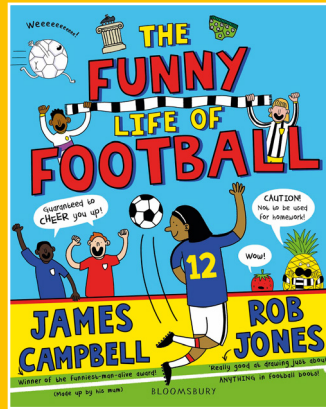
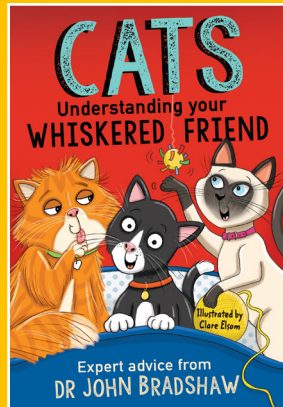
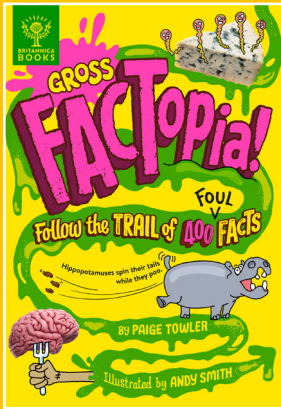


Lollies

LAUGH OUT LOUD

2024 BOOK AWARDS



LESSON

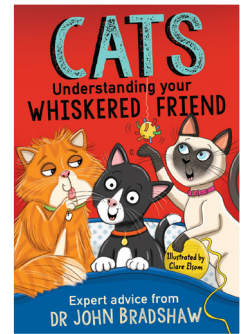
PLANS

NON-FICTION

Cats: Understanding Your Whiskered Friend **by Dr John Bradshaw and Clare Elsom**

Pages 3–6

- Lesson Plan
- Curriculum Links
- Resource Sheet 1: Species of Cat
- Resource Sheet 2: Characteristics and Adaptations



What Goes Up White and Comes Down Yellow? **by Gyles Brandreth and Emily Fox**

Pages 7–10

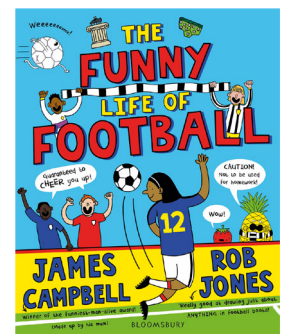
- Lesson Plan
- Curriculum Links
- Resource Sheet 1: Homophones and Puns
- Resource Sheet 2: Anagram Riddles



The Funny Life of Football **by James Campbell and Rob Jones**

Pages 11–15

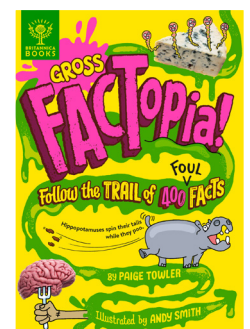
- Lesson Plan
- Curriculum Links
- Resource Sheet 1: What is the Offside Rule?
- Resource Sheet 2: Explaining the Offside Rule



Gross FACTopia! **by Paige Towler and Andy Smith**

Pages 16–19

- Lesson Plan
- Curriculum Links
- Resource Sheet 1: Ocean FACTopia
- Resource Sheet 2: Planning an Effective Poster



Cats: Understanding Your Whiskered Friend

by Dr John Bradshaw and Clare Elsom

Upper Key Stage 2

What Makes a Cat a Cat?

