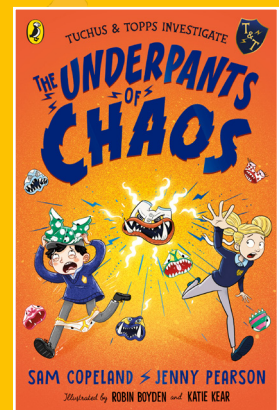
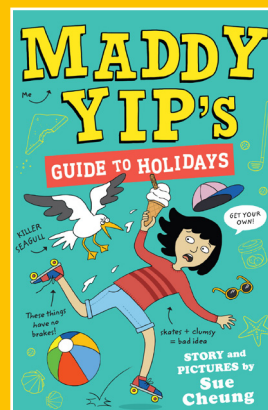
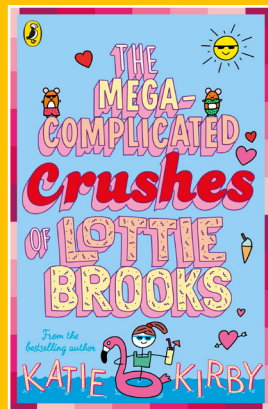


# Lollies

LAUGH OUT LOUD  
2024 BOOK AWARDS



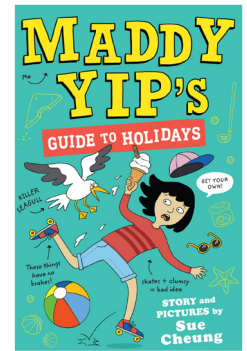
## LESSON

## PLANS

## 9-12

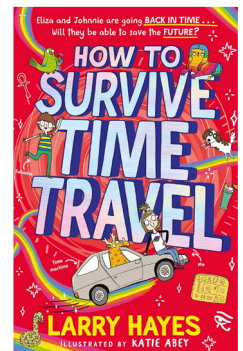
## **Maddy Yip's Guide to Holidays** by Sue Cheung Pages 3—6

- Lesson Plan
- Curriculum Links
- Resource Sheet 1: An Emotional Rollercoaster
- Resource Sheet 2: Poster for a Rollercoaster



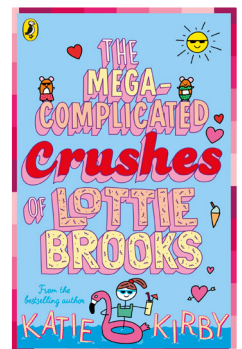
## **How To Survive Time Travel** by Larry Hayes and Katie Abey Pages 7—13

- Lesson Plan
- Curriculum Links
- Resource Sheet 1: The Great Tour
- Resource Sheet 2: The 'Potential Errors' Tour
- Resource Sheet 3: Design My Own Time Machine



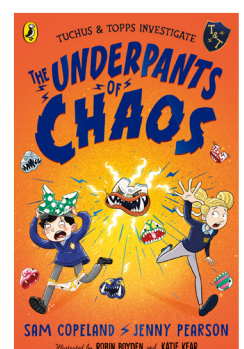
## **The Mega Complicated Crushes of Lottie Brooks** by Katie Kirby Pages 14—19

- Lesson Plan
- Curriculum Links
- Resource Sheet 1: Thought of the Day
- Resource Sheet 2: Good Day/Bad Day
- Resource Sheet 3: Yum or Yuk?



## **The Underpants Of Chaos** written by Sam Copeland and Jenny Pearson and illustrated by Robin Boyden and Katie Kear Pages 20—25

- Lesson Plan
- Curriculum Links
- Resource Sheet 1: Agatha and Lenny
- Resource Sheet 2: The Shiver



# Maddy Yip's Guide to Holidays by Sue Cheung

## Upper Key Stage 2 and Key Stage 3 The Rollercoaster

### Learning Objectives

- To explore the feelings and emotions of characters during events
- To create a poster using different persuasive techniques
- To explore onomatopoeia

### Resources

- *Maddy Yip's Guide To Holidays* by Sue Cheung
- Resource Sheet 1: An Emotional Rollercoaster (two copies of this will be needed per child/pair/small group)
- Resource Sheet 2: Poster for a Rollercoaster

### Lead-In

As a whole class read from page 221, from 'When THE MEGA BEAST...' to the end of page 243.

Ask the children how Maddy, Dev and Oli felt watching Agung on the fairground ride. Ask the children to consider the age of Agung and why this might cause some concern. Write the children's emotions from noticing Agung missing, to finding him on the fairground ride, to the phone call from Maddy and Oli's parents. Write the children's responses on a whiteboard/flipchart indicating the event that happened, for example noticing Agung was missing, and the emotional response that went along with this, for example worry.

