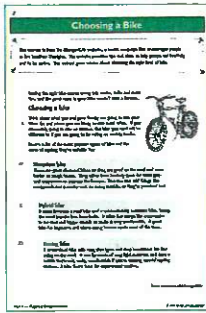


Choosing a Bike



Question Book:

Year 4, pages 2-3

Author / Source:

www.nhs.uk/change4life

Genre:

Non-fiction — reference text

Cross-curricular links:

- PSHE (healthy lifestyle; bike safety)
- D&T (bike design)

Introduction

This extract about choosing the right bike is from the *Change4Life* programme — a campaign by the NHS to promote healthy living. Pupils may have seen adverts as part of this campaign on national television. The campaign aims to help and encourage people to eat well, drink less alcohol and exercise more. The extract is an informative text, but it also contains elements of persuasive writing.

Answers

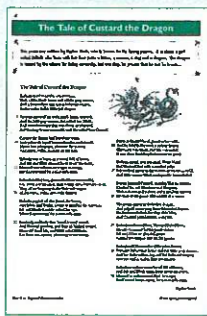
1. Any one from: it makes cycling easier; it makes cycling safer; or it makes cycling more fun.
2. Because you can use them on roads and on rough tracks.
3. E.g. Something created from two different things. Hybrid is a suitable name because hybrid bikes are a cross between a road bike and a cross-country mountain bike.
4. E.g. They have suspension.
5. E.g. Mountain bikes can be ridden on rough tracks and the suspension cushions these bumps. However, racing bikes are only used for riding on the road where the surface isn't as rough.
6. E.g. A racing bike owner, because racing bikes don't have very comfortable seats.
7. Any appropriate answer. E.g. I would choose a hybrid bike because they are "very comfortable". Also, I haven't done very much cycling, so I would choose a hybrid bike because they're good for beginners.



Extra Activities

- Ask pupils in groups to make a list of the advantages of cycling over other modes of transport, and then, as a class, discuss their ideas. Ask pupils to imagine they have been asked to create a poster for the *Change4Life* campaign to encourage people to take up cycling. They should use the ideas they have discussed and focus on making their poster as persuasive as possible.
- Have a look at the *Change4Life* website, and, as a class, discuss the importance of leading a healthy lifestyle. Ask pupils why they think the NHS wants people to live healthier lives.
- Ask pupils to explain their answers to question 7 in the Question Book. Are any of them keen cyclists or interested in cycling? Discuss the importance of bike safety (e.g. wearing a helmet and high-visibility clothing) and maintenance (checking that the tyres and chain are in good condition).
- Divide the class into groups, and give each group a top British cyclist to research. Pupils should use their findings to write an informative fact sheet about their given cyclist. *Victoria Pendleton, Bradley Wiggins, Chris Hoy, Nicole Cooke, Chris Froome*
- Split the class into small groups. Each group should be given a picture of either a mountain bike, a hybrid bike or a racing bike. They should label the distinctive features on each bike and research why these features are useful, e.g. thin tyres help bikes go faster, suspension cushions bumps.

The Tale of Custard the Dragon



Question Book:

Year 4, pages 4-5

Author / Source:

Ogden Nash

Genre:

Classic poetry

Cross-curricular links:

- PSHE (courage; friendship)
- Drama (performance)

Introduction

The American poet Ogden Nash (1902-1971) was a popular writer of light verse — poetry which entertains its readers through the use of nonsense and word play. *The Tale of Custard the Dragon* tells the story of a dragon who is teased for being cowardly, but one day proves that he can be brave. Ogden wrote a sequel to this poem called *Custard the Dragon and the Wicked Knight*, in which Custard again demonstrates his bravery. Before reading the poem with the class, it may be useful to explain to pupils that the word 'custard' is associated with cowardliness.

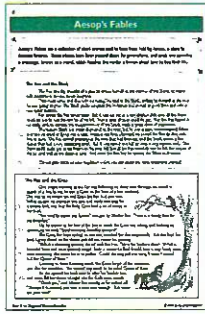
Answers

1. E.g. The kitten's fur is black, which is the usual colour of pen ink.
2. E.g. He has big sharp teeth, spikes on his back and scales on his stomach, he breathes fire, snorts smoke and has very sharp claws.
3. E.g. Because his mouth is full of flames like a fireplace.
4. E.g. So that it rhymes with "Belinda" on the previous line.
5. E.g. The blood has gone from her face because she is scared.
6. E.g. To hold something close. It shows she is thankful to Custard for saving them.
7. Any appropriate answer. E.g. He might feel happy that he has saved his friends and that they are so grateful. However, he's still scared of the outside world, so he still doesn't have much confidence.

