

Teacher resources:

Going to space



Trinity Stars

YOUNG PERFORMERS AWARDS

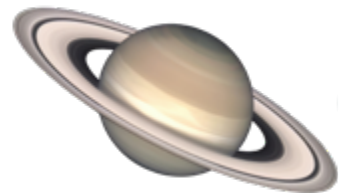


Contents

Introduction	1
Activity 1: Space fun	2
Activity 2: I spy in space	3
Activity 3: Off we zoom!	4
Activity 4: Landing on another planet.....	5
Activity 5: Alien being's feelings.....	6
Activity 6: Spacewalk	7
Activity 7: Planet song	8
Activity 8: Space.....	9
Activity 9: A day in the life of an alien	10
Activity 10: Going to the moon.....	11

Useful materials

Space pictures	13-16
Flashcards: Space	17
Flashcards: Emotions	18
The planets	19
Individual planet pictures	20-28





Introduction

Topic: Space

Suitable for: Primary school

Language used:

Rocket, moon, planets, stars, astronaut, galaxy, alien, spaceship, moon, Mercury, Mars, Saturn, Venus, Jupiter, Neptune, Uranus, Earth.

Useful materials: Flashcards, pictures of space and alien beings, craft and art supplies, storybooks about space.

Here are some flexible and engaging activities for all Trinity Stars levels. They are designed to encourage five key skill areas that match with primary education curriculums:



Communication



Teamwork



Understanding



Creativity



Movement

Teachers can choose and adapt activities based on the needs and learning goals of the children they are working with.





Activity 1:

Space fun

Aim: To help children to recognise and use vocabulary connected to outer space.

Skills developed:



Communication: Learning and saying vocabulary connected to space.



Understanding: Connecting images to specific words related to space.



Movement: Moving around the space in the room to demonstrate understanding of vocabulary.



Creativity: Using imagination to create pictures related to space.

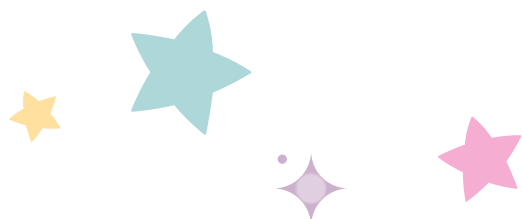


Teamwork: Developing turn-taking skills.

Materials needed: Space flashcards (see [page 17](#)).

How to play:

- 1 Show flashcards of different images connected to space (eg rocket, moon, planets, stars, astronaut, galaxy, alien) and say each word, asking the children to repeat after you.
- 2 Repeat this activity, showing the flashcard with only the children saying the word.
- 3 Divide the children into small groups. Give them one of the flashcards. Ask them to create their own flashcard based on the image.
- 4 Place their flashcards on different walls around the room.
- 5 Choose an image and say the word. Children move to the correct flashcard. Repeat with all flashcards.
- 6 Give the children the opportunity to take the role of the teacher and say out loud the words on the flashcards.





Activity 2:

I spy in space

Aim: To help children learn and use vocabulary connected to space.

Skills developed:



Communication: Developing a range of vocabulary related to outer space.



Understanding: Reviewing vocabulary related to space.



Movement: Miming space-related movements.



Creativity: Inventing 'alien beings' that might live in space or on other planets.



Teamwork: Developing turn-taking skills.

Materials needed: Space pictures (see [pages 13-16](#)).

How to play:

- 1 Show the children a detailed picture of space.
- 2 Say to the class: 'I spy with my little eye something beginning with... M' (eg moon, Mercury, Mars).
- 3 The children put their hands up to guess.
- 4 The child with the correct answer comes to the front and acts out a space-related movement (eg floating in zero gravity, pretending to steer a spaceship, twinkling like a star).
- 5 The child then repeats the sentence, choosing a different object in the picture, saying the first letter of the word (eg S... star, spaceship, Saturn).
- 6 Repeat until all children have participated.

Further ideas

Creative project: Ask each child to invent their own 'alien being' that might live on another planet or in space. They can name it, describe what it looks like and/or draw it, and create a sound or movement it makes. Encourage them to share their ideas with the group, acting out their 'alien beings' movements and sounds.



Activity 3:

Off we zoom!

Aim: To engage children in the joy of language through rhythm, movement and imaginative storytelling.

Skills developed:



Communication: Using sounds and words to communicate the meaning of the poem.



Understanding: Interpreting the poem through sounds and movement.



Movement: Expressing the meaning of the poem through facial expressions and body movements.



Creativity: Developing imagination by creating a play.



Teamwork: Working together to perform and contribute.



Let's get into our rocket,
We're going to the moon!
Put on your seatbelt,
Off we ZOOM!



We fly though space,
And BANG we land.
Let's go and explore,
Take my hand!

What does the moon feel like
Under your feet?
I've heard it's made of cheese.
Shall we eat?



(Explore eating the moon cheese.)



Climb over the rocks.
Make sure you take care,
Breathe slowly and deeply,
Use your spacesuit's air.



Do you think anyone lives here?
What will we see?
Will they be scary?
Or maybe friendly?



(Explore meeting alien beings.)

It's time to leave!
Get in the rocket, let's go!
What a great space adventure!
Did you enjoy it – yes or no?



How to play:

- 1 Read the poem aloud.
- 2 Say the poem again, acting it out together.
- 3 Divide the children into groups and ask them to create a short play, based on the poem.
- 4 Each group then shares their play with the class.



Activity 4: Landing on another planet

Aim: To encourage children to express character through movement and mime.

Skills developed:



Communication: Expressing ideas through mime and movement.



Understanding: Demonstrating understanding through movement and expression.



Movement: Imitating an astronaut or an 'alien being'.






Creativity: Creating and personalising their characters.



Teamwork: Working together through interactions.

Materials needed: Space pictures (see [pages 13-16](#)).

How to play:

-  1 Show a picture of an 'alien being.' Discuss how it might move and what it might sound like. Repeat the same activity with a picture of an astronaut.
-  2 Tell the children that they have landed on another planet.
-  3 Encourage the children to mime as they interact with one another, using movement and facial expressions.





Activity 5:

Alien being's feelings

Aim: To encourage children to express emotions through voice and body.

Skills developed:



Communication: Expressing emotions through voice and movement.



