

Fiction 1.3 *Fantastic Voyages*

About this unit:

The children read two stories by Simon Bartram, *Man on the Moon* and *Dougal's Deep-Sea Diary*. They look at the settings of the two stories, building their vocabulary, and use imaginative role play to explore the characters. They use the stories' structures (a day-in-the-life and a diary) to retell the stories, and write alternative tales about the characters, diary entries, postcards and longer narratives, revising the use of 'and' to join sentences.

Stimulus synopsis: *Man on the Moon / Dougal's Deep-Sea Diary*

Man on the Moon

Bob has a very special job – looking after the Moon. He knows almost everything about it, but there's one thing he's blissfully unaware of ... aliens!

Dougal's Deep-Sea Diary

Dougal's day job is pretty boring, but luckily he's got a really interesting hobby – deep-sea diving! He'd really like to find some mermaids, or discover the lost city of Atlantis, but never sees anything that exciting. Maybe this dive will be different ...

Spelling list :

[F AR 1.3.1 Spelling List : Fantastic Voyages](#)

Recommended grammar activities:

New: [Y1 11 Sentence punctuation](#)

Other sessions available in the [Lesson Bank](#):

Comprehension 9: *Dougal's Deep-Sea Diary*

- Ask and answer questions about a character

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	Comprehension 1: <i>Man on the Moon</i> Ask questions about a text Explore 'setting' vocabulary	Comprehension 2: <i>Man on the Moon</i> Ask and answer questions Make predictions	Comprehension 3: <i>Man on the Moon</i> Make inferences Explore a character	Depth Focus 1: <i>Man on the Moon</i> Explore setting and description Orally compose and write sentences	Comprehension 4: <i>Man on the Moon</i> Sequence events Retell a story
	Objective				
	Listen to and discuss a wide range of text types; Draw on what they already know/background information/vocabulary provided by teacher	Make predictions; Make inferences	Make inferences; Discuss significance of title and events	Participate in discussions and listen to others; Say out loud what they are going to write about	Discuss word meanings, linking new meanings to those already known; Draw on what they already know/background information/vocabulary provided by teacher
	Spoken Language				
	Listen and respond appropriately	Ask relevant questions	Listen and respond appropriately	Speculate, hypothesise, imagine and explore ideas	Speculate, hypothesise, imagine and explore ideas
	Success Criteria				
	I can ask questions about a text I can explore 'setting' vocabulary	I can ask and answer questions I can make predictions	I can make inferences I can explore a character	I can explore setting and description I can orally compose and write sentences	I can sequence events I can retell a story

	Day 6	Day 7	Day 8	Day 9	Day 10
Week 2	Comprehension 5: <i>Man on the Moon</i> <i>Make inferences</i> <i>Orally compose and write sentences</i>	Short composition 1: Day 1 <i>Plan a story</i>	Short composition 1: Day 2 <i>Orally compose the beginning, middle and end of a story, before writing</i>	Comprehension 6: <i>Dougal's Deep-Sea Diary</i> <i>Ask and answer questions</i> <i>Explore 'setting' vocabulary</i> <i>Make inferences</i>	Comprehension 7: <i>Dougal's Deep-Sea Diary</i> <i>Make predictions and inferences</i> <i>Ask and answer questions</i>
	Objective				
	Explain clearly their understanding of what is read to them; Compose a sentence orally before writing it	Say out loud what they are going to write about	Compose a sentence orally before writing it; Sequence sentences to form short narratives	Listen to and discuss a wide range of text types; Discuss word meanings, linking new meanings to those already known;	Listen to and discuss a wide range of text types; Discuss word meanings, linking new meanings to those already known
	Spoken Language				
	Speculate, hypothesise, imagine and explore ideas	Consider and evaluate different viewpoints	Participate actively in conversations	Build their vocabulary	Listen and respond appropriately
	Success Criteria				
	I can make inferences I can orally compose and write sentences	I can plan a story	I can orally compose the beginning, middle and ending of a story, before writing	I can ask and answer questions I can explore 'setting' vocabulary I can make inferences	I can make predictions and inferences I can ask and answer questions

	Day 11	Day 12	Day 13	Day 14	Day 15
Week 3	Comprehension 8: <i>Dougal's Deep-Sea Diary</i> <i>Sequence events</i> <i>Compose a diary entry for choral reading</i>	Depth Focus 2: <i>Dougal's Deep-Sea Diary</i> <i>Explore features of a diary</i>	Short composition 2 <i>Write own diary entry</i>	Depth Focus 3: <i>Man on the Moon and Dougal's Deep-Sea Diary</i> <i>Compare two stories</i>	Sentence grammar: Joining clauses <i>Join sentences with 'and'</i>
	Objective				
	Compose a sentence orally before writing it	Draw on what they already know/background information/vocabulary provided by teacher; Make inferences	Compose a sentence orally before writing it; Sequence sentences to form short narratives; Re-read what they have written to check that it makes sense	Be encouraged to link what they read or hear read to their own experiences	Join words and sentences using 'and'
	Spoken Language				
	Speak audibly and fluently using Standard English	Articulate and justify answers	Give well-structured descriptions, explanations and narratives	Listen and respond appropriately; Participate in discussions, presentations, performances, role play, improvisations and debates	Listen and respond appropriately
	Success Criteria				
	I can sequence events I can compose a diary entry for choral reading	I can explore features of a diary	I can write my own diary entry	I can compare two stories	I can join sentences with 'and'

		Day 16	Day 17	Day 18	Day 19	Day 20
Week 4		Short composition 3: Day 1 <i>Use description</i> <i>Build vocabulary</i>	Short composition 3: Day 2 <i>Orally compose and write a postcard</i>	Long composition: Day 1 <i>Plan a new story</i>	Long composition: Day 2 <i>Write a new story</i>	Long composition: Day 3 <i>Evaluate and edit a story</i>
	Objective					
		Be encouraged to link what they read or hear read to their own experiences; Say out loud what they are going to write about	Compose a sentence orally before writing it; Sequence sentences to form short narratives	Say out loud what they are going to write about	Compose a sentence orally before writing it; Sequence sentences to form short narratives	Discuss what they have written with the teacher or other pupils; Re-read what they have written to check that it makes sense
	Spoken Language					
		Participate actively in conversations	Listen and respond appropriately	Speculate, hypothesise, imagine and explore ideas	Participate actively in conversations	Speculate, hypothesise, imagine and explore ideas
	Success Criteria					
		I can use description I can build vocabulary	I can orally compose and write a postcard	I can plan a new story	I can write a new story	I can evaluate and edit my story