



SCHEME OF WORK

PERFECT FOR:

Students aged 9+; a thrilling adventure set in the Stone Age; role play and drama; timelines and history; creating 3D models and maps; exploring the artwork of Fran Marc; performing poetry; researching Stone Age tools; writing scientific reports about Stone Age animals; joining two brave young boys as they battle to save their families and understand the importance of true friendship.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Poetry; Creative Writing; Writing to Entertain and Inform

Drama, Speaking and Listening

Design Technology & Art

Music

Geography

History

Science

ICT and Computing

PSHE and Citizenship

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WEEK 1 (PAGES 1–40): MANDEL FOREST

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Analyse an author’s style of writing and identify different techniques and vocabulary used. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Create a 3D model of a Stone Age settlement, using a variety of materials. - Consider how to join and reinforce materials. <p>History: Stone Age</p> <ul style="list-style-type: none"> - Conduct research into Stone Age settlements. - Order and understand the main events that occurred during the Stone Age period. - Use research methods to extend historical learning. 	<ol style="list-style-type: none"> 1. Before beginning, spend some time exploring the map. What do you notice? Do any of the locations mentioned interest you? Why? What role do you think the various places will play in the story? Is there any unusual vocabulary? 2. How does the prologue engage the reader? Do you have any questions about what you’ve read? Does this opening remind you of any other story openings? Why? 3. Does the author do anything on page 7 that makes you review or think again about what you’ve previously read? 4. Use the information on page 9 to draw and label a picture of the forest. Why do you think the author uses the word ‘our’ when describing the forest? 5. How do you think Charlie feels about the baby? What makes you think this? (page 12) 6. What does the verb ‘squeak’ tell you about what Charlie might be thinking and feeling? (page 20) 7. Which words on page 37 make Dara seem fragile and small? 8. How does Charlie’s relationship with their parents begin to change on page 39? Which words and phrases suggest this? 9. Why do you think the doctor isn’t smiling? Does discovering this make you want to continue reading? Why? Why not? (page 40) 10. What are your first impressions of Charlie? Do you like them? Do they remind you of any other characters from children’s stories or films? 	<p>To get an idea of what a Stone Age setting would look like, spend some time looking at pictures of Skara Brae in Scotland. Work in small groups to create a 3D model of Skara Brae, using a range of natural materials. How can you join your materials to ensure your model is sturdy? You may also wish to add some museum cards around your model and include interesting facts about Skara Brae.</p> <p>Complete a Role on the Wall activity. Draw an outline of Charlie. On the inside of your drawing, write down everything you learn about Charlie in these chapters. On the outside, record any questions you might like to ask Charlie. In a different colour, you could imagine you are Charlie and write their answers.</p> <p>Create a timeline showing the main events that occurred during the Stone Age era. You may wish to include:</p> <ul style="list-style-type: none"> - Reference to the Paleolithic, Mesolithic and Neolithic eras - The development of tools - How houses and farming changed during these periods.



WEEK 2 (PAGES 41–81): BAD SPIRIT

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Define vocabulary, thinking carefully about its meaning and impact. - Retrieve information to sequence events. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Understand and empathise with a character's thoughts, feelings and attitudes and express these through use of role-play. <p>Writing in Role</p> <ul style="list-style-type: none"> - Empathise with characters by writing an inner monologue. - Explore the difference between what a character says and does. <p>ICT and Computing</p> <ul style="list-style-type: none"> - Design an informative PowerPoint presentation. 	<ol style="list-style-type: none"> 1. Why is Mum sitting like a 'wild-haired sculpture of herself'. What does this mean? Can you show a partner what Mum's facial expression might look like? (page 43) 2. What does the verb 'bang' suggest about what Charlie may be thinking and feeling? How would the meaning of this sentence change if 'bang' was replaced with 'stroke'? (page 47) 3. Use the information on pages 48 and 49 to draw and label a picture of the tooth. 4. Why do you think the words spoken by the mysterious boy are written in a different font? What effect do they have? Can you think of some different ways they could be read? (page 63) 5. Read up to page 67. What are your first impressions of the boy? What role do you think he might play in the story? 6. How many questions relating to the book can you think of with an answer of 'Mothgirl'? (page 70) 7. Explain why Charlie is feeling 'dazed' and 'proud'. (page 74) 8. Compare the description of the setting on pages 77 to 79 with a previous description of the forest. What has changed? How has the author created a different atmosphere? 9. Read up to page 81. Imagine you are Charlie and make a list of everything you can see, hear, taste, touch and smell. 10. What advice would you give to Charlie? What would you do in Charlie's situation? Do you have any predictions or theories about what's happened? 	<p>In a group of three, re-create the events from pages 52 to 56. One of you should play Charlie, one should play Lamont, and one of you should play Beacky. Perform the scene three times; each time considering another character's perspective. Think about how you will change your body language, voice and facial expression each time.</p> <p>What might Charlie and the boy be thinking on pages 63-65 when they meet for the first time? Choose one of the characters and write an inner monologue to show their feelings. Now, act out the scene in pairs, taking time to pause and share your monologue. Is there a difference between what your character is saying and feeling?</p> <p>Conduct research into Stone Age tools and how they developed during this period. Create a PowerPoint presentation to inform people about the materials used and how the tools were made. Try to include animations, interesting slide transitions and sound clips.</p>



