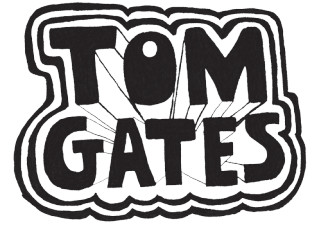
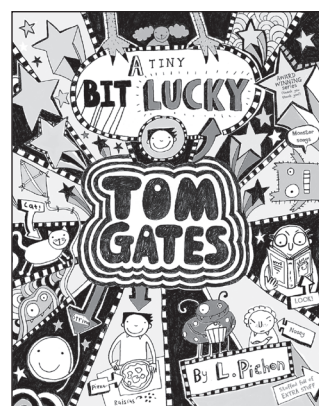
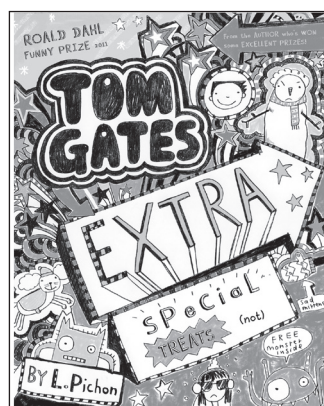
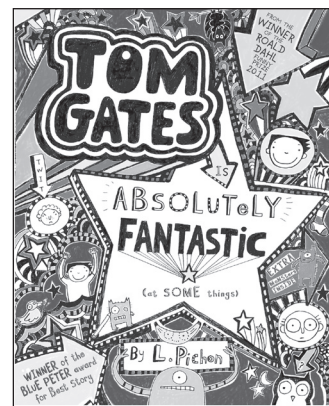
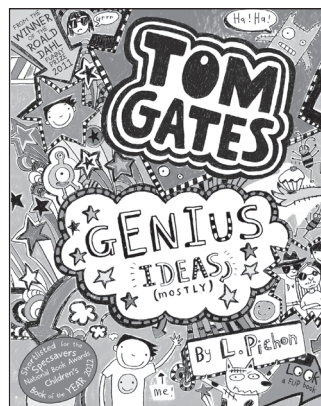
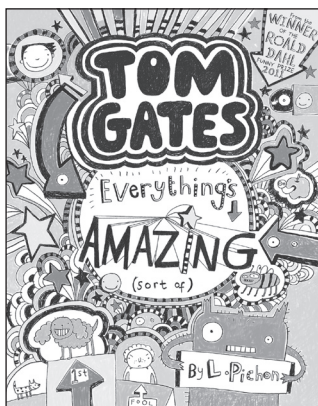
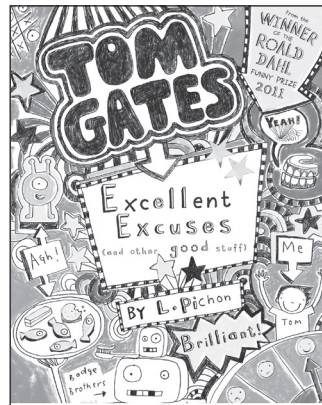
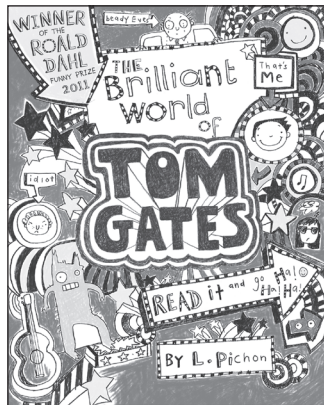


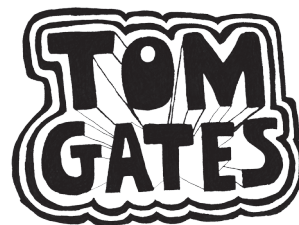
# Lesson plans for the Tom Gates series by Liz Pichon



The four lesson plans include links to Key Stage 2:  
Art • reading comprehension • writing comprehension • writing composition  
science • music • design and technology • mathematics



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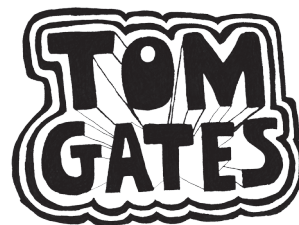
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# Lesson 1 – A Tiny Bit Fruity



## Objectives

- To explore and experiment with a variety of techniques and materials.
- To find out about an artist's technique and be able to apply it to their own work.

## Outcomes

- String prints and fruit-inspired collages linked to the work of Matisse.

## Resources

- Activity sheet 1 – The Crazy Fruit Bunch
- Activity sheet 2 – Drawing with Scissors
- Extract 1 – Tom Gates: A Tiny Bit Lucky
- Extract 2 – How to make a 'banana doodle'
- Liz Pichon shows the class how to doodle a character from The Crazy Fruit Bunch on the Videos of Liz Pichon playlist at [www.youtube.co.uk/scholasticfilmsuk](http://www.youtube.co.uk/scholasticfilmsuk)





### Lead in

Read extract 1 from Tom Gates: A Tiny Bit Lucky where Tom's favourite TV show, 'The Crazy Fruit Bunch' is mentioned. Invite children to use the fruit outlines on activity sheet 1 to create their own Crazy Fruit Bunch. They can add funny faces, draw arms and legs and invent some names for the different characters. Share different examples with the class.

### Task 1

Tom uses a length of string to create doodles of a snail and a monster. Provide each child with a length of cotton string and give them time to explore using it to produce different fruit doodles: they can copy the outline shapes on activity sheet 1 as a starting point. Explain that they are now going to create a permanent string doodle by gluing the string to a piece of stiff card. Encourage them to draw the outline in pencil first and then apply a thick layer of PVA glue over the outline using a brush, sticking the string down as they go. Leave to dry completely.

### Task 2

Once the fruit string doodles are dry, they can be used to do some printing, creating repeating patterns. Apply the paint using a brush or sponge roller. Experiment with printing using different coloured paints and backgrounds.

### Task 3

Use activity sheet 2 to introduce children to Matisse's cut-outs, especially 'The Snail'. Provide strips of brightly coloured paper and scissors and ask children to create some fruit-inspired cut-outs in the style of Matisse. Help children to look closely at shapes they can see in the fruit and to recreate these in their cut-outs. Explain that they don't have to use the 'right' colours - Matisse's snail is multi-coloured.



### Extension

In Tom Gates is Absolutely Fantastic (at some things), Tom starts a craze for 'banana doodles'.

Give the children extract 2 which shows them how to create 'banana doodles' and encourage them to recreate their Crazy Fruit Bunch characters on a banana.

### Curriculum links

#### KS2 Art

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

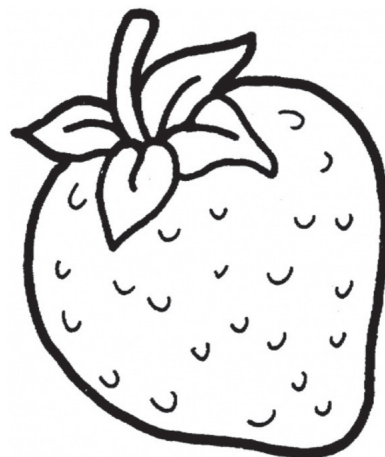
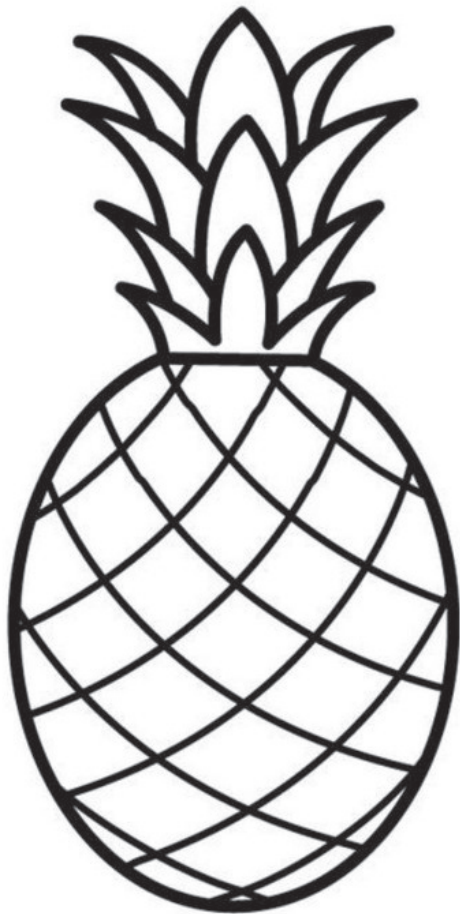
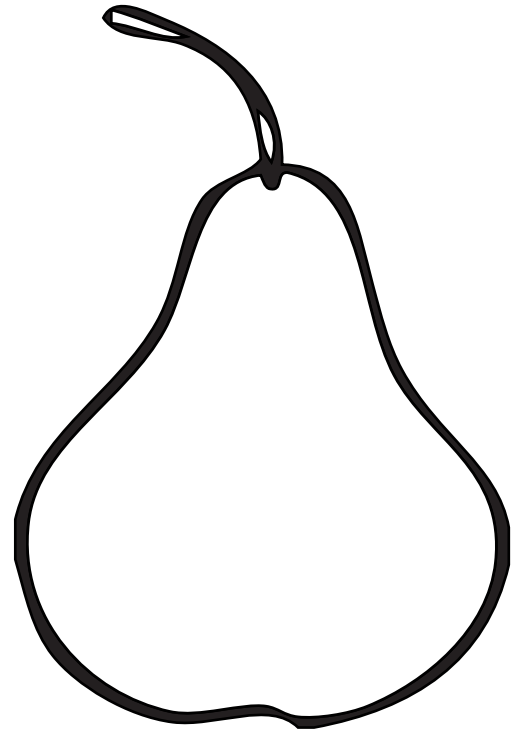
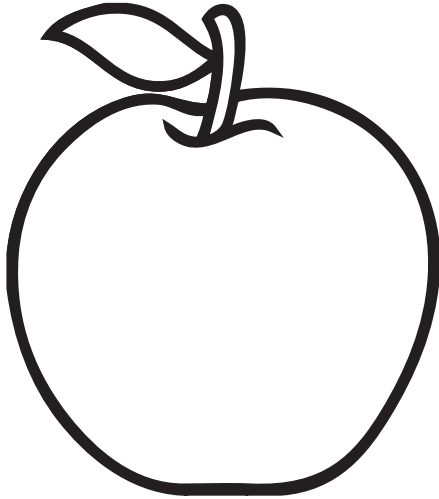
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
- to learn about great artists, architects and designers in history.



# Activity Sheet 1:

## The Crazy Fruit Bunch

Have a look at the shapes that make up these fruits.  
Can you create a fruit-inspired cut out?



