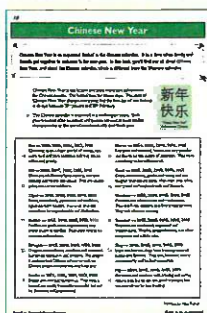


Chinese New Year



Question Book:

Year 4, pages 18-19

Author / Source:

Alex Fairer

Genre:

Non-fiction — reference text

Cross-curricular links:

- Art (illustrating a text)
- PSHE (different cultures)
- Maths (multiples)

Introduction

Chinese New Year is celebrated by Chinese people all over the world. Traditionally, it is a time to reunite with family and to honour gods and ancestors. People perform rites such as cleaning the entire house to rid the home of bad luck and make space for good fortune in the coming year. This text is about the Chinese calendar and the animals that represent each year. It may be helpful to explain to pupils that the Chinese animal signs are similar to the twelve signs of the zodiac.

Answers

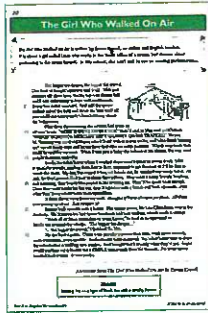
1. 22nd February
2. the tiger
3. E.g. Feeling sympathy for other people. It's seen as a positive quality because compassionate people want to help when others are having problems.
4. E.g. The year of the dragon. The dragon is an important symbol in Chinese culture, so Chinese people believe it is lucky to be born in the year of the dragon.
5. the goat
6. the year of the rat
7. Any appropriate answer. E.g. Yes, I was born in the year of the rat, and I always have lots of energy and work hard. However, I'm not a selfish person, so I don't think my animal year is completely true for me.

新年
快乐

Extra Activities

- Assign pupils different animals from the Chinese calendar and challenge them to think of as many synonyms as they can for each of their animals' personality traits. How many antonyms can they think of for each characteristic?
- Ask pupils to select two animals from the Chinese calendar that have contrasting characteristics. Pupils should write a short story in which these two animals are the main characters. Encourage pupils to think about the personality traits mentioned in the text and how these might affect the animals' relationship.
- Ask pupils to identify an animal not mentioned in the Chinese calendar that they think best represents their personality. Pupils should write a brief description of their personality traits and illustrate it with a drawing of their chosen animal.
- With the whole class, discuss the different festivals that pupils celebrate during the year. Encourage pupils to ask each other questions about the festivals they observe. What does the festival involve? What does it mean to them? What do they enjoy about it?
- Give pupils maths problems relating to the Chinese calendar, e.g. give them a selection of years and ask them to work out the animal for each year, or ask them to find all the years of the rooster back to 1800.

The Girl Who Walked On Air



Question Book:

Year 4, pages 20-21

Author / Source:

Emma Carroll

Genre:

Fiction — novel extract

Cross-curricular links:

- History (Victorian circus)
- PSHE (animal welfare)
- Maths (multiplication and division)
- Science (gravity)

Introduction

Emma Carroll is a writer as well as a part-time English teacher. *The Girl Who Walked On Air* is her second novel and is set in the Victorian era. It's about a girl called Louie, who works in the ticket office of Chipchase's Travelling Circus after being abandoned there as a baby. She dreams of performing on the tightrope and practises in secret, until one day she gets her chance.

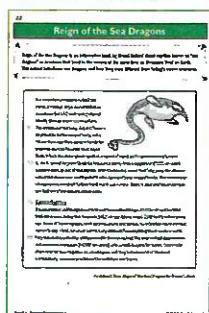
Answers

1. E.g. People are more likely to want to see dangerous things.
2. E.g. He's generous and kind and cares about Louie because he lets her eat the piecrust before anyone else.
3. E.g. She says her mother left her at the circus, "the way most people forget an umbrella". This shows that Louie thinks her mother didn't care about her.
4. E.g. To show that Louie's daydreaming and that they are her thoughts.
5. E.g. Lots of people have come to see the show, so he's happy because he'll make more money.
6. E.g. Because it's an exciting routine that can't be seen at any other circus.
7. Any appropriate answer. E.g. The title of the novel suggests someone is walking on a tight-rope. This is a hint that Louie may get to perform in the circus, and that she may become a star attraction herself.