WEEK 3 (PAGES 82–123): DEADMAN'S CAVE

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Use clues from the text to infer information about a character and what they might be thinking and feeling. - Use an Emotions Graph to explore a character's thoughts. <p>Music</p> <ul style="list-style-type: none"> - Use your voice and instruments with control and expression to create a stormy soundscape. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Explore the history of cave paintings. - Use a range of materials to create a cave painting. 	<ol style="list-style-type: none"> 1. Why does Charlie cuddle Dad's shirt? What might Charlie be thinking and feeling? (page 83) 2. Do you notice anything interesting about how the text is set out on page 87? Why might this be? What effect does it have? 3. Read up to the end of page 94. Who or what do you think the shadow might belong to? 4. Look at 'Did you see that?' on page 95. Try reading this out loud. How can you capture Charlie's thoughts and feelings through your expression? 5. Explain why Charlie's voice sounds 'shrill' on page 99. Can you think of any appropriate synonyms for the word 'shrill'? 6. How does the author create a sense of panic and confusion on page 103? Which words and phrases are particularly successful? 7. What do you think has caused the 'thunk' and 'thrum'? (page 104) 8. Charlie tries to act bravely on page 116. What is bravery? Are brave people ever scared? When have you felt brave before? 9. How important has the theme of communication been so far in the story? Can you give any examples? 10. How has the relationship between Charlie and Harby begun to grow and develop as the story progresses? Use evidence from the text to support your opinion. 	<p>Create an Emotions Graph to plot Charlie's changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>wrapping the boy in Dad's shirt, the arrival of the storm, discovering the paintings in Deadman's Cave, being attacked by the wolf, finding the wolf pups, the return of the wolf pack.</i></p> <p>Charlie experiences a terrifying storm on page 86. In small groups, create a moody soundscape to capture the rising wind and the 'low growl of thunder'. You could use body percussion, your voices and a range of instruments. You could also use symbols to create a graphic score to represent your composition.</p> <p>On page 96, Charlie recognises the paintings in the cave. Spend some time exploring the cave paintings found in Lascaux and experimenting with a range of materials, such as charcoal. Now, choose a favourite scene from the story and recreate it in the style of a cave painting. You could even tea-stain your paper to give your painting an ancient look!</p>



WEEK 4 (PAGES 124–164): ENEMIES

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Retrieve information. - Identify evidence from the text to support theories and opinions. - Use clues to make predictions. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Interpret and perform a poem, using expression, actions and instruments to convey meaning. <p>Maths</p> <ul style="list-style-type: none"> - Use a Venn Diagram to compare and contrast characters, using evidence to support your comparisons. <p>Writing to Entertain</p> <ul style="list-style-type: none"> - Create a spell or chant to banish fears, using repetition and a range of stylistic choices to capture a character's way of speaking. 	<ol style="list-style-type: none"> 1. Look at the title of the next chapter, which is 'PACK', and use it to make a prediction about what will happen. Perhaps you can try acting out your predictions for this chapter? 2. Complete these sentences, using the information on page 130: <i>Charlie and Harby are stuck because... Charlie and Harby are stuck, but...</i> 3. Can you explain what 'shooting arrows with my eyes' means and why Charlie feels like this? (page 133) 4. What simile does the author use on page 133? Is it effective? What image does it create in your mind? Can you think of your own? 5. Charlie wishes they could go home on page 141. Create a spider diagram of words, ideas and themes linked to 'home'. Is there a difference between a home and a house? 6. Explain why Charlie also calls the Spirit Stone "home". (page 143) 7. What do you think has caused Harby to freeze on page 149? Write another paragraph, considering what could happen next. 8. According to Harby, bears like spirit songs. True or false? (page 152) 9. Explain why the bird prints look like 'little letters in another language'. (page 154) 10. Predict what will happen in the next chapter and write the opening to 'HUT', trying to emulate the author's style. 	<p>Look at the poem 'I Was Born in the Stone Age' by Michael Rosen. Discuss what you like and dislike about them, anything that puzzles you and what the poems remind you of. How do they link to the story? Work in groups to perform one of the poems, thinking about how you can use your voice, actions and instruments to convey the feeling of the poem.</p> <p>Use a Venn Diagram to compare Harby and Charlie. How are they similar? How are they different? Use evidence throughout the story to keep adding to your diagram. Do you find that they begin to have more in common as the story progresses? How has this developed your understanding of these characters?</p> <p>On page 146, Harby and Charlie chant in order to 'chase the fears away'. Create your own chant or magical spell to banish fears. You could write this as a set of instructions, using bullet points and time connectives. You may wish to write this as if Harby is saying the words – how can you capture his personality and unique way of speaking?</p>



