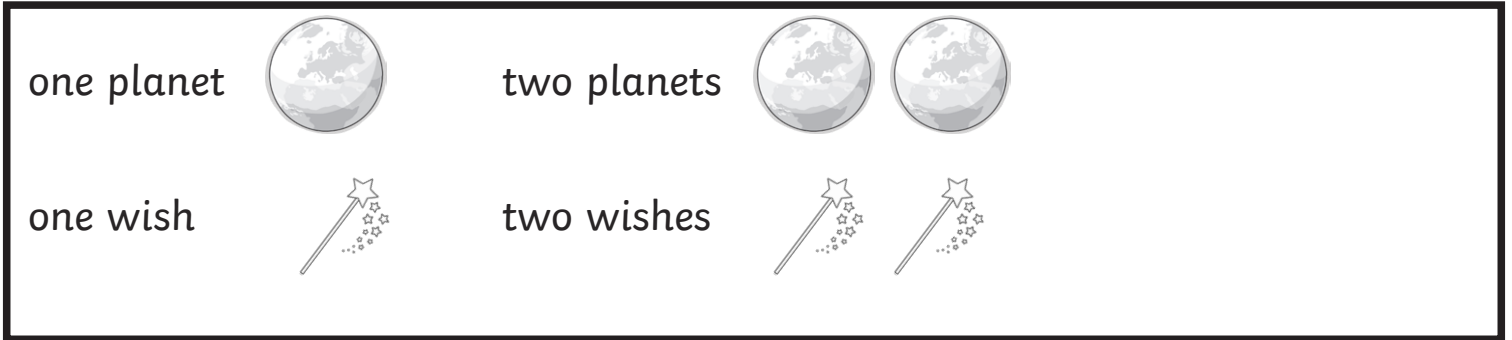


# Adding -s or -es

## Part A

When we have more than one of something, we call it plural. To make most words plural, we add either -s or -es.

For example:



Usually, we just add -s to the word to make it plural. But if the word ends in 'z', 'x', 's', 'ch' or 'sh', we add -es.

- Below are some plural nouns (names of things). Some are spelt correctly but some are wrong. Can you find all the plural nouns that are correct? Circle the ones you find. One has been done for you.

brushes	moons	brushs
moones		glasses
rockets	rocketes	glasss
beachs	aliens	beaches
boxes	boxs	alienes
	tables	tablees

# Adding -s or -es

2. These words are all plural. Can you write down the singular (that means only one) of each word?

The first two have been done for you.

- a. two spaceships → one *spaceship*
- b. three tables → one *table*
- c. five pictures → one \_\_\_\_\_
- d. two televisions → one \_\_\_\_\_
- e. ten boxes → one \_\_\_\_\_

3. Choose an object from the classroom. Complete the sentences below with the object's name.

I have one \_\_\_\_\_ . If I had another one, I would have two \_\_\_\_\_ .

# Adding -s or -es Part A: Answers

1. Below are some plural nouns (names of things). Some are spelt correctly but some are wrong. Can you find all the plural nouns that are correct? Circle the ones you find. One has been done for you.

brushes moons brushes  
moones glasses  
rockets rocketes glass  
beachs beaches  
aliens tablees  
boxes boxs tables alienes

2. These words are all plural. Can you write down the singular (that means only one) of each word?

The first two have been done for you.

a. two spaceships → one *spaceship*

b. three tables → one *table*

c. five pictures → one *picture*

d. two televisions → one *television*

e. ten boxes → one *box*

3. Choose an object from the classroom. Complete the sentences below with the object's name.

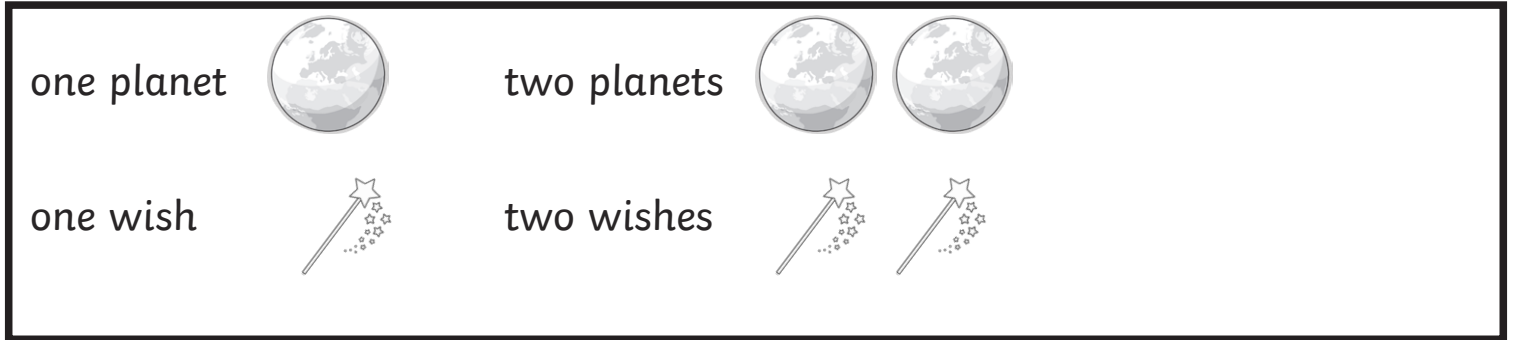
Example answer: I have one pencil. If I had another one, I would have two pencils.

# Adding -s or -es

## Part B

When we have more than one of something, we call it plural. To make most words plural, we add either -s or -es.

For example:





Usually, we just add -s to the word to make it plural. But if the word ends in 'z', 'x', 's', 'ch' or 'sh', we add -es.

1. Complete these sentences by adding the correct word. One has been done for you:

a. There are four  cars parked in the car park.

b. There were ten  \_\_\_\_\_ in the pot.

c. The teacher put the  \_\_\_\_\_ into three  \_\_\_\_\_.

d. The wind broke the  \_\_\_\_\_.

e. Our class needed two  \_\_\_\_\_ for our visit to the zoo.

f. It is dangerous to play with  \_\_\_\_\_.

# Adding -s or -es

2. Look around the classroom for objects. Write the name of the object in the right place in the table below. For example, if you would add -s to make it plural, write it in the -s column.

add -s	add -es
<i>crayons</i>	<i>boxes</i>

## ★ Challenge Task ★

Read the story 'Back to Earth with a Bump' and find all the plural words you can. Use some sticky notes and large paper to make a group poster showing the plural words from the book. Explain the rule for adding -s or -es on your poster.

# Adding -s or -es Part B: Answers

1. Complete these sentences by adding the correct word. One has been done for you:

b. There were ten  crayons in the pot.

c. The teacher put the  books into three  boxes.

d. The wind broke the  branches.

e. Our class needed two  coaches for our visit to the zoo.

f. It is dangerous to play with  matches.