Understanding: Demonstrating understanding of emotions.



Creativity: Creating and personalising emotions.

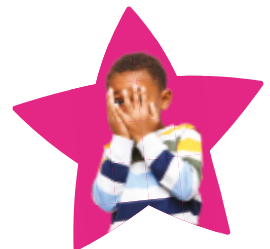


Teamwork: Observing and guessing emotions as a class.

Materials needed: Emotions flashcards (see [page 18](#)).

How to play:

- 1 Share flashcards showing different emotions with the children (eg angry, worried, excited, shy, shocked, nervous).
- 2 Discuss with the children what the emotions are and ask them to imitate them with you.
- 3 Explore how an 'alien being' might speak (eg through sounds, words or made-up alien speech).
- 4 Ask each child to come up to the front of the class, adding the word 'alien' before a space-themed name (eg Alien Starbeam, Alien Zog).
- 5 Ask them to choose an emotion card.
- 6 Encourage the child to act as their alien and express the emotion on the card in a creative way, using their voice, body and movement.
- 7 The other children guess how the 'alien being' is feeling.
- 8 Repeat so that all children have a turn.





Activity 6: Spacewalk

Aim: To encourage language development, empathy and imagination by exploring emotions, movement and storytelling through sounds, poetry and performance.

Skills developed:



Communication: Expressing and sharing their feelings.



Understanding: Reacting and responding to the stimulus and each other.



Movement: Using facial expressions and body movement in role-play.



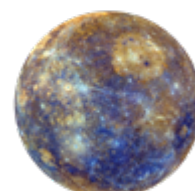
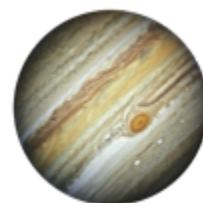
Creativity: Developing imagination through characterisation.



Teamwork: Working together to explore walking in space.

How to play:

- 1 Discuss with the children how they might feel if they visited another planet.
- 2 Role-play with the children getting into the rocket to visit another planet.
- 3 Explore with the children how they might walk on this planet.
- 4 After a few minutes, ask the children to freeze in their position and silently think about what their character is feeling in that moment.
- 5 Encourage the children to share their thoughts and feelings with the class.
- 6 Discuss how these feelings might change in different situations or environments (eg if they felt nervous because the planet was unfamiliar, how would they feel instead if they met a friendly 'alien being' who wanted to show them around?).





Activity 7:

Planet song

Aim: To encourage children to imagine and express the characters of the planets through movement, words and performance.

Skills developed:



Communication: Expressing ideas through song, speech and characterisation.



Understanding: Demonstrating knowledge of planetary characteristics through movement and expression.



Movement: Using body language and gestures to bring the planets to life.



Creativity: Using imagination to interpret and personify the planets.



Teamwork: Working together in small groups to devise and perform a short play.

Materials needed: Planet pictures (see [pages 19-28](#)).

How to play:

- 1 Create a picture showing all the planets. Discuss what they look like.
- 2 Sing the Planet song (sung to 'I can sing a rainbow'), add actions and encourage the children to sing along with you:

Ringed Saturn, hot Venus and red Mars
 Small Mercury, big Jupiter too.
 Cold, dark Neptune, blue Uranus
 Earth, home to me and you.
- 3 Discuss with the children how they might bring the planets to life:
 - ▶ How might they move? (eg heavy and slow like Jupiter, quick and darting like Mercury)
 - ▶ How might they speak? (eg slow, booming voice for Jupiter, high, quick voice for Mercury)
 - ▶ What personalities might they have? (eg fiery and temperamental for Mars, calm and wise for Neptune)
 - ▶ How might the planets interact with one another? (eg Saturn showing off its rings, Earth talking about life on its surface)
- 4 Divide the children into small groups and ask them to create a short play about the planets.
- 5 Ask the children to share their plays with the rest of the class.
- 6 Encourage the children to create their own props and costumes to enhance their performance.



Activity 8: Space

Aim: To encourage children to imagine and express the characters of the planets through movement, words and performance.

Skills developed:



Communication: Expressing ideas through dialogue and role-play.



Understanding: Interpreting and responding to a narrative about space.



Movement: Using the space in the room creatively to explore the story.



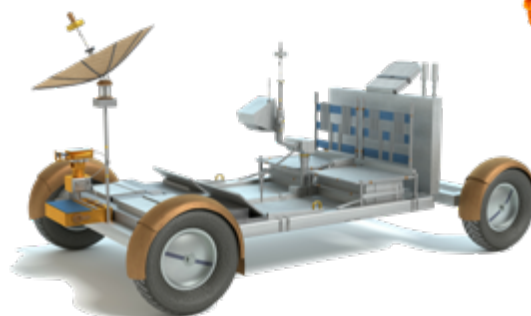
Creativity: Using imagination to personalise responses to the narration.



Teamwork: Working together to act out the scene.

How to play:

- 1 Narrate a simple story about space (this can be from a book or one you have made-up). Add background space sounds or music to enhance the experience.
- 2 Guide the children in miming actions that match the story, encouraging expressive movements and imaginative responses.
- 3 After the adventure, assign the children roles as astronauts, scientists or journalists and have them report back to 'Earth' about what they discovered.





Activity 9:

A day in the life of an alien

Aim: To encourage role-play by imagining and acting out a day in the life of an 'alien being'.

Skills developed:



Communication: Expressing ideas through dialogue and role-play.



Understanding: Interpreting and responding to the topic.



Movement: Using the space in the room creatively to develop the character and explore the topic.







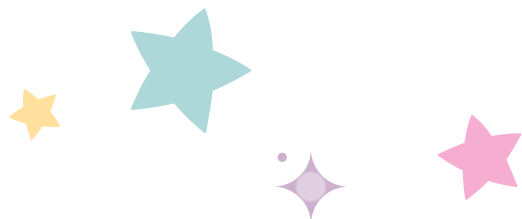
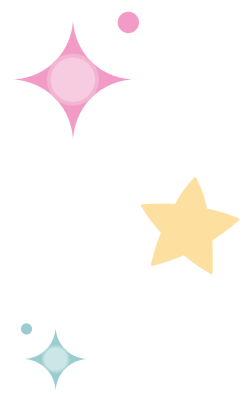
Creativity: Build a role-play in stages through guided storytelling.



