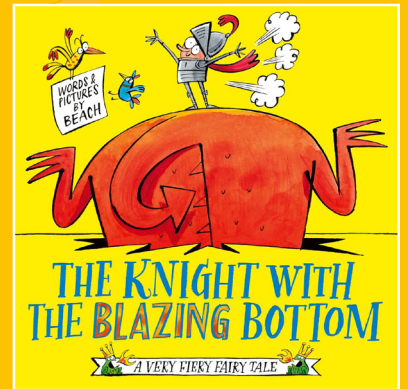
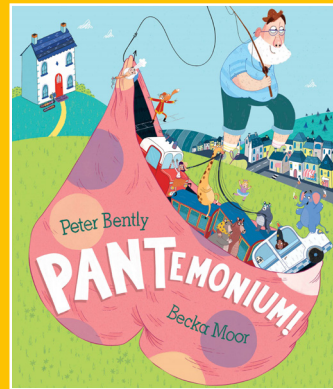
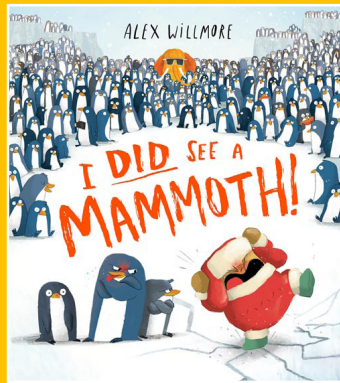


# Lollies

LAUGH OUT LOUD

2024 BOOK AWARDS



LESSON

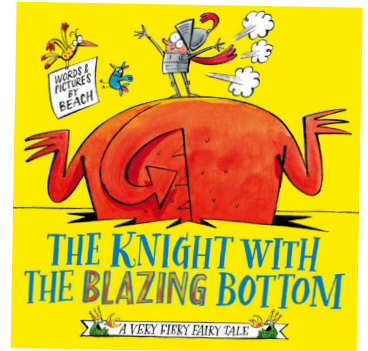
PLANS

PICTURE BOOKS

# **The Knight with the Blazing Bottom** **by Beach**

**Pages 3—7**

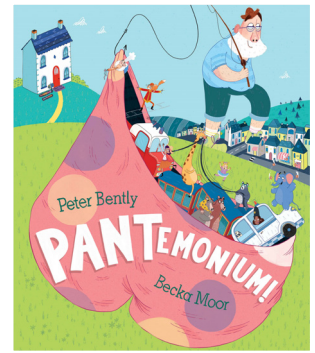
- Lesson Plan
- Curriculum Links
- Resource Sheet 1: A Knight's New Door
- Resource Sheet 2: Dragon Puppet



# **PANTemonium!** **by Peter Bently and Becka Moor**

**Pages 8—12**

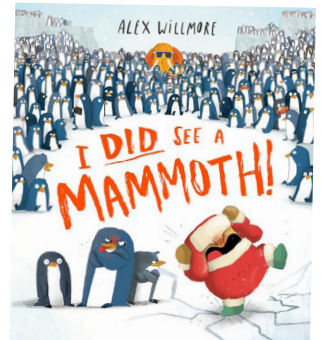
- Lesson Plan
- Curriculum Links
- Resource Sheet 1: What a Catch!
- Resource Sheet 2: Fred's New Pants
- Resource Sheet 3: Wash Care Instructions



# **I Did See a Mammoth!** **by Alex Willmore**

**Pages 13—16**

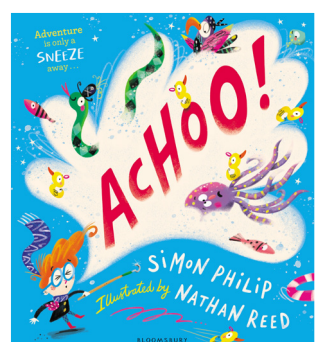
- Lesson Plan
- Curriculum Links
- Resource Sheet 1: Our Great Big Mammoth
- Resource Sheet 2: I SAW A MAMMOTH!



# **ACHOO!** **by Simon Philip and Nathan Reed**

**Pages 17—21**

- Lesson Plan
- Curriculum Links
- Resource Sheet 1: Our Super-Sneezy Ideas
- Resource Sheet 2: My Super-Sneezy Adventure
- Resource Sheet 3: Cover that Nose!



# The Knight with the Blazing Bottom by Beach

## Key Stage 1 A Knight and Dragon Play Scene

### Learning Objectives

- To recall key events from a story
- To use knowledge of a story to create a puppet and scenery

### Resources

- *The Knight with the Blazing Bottom* by Beach
- Resource Sheet 1: A Shield for a Kindly Knight
- Resource Sheet 2: Puppet Show

### Lead-In

Read *The Knight with the Blazing Bottom* by Beach, focusing on the author's clever use of words such as "Plan-tastic!" and "A fix-up this mixed up...". Encourage the children to talk about the parts of the story they found the funniest.

### Main Task

Ask the children to think about why Wayne is described as 'warm-hearted'. They may suggest that knights are usually known for fighting dragons rather than helping them with a problem. Explain that they are going to design a very special shield for Wayne as recognition for his knightly kindness. Using **Resource Sheet 1: A Shield for a Kindly Knight**, children can decorate the shield with symbols and pictures that represent love, friendship, Wayne's dear friend Dragon or their favourite part of the story. These shields could be given some extra-special sparkle with metallic paints and glitter.