### Main Task

Provide the children with two copies of **Resource Sheet 1: An Emotional Rollercoaster**. Ask the children to work independently or in pairs/small groups. They need to plot the emotions of the feelings of the character, Maddy, watching Agung on the ride on one copy of their resource sheet. The children need to write a word or phrase for the events on the y-axis, for example noticing Agung missing, and show the time on the x-axis. The children could also plot the feelings of Agung in a different colour on the same living graph. Explain to the children that this is called a 'living graph' and is used to show an emotional response over time.

Read from page 245 to the end of the book as a whole class. Ask the class how the children felt about their ride on the rollercoaster. Did they enjoy it? Why/why not? On the second copy of **Resource Sheet 1: An Emotional Rollercoaster**, allow the children to plot the feelings and events for the ride on the rollercoaster, travelling home and Maddy's parents suggesting another holiday. If the children plot Maddy, Dev and Oli they may use a different colour for each character.

### Extension

Look at the poster of the new ride at Sudmouth Amusement Park on page 13. Ask the children what sounds they might associate with a rollercoaster. Explain to the children that onomatopoeia uses words that sound similar to the noises the word refers to, for example buzz for an insect like a bee.

Provide each child with **Resource Sheet 2: Poster for a Rollercoaster**. Ask them to design a new poster for the rollercoaster. They need to use onomatopoeia on their poster and give it a catchy title, draw a picture of the rollercoaster, and include a caption to encourage people to visit Sudmouth Amusement Park.

# Curriculum Links

## UKS2 English

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

#### Reading comprehension

- Maintain positive attitudes to reading and understanding of what they read
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and fiction
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Provide reasoned justifications for their views

#### Writing - composition

- Plan their writing
- Draft and write
- Evaluate and edit
- Proof-read
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

#### Writing - vocabulary, grammar and punctuation

- Develop understanding of the concepts
- Indicate grammatical and other features
- Use and understand grammatical terminology

## KS2 PSHE

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

- Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- Recognise and respond appropriately to a wider range of feelings in others
- Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices

## KS3 English

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

#### Reading

- Develop an appreciation and love of reading, and reading increasingly challenging material independently
- Understand increasingly challenging texts
- Read critically

#### Writing

- Write accurately, fluently, effectively and at length for pleasure and information
- Plan, draft, edit and proof-read