Teamwork: Working together to explore and act out different aspects of alien life.

How to play:

-  1 Ask the children to imagine what it is like to be an 'alien being' for the day.
-  2 Get down on the floor with the children and make the sound of an alarm clock going off in the morning.
-  3 Guide the role-play by asking questions at different points in the day. Encourage the children to act out their answers. Examples of questions:
 - ▶ What do 'alien beings' have for breakfast?
 - ▶ How do 'alien beings' travel?
 - ▶ Do 'alien beings' go to school?
 - ▶ What are an 'alien beings' hobbies?
-  4 End the activity by having the 'alien beings' get ready for bed and settle down for the night.





Activity 10:

Going to the moon

Aim: To encourage independent dramatic exploration of the theme 'Going to the moon'.

Skills developed:



Communication: Expressing ideas through dialogue and improvisation.



Understanding: Interpreting and responding creatively to the theme.



Movement: Using the space in the room creatively to explore and improvise.



Creativity: Expanding imagination through improvisation.



Teamwork: Working together to create and perform an improvisation.

How to play:

- 1 Write 'Going to the moon' on the board. Ask the children to discuss what this could involve. For example:
 - ▶ How might they get there? Eg rocket; space taxi; space plane.
 - ▶ Why are they going there? Eg to collect some moon treasures; have a space picnic.
 - ▶ What might happen while they are there? Eg they meet an alien being; they discover moon magic.

Write useful vocabulary on the board.

- 2 Tell the children that they are going to create their own short play of 'Going to the moon'.
- 3 Divide the class into small groups and ask them to discuss their ideas and create their own short play.
- 4 Each group performs their play to the rest of the class.
- 5 You can offer the children an opportunity to create their own props and costumes to enhance their performance.





Suggested resources with the theme of space:

Nursery rhymes



- ★ 'Five Little Astronauts Sitting on the Stars' – Traditional
- ★ 'Twinkle, Twinkle Little Star' – Traditional

Songs



- ★ 'Climb Aboard the Spaceship' – Anonymous
- ★ 'The Planets Song' – Kids TV123
- ★ 'Astronauts' – Bounce Patrol
- ★ 'Zoom! Zoom! We're Going to the Moon' – The Kiboomers
- ★ 'The Planets' – Gustav Holst

Stories

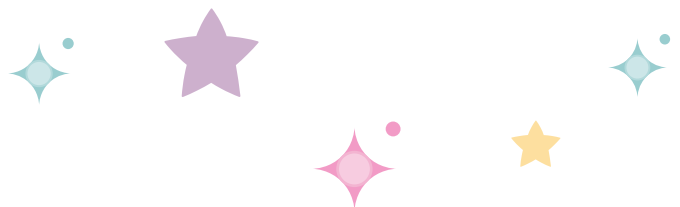


- ★ *Space Boy* – David Walliams
- ★ *How to Catch a Star* – Oliver Jeffers
- ★ *The Awesome Night Sky* – Kay Barnham
- ★ *The Smeds and the Smoos* – Julia Donaldson
- ★ *Rocket Girl* – Didi Dragon
- ★ *There's No Place like Space!* – Dr Suess
- ★ *The First Hippo on the Moon* – David Walliams

Poems



- ★ 'The Moon' – Robert Louis Stevenson
- ★ 'Our Star' – James McDonald
- ★ 'I'm Glad the Sky is Painted Blue' – Anonymous
- ★ 'The Night Sky' – Anonymous
- ★ 'A Fish in a Spaceship' – Kenn Nesbitt
- ★ 'If I was an Astronaut' – Josh Gill
- ★ 'Space Rocket' – Richard Caley
- ★ 'Alliteration Space-station Countdown' – Paul Cookson
- ★ 'Footprints' – Roger Stevens

