

Writing Opportunities (English)

Diary of a Deep Sea Explorer

Your Mission:

You are a **deep-sea explorer** travelling into the ocean in a mini-submarine
You will write a diary entry describing:

- ★ What you see
- ★ What you hear
- ★ How you feel
- ★ What discoveries you make



Prompt:

Setting the Scene

Fill in this planning chart first:

Senses prompt

Ideas/words/phrases

What can you SEE?

dark water, glowing animals, strange shapes...

What can you HEAR?

engines humming, whale calls, silence...

What can you FEEL?

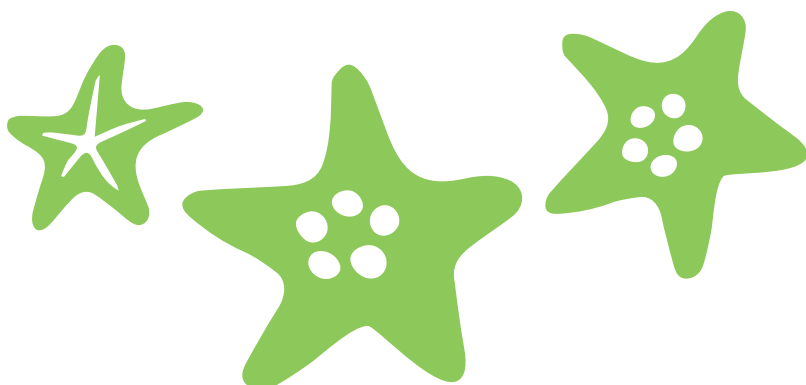
excited, nervous, amazed...

What did you DISCOVER?

a creature never seen before...

Word Bank – Use these in your diary:

bioluminescent • pressure • pitch-black • mysterious • submarine
shadowy • glide • glowing • enormous • tiny



Writing Opportunities (English)

Diary of a Deep Sea Explorer

Now write your diary entry:

Dear Diary,

Today I travelled deeper than any explorer has gone before...

Challenge option:

Add a sketch of a deep-sea creature you “discovered”.

MY DISCOVERY

Writing Opportunities (English)

Teacher
Guidance

Diary of a Deep Sea Explorer

Objective:

Students will produce a diary entry using first person, descriptive language and sensory detail to bring an underwater setting to life.

Curriculum Links (Stage 2 English):

- ★ Writing composition—creating settings, characters, atmosphere
- ★ Grammar — first person, past tense
- ★ Vocabulary — adventurous word choices

Key learning points to model:

- ★ Diaries are written in **first person** (I/me/my).
- ★ Written in **past tense** (I saw/I heard).
- ★ Include **feelings** as well as events.

Suggested lesson steps:

1. Show pupils 2–3 images of deep-sea animals (bioluminescence, submarine window view).
2. Discuss: **“How would you feel seeing that for the first time?”**
3. Pupils complete the planning chart (sensory vocabulary).
4. Pupils write their diary entry using the lined space.
5. Select a few entries to read aloud/record an “audio log”.

Success criteria:

- ✓ Written in first person
- ✓ Uses descriptive, adventurous vocabulary
- ✓ Creates a sense of atmosphere
- ✓ Includes sensory detail (see/hear/feel)

Differentiation:

- **Support:** Provide sentence starters:
 - ★ I could just see...
 - ★ The water was so dark that...
 - ★ I felt...
- **Stretch:** Pupils include a plot twist (equipment failure/rare creature sighting).

Extension ideas:

- ★ Turn diary into a voiceover for a short video (cross-curricular computing).
- ★ Present discoveries in a “press conference” — drama/speaking skills.