



SCHEME OF WORK

PERFECT FOR: Ages 9+; a thrilling adventure story and gripping tale of survival, friendship, bravery and the beauty of the natural world; creative writing opportunities including biographies, blackout poetry, TV adverts and newspaper articles; map-making; researching the Amazon Rainforest; jungle-themed artwork and more.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

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

Design Technology & Art

Drama, Speaking and Listening

Science

Maths

Music

Geography

PSHE & Citizenship

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BLOOMSBURY





The EXPLORER

WEEK 1 (PAGES 1-65)
THE CRASH

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension - Analyse an author's style of writing and identify different techniques and vocabulary used. - Identify techniques the writer has used to evoke emotion.</p> <p>Geography - Extend geographical thinking by researching a country's culture and history.</p> <p>Maths - Convert between different units of metric measure.</p> <p>Design Technology & Art - Use a range of materials to create a 3D diorama of a rainforest setting.</p> <p>Poetry - Retrieve information from the text and write a poem based on the setting.</p>	<ol style="list-style-type: none">1. Create a spider diagram of words, ideas and themes linked to the word 'exploration'. What is the difference between exploring and being lost?2. Spend some time looking at the front cover of the book. What do you predict it will be about? Are there any clues as to what might happen? Draw or write about your ideas.3. Look at the chapter titled 'Flight'. Which words and phrases used by the author create a sense of excitement and tension?4. Why might Fred be both 'dizzy and desperate' on page 7? Refer to both words in your answer.5. Read pages 6-17. What are your first impressions of Con? Do you like her? Use evidence from the story to support your opinion.6. What evidence is there that the den has been made by someone (or something) rather than being a natural creation?7. What do we learn about Fred and his relationship with his father on page 36? Which words and phrases tell us?8. Look at the words written in italics on page 45. Why are they written in italics? How should they be read? What clues do they give us about how the characters are feeling?9. Lila is the most practical and knowledgeable member of the group. Do you agree with this statement? Use evidence from the story to support your opinion.10. Can you explain the joke on page 65? Why do you think the children find it so funny at this point in their adventure?	<p>Use a map to locate the Amazon and calculate how long it would take to travel there. In pairs/a small group, conduct research into its climate, terrain and the animals you can find there. Present your findings to the class in the form of a large, engaging A3 poster.</p> <p>Carry out research into famous rivers around the world. Which is the longest? Which is the widest? Which is the shortest? Convert the length of each river from km to m. Can you find out the difference between the longest and shortest river in the world?</p> <p>Using a shoebox, create a 3D diorama of a rainforest setting. Carry out research into the different layers of the rainforest and add your ideas onto museum cards, to be placed around your diorama.</p> <p>Use the information on page 48 as inspiration to write a poem entitled, 'What else will we find in this rainforest?' For example: <i>What else will we find in this rainforest?</i> <i>Pigeons with fangs?</i> <i>Worms with claws?...</i></p>





The EXPLORER

WEEK 2 (PAGES 66-138)
MONKEYS, BEES, SLOTHS
AND PINEAPPLES

SUGGESTED OBJECTIVES

Reading: Comprehension

- Define vocabulary, thinking carefully about its meaning and impact.
- Use a dictionary to look up the meaning of unknown words.

Science

- Understand how animals have adapted to their environment.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

Creative Writing

- Think about what items you might take on an exploration and write about why these items would be beneficial.

Geography

- Research deforestation and write a persuasive advert, discussing the importance of protecting the rainforests.

COMPREHENSION QUESTIONS

1. Write a definition of the following words from chapter entitled 'The Raft': *bewildered*, *defensive*, *excruciating*. Can you use them in a sentence of your own now?
2. Summarise in three words how Fred feels on page 75. Why does he feel like this?
3. Why are Lila's knuckles pale on page 81? What does this tell us about how she is feeling?
4. Use the information on page 84 to explain what a photographic memory is. Why might this be useful to the children?
5. Find and copy a word on page 105 which means 'stopped'.
6. Use the information on pages 108-112 to draw and label a picture of Abacaxi.
7. Which words and phrases on pages 119-121 give the impression that the monkeys are moving quickly?
8. What does the author mean when she says that maps gesture to hidden things? Why has the word 'gestured' been used and not 'pointed' or 'led' for example? (page 131)
9. How does the tone of the story change on page 138? Why?
10. Does Fred remind you of any other characters in a children's story? Why? What makes him an effective hero? Collect any words and phrases to support your ideas.

EXTRA ACTIVITIES

There are a number of animals mentioned in the story, including jaguars, sloths, piranhas and caiman. Conduct research into one of these creatures and find out about their appearance, diet and how they have adapted to their environment. Create a food chain for the animal you have researched.

Use the information on pages 70-76 to write a set of instructions about how to make a raft. Remember to include a list of equipment and refer to the tools you might use. Draw a diagram to show what the finished raft will look like.

Make a list of five things you would take with you on a jungle exploration and write a few paragraphs about why you would pack these items.