#### Grammar and vocabulary

- Consolidate and build on their knowledge of grammar and vocabulary

## KS3 PSHE

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

- Identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary

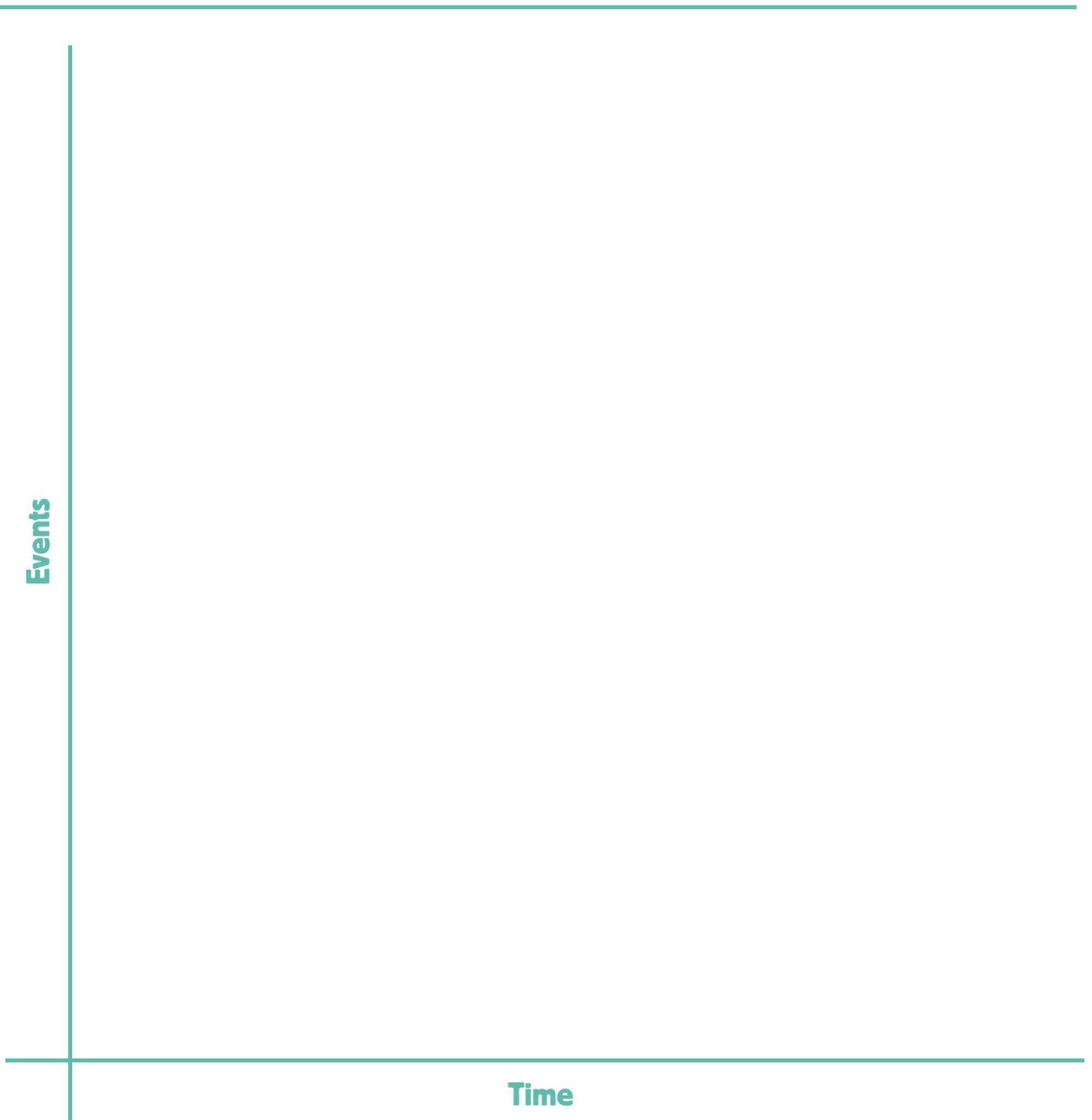
# Resource Sheet 1

## An Emotional Rollercoaster

Draw a 'living graph' of Agung's ride on the rollercoaster and follow the feelings for Maddy as she is watching him. You could also plot the feelings of Agung using a different colour. The scale on the y-axis is based on the events during Agung's ride. The x-axis is time. As this is an individual event, the time could be minutes, hours or days depending on the scenario.

On the graph, identify and label the key moments Maddy and/or Agung's feelings changed. Once complete you should be able to describe the graph alongside the story to a friend.