Learning Objectives

- To identify a variety of species of cats
- To explain how different adaptations enable cats to survive in their environment

Resources

- *Cats: Understanding your Whiskered Friend* by Dr John Bradshaw and Clare Elsom
- Resource Sheet 1: Species of Cat
- Resource Sheet 2: Characteristics and Adaptations
- Images of a lion, tiger, leopard, cheetah, lynx, Libyan (domestic) cat for display

Lead-In

Introduce the children to the book *Cats: Understanding your Whiskered Friend*. Talk about the title and illustrations on the front and back covers and encourage pupils to suggest what sort of book this could be. Establish that it is a non-fiction text and read the 'Hello' page at the beginning of the book introducing biologist Dr John Bradshaw to the class. Talk about the focus of his study – pet (domestic) cats – and hold a class discussion to find out what children already know about these animals. Check that they are clear about the layout of book: it describes a day in the life of Libby, the domestic cat who lives with Miss Lewis and Mae, and identifies many observable features that explain how she is adapted to her environment.

Main Task

Introduce the challenge: to identify some characteristics of domestic cats. Read pages 12–14 to the class. Share the illustrations on these pages with them and display the larger images of each type of cat – pointing out the addition of a lynx – inviting pupils to make observations about similarities and differences between these. Explain that while all cats belong to the same family of animals, there are many different types – known in the classification system as species.

Provide pairs of children with **Resource Sheet 1: Species of Cat**. Draw their attention to the names listed in the table and link these to the images you have displayed. Point out that the description relating to the lynx has already been added and ask them to complete the table by describing the other species of cat; and then answer the questions below it. Check that pupils have filled in all the boxes and answered the questions correctly.

Answers:

- Over 30 (see page 12)
- Possible answers could include: jaguar, cougar, snow leopard, bobcat
- Libyan – now domestic – cat

Provide children with **Resource Sheet 2: Characteristics and Adaptations** and talk about the information given for each featured characteristic. Check that they are clear that all living things adapt to survive in their environment. Read pages 1–3 about cats' eyes to the class; then invite a child to read the further information on eyes and bright lights on pages 51–52. Talk about the changing size of pupils and how this adaptation helps cats in both darkness and strong light. Ask children to complete the relevant box on the resource sheet. Repeat this activity for the other characteristics – asking individual children to read the information about toe beans (paragraph on page 20); sniffing and snuffling on pages 30–35 and information about balance and skeleton, pages 26–29.

Extension

Children could research additional characteristics such as hearing and purring and present their findings to the rest of the class.

Curriculum Links

Science

Children at the expected level of development will:

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences
- Identify how animals and plants are adapted to suit their environment in different ways

Resource Sheet 1

Species of Cat

Here are some examples of different species of cat. Complete the table and answer the questions below.

Species	Appearance
Lynx	It has tufts of fur in its ears.
Lion	
Tiger	
Leopard	
Cheetah	
Libyan Cat	

How many different species of cat are there in the world?

Can you name any more?

What is the only species of cat that lives with people?

Resource Sheet 2

Characteristics and Adaptations

How do these characteristics and adaptations help cats survive in their environment?

Look at the information for each characteristic and fill in the boxes to explain how useful this adaptation is for a domestic cat.

Characteristic	Information	How useful is this adaptation?
Eyes	Cats' eyes glow in headlights. Their pupils are very big but can close into a slit with two tiny holes to let light in at the top and the bottom.	
Touch	The pads on the bottom of cats' feet are called toe beans. These are one of the most sensitive parts of their bodies.	
Smell	Little slits can open behind the teeth – this is a cat's 'second' nose	
Skeleton	Cats are very supple. Their shoulders are only joined together at the back so they can swing one in front of the other. They can move their tail to help them balance.	

What Goes Up White and Comes Down Yellow? written by Gyles Brandreth and illustrated by Emily Fox

Upper Key Stage 2 Solving Riddles

Learning Objectives

- To explore how words and language can be adapted to produce humour
- To use an understanding of context to solve word puzzles

Resources

- *What Goes Up White and Comes Down Yellow?* by Gyles Brandreth and Emily Fox
- Resource Sheet 1: Homophones and Puns
- Resource Sheet 2: Anagram Riddles

Lead-In

Introduce children to the book *What Goes Up White and Comes Down Yellow?* discussing the relevance of eggs on the front cover and how they provide a clue to answer the question posed by the book title. Read the blurb on the back cover and establish that this is a book of riddles. Check that children are familiar with this genre; selecting appropriate examples from the first chapter ('Hello' pages 1–15), giving pupils an opportunity to answer, and talking about how these puzzles are constructed. Point out that there are various types of riddles – from ones based on words involving rhymes or stories to pictures with visual clues.

