



## SCHEME OF WORK

### PERFECT FOR:

Students aged 9+; a thrilling journey into a world of greedy Kings, strange monsters and terrifying magic; role-play and drama; designing and making a range of puppets; map skills; exploring how glaciers are formed; writing newspaper articles, poems and adventure stories; joining two brave girls as they battle to save a kingdom.

### KEY FOR CROSS-CURRICULAR OBJECTIVES:

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

Drama, Speaking and Listening

Design Technology & Art

Science

Geography

Maths

Computing

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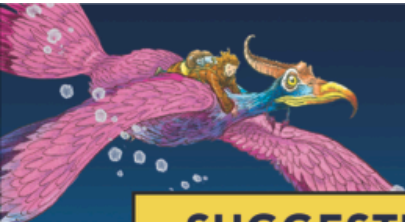
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# WEEK 1 (PAGES 1–79): THE DOOR IN THE TREE



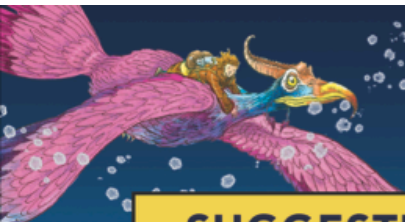
SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b> - Analyse an author’s style of writing and identify different techniques and vocabulary used.</p> <p><b>Maths</b> - Use a Venn Diagram to compare and contrast characters.</p> <p><b>Design Technology &amp; Art</b> - Create a piece of artwork in the style of Claude Monet.</p> <p><b>Science</b> - Understand how light travels from a light source and explore how shadows are made.</p> <p><b>Music</b> - Use your voice and instruments with control and expression to create a spooky, menacing soundscape.</p>	<ol style="list-style-type: none"><li>1. Spend some time reading the prologue – does it leave you with any questions? Is there anything confusing or puzzling about it?</li><li>2. Read up to page 10. What are your first impressions of the relationship between Imogen and Marie?</li><li>3. Use the information on pages 12 and 13 to draw and label a picture of the shadow moth. Do you think this is an appropriate name for the moth? Why? Why not?</li><li>4. What does the phrase ‘talking at’ suggest about Grandma? How is this different to ‘talking with’ or ‘talking to’? (page 18)</li><li>5. What impressions are you given of Haberdash Gardens? Give two impressions and support your ideas with evidence from the text. (pages 21-23)</li><li>6. How does the author develop a sense of fear and tension on page 41? Which words and phrases are particularly effective?</li><li>7. Read up to page 61. What are your first impressions of the prince? Do you like him? Does he remind you of any other book or film characters?</li><li>8. Read up to page 65. Discuss in partners where you think the adults are. What do you think has happened to them?</li><li>9. Explain why the prince’s belly squirms. What does this suggest about his relationship with his uncle? (page 68)</li><li>10. Read up to page 79. Role-play what you think might happen next. What do you think Imogen will tell the prince?</li></ol>	<p>Use a Venn diagram to compare and contrast Marie and Imogen. How are they similar? How are they different? Use evidence from the story to support your ideas. You may wish to continue adding information and details to your Venn Diagram as the story progresses.</p> <p>Spend some time exploring <i>The Japanese Foot Bridge and the Water Lilly Pond</i> by Monet, considering his use of colour and texture. Using the descriptions in the story of Haberdash Gardens, create your own piece of Monet-inspired artwork, showing the setting.</p> <p>On page 55, the creatures are described as ‘grotesque shadow puppets’. Explore how light travels from a light source and how to make your own shadow puppets. In small groups, recreate the scene where the monsters flit and dance outside the castle. You could also use your voices, a range of instruments and body percussion to create a spooky, menacing soundscape to accompany your shadow puppet performance!</p>