### Extension

Explain to the children that they are going to have lots of fun retelling the story with their very own puppets. Using **Resource Sheet 2: Puppet Show**, children can make a Sir Wayne and/or a Dragon puppet. The addition of some cardboard-box houses and a 'Casa Wayne' would be perfect for the children to let their imaginations run wild, as their puppets do somersaults and fly onto the rooftops. The children can decorate their dragon template to make it look just like Dragon, complete with a knight's helmet, underpants, etc. This can be collaged with tissue paper scales, painted or simply coloured with felt-tipped pens or pencils. Likewise, Sir Wayne can be given a suit of armour, complete with a dragon-style helmet, tail and boots. Once cut out and decorated, Sir Wayne and Dragon can be fixed to lollipop sticks or paper straws, to complete the puppets. Children can have endless fun with their puppets as Dragon knocks on the door of 'Casa Wayne', is greeted by the warm-hearted knight then, flying together through the air, they have adventures up on the rooftops. If the children want to, they could use some strips of red and yellow tissue paper to give Dragon and Sir Wayne blazing bottoms!

# Curriculum Links

## English

**Children at the expected level of development will:**

### **Reading Comprehension (Year 1)**

- Develop pleasure in reading, motivation to read, vocabulary 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

### **English – Reading Comprehension (Year 2)**

- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and 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

## Art (KS1)

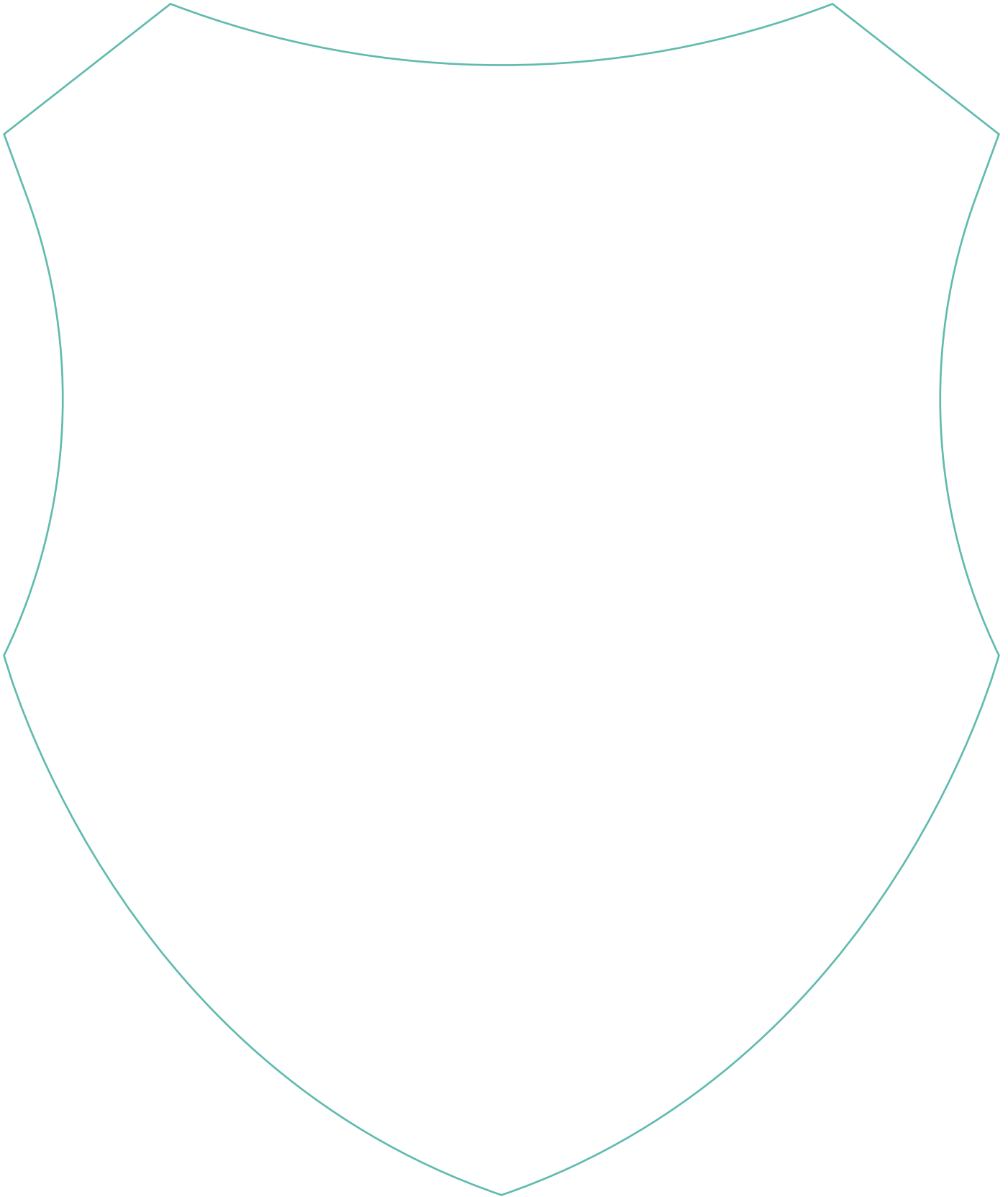
**Children at the expected level of development will:**

- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

# Resource Sheet 1

## A Shield for a Kindly Knight

Sir Wayne is such a warm-hearted knight, helping down-hearted Dragon. Can you design a special shield for Sir Wayne as recognition for his kindness?