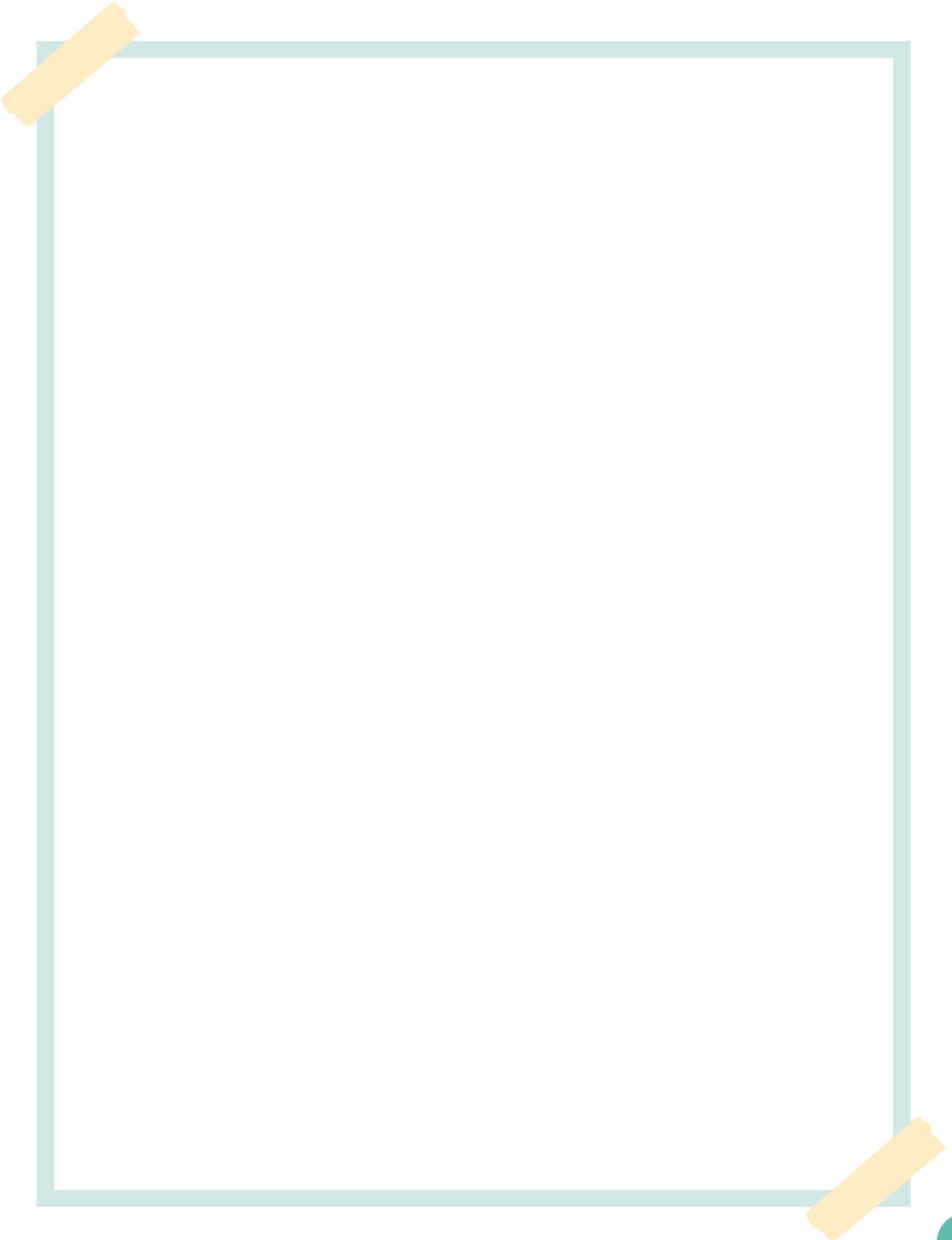
### A living graph to show when



## Resource Sheet 2

# Poster for a Rollercoaster

Create a poster to persuade people to go and visit Sudmouth Amusement Park to ride on a brand-new ride. Remember to draw a picture of the ride, caption it and indicate where it is and when it can be visited.



# How To Survive Time Travel

## by Larry Hayes and Katie Abey

### Upper Key Stage 2 and Key Stage 3

### Tumultuous Time Travelling Tour

#### Learning Objectives

- To use historical knowledge to explore events in history that they 'visit'
- To design and build a time machine
- To write using imagery and creativity

#### Resources

- *How to Survive Time Travel* by Larry Hayes and Katie Abey
- Resource Sheet 1: The Great Tour
- Resource Sheet 2: The 'Potential Errors' Tour
- Resource Sheet 3: Design My Own Time Machine

#### Lead-In

Read up to page 25 where Eliza and Johnnie's parents suddenly disappear. Ask your pupils what they would think if it happened to them? What thoughts/feelings would they have? Explore the sense of worry/concern but also encourage (as the book subsequently does) what might they be able to do now that they couldn't do before – especially as it was at the start of the summer holidays.

If possible, then read pages 49–112. This will allow the children to understand the events leading up to, and including, the jump back in time the children do. If this is not possible, then pages 102–112 are specific to the jump. Discuss with the children what period of history they have jumped back to – 7000 years means it is around 5000 BCE – what might have been around then? The book says the sphinx but no pyramids (would that have been correct?).

#### Main Task

Ask the children the question: if you could travel in time what three periods of history would you go to? Phrasing it this way means some children may choose a point in the future. As they formulate their ideas about this, get them to think about why they have chosen these periods. For example, they may have always been interested in Henry VIII. What answers are you looking for? Such as, why did he chop off Anne Boleyn's head and was Jane Seymour really his favourite?

Using **Resource Sheet 1: The Great Tour**, get the children to draw the place their time machine might land in each of the top three boxes. It should be in chronological order with the oldest to the left of the page. Under each one they should write the following:

- Time period
- Why they have chosen it?
- What they want to find out?

Once they have completed the above, discuss with them the theory that visiting the past could affect the future. This is where if we travel back in time, what we do changes history in unexpected ways and therefore the way things happen is not always how it was – our presence changes everything – hence **Resource Sheet 2: The 'Potential Errors' Tour**. Using one of the periods they have drawn and described, get the children to write a short piece – no more than two paragraphs – about what might have changed because they were there and how it changed history. For example, if they visited Victorian times and met James Watt, the inventor of the steam engine, but showed him what he needed to make a rocket – how would that have changed history? Or if they were part of Henry VIII's court and they persuaded him not to behead Anne Boleyn – what would have happened because of that? Their writing should come forward to as close to the present day as possible.

