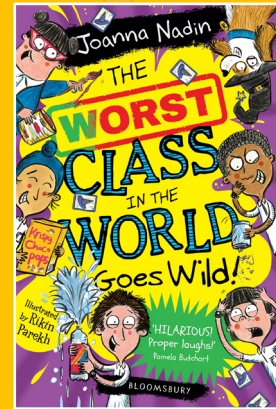
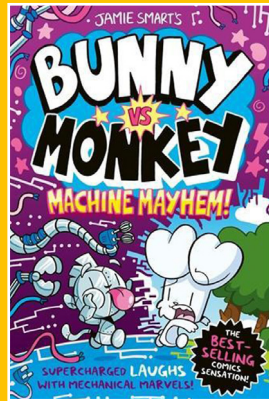
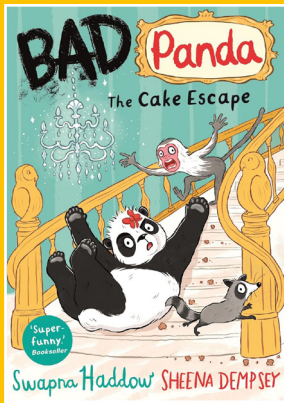


Lollies

LAUGH OUT LOUD
2024 BOOK AWARDS



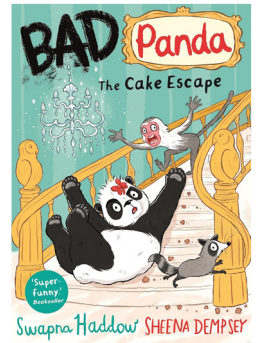
LESSON

PLANS

AGES 6-8

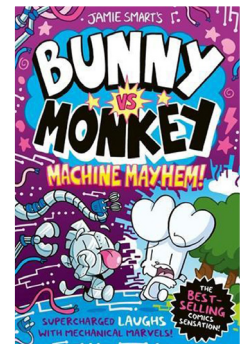
Bad Panda: The Cake Escape **by Swapna Haddow and Sheena Dempsey** **Pages 3–6**

- Lesson Plan
- Curriculum Links
- Resource Sheet 1: Panda Cake Recipe
- Resource Sheet 2: Keeping Safe When I Cook



Bunny vs Monkey: Machine Mayhem **by Jamie Smart** **Pages 7–10**

- Lesson Plan
- Curriculum Links
- Resource Sheet 1: Planning My Robot
- Resource Sheet 2: Design a Robot



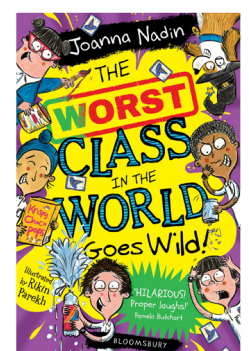
Grimwood: Let the Fur Fly! **by Nadia Shireen** **Pages 11–14**

- Lesson Plan
- Curriculum Links
- Resource Sheet 1: My Big Plans
- Resource Sheet 2: Come to Grimwood



The Worst Class in the World Goes Wild! **by Joanna Nadin and Rikin Parekh** **Pages 15–17**

- Lesson Plan
- Curriculum Links
- Resource Sheet 1: Epic Swaps Swap Card



Bad Panda: The Cake Escape

by Swapna Haddow and Sheena Dempsey

Key Stage 1

Bake a Panda Cake

Learning Objectives

- To understand the importance of good hygiene when cooking
- To weigh ingredients accurately
- To bake cakes in groups or individually

Resources

- *Bad Panda: The Cake Escape* by Swapna Haddow and Sheena Dempsey
- Resource Sheet 1: Panda Cake Recipe
- Resource Sheet 2: Keeping Safe When I Cook
- Cupcake cases
- 12-hole cake tin
- Skewer
- Bowls
- Wooden spoon
- Scales
- For ingredients, please see **Resource Sheet 1: Panda Cake Recipe**

Lead-In

Share the story *Bad Panda: The Cake Escape*. At the end of the story, the author Swapna Haddow explains that she once worked as a keeper for pandas on a trip to China. She had to make 'panda cakes', which were cakes that pandas could eat. We will be making our own panda cakes, but they are going to be good for people to eat, not pandas! Discuss what colours a panda cake should be. Explain that we will have vanilla cake mix for the white part of a panda, and chocolate cake mix for the black part of a panda.