2. Look around the classroom for objects. Write the name of the object in the right place in the table below. For example, if you would add -s to make it plural, write it in the -s column.

add -s	add -es
<i>crayons</i>	<i>boxes</i>
<i>tables</i>	<i>paintbrushes</i>
<i>doors</i>	<i>lunches</i>
<i>books</i>	<i>dresses</i>
<i>pens</i>	
<i>rubbers</i>	
<i>whiteboards</i>	
<i>cubes</i>	

## ★ Challenge Task ★

Plural words (that follow the given rule) from the story include: curtains, clouds, craters, mountains, shapes, diamonds, dots, stars, tiptoes, mountains, valleys, deserts.

Irregular plural in the text: teeth.



# Adding -s or -es

2. These words are all plural. Can you write down the singular (that means only one) of each word?

The first two have been done for you.

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- c. five pictures → one \_\_\_\_\_
- d. two televisions → one \_\_\_\_\_
- e. ten boxes → one \_\_\_\_\_

3. Choose an object from the classroom. Complete the sentences below with the object's name.

I have one \_\_\_\_\_ . If I had another one, I would have two \_\_\_\_\_ .



# Adding -s or -es Part A: Answers

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brushes moons brushes  
moones glasses  
rockets rocketes glass  
beachs beaches  
aliens tablees  
boxes boxs tables alienes

2. These words are all plural. Can you write down the singular (that means only one) of each word?

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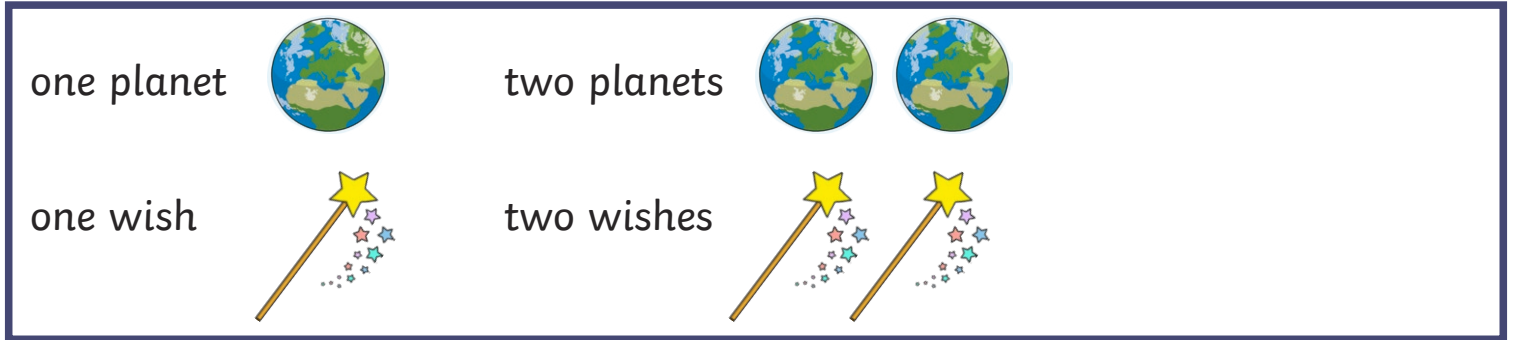
Example answer: I have one pencil. If I had another one, I would have two pencils.

# Adding -s or -es

## Part B

When we have more than one of something, we call it plural. To make most words plural, we add either -s or -es.


For example:



Usually, we just add -s to the word to make it plural. But if the word ends in 'z', 'x', 's', 'ch' or 'sh', we add -es.

1. Complete these sentences by adding the correct word. One has been done for you:

a. There are four  cars parked in the car park.

b. There were ten  \_\_\_\_\_ in the pot.

c. The teacher put the  \_\_\_\_\_ into three  \_\_\_\_\_.

d. The wind broke the  \_\_\_\_\_.

e. Our class needed two  \_\_\_\_\_ for our visit to the zoo.

f. It is dangerous to play with  \_\_\_\_\_.

# Adding -s or -es

2. Look around the classroom for objects. Write the name of the object in the right place in the table below. For example, if you would add -s to make it plural, write it in the -s column.

add -s	add -es
<i>crayons</i>	<i>boxes</i>

## Challenge Task

Read the story 'Back to Earth with a Bump' and find all the plural words you can. Use some sticky notes and large paper to make a group poster showing the plural words from the book. Explain the rule for adding -s or -es on your poster.

# Adding -s or -es Part B: Answers

1. Complete these sentences by adding the correct word. One has been done for you:

b. There were ten  crayons in the pot.

c. The teacher put the  books into three  boxes.

d. The wind broke the  branches.

e. Our class needed two  coaches for our visit to the zoo.

f. It is dangerous to play with  matches.

2. Look around the classroom for objects. Write the name of the object in the right place in the table below. For example, if you would add -s to make it plural, write it in the -s column.

add -s	add -es
<i>crayons</i>	<i>boxes</i>
<i>tables</i>	<i>paintbrushes</i>
<i>doors</i>	<i>lunches</i>
<i>books</i>	<i>dresses</i>
<i>pens</i>	
<i>rubbers</i>	
<i>whiteboards</i>	
<i>cubes</i>	