## Activity sheet 2:

### Drawing with scissors

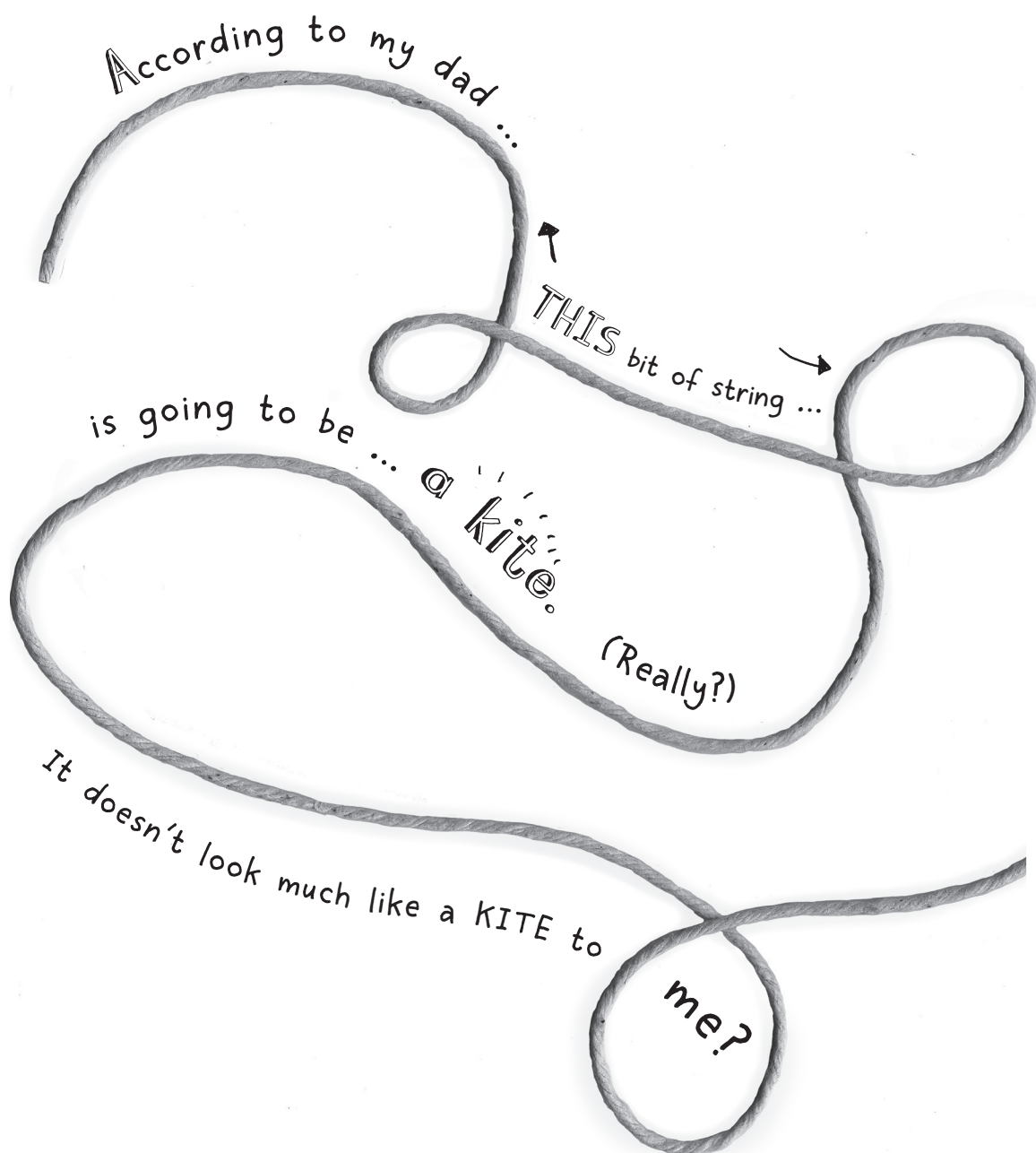
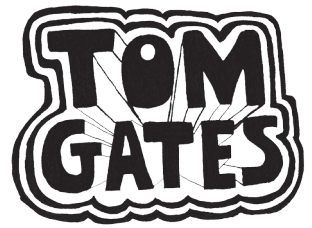
Henri Matisse (1869 – 1954) was a French artist. He was a great painter, but towards the end of his life he had to spend a lot of time in bed. For this reason, he started to create art works using scissors and brightly coloured paper rather than paints. Most of his cut outs are 'free-form' shapes, which means that they are irregular rather than geometric. Matisse spent a lot of time exploring the arrangement of different shapes and colours on the paper, layering them before he glued them down to create his finished pieces.

The coloured shapes in Matisse's collage, *The Snail*, make a spiral, just like the shape of a snail's shell.

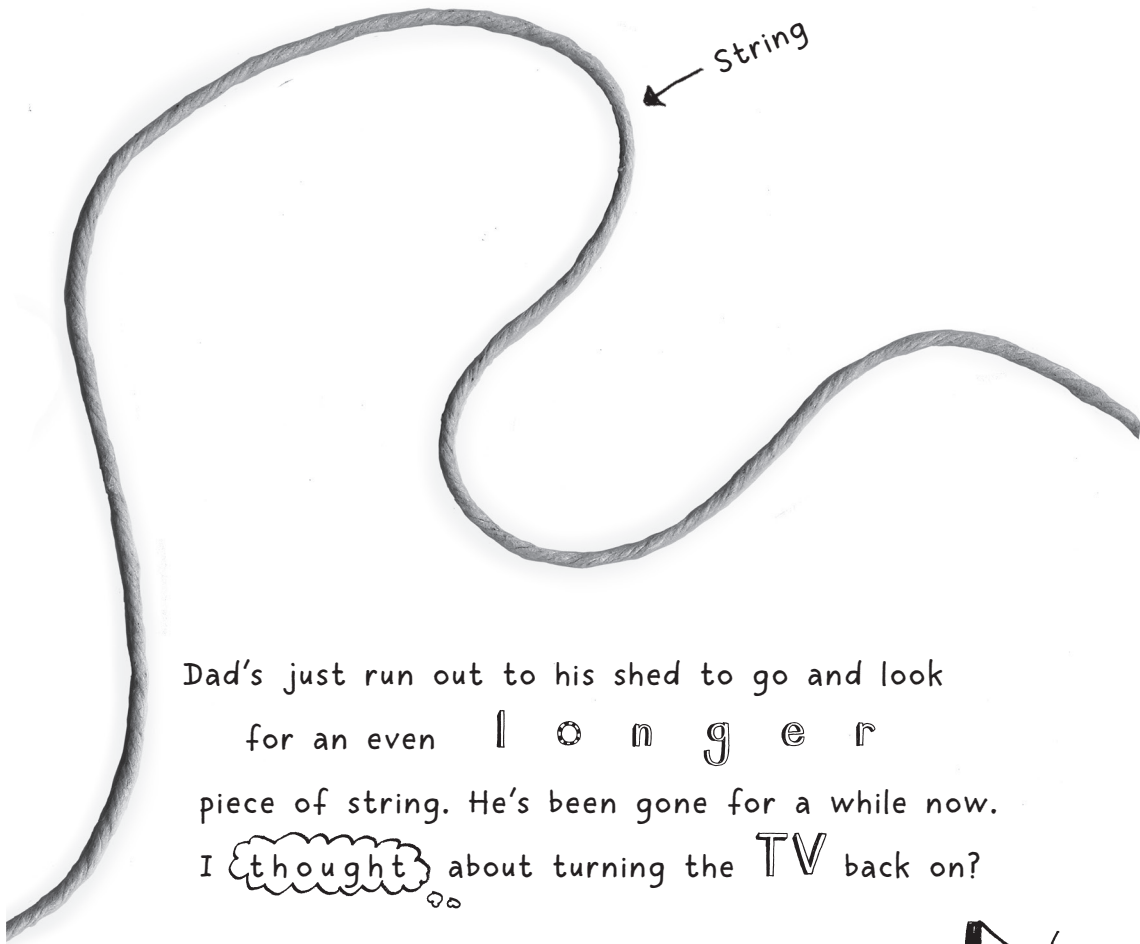




## Extract 1: Tom Gates a Tiny Bit Lucky





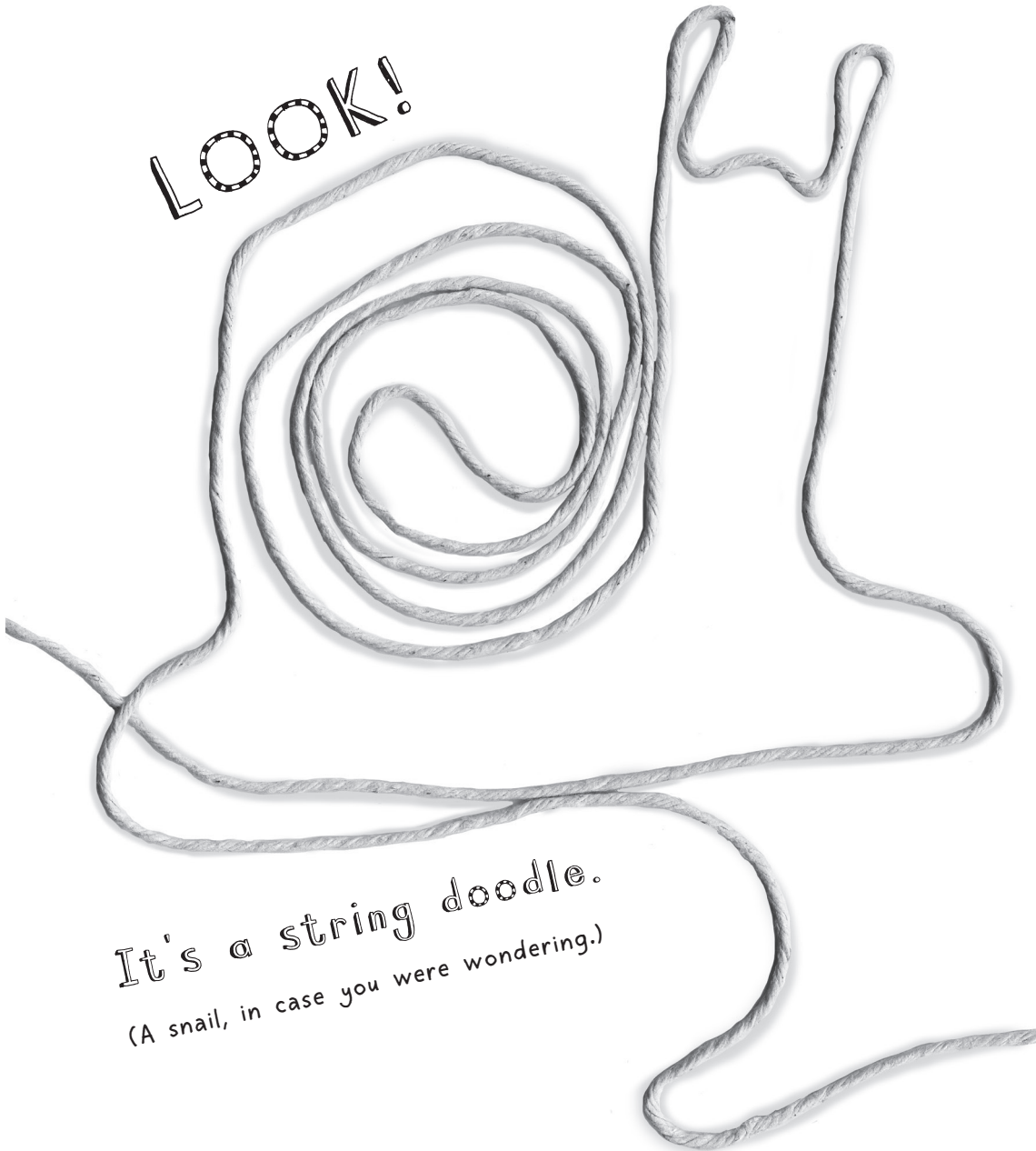


Dad's just run out to his shed to go and look  
for an even l o n g e r  
piece of string. He's been gone for a while now.  
I *thought* about turning the TV back on?

