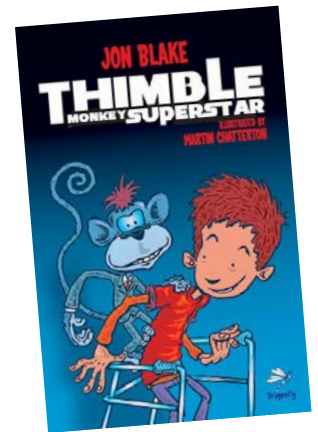
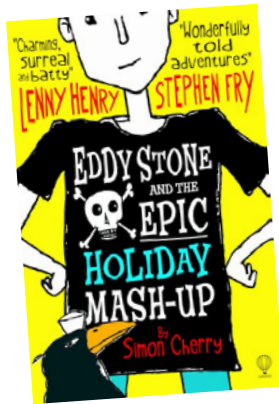
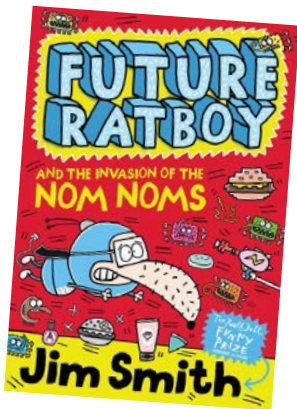


 SCHOLASTIC

Lollies

LAUGH OUT LOUD 
 2017 BOOK AWARDS



6-8 years

ACTIVITY PACK

Contents

See the '[How to Vote Teacher Pack](#)' for voting cards and information on how to hold a Lollies class vote.

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by *Jim Smith*

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Hamish and the Neverpeople

by *Danny Wallace and illustrated by Jamie Littler*

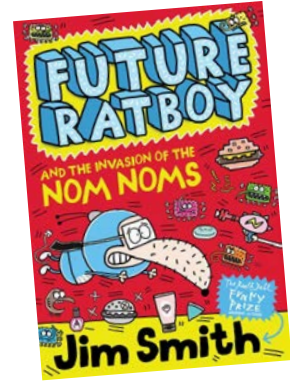
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Thimble Monkey Superstar

by *Jon Blake and illustrated by Martin Chatterton*

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Lesson Plan 1



Future Ratboy and the Invasion of the Nom Noms by Jim Smith

Objectives

- To create a new character inspired by the characters in the book
- To describe a new character in cartoon form

Outcomes

- Children are familiar with the features and lifestyle of the characters in the book.
- Children are familiar with the cartoon style of drawings and speech bubbles throughout the book.

Resources

- *Future Ratboy and the Invasion of the Nom Noms* by Jim Smith
- Resource sheet 1: *Create a Future Self*
- Resource sheet 2: *Floaty Note 6000*

Task 1

Look at the first few pages of the book where features of the main characters are described using labels. Ask the children to think of their favourite character in the story, and to state why this is the case. Is the character funny? Do they have unusual features? Do they have superhero powers?

Colin Lamppost is transformed into a half-boy, half-rat, half-TV. Ask the children to imagine that they were zapped millions of years into the future in a wheelie bin, and transformed into a part human, part animal, and part electronic device. Children can use Resource sheet 1 to record their ideas.

Task 2

Re-read pages 17 and 31 where the Floaty Note 6000 is introduced and described. Ask the children to think of their future selves, and to consider what they might write on their future shopping list. As Bunny has ten hands, she needs a lot of hand care products. Ask the children to think about their character's features and what their shopping needs might be. These ideas can be recorded on Resource sheet 2.

Lesson 1: Resource Sheet 1

Future Ratboy and the Invasion of the Nom Noms *by Jim Smith*

Create a Future Self

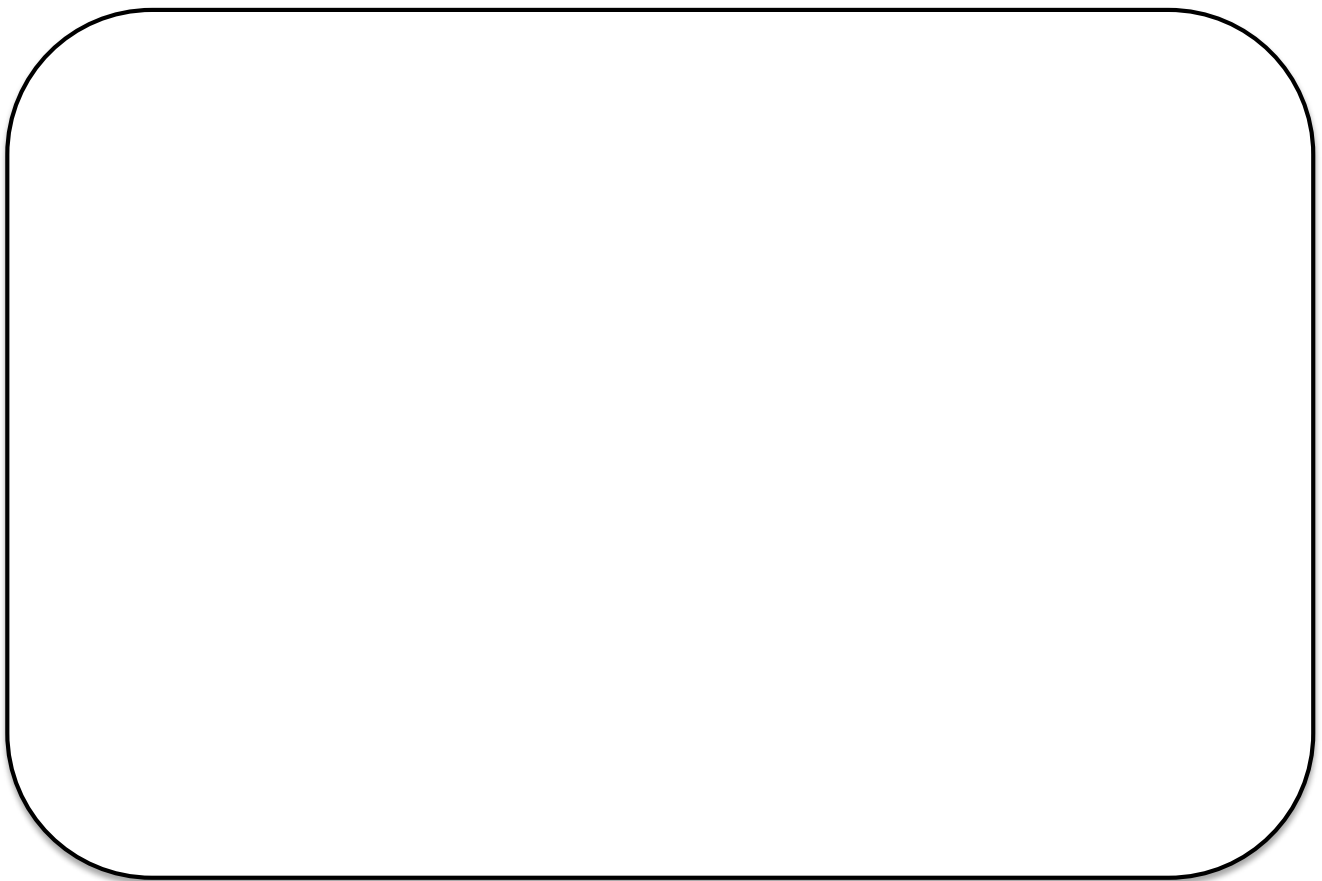
Name of future self:

I am part (boy/girl):

I am part (name of animal):

I am part (electronic device):

Draw a picture of your future self in the box and label it with fantastic future features!



Lesson 1: Resource Sheet 2

Future Ratboy and the Invasion of the Nom Noms *by Jim Smith*

Floaty Note 6000

Write a shopping list for your Future Self.

What sort of things do you use a lot of in the future? Think about your fantastic future features. Make sure you remember to include everything you need to be happy and healthy.

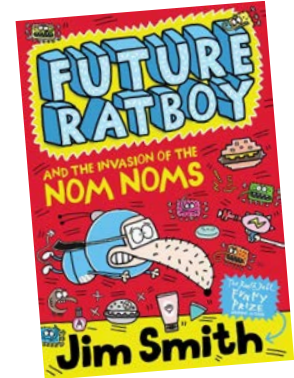
Shopping List

1.
2.
3.
4.
5.
6.

Lesson Plan 2

Future Ratboy and the Invasion of the Nom Noms

by Jim Smith



Objectives

- To use adjectives to describe the characteristics of the Nom Noms
- To design a Nom Nom

Outcomes

- Children will have described the appearance and behaviour of the Nom Noms.
- Children will have used their imaginative skills to invent and create a new character.

Resources

- *Future Ratboy and the Invasion of the Nom Noms* by Jim Smith.
- Resource sheet 1: *My Nom Nom Invention*
- Resource sheet 2: *Speech Bubbles (for teachers)*

Task 1

Re-read pages 23 and 27, where a Nom Nom is described. As a class, annotate a simple drawing of a Nom Nom with adjectives that describe its appearance and behaviour. Ask the children to use their imagination to invent a new future alien pest. Ask them to think about its size, shape, colour, features, how it moves, what sounds it makes, and what it eats. Children can record their alien invention ideas on Resource sheet 1.

Task 2

Each child can make multiple copies of their Nom Nom using card, paint, and collage materials. These can be displayed around the classroom or the hall to create a Nom Nom invasion. Wherever the Nom Noms are displayed, it would be fun to make a warning sign on the door to that room, so that visitors can take the necessary precautions before entering!