## Resource Sheet 2

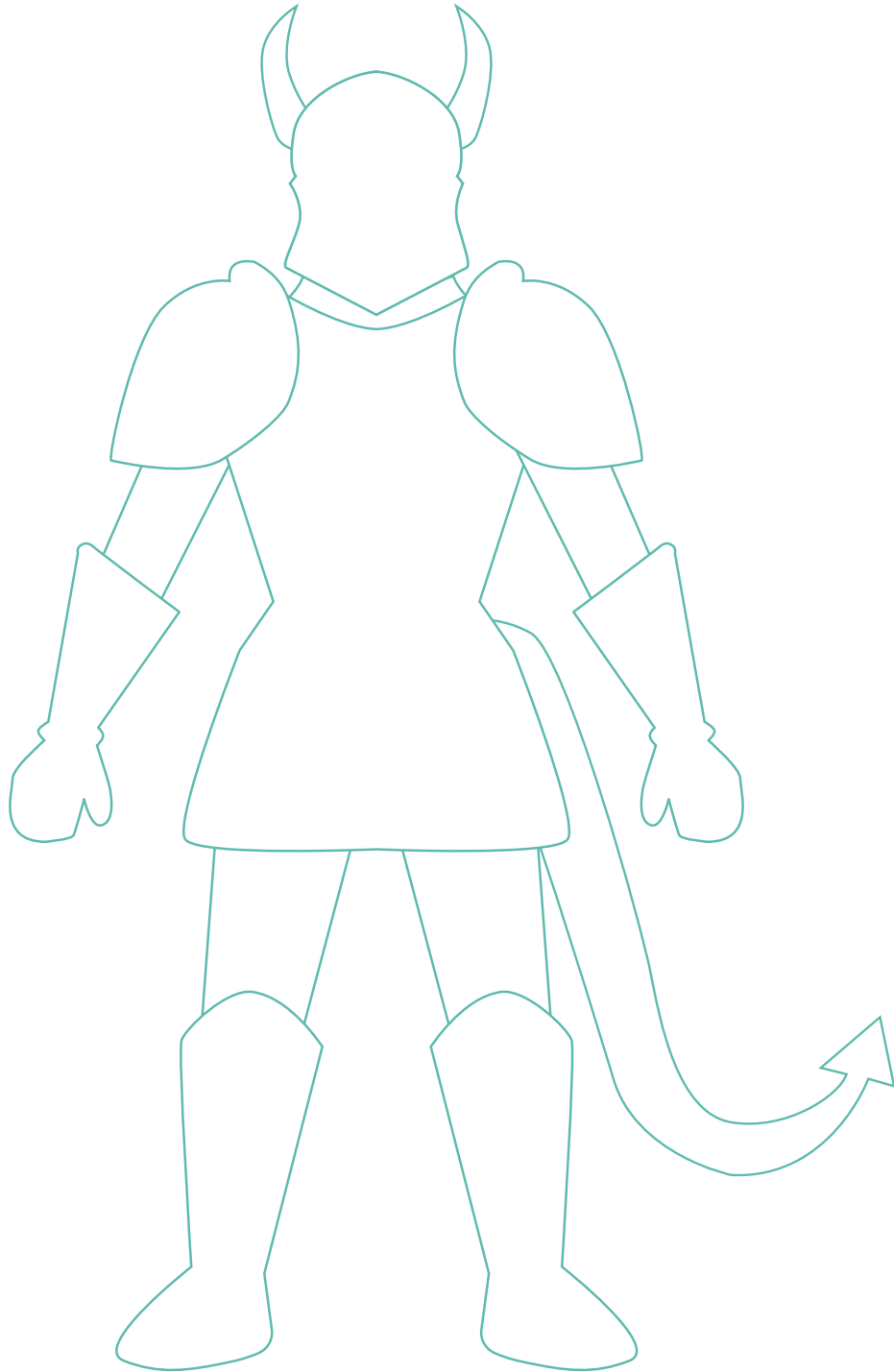
# Puppet Show

Make a Sir Wayne puppet to have adventures with his friend, Dragon.

Decorate your knight (you might want to give him a dragon-style helmet, tail and boots just like the ones in the story).

Carefully cut out your knight with scissors.

Attach a lollipop stick or straw to your knight to make a puppet for you to play with. Don't forget to visit Dragon, he'll be so pleased to see his friend!!



## Resource Sheet 2

# Puppet Show

Make a Dragon puppet to have adventures with his friend, Sir Wayne.

Decorate your Dragon (you might want to give him underpants just like the ones in the story).

Carefully cut out your Dragon with scissors.

Attach a lollipop stick or straw to your Dragon to make a puppet for you to play with. Don't forget to visit Sir Wayne, he'll be so pleased to see his friend!