Main Task

Read the explanation about puns based on homophones on pages 8–9. Provide pupils with **Resource Sheet 1: Homophones and Puns** and ask them to identify the missing words in the sentences before making up some more sentences of their own. Draw their attention to the pun playing on 'leeks' and 'leaks' and challenge children to write their own homophone riddle and try it out on a friend.

Answers:

- been
- sow
- write

Check that sentences for 4, 5 and 6 contain homophones which are spelt correctly and that the riddle contains a homophone pun.

Read the explanation about how to solve a crossword puzzle on pages 71–74. Provide pupils with **Resource Sheet 2: Anagram Riddles** and talk about the example given – changing 'race' to 'care' by placing letters around a circle. Invite pupils to solve the other anagrams on the worksheet and talk about how they worked these out (peach = cheap; listen = silent; ill-fed = filled). Challenge pairs of children to think of other words that can be rearranged to form a different one – or think of a word with at least eight letters, jumble these around and see how long it takes their classmates to solve.

Extension

Share the 'Riddle Mysteries' section of the book – chapter 9 – with the children and read through the guidance on how to solve these puzzles, set out on page 84. Select an appropriate mystery story such as 'The Case of the Martian and the Venusian' on pages 92–93 and challenge children to work out the answer and then explain to the class how they solved the mystery.

Curriculum Links

English

Children at the expected level of development will:

- Understand what they read by identifying how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Continue to distinguish between homophones and other words which are often confused
- Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

Resource Sheet 1

Homophones and Puns

Homophones are words that sound the same, but have different meanings.

Read the sentences and choose the homophone with the correct meaning.

Have you to the new leisure centre yet?

The farmer will seeds when the sun shines.

Did you a letter to your Auntie?

bean sale see been
here sow sea write
hear new sail sew
right knew

Now make up some more sentences using the correct homophone:

Riddles often use homophones to make a pun joke e.g., Why did the boat with a cargo of vegetables sink?
Because it was full of leeks. (leaks!)

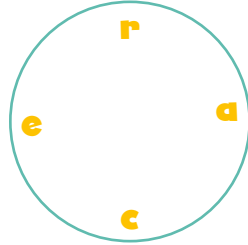
**Make up your own riddle using one of these homophones – or any other you choose
– and try it out on a friend:**

Resource Sheet 2

Anagram Riddles

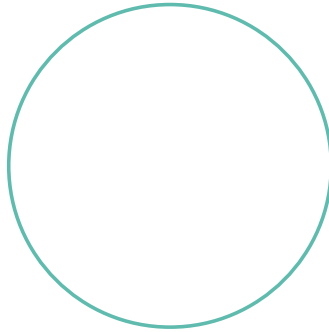
In some types of riddles, the answer can be found by rearranging the letters of a word. Words containing letters that can be rearranged to make another word are called anagrams. Try writing the letters from one of the words in the sentence around a circle and decide how they could be rearranged to make a different word.

Don't race, take _____ (care)

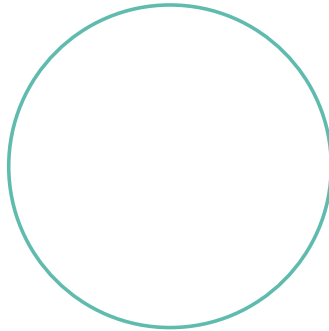


Now try these:

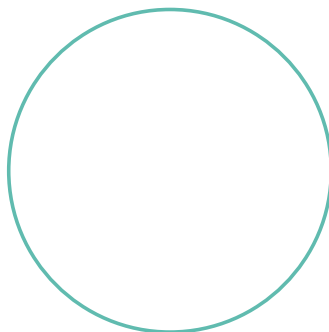
The peach is not expensive, it's _____



Listen, it's time to be _____



You're not ill-fed when you're well _____



The Funny Life of Football by James Campbell and Rob Jones

Upper Key Stage 2 Fair Play

Learning Objectives

- To explore a framework of rules
- To present an explanation about the importance of fairness