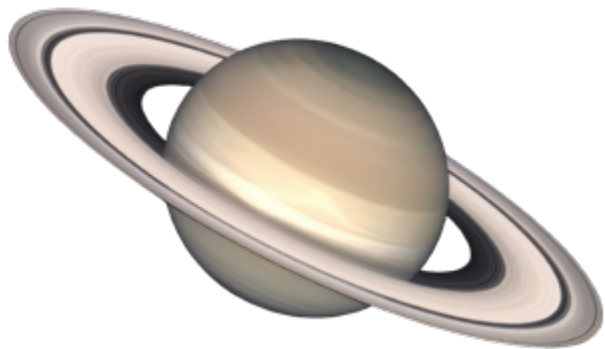






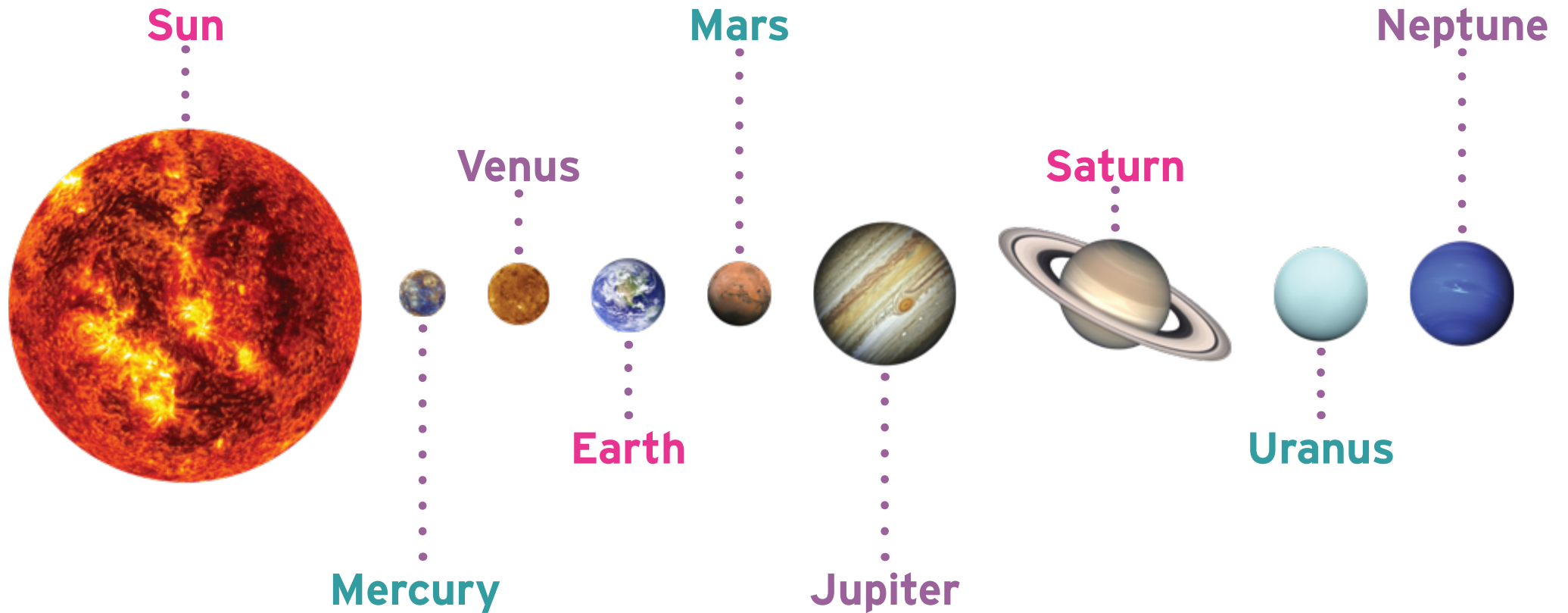