## Extension

Using their design technology knowledge the children should design and if possible make their own time machine prototype. They can use the two chapters in the book 'How to build a time machine' and 'How to really build a time machine' as their guide. Remind them that Johnnie used a remote control and a sofa as his!

Get the children to think of objects they could use from around their house/school to help them create it. Think about how what they might use to control it? What would it look like? Ask them to use **Resource Sheet 3: Design My Own Time Machine** to draw and annotate their ideas.



# Curriculum Links

## UKS2 English

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

#### Reading comprehension

- Maintain positive attitudes to reading and understanding of what they read
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and fiction
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Provide reasoned justifications for their views

#### Writing - composition

- Plan their writing
- Draft and write
- Evaluate and edit
- Proof-read
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

#### Writing - vocabulary, grammar and punctuation

- Develop understanding of the concepts
- Indicate grammatical and other features
- Use and understand grammatical terminology

## KS2 History

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

- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.

## KS2 Design Technology

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

- 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 through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

## KS3 English

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

#### Reading

- Develop an appreciation and love of reading, and reading increasingly challenging material independently
- Understand increasingly challenging texts
- Read critically

#### Writing

- Write accurately, fluently, effectively and at length for pleasure and information
- Plan, draft, edit and proof-read

#### Grammar and vocabulary

- Consolidate and build on their knowledge of grammar and vocabulary

## KS3 History

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

- Extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning.
- Identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time.
- Use historical terms and concepts in increasingly sophisticated ways.
- Pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response.
- Understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

## KS3 Design Technology

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

- Use research and exploration to identify and understand user needs
- Identify and solve their own design problems and understand how to reformulate problems given to them
- Develop and communicate design ideas using annotated sketches
- Identify and solve their own design problems
- Develop specifications to inform the design of innovative, functional, appealing products that respond to the needs in a variety of situations
- Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools

# Resource Sheet 1

## The Great Tour

Using the ideas from the text, think about three periods of history you might like to visit. Draw a scene for each one in chronological order and underneath write about the following: the time period, why you have chosen it and what you'd like to find out when you are there. For example, if you chose the Tudor period, it might be because you want to find out more about King Henry VIII and you want to know if he really thought Jane Seymour was his favourite wife.

Time period 1	Time period 2	Time period 3
<p><b>Time period:</b></p> <p><b>Why did you choose this time?</b></p> <p><b>What would you like to find out?</b></p>	<p><b>Time period:</b></p> <p><b>Why did you choose this time?</b></p> <p><b>What would you like to find out?</b></p>	<p><b>Time period:</b></p> <p><b>Why did you choose this time?</b></p> <p><b>What would you like to find out?</b></p>

## Resource Sheet 2

# The 'Potential Errors' Tour

Using one of your periods of history, imagine you are there and able to interact with others that lived in the environment during that time. You are not meant to be there so this *could* mean your influence changes the course of history.

For example; if you were in Victorian times and met James Watt, how would your knowledge of rockets and space travel change his work on the first steam engine called 'The Rocket'? Would space travel be normal now? **OR** If you were in Henry VIII's court and you persuaded him not to behead Anne Boleyn - what would have happened from there?

Using your imagination and what you know from history, think about a moment where your presence might change the course of history. Use the grid below to write about events as far forwards as you can - up to the present day if possible.

Event in time: *Anne Boleyn is not beheaded.*

What I did/said to change history: *I persuaded Henry that she was more valuable alive because of the other noblemen plotting.*

What immediately changed: *She survived and none of the other four wives were married to him.*