Lesson 2: Resource Sheet 1

Future Ratboy and the Invasion of the Nom Noms *by Jim Smith*

My Nom Nom Invention

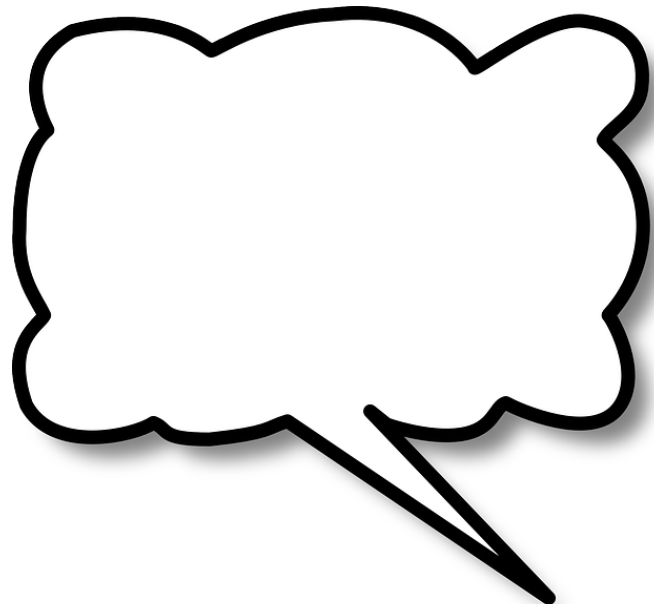
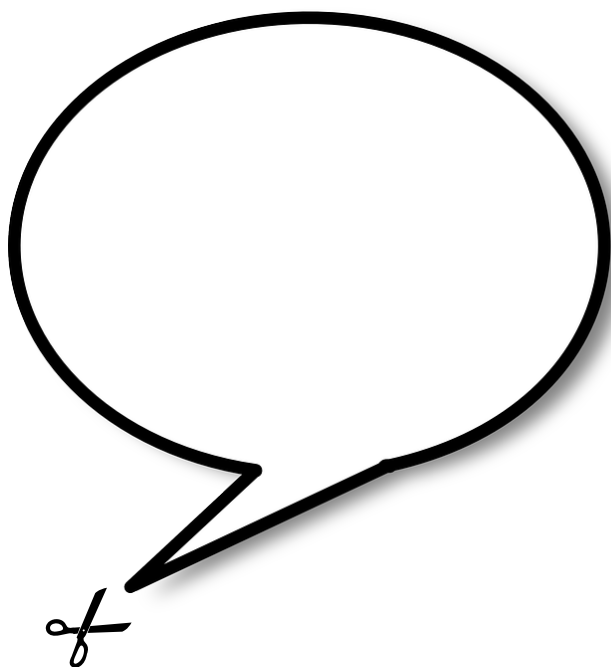
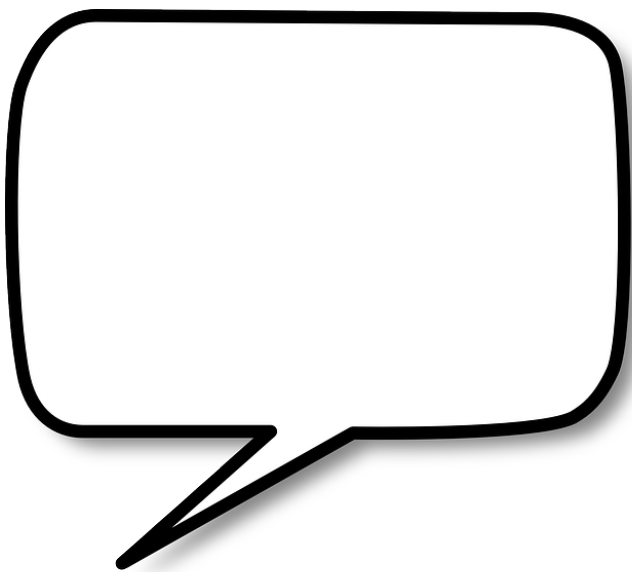
Draw a picture of your Nom Nom below and label it using adjectives to describe its appearance and bad behaviour. Add a speech bubble to show what strange sounds it makes.

Lesson 2: Resource Sheet 2

Future Ratboy and the Invasion of the Nom Noms *by Jim Smith*

Speech Bubbles (For Teachers):

These speech bubbles could be photocopied and cut out prior to the lesson for the children to use with Resource sheet 1.



Curriculum Links

Future Ratboy and the Invasion of the Nom Noms *by Jim Smith*

KS1 English – Reading

To develop pleasure in reading, motivation to read, and understanding by:

- Listening to and discussing a wide range of poems, stories, and non-fiction at a level beyond which they can read independently. (Y1)
- Listening to, discussing, and expressing views about a wide range of contemporary and classic poetry, stories, and non-fiction at a level beyond which they can read independently. (Y2)
- Being encouraged to link what they read or hear to their own experiences. (Y1)
- Discussing the sequence of events in books and how items of information are related. (Y2)

KS2 English – Reading

To develop positive attitudes to reading and understanding of what they read by:

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction, and reference books or text books. (Y3)
- Reading books that are structured in different ways, and reading for a range of purposes. (Y3)

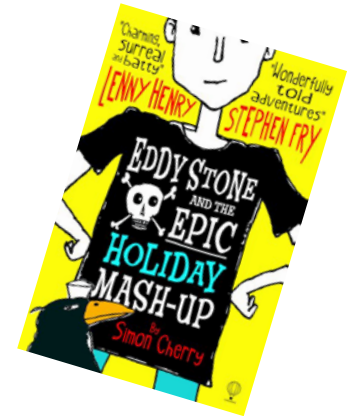
KS1 Art

- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

Lesson Plan 1

Eddy Stone and the Epic Holiday Mash-up

by Simon Cherry



Objectives

- To compare and contrast Tidemark Bay at the beginning and the end of the book
- To reinforce this knowledge by creating an eye-catching poster showing Tidemark Bay's best attractions

Outcomes

- Children can identify the changes to Tidemark Bay that made tourists flock to visit.
- Children can present this information using eye-catching headings, sub-headings, captions and pictures.

Resources

- *Eddy Stone and the Epic Holiday Mash-up* by Simon Cherry
- Resource sheet 1: *Visit Tidemark Bay!*
- Photographs and postcards of seaside resorts
- Advertising posters for seaside resorts and other tourist attractions

Task 1

Re-read pages 17 and 18 where Tidemark Bay is described to be as 'lonely and lost as a sheep in a supermarket'. Re-read pages 35 and 36 where it is explained how the visitors stopped coming to Tidemark bay after the fishermen of the harbour retired.

Discuss what's missing? Why were people no longer visiting Tidemark Bay? What does a seaside town need to attract visitors? Explore photographs and postcards of seaside resorts and ask the children to share any experiences they may have of the seaside.

Jump to the end of the book and re-read pages 290 and 291. What has changed? What is now attracting the tourists? (eg, the Crew's museum, the Captain thrilling crowds of visitors with stories of the Codcake's fantastic adventures, the Penguin's smart new restaurant, etc.)

Task 2

Explore a range of real-life posters for tourist attractions. Talk about the places these posters might be found (eg, in magazines or at bus stops). What do they all have in common? (eg, eye-catching pictures/ photographs of children with excited faces, catchy slogans, etc.)

The children should then create an eye-catching poster to persuade tourists to visit Tidemark Bay. This can include catchy slogans such as: See the world famous treasures of Tidemark museum! Hear the stories of the Codcake's fantastic adventures! Don't miss the world's most entertaining penguin!

Lesson 1: Resource Sheet 1

Eddy Stone and the Epic Holiday Mash-up *by Simon Cherry*

Visit Tidemark Bay!