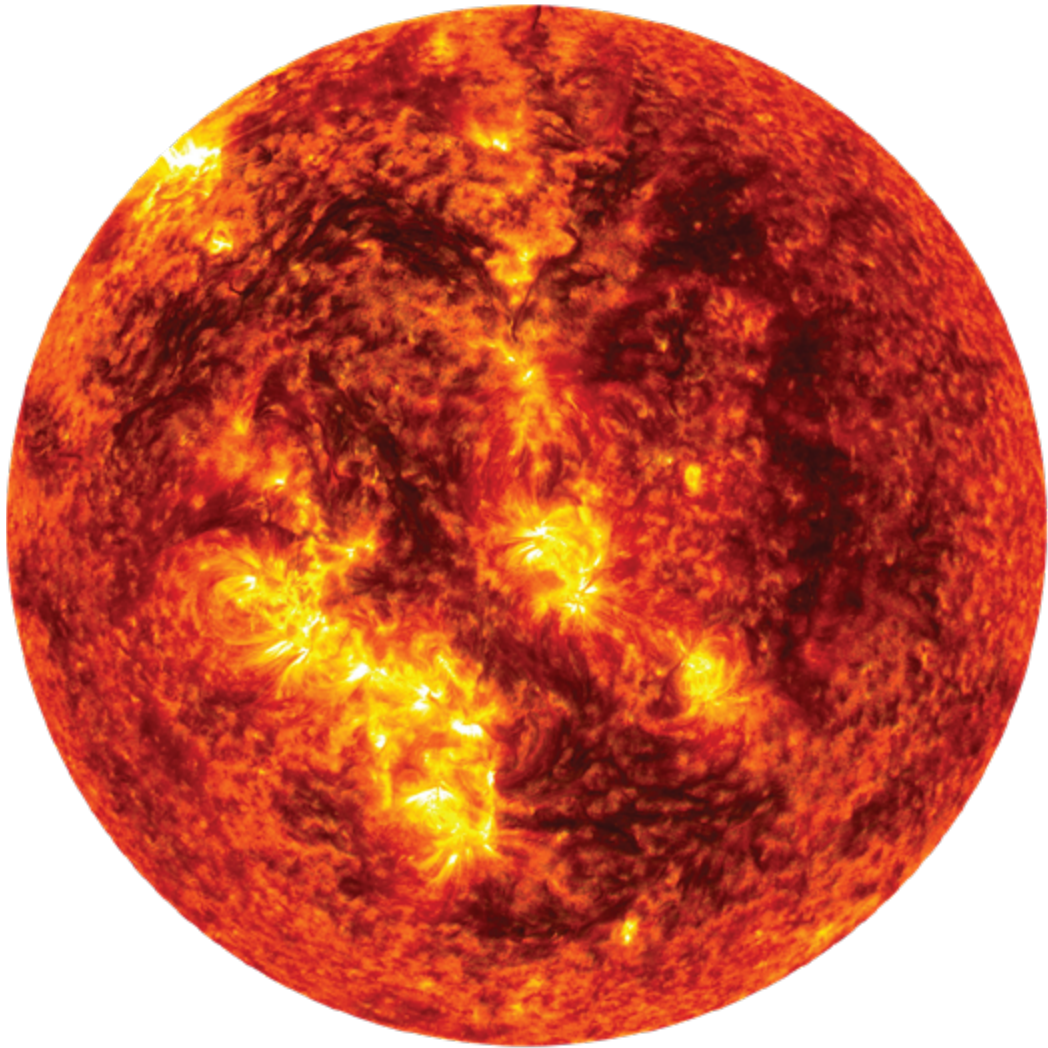




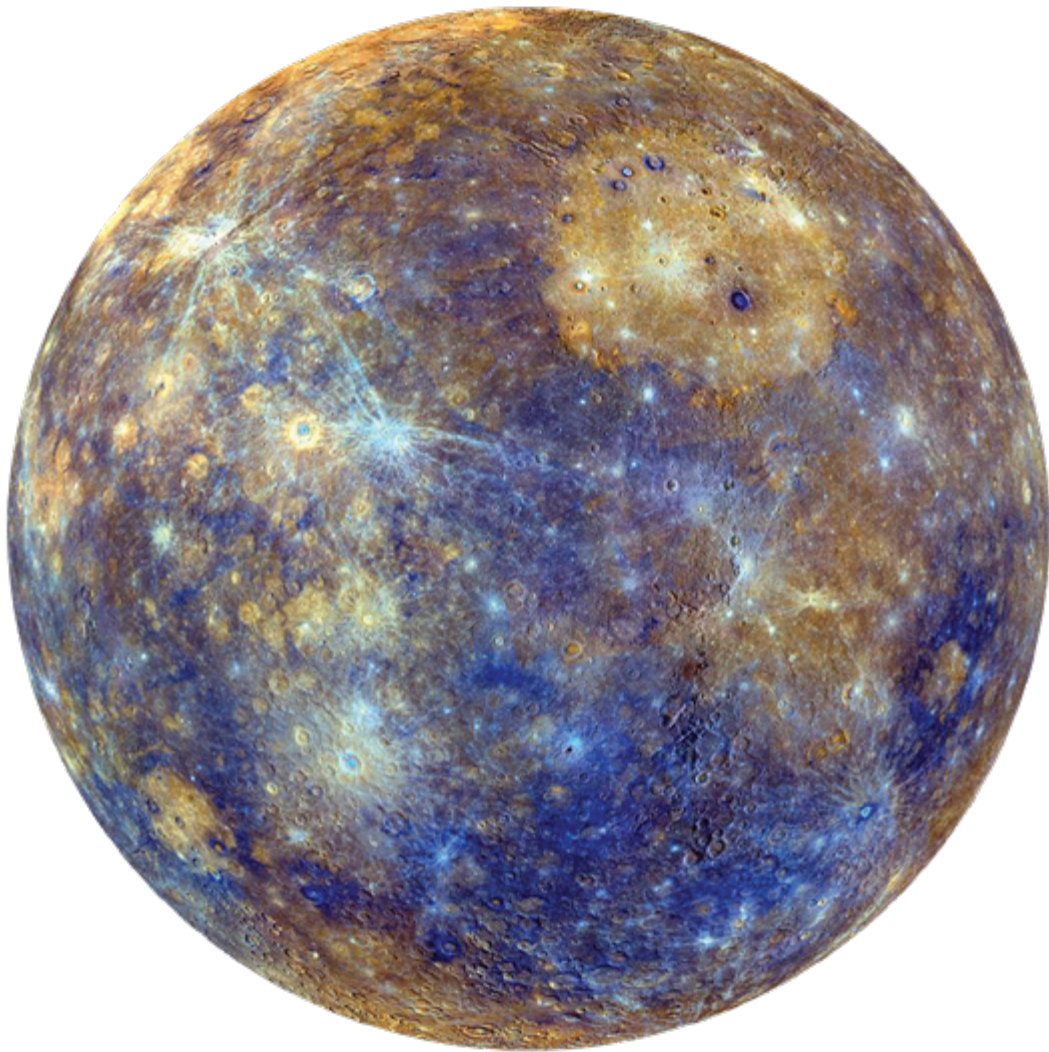


The planets