But instead, I did **THIS...**



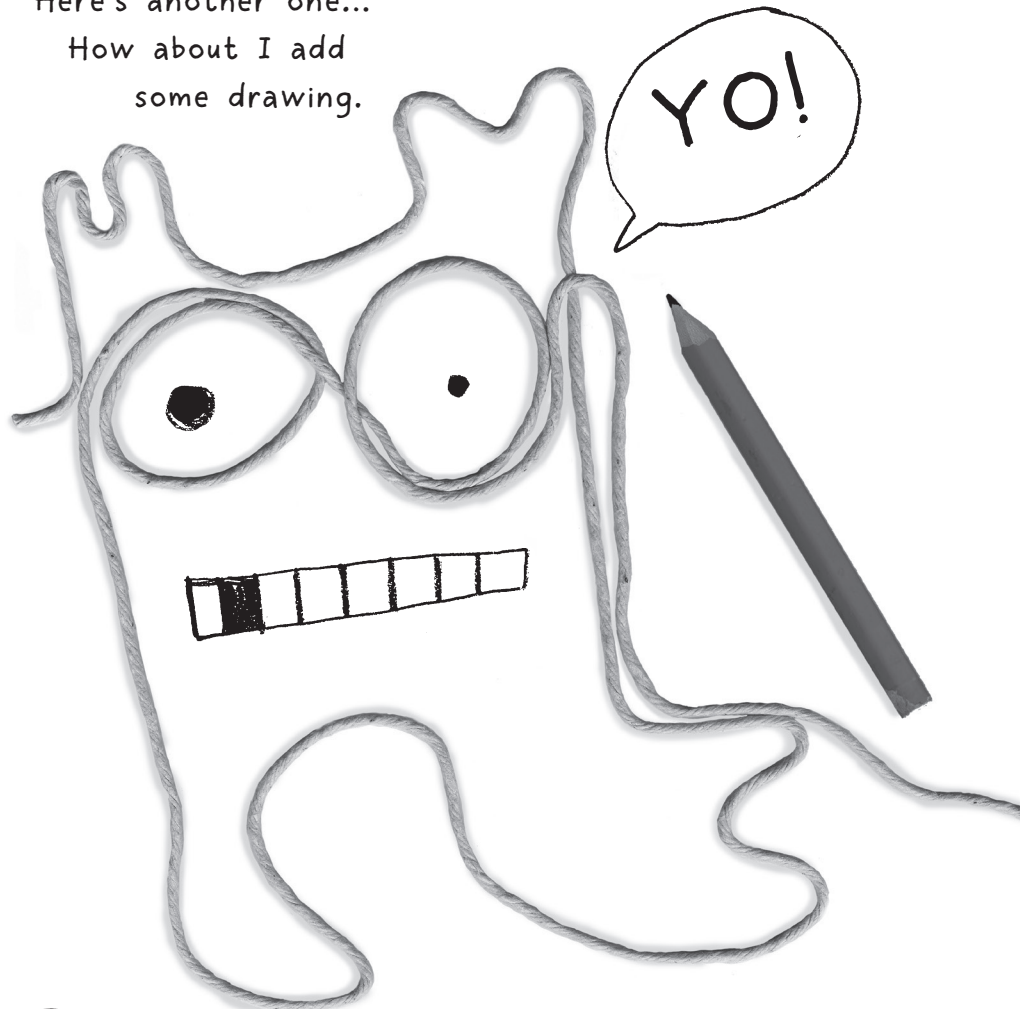
LOOK!



It's a string doodle.  
(A snail, in case you were wondering.)



Here's another one...  
How about I add  
some drawing.





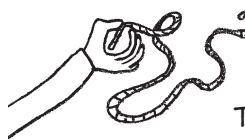
Brilliant! (If I do say so myself.)

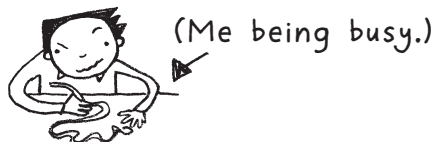
Who knew string could be so useful?


(Apart from my Granny Mavis, of course.)

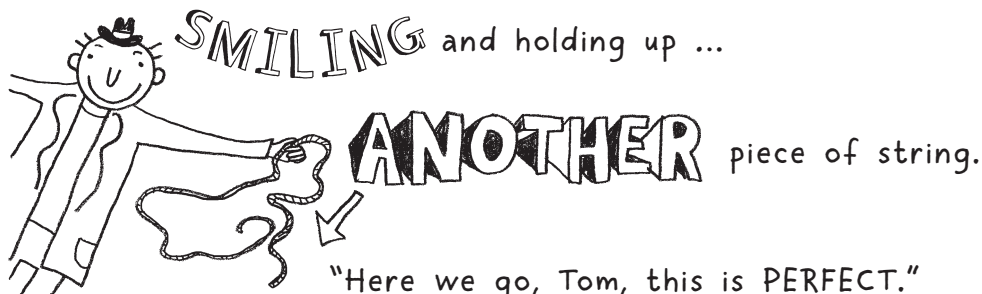


The **NEXT** time I'm in a lesson that gets a bit **dull**   (which happens), I'm going to bring out my **EMERGENCY** piece of

 **STRING** and make a few doodles. That way it'll look like I'm REALLY busy.



When Dad comes back from the shed he's  **SMILING** and holding up ...



"Here we go, Tom, this is PERFECT."

I'm looking at the string thinking - it's exactly the same as the **OTHER** bit?

"That's great, Dad," I say, trying to sound enthusiastic (and failing).





**NORMALLY** I LOVE making things (like my string doodles). But Dad came and interrupted me when I was **RIGHT** in the middle of watching



the **BEST** cartoon show **EVER**.

He stood in front of the **TV** and started shaking his head in a disapproving kind of way.



"**TOM**, why are you stuck inside watching **TV** when it's **SUCH** a lovely day?" he wanted to know.



Firstly = it was **NOT** a lovely day. It was damp and cold.



Secondly = I was watching **TV** because





was on and it's

**HILARIOUS!**




But I didn't say that. I just kept my  EYES fixed on the  screen and shrugged.

There are SO many things you could be doing instead of STARING at a  screen.  
Come on, TOM, turn off the .



"Aww, Dad! That's not FAIR. Can't I just finish watching my cartoon?" I asked him.

"Honestly, Tom, when I was your age, I was ALWAYS outside running about in the fresh air. I hardly EVER watched ,



he told me proudly.

"That's because  hadn't been invented when you were my age, Dad."

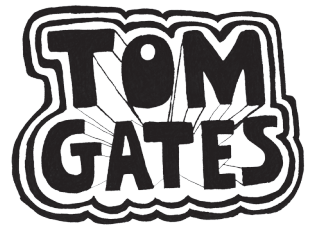


(He is quite old, after all.)



## Extract 2:

Tom Gates is Absolutely Fantastic (at some things)



How to do

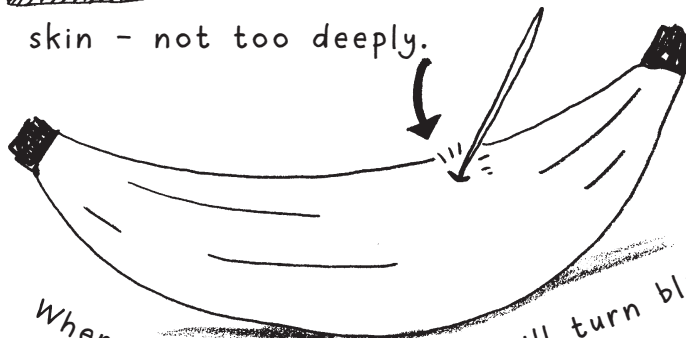
a **BANANA** doodle



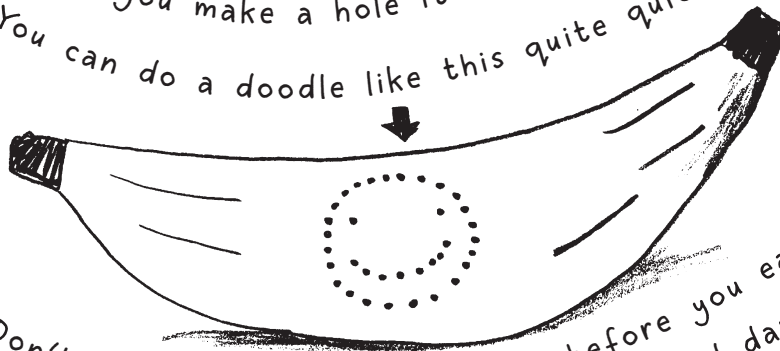
Take a banana and a cocktail stick  
(mind the sharp end).

**Carefully**

push the stick into the banana  
skin - not too deeply.



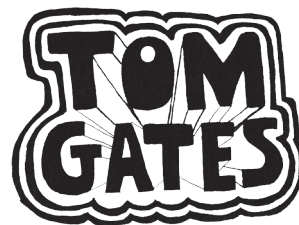
Where you make a hole it will turn black.  
You can do a doodle like this quite quickly.



Don't leave the banana too long before you eat it,  
as the doodle will go darker and darker  
(then go mouldy - yuck).