## ★ Challenge Task ★

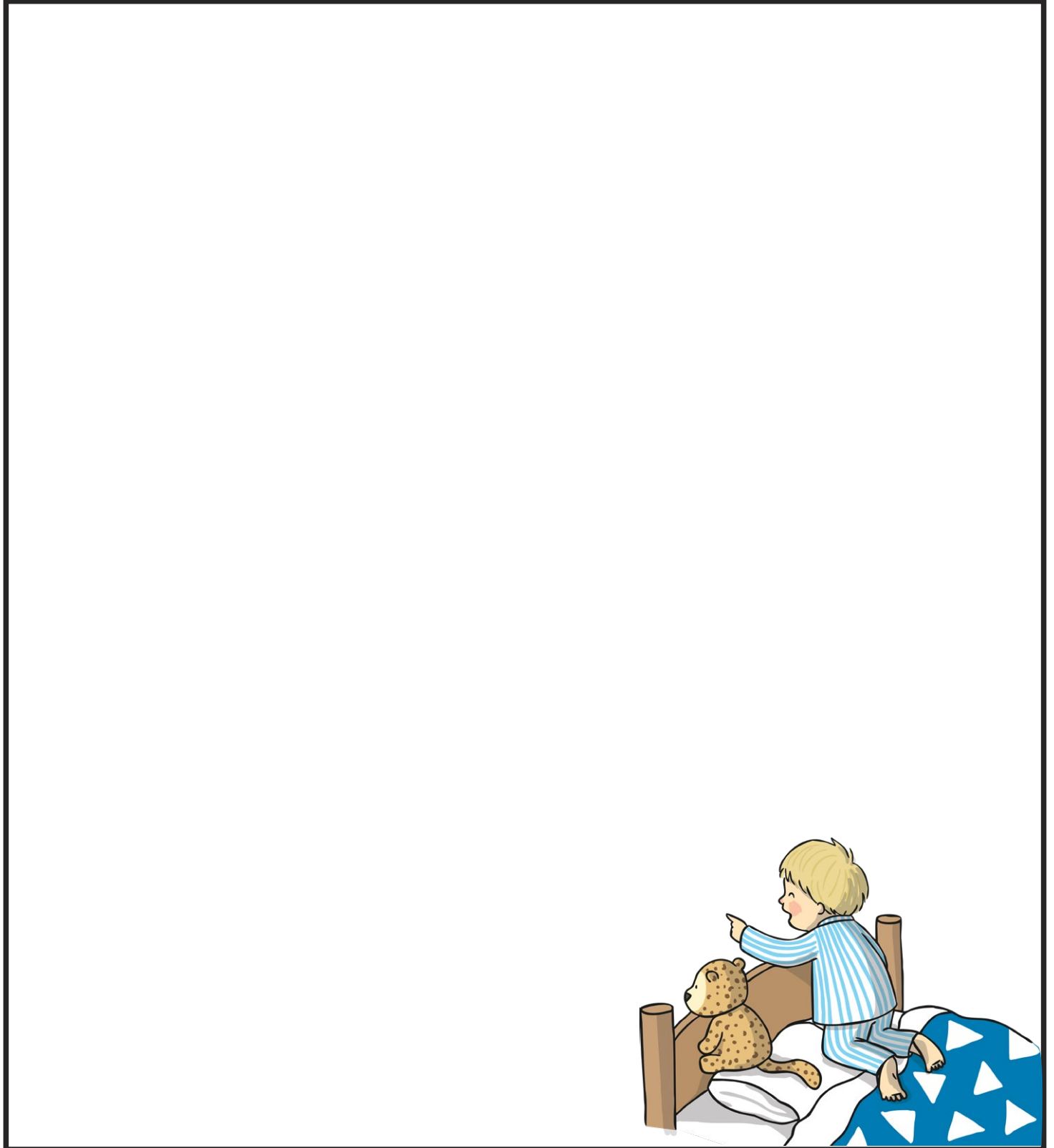
Plural words (that follow the given rule) from the story include: curtains, clouds, craters, mountains, shapes, diamonds, dots, stars, tiptoes, mountains, valleys, deserts.

Irregular plural in the text: teeth.

# Journey Into Space

## Part A

Imagine you are Hal and you have travelled into space in your rocket-bed. Draw what you would see on your journey. Think about how the Earth would look, what you might see in space and the colours you would see.



# Journey Into Space

## Part B

Imagine you are Hal and you have travelled into space in your rocket-bed. Hot seat the character of Hal with your partner. Discuss what you would see, do, hear, touch and feel on your journey.

**Use the questions below to help you.**

- What did you think when your bed took off?
- How did you feel when you first reached space?
- Where did you think the Sun had gone?
- What kind of things did you see in space?
- What did you do when you were in space?
- How did it feel to see the stars, the Moon and Mars so close up?
- Did you hear anything in space? If so, what?
- Did you like being in space? Why?
- Would you like to go on another space adventure?  
Where would you want to go?

### ★ Challenge Task ★

Imagine that Hal has taken his tablet with him into space and has connected to the intergalactic-net. He decides to send an email to his family to tell them all about his adventure. Help Hal to write his email, using the email template, explaining:

- where he is;
- what he is doing;
- what he has seen;
- how he is feeling.

# Hal's Email

+

Email Inbox

SEARCH

Reply Forward

To: My family

From: halinspace@rocketbed.com

Dear \_\_\_\_\_,

I am sending you an email from my rocket-bed in space. I have been on a special mission.

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# Journey Into Space Answers

## Part A

Children's drawings might include the streets and houses below as they fly, the Earth, space, stars, other planets, aliens, the Sun, etc.

## Part B

Example answers:

What did you think when your bed took off?

*"I was excited but a little bit frightened when my rocket-bed blasted off into space. I thought I might never come back down to Earth! I couldn't believe my bed was actually flying."*

How did you feel when you first reached space?

*"When my bed reached space, I felt very happy and lucky. The Earth looked amazing and not many people get to go into space to see the stars and the planets."*

Where did you think the Sun had gone?

*"When the message came through that the Sun had disappeared, I thought perhaps it was like a light and was switched off at night. Or perhaps aliens had stolen it!"*

What kind of things did you see in space?

*"I saw lots of beautiful and wonderful things in space. I saw the Moon shimmering in the dark. The planets were hanging in the darkness like giant Christmas tree baubles! The stars were twinkling brightly. I even saw a shooting star speed past."*

What did you do when you were in space?

*"When I was in space looking for the Sun, I flew around the Moon and Mars. I tried to touch the stars, but they were too far away. I also flew around the Earth."*

How did it feel to see the stars, the Moon and Mars so close up?

*"It was really exciting to see the Moon and Mars so close up. They are huge. I was surprised to see how big they are!"*

Did you hear anything in space? If so, what?

*"It was very quiet in space. I could hear the sound of my heart beating very loudly, but nothing else."*



# Journey Into Space Answers

Did you like being in space? Why?

*"I loved being in space. I felt so lucky to see the planets, the stars and the Moon so close. It was an amazing adventure."*

Would you like to go on another space adventure? Where would you want to go?

*"I would like to go into space again. I would like to visit some of the other planets. I would like to go to Mars to see if I can find Martians and I would like to see the gas giant, Jupiter. I would also like to see a black hole."*

## Challenge!

Example answer:

I am sending you this email from my rocket-bed in space. I have been given a special mission. *The Sun has disappeared from the sky and no one knows where it has gone. I am going to try and find out what has happened to it. I have flown into space in my rocket-bed. I am safe and well.*

*The Earth and space are very beautiful. From space, the Earth is so blue and it looks very clean. I have also seen the Moon. The Moon is very grey. It looks a bit like a round cheese!*

*Space itself is very, very dark. I can see the stars twinkling in the distance.*