Main Task

Give out copies of the recipe (**Resource Sheet 1: Panda Cake Recipe**) to each group. Read out the ingredients and method with the children following along. Which parts of this recipe might we need adult help with? Why? Which parts do you think you could do on your own?

Before the children make their cakes, remind them of basic hygiene rules when cooking: washing hands, wearing an apron, tying back hair, making sure the surface is clean. Why are these rules important?

Children can work with an adult per group to bake the cakes. Encourage as much independence as possible.

Extension

Children can create their own eye-catching poster which reminds everyone of some of the safety rules when cooking. In each section of **Resource Sheet 2: Keeping Safe When I Cook**, children can write and draw a picture to illustrate the hygiene rules.

Curriculum Links

Design and Technology

Children at the expected level of development will:

- Use the basic principles of a healthy and varied diet to prepare dishes
- Follow a recipe with some adult assistance to create marbled cupcakes

PSHE

Children at the expected level of development will:

- Understand the basic principles of hygiene when cooking

Resource Sheet 1

Panda Cake Recipe

These mini cakes are the colour of pandas! Follow the recipe carefully.

Ingredients:

- 150g butter
- 150g caster sugar
- 3 eggs
- 3 tbsp milk
- 1 tsp vanilla extract
- 150g self-raising flour
- 2 tbsp cocoa powder

Method:

- Preheat the oven to 180C.
- Cream the butter and sugar together with a wooden spoon.
- Add the eggs one at a time, using a whisk to mix.
- Stir in the milk and vanilla extract.
- Fold the flour into the mixture.
- Divide the mixture between two bowls. In one of the bowls, stir in the cocoa powder.
- Put cupcake cases into an oven tin.
- Put one spoonful of each of the cake mixes into the cupcake cases.
- Gently mix the two with a skewer – you want the colours to be swirled into each other, but you should still see the two separate colours.
- Bake in the oven for 15 minutes.

Resource Sheet 2

Keeping Safe When I Cook

Create an eye-catching poster to show the important rules when cooking.

The page contains four large, empty rectangular boxes with teal borders, arranged in a 2x2 grid. These boxes are intended for students to draw and write their own safety rules for cooking. The boxes are slightly irregular in shape, with some corners being rounded or slanted.

Bunny vs Monkey: Machine Mayhem

by Jamie Smart

Key Stage 1

Rowdy Robots

Learning Objectives

- To understand what a robot is
- To use a range of joining techniques to create a junk model robot

Resources

- *Bunny vs Monkey: Machine Mayhem* by Jamie Smart
- Resource Sheet 1: Planning My Robot
- Resource Sheet 2: Design a Robot
- Junk model items e.g., cardboard boxes, cereal packets, egg boxes, tubes, lids
- Glue, sticky tape, masking tape

Lead-In

Ask the children if they have ever read any of Jamie Smart's series *Bunny vs Monkey*. What does 'vs' mean? Where have they heard this word before? Make sure that children know that its meaning is 'against'. From the title, can they predict what might happen between Bunny and Monkey? Who do they think might be the 'good' character? Who might be the 'bad' character?

Spend time sharing the book with the class. How does this look different to other story books they have read? You may like to compare its layout with the other nominations for the Lollies!

Main Task

Ask the children 'What is a robot?'. Scribe the children's ideas on the board. Can they think of any books, TV programmes or films that have robots in? What do these robots do? You may like to discuss *Star Wars* (R2D2, C3PO or BB8), *The Iron Man* by Ted Hughes, *Wall-E* and *Transformers*.

Share with the children the different items you have for junk modelling. This could include boxes, cereal packets, card, paper, egg boxes, bottle lids, crisp tubes etc. Which pieces would you use to create a robot? What would you want your robot to look like? Children can use **Resource Sheet 1: Planning My Robot** either independently or with a partner to list what items they would like and for what purpose.

Give children time to collect their items and create their junk model robot. When they have finished, create a class gallery of all the robots for children to appreciate each other's work.

Extension

Invite children to draw their own design for a robot, using **Resource Sheet 2: Design a Robot**. They should label the different features of their robot and what its functions are.

Curriculum Links

Reading

Children at the expected level of development will:

- Make links between robots in the book, and others that they know from real life, stories or films.