# Lesson 2 – Monsters and Aliens



## Objectives

- Choose appropriate presentational features for a calligram and be able to explain why these effects have been chosen.
- Choose words carefully for effective description.
- Explore how everyday objects can create chemical changes.

## Outcomes

- Monster calligrams and descriptions
- Messages written in invisible ink

## Resources

- Activity sheet 3 – Monstrous calligrams
- Activity Sheet 4 – Monstrous mash-up
- Activity sheet 5 – Invisible ink
- Activity sheet 6 – Comic strip template
- Extract 3 – Taken from Tom Gates: Genius Ideas (Mostly)
- Liz Pichon shows the class how to doodle calligrams on the Videos of Liz Pichon playlist at [www.youtube.co.uk/scholasticfilmsuk](http://www.youtube.co.uk/scholasticfilmsuk)

## Lead in

Write up the word 'calligram' on the board and ask children if it reminds them of any other words. Explain that 'calligraphy' is the art of beautiful writing, and a calligram shows the meaning of a word in the way it is written. Agree that the Tom Gates books are full of calligrams. Children can look through copies of the books to find examples, or can look at those provided on activity sheet 3.





### Task 1

Invite children to create their own monstrous calligrams using the adjectives on activity sheet 3. Alternatively, brainstorm your own monster or alien words to use.

### Task 2

Tom likes to draw revolting monsters, often inspired by irritating classmate Marcus Meldrew. Have a go at this 'monstrous mash-up':

- Group the children into threes and give each group a piece of paper.
- The first child should draw the monster's head (or heads!) at the top of the page and then fold over the paper so that just the neck is showing.
- The next child can draw the arms and body, then fold over as before, leaving the final member of the group to draw its legs and feet.
- The paper can then be unfolded to reveal the monster. Can the group come up with a suitable name for their monster?
- The group can then go back and write a monstrous description for each part of the monster's body. Alternatively, cut out the description cards on activity sheet 4. Use these to inspire children to create their own monster pictures or models to match.





### Task 3

Read extract 3 from Tom Gates: Genius Ideas (Mostly) where Tom creates his own monster alien code. Invite children to use Tom's code to write a secret message for a partner to decipher, or to inspire their own monster alien codes.

Tom gets very annoyed that Marcus is always looking at what he is writing or drawing. Follow the instructions on activity sheet 5 and use invisible ink for writing messages (or secret doodles!). Explain that the invisible ink works because the lemon juice is acidic. When it is painted on the paper, it weakens it so this part of the paper turns brown more quickly when exposed to heat.

### Extension

Use the comic strip template on activity sheet 6 to create some comic adventures for the monsters created in Task 2.



### Curriculum links

KS2 Years 3-4, Reading – comprehension

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
  - discussing words and phrases that capture the reader's interest and imagination
- understand what they read, in books they can read independently, by: identifying how language, structure and presentation contribute to meaning (English: Reading comprehension lower and upper KS2)

KS2 Years 5-6, Reading – comprehension

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
  - reading books that are structured in different ways and reading for a range of purposes
  - making comparisons within and across books

KS2 Years 5-6, Reading – comprehension

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
  - choosing the writing implement that is best suited for a task

KS2 Years 3-4, Writing – composition

Pupils should be taught to:

- draft and write by:
  - progressively building a varied and rich vocabulary



KS2 Years 5-6, Writing – composition

Pupils should be taught to:

- plan their writing by:
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

KS2 Art

Pupils should be taught:

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

KS2 Year 5, Science – Properties and changes to materials

Pupils should be taught to:

- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning.





# Activity sheet 3:

## Monstrous calligrams

The Tom Gates books are full of calligrams. Here are some examples:

TWYGS?

RELAXING

GIANT

rumbling

Now choose one of the words below and have a go at creating your own monstrous calligram.

monstrous

terrifying

slimy

alien

hairy

devilish

toothy

scaly



# Activity sheet 4:

## Monstrous mash-up



Cut out the description cards below and use these to inspire children to create their own monster pictures or models to match.



THE GREEN SLIME MONSTER drops revolting, shiny gloops everywhere he goes. He has four fearful heads, each one with its own bulging eye.

THE LONG-NECKED ZEBROID is stripy and has a very long neck that can be tied in knots. She has three legs with hooves.

THE SPRINGY ZOOM MONSTER has two springs instead of legs, and bounces everywhere he goes. He also has three purple fangs.

THE FIZZY-FUZZER is covered by pink and purple fluff. When he opens his small mouth, bright green bubbles come out.

THE SCALY SLOOP MONSTER has two heads, each with three long antennae. His skin is scaly and rainbow coloured. He likes eating bananas.

THE DODECA-SUCKER is a fearful monster with twelve tentacles. Each one has a powerful sucker on the end, allowing the monster to climb any surface.

THE GIANT SQUIDGE changes shape to fit in any space like an enormous blob of plasticine. He has three triangular eyes and long eyelashes.

THE THREE-TALONED DEMON has three feet at the end of each leg, each with three long talons. He also has a spiky tail.

THE SHARKY STINGER has a large dorsal fin like a shark and lots of spiky teeth. She runs very fast and shoots out poisonous darts from her tail.

THE SMELLY SOCK MONSTER can be sniffed out long before she is seen. She has five feet, each covered in a brightly coloured, extremely whiffy sock.



# Activity Sheet 5: Invisible ink



Create your own letters using invisible ink using the method below.

You will need:

- lemons cut in half
- lemon juicer
- cotton buds

What to do:

- Squeeze as much juice as you can out of the lemons.
- Dip a cotton bud in the lemon juice, and use it to write an invisible message in the box below.
- Wait for the lemon juice writing to dry completely, then swap your sheet with a classmate.
- Put the papers by a fan heater (or use a hairdryer on a hot setting) and wait for the messages to be revealed.
- What does your friend's message say?

A large, empty rectangular box with a black border, intended for students to write their invisible messages using lemon juice.



# Activity sheet 6: Comic Strip Template

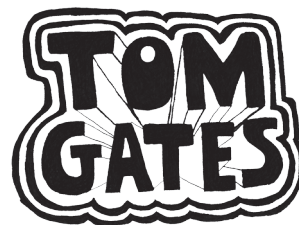
Create your very own comic strip starring your monsters!


The template consists of five empty rectangular boxes arranged in a grid. The top row has two boxes of equal size. The bottom row has three boxes: a small square on the left, a medium square in the middle, and a large rectangle on the right that spans the width of the other two boxes in that row. All boxes are defined by thick black outlines.

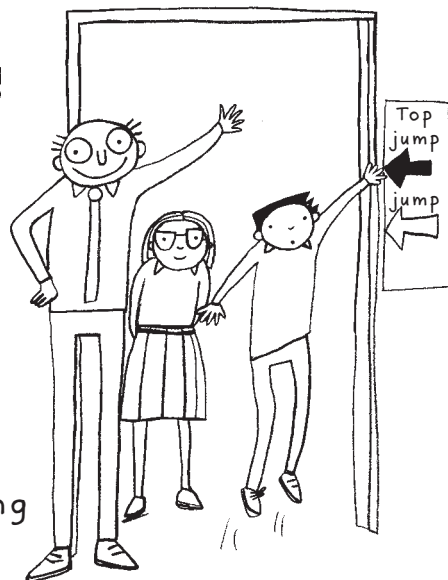


## Extract 3:

Tom Gates Genius Ideas (Mostly)

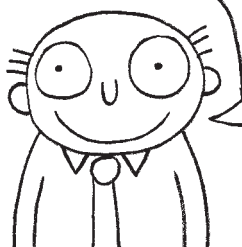


Back in class,  
Mr Fullerman has found  
yet another way of making  
us do EXTRA practice for  
SPORTS DAY. We all have to jump up  
and touch the arrow before he lets us come  
into class. 



Then he explains to the class what  
we'll be doing today.

**First of all, you need to write the WHOLE  
alphabet out, and underneath each letter,  
make up your own symbols. Remember  
when we looked at the Egyptian  
hieroglyphics?**





## Lesson 3 - Dude3

### Objectives

- Work effectively in a group to design and make musical instruments.
- Compose and perform a piece of music to evoke particular responses.

### Outcomes

- Musical instruments that can be used in own performances
- Musical score
- T-shirt designs for own rock band

### Resources

- Activity sheet 7 - Rock band T-shirt
- Extract 4 - From The Brilliant World of Tom Gates
- Liz Pichon shows the class how to doodle the Dog Zombies band logo on the Videos of Liz Pichon playlist at [www.youtube.co.uk/scholasticfilmsuk](http://www.youtube.co.uk/scholasticfilmsuk)

### Lead in

Tom's favourite group in the world are 'Dude3', and he has a band with his best friends called 'DogZombies'. Look at extract 4 from The Brilliant World of Tom Gates, where Tom is brainstorming names for his band. Ask children to discuss with a partner what they would call their band if they had one.



### Task 1

Ask children to work in groups to look at a range of musical instruments and then design and make their own from everyday objects. For example:

- Mini maracas: Use a pin to make a small hole at the top and bottom of an egg and carefully 'blow' out the contents into a bowl so that you are left with just the shell. Enlarge one of the holes and carefully insert some sunflower seeds or lentils. Then tape a straw in place with masking tape to be the handle. The maraca can then be covered in papier mâché and painted.
- Bottles can be filled with different amounts of liquid and blown over.
- Castanets can be made with bottle tops glued onto card that is folded in half.
- A 'guitar' can be made with elastic bands strung over a box.

### Task 2

In *Excellent Excuses (And Other Good Stuff)*, Tom watches some scary films with his cousins: 'Vampire Swamp Monsters from Hell' and 'Bloodsucker Beetles vs Giant Aliens'. Ask children to imagine what kind of sounds these creatures might make. Explore the different sound effects they can create using their voices/bodies, existing instruments or the ones they have made in Task 1. Ask children to compose the score for one of these films. They should think about how they could record their score on paper, using different symbols – for example, monster footprints to represent the different sounds.

### Task 3

In *Tom Gates is Absolutely Fantastic (At Some Things)*, Tom wins a competition in *Rock Weekly* to design a T-shirt for *Dude3*. Give children copies of activity sheet 7 and ask them to design a T-shirt for the band they named at the start.



### Extension

Hold a 'battle of the bands' with groups performing their scores.