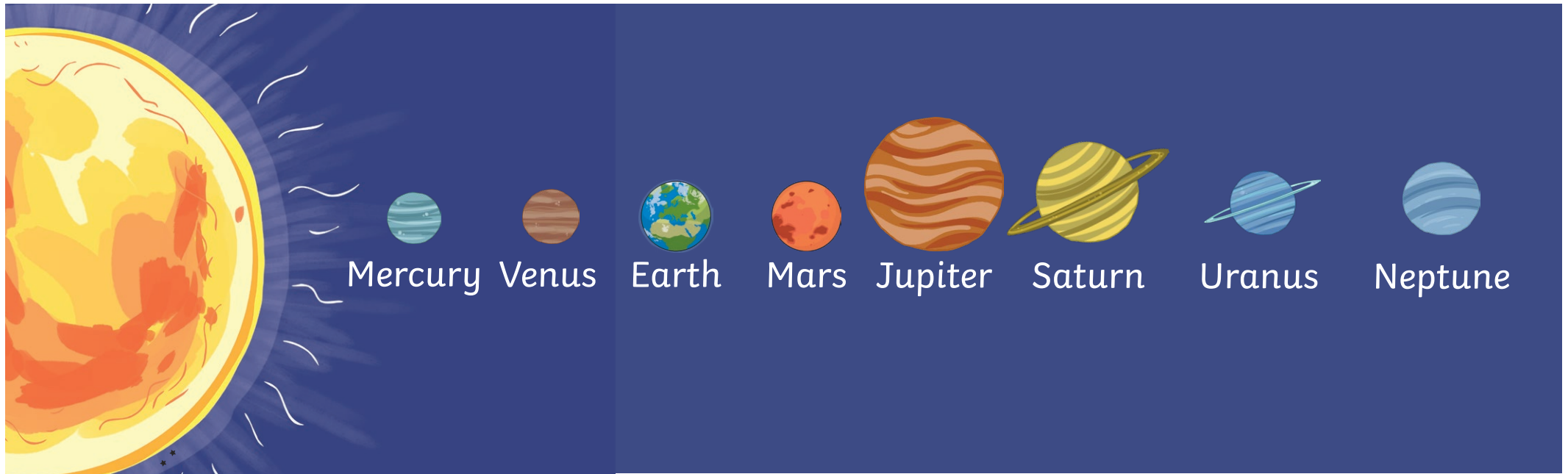
*I am really excited to be on this mission. I promise I will find out what has happened to the Sun.*

*From Hal*

# Solar System

Use the pictures of the planets and the Sun on the next sheet to create your own picture of the solar system. Cut out each one carefully and glue it, in the correct order, onto card.

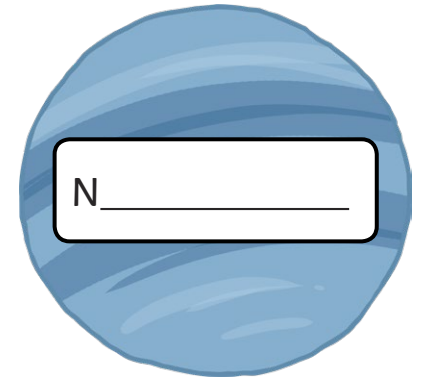
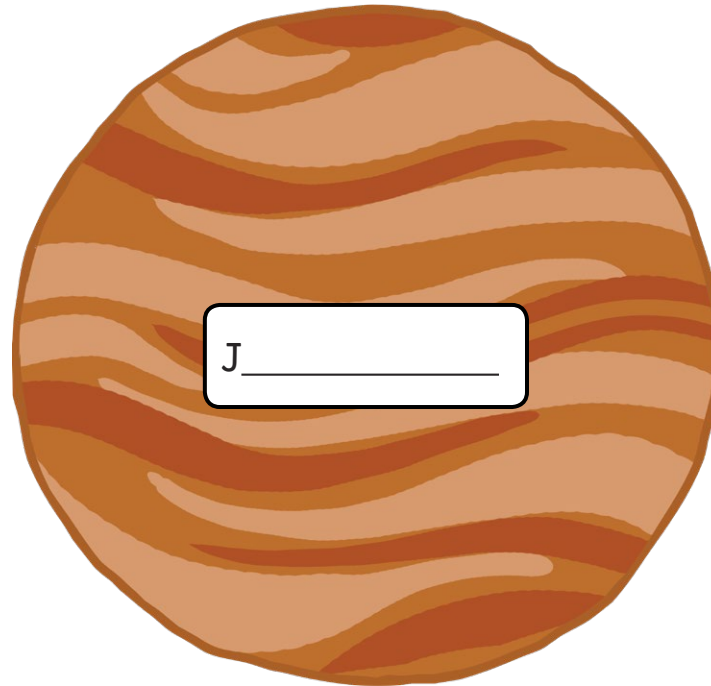
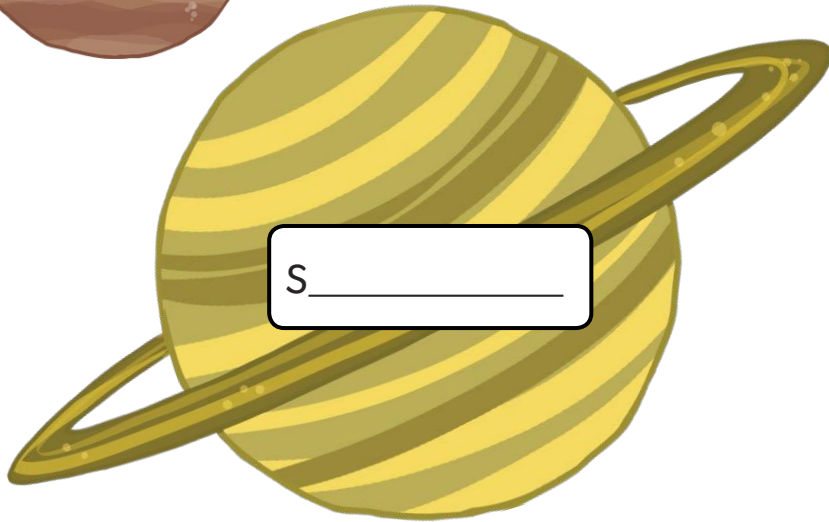
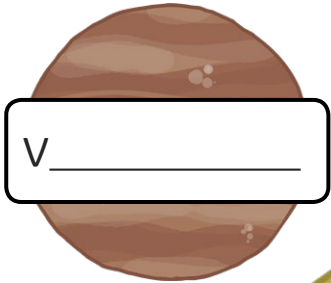
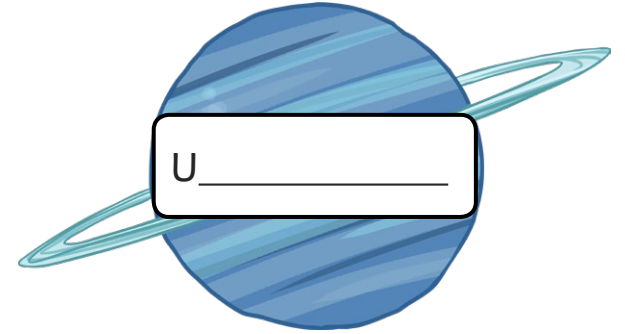
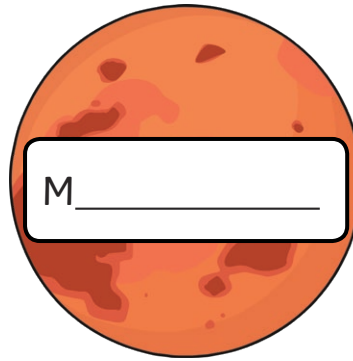
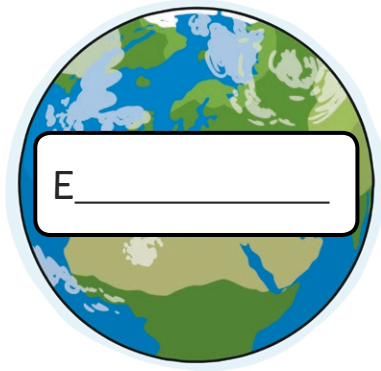
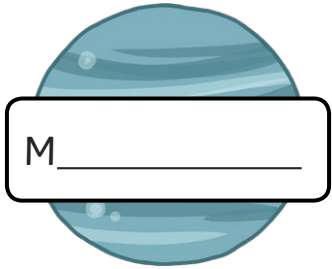
Use the solar system below to help you.



