



SCHEME OF WORK

PERFECT FOR:

Students aged 9+; a gripping and thrilling adventure; role play and drama; performing and writing poetry; researching and exploring climate change and pollution; grouping and classifying animals and plants; an urgent, inventive and funny story set in a strange and unsettling world where animals talk and a virus ravages the earth.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

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

Drama, Speaking and Listening

Design Technology & Art

Physical Education

Music

Mathematics

History

Science

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WEEK 1 (PAGES 3–53): SPECTRUM HALL

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. - Describe relationships between characters. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Understand a character by completing a Role on the Wall activity. <p>Writing to Inform</p> <ul style="list-style-type: none"> - Create a colourful leaflet, explaining the dangers of climate change. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Create a piece of artwork about climate change in the style of Alexis Rockman. 	<ol style="list-style-type: none"> 1. Read page 3. Is there anything unusual about the setting? What impression do you have of the narrator? What aren't we being told? 2. Are there any clues so far about what the 'red-eye' might be? (page 6) 3. Can you find a definition of a 'varmint'? Once you have, can you make any links between what a varmint is and the narrator? (page 6) 4. Why do you think some of the words have an asterisk (*) on either side of them? What effect does this have? How should these lines be read? (page 19) 5. What does the phrase 'a black flood of shells' suggest about the cockroaches and their movement? What image does this create in your mind? (page 37) 6. How does the author create a sense of panic and excitement on pages 41–43? Is it effective? 7. Use the information on pages 44 and 45 to draw and label a picture of the setting. Which words and phrases help you visualise the tunnel? 8. What might the Doctor be thinking and feeling on page 48? How do you know? 9. Read pages 49–53. Imagine you are Kester and make a list of everything you can see, hear, taste, touch and smell. 10. What are your first impressions of Kester? Does he remind you of anyone you know, real or fictional? Do you feel any connection to him? Why? Why not? 	<p>Complete a Role on the Wall activity. Draw an outline of Kester. On the inside of your drawing, write down everything you learn about him in these chapters. On the outside, record any questions you might like to ask him. In a different colour, you could imagine you are Kester and write his answers</p> <p>In small groups, conduct research into global warming and sea pollution. Create a colourful leaflet explaining the dangers of climate change, our role in it, and how we can protect and save our planet. Try to use a range of persuasive phrases, facts and figures, and diagrams to make your leaflet engaging.</p> <p>Spend some time exploring 'Tree of Extinction' by Alexis Rockman, considering the use of colour and symbolism. Using your knowledge of climate change and pollution, create a piece of artwork in the style of Alexis Rockman to persuade people to take care of our planet.</p>

WEEK 2 (PAGES 54–108): WHAT IS THIS PLACE?

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. <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>Poetry</p> <ul style="list-style-type: none"> - Interpret and perform a poem, using expression, actions and musical instruments to convey meaning. - Write a collective noun poem. 	<ol style="list-style-type: none"> 1. What do the verbs 'strutting' and 'sneers' suggest about the pigeon? (page 60) 2. How did you feel at the end of page 69? Did anything surprise you? Do you have any questions about what you've read? 3. Read page 74. Are there any clues about what the creature could be? Can you have a go at drawing what you think it looks like? 4. What does the word 'deflects' mean? Perhaps you can compare the writing style on page 78 with an extract from <i>The Jungle Book</i> by Rudyard Kipling, when Father Wolf first meets Mowgli! 5. What does the word 'roars' suggest about the river? What image does it create in your mind? (page 87) 6. Why can't the Guardians travel beyond the Ring of Trees? (page 91) 7. The pigeons are very 'solemn and serious'. What does this mean? What might they be thinking and feeling? (page 98) 8. What do you think 'the sky weeps tears' might mean? What kind of weather might this be referring to? (page 100) 9. Why do you think 'actually' is written in italics? How should this be read aloud? What might Kester be thinking and feeling? 10. How does the author create a sense of tension on page 107? How is repetition used? Is it effective? 	<p>Look at the poem <i>Extinct</i> by Mandy Coe. 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 how you can use your voice, actions and musical instruments to convey the feeling of the poem.</p> <p>What might Kester and the stag be thinking on page 67? 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>We learn on page 72 that the name for the group of animals is 'a wild'. Can you find out the collective nouns for different groups of animals. Use these to create a list poem about all the animals Kester might be able to see. For example: <i>I saw a flock of pigeons swooping chaotically in the air.</i> <i>I gasped at the pack of wolves advancing...</i></p>

