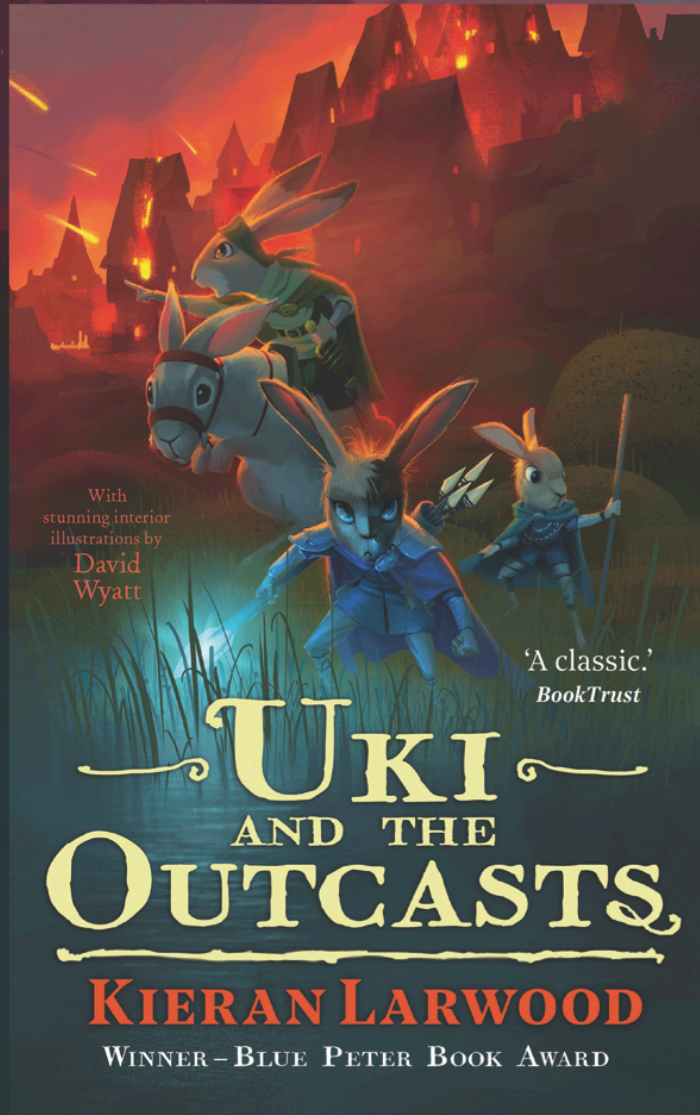


# UKI AND THE OUTCASTS

## SCHEME OF WORK



**PERFECT FOR:** Students aged 9+; a thrilling book set in the magical, mysterious kingdom of Podkin One-Ear; exploring the importance of storytelling and memory; creative writing opportunities including playscripts, instructions, poetry, limericks and reports about imaginary creatures; and a gripping adventure full of myths, legends and danger.

### KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Poetry; Reading Comprehension;  
Creative Writing; Writing to Entertain and Inform  
Drama, Speaking and Listening

Design Technology & Art

Science

Maths

Geography

Music

History

PSHE & Citizenship

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SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Analyse an author’s style of writing and identify different techniques and vocabulary used.</li> <li>- Make predictions from a map.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>- Use a map to explore the places and landmarks mentioned in the story.</li> <li>- Understand the four compass points.</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>- Perform a range of limericks, considering tone and expression and how to engage an audience using props and actions.</li> </ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- Plan and design a clay container.</li> <li>- Use clay and a range of techniques to join materials.</li> </ul>	<ol style="list-style-type: none"> <li>1. What is the difference between a chieftain, a king and an emperor? (page 1)</li> <li>2. Use the description in the Prologue to draw and label a picture of Icebark Forest. Which words and phrases are particularly effective at helping you visualise the setting?</li> <li>3. Spend some time exploring the relationship between Rue and the bard. How are they similar? How are they different? What are your first impressions of Rue?</li> <li>4. Rue asks the bard if his story is exciting and if it has danger and villains and fighting? What makes a good story? (page 20)</li> <li>5. Which words and phrases on page 25 make the jerboas seem both powerful AND large?</li> <li>6. Explain why Uki and his mother are like a ‘pair of ghosts’. What image does this create in your mind? (page 36)</li> <li>7. Read to the end of page 51. Meera is to blame for Uki’s death. Do you agree? Why? Why not?</li> <li>8. What does the verb ‘devoured’ suggest about Gormalech? Why hasn’t the author used the verb ‘ate’ or ‘nibbled’? (page 54)</li> <li>9. How does the mood of the story change on pages 66 and 67? How does the author achieve this? How did you feel reading these pages?</li> <li>10. What are your first impressions of Uki? Do you like him? Can you describe him in three words?</li> </ol>	<p>Spend some time exploring the map at the beginning of the book and use it to make predictions. What sort of animals might live in Icebark Forest? What might be the purpose of the Cinder Wall? Would you like to visit the Blood Plains?</p> <p>Ask a partner questions involving compass directions. For example, ‘in which direction would I travel to go from the Fenlands to the Coldwood?’</p> <p>The bard often tells limericks in return for services and money. Find some appropriate limericks by Edward Lear. In a small group, perform these silly poems, thinking about your expression, tone and how you can use props and actions to bring these amusing rhymes to life.</p> <p>The bard drinks his Hulstland ale from a clay mug. Design and make your own clay container for the bard, thinking about joining pieces of clay, creating holes in the clay and carving some patterns or illustrations into your mug. Perhaps you could use David Wyatt’s artwork for inspiration?</p>