## Challenge Task

Read the **Solar System Fact File** to find out more about the solar system. Write down five facts you have learnt and tell your friend these facts, or add them to your solar system.

# Solar System



# Using Your Phonics

## Part A

1. Use your phonics knowledge to read these questions and circle the right answer. The first one has been done for you.

Is the Sun wet? Yes  No

- a. Do stars twinkle? Yes No
- b. Is the Moon a liquid? Yes No
- c. Is space full of beans? Yes No
- d. Do rabbits come from Mars? Yes No
- e. Do rockets go on the road? Yes No
- f. Can you hit a star with a hammer? Yes No
- g. Can we see the stars on a clear night? Yes No

2. The morning after his adventure, Hal wakes up and remembers he hasn't done his homework for Monday! Can you help him by completing the questions below? One has been done for you.

Which of these are months of the year? August, Saturday, May, June

August, June and May

a. Which of these are animals? tiger, zoo, dolphin, vet

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b. Which of these are planets? Mars, Jupiter, England, Scotland

---

c. Can you think of 3 words that have 'ai' in them? Write them below.

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# Using Your Phonics Part A: Answers

## Part A

1. Use your phonics knowledge to read these questions and circle the right answer. The first one has been done for you.

Is the Sun wet? Yes  No

a. Do stars twinkle?  Yes  No

b. Is the Moon a liquid? Yes  No

c. Is space full of beans? Yes  No

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e. Do rockets go on the road? Yes  No

f. Can you hit a star with a hammer? Yes  No

g. Can we see the stars on a clear night?  Yes  No

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August, June and May

a. Which of these are animals? tiger, zoo, dolphin, vet

tiger and dolphin

b. Which of these are planets? Mars, Jupiter, England, Scotland

Mars and Jupiter

c. Can you think of 3 words that have 'ai' in them? Write them below.

Example answers:

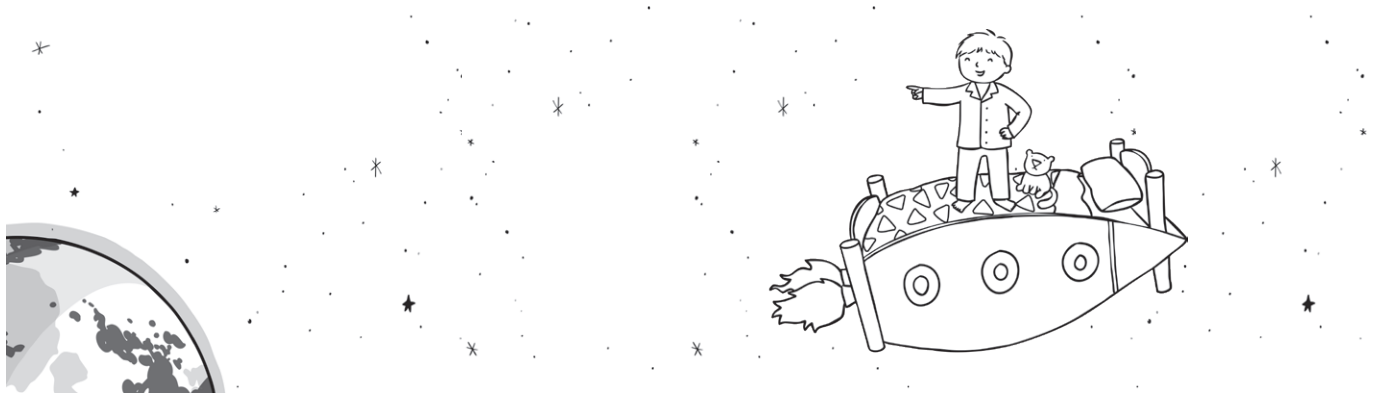
rain, train, explain

# Using Your Phonics

## Part B

1. Use your phonics knowledge to read these sentences and to draw a picture that matches. The first one has been done for you.

*Hal and his teddy went into space to look for the Sun.*



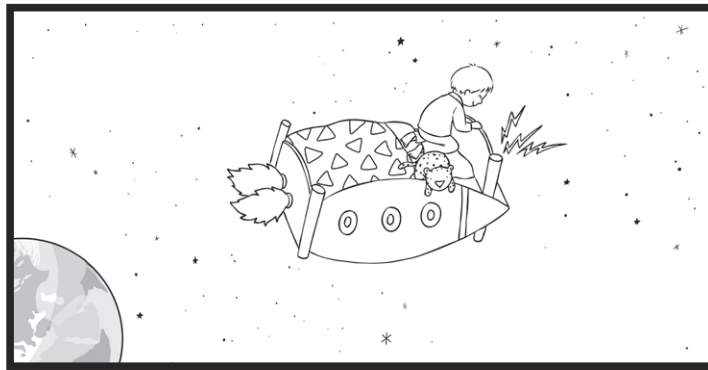
*a. Mars is the fourth planet from the Sun.*