### Curriculum links

#### KS2 Music

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes

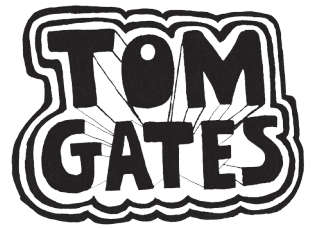
#### KS2 Design and Technology

When designing and making, pupils should be taught to:

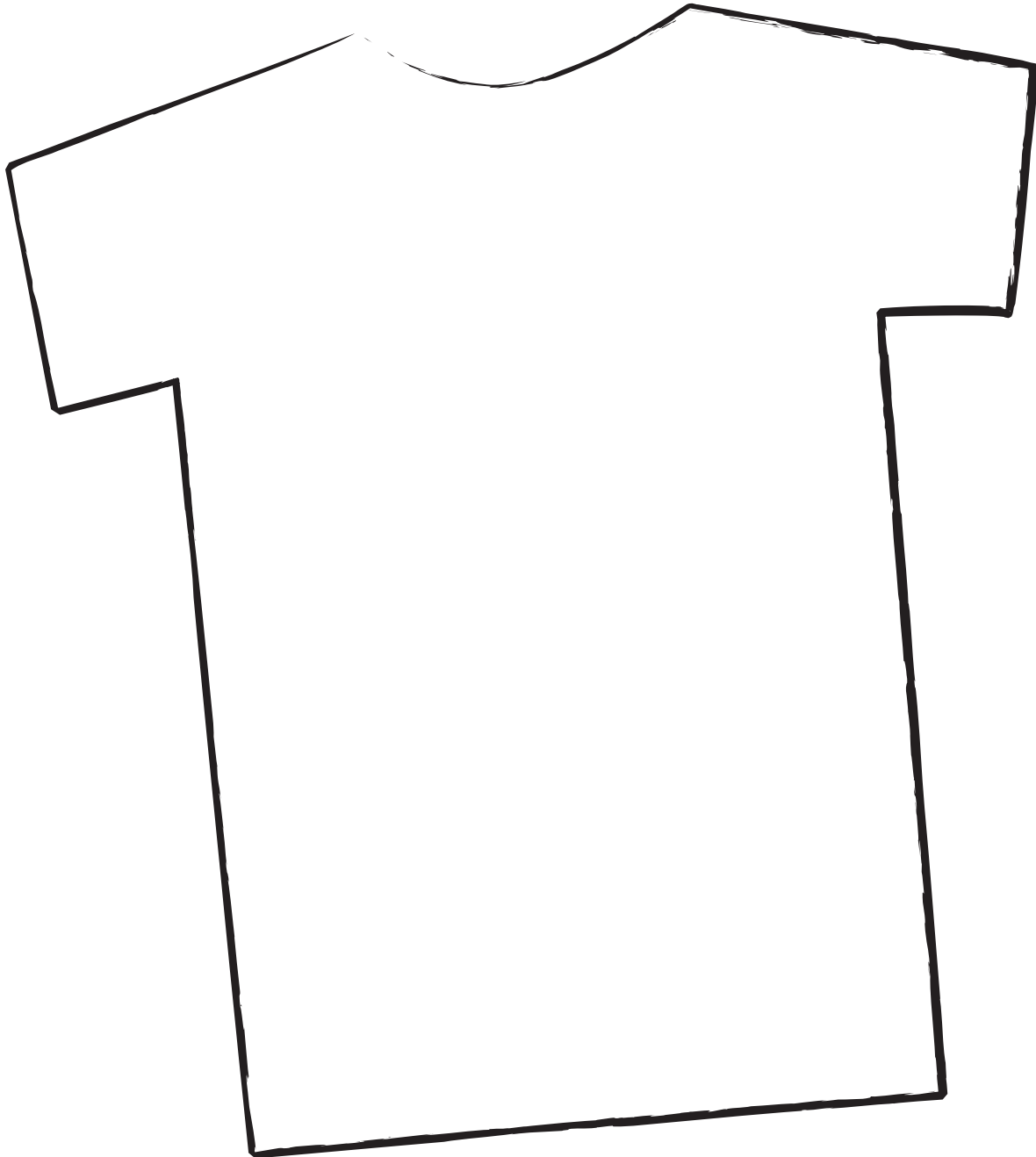
- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas
- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- 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



# Activity sheet 7: Rock Band T-Shirt



Design a t-shirt for your rock band!





## Extract 4: The Brilliant World of Tom Gates



How about ALIEN TWINS? FOOT FIGHTERS?  
I know ... DOGZOMBIES?



## Lesson 4 – Snack time

### Objectives

- Use imperative verbs to write an instructional text.
- Estimate and calculate lengths using standard and non-standard units of measure.
- Identify fractions of quantities.

### Outcomes

- Revolting recipes
- Estimations of different lengths using wafer biscuits and biscuit fractions
- Maths activity board game.

### Resources

- Activity sheet 8 – Revolting recipes
- Liz Pichon shows the class how to doodle different cooking verbs on the Videos of Liz Pichon playlist at [www.youtube.co.uk/scholasticfilmsuk](http://www.youtube.co.uk/scholasticfilmsuk)

### Lead in

Tom always seems to be hungry and has a very sweet tooth! Invite children to brainstorm as many imperative 'cooking' verbs as they can. For example, simmer, season, stir, boil, and so on.



### Task 1

In A Tiny Bit Lucky, Tom's class make pizzas as part of enrichment week, but during the planning stage they come up with some very strange toppings such as raspberry jam, chips and cheese! Tom's Granny Mavis is also known for her rather unappetising recipes such as 'Chicken and Cornflake Surprise'. In this activity, children will create their own recipes for Granny Mavis.

Give pairs of children a copy of activity sheet 8. Ask them to cut out the food cards, muddle them up and place face-down on the table. They should take turns to turn over two cards in order to come up with combinations. Write out the recipe using lots of the imperative verbs from the lesson starter.

### Task 2

Tom's favourite food is caramel wafers (closely followed by any other type of biscuit), so use biscuits as the basis for some tasty maths. Develop children's estimation skills by asking them to predict different lengths using wafer biscuits as a unit of measure. For example, how many wafers long is the table? How many wafers would you need to put end to end to get from the classroom door to the hall? More able pupils could measure the length of a wafer in centimetres, and then calculate the exact distances using multiplication.

Give groups of children a selection pack of different biscuits and a large piece of paper. Ask them to use the biscuits to create an image – for example, a face, a train or a guitar. Then ask them to record what fraction of the whole image has been made with each biscuit type. Arrange the fractions in order of size. Can these fractions be expressed in a simpler form? More able pupils could create some word problems based on the fractions or express the fractions as decimals. Whether or not you eat the biscuits afterwards is up to you!





### Task 3

The inside covers of Tom Gates Extra Special Treats (not) feature Snakes and Ladders board games based on events in the book. Set groups of children the challenge of designing and making a 'Tom Gates Snakes and Wafers' maths board game (substituting wafers for the usual ladders). Explain that when you go down a snake you have to answer a maths challenge card, and when you go up a wafer you can turn over a doodle challenge card. The children should devise their own questions for the challenge cards, drawing on recent learning in maths.

### Extension

Give children the opportunity to play each other's games and evaluate each other's challenge cards.



### Curriculum links

KS2 Years 3-4, Writing – composition

Pupils should be taught to:

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

KS2 Year 3 Mathematics

Pupils should be taught to:

- compare and order unit fractions, and fractions with the same denominators
- identify, represent and estimate numbers using different representations
- recognise, find and write fractions of a discrete set of objects
- solve problems that involve all fractions
- measure, compare, add and subtract lengths

KS2 Year 4 Mathematics

Pupils should be taught to:

- solve simple measure and money problems involving fractions and decimals to two decimal places
- convert between different units of measure

KS2 Year 5 Mathematics

Pupils should be taught to:

- compare and order fractions whose denominators are all multiples of the same number





## KS2 Year 6 Mathematics

Pupils should be taught to:

- compare and order fractions, including fractions  $> 1$
- associate a fraction with division and calculate decimal fraction equivalents for a simple fraction
- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate

## KS2 Design and Technology

When designing and making, pupils should be taught to:

- generate, develop, model and communicate their ideas
- 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



# Activity sheet 8: Revolting recipes

Design some lovely recipe combinations for Granny Mavis using the food cards below.

cabbage	lasagne	rolls
banana	biscuits	chips
soup	stew	spaghetti
cornflake	meringues	pie
fingers	chocolate	in white wine
sandwiches	meatballs	aubergine
yoghurt	casserole	cakes
quiche	peanut	carrot
lettuce	porridge	vol-au-vents
sausages	lentils	pasta
omelette	fritters	custard



# Lesson 1



## Tom Gates: Yes! No. (Maybe...)

### Objectives

- To observe how facial expressions change and understand how to represent that in drawings.
- To create an appealing product and package it appropriately.

### Outcomes

- An animated monster flip-book
- Monster biscuits and packaging
- An advertising poster

### Resources

- Activity Sheet 1: Funny Faces
- Activity Sheet 2: Flip Book Template
- Activity Sheet 3: Monster Munch
- Extract 1 from Yes! No. (Maybe...)

### **Lead-in: Funny faces**

Tom's class are exploring facial expressions for their art topic, and in his sketchbook, Tom is asked to collect lots of different examples. In pairs, ask children to cut out the facial expressions cards on Activity Sheet 1, then shuffle them and place face down in a pile. Take turns to pick a card and ask your partner to pull a face that shows that expression. Make a note of how their face changes – note the position of eyebrows, eyes and mouth. Try to recreate on the outline faces at the bottom of the page. Share examples and discuss.



# Lesson 1



## Tom Gates: Yes! No. (Maybe...)

### Task 1: Monster Flip

Flip books are a great way to learn about how animation works, and Tom loves drawing monsters and aliens in his doodles. Ask children to apply what they have learned so far about facial expressions to make some animated monster flip books. Photocopy several copies of Activity Sheet 2 for each child, and ask them to cut out the individual pages. On each monster template, draw a different facial expression, but only change one feature each time – slowly change the position of the eyebrows before moving on to making changes to the shape of the eyes or mouth. Fix the pages together with a bulldog clip and then flip through, watching as the monster's expression changes. Bigger changes will appear as a faster motion, and smaller changes will appear slower.

### Task 2: Business enterprise: Monster Munch and Crunch

Read Extract 1 which gives an overview of some of the children's ideas for their business day. Explain to children that they should imagine they are in Tom's class, and their group is making biscuits – hopefully with more success than those that the boys make with Granny Mavis! Use the recipe and biscuit cutter template on Activity Sheet 3 to make some monster gingerbread biscuits. Use a range of sweets to create different monster expressions on the biscuits like the ones from the flip book – remember, the chocolate buttons on Mum's birthday cake looked like eyes.

### Task 3: Design Dudes

In order to sell the biscuits, children will need to design appropriate packaging. Look at different examples of food packets, exploring the details that must be included, such as the list of ingredients or allergy information, and what is added to make the packet look appealing – slogans, pictures, use of colour etc. Agree on a set of criteria against which to assess the effectiveness of each packaging example.