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<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 to sequence events and plot a map.</li> </ul> <p><b>History: Ancient Greeks</b></p> <ul style="list-style-type: none"> <li>- Extend historical thinking by researching an ancient Greek myth.</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 and what they might be feeling.</li> </ul> <p><b>PSHE and Citizenship</b></p> <ul style="list-style-type: none"> <li>- Explore what bullying is and its impact and create an Anti-Bullying Class Code to describe how you will tackle this issue.</li> </ul>	<ol style="list-style-type: none"> <li>1. Write a definition of the following words from Chapter 4: <i>dwindled, irritation, inconspicuous, desolation</i>. Can you use them in a sentence of your own now?</li> <li>2. What is the difference between the verbs 'clambered' and 'climbed'? Why might Uki be clambering? (page 71)</li> <li>3. Read page 81. Which evil spirit do you predict will be the most difficult to capture? Why?</li> <li>4. Why does Jaxom clear his throat on page 87? What might he be thinking and feeling?</li> <li>5. On page 93, Uki is consumed with thoughts of revenge. Create a spider diagram of ideas and words linked to 'revenge'. Is getting revenge ever right?</li> <li>6. Find and copy a word on page 98 that means 'toxic' or 'poisonous'.</li> <li>7. How does the author create a sense of tension and excitement on page 103? Is it successful? What might happen next?</li> <li>8. How does Jori feel about owing Uki a debt of honour? How do you know? (page 112)</li> <li>9. What is the difference between a quest and a journey? (page 125) Use the information in Chapter 7 to plot a map of the start of Uki's quest.</li> <li>10. Does Uki remind you of any other characters in a children's story? Why? Would you describe him as a hero yet? Collect any words and phrases to support your ideas.</li> </ol>	<p>What might Uki and Iffrit be thinking and feeling during the events in Chapter 4? Choose one of the characters and write an inner monologue to show their thoughts and feelings. Next, act out the scene in pairs, taking time to pause and share your inner monologue. Is there a difference between what your character is saying and feeling?</p> <p>A number of spirits have been released, including the Lord of Famine and Master of War. Spend some time researching the ancient Greek myth of Pandora. In small groups, turn this story into a playscript. Think about props and stage direction. Finally, rehearse your play and perform it. How does the story of Pandora and her box link to Uki's quest?</p> <p>Have a class discussion about bullying. What is it? Why do people bully other people? What examples of bullying have there been in the story so far? How does it impact people's lives? Create a poster of an Anti-Bullying Class Code, describing what you will do as a class to tackle this issue.</p>