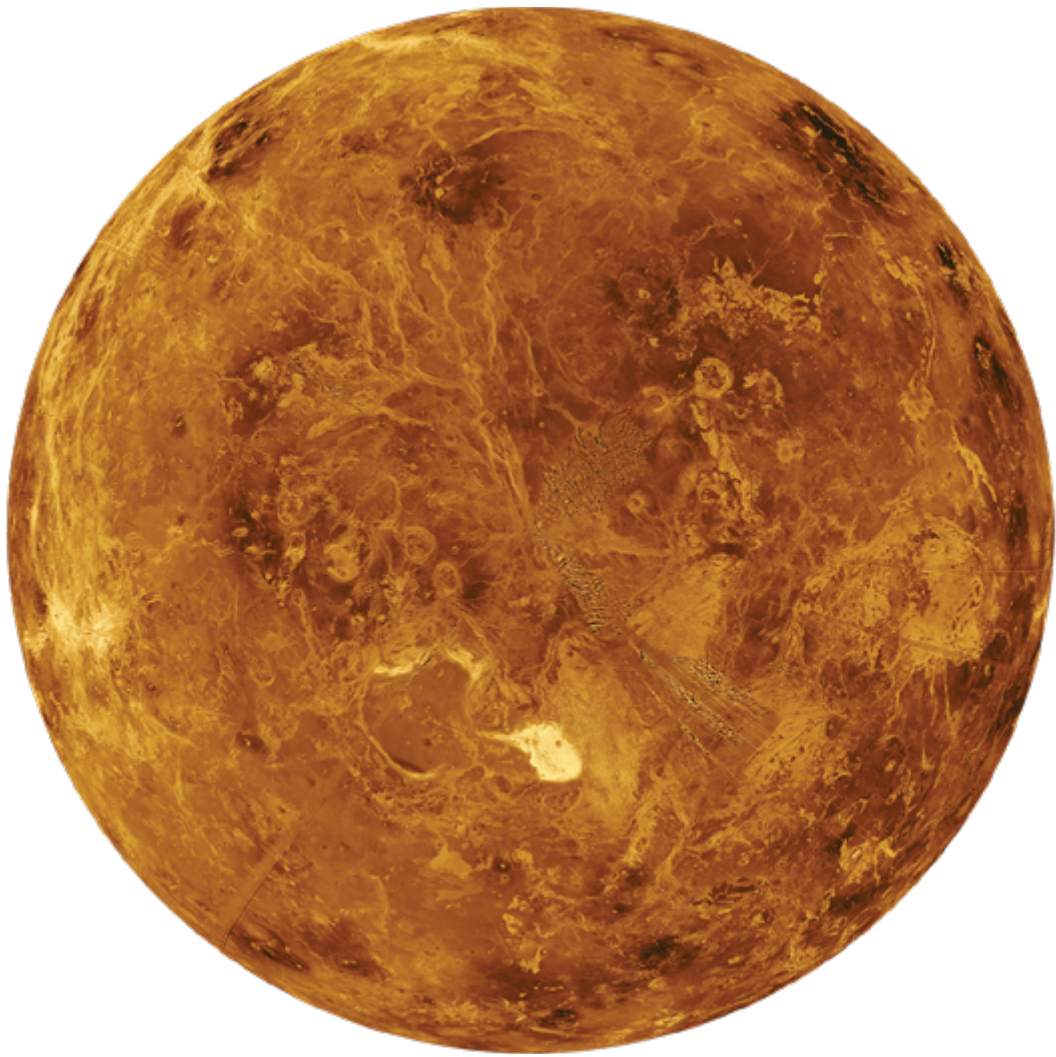




Sun



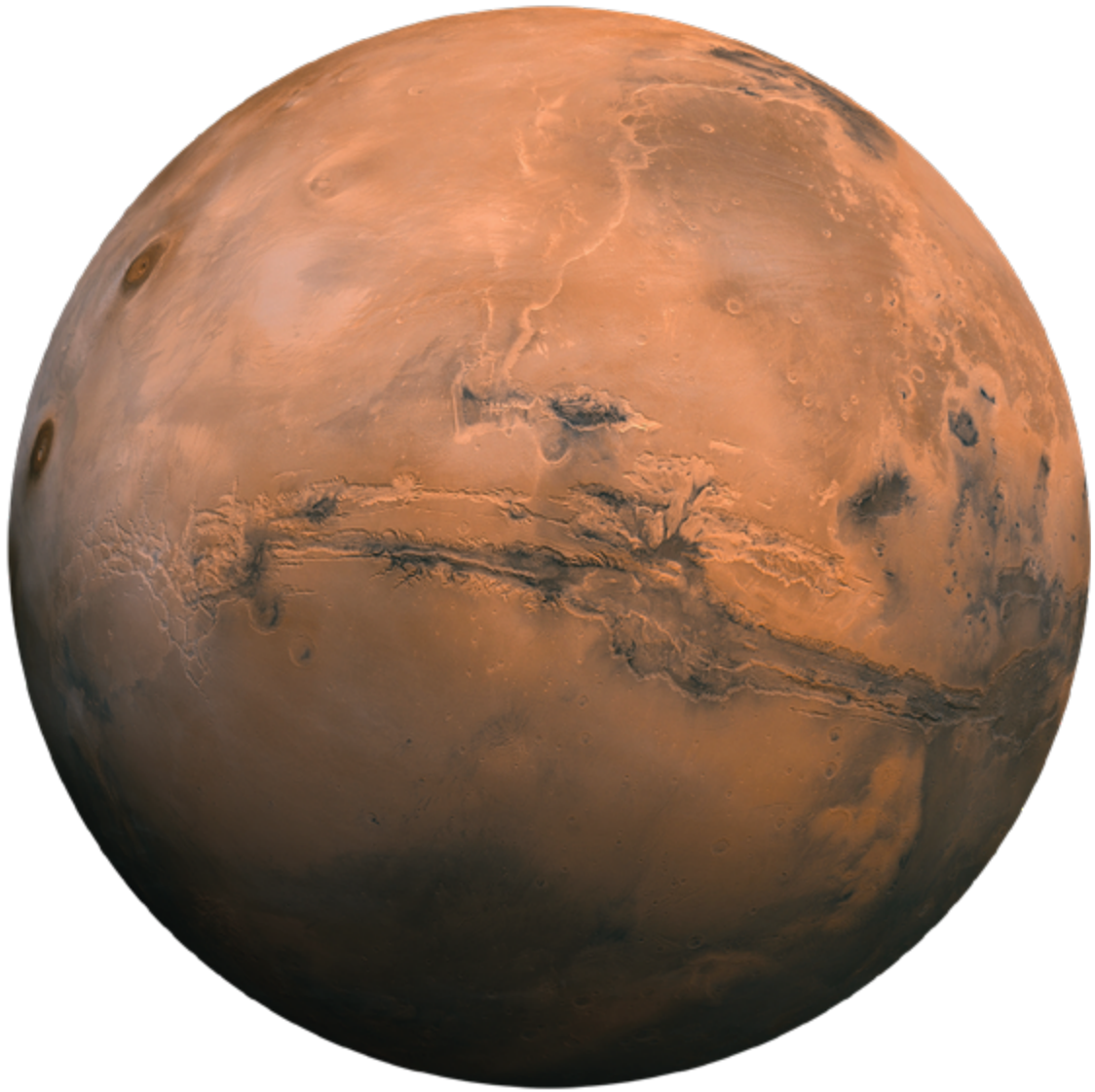
Mercury