WEEK 5 (PAGES 165–205): KNIFEMAN

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Explore vocabulary and carry out role-play to understand the relationship between characters. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Explore the artwork of Franz Marc. - Create a piece of artwork to represent one of the Stone Age animals referred to in the book. <p>Science</p> <ul style="list-style-type: none"> - Create an illustrated science report about a Stone Age animal, including information about its diet and adaptations. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Create a Conscience Alley to explore a character's thoughts and feelings and what motivates them to make a difficult decision. 	<ol style="list-style-type: none"> 1. Find and copy a word on page 165 that is similar in meaning to 'untidy' and 'bedraggled'. 2. Role-play the scene between Harby and Charlie on page 168, thinking carefully about their facial expressions and body language. 3. Explain why Charlie and the lynx are 'frozen in time'. What does this suggest? (page 173) 4. The author uses a series of questions on page 180 – can you explain why? What do they suggest about how Charlie is feeling? 5. How are the words 'hole' and 'abyss' similar? How are they different? (page 181) 6. Describe in one word how Charlie is feeling on page 185 and explain your word choice to a partner. 7. Read up to page 187. Who do you think the man is and why do you think he is behaving so strangely? 8. How can someone move 'shadow-soft'? What does this mean? What does it suggest about how Charlie is moving? (page 189) 9. What do you think the most important piece of information on page 197 is and why? 10. Spend some time reading page 203. In pairs, role-play a conversation between Harby and the knifeman. What might Harby tell him about the events at the river and meeting Charlie? 	<p>Spend some time exploring the artwork of Franz Marc, who was influenced by futurism and cubism. You might wish to look at 'Fox' (1911) or 'The Tiger' (1912) and discuss how colour and line have been used. Use these paintings and the descriptions of the animals in the book to create a painting of either a wolf or a lynx.</p> <p>Charlie comes face to face with wolves and a lynx in the story. Create a beautifully illustrated report about one of these animals, including information about its appearance, diet, habitat and how it adapted to living in the Stone Age.</p> <p>Read up to page 189 – what should Charlie do? As a class, create a Conscience Alley. One side of the class should be voices persuading Charlie to take Mothga. The other side of the class should persuade Charlie to run away. Take it in turns to play Charlie walking through the alley of voices. How do you feel? Write a paragraph exploring your feelings and decision.</p>



WEEK 6 (PAGES 206–242): MAKE SAFE

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. <p>Writing in Role</p> <ul style="list-style-type: none"> - Write a conversation between two characters, considering their behaviour and personalities. - Punctuate speech and dialogue accurately. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Create a 3D model map of the setting. <p>History: Stone Age</p> <ul style="list-style-type: none"> - Create a class display to summarise your learning about the Stone Age. 	<ol style="list-style-type: none"> 1. Summarise the events in 'MAKE SAFE' in six sentences. Now try and summarise them in three sentences, then one. 2. What is happening on page 208? Can you work out the significance of the deertooth and the blood? 3. Can you describe what happened to Harby's Ma in one sentence? (page 214) 4. On page 215, a beam of sunshine streaks through the leaves. What might this represent and symbolise? 5. Charlie and Harby both 'give thanks' on page 218. Can you use a table to summarise all the things they are thankful for? 6. Which words and phrases on page 220 tell us that Charlie is excited? 7. Read up to page 232. Do you think Charlie will be in trouble? Why? Why not? 8. How has Charlie changed and developed during the story? What important lessons do you think he has learned? 9. Which of these do you think is the most important theme in the story? Think of examples in the story where each of these themes is pivotal: <i>family, time-travel, escape, fear, new beginnings, friendship, being thankful.</i> 10. Describe each of these characters in the story using one word only and explain your word choice: <i>Charlie, Harby, the Knifeman, Beaky, Lamont, Dad, Mum.</i> 	<p>Read up to page 232 – do you think Charlie is going to be in trouble? Write an imaginary conversation between Charlie and Dad, using what you already know about these characters to consider what they might say to each other. Remember to punctuate your speech accurately and to use adverbs to describe how the characters are speaking.</p> <p>In small groups, use the illustration at the beginning of the story and your own knowledge of the setting to create a fantastic 3D map. You could use papier-mâché, a cardboard shoebox or even construction bricks and straws. When you have finished, use your model to re-tell the main events during the story.</p> <p>Create a colourful class display, using mixed media, with the title 'The Wild Stone Age'. You may wish to write your own time-travel adventures and choose an area of study which interests you. You could include stories, artwork, posters, diaries, poems and photographs in your display.</p>

