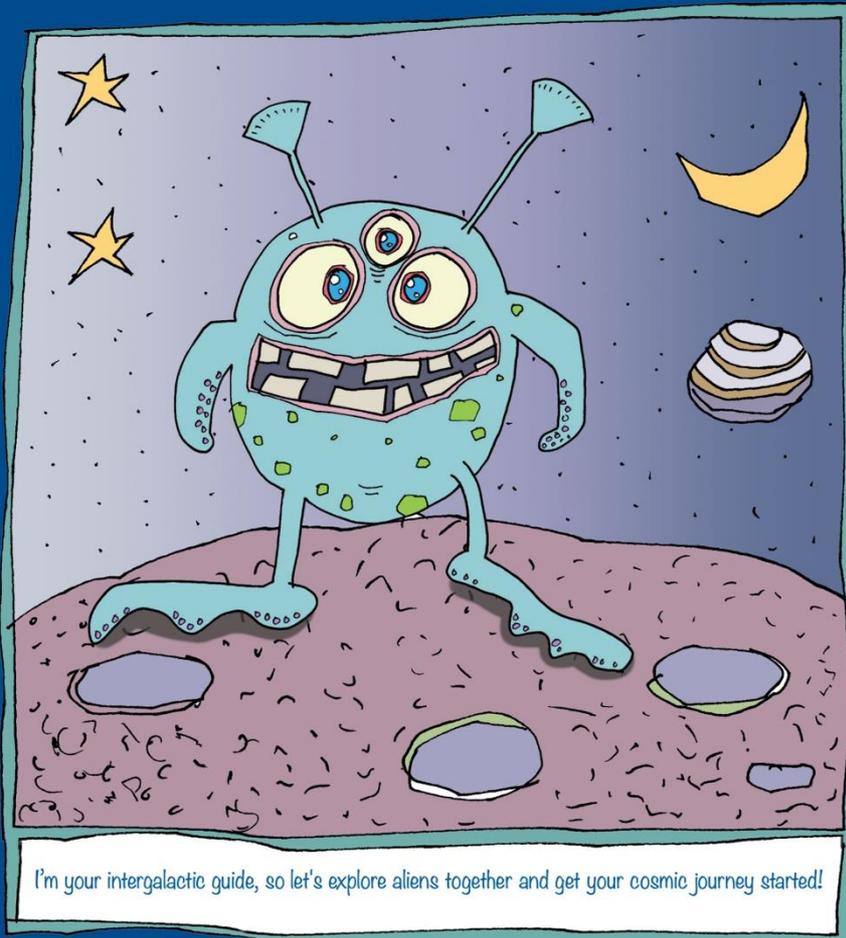
TalkforWriting™

Year 4

Talk for Writing Home-school booklet

Amazing Aliens!

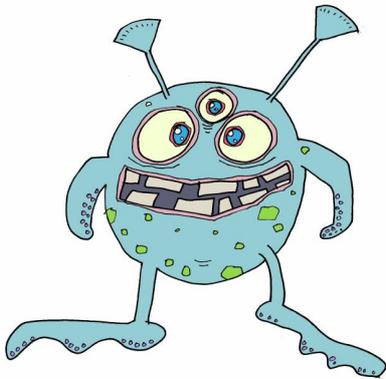
by Maria Richards



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www.talk4writing.com



Welcome to my alien world! You'll find lots of fun things to work through that will help you with your writing skills and build on the work you do at school.



For many years, humans all over the world have wondered whether we really exist. Well, I can tell you we do and, what's more, we have been getting up to all sorts of mischief on our visits to Earth! Now I'm hoping we can help you with your writing and inspire you to believe that aliens are amazing!

First, here are some facts about our species.

You can listen to an audio recording of the facts below here
<https://soundcloud.com/talkforwriting/amazing-aliens/>

Amazing Aliens

Have you ever wondered what it would be like to meet an alien? Read on and find out more about our fascinating species.

What is an alien?

An alien is a peculiar humanoid from outer space.

Appearance:

Most aliens are tall and can grow to over 10 metres in height. However, the Pigmy alien is the tiniest of aliens and is the size of a household mouse. Additionally, aliens have tough, green skin that is often wrinkled to help keep them warm. Amazingly, some aliens have shiny scales that are harder than diamonds.

Habitat:

Aliens are found across the Solar System. The majority like to live well away from planets inhabited by human beings. Usually, they live in pods or space shacks made of ice. Some aliens like to sleep in cocoons, which are woven from a silk-like thread that space worms produce.