*b. Jupiter is a giant red, brown and yellow planet.*

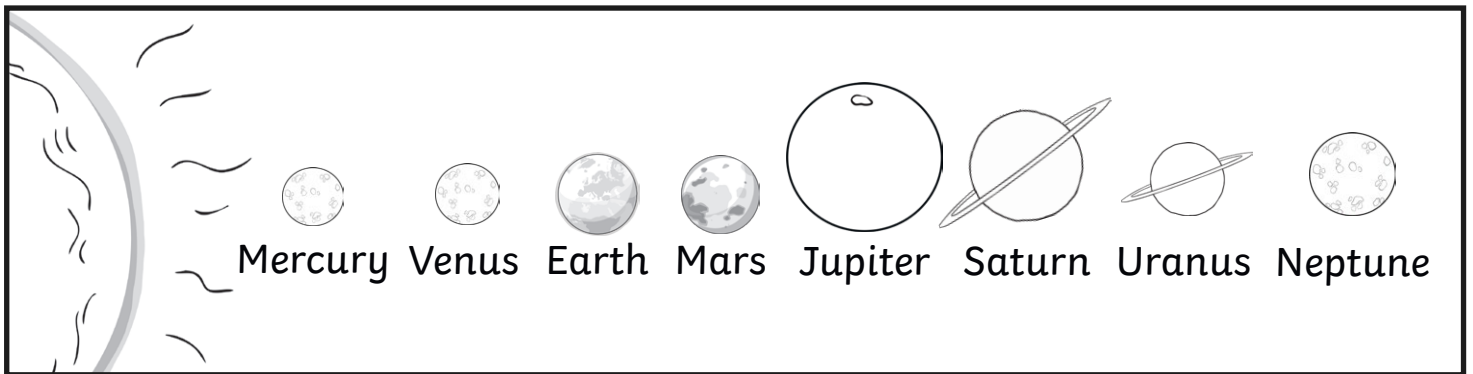
# Using Your Phonics

c. *The Moon is grey and has lots of bumps and craters on its surface.*

2. Look at the following pictures and then write a sentence about each.



a. \_\_\_\_\_  
\_\_\_\_\_



b. \_\_\_\_\_  
\_\_\_\_\_

# Using Your Phonics



C. \_\_\_\_\_

\_\_\_\_\_

## ★ Challenge Task ★

Using your phonics to help you, write about your favourite part of the story. Explain which part it is and why you like it.

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# Using Your Phonics Part B: **Answers**

## **Part B**

1.
  - a. Children's picture should show Mars and three other planets next to the Sun.
  - b. Children's picture should show a giant red, brown and yellow planet.
  - c. Children's picture should show the Moon with craters and bumps.
2. Example answers:
  - a. There are lots of planets in space.
  - b. Hal found out that the Earth turns and the Sun stays still.

# Using Your Phonics

## Part A

1. Use your phonics knowledge to read these questions and circle the right answer. The first one has been done for you.

Is the Sun wet? Yes  No

- a. Do stars twinkle? Yes No
- b. Is the Moon a liquid? Yes No
- c. Is space full of beans? Yes No
- d. Do rabbits come from Mars? Yes No
- e. Do rockets go on the road? Yes No
- f. Can you hit a star with a hammer? Yes No
- g. Can we see the stars on a clear night? Yes No

2. The morning after his adventure, Hal wakes up and remembers he hasn't done his homework for Monday! Can you help him by completing the questions below? One has been done for you.

Which of these are months of the year? August, Saturday, May, June

August, June and May

a. Which of these are animals? tiger, zoo, dolphin, vet

---

b. Which of these are planets? Mars, Jupiter, England, Scotland

---

c. Can you think of 3 words that have 'ai' in them? Write them below.

---

---

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# Using Your Phonics Part A: Answers

## Part A

1. Use your phonics knowledge to read these questions and circle the right answer. The first one has been done for you.

Is the Sun wet? Yes  No

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c. Is space full of beans? Yes  No

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g. Can we see the stars on a clear night?  Yes  No

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Mars and Jupiter

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Example answers:

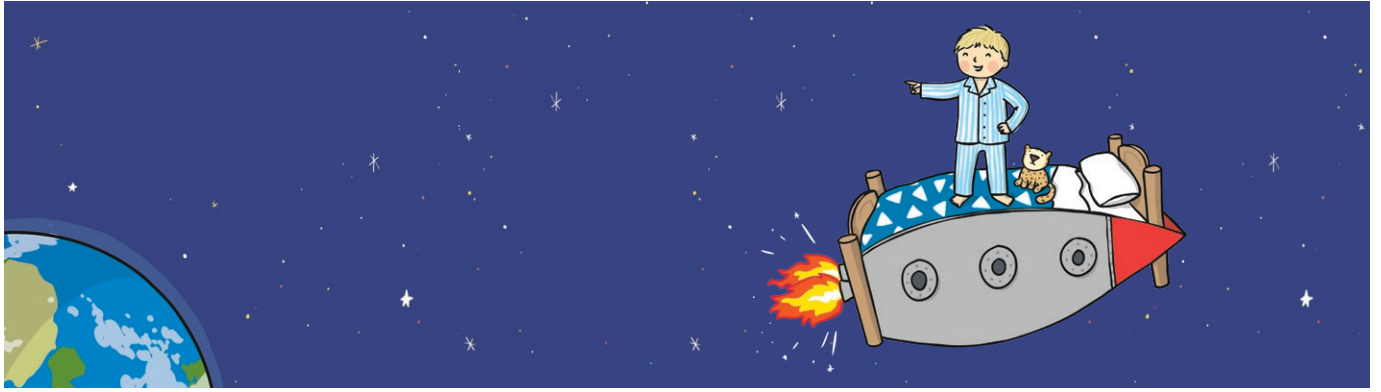
rain, train, explain

# Using Your Phonics

## Part B

1. Use your phonics knowledge to read these sentences and to draw a picture that matches. The first one has been done for you.

*Hal and his teddy went into space to look for the Sun.*



*a. Mars is the fourth planet from the Sun.*

*b. Jupiter is a giant red, brown and yellow planet.*

# Using Your Phonics

c. *The Moon is grey and has lots of bumps and craters on its surface.*

2. Look at the following pictures and then write a sentence about each.



a. \_\_\_\_\_  
\_\_\_\_\_



b. \_\_\_\_\_  
\_\_\_\_\_

# Using Your Phonics



C. \_\_\_\_\_

\_\_\_\_\_

## ★ Challenge Task ★

Using your phonics to help you, write about your favourite part of the story. Explain which part it is and why you like it.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Using Your Phonics Part B: **Answers**

## **Part B**

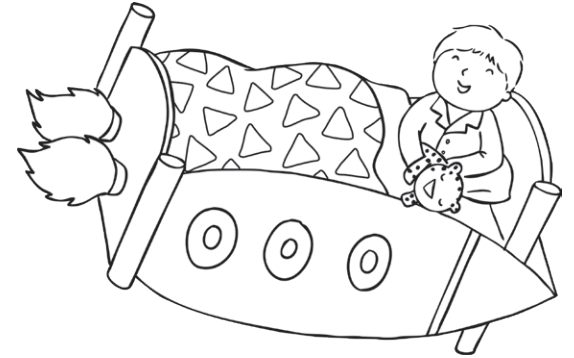
1.
  - a. Children's picture should show Mars and three other planets next to the Sun.
  - b. Children's picture should show a giant red, brown and yellow planet.
  - c. Children's picture should show the Moon with craters and bumps.
2. Example answers:
  - a. There are lots of planets in space.
  - b. Hal found out that the Earth turns and the Sun stays still.

# What Happens Next?

Hal is in space, looking for the Sun. What do you think happens next in the story? Draw what you think happens on the storyboard on the next page.

Think about:

- what Hal sees;
- what he does;
- how he feels.