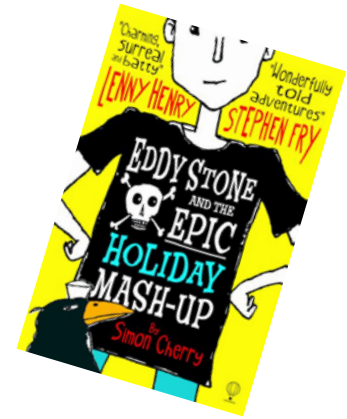
Create a poster to encourage tourists from far and wide to visit Tidemark Bay!

A large, empty rectangular box with a blue border, intended for students to create a poster to encourage tourists to visit Tidemark Bay.

Lesson Plan 2

Eddy Stone and the Epic Holiday Mash-up

by Simon Cherry



Objectives

- To identify significant objects in the book

Outcomes

- Children can name the different objects that appear throughout the book.
- Children can identify which objects are most valuable to the Captain.

Resources

- *Eddy Stone and the Epic Holiday Mash-up* by Simon Cherry
- Resource sheet 1: *Pirate Plunder Pack*

Task 1

Show the children the list of objects from throughout the book. If the Captain had these things on the Codcake, which three would he choose to save if the ship was sinking? Explain why.

Explain that these objects are going to be ranked from the pirate captain's point of view according to beauty, age, rarity, value, and usefulness. Show some real Top Trumps® cards and explain to the children that the Pirate Plunder Pack has the same aim as a Top Trumps® game.

Depending on ability, the children can score the objects from 1 to 10 or from 1 to 100. When the Pirate Plunder Packs are complete, the children can have fun playing the game in pairs.

The list of objects to be drawn on the cards:

- Tatty old sea chest
- Ruby ring
- Warbleflower
- Diamond and Sapphire Tiara with Matching Earrings
- Stuffed Lobster Dressed as a Soldier
- Copper Jelly Mould Shaped Like an Octopus
- Magic Treasure Map
- Leaf Poem
- Strange Old Machine

Lesson 2: Resource Sheet 1

Eddy Stone and the Epic Holiday Mash-up by Simon Cherry

Pirate Plunder Pack

Draw objects from *Eddy Stone's Epic Holiday Mash-up* onto the cards on the following pages and give them a score for the following categories:

Beauty – Does it sparkle and shine? Would it make a person or a home look stylish?

Age – The older, the better!

Rarity – Is it one of a kind? Was it very hard to find?

Value – Is it worth a lot of doubloons (gold coins)?

Usefulness – Could it help to save the day or lead to hidden treasure?

Cut the Pirate Plunder cards out and have fun playing the game with a friend.

Leaf Poem

Beauty

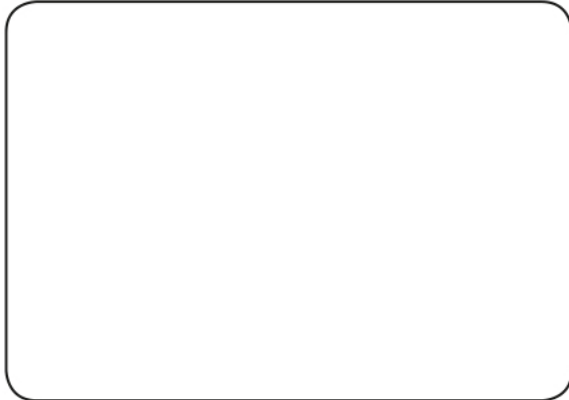
Age

Rarity

Value

✂ Usefulness

Stuffed Lobster Dressed as a Soldier



Beauty

Age

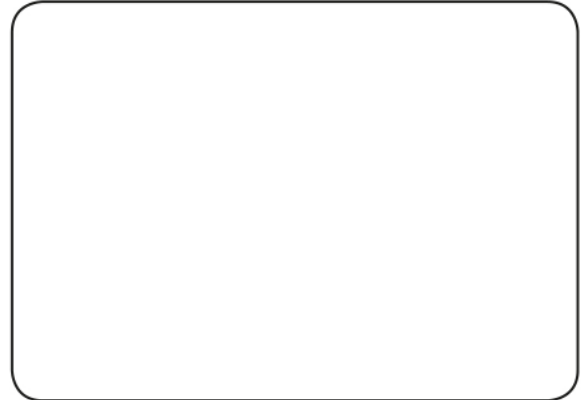
Rarity

Value

Usefulness



Tatty Old Sea Chest



Beauty

Age

Rarity

Value

Usefulness



Ruby Ring



Beauty

Age

Rarity

Value

Usefulness



Strange Old Time Machine



Beauty

Age

Rarity

Value

Usefulness



**Diamond and Sapphire Tiara
with Matching Earrings**



Beauty

Age

Rarity

Value

Usefulness



**Copper Jelly Mould Shaped
Like an Octopus**



Beauty

Age

Rarity

Value

Usefulness



Warbleflower



Beauty

Age

Rarity

Value

Usefulness



Magic Treasure Map



Beauty

Age

Rarity

Value

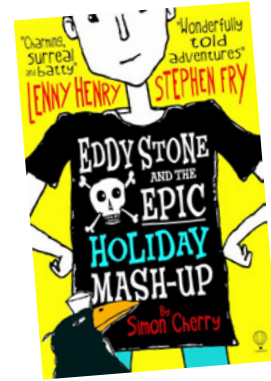
Usefulness



Lesson Plan 3

Eddy Stone and the Epic Holiday Mash-up

by Simon Cherry



Objectives

- To explore sea shanties
- To write a sea shanty

Outcomes

- Children are familiar with the structure and language of a sea shanty.
- Children use their knowledge of the story and their imagination to write a sea shanty.