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<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Retrieve information from a text.</li> <li>- Identify evidence from the text to support theories and opinions.</li> <li>- Use clues from the text to make predictions.</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>- Plan and write a report to explain how an imaginary animal is adapted to their environment.</li> </ul> <p><b>Writing to Entertain and Inform</b></p> <ul style="list-style-type: none"> <li>- Use imperative verbs to create a secret recipe and set of instructions.</li> <li>- Write a discussion text, exploring the theme of using animals for sport and entertainment.</li> </ul>	<ol style="list-style-type: none"> <li>1. What are Kree’s special skills? (page 162)</li> <li>2. Read to the bottom of page 168. Predict what will happen when Uki crosses the Uluk Miniki lands, using evidence from the text to justify your opinion.</li> <li>3. What might Uki be thinking and feeling when he wakes up and sees the Miniki warriors? What will happen next? (page 176)</li> <li>4. Why does Rue puff his chest up on page 182? Describe how he is feeling in one word.</li> <li>5. Read up to page 188. What are your first impressions of Gant? What role do you predict he may play?</li> <li>6. How many questions can you think of with ‘Chief Gromak’ as the answer? (page 192)</li> <li>7. Explain what ‘scowls that could wilt flowers’ means. What image does this create for you? (page 192)</li> <li>8. Read to the end of page 195. Who do you predict will win the challenge?</li> <li>9. How does the author create a sense of tension on page 201? Why might the word ‘closer’ be repeated? Do you want to read on?</li> <li>10. Kree is immature and irresponsible. Do you agree with this statement? Why? Why not?</li> </ol>	<p>Use information from these chapters to write a non-chronological report about Mooka. Include imaginary information about how to look after a jerboa, how they are adapted to their environment, what they eat and what they look like. Use your imagination to make it as unique and creative as possible!</p> <p>On page 173 Jori talks about a secret recipe to make the dusk wraith. What might be in this potion? How might you make it? Create a set of instructions, using imperative verbs, bullet points and diagrams to explain how to make the magical dusk wraith.</p> <p>Should the jerboas be used for this racing challenge? Is it cruel? Write a discussion guide, exploring the theme of using animals for sport and entertainment. Remember to include an engaging introduction, paragraphs describing the arguments for and against, and a conclusion to summarise the topic.</p>

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<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>Maths</b></p> <ul style="list-style-type: none"> <li>- Use a Venn Diagram to compare and contrast the two main characters.</li> </ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- Create an engaging, colourful shop sign.</li> <li>- Retrieve information from the story and use it to design and make a 3D recreation of the city.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do you think Jori is standing perfectly still with only a 'slight smile' on her lips on page 205?</li> <li>2. Kree jokingly calls Uki 'fearless leader'. Do you think these words accurately describe his behavior and personality? Why? Why not?</li> <li>3. Why might 'surprise be a better weapon than a sword'? What does this mean? (page 215)</li> <li>4. Read page 223. How is the relationship between Uki and Jori developing?</li> <li>5. What is neekball? Does it sound like any other sports you know?</li> <li>6. How important is the theme of 'disguise' in Chapter 11? When do characters have to disguise themselves and why? Does a disguise only relate to your clothing or are there other ways to disguise yourself?</li> <li>7. How does Nox feel about Necripha? How do you know? (page 274 and 275)</li> <li>8. The author uses a metaphor on page 282 to describe Necripha's third eye. Explain the meaning of the metaphor. Is it effective?</li> <li>9. Why does Necripha call Uki her 'patchwork friend'? (page 288) What are your first impressions of Necripha?</li> <li>10. How does the author make you want to read on at the end of Chapter 12? Is it effective? What do you predict might happen?</li> </ol>	<p>Create an Emotions Graph to show Uki's changing thoughts and feelings during these chapters. You may wish to refer to: <i>Kree winning the challenge, seeing the vision of the smith being attacked, entering Nys, meeting Venic, leaving his friends in the battle.</i></p> <p>Use a Venn Diagram to compare and contrast Kree and Jori. How are they similar? How are they different? What about their experiences and relationships? Now, write a few paragraphs explaining your ideas.</p> <p>On page 225, Uki sees lots of signs hanging from the front of shops, advertising goods and services. What kind of advertisements might you find in this city, full of rabbits and strange creatures? Create your own engaging, colourful shop sign.</p> <p>Now, use a shoebox to create a 3D diorama of the city, including some of the signs, shops and places mentioned. Think about how to join your material and how to recreate the atmosphere and setting described in the story.</p>