Many of our rainforests are under threat; why is this? Write a persuasive, engaging TV advert to teach people about the wonders of the rainforest and the impact of deforestation. Think about using persuasive language to encourage them to preserve the rainforest, too.





The EXPLORER

WEEK 3 (PAGES 139-203)
THE RUINED CITY

SUGGESTED OBJECTIVES

Reading: Comprehension

- Retrieve information from a text.
- Discuss how the layout of a page impacts the reader.
- Use clues to make predictions.

Music

- Use your voice and instruments to create a soundscape based on a storm.

Geography

- Create a map to describe places and landmarks.

Poetry

- Create a blackout poem to identify the main themes in a description.

Drama, Speaking and Listening

- Use body language and facial expressions to convey a character's feelings.

COMPREHENSION QUESTIONS

1. Why is biology with Mr Martin so much fun? (page 140)
2. In the Chapter titled 'Con' what is the most important piece of information we learn about her? Why do you think the author has waited until now to reveal this?
3. Look at page 151. Why do you think the text is set out like this? What effect does it have?
4. What evidence suggests that the children are becoming like a 'pack' or 'an expedition'? (page 165)
5. Use the illustrations on pages 164 and 165 to make a prediction about what might happen next.
6. Look at pages 178 and 179. Why do you think the pages are presented like this? How does it make you feel?
7. What does the description 'green cathedral' suggest about the cliff? Think about both words in your answer! (page 78)
8. Read to the end of page 185. Predict who the man is and what he will do next. Have there been any clues throughout the story so far that might reveal his identity?
9. Use the information at the beginning of 'The Ruined City' to draw and label a picture of the mysterious man.
10. Discuss your first impressions of the explorer and predict what role he will play in the rest of the story. What evidence is there to suggest he has been in the jungle for a long time?

EXTRA ACTIVITIES

On page 140, Fred wakes to the sound of a thunderstorm. Work in small groups to create a soundscape, using your voice and body percussion to recreate the stormy rainforest sounds described in the book.

Using the information from these chapters to create your own map of the setting. Can you use a key for the landmarks mentioned and then draw a grid on a piece of tracing paper to lay over your map and test a partner on grid references?

Use pages 178 and 179 to create some Blackout Poetry based on the description of the cliff. Which significant words and phrases will you choose to select to form your poem? Which words and phrases will you 'black out'? When you have finished, illustrate your poem.

In a group of five, re-create the events from 'The Ruined City'. One of you should play Fred, one should play Con, one Max, one Lila and one of you should play the explorer. Perform the scene five times; each time considering another character's perspective, body language, voice and facial expression.





The EXPLORER

WEEK 4 (PAGES 204-262)
STAYING ALIVE

SUGGESTED OBJECTIVES

Reading: Comprehension

- 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.

Writing in Role

- Empathise with characters by writing an inner monologue.
- Explore the difference between what a character says and does and what they might be feeling.

Writing to Entertain and Inform

- Write a newspaper report, thinking carefully about the layout and features for this type of writing.

COMPREHENSION QUESTIONS

1. Why do Lila and Con exchange a delighted glance on page 206? What might they be thinking and feeling?
2. What does the explorer mean when he says that heroes don't exist? Do you agree they are just inventions? (page 209)
3. Describe how the explorer is feeling on page 224 in three words and explain why he might be reacting like this.
4. On page 227, Fred is worried that the explorer thinks he is a 'habitual thief, a liar, a cheat'. Do you think these words accurately describe his behaviour and personality? Why? Why not?
5. Use the information on page 241 to draw and label a picture of the trap. Can you write a short explanation to describe how it works?
6. How are Fred's father and the explorer similar? How are they different? Use a Venn Diagram to compare them.
7. Look at page 253. The author describes how the three sentences are spoken very differently – disgust; cautious interest; sheer, unholy joy. Can you read the sentences, using your expression to show these feelings?
8. Why is the explorer's face 'impassive' on page 257? What has he almost revealed? Why might he have stopped himself from saying more?
9. If you were stranded in a jungle, would you eat a tarantula?
10. How has Fred shown bravery and courage throughout the story so far? Give examples to support your ideas.

EXTRA ACTIVITIES

What might the explorer and Fred be thinking and feeling during the events in 'The Trap'? Choose one of the characters and write an inner monologue to show their thoughts and feelings. Now, act out the scene in pairs, taking time to pause and share your character's inner monologue. Is there a difference between what your character is saying and what they are feeling?

Create an Emotions Graph to show Fred's changing thoughts and feelings during these chapters. You may wish to refer to: *refusing to keep the city a secret, arguing with Con, apologising to the explorer, being saved from the snake, trapping tarantulas.*

On page 208, Fred imagines what the newspaper articles might say about his triumphant return from the jungle. Write a newspaper article about the children's rescue. How did they escape the rainforest alive? Remember to include a headline and witness statements.