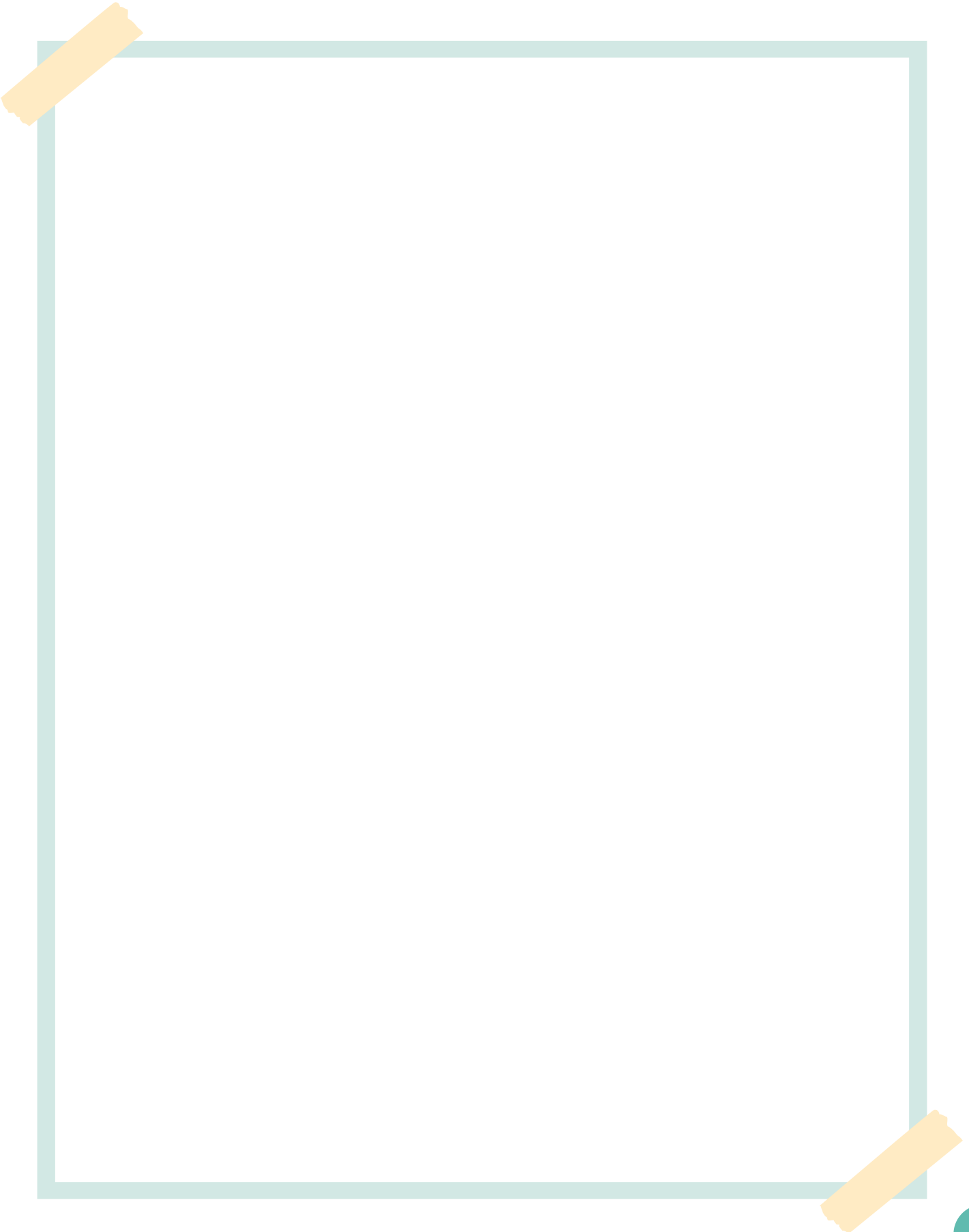
What changed over the next period of time: *No Edward VI as a result. Elizabeth became Queen before Mary with Anne helping her.*

What the present looks like because of it: *The entire line of the Kings and Queens of England changed so that Elizabeth II and Charles did not take the throne. Instead it was Danny Dyer because he descended from them.*

# Resource Sheet 3

## My Time Machine

Johnnie made a time machine out of a sofa and a remote control. Think of objects you could use from around your house/or school to help you create it. Think about: What you might use to control it? What would it look like? Use the space below to draw and annotate your ideas.



# The Mega Complicated Crushes of Lottie Brooks by Katie Kirby

## Upper Key Stage 2 and Key Stage 3 Relationships are Complicated

### Learning Objectives

- To use different writing types
- To reflect on personal emotional responses
- To identify different rhetorical devices

### Resources

- *The Mega Complicated Crushes of Lottie Brooks* by Katie Kirby
- Resource Sheet 1: Thought of the Day
- Resource Sheet 2: Good Day/Bad Day
- Resource Sheet 3: Yum or Yuk?