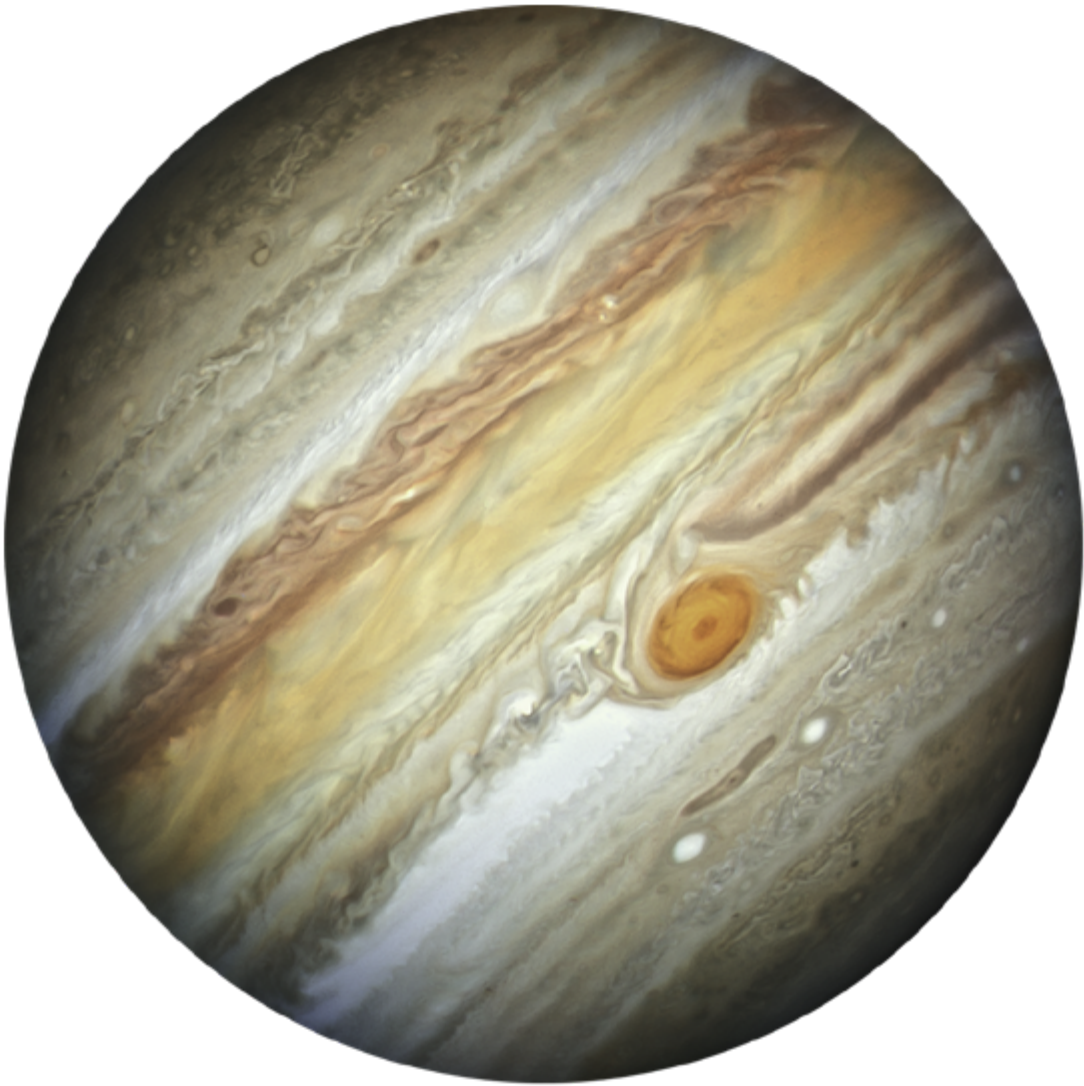
Venus



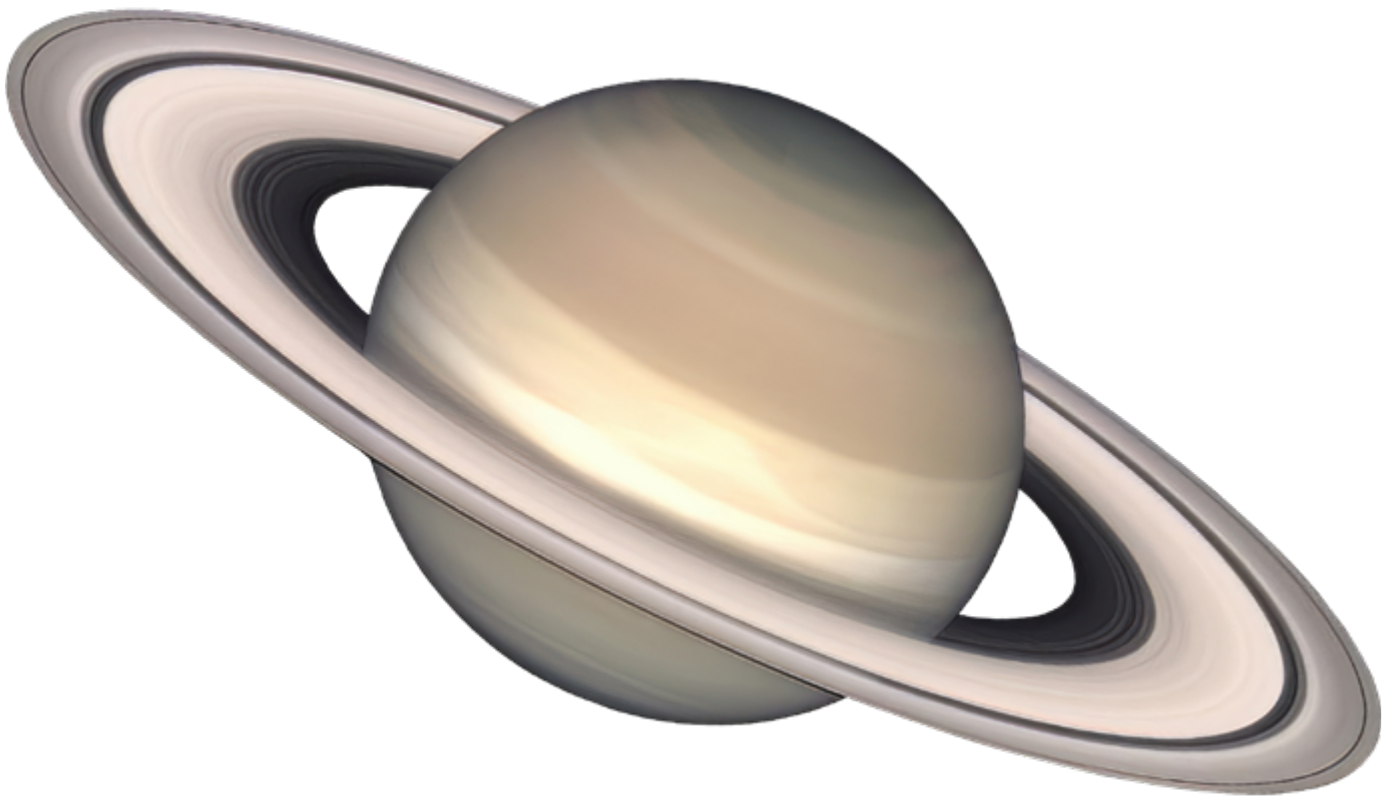
Earth



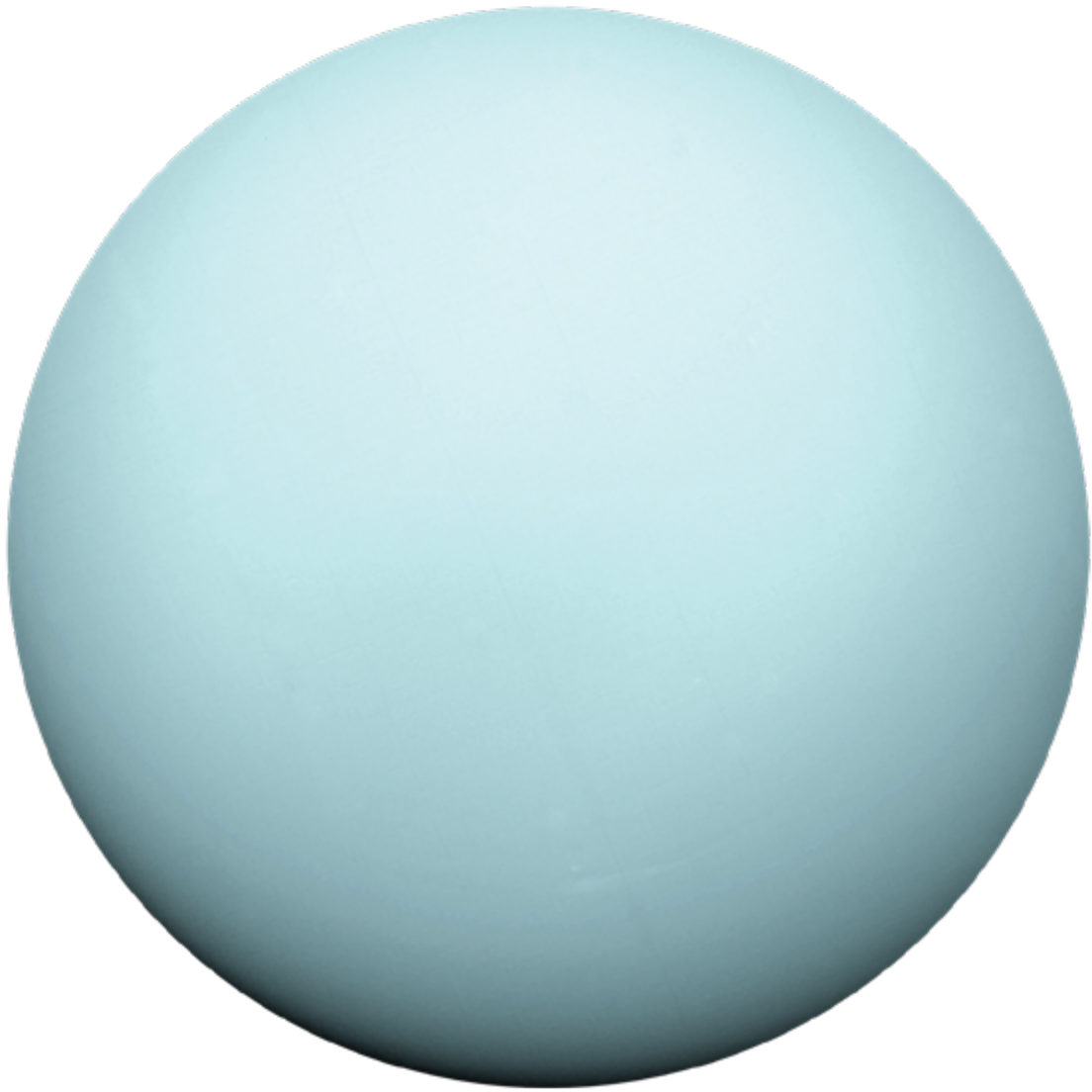