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<p><b>Reading: Comprehension</b> - Define vocabulary, thinking carefully about its meaning and impact.</p> <p><b>Writing to Entertain and Inform</b> - Create an illustrated list, exploring what makes a good storyteller.</p> <p><b>Drama, Speaking and Listening</b> - Empathise with a character's thoughts, feelings and attitudes and express these through use of role-play and freeze-frame.</p> <p><b>Design Technology &amp; Art</b> - Sketch and design a memory warren. - Explore the work of Evan Turk and then use this to create a piece of artwork that explores the importance of stories.</p>	<ol style="list-style-type: none"> <li>Why do you think stories exist? What is their purpose? (page 291)</li> <li>Write definitions for the following words from Chapter 13: <i>smug, resistance, betrayed</i>. Do they sound like any other words you know?</li> <li>Why does Nox begin stuttering on page 306? What does the verb 'stutter' tell us about how Nox is feeling?</li> <li>Which words and phrases in Chapter 13 make the fight seem particularly exciting and tense? Collect and share your favourite.</li> <li>Venic says that he has 'outfoxed' everyone. What does this mean? How has he outfoxed Jori? (page 314)</li> <li>What does Kree mean when she says, 'Ilg eggeryun all ight?' Why is she speaking like this? (page 323)</li> <li>How is being in a rage different to being cross? How is it similar? (page 324)</li> <li>Which words and phrases in Chapter 14 help you visualise the setting and the fire? What can you see when you close your eyes? Describe the scene to a partner.</li> <li>Uki and his friends are ignored and told to get out of the way on page 327. Do you feel children are often overlooked?</li> <li>Match the words on the left from Chapter 14 to their antonyms on the right:  <table border="0" style="width: 100%;"> <tr> <td>annoying</td> <td>hill</td> </tr> <tr> <td>dismay</td> <td>irritating</td> </tr> <tr> <td>mound</td> <td>alarm</td> </tr> </table> </li> </ol>	annoying	hill	dismay	irritating	mound	alarm	<p>The bard has a number of lessons for being a successful storyteller, which include rules like 'always leave them wanting more'. Create your own illustrated list of ideas, exploring what makes a good storyteller.</p> <p>What tales and stories would be in your memory warren? Sketch a maze-like image of your memory warren, thinking about the stories, events and people throughout your life that have been important. Share your ideas with a partner and choose one of your tales to tell them.</p> <p>Look at <i>The Storyteller</i> by Evan Turk, which explores the role of stories in our lives. What techniques does he use to capture the power of stories? Using a similar style, bold colours and a range of materials, create a piece of artwork exploring the importance of stories.</p> <p>Freeze frame key moments in these chapters, thinking about the characters' facial expression and body language. You may wish to include: <i>Uki's capture, the fight, Venic's betrayal, Uki defeating Venic, trying to enter the mayor's f</i></p>
annoying	hill							
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<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 from a passage and use it to inform writing.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>- Use your voice and instruments to create a soundscape based on a battle.</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>- Retrieve information from the text and write a poem based on a character.</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 15 in six sentences. Now try and summarise them in three sentences, then one.</li> <li>2. What is the impact of the short sentences on page 344? What might Uki be thinking and feeling?</li> <li>3. Use the information on pages 348-350 to draw and label a picture of Valkus.</li> <li>4. How has the atmosphere and setting changed on page 367? Why is this?</li> <li>5. How are Uki, Kree and Jori like a family now? (page 370)</li> <li>6. It is more important to have a good heart and kind thoughts than to look like everyone else and fit in. Do you agree? Why? Why not?</li> <li>7. What is a riddle? What is a prophecy? Predict what the strange messages on page 383 might mean.</li> <li>8. Can you explain what a cliffhanger is? How does this story end on a cliffhanger? Can you think of any other stories that are structured like this?</li> <li>9. To be brave you cannot be scared. Do you agree with this statement? Why? Why not? Are there any points in the story where Uki is brave AND scared?</li> <li>10. 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, bullying, trust, stories, sacrifice, bravery.</i></li> </ol>	<p>Create illustrated character profiles for Uki, Jori, Rue and Kree. Include information about their personality, relationships and how they develop as the story progresses.</p> <p>In small groups, create an exciting soundscape to accompany the events in Chapter 17. Think about using your voices and a range of instruments to recreate the fight between Uki and Valkus, the whisper of Uki's dark voice, the lashing of weapons and the screams of anger.</p> <p>Write a poem describing and summarising one of the evil spirits in the story and their role so far. For example, when describing Valkus, you could begin your poem like this:</p> <p><i>I am war I am the twisting, gnashing taste of fear I am blood and death and chaos...</i></p> <p>What do you think might happen in a sequel to this story? Will the prophecies come true? Will the spirits find Podkin? Write an exciting, action-packed story carrying on Uki's quest.</p>