Resources

- *The Funny Life of Football* by James Campbell and Rob Jones
- Resource Sheet 1: What is the Offside Rule?
- Resource Sheet 2: Explaining the Offside Rule
- A selection of small objects to model the offside rule – such as classroom stationery, containers, maths equipment, etc.
- Large sheets of card or paper
- A camera (for photographs of models/diagrams which can be displayed while groups are making their presentations)

Lead-In

Introduce *The Funny Life of Football* to the class, reading the blurb and talking about the images on the front and back covers to establish that this is a humorous book on the subject and, while there is a factual element, it is not intended to be taken too seriously. Read appropriate sections on pages 4–9 to emphasise this further, but be aware that there is a great deal of toilet humour in this book which you may or may not want to share with your class. Hold a class discussion to establish which of the four types of people described on pages 6–7 children identify most with.

Main Task

Explain that – as with many situations people find themselves in – there are rules to be followed when playing football. Read the ones listed on pages 117–118 before introducing the offside rule on page 119.

Show the class the double page diagram on pages 120–121 and then read the explanation on pages 122–123.

Provide children with **Resource Sheet 1: What is the Offside Rule?**. Tell them to work with a partner to answer the questions and then check that the rule is understood by everyone in the class.

Answers:

- c
- b
- c
- a

Encourage children to talk about the fairness of rules and how these apply to situations they may find themselves in – asking them to consider issues such as: what happens when they think someone has been offside in a playground game; and do they fall out with friends when they feel they have been treated unfairly?

Remind pupils of the double-page diagram on pages 120–121 and explain that they are going to work in small groups to plan a presentation to explain the offside rule.

Provide each group with an enlarged copy of **Resource Sheet 2: Explaining the Offside Rule** – you may wish to re-read pages 119–123 to remind children of the offside rule model described there. Tell them to work together to create their own ‘Offside Rule’ explanation – either as an annotated diagram or using the Resource Sheet as a base on which to position items of classroom stationery representing different players. Once each group has completed their model, ask them to explain it to the rest of the class and say why fair play is important in the playground.

Extension

Ask children to think about how disputes are dealt with in school – are there peer mediators or school councillors who can help? Which adults can they appeal to? Tell them to make a poster to remind others about the importance of fair play.

Curriculum Links

Curriculum Link #1

Children at the expected level of development will:

- Participate in discussions, presentations, performances, role play/improvisations and debates

Curriculum Link #2

Children at the expected level of development will:

- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes

Curriculum Link #3

Children at the expected level of development will:

- Learn to recognise reasons for rules and laws; consequences of not adhering to rules and laws

Resource Sheet 1

What is the Offside Rule?

