

AMELIA FANG

and the
BARBARIC BALL

SCHEME OF WORK



PERFECT FOR: Years 3-4; a Halloween-themed adventure in the spooky world of Nocturnia; exploring the importance of family and friendship; encouraging empathy.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading comprehension; Creative Writing;
Poetry, Writing in Role, Writing to Instruct and Inform

Design Technology & Art

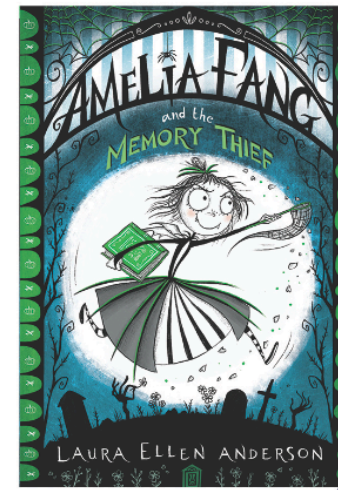
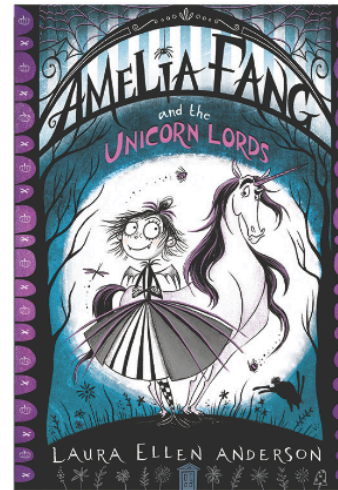
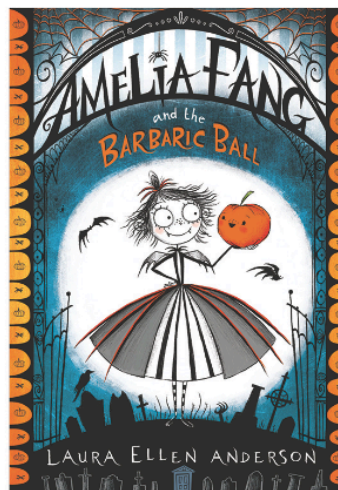
Drama, Speaking and Listening

Geography

History

Maths

PSHE & Citizenship



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SUGGESTED OBJECTIVES

Reading: Comprehension

- Retrieve and interpret details from the text in order to perform a scene.

Drama, Speaking and Listening

- Interpret the text by performing a scene, considering the different perspectives of characters involved.

Design Technology & Art

- Design an outfit for the Barbaric Ball.

PSHE & Citizenship

- Consider the feelings and perspectives of other people.
- Develop strategies to resolve difficult situations or disputes.

COMPREHENSION QUESTIONS

1. Look at the illustrations and descriptions of Nocturnia and its characters up until and including page 1. How does the author set the scene?
2. Why doesn't Amelia like the Barbaric Ball? (pages 2–3)
3. What can you tell about Countess Frivoleeta's character from the first few pages of the book? (pages 1–5)
4. What does the author suggest about Amelia's feelings when she says that her 'eyes [light] up' when Prince Tangine is mentioned? (page 8)
5. Where do Amelia and Florence meet 'every night before school'? (page 11)
6. What is Grimaldi's middle name? Why is this unusual? (pages 12–13)
7. Why are the students excited on page 17?
8. Why do you think Frankie 'spat' her words at Amelia? What does this tell you about her feelings? (page 18)
9. Prince Tangine describes the school as 'inferior', what does this word mean? (page 23)
10. What are your first impressions of Prince Tangine? Does he seem like someone you would want to be friends with? Give reasons why or why not (pages 23–27).

EXTRA ACTIVITIES

In groups of three, recreate the scene of pages 1–5. One of you should play Amelia, one of you Countess Frivoleeta, and one of you Count Drake. Perform the scene three times; each time considering another character's perspective of what happens.

Imagine you are a character in the story and have been invited to the Barbaric Ball. Design your own outfit and label it to show off its materials and features. Present your design to the class explaining your choices.

In Chapter 3, Prince Tangine makes a bad first impression at his new school. Together, re-read the chapter and come up with some reasons why Prince Tangine might be behaving the way that he does. With a partner, discuss: can you remember a time when you were the "new person"? How did it make you feel? How did you cope in this situation?

SUGGESTED OBJECTIVES

Reading: Comprehension

- Draw inferences such as characters' feelings and thoughts from their speech and actions.

Design Technology & Art

- Use illustration techniques to create eye-catching posters.

Writing to Instruct/Inform

- Create an informative poster using details from the text.

History

- Recall prior learning of other cultures and civilizations.