Take the packets apart to look at the different nets used, and then ask children to plan and measure out their own nets for biscuit boxes. Before assembling their boxes, children should draw out and colour their own packaging design, incorporating both the necessary information and the elements that will make people want to buy their product.

Finally, the groups should evaluate both their own and each other's designs against the pre-agreed criteria.



# Lesson 1



## Tom Gates: Yes! No. (Maybe...)

### Extension

Ask children to create an advertising poster for their Monster Munch and Crunch biscuits. Can they come up with a snappy slogan, using alliteration/rhyme or word play?

### Curriculum links

#### **Art and Design**

- Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. They should learn to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

#### **Design Technology**

- Pupils should use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. They should investigate and analyse a range of existing products. Pupil should use a wider range of tools, ingredients and equipment to perform practical tasks, according to their functional properties and aesthetic qualities.

#### **Maths**

- Pupils should be taught to measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g) and volume/capacity (l/ml).

#### **Writing – composition**

- Pupils should be taught to plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; and by discussing and recording ideas. They should compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.





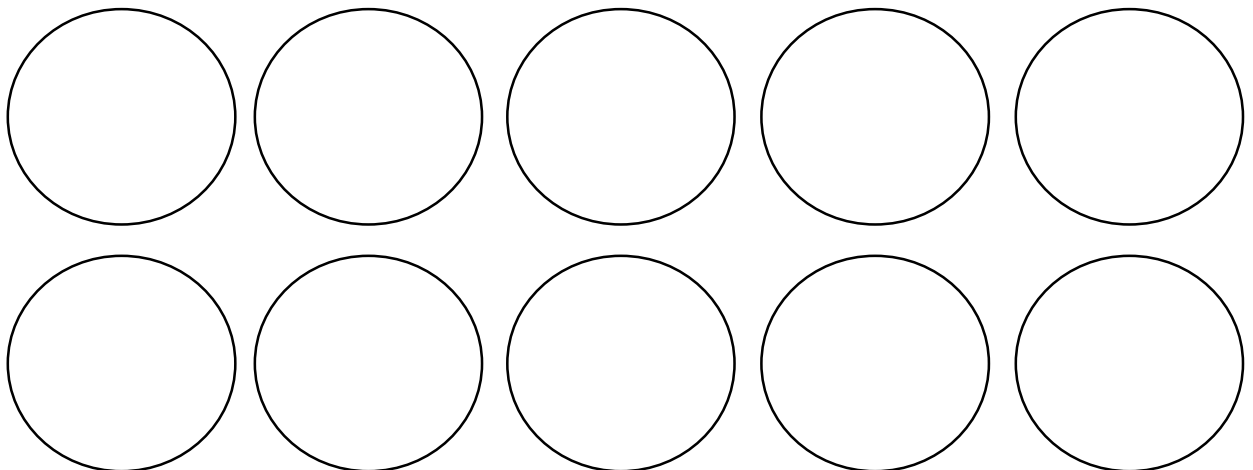
# Activity Sheet 1

## Funny Faces



Cut out the expressions cards below. Watch your partner make this kind of face, and look carefully at how their features change. Try to recreate their expression on the faces below.

FRIGHTENED	WORRIED
HAPPY	CHEEKY
ANGRY	SLEEPY
LAUGHING	DISAPOINTED
BORED	SURPRISED

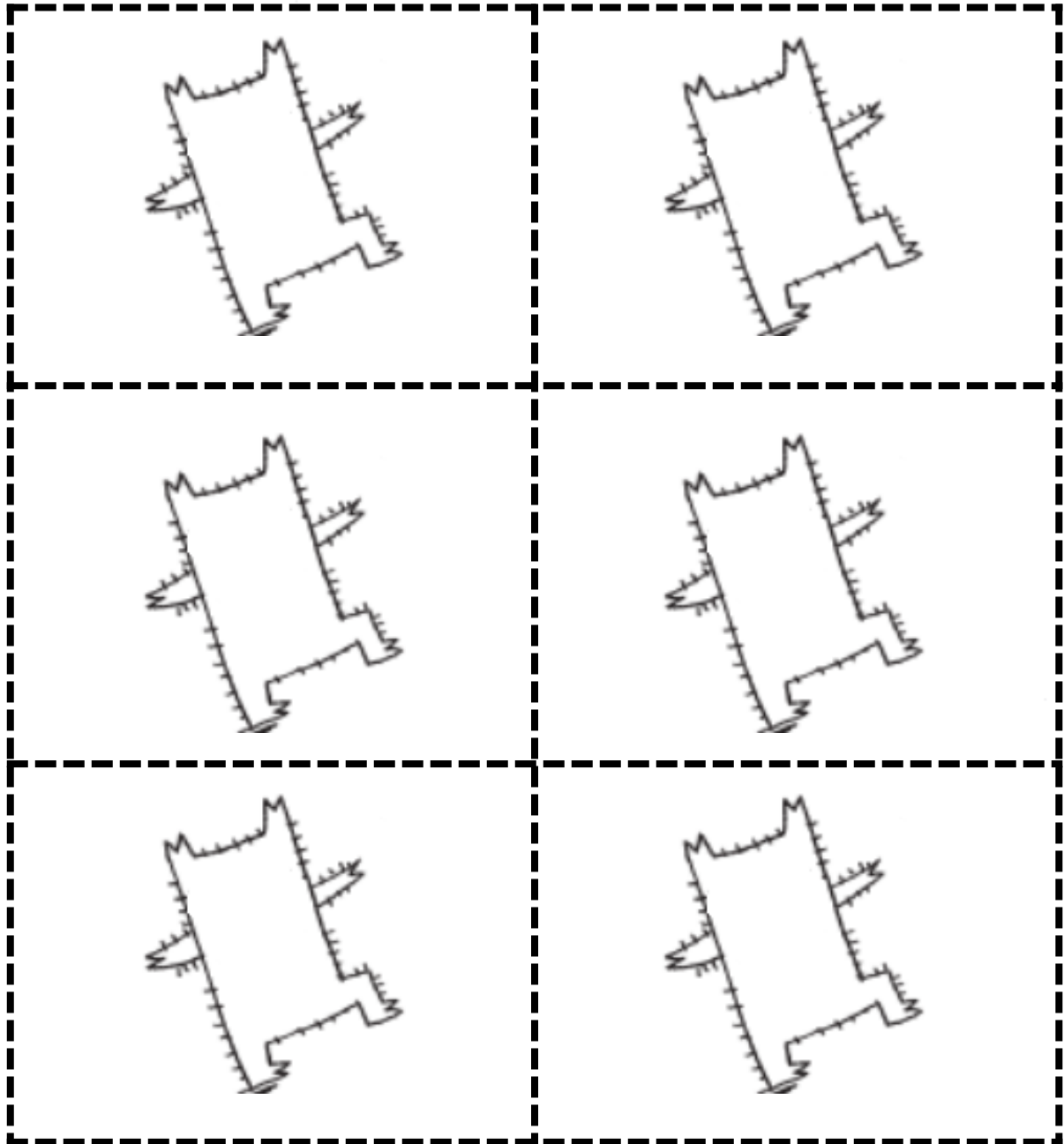


# Activity Sheet 2

## Monster Flip Books



Animate the pages of your flip book below by slightly changing the monster's facial expression each time. When you've finished, clip the pages of the book together and then flip through to see your monster's face come to life.



# Activity Sheet 3

## Monster Munch and Crunch



### Recipe for Gingerbread Monsters

#### Ingredients

- 225g plain flour
- $\frac{1}{2}$  tsp bicarbonate of soda
- tsp salt
- $\frac{1}{2}$  dessertspoon ground ginger
- tsp ground cinnamon
- 50g butter
- 110g soft brown sugar
- Generous tbsp golden syrup and one of black treacle
- 1 tbsp milk
- Icing (made with 100g icing sugar mixed with 4 tsps cold water)

Decorate with a range of sweets, for example: liquorice laces, dolly mixtures, smarties, chocolate buttons and jelly tots or dried fruit - glacé cherries, currants and nuts.

#### Method

1. Sift the flour, bicarbonate of soda, salt and spices into a bowl.
2. Place butter, sugar, syrup and treacle into a saucepan and heat gently, stirring continuously until the butter has melted and the sugar has dissolved. Allow to cool slightly before pouring into the dry ingredients. Add just enough milk to make a firm dough.
3. Chill the dough for at least an hour before using.
4. Pre-heat the oven to  $160^{\circ}\text{C}$  and grease a couple of baking trays. Roll out the dough to around 5mm thick and use the monster template and a sharp knife to cut out your monsters.
5. If you are using dried fruit and nuts for the monster's features, place them in position now before cooking.
6. Bake the monsters for 10 minutes and allow to cool slightly before removing from the baking trays.
7. Make up the icing, and use to add further features, or to use as 'glue' to fix the sweets in position.

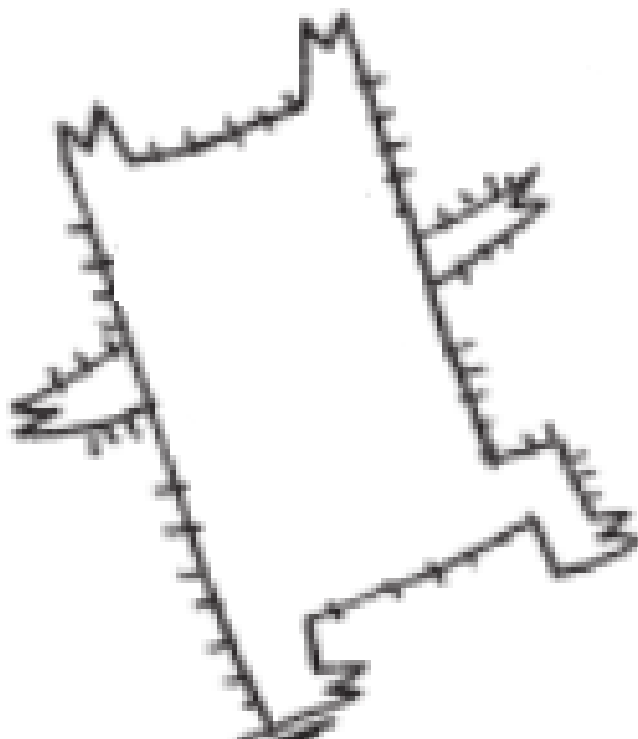


# Activity Sheet 3

## Monster Munch and Crunch



Photocopy this monster biscuit cutter template onto card, and then use it to help cut out your gingerbread monster biscuits



## Extract 1 - Tom Gates: Yes! No. (Maybe...)

"I've got a **BRILLIANT** idea and whatever group I'm in will raise the most money for sure." Marcus sounds very positive and KEEN, which makes me wonder what his **BRILLIANT** idea is.