# **PANTemonium!**

## **by Peter Bently and Becka Moor**

### **Key Stage 1**

### **Fred's New Pants**

#### **Learning Objectives**

- To recall key events from a story
- To design a new pair of pants for Fred using knowledge of the story

#### **Resources**

- *PANTemonium!* by Peter Bently and Becka Moor
- Resource Sheet 1: What a Catch!
- Resource Sheet 2: Fred's New Pants
- Resource Sheet 3: Wash Care Instructions

#### **Lead-In**

Read *PANTemonium!* by Peter Bently and Becka Moor. Encourage the children to talk about the parts of the story they found the funniest. Can they remember the order of things that got caught in Fred's super-stretchy and strong pants? Using an enlarged copy of **Resource Sheet 1: What a Catch!** make a list of Fred's catches as the children recall them (this will be useful for the children to refer to later in the lesson). Alternatively, the children could work independently, in pairs or small groups to write down as many of the things Fred's pants caught as they can remember.

#### **Main Task**

Explain to the children that Fred's pants had certainly carried a lot during the story – in fact a whale may still be wearing them! Those favourite pants of Fred's may not be in the best condition now, so we are going to design a new pair of pants for Fred. Ask the children to think carefully about the design; they could choose a theme that represents their favourite part of the story (the list made earlier in the lesson will help to jog the children's memories) or a theme that reflects Fred's likes such as fishing, the seaside or cupcakes. Using an enlarged copy of **Resource Sheet 2: Fred's New Pants**, the children can draw, colour and cut out their designs and these can be proudly attached to a washing line with clothes pegs to celebrate the book.

#### **Extension**

Explain to the children that we really want Fred to take good care of his new pants. Do the children know how we find out about how to take good care of an item of clothing? How do we know which temperature to wash an item of clothing or how it should be dried? Can the children find a label in their school cardigan or jumper? Ask the children to show their label to their talk partner, can they read any of the washing care instructions? Explain to the children what some of the symbols mean. Ask the children to think carefully about how Fred's pants ended up hooked on his fishing line. What kind of wash care instructions could help to prevent the pants pandemonium from happening with his new pants? The children can make their own labels to attach to their designs for Fred's new pants, using **Resource 3: Wash Care Instructions**. These instructions can be humorous and should reflect the story, for example:

- Do not use cheese scented washing powder as this will attract mice.
- Do not wash in hot water as the pants will shrink and no longer be giant size.
- Hang on a washing line with extra strong pegs.
- Hang on a washing line that is out of the reach of fishing hooks.
- Do not wash on fishing day!



# Curriculum Links

## English

### **Children at the expected level of development will:**

#### **Reading Comprehension (Year 1)**

- Develop pleasure in reading, motivation to read, vocabulary 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

#### **Reading Comprehension (Year 2)**

- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and 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

#### **Writing Composition (Year 1)**

- Sequence sentences to form short narratives

#### **Writing Composition (Year 2)**

- Encapsulate what they want to say, sentence by sentence

## Art - KS1

### **Children at the expected level of development will:**

- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

# Resource Sheet 1

## What a Catch!

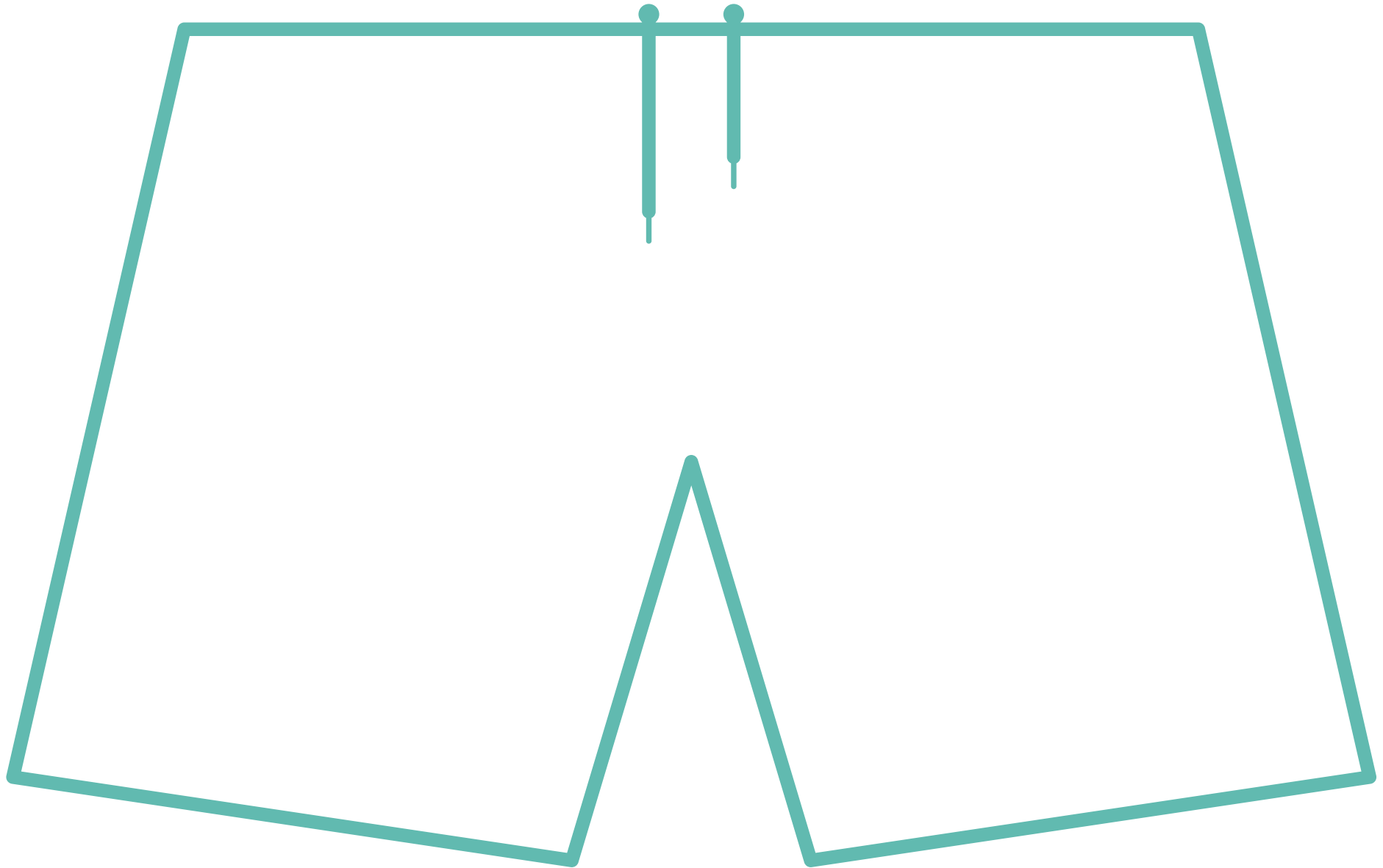
How many things can you remember that got caught in Fred's super-stretchy and strong pants?



