

Cobweb Morning



Most of the time, spiders' webs are almost invisible. But sometimes, if it is frosty or damp, you can see the webs almost everywhere you look. This is because ice or water drops have stuck to the fine threads of the webs.

On a Monday morning
We do spellings and maths.
And silent reading.

But on the Monday
After the frost
We went straight outside.

Cobwebs hung in the cold air,
Everywhere.
All around the playground,
They clothed the trees,
Dressed every bush
In veils of fine white lace.

Each web,
A wheel of patient spinning.
Each spider,
Hidden,
Waiting.

Inside,
We worked all morning
To capture the outside.

Now
In our patterns and poems
We remember
The cobweb morning.

2 These questions are about *Cobweb Morning*

1 The children saw the cobwebs in...

Tick **one**.

a park

a street

a garden

a playground.

2 (a) What did the children usually learn on a Monday morning?

(b) What did the children learn about **this** Monday morning when they went outside?

3 The poem explains how cold weather...

Tick **one**.

damages cobwebs.

changes how cobwebs look.

makes cobwebs stronger.

helps spiders to make webs.

Mark schemes

2

- 1 **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for:

- a park.
- a street.
- a garden.
- a playground.

1 mark

- 2 (a) **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for reference to any of the following acceptable points:

- spellings
- maths
- (silent) reading.

1 mark

(b) **Content domain:** 1d – make inferences from the text.

Award 1 mark for reference to any of the following acceptable points:

- seeing the invisible, e.g.
 - *they could easily see the cobwebs in the frost*
 - *on a frosty morning you can see the cobwebs*
 - *they learned that when it was cold cobwebs show better*
 - *cobwebs are everywhere but you can't always see them.*
- learning about cobwebs (in the frost), e.g.
 - *they learned about cobwebs hiding*
 - *the cobwebs were everywhere*
 - *the cobwebs.*
- learning about / appreciating spiders, e.g.
 - *spiders work hard*
 - *spiders are good at hiding*
 - *they learned about spiders.*
- learning about nature / the outside, e.g.
 - *to capture the outside*
 - *she wanted them to know more about nature.*

Also accept reference to learning to write poetry / create patterns, e.g.

- *they made patterns and poems.*

Do not accept references to spellings, maths or (silent) reading.

1 mark

3 **Content domain:**1d – make inferences from the text.

Secondary content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for:

- damages cobwebs.
- changes how cobwebs look.
- makes cobwebs stronger.
- helps spiders to make webs.

1 mark