Mars



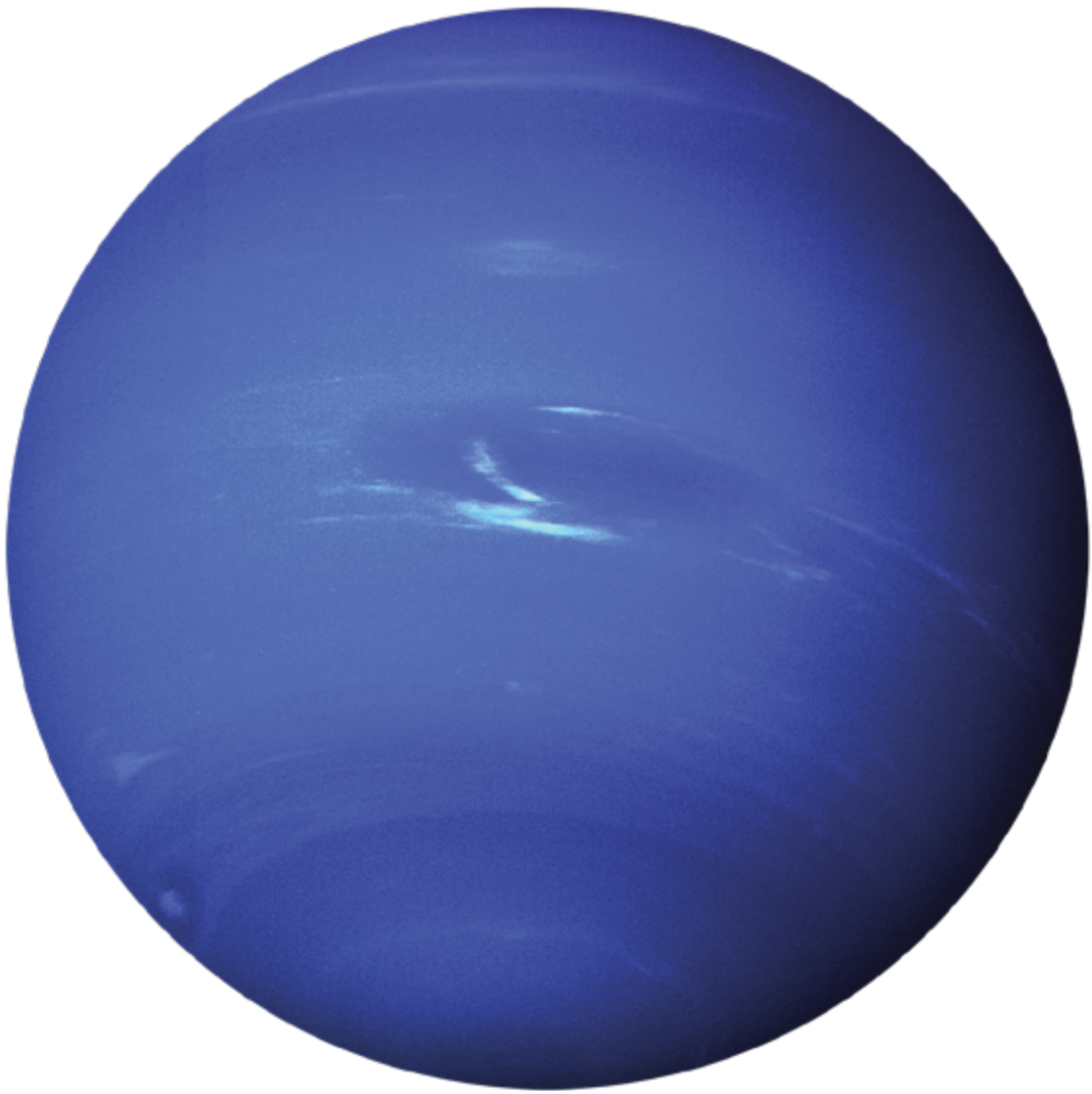
Jupiter



Saturn



Uranus



Neptune