Writing in Role

- Empathise with a character by writing in role.

- Emulate a character's voice and style.

COMPREHENSION QUESTIONS

1. What do we learn about 'Creatures of the Light'? (pages 29–30)
2. Despite his rudeness, why do you think Amelia still shows Prince Tangine sympathy on page 31?
3. Is Miss Inspine's treatment of Florence unfair? Explain what you think by giving reasons why or why not (pages 32–34).
4. Florence describes how she thinks royalty have 'pimples on their noses...and their bums'. What does this tell us about her views? (page 41)
5. How does the author show us that Florence and Amelia are good friends? Pick out some words and phrases to back up your ideas (pages 40–42).
6. What is your first impression of King Vladimir? (pages 48–49)
7. Why does the dinner party get off to a bad start? (page 53)
8. Why is there a sense of justice when Squashy bites the Prince on the nose? What do we mean by 'justice'? (pages 54–55)
9. What do phrases like 'she hissed' and 'snapped' tell you about Countess Frivoleeta's mood? (page 57)
10. What is unusual about the doors in Amelia's house? (page 60)

EXTRA ACTIVITIES

On pages 29–32, the characters talk about the frightening Creatures of the Light. Create a poster warning the inhabitants of Nocturnia about these creatures. Describe what they do and what they look like and what you should do if you see one. Include illustrations to make your poster eye-catching.

Thinking back to your History lessons, can you remember any creatures or animals that other cultures and civilizations have been scared of? Why were they scared of them? If you can't think of any, do some research and make notes to feedback to your class.

Read pages 58–61. Imagine that you are Amelia and before you go to bed, you write a diary entry. Write down how you are feeling about your family as well as the King and Prince Tangine. Can you imagine being friends with Prince Tangine? Are you worried about the Barbaric Ball? Explain your ideas in detail.

SUGGESTED OBJECTIVES

Geography

- Use a map to trace the routes taken by characters.

Maths

- In numeracy, introduce the distance, speed, and time formulae.

- Plot sequential events on a timeline.

- Identify patterns and trends within this data.

Reading: Comprehension

- Retrieve and prioritise details from the text.

Writing to Persuade

- Construct a clear, concise and persuasive argument in order to win a debate.

- Analyse persuasive techniques.

COMPREHENSION QUESTIONS

1. King Vladimir talks to his son 'distractedly'. What does this word mean? What does it tell you about the relationship between father and son? Is it good or bad? (page 66)
2. What reasons can you think of for why Tangine would ruin '*The Great Gothic Gravestone Carve off*' for Amelia? Use events from the story to back up your ideas (pages 69–70).
3. What mixture of emotions do you think Amelia might be feeling at this point in the story? Explain your ideas (pages 76–77).
4. Why do Amelia and Grimaldi need to hurry? (page 82)
5. Which object does Prince Tangine throw out of the window? (pages 86–87)
6. How do we know that squashy is unhappy? What clues are given in the book? Pick out key words and phrases (pages 91–92).
7. Why is Amelia's heart 'pounding' on page 94?
8. What advice does Amelia give Grimaldi on page 96?
9. Which three creatures cause the group of friends to be scared? Why is this surprising? (pages 97–98)
10. Grimaldi makes a promise to Amelia. What is it? (page 100)

EXTRA ACTIVITIES

From pages 75-100, Amelia, Grimaldi, and Florence cover a lot of ground. Use the map at the beginning of the book to work out who travels the furthest, from their different starting points to Aunt Mavis's Pit where they all finish on page 102. Who has travelled the furthest distance?

Create a chronological timeline showing the 10 most significant events in the story so far. Make sure you include the page number and chapter in which the event occurs. Highlight which you believe are the top three most important events.

Using your timeline, write a speech persuading your class that you have found the three most significant events of the story so far. Whilst each student presents their speech, think about who is the most persuasive and why? Do you think they have missed out anything that should have been included?

SUGGESTED OBJECTIVES

Reading: Comprehension

- Retrieve information and draw inferences from the text in order to understand a character's development.

Design Technology & Art

- Sketch self-portraits of you today and as a baby to improve your mastery of art and design techniques.

PSHE & Citizenship

- Identify and respect the differences and similarities between you and your classmates.

- Understand the concept of personality and how this develops or changes over time.