What do they eat?

All Aliens are vegetarian, but also candyarian, which means they have an extremely sweet tooth. They love chocolate, cakes and desserts. Furthermore, they are extremely fond of fizzy drinks. Their favourite food is ice-cream. Interestingly, aliens can dislocate their jaws in the same way as a snake, so they can fill their mouth with huge portions of sweet treats.

What do they do?

Aliens are best known for exploring in spaceships. They usually land their spacecrafts in remote areas and like to find out about the planets they are visiting. Interestingly, most aliens are extremely good mathematicians and they love to calculate the answers to complicated maths problems in their heads.

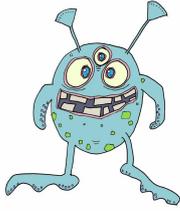
Fascinating facts

- The fastest aliens can run up to 450mph.
- Aliens can live until they are 205.
- Aliens can make themselves invisible if they are threatened.
- Nightshade aliens are the only nocturnal alien, that means they come out at night.

Are aliens on earth?

Watch out! The next time you see someone in your class guzzling extraordinary portions of sweets, getting top marks in their times tables tests and winning every race at Sports' day, just maybe you've got an alien invader of your own!

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Amazing Aliens

Glossary - definitions of some of the technical vocabulary:

humanoid: something that has the shape of a human being

cocoon: a silky case, usually spun by insects

vegetarian: a person or creature that does not eat meat or fish

dislocate: to move a bone out of its normal position

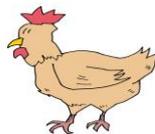
★ Tick the picture below that best represents each word:



humanoid



cocoon



vegetarian



dislocate

★ Now take a look at this line from the text:

All Aliens are vegetarian, but also candyarian, which means they have an extremely sweet tooth.

Vegetarian is a real word but *candyarian* is an alien word and only exists in our alien language. Let's explore alien words by playing the Alien Word game with compound words. Compound words are made when two words are joined to form a new word, for example: blackboard. I have taken compound words from your language and split them up. Your challenge is:

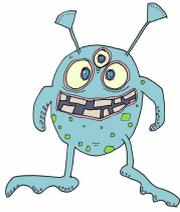
- ★ Join a word in column 1 with any word in column 2.
- ★ Write the new word in the box below.
- ★ Invent a definition for your new alien word.

I've done one for you and remember – be as inventive as you like!

Column 1		Column 2	
water	melon	lady	bird
basket	ball	snow	man
hand	bag	door	way
play	ground	butter	fly

The Alien Word Game

Alien word	Definition of the new alien word
snowmelon	fruit that grows on frozen space-trees in a solar winter



What do the words mean?

Read the information on aliens again. Underline any words you don't know the meaning of. Can you find out the definition? You could ask someone else in your home to tell you, use a dictionary or search the internet. Write your definitions out on a separate piece of paper.

★ **Challenge:** can you put these new words into a sentence?



Alien Comprehension!

Here's a quick-fire reading quiz about aliens. How many can you answer?

How fast can aliens run?

What does *candyarian* mean?

Where do aliens like to sleep?

Which word in the text means the same as *investigating*?

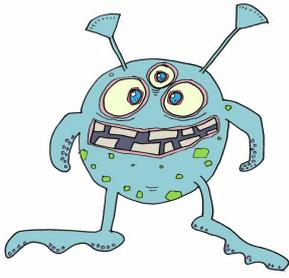
What is the name of the smallest alien species?

Aliens have soft skin. True or false?

What type of food might be on an alien's shopping list?

Why might aliens scare humans?

Why might you have an alien in your class if you spot someone doing extremely well in maths tests?



Help! I've seen an alien!

★ Let's investigate some of the words and phrases that would help you to describe an alien to a friend if you ever saw one.

The Adjective Game:

Adjectives are used describe things (nouns): e.g.

The **fluffy, grey** cat slept on the **comfortable** sofa.

To make descriptions more powerful for a reader you can add adjectives to describe different nouns. Your challenge is to describe my alien friend below, using two adjectives. I have done one for you.



Remember, when you use two adjectives, you separate them using a **comma**.

The alien I saw had **fiery, oval** eyes.

Write some interesting adjectives to describe different bits of the alien.

The alien I saw had:

_____ , _____ horns

_____ , _____ teeth

_____ , _____ claws

_____ , _____ skin

_____ , _____ head

Writing Tip – “Has every word earned its place?”