WEEK 3 (PAGES 109–159): THE MAN WITH CRUTCHES

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>Poetry</p> <ul style="list-style-type: none"> - Plan and write an instructional poem, describing the setting in the book. <p>Mathematics</p> <ul style="list-style-type: none"> - Use Scrabble tiles to add a series of numbers. <p>Science</p> <ul style="list-style-type: none"> - Identify, group and classify plants and animals in the local area. 	<ol style="list-style-type: none"> 1. Kester is trying to hide his smile on page 113. Why? What might he be thinking and feeling? 2. There are a number of short sentences on page 119 broken up with a dash. What might the effect of these sentences be? How do they reflect Kester's state of mind? 3. Read up to page 133. What are your first impressions of Sidney? Can you describe her in three words and explain your word choices? 4. What do we learn at the end of page 138? How did you feel reading this? Do you think this is a good place to end a chapter? 5. Captain Skuldiss says he doesn't like animals, especially ones with 'bigger toothie-pegs'. What do you think has happened to him? Is there anything else puzzling about him? (page 149) 6. What does the verb 'clutches' suggest about how Polly is feeling? (page 153) 7. Read up to page 156. What do you think has happened to the van? Why do you think this? 8. Look at 'the crumbled snout of the machine'. What literary device is this and what effect might it have? (page 159) 9. How is the relationship between Polly and Kester developing and growing as the story progresses? 10. Read up to page 159. In pairs, role play the conversation between the stag and Kester. 	<p>Create an Emotions Graph to plot Kester's changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>arguing with the cub and stag, believing he is infected, finding the cat and girl, hearing Polly's story, meeting Captain Skuldiss.</i></p> <p>Spend some time exploring the descriptions of the setting on page 114 and elsewhere throughout the book. Use these descriptions to create an instructional poem about how to create the wild. Remember to use imperative verbs! For example: <i>First, carefully place a carpet of green grass over the land.</i> <i>Next, build pillars of tall trees towering over everything...</i></p> <p>Kester spells out his name using Scrabble tiles. Can you do the same? How much is your name worth? Whose name in the class has the greatest number of points?</p> <p>Spend some time outside with a trusted adult, observing and exploring the animals, flowers, shrubs and trees around you. Can you identify, classify and group them?</p>

WEEK 4 (PAGES 160–208): WILDNESS

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"> - Create a Conscience Alley to explore what motivates a character's decisions. <p>Mathematics</p> <ul style="list-style-type: none"> - Use a Venn diagram to compare and contrast characters. <p>Music</p> <ul style="list-style-type: none"> - Use your voice and instruments with control and expression to create a watery, magical soundscape. 	<ol style="list-style-type: none"> 1. What does the phrase 'black blobs' suggest about the cullers? (page 168) 2. What do you think the 'glowing curtain of mist' and 'whiterforce' might be? Predict what will happen to Polly. (page 179) 3. We learn on page 184 that Sidney is missing. How does the wolf-cub feel about this? How do you know? 4. Work in small groups to perform the song of mourning on page 187. How can you use your voices to make this sound sad? 5. Do you agree with the wolf-cub that Kester is a hero? Why? Why not? Use evidence from the story to support your opinions. 6. How is Polly feeling on page 191? Why is she feeling like this? Have you ever felt like this before? 7. Read up to page 200. Where do you think Polly and the animals have gone? Why? 8. Read page 204 and predict who the mysterious woman might be. What role might she play in the rest of the story? 9. Which words and phrases are particularly effective at describing and helping you visualise the 'kombylarbester'? What impressions of the machine do they give? (page 207) 10. Read to the end of page 208. What do you predict will happen next? Does the ending of this chapter make you want to read on? Why? Why not? 	<p>Look at page 165 – what should the stag do? As a class, create a Conscience Alley. One side of the class should be voices persuading the stag to let Polly accompany them, while the other side persuades him to do the opposite. Take it in turns to play the stag walking through the alley of voices. Write a paragraph exploring your decision and feelings.</p> <p>Use the information on page 175, page 195, and what you already know about the characters to compare and contrast Kester and the wolf-cub. Use a Venn diagram to explore how they are similar and different. How does this activity develop your understanding of these characters and their relationship?</p> <p>Work in small groups to create a watery soundscape to accompany the descriptions of the river on page 182. You could use your voices, body percussion and instruments to create the rushing, gurgling, watery sounds. You could also use symbols to create a graphic score to represent your composition.</p>