COMPREHENSION QUESTIONS

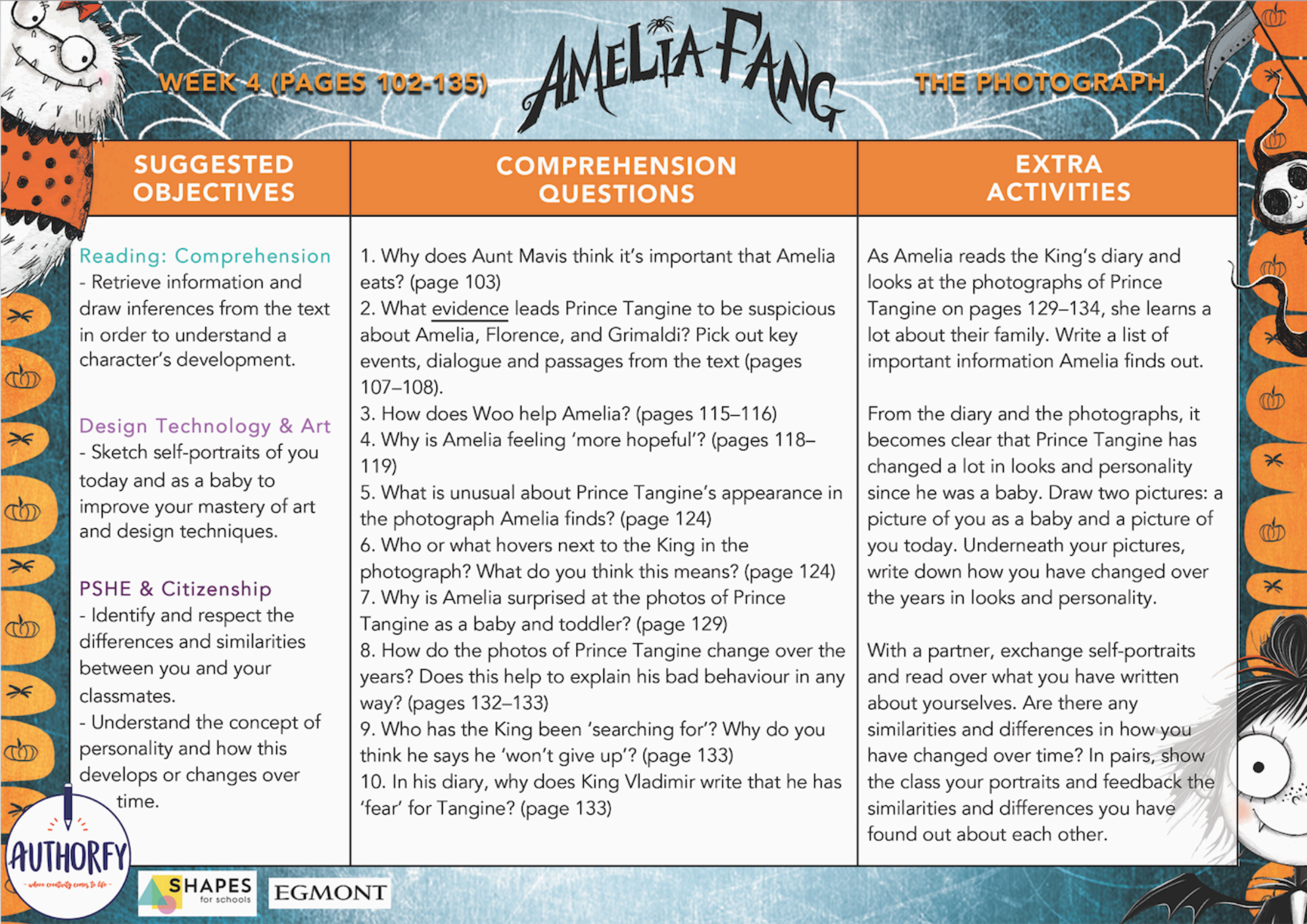
1. Why does Aunt Mavis think it's important that Amelia eats? (page 103)
2. What evidence leads Prince Tangine to be suspicious about Amelia, Florence, and Grimaldi? Pick out key events, dialogue and passages from the text (pages 107–108).
3. How does Woo help Amelia? (pages 115–116)
4. Why is Amelia feeling 'more hopeful'? (pages 118–119)
5. What is unusual about Prince Tangine's appearance in the photograph Amelia finds? (page 124)
6. Who or what hovers next to the King in the photograph? What do you think this means? (page 124)
7. Why is Amelia surprised at the photos of Prince Tangine as a baby and toddler? (page 129)
8. How do the photos of Prince Tangine change over the years? Does this help to explain his bad behaviour in any way? (pages 132–133)
9. Who has the King been 'searching for'? Why do you think he says he 'won't give up'? (page 133)
10. In his diary, why does King Vladimir write that he has 'fear' for Tangine? (page 133)

EXTRA ACTIVITIES

As Amelia reads the King's diary and looks at the photographs of Prince Tangine on pages 129–134, she learns a lot about their family. Write a list of important information Amelia finds out.