## Challenge Task

Write the next part of the story below:

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# Storyboard

1

2

3

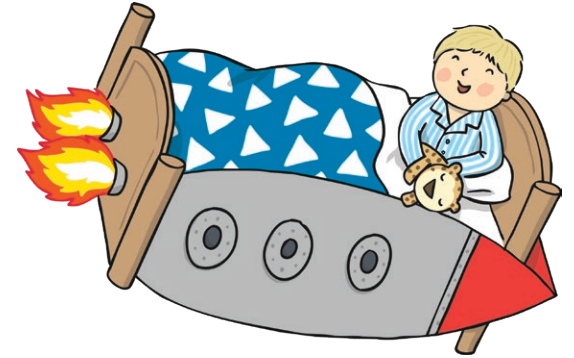
4

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Think about:

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- what he does;
- how he feels.



## Challenge Task

Write the next part of the story below:

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# Storyboard

1

2

3

4

# Thump, Bump Rhyming Game

## Adult Guidance:

The game cards will need to be cut before the lesson.

The children play this game in small groups of approximately 4.

There are two versions the children can play.

## Version 1:

- The cards are placed face down and spread out on the table.
- Players choose one card each, which they keep face up next to them on the table.
- Players take it in turns to turn one card over, ensuring all other players can see it. If the card rhymes with the card they already have, they keep both cards and choose another card to have face up next to them. If the card doesn't rhyme with theirs, they place it back in its place face down.
- Play then passes to the next player.
- The winner is the player with the most cards at the end of the game.

## Version 2:

This is played as above, however, when a player picks up a rhyming card they must think of a rhyming sentence to use their words in, e.g. *Hal saw the stars very close to Mars.*

# Thump, Bump Rhyming Game **Answers**

pocket	rocket
race	space
stars	Mars
spoon	Moon
fountain	mountain
ted	bed
Sun	fun
spy	sky
room	zoom
thump	bump
night	bright
sound	around
plan	man
explore	more

**pocket**

**race**

**stars**

**spoon**



**Mars**

**fountain**

**rocket**

**ted**

**Moon**

**space**

**mountain**

**Sun**



**spy**

**room**

**fun**

**thump**



**night**

**sky**

**bed**

**bump**

**zoom**

**sound**

**plan**

**explore**



**man**

**around**

**more**

**bright**



# Thump, Bump Rhyming Game

## Adult Guidance:

The game cards will need to be cut before the lesson.

The children play this game in small groups of approximately 4.

There are two versions the children can play.

## Version 1:

- The cards are placed face down and spread out on the table.
- Players choose one card each, which they keep face up next to them on the table.
- Players take it in turns to turn one card over, ensuring all other players can see it. If the card rhymes with the card they already have, they keep both cards and choose another card to have face up next to them. If the card doesn't rhyme with theirs, they place it back in its place face down.
- Play then passes to the next player.
- The winner is the player with the most cards at the end of the game.

## Version 2:

This is played as above, however, when a player picks up a rhyming card they must think of a rhyming sentence to use their words in, e.g. *Hal saw the stars very close to Mars.*

# Thump, Bump Rhyming Game **Answers**

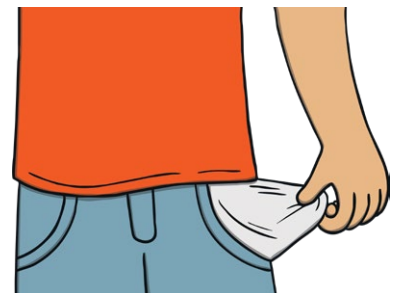
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race	space
stars	Mars
spoon	Moon
fountain	mountain
ted	bed
Sun	fun
spy	sky
room	zoom
thump	bump
night	bright
sound	around
plan	man
explore	more

space



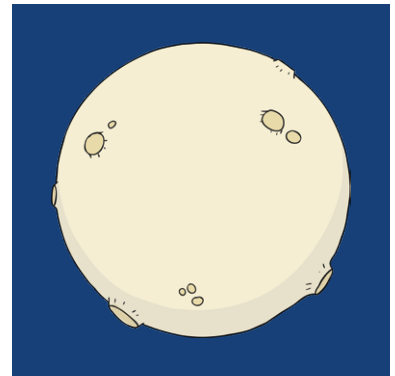
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pocket



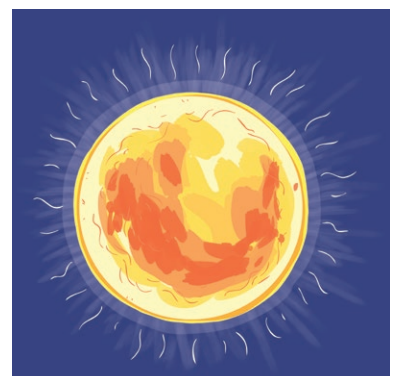
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Moon



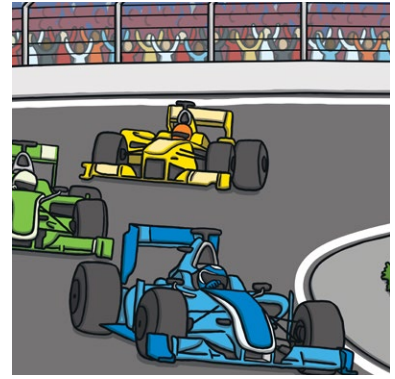
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Sun



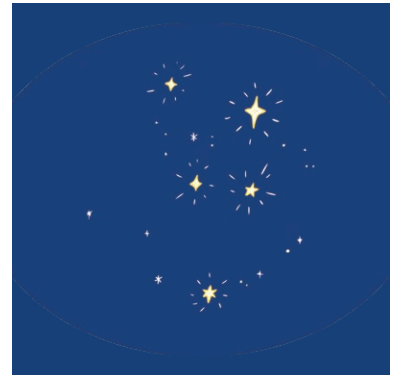
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**race**



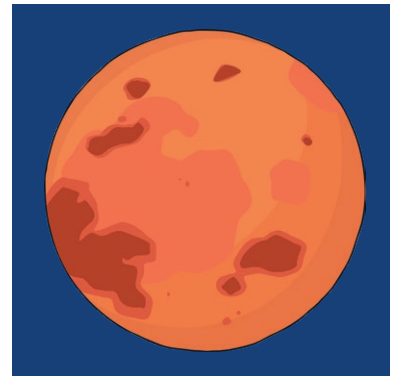
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**stars**