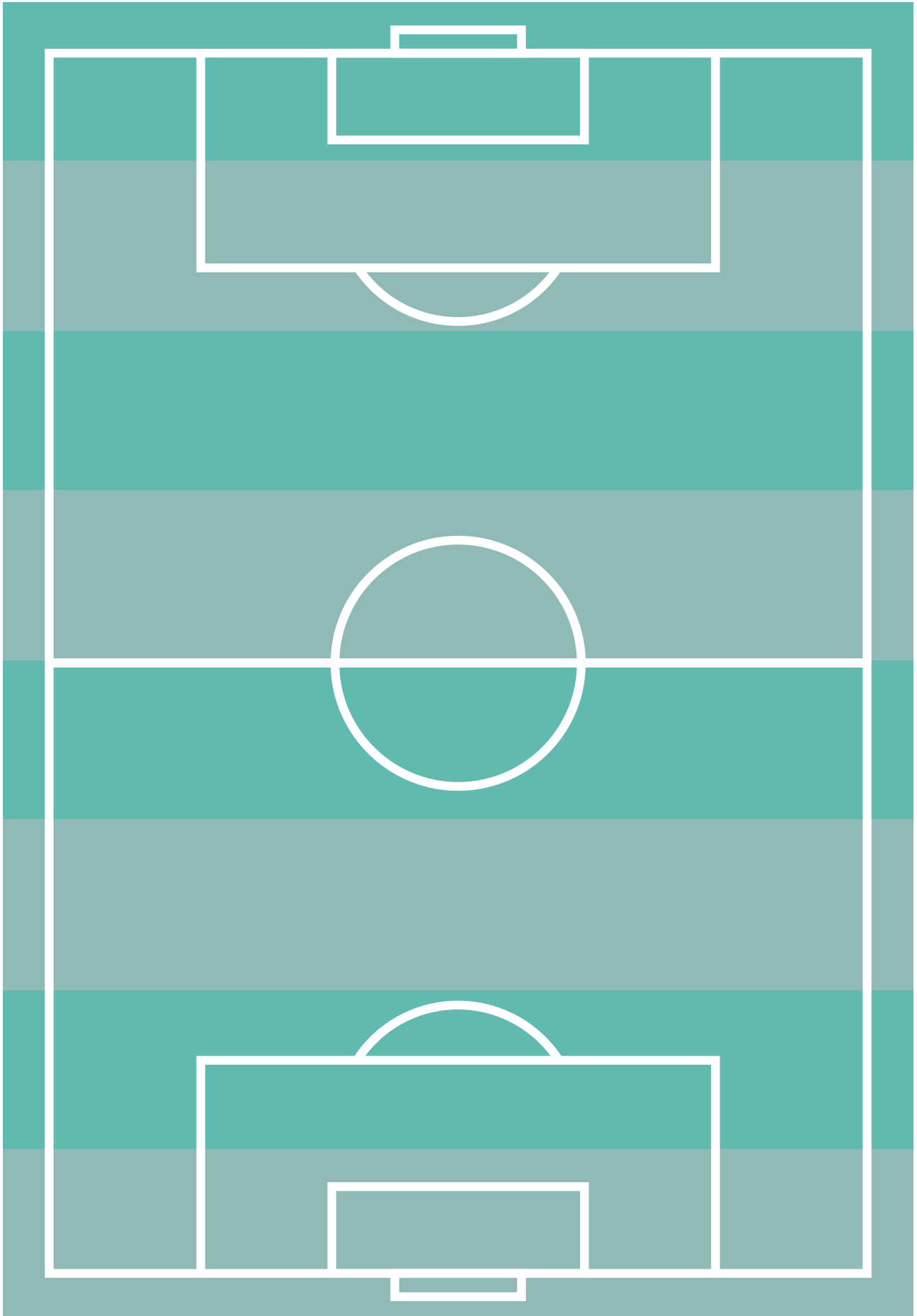
Read these questions about the offside rule and tick the correct answers.

1. What is the point of the offside rule?	a) To cause arguments	
	b) To clear the table.	
	c) To stop players from goal-hugging	
2. What does the offside rule mean?	a) A player can't be closer to their own goal than the last defender	
	b) A player can't be closer to the opposition's goal than the last defender	
	c) A defender can't be closer to the goal than the rest of the team	
3. What happens if a goal is scored from an offside position?	a) A penalty is awarded	
	b) The player is sent off	
	c) The goal is disallowed	
4. Who decides if a player is offside?	a) The referee	
	b) The team manager	
	c) The goalkeeper	

Resource Sheet 2

Explaining the Offside Rule

Draw on the diagram where all the players are when the offside rule is broken.