Extra Activities

- Discuss the poem's form. Can pupils see that the poem is written in 4-line stanzas and rhyming couplets?
- Introduce the term 'light verse' to the class, and together, identify and discuss features of light verse in the poem. E.g. Discuss why the poet uses the made-up words and phrases "realio, trulio" and "pyrate", and what effect they have. Explore the way the poet uses similes and metaphors in the poem too.
- Ask pupils to write and illustrate two of their own stanzas, modelling them on the first two stanzas of *The Tale of Custard the Dragon*. They should introduce a new setting with different pets which have different names and follow the same rhyme scheme.
- In pairs, ask pupils to discuss the message of the poem. Has there been a time when they have done something they thought they wouldn't be able to do? Is there something that they would like to do but are scared to try?
- As a class, discuss how Custard is treated by his friends. What do pupils think about this treatment?
- Split the class into groups and ask them to prepare and perform a version of the poem. Get them to focus on using their voices and actions to express the emotions and events in the poem.

Aesop's Fables



Question Book:

Year 4, pages 6-7

Author / Source:

Aesop

Genre:

Fiction — fables

Cross-curricular links:

- History (life of Aesop)
- PSHE (relating to others)

Introduction

Aesop's Fables are a collection of short stories which contain a moral message. They are credited to Aesop, who is said to have been a slave who lived in Ancient Greece around 600 BC. However, it is possible that these stories have come from various sources and that they have just been attributed to Aesop — some scholars even dispute his existence.

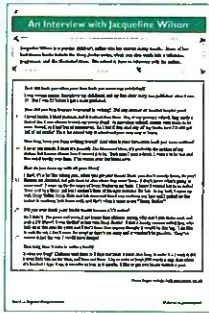
Answers

1. E.g. The Fox wants to have some fun and play a trick on the Stork.
2. E.g. Because he has a calm personality and doesn't see the point in getting angry.
3. E.g. He treats the Fox in the same way that the Fox treated him. By serving him dinner in a jar that only the Stork can eat from, the Stork shows the Fox that his behaviour was unacceptable.
4. E.g. Crafty; sneaky; cunning. The Fox is being sly because he's thinking of a plan to take the cheese from the Crow so that he can eat it himself.
5. E.g. Because the Fox is saying nice things to her, so she starts to trust and believe him.
6. E.g. Don't always trust people who say nice things to you.
7. E.g. Foxes are known for being sly and cunning creatures, and in both fables, the Fox's character does sly and cunning things.

Extra Activities

- Identify and discuss with the class the fable form and how it differs from other fiction texts they may have read. You may want to discuss animal characters who behave like humans; simple settings and characters; and a lack of descriptive language etc.
- Give the class these three morals: 'Those who try to please everyone please no-one', 'A liar will not be believed, even when he tells the truth' and 'One good turn deserves another'. Ask them to choose one and write their own fable to match the moral.
- Find some fables on the Internet, and read them with the class without giving them the moral. Ask pupils what they think the morals of the fables are. The Tortoise and the Hare
The Crow and the Pitcher
The Fox and the Goat
- Split the class into groups and ask them to research Aesop. Make sure they are aware that Aesop may not have come up with all the fables himself and that he might not have even existed. Pupils should use their findings to write an informative fact sheet about Aesop.
- Discuss the morals of the two fables with the class. Why do they think they should be aware of flattery? Why is it important to treat others as they would want to be treated? Can they think of a modern-day scenario where these morals may apply? Can they apply the morals to their own experiences?

An Interview with Jacqueline Wilson



Question Book:

Year 4, pages 8-9

Author / Source:

<https://clubs-kids.scholastic.co.uk>

Genre:

Non-fiction — interview

Cross-curricular links:

- PSHE (personal achievements)
- Science (dreams)
- Art (book cover)

Introduction

Jacqueline Wilson, born in 1945, is a very popular children's author. A former British Children's Laureate, it is likely that many pupils will have heard of her and will be familiar with her books. She addresses challenging issues in her books, such as children in care in *Tracy Beaker*, and mental illness in *The Illustrated Mum* — two of her books which are mentioned in the interview. *Tracy Beaker* is probably her best-known character, and some pupils may also be familiar with the *Tracy Beaker* television series.