# WEEK 2 (PAGES 80–161): THE SKRET



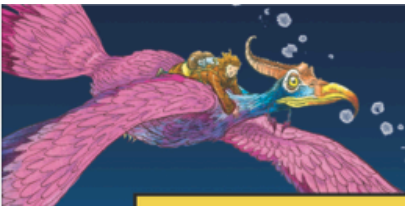
SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Define vocabulary, thinking carefully about its meaning and impact.</li> <li>- Retrieve information.</li> </ul> <p><b>Drama, Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Create a Conscience Alley to explore what motivates a character's decisions.</li> </ul> <p><b>Creative Writing</b></p> <ul style="list-style-type: none"> <li>- Write an epic, exciting story about Blazen's battles and adventures.</li> </ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- Design and make a felt glove puppet.</li> <li>- Develop sewing skills.</li> <li>- Evaluate a product.</li> </ul>	<ol style="list-style-type: none"> <li>1. Write a definition of the following words from Chapter 18: <i>slay, pact, absurd</i>. Can you use them in a sentence of your own?</li> <li>2. Read up to page 93. Which words and phrases help you visualise Annesha? Predict what role she will play in the story.</li> <li>3. What does 'built like a bear' suggest about Blazen Bilbetz? What do you think he will look like?</li> <li>4. Read up to page 105. How do you think the character of Blazen Bilbetz will appeal to readers? Use evidence from the text to support your ideas.</li> <li>5. Read page 108. Why might it be a problem for Annesha that Yeedarsh is 'too sharp, too observant'? Do you trust her?</li> <li>6. Read up to page 121. Create a spider diagram of words, themes and ideas linked to 'friendship'. Do you think the prince understands what it means to be someone's friend?</li> <li>7. Role-play the conversation between Imogen and Andel on page 131. How can you show their thoughts and feelings through your expression and body language?</li> <li>8. What do you think the most important piece of information in Chapter 33 is? Why?</li> <li>9. Imagine you are Imogen on pages 154-156. Make a list of everything you can see, hear, taste and touch.</li> <li>10. How is the verb 'gawping' similar to the verb 'looking'? How is it different? Why is Imogen gawping? What might she be thinking and feeling? (page 157)</li> </ol>	<p>Look at page 89 - what should Imogen do? As a class, create a Conscience Alley. One side of the class should be voices persuading Imogen to take Marie. The other side should persuade Imogen to leave her. Take it in turns to play Imogen walking through the alley of voices. Write a paragraph exploring your decision and feelings.</p> <p>Blazen is known as the bravest hunter in Yaroslav. Using your imagination and the information on pages 95 and 96, write your own exciting adventure based on one of Blazen's glorious tales of death and danger. Try to use some dialogue to capture Blazen's character and personality.</p> <p>What would your own Worry Creature look like? Draw and label a picture of your creature, thinking about what worries you'd like to share with it. Afterwards, use felt to design and make a glove puppet, depicting what your Worry Creature will look like. Evaluate your puppet, thinking about its finished appearance and usability.</p>



# WEEK 3 (PAGES 162–240): TRUST ISSUES



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Use clues from the text to infer information about a character and what they might be thinking and feeling.</li> <li>- Use an Emotions Graph to explore a character's thoughts.</li> </ul> <p><b>Creative Writing</b></p> <ul style="list-style-type: none"> <li>- Create an illustrated information page for one of the books in the King's collection.</li> </ul> <p><b>Writing in Role</b></p> <ul style="list-style-type: none"> <li>- Empathise with characters by writing an inner monologue.</li> <li>- Explore the difference between what a character says and does.</li> </ul>	<ol style="list-style-type: none"> <li>1. Yeedarsh says he has 'the ear of the king'. What does this mean? What might it suggest about their relationship? (page 163)</li> <li>2. Which of these words best describes how Imogen is feeling on page 165? <i>Angry, guilty, shocked, saddened</i>. Can you order the words from most to least appropriate?</li> <li>3. Explain why Marie's mouth twitches on page 170. What might she be thinking and feeling?</li> <li>4. How did you feel when you read page 181? Were you shocked? Do you have predictions about what has happened?</li> <li>5. What might Miro be thinking and feeling as he scuffs his feet against the banisters? How does the use of ellipses help us understanding his feelings? (page 216)</li> <li>6. Do the events on page 231 remind you of any other fairy tales? Is there anything amusing about what Annesha says?</li> <li>7. Imogen's way of dealing with worry is to 'Slam the drawers shut' on them. Do you think this is a good way of dealing with them? What advice would you give her? (page 233)</li> <li>8. Do you agree with Miro's idea of withholding Lofkinye's payment? Why doesn't he trust her? (page 238)</li> <li>9. Why does Petr 'eyeball his brother'? What might he be thinking and feeling? (page 240)</li> <li>10. Memories and dreams are main themes in the story. Do you agree? What do you think they might symbolise and represent? Can you find examples throughout the story where memories and dreams are important?</li> </ol>	<p>Create an Emotions Graph to plot Imogen's changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>reading about the Mezi Mura, trying to convince Blazen to take them to Klenot Mountain, how she feels during her dreams, convincing Lofkinye to accompany them, packing for their journey.</i></p> <p>Use your imagination to create a beautifully illustrated page for <i>The Book of Winged Things</i>, describing one of the magical moths on page 164. Consider what is special about the moth and how it communicates. Create a labelled diagram to help your reader visualise your moth. You could explore <i>Moth: An Evolution Story</i> by Isabel Thomas and Daniel Egneus for ideas.</p> <p>What might Annesha and the King be thinking in Chapter 42? 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.</p>