Make sure **both** adjectives you have used to describe your alien are telling the reader something different. For example, **large, big** teeth doesn't work because **large** and **big** are saying the same thing.



The 'Talk Like an Expert' game

Now let's invent some facts about aliens. Imagine you are world expert on aliens and you are answering the interview questions below. Make up one fact for each question.

- ★ Start your answers with one of these generalisers. These are words that sum up things e.g. *most, all, some, many, a few*. For example:

Most aliens like cheese.

Where do aliens go on holiday?

What do aliens like to do to relax?

How do aliens travel to work?

Why do aliens live alone?



- ★ **Challenge:** Add on to your facts by using the adverb 'additionally'. Use it to start a NEW sentence to add on to your fact. For example:

Most aliens like cheese. Additionally, they also enjoy eating broccoli covered in marmite.

- ★ Rewrite your sentences below. Remember to use a capital letter to start, a comma after additionally and a full stop at the end of your sentences. Check you have two sentences.

_____ . *Additionally,* _____ .

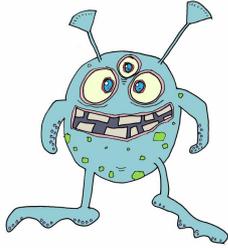




- ★ Now write your own questions to ask an alien. Use the question words: *who, what, when, where* and *how*. Don't forget to end your sentence with a question mark.

- ★ Creative challenge: On a separate piece of paper, create your own alien. How many eyes will it have? How many legs? What colour will its skin be? What special powers will it have? Label your alien to show what it can do e.g. *laser eyes for fighting enemies.*





Alien Headlines

Now, let's find out what mischief I've been up to when I've visited earth. Here is the opening of a newspaper report about me.

The Farming News

Alien Antics

Last night, local farmer Barry Bartlett, 46 years old, received the shock of his life when he discovered an alien spaceship landing in one of his wheat fields.

★ **What do you think I did once I landed in the wheat field?**

I predict

★ **What does ... 'shock of his life' mean?**

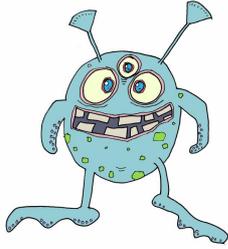
To receive a shock of your life means ...

The headline game

A headline is a short, punchy sentence that sums up the newspaper story. Sometimes it uses rhyme (Stranger Danger) or alliteration (where words start with the same sound e.g. Bear bites baddie). Imagine each picture below is part of a newspaper report. Have a go at creating a punchy headline for it.

★ Challenge: Can you use alliteration in at least one headline?





When? Who? What? Why? Where? openers

My favourite paragraph in a newspaper report is the first one. It's clever because it tells you the whole story without you having to read it all. It uses the 5 W's above to do this.

Last night **(when)**, local farmer Barry Bartlett, **(who)**, 46 years old, received the shock of his life **(what)** when he discovered an alien spaceship landing **(why)** in one of his wheat fields **(where)**.

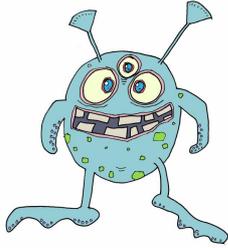


★ How else could I have surprised a local person? Maybe I was found snooping around in a garage or maybe I was seen in a park or I arrived at school?

For example: Yesterday, local shopkeeper Ada Rudge, 34 years old, received the shock of her life when she found a green, slimy alien eating tinned hotdogs at the back of her shop.



★ Now you try using the 5 Ws to write a new paragraph about my mischief. Remember to tell me when, who, what, why and where. Use the example above to help you.



Crazy Quotes

There are usually quotes from witnesses in newspaper reports too. This is when you write down what people say about an event. Here's what Barry said about me in the newspaper:

"I never expected to see an alien in my field. It was the scariest moment of my life," Barry **told** the Farming News.

- ★ You need to use speech punctuation when you write a quote in a newspaper, just like you do in your stories. To help you remember where the punctuation goes, use the steps below:

Speech Toolkit

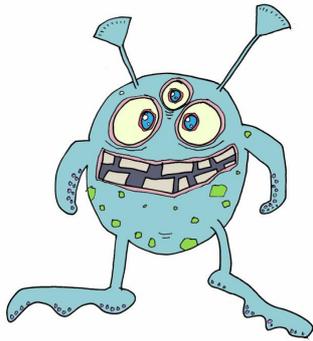
1. Open speech with inverted commas: “
2. Write what the person is saying
3. Signal the end of the speech with punctuation: usually it's a comma but could be ? or ! (depending on what's been said).
4. Close speech with inverted commas: ”
5. Say who said it. e.g. *told, reported, exclaimed, informed, stated, said.*
6. End with a full stop.