## Resource Sheet 2

# Fred's New Pants

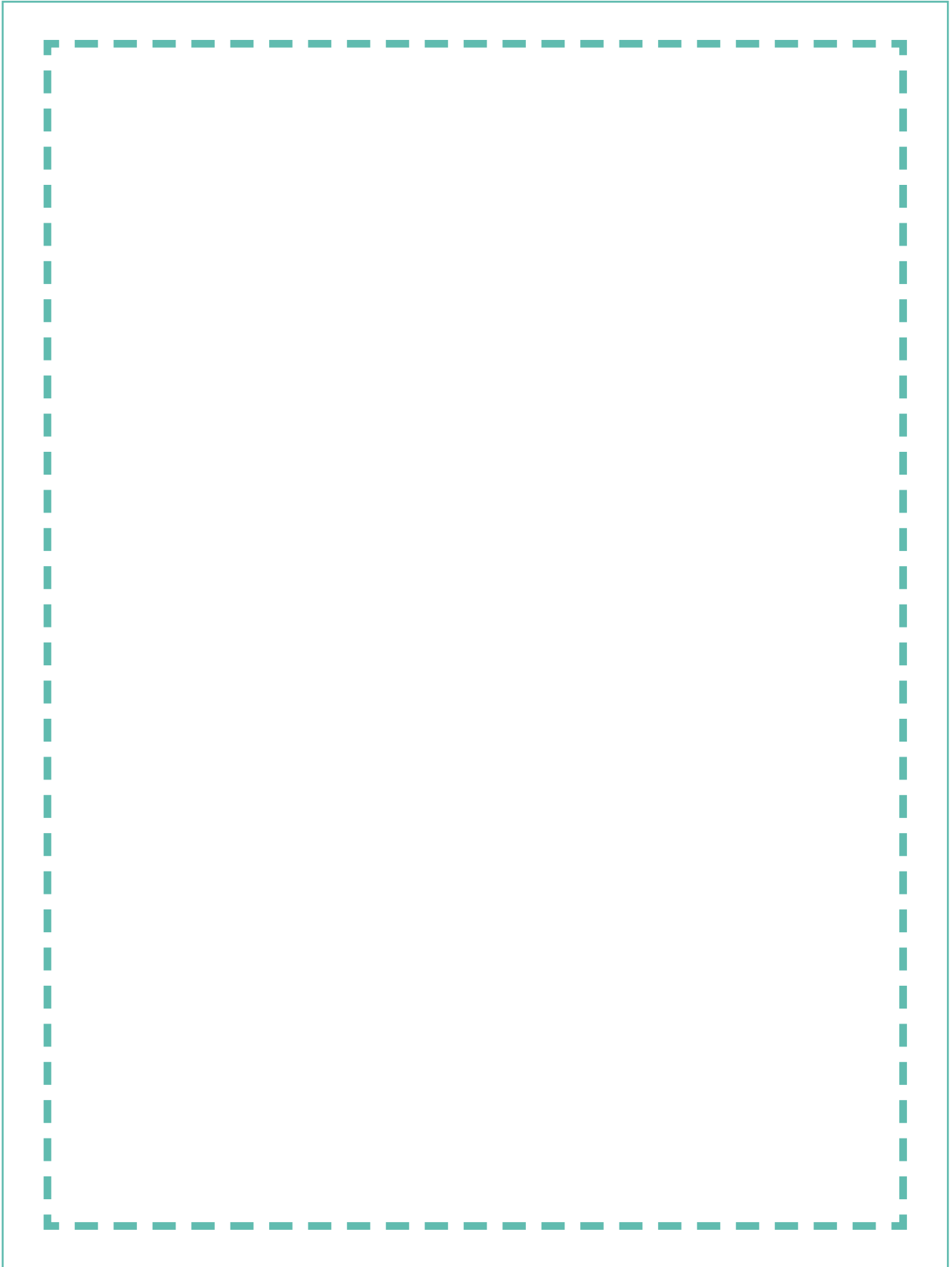
Design a new pair of super-stretchy and strong pants for Fred the Giant.