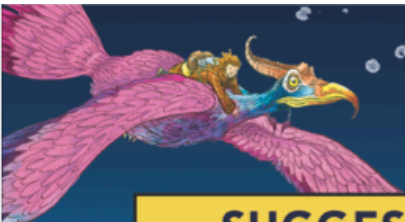


# WEEK 4 (PAGES 241–323): INTO THE FOREST



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Retrieve information.</li> <li>- Identify evidence from the text to support theories and opinions.</li> <li>- Use clues to make predictions.</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>- Interpret and perform a poem, using expression, actions and musical instruments to convey meaning.</li> <li>- Create a poem in the style of Dennis Lee.</li> </ul> <p><b>Drama, Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Empathise with a character’s thoughts, feelings and attitudes and express these through use of role-play.</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>- Create a leaflet to explain how to look after an imaginary animal and how it has adapted to its environment.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which weapon do the brothers chose to kill the prince and why do they choose it? (page 248)</li> <li>2. The answer is ‘velecour’. What could the question be? (page 254)</li> <li>3. Explain what ‘they were all statues’ means. What might Miro be thinking and feeling? What do you predict will happen next? (page 257)</li> <li>4. Imagine you are Imogen on page 262. Make a list of everything you can see, hear, taste and touch.</li> <li>5. Why do you think Lofkinye calls Miro ‘the little prince’? What do you think she is implying? (page 269)</li> <li>6. How is the character of Marie growing and developing as the story progresses? What do you think Imogen is learning about her sister? (page 273)</li> <li>7. Use the information on page 284 to draw and label a picture of the trees. What images do you see in your mind as you read this passage?</li> <li>8. Look at some of the words spoken by the skret on page 290. Read what it says aloud – how can you capture its personality through your voice and expression?</li> <li>9. What does the phrase ‘unwrapped her story’ mean? What does it suggest about Lofkinye and the power of storytelling? (page 295)</li> <li>10. Lofkinye accuses Miro of being a ‘bigot’. Do you agree with her? Why? Why not? (page 302)</li> </ol>	<p>Look at the poem <i>If Lonesome was a Pot of Gold</i> by Dennis Lee. Discuss what you like and dislike about it, anything that puzzles you and how it links to the story. Work in groups to perform the poem, thinking about using your voice, actions and musical instruments to convey the feeling of the poem. Can you write your own feelings poem about one of the characters in the style of Dennis Lee?</p> <p>In a group of four, re-create the events from pages 252 and 253. One of you should play Imogen, one should play Marie, one should play Miro and one of you should play Lofkinye. Perform the scene four times; each time considering another character’s perspective. Think about how you will change your body language and voice each time.</p> <p>Create a leaflet for owners of a velecour, describing how to look after one. Include information about their appearance, how they have adapted to their environment, and what they eat. You could even give top tips about how to placate them and keep them happy.</p>