Go back to the pictures above on page 11 and write a quote from the characters for each one below.

★ **HAVE YOU CHECKED YOUR PUNCTUATION?** Go back and take a look.

You can listen to an audio recording of the text below here
<https://soundcloud.com/talkforwriting/aliens>



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:

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.

Creative challenge: On a separate piece of paper, 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!



Your Log

- ★ Now imagine you have explored Zargon 10 and are ready to write your log. Follow the same pattern as me and use this planner to jot down some ideas.

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> *Have as many events as you like	
Round off your report and tell the reader where you are going next. <i>Finally,</i>	



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 ideas above, using and or but to add detail.



'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 ideas above, using fronted adverbials to show when and how.



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.



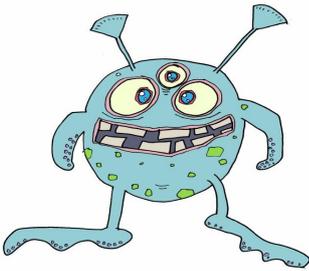
Write Away!

Now you're ready to write your log! Use your plan (and the model for Zargon 9 if it helps) to draft your log on a separate piece of paper.

Remember to:

- add detail to your sentences by using *and* or *but*;
- add explanation to your sentences using *because*;
- use fronted adverbials like *After that*, to start some sentences;
- check your capital letters at the start of sentences, full stops at the end and commas after your fronted adverbials.

★ Don't forget to read your work and check it flows and makes sense.



I want to go there!

Zargon 10 sounds like a brilliant planet to visit. Let's have a go at persuading people to visit it. Take a look at this example advert:

Fabulous fun for all the family at Alien Park

Are you ever bored at the weekend? Do you long for something exciting to do? Why not zoom to Alien Park and enter an amazing world?

Marvel at flying vampires. Wonder at the Dragons' Cave. Be amazed by Crocodile World. There is also ample parking, a cool café and a stunning shop.

Only 5 minutes from airstrip 21! Join the Alien A-team!

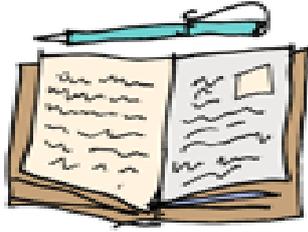
Now let's use the structure and imitate the language to write our own.

- ★ **Ask 3 questions:** Are you ever bored at the weekend?
Do you long for something exciting to do?
Why not zoom to Aliens Park and enter an amazing world?
- ★ **Use *weasel* words** – words that are sneaky and boastful that try and make you think everything is absolutely wonderful. Underline all the *weasel* words in the advert above. I've done a few for you.
- ★ **Tell your reader what to do by using *bossy imperative verbs*:** **Marvel** at flying vampires. **Wonder** at the Dragons' Cave. **Be amazed** by Crocodile World.
- ★ **Add on more detail with a sentence of 3 things:** There is also **ample parking, a cool café and a stunning shop.**
- ★ **Tell them where it is:** Only 5 minutes from **airstrip 21!**
- ★ **Round off with a catchy slogan:** **Join the Alien A-team!**

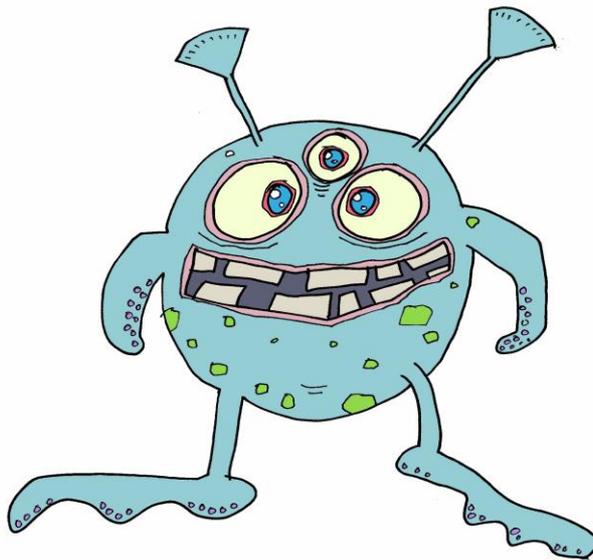
Let's innovate!