# Resource Sheet 3

## Wash Care Instructions

Complete this wash care label so that Fred knows how to take good care of his new pants.



# ***I Did See a Mammoth!*** **by Alex Willmore**

## **Key Stage 1** ***I Saw a Mammoth!***

### **Learning Objectives**

- To share imaginative ideas inspired by a story
- To create an imaginative (and humorous) field-note sketch of a mammoth

### **Resources**

- *I Did See a Mammoth!* by Alex Willmore
- Resource Sheet 1: Our Great Big Mammoth
- Resource Sheet 2: I SAW A MAMMOTH!

### **Lead-In**

Read *I Did See a Mammoth!* by Alex Willmore, encouraging the children to talk about the parts of the story they found the funniest. Ask the children to describe how the mammoth looked when it first appeared in the story. Can the children remember what else the mammoth wore and did throughout the story?

### **Main Task**

Explore the last page of the book and discuss what is meant by 'extinct'. Do the children understand how we know that mammoths existed a long time ago? Explain to the children that they are going to imagine that they are Antarctic explorers, studying penguins, who suddenly discover a mammoth. Just like the young explorer in the story, they don't have a camera, so they need to draw what they saw and annotate their drawing with labels so that they can remember clearly what they discovered. Explain that explorers often make field notes and sketches - show some real examples of these. Remind the children that this is a funny book and they can let their imagination run wild and make their drawings funny too.

Ask the children to close their eyes and imagine they are in the Antarctic, surrounded by penguins. Suddenly they hear a strange noise, they turn around to see what it is and there in front of them is a mammoth - a mammoth wearing some very funny things and doing some very funny things too. Ask the children to tell their talk partners what they saw. Using an enlarged copy of **Resource Sheet 1: Our Great Big Mammoth**, ask the children to share some of their ideas and use them to model how to make an annotated drawing. Explain that the nouns such as tusk, trunk, ears and glasses, etc. can be described using adjectives, for example, strong tusk, curly trunk, flappy ears and cool glasses. Using **Resource Sheet 2: I SAW A MAMMOTH!**, children can express their ideas with their own annotated drawing (field-note sketch) inspired by the book.

These drawings can be put together to make a class explorers' logbook or a super-cool display to celebrate the book.

### **Extension**

Come together as a class to celebrate the book with a fun memory game inspired by the story. Revisit the page where the young explorer explains what is shown in the drawing: "LOOK! I saw a great big mammoth, on a skateboard... wearing SUNGLASSES!" The teacher can start the game with their own idea by saying, for example, "I saw a great big mammoth on roller-skates." Then the first child will repeat this, adding their own idea, "I saw a great big mammoth on roller-skates, wearing swimming trunks", then the next child will repeat all of that, adding their own idea and so on... If the list becomes too long for the class to remember, then start a new list, maybe with a penguin this time!

# Curriculum Links

## English

**Children at the expected level of development will:**

### **Reading Comprehension (Year 1)**

- Develop pleasure in reading, motivation to read, vocabulary 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

### **Reading Comprehension (Year 2)**

- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and 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