Extra Activities

- As a class, read the sentences in italics again. Ask pupils to continue writing Louie's daydream as if she hadn't been interrupted, focusing on how she would feel when walking out in front of the audience.
- Find images of old circus posters on the Internet and discuss their style. Get pupils to design a poster advertising Monsieur Mercury's trapeze stunt, focusing on their use of persuasive language.
- Split the class into groups and ask them to research the history of the circus. Make a class display of the similarities and differences between Victorian circuses and modern-day circuses.
- Circuses and zoos have been criticised in the past for their treatment of animals. Hold a class debate about the advantages and disadvantages of keeping animals in captivity.
- Set pupils some maths problems associated with ticket prices. For example, for one evening performance, 120 seats are filled, and tickets cost £7 each. How much does Mr Chipchase make? Mr Chipchase wants to make £700. Each seat is worth £15, how many seats does he have to fill?
- Explain that the danger of performers falling off their apparatus often draws a bigger audience to circuses. Explain that gravity makes things fall to the earth, and demonstrate it by getting pupils to drop a variety of objects, noting that some fall at different speeds. Split the class into groups and challenge them to make an object that will drop slowly. The group whose object takes the longest to hit the ground wins.

Reign of the Sea Dragons



Question Book:
Year 4, pages 22-23

Author / Source:
Sneed Collard

Genre:
Non-fiction — reference text

Cross-curricular links:

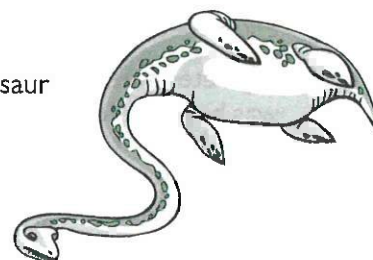
- Science (adaptation; food webs)
- Maths (conversion; scale)

Introduction

Sneed Collard is an American science writer. He has written many books for young people, many of which are non-fiction science texts. He developed an interest in science from an early age, as a result of both of his parents being biologists, and he aims to make his books interesting and accessible for younger audiences. *Reign of the Sea Dragons* is about the unusual creatures which lived in our oceans millions of years ago.

Answers

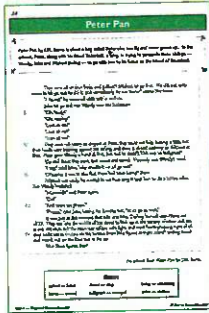
1. E.g. They show the reader how to pronounce the word that comes before the brackets.
2. E.g. To make something move forwards.
3. E.g. The elasmosaur had a long neck which let it sneak up on prey. The pliosaur had huge jaws and lots of teeth which helped it attack and kill large prey.
4. squid
5. The pliosaur eats the elasmosaur, which eats the squid.
6. the elasmosaur
7. E.g. To give the reader something to compare its teeth to so that they know how sharp they were.
8. E.g. They don't exist any more and are so different from animals which live in our oceans today that they seem like fantasy creatures. They are also very big and dangerous, just like dragons.



Extra Activities

- Ask pupils to write a short fantasy story in which they make the shocking discovery that creatures such as the elasmosaur and pliosaur are not actually extinct.
- Get pupils to invent their own sea creature. Ask them to draw a picture of their creature and write a short passage describing what it looks like, where it lives, what it eats, and how it goes about getting its food.
- Split the class into groups and assign each group an elasmosaur, pliosaur, ichthyosaur or mosasaur. Give them a large piece of paper with a picture of their creature in the middle, and then ask them to research how the creature is adapted to its environment and annotate the picture with their findings.
- With the class, discuss the food web mentioned in the extract. Explain the difference between a food web and a food chain. As a class, come up with some food chains, and then try to create a food web.
- The extract says the elasmosaur had a fifteen-foot neck, and the pliosaur was thirty feet long, with seven-foot jaws. Using calculators and the conversion of 1 foot = 0.3048 metres, get pupils to calculate these lengths in metres. Then take the class outside and measure the lengths in the playground so that they can visualise the size of the creatures. Back in the classroom, get pupils to draw scaled-down diagrams of the creatures, making sure to add a scale next to their drawing.

Peter Pan



Question Book:
Year 4, pages 24-25

Author / Source:
J.M. Barrie

Genre:
Classic fiction — novel extract

Cross-curricular links:

- Drama (playscript)
- PSHE (growing up)

Introduction

Peter Pan, J.M. Barrie's classic tale of the boy who never grew up, was originally written as a play. In 1911, it was republished as a novel under the title *Peter and Wendy*. It describes the adventures of the three Darling siblings, who are enticed by Peter Pan to travel with him to his home on the magical island of Neverland. Pupils may be familiar with the story, but before they read the extract, it may be helpful to give a brief outline of the plot and explain that Mr and Mrs Darling are the children's parents, and Nana is their dog.