- ★ What do you want to say about Zargon 10? Use the planner below to plan your ideas. You can use some of the sentences above but try to add sentences and ideas of your own. I have left space in the plan for this, too:

Underlying structure	Jot down your ideas in note form
Ask a question to the reader to draw them in e.g. <i>Do you ...</i>	
Tell the reader what there is on Zargon 10. Name 3 things. e.g. <i>Don't miss...</i>	
Add on more detail with a sentence of three	
Tell them where it is	
End with a catchy slogan e.g. <i>See you there!</i>	



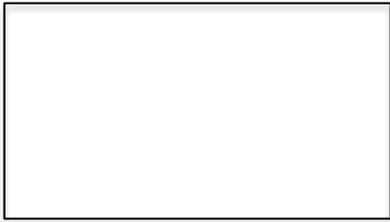
★ Now you're ready to write your advert! Use your plan to draft it on a separate piece of paper and don't forget to check the punctuation and flow. Does it sound persuasive enough?



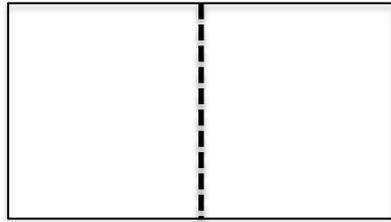
Let's publish!

I want to take your advert back to my planet with me, so how about making it into a leaflet? You can make one using the instructions below. You can add pictures, maps of where things are, quotes from visitors and whatever else you'd like to make your leaflet colourful and exciting.

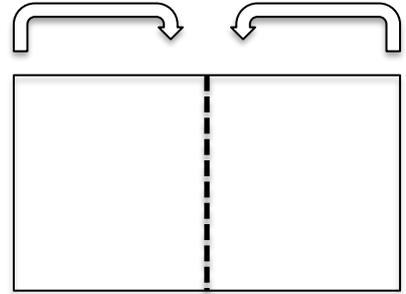
How to make a simple leaflet



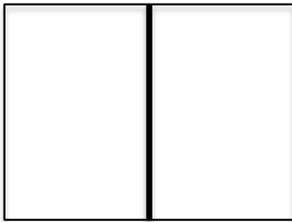
A4 paper



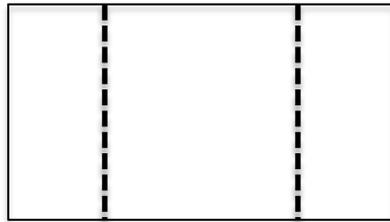
Fold it in half



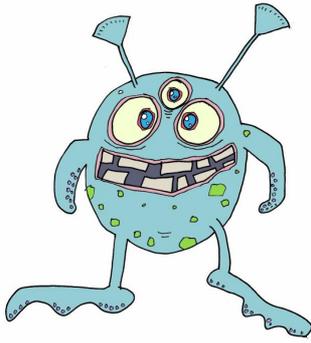
Fold each side into the middle



You have a leaflet!



Add in pictures, maps and lots of detail. Use all sides of the paper.



Invention

Well Done! We've reached the end of our non-fiction journey.

If you want to do more writing, you could try some **INVENTING** by using what you have learnt at school already. Here are a few ideas:

- ★ Write a set of instructions showing how to catch an alien.
- ★ Write an information text about the alien that you designed in this unit.
- ★ Write a story that has an alien as the main character. Use a story pattern that you know or use this basic structure:

Once upon a time

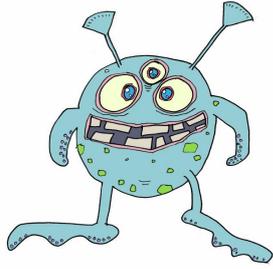
One day

Unfortunately

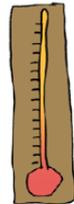
Luckily

In the end

- ★ Write a sorry letter to the farmer from me, apologising for scaring him



Time for me to leave. I hope you've had fun and enjoyed your writing! Why not rate your journey with me. Put a star along the scale to show how much you enjoyed it:



My favourite parts of the booklet were ...

This workbook has helped me learn ...



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Maria Richards, former teacher and National Strategy Literacy Consultant, now works with Talk for Writing to help schools develop the approach.