Resources

- *Eddy Stone and the Epic Holiday Mash-up* by Simon Cherry
- A recording of 'What shall we do with a drunken sailor?'
- Resource sheet 1: *Groovy Gadgets for Pinwing*
- Resource sheet 2: *Write a Sea Shanty*

Task 1

Listen to some real sea shanties, including 'What shall we do with a drunken sailor?' (Other examples are 'Blow the man down' and 'A life on the ocean waves'). As a class, have fun singing 'The Captain's Seasick Sea Shanty' (at the end of the book) to the tune of 'What shall we do with a drunken sailor?'.

Task 2

On page 55, Crew suggests that 'Pinwing is a not-very-able seaman', when he says that he's not cut out for ordinary work. Resource sheet 1 can be used to design some groovy gadgets to make Pinwing an able seaman.

Ask the children to think of the challenges the characters faced during the story, such as climbing the cliff. Ask the children to let their imagination run wild and design gadgets that will help Pinwing, eg, a hat with a propeller to reach high places, grabby-gripping gloves with suction pads to help him climb every obstacle in his way, etc.

As a class, record lots of ideas to help the children to write the different verses of their sea shanty in Task 3.

Task 3

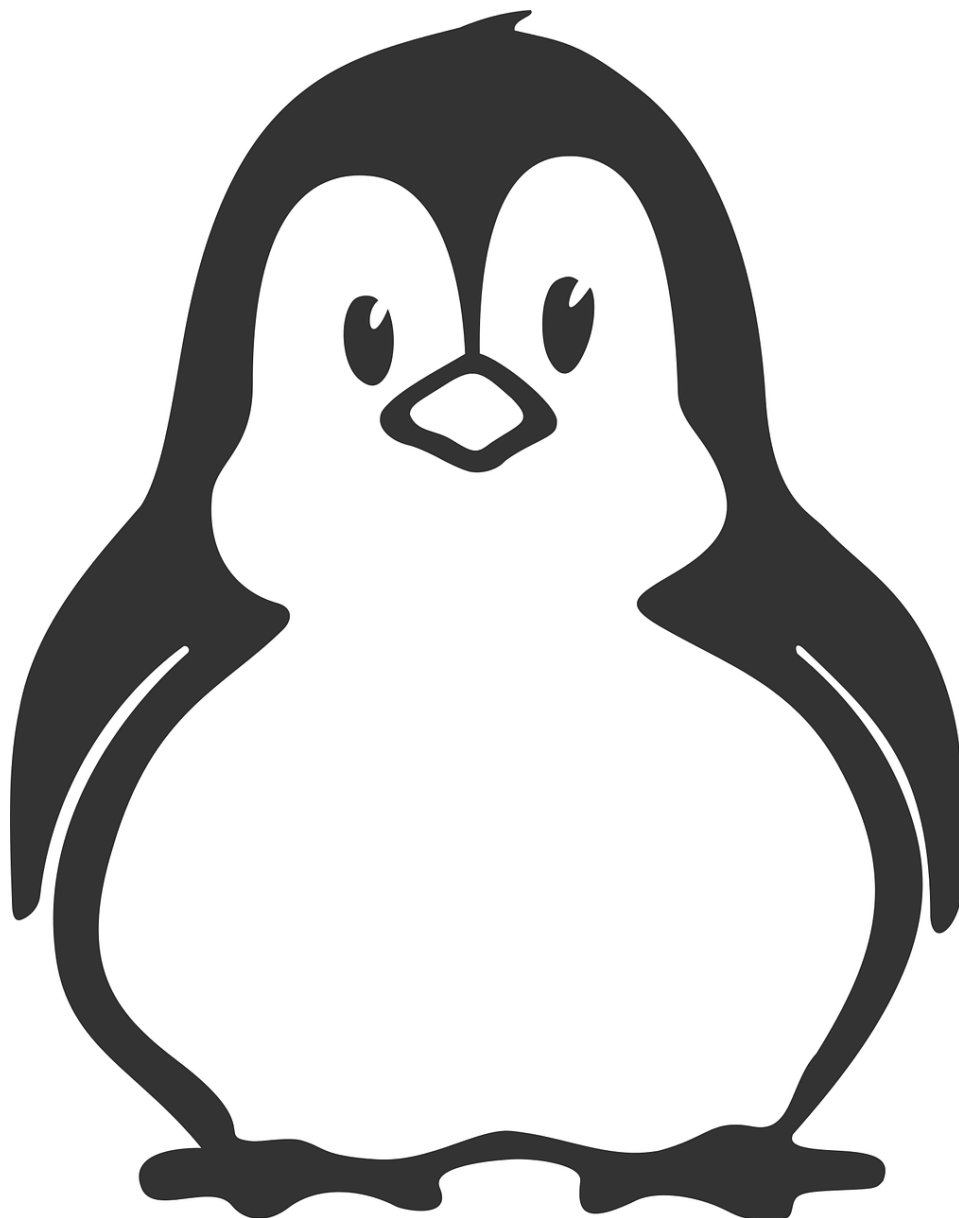
The children can use their groovy gadget ideas to create a new Sea Shanty: 'What shall we do with not-very-able seaman?' Encourage children to sing their ideas to check that they fit with the tune, eg, 'Give him a hat with a fast propeller...' or 'Give him a jet pack so he rises...'

Lesson 3: Resource Sheet 1

Eddy Stone and the Epic Holiday Mash-up *by Simon Cherry*

Groovy Gadgets for Pinwing

Give Pinwing some groovy gadgets to transform him into a very-able seaman!
Label your gadgets explaining what they are and what they can do.