From the diary and the photographs, it becomes clear that Prince Tangine has changed a lot in looks and personality since he was a baby. Draw two pictures: a picture of you as a baby and a picture of you today. Underneath your pictures, write down how you have changed over the years in looks and personality.

With a partner, exchange self-portraits and read over what you have written about yourselves. Are there any similarities and differences in how you have changed over time? In pairs, show the class your portraits and feedback the similarities and differences you have found out about each other.



SUGGESTED OBJECTIVES

COMPREHENSION QUESTIONS

EXTRA ACTIVITIES

PSHE & Citizenship

- Explore the theme of empathy in the story.
- Empathise with people who have had different experiences to you growing up.

Drama, Speaking and Listening

- Speak confidently in a debate.
- Use persuasive language to convey an opinion.

Writing to Instruct & Inform

- Write in the style of a leaflet to present views on the importance of friendship to a younger audience.

Design Technology & Art

- Create an invitation with a Halloween-themed design.

1. How does the author try to make you empathise with Prince Tangine? Why do you think the author does this? (pages 137–138)
2. Why does Prince Tangine get upset with Amelia? (pages 141–142)
3. How do we know that Florence has strong arms? Pick out words and phrases from the book to back up your ideas (pages 144–145).
4. Why doesn't Amelia tell her friends about Prince Tangine's secret? Do you think she does the right thing? Explain your reasons why or why not, giving evidence from the text (pages 145–146).
5. What is 'the BEST idea ever' on page 146?
6. Where are Amelia and her friends meeting 'tomorrow at midnight'? (page 147)
7. What is 'the highest level of insult' on page 154? Can you guess what this phrase means from its context in this passage?
8. Amelia starts playing a fun game of tag with Prince Tangine but the mood quickly changes. Why is this? (pages 157–158)
9. What scares Grimaldi more than unicorns? (page 164)
10. Why can't Amelia 'believe her luck'? (pages 166–168)

On pages 137–143, Amelia can't decide whether she feels sorry for Prince Tangine or not. Decide whether you are for or against being sympathetic towards Prince Tangine. Your other classmates should do the same. Think about his bad behaviour towards Amelia and her friends, but also the fact he has been brought up without his mum and is lonely. You will be asked to debate together giving reasons for your views.

Amelia is lucky to have such a good group of friends in the story. Using the title 'Being a Good Friend', write a leaflet for a lower year group in the school, explaining why friendship is important and how to be a good friend.

You have been asked to organise your own Barbaric Ball for Halloween. Design a spooky invitation for your classmates including information such as where it will be held, what food and drink will be served, and the music that will be played.

SUGGESTED OBJECTIVES

Reading: Comprehension

- Retrieve information from the text to describe a relationships between characters.
- Summarise the entire plot of the story, identifying the key points of action and key relationships between characters.

Creative Writing: Poetry

- Write a poem inspired by the story, from a character's point of view.

Drama, Speaking and Listening

- Participate in a class discussion.
- Give well-structured explanations to justify predictions in the future plotline.

COMPREHENSION QUESTIONS

1. Why are the Mummy Maids 'looking very angry'? (pages 173–174)
2. What lessons does Amelia give Prince Tangine about friendship on page 181?
3. Why does Florence attack Prince Tangine? Why is Amelia trying to stop her? (pages 184–185)
4. What does Prince Tangine remember about his mum? Do you think this is important? Why does the author decide to include this information? (page 196)
5. Which two adjectives are used to describe Fairyweather? (page 198)
6. Florence gives Prince Tangine a nickname. What is it and what does it tell you about their changing relationship? (page 200)
7. What makes Amelia 'almost burst with happiness'? What technique does the author use here and why is it effective? (page 203)
8. Who do 'the four new friends' plan to rescue? (pages 204–206)
9. Do you think this is a happy ending? Why or why not? Give reasons for your views using your understanding of the story (pages 202–207).
10. Do you think 'the four new friends' will be successful in rescuing Fairyweather? What makes you think this?

EXTRA ACTIVITIES

Imagining you are Prince Tangine, write a poem called 'Prince T' summarising your personal journey and your feelings now that you have Amelia, Florence, and Grimaldi as friends.

Hot seat: pick a character's name out of a hat. You must now pretend to be that character. The class will interview you, asking three questions about your role in the story. Questions might include: Are you happy with how events turned out? Would you change anything about your behaviour if you could go back in time? After you've answered 3 questions, it is another pupil's turn to pick a name out the hat. Don't stop until you have gone through all of the main characters.

The story ends on a cliffhanger with Amelia and her friends about to embark upon another mission. Make three predictions about what you think will happen in the next book.