### Lead-In

Read up to page 58 to gain a sense of how Lottie thinks. Discuss with the children what type of personality Lottie is: a bit scatty/reactive/excitable. Specifically look at pages 7, 21, 30 and 58 where she has provided a 'Thought of the Day'. These are 'random' thoughts that are scattered across the book, for example, page 58: 'What is so superior about cloud nine anyway?'. Using **Resource Sheet 1: Thought of the Day** get the children to write 3–5 of their own most random thoughts. Allow the children to share them if they wish and possibly use it as a basis for a display if appropriate.

### Main Task

Throughout the book, Lottie writes everything in her diary – how she is feeling, both good and bad. She shows her emotions and will often write the contents of her messages to friends in it too. Using the book as an example and **Resource Sheet 2: Good Day/Bad Day**, get the children to write about the events of two days – either for themselves or Lottie depending on how comfortable they feel. For example, a good day could involve thoughts and feelings relating to a day out in their favourite place, with friends/family, or meeting a famous person. Whereas a bad day could be where everything they do goes wrong (late bus, missed train or taken ill).

Within their writing, they should write a short set of messages to and from a significant person in their lives, or Lottie to Poppy as in the book for one of the days.

### Extension

Lottie writes on page 37 that she ate a really unhealthy lunch of two Pot Noodles, two bags of Monster Munch and a Kit Kat Chunky. Using **Resource Sheet 3: Yum or Yuk**, get the children to come up with their ideal unhealthy lunch. Get them to draw the things they want around the outside of it to make it complete!

# Curriculum Links

## UKS2 English

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

#### Reading comprehension

- Maintain positive attitudes to reading and understanding of what they read
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and fiction
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Provide reasoned justifications for their views

#### Writing - composition

- Plan their writing
- Draft and write
- Evaluate and edit
- Proof-read
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

#### Writing - vocabulary, grammar and punctuation

- Develop understanding of the concepts
- Indicate grammatical and other features
- Use and understand grammatical terminology

## KS2 Design Technology

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

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

## KS2 PSHE (from the PSHE Association Programmes of Study)

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

- Recognise that feelings can change over time and range in intensity
- Identify everyday things that affect feelings and the importance of expressing feelings
- Have a varied vocabulary to use when talking about feelings; about how to express feelings in different ways
- Have strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- Have problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
- Know how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

## KS3 English

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

#### Reading

- Develop an appreciation and love of reading, and reading increasingly challenging material independently
- Understand increasingly challenging texts
- Read critically

#### Writing

- Write accurately, fluently, effectively and at length for pleasure and information
- Plan, draft, edit and proof-read

#### Grammar and vocabulary

- Consolidate and build on their knowledge of grammar and vocabulary

## KS3 Science

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

#### Nutrition and digestion

- Understand the content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed
- Understand calculations of energy requirements in a healthy daily diet
- Understand the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases
- Understand the tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts)
- Understand the importance of bacteria in the human digestive system
- Understand plants making carbohydrates in their leaves by photosynthesis and gaining mineral nutrients and water from the soil via their roots

## KS3 PSHE (from the PSHE Association Programmes of Study)

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

- Understand what can affect wellbeing and resilience (e.g., life changes, relationships, achievements and employment)
- Use simple strategies to help build resilience to negative opinions, judgements and comments
- Recognise and manage internal and external influences on decisions which affect health and wellbeing
- Identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary
- Understand the characteristics of mental and emotional health and strategies for managing these
- Understand the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns
- Learn strategies to understand and build resilience, as well as how to respond to disappointments and setbacks



# Resource Sheet 1

## Thought of the Day

Lottie has lots of random thoughts about...well just about everything. From food, to boys, to clouds – for example, ‘What is so special about cloud nine?’. Think of as many random ‘thoughts of the day’ as you can. Share them with your classmates – the MORE random the better!

**Thought of the day:**

**Thought of the day:**

**Thought of the day:**

**Thought of the day:**

**Thought of the day:**

**Thought of the day:**

## Resource Sheet 2

# Good Day/Bad Day

Throughout the book, Lottie writes everything in her diary. How she is feeling, both good and bad. She shows her emotions too and will often write the contents of her messages to friends in it. Using the boxes below, write about the events of two days – either for yourself or imagining you are Lottie. For example, a good day could involve thoughts and feelings relating to a day out in your favourite place, with friends/family, meeting a famous person etc. Whereas a bad day could be where everything you do goes wrong (late bus, missed train or taken ill).

Within your diary write a short set of messages to and from a significant person in your life, or Lottie to Poppy as in the book for either the good or bad day.

### Good Day

What an amazing day! So much has happened...

### Bad Day

For goodness sake! Can anything ELSE go wrong!...