Curriculum Links

Eddy Stone and the Epic Holiday Mash-up *by Simon Cherry*

KS1 English – Reading

To develop pleasure in reading, motivation to read, and understanding by:

- Listening to and discussing a wide range of poems, stories, and non-fiction at a level beyond that at which they can read independently. (Y1)
- Listening to, discussing, and expressing views about a wide range of contemporary and classic poetry, stories, and non-fiction at a level beyond that which they can read independently. (Y2)
- Being encouraged to link what they read or hear to their own experiences. (Y1)
- Discussing the sequence of events in books and how items of information are related. (Y2)

KS2 English – Reading

To develop positive attitudes to reading and understanding of what they read by:

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction, and reference books or text books. (Y3)
- Reading books that are structured in different ways, and reading for a range of purposes. (Y3)

KS1 Geography

To use basic geographical vocabulary to refer to key aspects of:

- Key natural features, including: beach, cliff, coast, sea, season, and weather.
- Key human features, including: town, harbour, and shop.

KS2 Geography

To describe and understand key aspects of:

- Geographical similarities and differences through the study of human and physical geography of a region.

KS1 Maths - Number, place value and rounding

Pupils should be taught:

- To read and write numbers to 100 in numerals.
- To use the mathematical terms: equal to, more than, less than (fewer), most, least. (Y1)
- To compare and order numbers from 0 to 1000: using the <, >, and = signs. (Y2)

KS2 Maths - Number, place value and rounding

Pupils should be taught:

- To compare and order numbers up to 1000. (Y3)

Lesson Plan 1

Hamish and the Neverpeople

by Danny Wallace and illustrated by Jamie Littler



Objectives

- To explore character traits and think about what their opposites would be
- To use adjectives and verbs to write a character description

Outcomes

- Children are familiar with the character fact files throughout the book. Children can recognise the strengths and weaknesses of different characters.
- Children can create a personality fact file.

Resources

- *Hamish and the Neverpeople* by Danny Wallace
- Resource sheet 1: *Create A Neverperson*

Task 1

Explore the fact files throughout the book and, in particular, focus on Holly's fact file on page 99. Discuss how Holly's character is the opposite of Hamish. As a class, discuss how a fact file about Hamish would be different. The teacher could model how to write a fact file about themselves, then the class could suggest opposite characteristics, including a name for a never-version.

The children should then complete Resource sheet 1. On the left of the page, they should record information about themselves, including their full name, likes, dislikes, special skills, signature move, and favourite food. Explore the fact that the never-version characters' names start with the same letter eg, Hamish and Holly, Alice and Alan.

Then, on right side, they should think of opposite character traits to describe a never-version of themselves. The fact files for the class could be cut out and displayed under the titles Class ('name') and Never-Class ('name').

Task 2

Children can work in groups of four to create a crime-stopping group like the Pause Defence Force (the PDF) in the story. Ask the children to think about the collective skills their crime-stopping group has, and to base the name on both their strengths, and the imaginary evil force they are protecting the world from.

Look at the Missing Kids poster on page 120. The poster says, 'Have you seen these children?'. Ask the children to think of what else it might say. Each group can then work together to create a 'missing kids' poster which has pictures of the group members, and short descriptions of important features that will help people to spot them.

Lesson 1: Resource Sheet 1

Hamish and the Neverpeople by *Danny Wallace* and illustrated by *Jamie Littler*

Create a Neverperson

Complete Fact File 1 to describe yourself, then complete Fact File 2 to describe your Never-version. Give your Never-version a name that starts with the same letter as your name and the same surname. Remember: if you are a boy, your Never-version should be a girl, and if you are a girl, it should be a boy.

Fact File 1: Me

Full name

Likes:

Dislikes:

Special skills:

Always carries:

Signature move:

Favourite Food:

Fact File 2: My Never-Version

Full name

Likes:

Dislikes:

Special skills:

Always carries:

Signature move:

Favourite Food:

Now draw yourself and your Never-Version in the boxes below.



Lesson Plan



Hamish and the Neverpeople

by Danny Wallace and illustrated by Jamie Littler

Objectives

- To identify human and physical geographical features of the place where we live.
- To compare and contrast two fictional places.

Outcomes

- Children can recognise the contrasting features of Starkley and Sparkley.
- Children can create a Never-version of the place where they live in terms of human and physical features.
- Children can present their ideas in the form of a map.

Resources

- *Hamish and the Neverpeople* by Danny Wallace
- Photographs of the local area
- Resource sheet 1: *My Never-place*
- Resource sheet 2: *Create a Welcome Sign*

Task 1

Re-read pages 174 to 176 and as a class, identify the features of Sparkley that are opposite to Starkley. Compare the place names, Starkley and Sparkley and discuss their meanings. If possible, as a class, go for a walk around the immediate local area to identify its features, or look at photographs.

Look at the map of Starkley at the end of the book. As a class, draw a simple map of the local area showing significant features, both physical (such as ponds and fields) and human (such as shops and houses). Ask the children to suggest some contrasting features to create a Never-version of their local area. What would the Never-version be called? Would it begin with the same letter? Would it have a completely different meaning? For example, the Never-version of Brighton could be Dullton. Children can use Resource sheet 1 to draw a map of a Never-version of the local area.

Task 2

Look at the sign for Sparkley on page 174. It says that Sparkley is 'Britain's fourth Most Exciting Place' and is 'Twinned with Las Vegas, Rio de Janeiro and the Moon'. Ask the children to use their imagination to create a sign for their Never-place. For example, it could be 'Britain's second Most Noisy Place' or 'Britain's third Most Sunny Place'. Ask the children to think of some unusual places to twin their Never-place with, including something in outer space. Children can use Resource sheet 2 to create sparkly and bright, or dull and dreary, signs for their Never-place.

Lesson 2: Resource Sheet 1

Hamish and the Neverpeople by Danny Wallace and illustrated by Jamie Littler

My Never-place


Draw a map below to show the exciting or dull features of a Never-version of the place where you live.

Lesson 2: Resource Sheet 2

Hamish and the Neverpeople by *Danny Wallace and illustrated by Jamie Littler*

Create a Welcome Sign

Create a welcome sign in the space below to greet people when they enter the Never-version of the place where you live. Is it an exciting place that will need a bright and sparkly sign, or is it a boring place that will need a dull and dreary sign? What is special about your Never place? Which unusual places is it twinned with?