Gross FACTopia!

by Paige Towler and Andy Smith

Upper Key Stage 2

Amazing Ocean Dwellers

Learning Objectives

- To describe unusual characteristics of a variety of sea creatures
- To understand that plastic pollution in the oceans causes harm

Resources

- *Gross FACTopia!* by Paige Towler and Andy Smith
- Resource Sheet 1: Ocean FACTopia
- Resource Sheet 2: Planning an Effective Poster
- Appropriate images of plastic pollution in the ocean to display to class
- Large sheets of paper, felt pens etc. for poster-making

Lead-In

Introduce *Gross FACTopia!* to the class, reading the blurb and talking about the images on the front and back covers to establish that this is a humorous information book. The 400 foul facts presented have all been verified by Encyclopaedia Britannica and include various bodily functions of humans and other animals – some of which you may or may not want to share with you class! Read appropriate sections on pages 6–7 to establish the layout of the book and the sort of information it contains.

Main Task

Provide pairs of children with **Resource Sheet 1: Ocean FACTopia** and tell them to listen carefully as you read some facts about the sea creatures mentioned on the resource sheet – matching these on the worksheet as they hear them. See pages 10–11, 60, 82–83 and 124.

Answers:

- Sea spider – The largest grows almost as big as a car tyre.
- Sea squirt – It can absorb its own brain.
- Sea cucumber – It can shoot its guts out of its head or rear end.
- Manatee – It can pass wind to swim deeper.
- Ghost octopus – It has a goo-like, squishy texture.
- Vampire squid – It curls its spikey bottom half over its body.
- Flashlight fish – Its eyes glow blue.

Show the class the illustration on page 77 – microbes that eat plastics – and talk about why the discovery of these microbes could be very beneficial to that environment. Display an image showing the extent of plastic pollution in the oceans, talk about why this is a problem and refer back to the sea creatures mentioned on **Resource Sheet 1: Ocean FACTopia** – what might happen to them in such a highly polluted environment?

Tell pupils that they will now design a poster to persuade children in your school to recycle plastic bottles. Draw their attention to the points they need to consider in order to make an effective poster set out on **Resource Sheet 2: Planning an Effective Poster**. Once the plans are complete, provide children with materials to make a display quality poster.

Extension

Challenge children to carry out further research into other amazing ocean dwellers and report back to the class.

Curriculum Links

Science

Children at the expected level of development will:

- Learn ways of carrying out shared responsibilities for protecting the environment in school and at home; learn how everyday choices can affect the environment e.g., reducing, reusing, recycling; explain food choices
- Recognise that environments can change and that this can sometimes pose dangers to living things

English

Children at the expected level of development will:

- 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
- Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g., headings, bullet points, underlining

Resource Sheet 1

Ocean FACTopia

Match the sea creature to the correct fact.

Sea spider

Sea squirt

**Sea
sucumber**

Manatee

**Ghost
octopus**

**Vampire
squid**

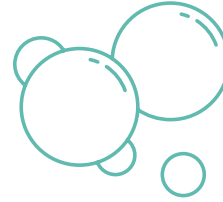
**Flashlight
fish**

**It can absorb its
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**It can pass wind
to swim deeper.**

**It has a goo-like,
squishy texture.**

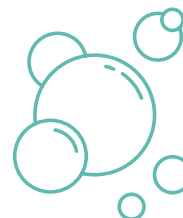
**It curls its spikey
bottom half over
its body.**



**The largest
grows almost as
big as a car tyre.**

**It can shoot its
guts out of its
head or rear end.**

**Its eyes glow
blue.**



Resource Sheet 2

Planning an Effective Poster

Use this resource sheet to plan a poster that will persuade children in your school to recycle plastic bottles.

Poster features to consider:	My ideas:
Who will my audience be?	
What is my main message? <ul style="list-style-type: none">• What do I want to say?• Can I get my message across without using too many words?• Can I make a catchy heading that people will remember?	
How will I make my poster eye-catching? <ul style="list-style-type: none">• What size should my lettering be?• What illustrations or images will I add?• What colours will I use?	
Where will my lettering and information go? <ul style="list-style-type: none">• Horizontal, vertical or diagonal?• In boxes or other shapes?• In the middle or around the outside?	

Now draft your poster on the back of this resource sheet.