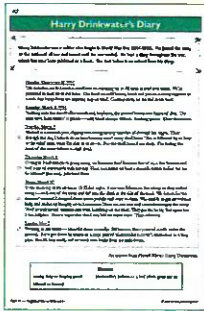
Answers

1. 22
2. E.g. She wasn't writing in the way that teachers wanted her to write.
3. E.g. It turned out how she had hoped it would, which doesn't happen often when she writes books.
4. E.g. In the same way that you don't know where your dreams come from or what they're going to be, she doesn't know where her ideas are going to come from or what they're going to be.
5. E.g. She was looking at all the things in her bathroom, and when she looked at a beaker, it gave her the idea for the surname.
6. E.g. It's been a success, and it's been written just the way she would have written it.
7. Any appropriate answer. E.g. Exciting, because you're popular and successful. It might also be a challenge because it must be difficult having to come up with lots of good ideas for books and write them.

Extra Activities

- Ask pupils to write a newspaper article on Jacqueline Wilson's writing career and her success with *Tracy Beaker*. They can use the information from the interview, as well as doing their own research.
- Discuss with the class how ideas and inspiration can come from anywhere. Ask the pupils to plan their own short story, coming up with a main character, setting and other characters. They should plan a beginning, a middle and an end for their story, and then write it.
- Split the class into pairs and ask each pupil to think of something they have achieved in their lives. Pupils should take it in turns to interview their partner about their achievement and how it made them feel.
- As a class, discuss dreams and where they come from, e.g. some scientists believe that dreaming is the brain's way of sorting through information it collects during the day. Split the class into small groups and ask them to discuss their own dreams. Can they remember their dreams? What's the strangest thing they've ever dreamt about? Can they make any links between their dreams and real life?
- Jacqueline Wilson's books have very distinctive cover art, created by the artist Nick Sharratt. Show the class some examples of these covers and ask the pupils to come up with their own cover designs for the story they planned and wrote in the second activity.

Harry Drinkwater's Diary



Question Book:
Year 4, pages 10-11

Author / Source:
Harry Drinkwater

Genre:
Non-fiction — diary

Cross-curricular links:

- History (World War One; sources)
- Art (war paintings)

Introduction

Harry Drinkwater served as a front-line soldier throughout World War One. He was initially rejected by the army for being too short, but managed to join the Birmingham Pals Battalion. He later became an officer and was awarded the Military Cross. Even though soldiers weren't allowed to keep diaries, he kept one for the duration of the war, storing it in his tunic pocket. He fought in the Somme and Passchendaele, witnessing many of his friends being killed, but miraculously managing to survive the war himself. He died in 1978.

Answers

1. E.g. Because of the rain.
2. E.g. Because muddy water drips from the roof onto the sack containing their food.
3. E.g. Frantic; frenzied; very fast. They worked as fast as they could to try to get the job done.
4. E.g. He's so tired because they're working hard with very little sleep.
5. E.g. Because the food transports got lost and didn't arrive.
6. E.g. He was very tired and needed help from others to stand up. He tried to keep moving, but he collapsed with exhaustion.
7. E.g. Because it must have been unpleasant being underground and having to work in stuffy conditions. It would have been dark and cramped, and the work would have been dangerous, tiring and difficult.

Extra Activities

- Split the class into groups and ask them to research a different aspect of the trenches that are touched on in Harry's diary, e.g. food that soldiers ate, their daily routine, illnesses, mines and tunnel warfare. Get them to create an informative poster which they can present to the rest of the class.
- Ask pupils to imagine that they are soldiers fighting in the trenches. Get them to write letters home talking about their experiences.
- Explain that Harry's diaries were bought by a man at an auction and have now been published as a book. Ask pupils why they think this source is valuable and why it is important for people to read it.
- Split the class into groups and ask them to research what the trenches looked like. Get them to produce large annotated diagrams on a poster which show the allied and enemy trenches, No Man's Land, barbed-wire defences, and smaller details such as sandbags and planks which reinforced the trenches.
- Show the pupils paintings which reflect Harry's diary e.g. *The Menin Road* and *We are Making a New World* by Paul Nash and *Reliefs at Dawn*, *March of Civilisation* and *After a Push* by Christopher Nevinson. Discuss as a class how these paintings reflect Harry's experience, what the pupils think the paintings are trying to show and how the paintings make them feel.