Lesson Plan 3

Hamish and the Neverpeople

by Danny Wallace and illustrated by Jamie Littler



Objectives

- To identify significant moments in the book.
- To plan and design a crown to celebrate the defeat of Scarmarsh.

Outcomes

- Children are able to identify the ways in which the PDF stopped Scarmarsh's evil plan to zap the world.
- Children are able to make decisions about their crown design and justify them.

Resources

- *Hamish and the Neverpeople* by Danny Wallace
- Resource sheet 1: *The King's New Crown*

Task 1

Ask the class to make a list of the Scarmarsh's finest moments (which usually involved zapping) and the PDF's finest moments (which led to stopping Scarmarsh's evil plan).

Ask the children to imagine that the king has asked for a new crown to be made to celebrate the defeat of Scarmarsh. The design could incorporate important elements of the story, such as the Post Office Tower or the heroic members of the PDF. The crown could also be cleverly designed to be zap-proof. What kind of materials might reflect the zaps back to Scarmarsh and his Hypnobots?

The finished crowns could be displayed in 'Tower of London' style transparent boxes or even on a royal catwalk.

Lesson 3: Resource Sheet 1

Hamish and the Neverpeople by Danny Wallace and illustrated by Jamie Littler

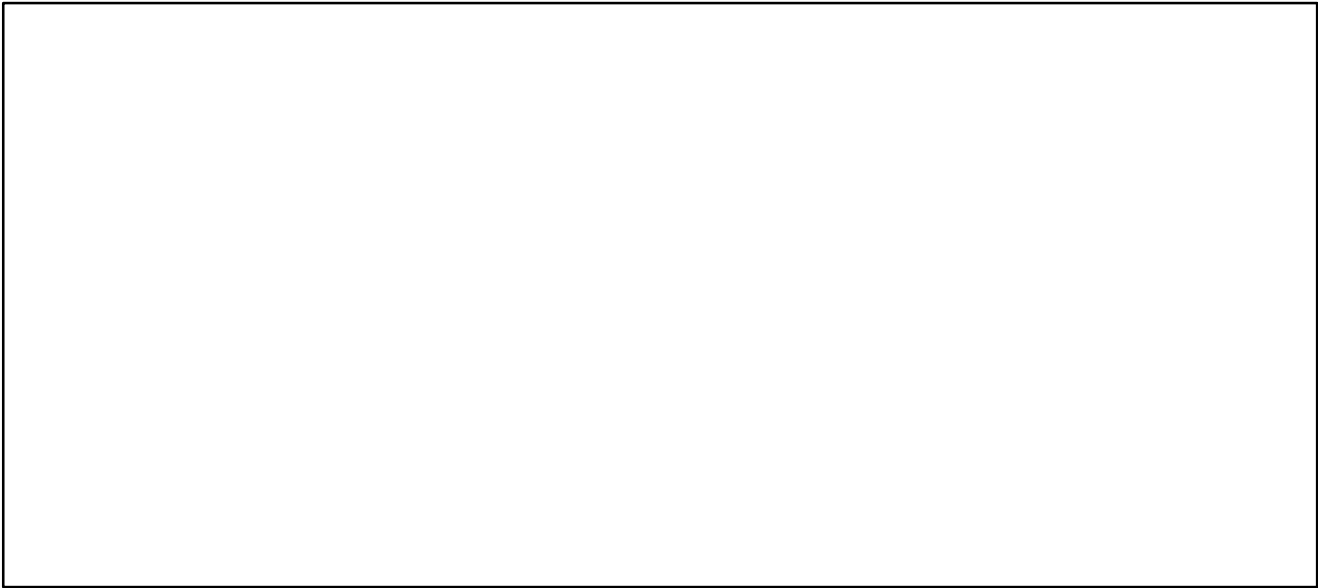
The King's New Crown

What important part of the story will your crown be celebrating?

Which materials could you use to make your crown? How will you fix the parts together?

What equipment will you need?

My design will look like this...



Evaluation:

I was most pleased with...

...because

If I made it again I would change...

...because

Curriculum Links

Hamish and the Neverpeople by Danny Wallace and illustrated by Jamie Littler

KS1 English – Reading

Develop pleasure in reading, motivation to read, and understanding by:

- Listening to and discussing a wide range of poems, stories, and non-fiction at a level beyond that at which they can read independently. (Y1)
- Listening to, discussing, and expressing views about a wide range of contemporary and classic poetry, stories, and non-fiction at a level beyond that at which they can read independently. (Y2)
- Being encouraged to link what they read or hear to their own experiences. (Y1)
- Discussing the sequence of events in books and how items of information are related. (Y2)

KS2 English – Reading

Develop positive attitudes to reading and an understanding of what they read by:

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction, and reference books or text books. (Y3)
- Reading books that are structured in different ways and reading for a range of purposes. (Y3)

Writing – Composition

- Compose a sentence orally before writing. (Y1)
- Plan or say out loud what they are going to write about. (Y2)
- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar. (Y3)

KS1 Geography

To use basic geographical vocabulary to refer to key aspects of:

- Key human features, including: town, harbour, and shop.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds, and the key human and physical features of its surrounding environment.

KS2 Geography

To describe and understand key aspects of:

- Geographical similarities and differences through the study of human and physical geography of a region.
- To use fieldwork to observe, measure, and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

KS1 Design and Technology

- To design purposeful, functional, and appealing products for themselves and others based on design criteria.
- To generate, develop, model, and communicate their ideas through talking and drawing templates.
- To select from and use a range of tools and equipment to perform practical tasks.
- To select from and use a wide range of materials and components, according to their characteristics.

