



The JOLLEY-ROGERS

PERFECT FOR:

Students aged 6-7; a witty, modern take on a traditional tale; a pirate-themed adventure with colourful characters; newspaper reports; dance and movement; planning and re-writing a traditional tale; learning about The Black Death.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Poetry; Reading Comprehension;
Creative Writing; Writing to Entertain and Inform
Drama, Speaking and Listening
Design Technology & Art
Maths
Physical Education
History

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WEEK 1 (PAGES 1-55): RATS!

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SUGGESTED OBJECTIVES

Reading: Comprehension

- Predict what might happen from details stated and implied.
- Draw inferences, such as inferring characters' feelings, thoughts and motives.
- Identify how language and structure contribute to meaning.

Writing to Entertain and Inform

- Write a newspaper report, thinking carefully about the layout and features for this type of writing.

Physical Education

- Re-tell the story by performing a dance, using a range of movement patterns.

History: The Black Death

- Order and understand the main events that occurred during the Black Death. Use research methods to extend historical learning.

COMPREHENSION QUESTIONS

1. How does the author create a sense of tension and atmosphere in the prologue? Which words and phrases are particularly effective?
2. Who (or what) might the pronoun 'they' refer to? What might they be planning? (page 11)
3. How is Matilda's reaction different to the other people in Dull-on-Sea? What role do you predict she will play in the rest of the story? (page 21)
4. Look at the layout of the text on page 29. Why do you think it has been set out like this? What effect does it have? How should this be read?
5. Do you think Nugget's music really is 'beautiful and soothing'? What might Matilda be planning? (page 37)
6. Why does Mayor Carrot hesitate at the end of Chapter 4? How might he feel about Captain Horatio Rattus?
7. Read to the end of Chapter 4. Do you trust Captain Horatio Rattus? Why? Why not? What might he be planning?
8. Create a piece of artwork inspired by the descriptions in Chapter 5 of Captain Horatio Rattus leading the rats away. Which descriptive language will help you?
9. Imagine you are Matilda watching the rats being led away. What can you see, hear, taste, touch and smell?
10. What do you think Captain Horatio Rattus will do next? Do you think the mayor will pay him? Draw and label a picture of your predictions.

EXTRA ACTIVITIES

Write a newspaper report about the strange rat infestation; describing the events that take place in Dull-on-Sea and predicting what might happen next. Remember to include witness statements from Mrs Bumble, Arthur Poppycock and Sheila Wobley and a photograph with a caption.

Listen to John Corigliano's 'Pied Piper' and use this to create a group dance inspired by Captain Horatio Rattus leading the rats around the town. How can you show the movement of the writhing, wriggling rats and the captain dancing and skipping merrily? Use a range of movements at different levels of height and perform expressively, developing different ways of travelling and moving.

The captain's boat is called The Black Death. The Black Death was a type of plague in the 14th century, spread by rats. Create a timeline or map to show how and when the Black Death began, when it reached Europe and England, what life was like during the Black Death and information about the symptoms.

WEEK 2 (PAGES 56-105): PAY THE PIPER

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SUGGESTED OBJECTIVES

Reading: Comprehension

- Use dictionaries to check the meaning of words and understand words in context.
- Retrieve and record information.

Music

- Use your voice and instruments with control and expression to create a spooky soundscape.

Writing in Role

- Empathise with characters by writing an inner monologue.
- Explore the difference between what a character says and does and what they might be feeling.

Design Technology & Art

- Explore the techniques used by Maxwell Parrish and create a whole class display of The Pied Piper.