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To find out more about Talk for Writing, visit www.talk4writing.com.

Thanks to Jon Ralphs for cartoon designs and to by Natasha Fernandez, Alexandre Zanin, Mentatdgt and Snapwire from Pexels.com, for sharing their photos.

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VE DAY



Victory in Europe

Victory in Europe Day/ VE Day took place on May 8th 1945. It was a public holiday and day of celebration to mark the defeat of Germany by the Allied forces in World War 2.

VE Day marked the formal conclusion of the war with Germany and brought to an end six years of suffering, courage and endurance across the world.



Surrender

After Hitler's suicide in April, 1945, the Germans knew they could not win the war. General Jodl, travelled to see General Dwight D. Eisenhower - who was Supreme Commander of the Allied Forces in Europe - at the Headquarters in France.

On the 7th May, at 2.41am, in front of some of the leaders of the Western Allies, Jodl signed a surrender document on behalf of Germany. This meant that the war in Europe was over, although World War II continued in other countries.



Photo courtesy of Ras67 (@Wikipedia.com) - granted under creative commons licence - attribution

Celebrations

As news of the surrender spread, the war-weary British began to rejoice straight away. During the previous six years, half a million homes had been destroyed, thousands of civilians had been killed and many millions of lives disrupted, in Britain alone.

The news of a surrender was what everyone needed to hear.



Photo courtesy of Fae (@Wikipedia.com) - granted under creative commons licence – attribution

People ran out on to the streets, hanging bunting and banners and dancing. People organised impromptu street parties, shared rationed food with the neighbours and listened to the wireless for updates.

Announcement

Yet the British Prime Minister, Winston Churchill, had yet to make a formal announcement. He was being held back by Stalin, the leader of the Soviet Union. Stalin wanted his own document of surrender signing, so he was holding off announcing the fall of Germany.

Churchill was not going to give Stalin the satisfaction of making Britain wait, so at 19:40, Churchill made this announcement over the radio:



"In accordance with arrangements between the three great powers, tomorrow, Tuesday, will be treated as Victory in Europe Day and will be regarded as a holiday."

Victory in Europe



Photo courtesy of W.wolny (@Wikipedia.com) - granted under creative commons licence – attribution

This photograph shows Churchill waving to crowds in Whitehall, London, on the day he broadcast to the nation that the war with Germany had been won, 8th May 1945.

Time to Celebrate



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London VE Day



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Photo courtesy of Fæ (@Wikipedia.com) - granted under creative commons licence – attribution

After suffering so many bombing raids, London was the place to be on VE Day and anyone who could reach the city did so. The centre of London was full of people wearing red, white and blue, waving flags, dancing and singing. Fireworks filled the sky with flashes of light.

Britain's Resolve and Strength

On VE Day, everyone, both in London and at home sitting by their wireless sets, wanted to hear just one man: Winston Churchill. At 3pm the Prime Minister broadcast to the nation. He praised the British spirit and reminded them that this was a victory of the great British nation as a whole. He also reminded them that the war continued against the Japanese, but 'we can all take a night off today'.



Photo courtesy of Fæ (@Wikipedia.com) - granted under creative commons licence - attribution

Crowds gathered in Trafalgar Square and up The Mall, waiting for Winston Churchill and King George VI to make an appearance on the balcony of Buckingham Palace.

“This is your victory!”

Shortly after Churchill's speech, King George VI, Queen Elizabeth and the two princesses came out onto the balcony at Buckingham Palace. It was to be the first of eight appearances by the King and Queen on VE Day. When the doors onto the balcony were opened again at 17:30, the Royal Family stepped out accompanied by the man of the hour, Churchill. Churchill later told the crowds:



Photo courtesy of Lewenstein (@Wikipedia.com) - granted under creative commons licence – attribution



“This is
your
victory!”

Photo courtesy of Common Good (@Wikipedia.com) - granted under creative commons licence – attribution

A Memorable Night

Later that evening, Princess Elizabeth and Princess Margaret slipped out of Buckingham Palace to experience the celebrations for themselves. They stood amongst the joyful crowds below the royal balcony.

HM Queen Elizabeth II recalled the event:

"... my sister and I realised we couldn't see what the crowds were enjoying ... so we asked my parents if we could go out and see for ourselves ... After crossing Green Park we stood outside and shouted, 'We want the King', and were successful in seeing my parents on the balcony. I think it was one of the most memorable nights of my life."