## Resource Sheet 3

### Yum or Yuk?

Lottie writes on page 37 that she ate a really unhealthy lunch of two Pot Noodles, two bags of Monster Munch and a Kit Kat Chunky. In the space below devise your ideal unhealthy lunch. Draw the things you eat around the outside of it to make it complete!

#### MY MOST YUMMY UNHEALTHY LUNCH

# **The Underpants Of Chaos** **written by Sam Copeland and Jenny** **Pearson and illustrated by Robin Boyden** **and Katie Kear**

## **Upper Key Stage 2 and Key Stage 3**

### **The Shiver**

#### **Learning Objectives**

- To explore characters in a narrative
- To explore events and reasons why the events might be occurring
- To explore suspicions based on evidence

#### **Resources**

- *The Underpants Of Chaos* by Sam Copeland, Jenny Pearson, Robin Boyden and Katie Kear
- Resource Sheet 1: Agatha and Lenny
- Resource Sheet 2: The Shiver (lined paper can be found at the end of this resource sheet or separate lined paper can be used instead)
- Lined paper per child or English books (optional if not using the lined paper on Resource Sheet 2)

#### **Lead-In**

Read chapter 1, chapter 2 and chapter 3 as a whole class. Discuss with the children who Agatha and Lenny are and how they met. Ask the children to create character profiles of Agatha and Lenny from what they have read, for example their age and appearance. The children can use **Resource Sheet 1: Agatha and Lenny** to do this (this could be added to once the book has been read in full).

#### **Main Task**

Re-read chapter 1 with the children. Explore what the 'Shiver' is. Ask the children why they think the other children might not be able to remember the effects of the 'Shiver'. Discuss what the 'Shiver' might be and what the effects might be. Ask the children to read chapter 4 and discuss the effects of the second 'Shiver'.

Ask the children to come up with new types of the 'Shiver' and the effects of these. Chapter 11 could be used to help support any children who might struggle with an idea for a new type of 'Shiver' and the effects of these. Ask the children to use **Resource Sheet 2: The Shiver** to create a plan for their new 'Shiver'.

Once the children have created a plan, ask them to write a short story about their new 'Shiver'. They can do this on lined paper, in their English books or on the lined paper at the end of **Resource Sheet 2: The Shiver**.

#### **Extension**

Read up to the end of chapter 13. Ask the children to explore who the suspects might be and why they might be causing the 'Shiver'. List the possible suspects and characters who have been introduced so far in the story on a whiteboard/flipchart:

- The children in the class
- Miss Happ
- Dr Errno
- The Minerva sales director, Ms Stranglebum
- Mr Pardon
- Lenny
- Agatha

*Continued...*

On whiteboards or using A4 paper, ask the children to write down the characters in different places on their paper or whiteboards and write down any possible reasons why the character might be a suspect. For example, they could write 'Lenny', with reasons such as he is new to the school, and the strange events started happening when he arrived.

Keep a record of their suspicions to check who was correct, once the book has been read.

As a whole class discuss who they think the main suspect is and why.

# Curriculum Links

## UKS2 English

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

### Reading comprehension

- Maintain positive attitudes to reading and understanding of what they read
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and fiction
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Provide reasoned justifications for their views

### Writing - composition

- Plan their writing
- Draft and write
- Evaluate and edit
- Proof-read
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

### Writing – vocabulary, grammar and punctuation

- Develop understanding of the concepts
- Indicate grammatical and other features
- Use and understand grammatical terminology

## KS3 English

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

### Reading

- Develop an appreciation and love of reading, and reading increasingly challenging material independently
- Understand increasingly challenging texts
- Read critically

### Writing

- Write accurately, fluently, effectively and at length for pleasure and information
- Plan, draft, edit and proof-read

### Grammar and vocabulary

- Consolidate and build on their knowledge of grammar and vocabulary

# Resource Sheet 1

## Agatha and Lenny

Create two character profiles, one of Agatha and one of Lenny. Think about their ages, appearance, families, etc. You could also draw what the characters might look like based on what you have read.

**Draw a picture of Agatha here:**

**Draw a picture of Lenny here:**

**Age:**

**Age:**

**Appearance:**

**Appearance:**

**Personality:**

**Personality:**

**Friends:**

**Friends:**

**Family:**

**Family:**

**Any other information:**

**Any other information:**

## Resource Sheet 2

### The Shiver

Create a plan for something that might happen when the 'Shiver' happens again.

What might it be? Who might it affect?

Once you have planned your new 'Shiver', write a short story about it.