## Art (KS1)

**Children at the expected level of development will:**

- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

# Resource Sheet 1

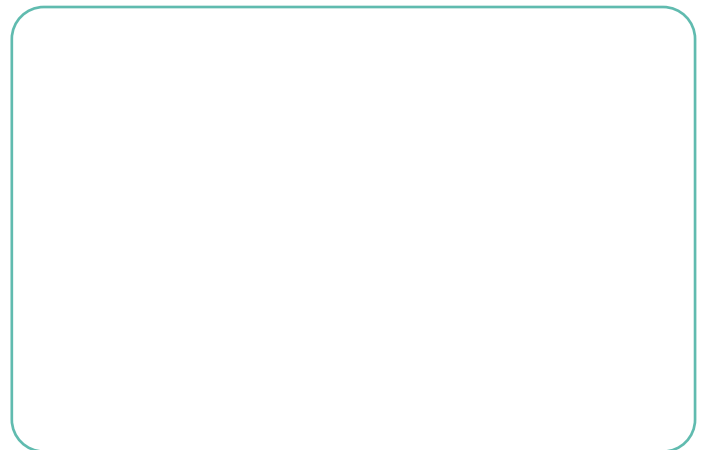
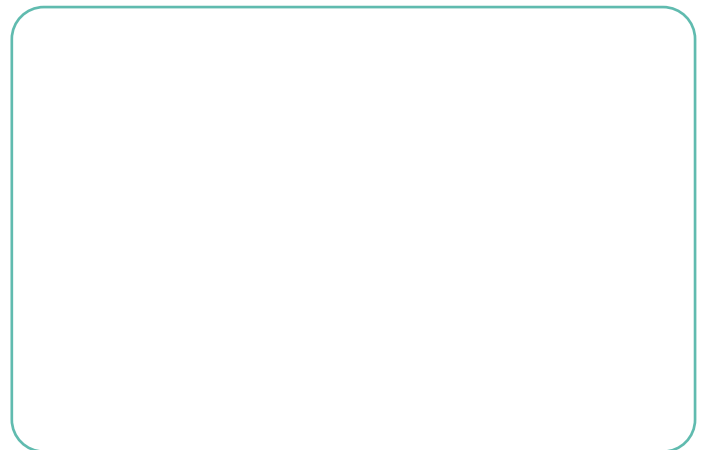
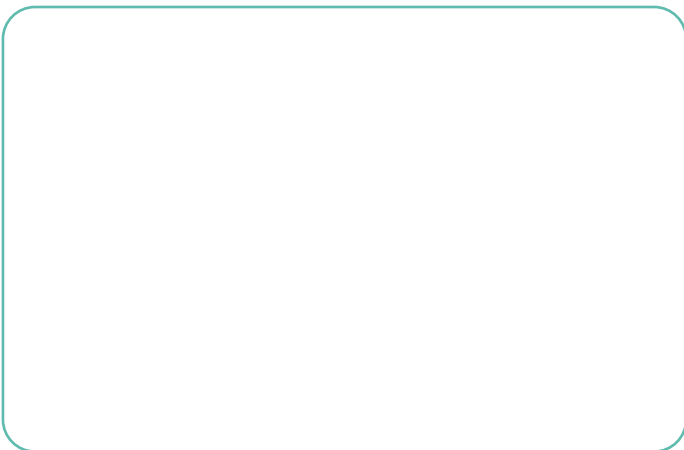
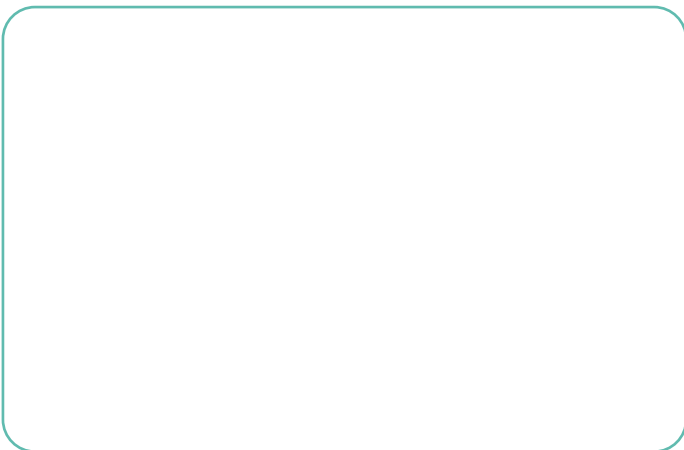
## Our Great Big Mammoth



# Resource Sheet 2

## I SAW A MAMMOTH!

Draw and label what you saw when you were exploring the Antarctic.





# **ACHOO!**

**by Simon Philip and Nathan Reed**

## **Key Stage 1**

### **Achoo! Achoo! Achoo!**

#### **Learning Objectives**

- To share imaginative ideas inspired by a story
- To use imagination to write own version of a story

#### **Resources**

- *ACHOO!* by Simon Philip and Nathan Reed
- Resource Sheet 1: Our Super-Sneezy Ideas
- Resource Sheet 2: My Super-Sneezy Adventure
- Resource Sheet 3: Cover that Nose!

#### **Lead-In**

Read *ACHOO!* by Simon Philip and Nathan Reed, building up a feeling of suspense before the page is turned to reveal the consequences of each uncovered sneeze. Encourage the children to talk about the parts of the story they found the funniest.

#### **Main Task**

Explain to the children that absolutely anything can happen in a story and that although in real life we must always cover our sneezes to stop the spread of germs, in our own stories we are going to have some “super-sneezy adventures”, just like Sid.

Explain to the class that your nose is starting to itch and twitch just like Sid’s and model to the class a pretend sneeze, “A...a...chooooo!”. Ask the children to close their eyes and pretend that their noses are tingling too and do an enormous sneeze together. Ask the children to do this together again, this time keeping their eyes closed and imagining what might have come out of their nose when they sneezed. It can be anything at all - big, small, magical, mischievous... encourage their imaginations to run wild. Ask the children to tell their talk partners and share with the class what happened when they sneezed. Record these ideas on an enlarged copy of **Resource Sheet 1: Our Super-Sneezy Ideas**, to generate a helpful list of vocabulary that the children can refer to when they are writing.

Using **Resource Sheet 2: My Super-Sneezy Adventure**, each child can create a short story inspired by *ACHOO!*. On an enlarged copy of the resource sheet, model the writing of the story based on some of the ideas they have shared, to prepare the children for their independent writing.

#### **Extension**

At the end of the story, Sid listens to everyone and, to their relief, he covers his nose when his next sneeze arises. Show the children the page where Sid is covering his nose with a pink, spotty handkerchief. Explain to the children that they are going to create some funny posters to encourage everyone to cover their noses when they sneeze using **Resource Sheet 3: Cover that Nose!**. Of course, the real message for the posters is to help stop the spread of germs; however, the children can add a funny extra reason why noses should be covered. For example: Cover your nose when you sneeze, to stop the spread of germs and... roller-skating chimpanzees. The children can use ideas from the book or their own stories. They can make the handkerchief in the poster bright and eye-catching, just like Sid’s, as well as adding their own super-sneezy illustrations.

