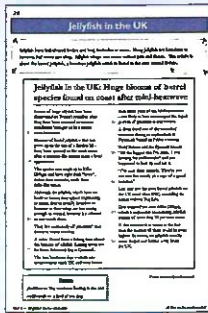


Jellyfish in the UK



Question Book:
Year 3, pages 28-29

Author / Source:
www.independent.co.uk

Genre:
Non-fiction — news article

Cross-curricular links:

- Science (grouping animals)
- Art (making a collage)

Introduction

Jellyfish are found throughout the world's oceans. They are among some of the oldest animals in the world, and their anatomy is very simple. They don't have specialised digestive, respiratory or circulatory systems, and instead of a brain, they have a simple nervous system called a 'nerve net'. Jellyfish swim by pulsating their bell-shaped bodies, and they use their stinging tentacles to catch prey. This news article introduces pupils to the barrel jellyfish, a harmless species sometimes found off the British coast. Before pupils read the article, show them some pictures of barrel jellyfish.

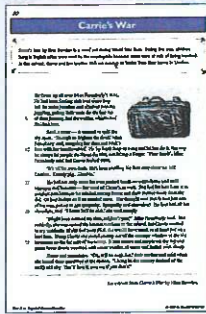
Answers

1. E.g. lots; tons; loads
2. E.g. Because they eat plankton, and plankton grow really well when the weather is warm.
3. a brain and bones
4. E.g. Because they swim deeper in the winter and go further away from the UK.
5. a. factual
6. E.g. It has a large headline, and it's written in columns.
7. Any appropriate answer. E.g. He might have been excited because he says that it's the biggest barrel jellyfish he's seen. However, he might also have been scared because it seems like it appeared out of nowhere and the size of it might have frightened him.

Extra Activities

- Ask pupils to write a postcard from Todd Palmer, the diver mentioned in the article, to a friend, describing his encounter with the barrel jellyfish and explaining how it made him feel.
- This text is an example of a news article. Show pupils some more news articles and discuss the conventions that they follow. Are there any features that all the articles have in common? Which features only appear in some of the articles? Encourage pupils to think about the purpose of the various features they have identified.
- Ask pupils to write their own news article, reporting a recent school event (e.g. sports day, a class trip or a school fair). They should use some of the news article conventions identified in the class discussion.
- Explain the difference between vertebrates and invertebrates, and tell pupils that jellyfish are a type of invertebrate. Divide the class into groups and give each group pictures of some other animals. Challenge pupils to identify the animals and find out which are vertebrates and which are invertebrates. As a class, discuss other ways that the animals could be grouped.
- Get pupils to create a collage showing an underwater scene. Encourage them to use a variety of different materials to give their collage texture and colour.

Carrie's War



Question Book:
Year 3, pages 30-31

Author / Source:
Nina Bawden

Genre:
Fiction — novel extract

Cross-curricular links:

- History (evacuation)
- PSHE (family relationships)

Introduction

Carrie's War by Nina Bawden is considered a modern classic. Set during World War Two, it tells the story of two siblings, Carrie and Nick, who are evacuated to Wales from their home in London. The novel begins with Carrie revisiting Wales with her own children thirty years later, where she tells them the story of what happened while she was an evacuee there. Nina Bawden lived in Wales as an evacuee herself, and was influenced by this experience when she wrote the novel. Make sure pupils know that the novel is set during World War Two, and explain the term 'evacuation' and why it was common during the war.

Answers

1. "Such a noise" OR "it seemed to split the sky open" OR "Enough to frighten the dead"
2. E.g. No, because she mops his face with her handkerchief and calls him "Poor lamb".
3. E.g. To make him feel better because he seemed upset about leaving home.
4. a. E.g. To feel pleased with yourself. b. E.g. Because she was correct about Nick being sick.
5. E.g. She's a teacher at Carrie's school.
6. Any appropriate answer. E.g. Because she wants to make the countryside sound nice so that Nick and Carrie won't be upset about leaving home.
7. Any appropriate answer. E.g. I think they would have felt scared to leave home and go somewhere they didn't know. I think they also would have felt sad to leave without their family.



Extra Activities

- The last question in the Question Book asks pupils how Carrie and Nick would have felt being evacuated. As a class, discuss pupils' answers. Ask them to imagine that they are about to be evacuated themselves and to write a diary entry about their feelings as if it is the night before they are about to leave home.
- Ask the children to imagine that they have arrived at their new home in the countryside. Get them to write a letter home to their parents, telling them how they are finding life so far. This should be a continuation of the character they created for their diary entry. Their feelings about evacuation may have changed now that they've arrived in the countryside, or they may have stayed the same.
- Find some letters on the Internet from real evacuees during the war and read them as a class. Compare the real letters with the pupils' imagined ones and discuss the similarities and differences between them.
- Split the class into groups and get each group to research a different aspect of evacuation, e.g. why it was introduced, who was evacuated, how they were evacuated. Each group should present their findings to the rest of the class.
- As a class, discuss what they have learnt about Carrie and Nick's relationship from the extract. Invite pupils to compare Carrie and Nick's relationship with the relationships within their own families.