KS2 Design and Technology

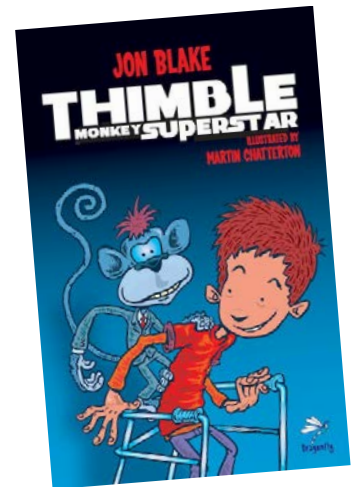
To use research and develop design criteria to inform the design of innovative, functional, and appealing products that are fit for purpose, aimed at particular individuals or groups.

- To generate, develop, model, and communicate their ideas through discussion, and annotated sketches.
- To select from and use a wider range of materials and components, including construction materials, textiles, and ingredients, according to their functional properties and aesthetic qualities.

Lesson Plan 1

Thimble Monkey Superstar

by Jon Blake and illustrated by Martin Chatterton



Objectives

- To imagine a house to be something completely different
- To use knowledge of a topic to write labels

Outcomes

- Children can use their imagination to think of a house being something completely different.
- Children can name the parts of something completely different to a house.

Resources

- *Thimble Monkey Superstar* by Jon Blake
- Labelled diagrams of pirate ships, aeroplanes, spaceships, football stadiums, theatres, etc.
- Resource sheet 1: *Not Just a House but a...*

Task 1

Look at the labelled picture of Jams' house on page 6, also known as Dawson Castle. Page 15 describes Dad's office as the Red Tower. On page 16, Mum is sitting at the far end of the Great Hall.

Discuss the fantasy world that Jams' dad lives in. Would it be exciting to imagine that your home was something completely different? What would your house be? What would you call the different rooms and outside features? This could be related to a recent class topic so that children can apply their knowledge. Children can label their own drawing or a photograph of their fantasy house.

Extension

An extension for older or more confident children would be to describe an everyday family event in more detail. For example, having tea in the Captain's cabin of a pirate ship or getting ready for school in a superstar's dressing room.

Lesson 1: Resource Sheet 1

Thimble Monkey Superstar by Jon Blake and illustrated by Martin Chatterton

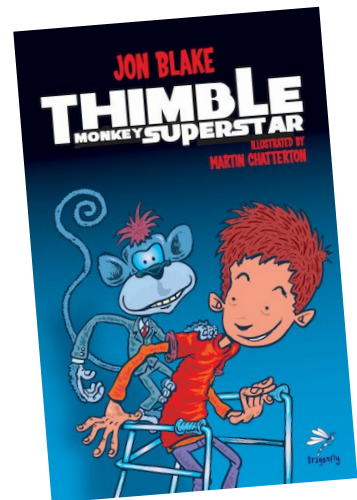
Not Just a House but a...

Imagine your home wasn't an ordinary house, flat, or bungalow. What would it be called? What would the windows be? What would the bathroom be? Where would you sleep? Use your imagination and write labels to create your own fantasy home below.

Lesson Plan 2

Thimble Monkey Superstar

by Jon Blake and illustrated by Martin Chatterton



Objectives

- To research an animal that cannot usually be kept as a pet.
- To record the findings of this research.

Outcomes

- Children can use the internet and information books to find out specific information.
- Children can record the information they find using appropriate vocabulary.

Resources

- *Thimble Monkey Superstar* by Jon Blake
- Resource sheet 1: *Superstar Pet*

Task 1

Have the children ever been to a zoo or watched a television programme and thought, “I wish I could have a ... as a pet”? Re-read pages 9 to 15, where the neighbours arrive with their pet monkey (which they call a hamster). Ask the children to imagine that their neighbours knock on the door and ask them to look after their cat (which is actually a giraffe), or their rabbit (which is actually a kangaroo).

The children can use the internet or information books to find out about an animal they would like to look after: What does it eat? Where does it sleep? What skills does it have?

This information can be recorded on Resource sheet 1: *Superstar Pet*.

Extension

The children can write a short story about their superstar pet saving the day.

Lesson 2: Resource Sheet 1

Thimble Monkey Superstar by Jon Blake and illustrated by Martin Chatterton

My Superstar Pet

My superstar pet is a

But my neighbours think it is a

Draw your superstar pet here



My superstar pet eats...

.....

.....

My superstar pet sleeps...

.....

.....

My superstar pet likes to...

.....

.....

My superstar pet doesn't like...

.....

.....

My superstar pet's super skills are...

.....

.....

Curriculum Links

Thimble Monkey Superstar *by Jon Blake and illustrated by Martin Chatterton*

KS1 English – Reading:

Develop pleasure in reading, motivation to read, and understanding by:

- Listening to and discussing a wide range of poems, stories, and non-fiction at a level beyond that at which they can read independently. (Y1)
- Listening to, discussing, and expressing views about a wide range of contemporary and classic poetry, stories, and non-fiction at a level beyond that at which they can read independently. (Y2)
- Being encouraged to link what they read or hear to their own experiences. (Y1)
- Discussing the sequence of events in books and how items of information are related. (Y2)

KS2 English – Reading:

Develop positive attitudes to reading and an understanding of what they read by:

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction, and reference books or text books. (Y3)
- Reading books that are structured in different ways and reading for a range of purposes. (Y3)

KS1 Science – Animals, including Humans:

- To identify and name a variety of common animals, including: fish, amphibians, reptiles, birds, and mammals. (Y1)
- To identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1)
- To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals, including pets). (Y1)
- To identify that most living things live in habitats to which they are suited, and to describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. (Y2)
- To find out about and describe the basic needs of animals for survival, such as water, food, air, etc.

KS2 Science – Animals, including Humans:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food: they get it from what they eat.