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES						
<p>Reading: Comprehension - Define vocabulary, thinking carefully about its meaning and impact and use a dictionary to look up the meaning of unknown words.</p> <p>Writing to Entertain - Create a Rainforest Restaurant menu, describing the types of food you might cook and eat in the jungle.</p> <p>Drama, Speaking and Listening - Interpret and perform a poem, using expression, actions and musical instruments to convey meaning.</p> <p>Design Technology & Art - Explore the style and techniques employed by Henri Rousseau and then use these to paint a piece of artwork inspired by the rainforest setting.</p>	<ol style="list-style-type: none"> Write a definition of the following words from pages 262-281: <i>conclave, immortal, allies, gambolled.</i> The explorer tells Max that the vulture poo in his hair 'dents your gravitas'. What does this mean? (page 268) The explorer's laugh has 'thorns in it'. What does this mean? What might he be thinking and feeling? (page 272) Use the information from pages 262-281 to describe how the relationship between Fred and Con is changing. Look at page 296. Using what you already know, discuss what the explorer means when he says, 'I'm fixing the thing I broke.' 'Almost nothing in life is simple'. What does this mean? Do you agree? (page 305) What is a vow? How is a vow different to a contract? How is it similar? Why is the explorer 'awkward in the face of gratitude'? What does this mean? What does it tell us about him? (page 322) How does the author make you want to read on at the end of this section? Will Max's 'bad thoughts' come true? Match the words on the left from pages 316-327 to their antonyms on the right: <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">irate</td> <td style="width: 50%;">trustingly</td> </tr> <tr> <td>dubiously</td> <td>calm</td> </tr> <tr> <td>solemnly</td> <td>cheerfully</td> </tr> </table> 	irate	trustingly	dubiously	calm	solemnly	cheerfully	<p>On pages 262, the children decide to cook for the explorer. Create a fun Rainforest Restaurant menu of plants or animals you might find in the jungle. For example, your menu might include tangy tarantula burgers or sumptuous snake soup! Use illustrations and artwork to bring your menu to life. You might like to add more detail by including any special cooking instructions like 'deep-fried', 'oven-baked' or 'thawed for 21 days'.</p> <p>Look at the poem <i>The Tyger</i> by William Blake. Discuss what you like and dislike about it, anything that puzzles you and what the poem reminds you of. Work in small 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>Spend some time looking at Henri Rousseau's 'Surprised!' (1891). What techniques does he use to capture the rainforest setting? Using a similar style, and a range of materials, create a piece of artwork inspired by the events in these chapters.</p>
irate	trustingly							
dubiously	calm							
solemnly	cheerfully							





The EXPLORER

WEEK 6 (PAGES 328-END)
THE FLIGHT HOME

SUGGESTED OBJECTIVES

Reading: Comprehension

- Identify the main themes in the story.
- Create character profiles, exploring character development.
- Summarise information and use it to inform writing.

Drama, Speaking and Listening

- Create a Conscience Alley to explore a character's thoughts and feelings and what motivates them to make a difficult decision.

Writing to Inform

- Write a biography, including a range of features to engage the reader.

PSHE & Citizenship

- Explore the theme of special memories, thinking about the importance of family, friendship and love.

COMPREHENSION QUESTIONS

1. Summarise the events in the chapter 'Stuck in the Mud' in six sentences. Now try and summarise them in three sentences, then one.
2. Describe how Lila is feeling on page 337 in three words and compare your ideas with a partner.
3. The explorer is a good teacher. Do you agree with this statement? Why? Why not?
4. How is a heart like an airplane? (page 361)
5. Do we learn anything new or interesting about the explorer on pages 360 and 361?
6. How are the themes of happiness and honesty linked in this story? To be happy, do you have to be honest?
7. The explorer gives Con the nickname 'Con the Lion Heart'. Why? What personality traits has she displayed throughout the story?
8. Who do you think the explorer is? Why do you think we never find out his name?
9. The explorer tells Fred to 'look after the things you love'. How does this apply to the story? Can you find examples where a character has looked after another character? How important is it to look after the natural world and environment?
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: *Friendship, bravery, love, adventure, nature, destruction, honesty, paying attention to the world.*

EXTRA ACTIVITIES

Look at pages 342-348, when Fred is faced with the task of flying the plane. As a class create a Conscience Alley. One side of the class should be voices persuading Fred to fly. The other side of the class should persuade Fred to stay. Take it in turns to play Fred walking through the alley of voices. How do you feel? Write a paragraph exploring your feelings and decision.

Create illustrated character profiles for Fred, Max, Con, Lila and the explorer. Include information about their personality, relationships and how they develop.

What can you find out about Percy Fawcett? Use your research to write a biography, describing his early life, family, famous expeditions and the lost city.

Years later, the memory of playing stuck in the mud will 'shine like a gold coin' for Fred. On some large golden coins, create a class display entitled 'Memories are like gold coins', using photographs, artwork, poems and writing to share a special memory that is important to you.