COMPREHENSION QUESTIONS

1. Write a definition of these words from Chapter 7: *infesting, ambled, serenaded*. Now use them in a sentence of your own.
2. Read page 75. Why might a rat be trying to claw its way into the house?
3. What does a 'riot of children, parents and badly parked cars' mean? What image do you have in your mind when you hear this phrase? (page 77)
4. How is the word 'deserted' similar to the word 'lonely'? How is it different? (page 77)
5. Using the text, how many questions can you think of with 'Fluff' as the answer?
6. Use the description of the beach on page 89 to draw and label a picture of the setting.
7. What effect does the heavy metal music and Nugget's music have? (page 91)
8. On page 95, Jim isn't sure what a theory is. How would you explain to him what Matilda means when she says, 'I've developed a theory'?
9. What do you think Matilda's mum and Jim's dad are talking to the police about? (page 98)
10. Match the word on the left to its synonym on the right:

relieved	chance
opportunity	desperately
urgently	pleased

EXTRA ACTIVITIES

Look at Chapter 6. What might Mayor Carrot and Captain Horatio Rattus be thinking as they argue? Choose one of the characters and write an inner monologue to show their thoughts and feelings. Now, act out the scene in pairs, taking time to pause and share your character's inner monologue. Is there a difference between what your character is saying and what they are feeling?

In small groups, create a spooky, night time themed soundscape to accompany the scene where the children begin to disappear. Use body percussion, your voices and musical instruments to recreate the sound of the flute floating on the sea breeze, the shuffle of the children's feet and other strange, atmospheric night time sounds.

Explore 'The Pied Piper' by Maxwell Parrish. Divide the painting into equal squares, according to how many children are in your class. Give each child a square from the painting to recreate using a choice of materials. Place each individual square back in position to create a whole class display.

WEEK 3 (PAGES 106-159): NUGGET'S BEAUTIFUL MUSIC

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SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Identify and discuss the main themes in the story. - Create character profiles, exploring how the characters have developed. - Retrieve and summarise information from a passage and use it to inform writing. <p>Maths</p> <ul style="list-style-type: none"> - Use a Venn Diagram to compare and contrast two stories, thinking about how they're similar and different. - Create a map and plot co-ordinates in two or four quadrants. <p>Writing to Entertain</p> <ul style="list-style-type: none"> - Adapt the style and tone of the author to plan and write your own Jolley-Rogers themed traditional tale. 	<ol style="list-style-type: none"> 1. Read page 112. How do you think Bones will be involved in the plan? 2. What do the verbs 'whacking' and 'stomped' suggest about how the Pirate Piper is feeling? What might his facial expression look like? (page 116) 3. Summarise Chapter 13 in six sentences. Now try to summarise it in three. Can you do it in one sentence? 4. What does the verb 'searing' suggest about Nugget's music? (page 139) 5. What does the author mean by 'an amphibious truck'? Draw and label a picture of the truck. (page 148) 6. Why does Nugget go bright red on page 157? What might she be thinking and feeling? Summarise her feeling in one word. 7. Arthur Poppycock is to blame for the events in the story. Do you agree? Why? Why not? 8. Create character profiles for the following characters, thinking about their personality and relationships with the other characters: Matilda, Jim, Nuggets, Captain Horatio Rattus. 9. Describe Matilda in three words and share your ideas with a partner. Can you justify your word choice by referring to the text? 10. Which of these do you think is the most important theme? Can you rank the themes from least important to most important? <i>music, honesty, fairy tales, revenge, team work</i> 	<p>Use a Venn diagram to compare this story with the traditional tale of the Pied Piper. How are the stories similar? How are they different?</p> <p>Now, read another traditional fairy tale and think about how it could be adapted to include the Jolley-Rogers. Create a story mountain to plan your ideas and think about how the fairy tale can be transported to Dull-on-Sea, and how Matilda and Jim might help the characters.</p> <p>Create, and then illustrate, a glossary of pirate-themed terms, using vocabulary from this story and any other words or phrases you can think of. You may wish to explore words like: aye, scurvy, quayside, bowsprit, compass, cursed, cutlass, poop deck, kracken.</p> <p>On page 140, the children use a map to lead the rats back to The Black Death. Use the information in the book to create your own map of Dull-on-Sea. Use co-ordinates in two or four quadrants to plot a route around the town, ensuring you include all the main settings mentioned in the story.</p>