Design and Technology

Children at the expected level of development will:

- Select from and use a range of tools and equipment to perform practical tasks. For example, cutting, shaping, joining and finishing.
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Resource Sheet 1

Planning My Robot

Choose which items you want to use to create your model. Draw or write the name of each item and what it will be on your robot.

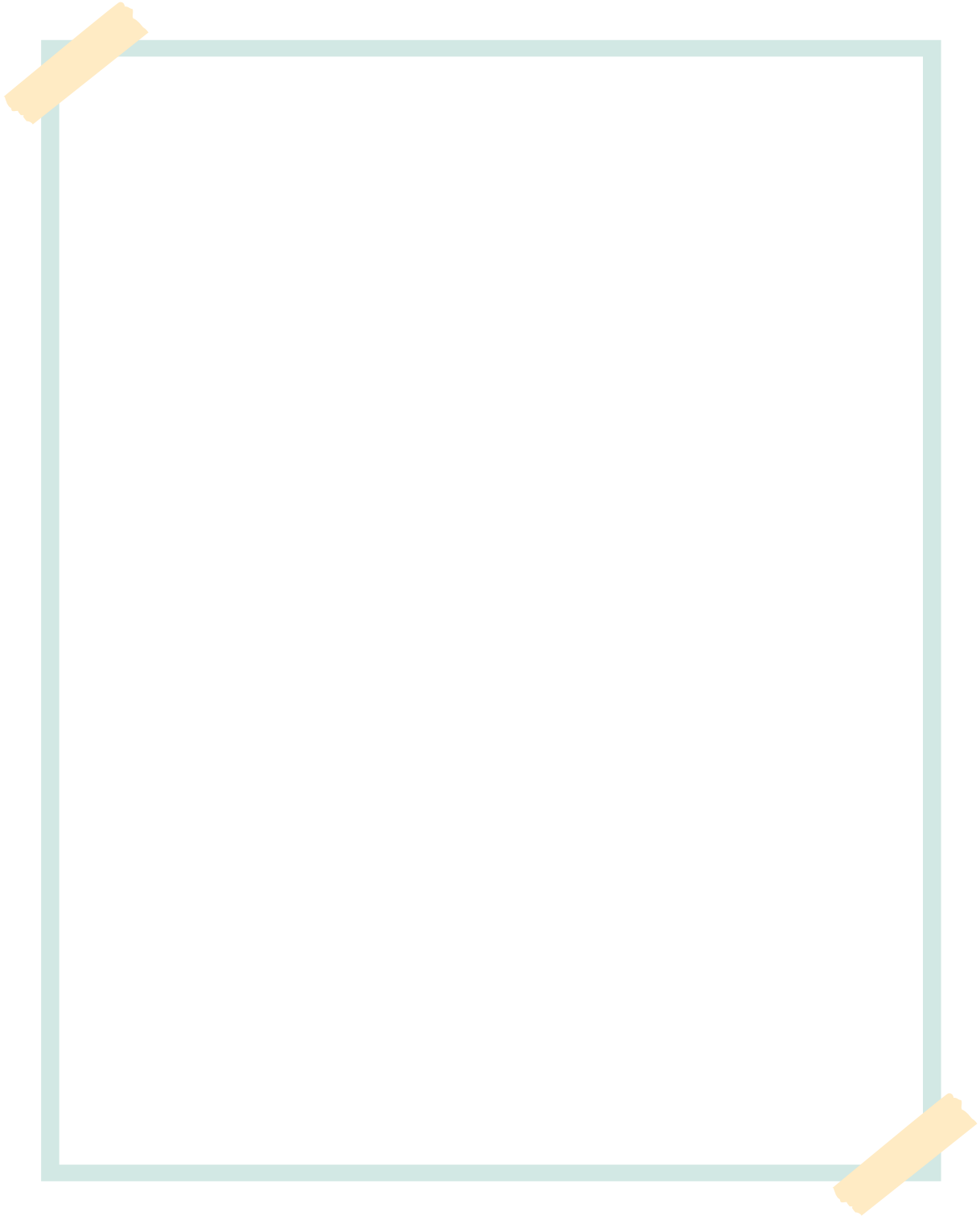
I would like to use..	I will use it to make the robot's...

Resource Sheet 2

Design a Robot

If you could make a real-life robot, what would it be like?