# Curriculum Links

## English

**Children at the expected level of development will:**

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### **Reading Comprehension (Year 2)**

- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and 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

### **Writing Composition (Year 1)**

- Sequence sentences to form short narratives

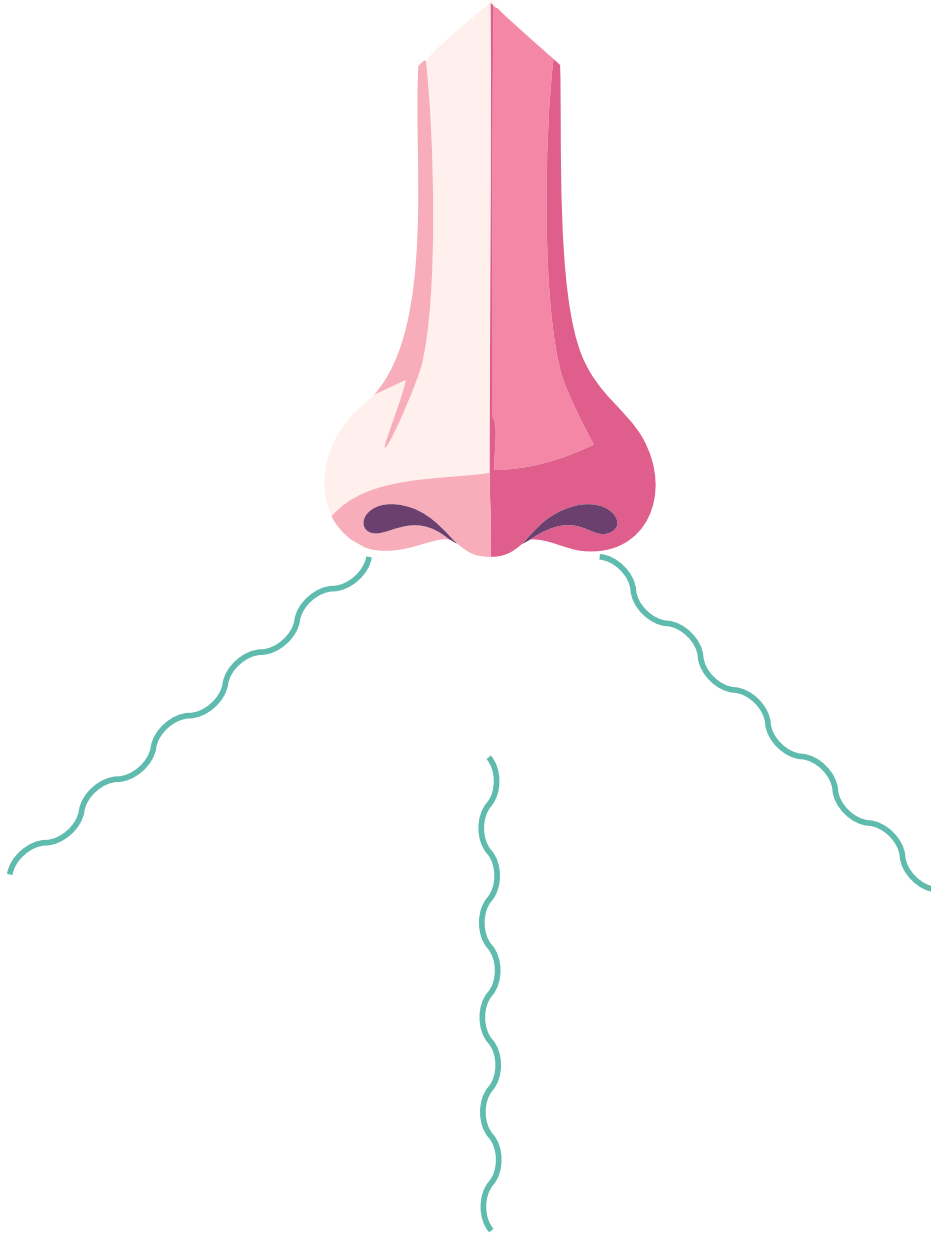
### **Writing Composition (Year 2)**

- Encapsulate what they want to say, sentence by sentence

# Resource Sheet 1

## Our Super-Sneezy Ideas

A...A...choooooo!!! Out came a...



# Resource Sheet 2

## My Super-Sneezy Adventure

Now you have enjoyed reading *Achoo!* by Simon Philip and Nathan Reed, you can write your own super-sneezy adventure.

**I could feel my nose**

**and I let out a**  **!**

**Out of my uncovered nostrils**

**It**

**I could feel my nose**

**and I let out a**  **!**

**Out of my uncovered nostrils**

**It**

**Everyone asked me to cover my nose, but just as they thought it was over**

## Resource Sheet 3

# Cover that Nose!

Design a poster to encourage everyone to cover their noses when they sneeze.

**Cover your nose when you sneeze  
to stop the spread of germs and...**