WEEK 5 (PAGES 209–268): SHE KNOWS YOUR FATHER

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>Physical Education</p> <ul style="list-style-type: none"> - Create a dance, moving with control and fluency. <p>Science</p> <ul style="list-style-type: none"> - Create food chains and food webs for a variety of animals, identifying terms such as 'producer', 'predator' and 'prey'. <p>Creative Writing</p> <ul style="list-style-type: none"> - Write a descriptive passage, using appealing language to make your favourite food sound enticing. 	<ol style="list-style-type: none"> 1. Why do you think there is a 'strange flicker' across the woman's face on page 212? 2. Polly says, 'It's the biggest farm in the world' on page 218. Can you read this out loud with a different expression each time? Which one best matches what Polly might be thinking and feeling? 3. Read page 221. How do you feel about the crowd? Do they seem menacing at all? Why? 4. Spend some time rehearsing and then performing Ma's speech on pages 233–235. How can you capture her feelings and personality? 5. Why are some of the words on pages 236–237 written in italics? What is this called? What purpose does it serve? 6. Imagine you are Kester on page 240. Make a list of what you can see, hear, taste, touch and smell. 7. What do you think Kester has realised on page 247? What do you think Polly is up to? 8. Read up to page 258 and predict who the bones belong to. 9. The author describes the 'pillars of black trees'. What image does this create in your mind? What other words or phrases are effective at describing the setting? (page 259) 10. Kester believes that Polly is also part of the wild. Why does he think this? Do you agree with him? (page 268) 	<p>The Harvest Mouse performs a 'Dance of Welcome' on page 215. In small groups, listen to some autumnal music (<i>Harvest Home</i> by John Dryden and Henry Purcell is a good place to start). Rehearse and perform a harvest dance, considering how to move with control and fluency.</p> <p>On page 216, we learn that the mice have all died as they had nothing to eat. Spend some time researching and creating food chains or food webs for the animals in the story. Can you identify the producer, predator and prey? Discuss what will happen if one of the sources of energy in the food chain is removed.</p> <p>On page 255, Polly encourages Kester to imagine his favourite food. Write a descriptive passage, detailing what your favourite food looks, smells and tastes like. Use appealing adjectives and similes to make your dish sound enticing and delicious!</p>

WEEK 6 (PAGES 269–326): WELCOME TO THE CITY

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. - Summarise information. - Make comparisons within and across books. <p>Poetry</p> <ul style="list-style-type: none"> - Use the structure of a poem to create your own list poem. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Create a class display inspired by the story, using mixed media. <p>Creative Writing</p> <ul style="list-style-type: none"> - Write a sequel based on the story, using the style and language features employed by the author. 	<ol style="list-style-type: none"> 1. Summarise the events on pages 271–279 in six sentences. Now can you do it in three sentences? What about one? 2. Describe how Kester is feeling in one word on page 276 and explain your word choice. 3. Why do you think Kester is trying to flatten his hair and wipe the mud away? What might he be thinking and feeling? (page 284) 4. The stag is right to kill Skuldiss. Do you agree with this statement? Why? Why not? (page 297) 5. How effective is Captain Skuldiss as the villain in the story? Did you find him frightening and menacing? 6. Summarise all the ways in which Kester might appeal to readers, using examples from the story to support your ideas. 7. As a class, discuss what you liked and disliked about the story, anything that confused or puzzled you, and any connections you can make to other stories. 8. Which character do you think develops the most during the course of the story; Kester or Polly? Why? 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>Nature, pollution, family, power, friendship.</i> 10. Describe the following characters in one word and explain your word choice: <i>Kester, Polly, Ma, Captain Skuldiss, the stag, the General, the wolf-cub.</i> Perhaps you could create a Character Profile about each one, including illustrations. 	<p>Spend some time exploring 'ten Things Found in a Wizard's Pocket', which is a list poem by Ian McMillan. Think about one of the animals in the story and consider what you might find tucked away in their pocket. Use similes and adjectives to develop your descriptions.</p> <p>Create a colourful class display, using mixed media, with the title 'The Last Wild'. You may wish to write your own wild adventures and illustrate them. You could include stories, artwork, posters, diaries, poems and photographs in your display.</p> <p>In groups, discuss and predict what might happen next in the sequel, which is called <i>The Dark Wild</i>. What adventures might Kester and Polly go on 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>