Draw your robot in the box underneath. Can you label the different features of your robot and say what they will do?



Grimwood: Let the Fur Fly!

by Nadia Shireen

Key Stage 1

Learning Objectives

- To create a map of a setting from a book
- To write a persuasive letter

Resources

- *Grimwood: Let the Fur Fly!* by Nadia Shireen
- Resource Sheet 1: My Big Plans
- Resource Sheet 2: Come to Grimwood

Lead-In

Ask the children to look at the map at the front of *Grimwood: Let the Fur Fly!*. What do they think of the place? Would they like to live there? Why or why not? Explain that as we read or listen to the story, we will need to think about the setting of Grimwood and what the characters like about it.

Main Task

Read *Grimwood: Let the Fur Fly!* up to page 99. As the children are reading or listening to the story, spend time discussing the characters and events, making predictions based on what they have heard. For instance, who do they think the 'Shadow' is? Do they like Sebastian Silver? Why or why not?

Focus in on pages 97–99 where Titus shares his big plans to improve Grimwood and make people want to stay. None of them are very sensible!

Ask the children to discuss together how they would improve Grimwood. It might be helpful to look back at the map at the front of the book to remind them of what is currently there.

Using **Resource Sheet 1: My Big Plans**, encourage the children to draw their own map of an improved Grimwood.

Extension

Continue reading the story until the end. Ask children to consider: What makes Grimwood a great place for these characters? Why might other animals want to live there?

Choose an animal that the children will recognise from their neighbourhood – such as a squirrel, fox or pigeon. Ask the children to write a letter to this animal using **Resource Sheet 2: Come to Grimwood** to convince them to visit, and perhaps stay.

Curriculum Links

Reading

Children at the expected level of development will:

- Discuss the significance of the book's title and its events
- Make inferences based on what is being said and done
- Predict what might happen based on what has been read so far

Geography

Children at the expected level of development will:

- Create a simple map, using pictures to represent different parts of their imagined setting

Writing

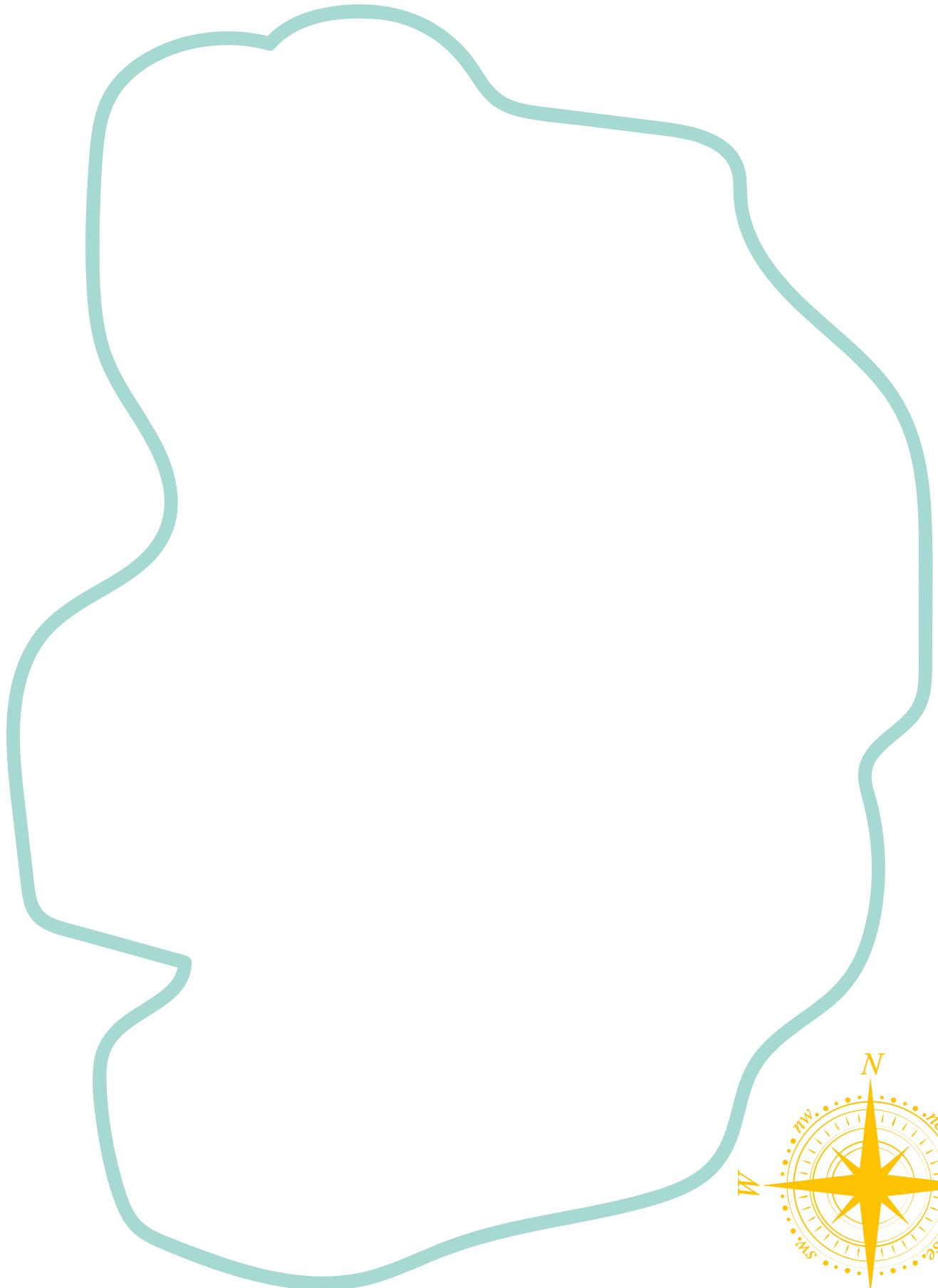
Children at the expected level of development will:

- Develop positive attitudes towards and stamina for writing by writing for different purposes (a persuasive letter)

Resource Sheet 1

My Big Plans

Can you create a map of Grimwood with some exciting new features to make animals want to stay?



Resource Sheet 2

Come to Grimwood

Write a letter to one of your local animals to tell them what is great about Grimwood! Include lots of information you have gathered from the book to tell them about all the different places, people and activities that they can do in Grimwood.

Dear _____

From _____

The Worst Class in the World Goes Wild!

by Joanna Nadin and Rikin Parekh

Key Stage 1

Learning Objectives

- To create an eye-catching design for a swaps card

Resources

- *The Worst Class in the World Goes Wild!* by Joanna Nadin and illustrated by Rikin Parekh
- Resource Sheet 1: Epic Swaps Swap Card
- Cards to give inspiration e.g., Top Trumps, Panini stickers, Pokémon cards (optional)
- A range of media for drawing and colouring e.g., paint, pens, pencil crayons
- Items that can be added or collaged e.g., stickers, glitter, coloured paper, tin foil

Lead-In

Ask children if they have read any of the other *The Worst Class in the World* series. If they have, invite children to share what they remember about the characters in the books, and the things they get up to.

Share the title of the first story from *The Worst Class in the World Goes Wild!*, 'Epic Swaps'. Has anyone ever swapped something before? What was it? Were there any problems when you were swapping? Explain that sometimes people will swap one thing for another, but both people must be happy with that swap. Would it be fair to swap a sweet for a phone? Why not?

Main Task

Read 'Epic Swaps' from *The Worst Class in the World Goes Wild!*. Although War of the Wizards cards don't exist, there are a lot of other swap cards that people collect. If you have them, share some example cards with the class.

Ask children to think about what makes a card very special. If you have examples, they might talk about a card having a high number, an interesting picture, a person or character they like, or being shiny. Explain that everyone is going to make their own swap card using **Resource Sheet 1: Epic Swaps Swap Card**. Encourage children to make their design look as special as possible, using the resources available.

Extension

Children can look at each other's swap cards and decide which one they would want to swap with if given the chance. You may like to use them to actually swap, but be careful of children changing their minds!

Alternatively, they could create a card that they are going to keep and a second card specifically for swapping.

Curriculum Links

Reading

Children at the expected level of development will:

- Understand both the books they can already read accurately and fluently, and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher
- Make links between their own experiences of swapping items and what might happen in the story

Art

Children at the expected level of development will:

- Use a range of materials creatively to design and make products

Resource Sheet 1

Epic Swaps Swap Card

Design your own swap card. Think about how you can make it as special as you can – will it be as special as the Wizard Wangle card?