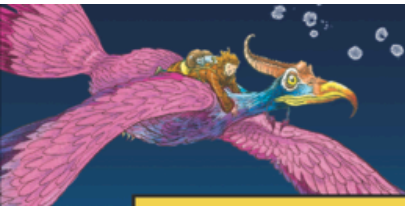




# WEEK 5 (PAGES 324–400): KLENOT MOUNTAIN



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Explore vocabulary and carry out role-play to understand the relationship between characters.</li> </ul> <p><b>Writing to Inform</b></p> <ul style="list-style-type: none"> <li>- Hold a class debate.</li> <li>- Plan and write a balanced argument, considering the features needed for this text type.</li> </ul> <p><b>Creative Writing</b></p> <ul style="list-style-type: none"> <li>- Create a formal invitation to the King’s wedding.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>- Research how glaciers are formed and how the process of erosion affects landforms.</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>- Create a PowerPoint presentation with transitions and animations.</li> </ul>	<ol style="list-style-type: none"> <li>1. Role-play the conversation between the King and Anneska on pages 324 to 326, thinking carefully about your expression and body language.</li> <li>2. Why do you think the words ‘scribble’ and ‘stitch’ are written like this? What effect does this have? How should these words be read aloud? (page 333)</li> <li>3. What impression are you given of the path and setting on page 346? Refer to the text to support your ideas.</li> <li>4. What does the verb ‘hissed’ suggest about Shpitza? (page 356)</li> <li>5. Read up to page 362. What do you think Andel is planning?</li> <li>6. Why do you think Miro is so adamant that everything with his uncle will be sorted? Is he being naive? (page 368)</li> <li>7. What do you think the most interesting part of Chapter 81 is? Why?</li> <li>8. Read up to page 380. What do you think Lofkinye is going to do? Have your feelings about her changed at all whilst reading? Why?</li> <li>9. Who do you think the main villain in this story is: the skret or Anneska? Why? Use evidence from the text to support your opinions.</li> <li>10. Re-write Chapter 86 from the King’s perspective, thinking about his thoughts and feelings. What might he say about the strange situation?</li> </ol>	<p>As a class, carry out a debate, discussing whether or not the Lesni should be able to hunt. One side of the class should take the role of the King and consider the arguments against allowing them to do so, whilst the other side should summarise why the current rules are unfair. When you have finished, write a balanced argument to explain your considerations.</p> <p>The King’s wedding is due any day now! Create a formal invitation for his special day, considering the kind of language that would be used. You could illustrate your invitation or use your computing skills to create your invitation.</p> <p>On page 348, Lofkinye begins to explain how the men have been trapped by the glacier. In small groups, carry out research into glaciers and their formation. Explore how landforms are created by glaciers and erosion. Present your findings to the class – you may wish to create a PowerPoint presentation, with transitions and animations, to support your research.</p>



# WEEK 6 (PAGES 401–474): WRITTEN IN THE STARS



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Identify and discuss the main themes in the story.</li> <li>- Create character profiles, exploring how the characters have developed.</li> <li>- Retrieve and summarise information.</li> </ul> <p><b>Writing to Inform</b></p> <ul style="list-style-type: none"> <li>- Plan and write a newspaper report, summarising an important event in the story.</li> </ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- Create a 3D model map of the setting.</li> </ul> <p><b>Creative Writing</b></p> <ul style="list-style-type: none"> <li>- Write a sequel based on the story, using the style and language features employed by the author.</li> </ul>	<ol style="list-style-type: none"> <li>1. Summarise the events in Chapter 87 in six sentences. Now, can you do it in three? What about one sentence?</li> <li>2. Did anything surprise you about Drakomor’s reaction on page 403? Describe how he is feeling in one word and explain your word choice.</li> <li>3. How is Zuby different to the other skret? (page 409)</li> <li>4. Read up to page 413. How do you think the author feels about keeping animals in captivity? How do you think they’d like us to feel about it? Why?</li> <li>5. Use the information on pages 423 and 424 to draw a picture of the Sertze Hora. What might Miro be thinking and feeling when he sees it?</li> <li>6. Do you agree that the King has got what he deserved? Why? Why not? (page 432)</li> <li>7. Consider the role of Andel’s clock throughout the story – what might it symbolise?</li> <li>8. Which character do you think develops the most during the course of the story – Imogen, Marie, Lofkinye or Miro? Why?</li> <li>9. Which of these do you think is the most important theme in the story? Can you rank the themes from least important to most important? <i>Deceit, fairy tales, dreams, fate, friendship, power, storytelling.</i></li> <li>10. Describe the following characters in one word and explain your word choice: <i>Imogen, Marie, Miro, Anneshka, Drakomor, Lofkinye.</i> Can you create a character profile about each one, including illustrations?</li> </ol>	<p>Plan and write a newspaper article about the death of the King and the events at the castle, summarising the key moments in the story. Remember to include a headline, photographs and captions, and witness statements.</p> <p>Using the descriptions in the story and your own imagination, create a map of the setting. Remember to include Yaroslav, the Unseen Door, the castle, the forest, the frozen lake and Klenot Mountain. You could use symbols to create a key for each place or even create a 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>In groups, discuss and predict what might happen in a sequel to this story. Will Imogen and Marie return? What evil scheme will Anneshka plan next? Use a storyboard to plan your ideas and then write the opening to your sequel, thinking about how to emulate the author’s writing style.</p>