So I ask him.

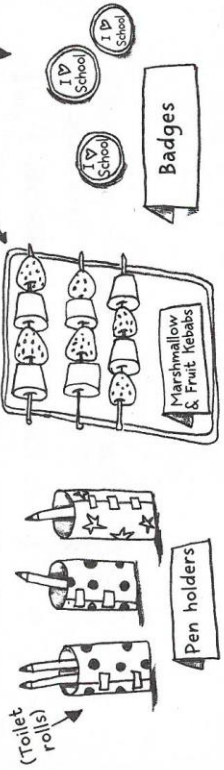
"Nice try, Tom. I'm not telling you anything. You might **PINCH** my idea."

"I have my **OWN** ideas, Marcus. I don't need yours," I say.

**WE'LL SEE...**

Marcus says.

Every year the kids in our school raise money for charity by selling things they've made. Some stuff is more **POPULAR** than others.



We're not allowed to sell SWEETS or FIZZY DRINKS BUT ... home-made CAKES are always popular. Especially with **ME!**





## Lesson 2



### Tom Gates: Top of the Class (Nearly)

#### Objectives

- To ask and answer questions about a text to develop a close understanding of what has been read.
- Research and find out about common species of birds
- To understand how a periscope works

#### Outcomes

- A quiz about *Tom Gates: Top of the Class (Nearly)*
- Common birds Top Trumps® cards
- A periscope for spying round corners

#### Resources

- Activity Sheet 4: Please don't worry about this VERY IMPORTANT TEST
- Activity Sheet 5: Brilliant Birdwatching Facts
- Activity Sheet 6: Top of the Class Top Trumps® Template
- Activity Sheet 7: Make Your Own Periscope
- Extract 2 from *Top of the Class (Nearly)*
- Extract 3 from *Top of the Class (Nearly)*

#### Lead-in

The book opens with Tom's 'Top Five Tips' for being TOP of the class.

Unfortunately, Tom being Tom, he doesn't manage to get beyond the first one on the list: 'Concentrate. Don't get distracted.' Ask children to discuss in pairs what top tips would be on their list. Share the ideas to agree on a 'Top Five' tips for the class as a whole. What practical changes could support each tip? For example, if drinking enough water to help you think clearly is one of the suggestions, the practical step would be to make sure you brought your water bottle into school and kept it to hand.



## Lesson 2



### Tom Gates: Top of the Class (Nearly)

#### Task 1: Please don't worry about this VERY IMPORTANT TEST

Ask children to read the first part of the book up to page 50, including Extract 2 which sets the scene for the VERY IMPORTANT TEST. Tom messes this up because he gets distracted by a dodgy pen and an itchy foot. Give out Activity Sheet 4 and ask children to answer the comprehension questions about what they have just read – will they go straight to the top of the class, or join Tom in the Ketchup (catch-up) class?

Now divide the class into groups, giving each group a different section of the book to read:

- Section 1: p51 – p101
- Section 2: p102 – p147
- Section 3: p148 – p188
- Section 4: p189 – end

Each group should devise their own multiple choice questions in the style of those on Activity Sheet 4 based on the section of the book they have been given. The groups can then put their questions to the rest of the class as you work through the book.

Read Extract 3. In their drama lesson, Mr Fullerman asks Tom's class to act out a short scene from a day in the life of their school. Ask each group to now choose a scene from the section of the book they have been focusing on and act that out. Can the rest of the class guess which part of the story they are performing?

#### Task 2: Become a Terrific Twitcher

In an attempt to recover his cartoon drawing of Mr Fullerman, also known as Mr 'Fullerbum', Tom ends up having to carry around the Big Book of Birdwatching, and feign an interest in birds. Help Tom to bluff his way to the top of the class in birdwatching by creating your own Top Trumps®-style game using Activity Sheets 5 and 6.



## Lesson 2



### Tom Gates: Top of the Class (Nearly)

#### Task 3: And Now For Plan J - The Periscope

Tom spends a lot of the book sneaking around to try and recover his drawing, either from the library, or from Buster Jones. In these situations, a periscope would be very useful, helping him to look round corners without being spotted. Use Activity Sheet 7 to build your own periscope and go straight to the Top of the Spying Class.

#### Extension

Draw some of the funny scenes that Tom might see around school or at home when using his periscope. What might Mr Fullerman be doing in the staffroom for example? Or Dad in his shed? What about Marcus Meldrew when he thinks no-one is looking? You could even use your ideas to write an extra chapter for the book!

#### Curriculum links

##### **Reading: comprehension (Years 3-4)**

- Pupils should be taught to develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction.
- They should show that they understand what they read by discussing and explaining the meaning of words in context; asking questions to improve their understanding of a text and identifying the main ideas drawn from more than one paragraph.
- Pupils should be able to retrieve and record information from non-fiction texts.

##### **Spoken Language (Years 1-6)**

- Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates.



## Lesson 2



### Tom Gates: Top of the Class (Nearly)

#### Science: Living things and their habitats (Y4)

- Pupils should be taught to recognise that living things can be grouped in a variety of ways, and to explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- Pupils might work scientifically by: using and making simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched.

#### Science: Light (Y3)

- Pupils should be taught to recognise that they need light in order to see things and that dark is the absence of light. They should notice that light is reflected from surfaces.



## Activity Sheet 4



### Please don't worry about this VERY IMPORTANT TEST

How closely have you been reading? Have a go at these questions on the first part of the book:

Q1. Elections are being held at Oakfield School. Who is being elected?

- a) Library helpers
- b) School councillors
- c) House captains
- d) Play leaders

Q2. In Tom's daydream, the letter he reads out is from:

- a) the animation team behind Tom's favourite TV show, 'The Crazy Fruit Bunch' who are doing an assembly at the school.
- b) a top chef who is redesigning the school dinner menus.
- c) the band Dude 3 announcing they are coming to perform at the school concert.
- d) the author of the 'Big Book of Birdwatching' who is sending him an autographed copy of the book.

Q3. In the catch up class, Tom tries to persuade Mr Fullerman that he has:

- a) see-through eyelids
- b) a photographic memory
- c) x-ray vision
- d) supersonic hearing

Q4. Before the VERY IMPORTANT TEST, Tom:

- a) has a three-legged race with Derek and Solid.
- b) tries on Norman's glasses.
- c) eats a whole packet of caramel wafers.
- d) bangs his head on the corner of the desk.

Q5. When Tom's parents find out about how Tom did in the test, they:

- a) phone the school and ask to make an appointment with Mr Fullerman.
- b) arrange for Tom to have a tutor outside school.
- c) ask for a copy of the test so they can go through it with him at home.
- d) write a note to Mr Fullerman in Tom's school planner.





## Activity Sheet 4

Please don't worry about this  
VERY IMPORTANT TEST



Q6. Tom is really disappointed to discover that until the test is over, he won't be able to:

- a) have a sleepover with Derek.
- b) listen to any Dude3 records.
- c) play football with his friends.
- d) watch any TV.

Q7. Tom thinks that more people would come along to the catch up class if Mr Fullerman:

- a) gave out merits for coming along.
- b) brought nicer drinks and snacks.
- c) made them more fun with games and songs.
- d) gave extra break times to those who attended.

Q8. Tom is amazed when Mr Fullerman allows Leroy Lewis to:

- a) move seats so he is next to all his friends.
- b) go home early.
- c) go to the library where the other catch-up class is happening.
- d) copy all the answers out of a book.

Q9. What happened when Buster Jones tried to escape from the class?

- a) He accidentally set off the fire alarm.
- b) He got stuck in the classroom window.
- c) He tripped and broke his ankle.
- d) He broke the window.

Q10. On his way to the library, Tom hides in the cloakroom because:

- a) he wants to avoid bumping into Marcus Meldrew.
- b) he overhears Mr Fullerman and the head teacher, Mr Keen, talking about him.
- c) he has lost the permission note and doesn't want to get into trouble.
- d) he doesn't want to have to explain to another teacher what he is doing.



# Activity Sheet 5

## BRILLIANT Birdwatching Facts



Read through the fact sheet below about some common species of UK garden birds. Use the information and the templates on Activity Sheet 3 to create your own 'Top Trumps'®-style game cards.

Visit [www.garden-birds.co.uk/](http://www.garden-birds.co.uk/) or [www.gardenbird.co.uk/popular-british-birds](http://www.gardenbird.co.uk/popular-british-birds) to research and add your own species.

### Song thrush

You often see song thrushes darting around between bushes in the garden or in woodlands or fields looking for small insects or worms to eat. Their eggs are pale blue and they lay them in cup-shaped nests which they build from grasses and twigs and line with mud. Song thrushes are brown on their backs but their chests are cream coloured and speckled. They get their name because they make up little tunes and repeat them over and over.

Length: 23 cm

Wing Span: 33-36 cm

Weight: 70-90 g

UK Population: 1.98 million

### Blackbird

Male blackbirds are all-black and have yellow bills and yellow rings around their eyes. Female blackbirds are in fact brown, not black. You often see blackbirds hopping about the lawn looking for worms. Their eggs are light blue with red spots.

Length: 24-25 cm

Wingspan: 34-38 cm

Weight: 80-125 g

UK Population: 8.8 million

### Goldfinch

Male and female goldfinches look similar. They have red faces with white cheeks and throats. The top of their head is black and they have yellow on their wings. Their beautiful colours made them a popular pet in the past. Goldfinches like to eat seeds from trees. They also have a very tuneful song. In winter, lots of goldfinches leave the UK and head south to warmer countries. Their eggs are speckled blue.

Length: 12 cm

Wingspan: 21-25.5 cm

Weight: 14-17 g

UK Population: 0.44 million



# Activity Sheet 5

## BRILLIANT Birdwatching Facts



### Wren

Wrens are one of the smallest birds you might see in your garden. They have brown backs and brown and cream stripes around their eyes so they camouflage well under trees and bushes where they are constantly moving about. They build their nests from grass and leaves in bushes, trees or holes in walls. They line their nests with feathers. Although they are small, wrens can travel many kilometres in search of food. They lay white eggs with reddish spots.

Length: 9-10 cm

Wingspan: 13-17 cm

Weight: 8-13 g

UK Population: 14 million

### Chaffinch

The Chaffinch is one of the most common birds in Europe and can be found in any habitats in all areas of the UK, hopping along the ground with jerky head movements. The male chaffinch has a rosy pink chest and cheeks with bluish-grey feathers on its head. The female has a greenish-brown back and is greyish-brown underneath. Chaffinches eat fruit, insect and seeds. Their eggs are light blue.