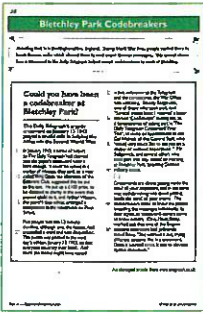
Answers

1. E.g. He lets go of what he is holding and starts to fly.
2. E.g. Peter is better at flying — the author says he is more "elegant" than the other children, and that he was helping Wendy to start off with.
3. "Heavenly"
4. E.g. She might be worried about what would happen to them if they went outside.
5. He talks about mermaids and pirates.
6. E.g. Worried and confused because they can see the shadows of their three children, as well as someone else, flying around the nursery.
7. Any appropriate answer. E.g. I want to grow up, because when you grow up you can be independent, and you can do things like drive a car. OR E.g. I would like to be a child forever, because when you're a child you don't have to worry about things like having a job and paying bills.

Extra Activities

- With the whole class, discuss Barrie's writing style. For example, you could highlight the extensive use of direct speech and explore how it affects the pace of the extract.
- Make sure pupils are aware that in the novel, the Darling siblings fly with Peter Pan to the magical island of Neverland. Ask pupils to write and illustrate a postcard from one of the siblings to Mr and Mrs Darling, describing their journey to Neverland and what the island is like.
- Ask pupils to imagine that they wake up one morning to find they can fly. How might they feel? What would they do? Where would they go? Get them to write a short story based around this scenario.
- Explain that *Peter Pan* was originally written as a play. Working in groups, ask pupils to re-write the extract in the form of a playscript and then perform their scene for the class.
- Drawing on pupils' answers to question 7 in the Question Book, hold a class debate about the pros and cons of growing up. Ask half the class to argue that being a child is better, while the other half argue that being an adult is preferable.

Bletchley Park Codebreakers



Question Book:

Year 4, pages 26-27

Author / Source:

www.telegraph.co.uk

Genre:

Non-fiction — news article

Cross-curricular links:

- History (World War Two)
- Maths (cyphers; sequences)

Introduction

This extract is about the role a newspaper crossword played in recruiting people to work at Bletchley Park during World War Two. Bletchley is a mansion house in Buckinghamshire where the UK's Government Code and Cypher School (GC&CS) was based during the war, deciphering German codes. This work was vital to the war effort, and it has been estimated that it helped shorten the war by two to four years.

Answers

1. It is written in bold. E.g. Because it is the introduction, so it needs to stand out from the rest of the article.
2. To challenge people to prove that they could complete *The Daily Telegraph's* crossword in a few minutes.
3. They were interested in the winners because if they were so good at crosswords, they might be good codebreakers too.
4. E.g. Secret; classified; private. Because the government wanted as few people as possible to know what was happening at Bletchley Park so that the Germans would not find out that they were trying to break Germany's codes.
5. E.g. For both, you have to work out how your opponent thinks.
6. E.g. It helped the government to find people who were able to successfully break the German codes.
7. Any appropriate answer. E.g. I think I would have felt shocked that I had been chosen, and nervous because it would be a great responsibility. However, I would feel honoured to be serving my country.

Extra Activities

- Get pupils to write a diary entry as Stanley Sedgewick, focusing on why he entered the competition and how he felt when he received the letter asking him to make an appointment to see Col Nichols.
- Bletchley Park is now a museum. As a class, find out more about Bletchley Park using the Internet. Ask pupils to create a tourist leaflet for the museum, including some information about its history, as well as practical information for visitors. They should think about the layout of the leaflet and use of pictures.
- Show pupils images of enigma machines and briefly explain how they work. Discuss the importance of the work at Bletchley, and with the class, create a timeline of the important events which Bletchley was involved in, such as the D-Day landings.
- Explain that three-quarters of the workforce at Bletchley Park were women. In groups, get pupils to research the role of women during World War Two and to present their findings to the rest of the class.
- Show pupils a cypher in which each letter of the alphabet is shifted four letters to the right, so A = E, B = F, etc. Get pupils to use the cypher to write encoded messages for their classmates to decrypt.
- Explain the importance of mathematics in codebreaking. Give the class sequences of numbers with different rules and ask them to work out the rule to find the next number in each sequence.