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**Mars**



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**spoon**



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**fountain**



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**rocket**



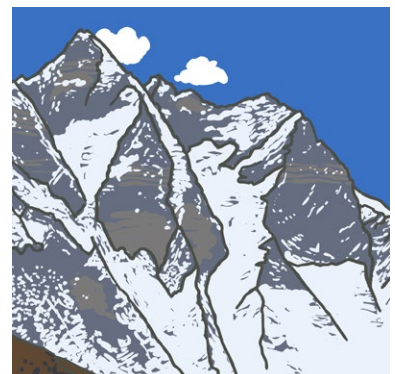
twinkl.com

**ted**



twinkl.com

**mountain**



twinkl.com

spy



twinkl.com

room



twinkl.com

fun



twinkl.com

thump



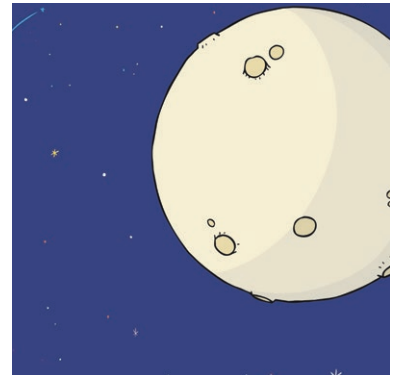
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night



twinkl.com

sky



twinkl.com

bed



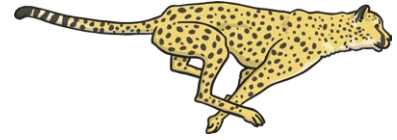
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bump



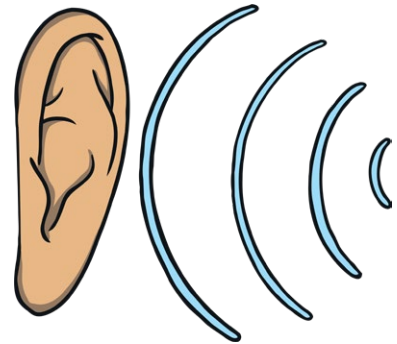
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**zoom**



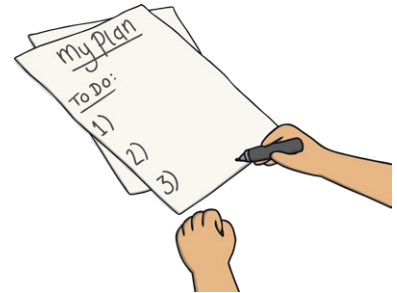
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**sound**



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**plan**



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**explore**



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man



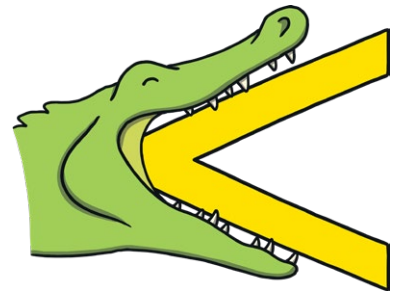
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around



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more



twinkl.com

bright



twinkl.com

space



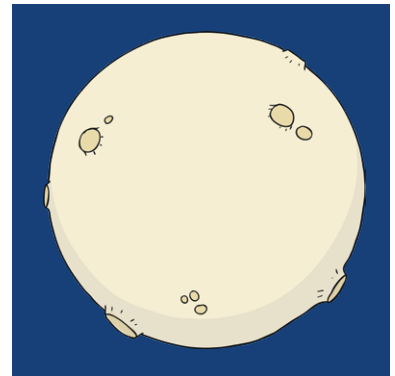
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solar  
system



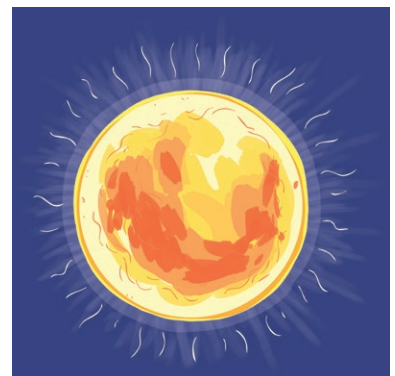
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Moon



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Sun



twinkl.com

stars



twinkl.com

mission



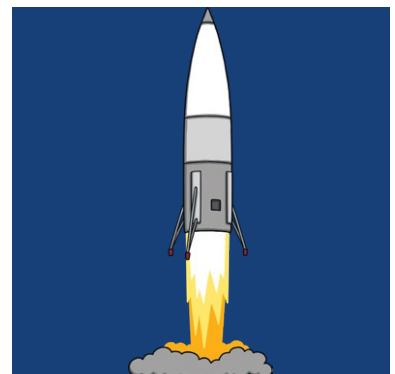
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Earth



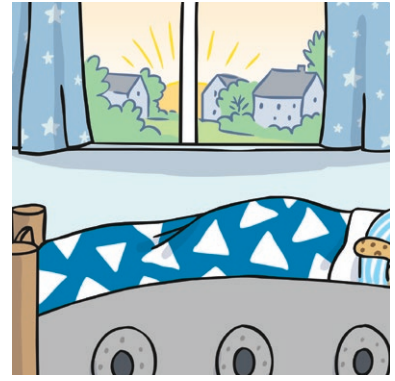
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rocket



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day



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night



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characters



twinkl.com

fiction



twinkl.com



**space**



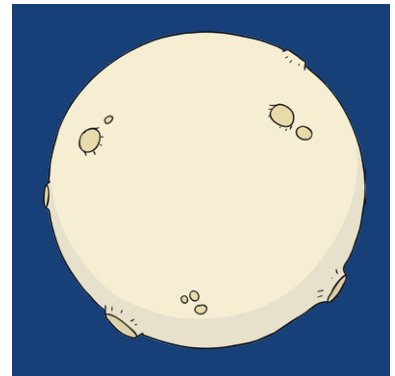
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**solar  
system**



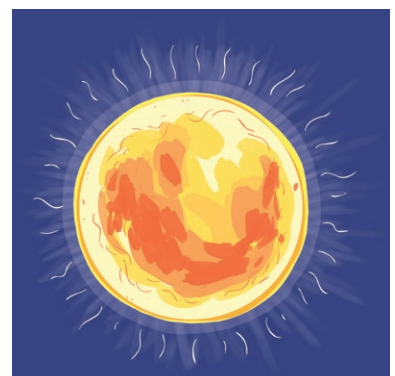
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**Moon**



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**Sun**



twinkl.com

stars



twinkl.com

mission



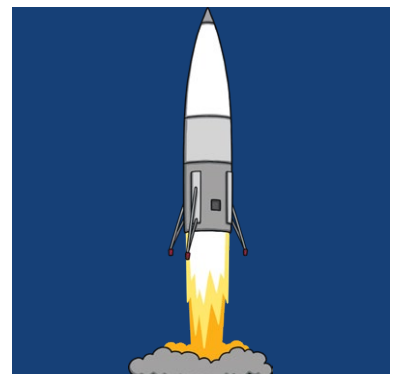
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Earth



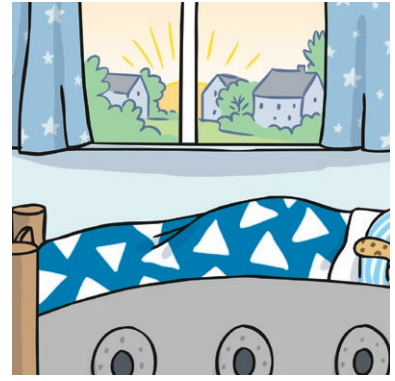
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