Length: 14.5 cm

Wingspan: 15-18 cm

Weight: 18-29 g

UK Population: 10.8 million

### Great Spotted Woodpecker

The Great Spotted Woodpecker is the most common and widespread of all Woodpeckers in the UK. They are black and white with red under the tail. Males also have a red splash on their necks. They are similar in size to a blackbird. They live in woodlands, parks and gardens where there are large trees, and males drum on the trunks with their beaks. They feed on insects they find in the cracks in the bark, but in winter they also eat nuts and berries. They have long tongues for picking up food. Great Spotted Woodpeckers also make their nests in tree trunks by hollowing out holes. Their eggs are white.

Length: 22-23 cm

Wingspan: 34-39 cm

Weight: 70-90 g

UK Population: 0.06 million



# Activity Sheet Sheet 5

## BRILLIANT Birdwatching Facts



### Robin

Robins are easily recognised and very popular birds, often known as gardeners' friends because they perch nearby when soil is being dug over so that they can quickly eat any insects that are turned up. Robins do not leave the UK in winter, although robins from colder countries migrate to the UK. You often hear them warbling and chirping as, unlike some birds, they sing all year round. Their eggs are white and speckled with red.

Length: 12-13 cm

Wingspan: 20 cm

Weight: 16-22 g

UK Population: 8.4 million

### Blue tit

Blue tits are small and lively. They feed mostly on insects (especially caterpillars) and seeds. They are very agile and can hang upside down from twigs and bird feeders while eating. They have bright blue heads and yellow chests, with a slight black stripe. Females lay lots of eggs at a time. These are white with purplish spots. They feed on aphids, so are popular with gardeners! Blue Tits will nest in any hole in a tree, wall or nest box. They are well known for nesting in more unusual places, such as letter boxes or pipes.

Length: 11.5 cm

Wingspan: 17.5-20 cm

Weight: 9-12.5 g

UK Population: 6.6 million



# Activity Sheet 6



## Top of the Class Top Trumps Templates

Use these templates to create your own 'Top Trumps'-style cards on the theme of common birds, and become Top of the Birdwatching Class.








# Activity Sheet 7

## Make your own periscope

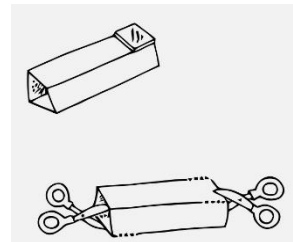
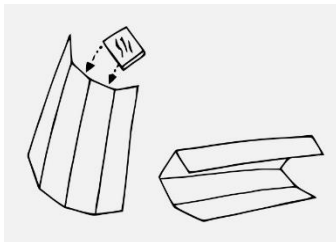


The word 'Periscope' comes from two Greek words: *peri* meaning 'around' and *scopus*, 'to look'. A periscope allows you to look around corners, or other obstacles. Submarines have periscopes so that the people inside can see what's on the surface of the water, even if the ship itself is below the waves.

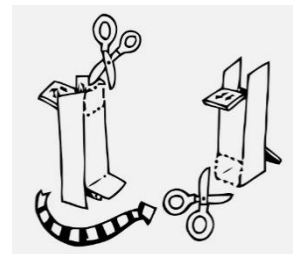
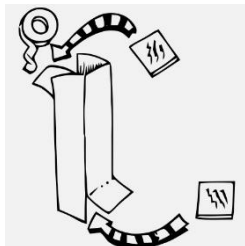
The periscope works because light always reflects away from a mirror at the same angle that it hits the mirror. So, light hits the top mirror and is reflected down onto the bottom mirror at the same angle. That reflected light hits the second mirror and is reflected at the same angle into your eye.

To make your periscope, you will need:

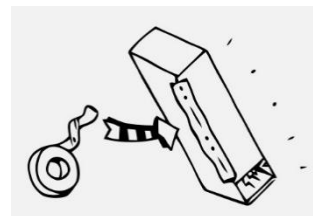
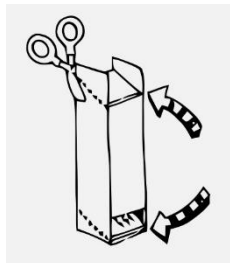
a big piece of card / Tape / Scissors / two small mirrors



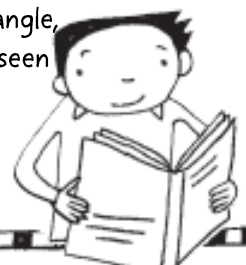
1. First measure, score, fold and tape a large rectangular piece of card to make a tall, open-ended box shape. The opening at each end should be the same size as the mirror.
2. Cut a flap at each end of the box. The flaps should be on opposite sides of the box, and should be the same height as the mirror.



3. Tape a mirror to the inside of each flap, and then cut away the card on the opposite side.



4. Angle both mirrors inward – you will have to play around to find the right angle, but it should be around  $30^\circ$ , so what is reflected on the top mirror is also seen on the bottom one.
5. Tape the mirrors into position, and trim off the extra card.



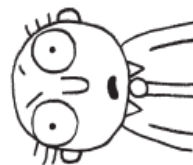
The FIRST time Mr Fullerman mentioned the TEST he had his VERY SERIOUS face on.



"Tests are nothing to be nervous about. You just have to work hard and CONCENTRATE. But please don't worry about this

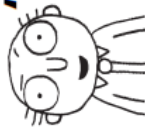
VERY

IMPORTANT  
TEST."



But the way he kept saying

"VERY  
IMPORTANT  
TEST"



made some kids worry about it a LOT.

(Not me though. )

The school sent a letter home about the TEST that looked quite SERIOUS as well. When Mum and Dad read it, Mum told me,



"Just try your best, Tom. It's not the end of the world if you don't do that well."

"As far as we're concerned it's the EFFORT

that really counts. So DON'T worry about the TEST."



Dad said.



## Extract 2 - Tom Gates: Top of the Class (Nearly)



"I'm **NOT** worried," I said.

Which was TRUE. I wasn't worried at all.



Then Delia turned up and joined in. "So, let me get this **STRAIGHT**. When Tom comes at the bottom of the class in the TEST, you won't mind?" she said, trying to make a point.

"Tom **WON'T** be at the bottom of the class. Will you, Tom?" Dad said, looking at me.



"He might be. You're not great at TESTS, are you, Tom?"



"**IF** Tom **IS** at the bottom of the class in his TEST - and it's a **BIG** 'IF' - as long as he's tried his best, we won't mind at all."

I couldn't get a **WORD** in edgeways with everyone discussing how **BADLY** I was going to do in this TEST.



# TOM GATES



## Extract 3 - Tom Gates: Top of the Class (Nearly)


Most of the time **DRAMA** LESSONS are OK.

Some are more fun than others depending on who's taking the class.

Mr Fullerman always makes us do these weird face exercises before we start.



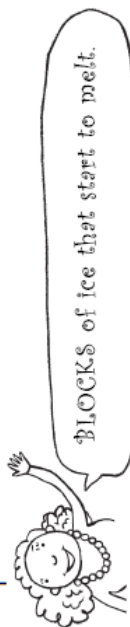
Sometimes we have to swing our arms around and

shake our hands.  Spinning in a circle can be tricky if you end up near

Norman or Julia Morton.

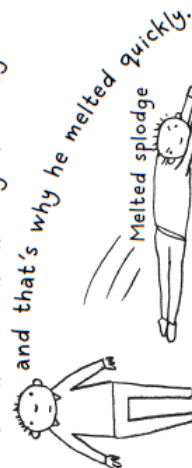


Once Mrs Nap took us for **DRAMA** and she made us pretend to be...



Some kids **REALLY** got into it. Especially Solid who made an **EXCELLENT** ice cube.

He said it was a very **HOT** day



Today's lesson sounds OK though. Mr Fullerman

wants us to make up a short **SCENE** from a day in the life of the school and **ACT** it out.

**"You could choose something REAL or use your imagination to THINK of something that has NEVER happened before in school!"**



Brad Galloway suggests, which makes us all laugh. I'm thinking that this could be a really good lesson and a lot of fun...



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# TOM GATES





## Extract 3 - Tom Gates: Top of the Class (Nearly)

SCHOLASTIC

"Hello again, Gatesy!" he says to me, which straight away is annoying.

So I say, "Hello **WERDLEM** - that's your new nickname!"

Marcus doesn't call me Gatesy again.

**AMY**, Solid, Florence and Trevor Peters are in our group too. Normally when it comes to deciding what our play is going to be about, we wouldn't get a word in edgeways with Marcus.

But Solid comes up with a **BRILLIANT** idea

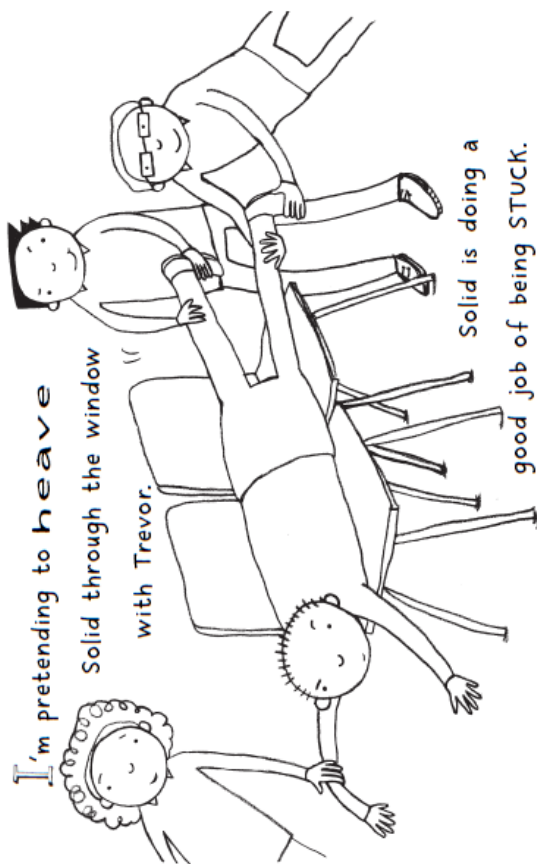
that we **ALL AGREE** on. (Even Marcus does.)

Great! Yeah, it's **GENIUS!**  
What do you think? OK.

We're going to act out the time when **Buster Jones** got **STUCK** in the window.

Marcus is **Mr Keen**, who gets cross (he'll be good at that). Solid is **Buster**, Florence is the teacher and the rest of us are the kids who try to pull **Buster** out.

Our rehearsal goes pretty well...



But when we do the whole scene in front of the class, Marcus gets carried away pretending to be **Mr Keen** and **BLURTS** out, "**RIGHT, Buster - detention for a **WHOLE** YEAR.**"

**TOM GATES**

