



## SCHEME OF WORK

**PERFECT FOR:** Ages 9+; an exciting, atmospheric and tense adventure story; creative writing opportunities including poetry, diary entries, monologues and instructions; science experiments involving changing materials; researching Russia; and exploring the themes of power, greed, bravery and friendship.

### KEY FOR CROSS-CURRICULAR OBJECTIVES:

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

Design Technology & Art

Drama, Speaking and Listening

Computing

Science

Maths

Music

Geography

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>- Identify techniques the writer has used to evoke emotions in the reader and create tension.</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>- Understand how animals have adapted to their environment.</li> <li>- Construct and interpret a variety of food chains.</li> </ul> <p><b>Drama, Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Interpret and perform a poem, using expression, actions and musical instruments to convey meaning.</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>- Write a poem inspired by the setting from 'The Wolf Wilder'.</li> </ul> <p><b>Modern Foreign Languages</b></p> <ul style="list-style-type: none"> <li>- Listen attentively to spoken language and show understanding by joining in.</li> </ul>	<ol style="list-style-type: none"> <li>1. Create a spider diagram of words, ideas and themes linked to the word, 'wild'. Is there a difference between being wild and being free?</li> <li>2. Why do you think the author choose the word 'insidious' to describe the bad luck that occurs when you kill a wolf? Why not 'frightening' or 'awful'? What effect does it have? (page 3)</li> <li>3. What is the effect of starting Chapter 1 with 'Once upon a time...'? How is this story like a fairytale so far? How is it different to a fairytale?</li> <li>4. Collect all the words and phrases used to describe Feo's mother. What impression do they give? Can you describe her in one word?</li> <li>5. Describe the relationship between Feo and her mother, using evidence from the story so far.</li> <li>6. How does the author create an air of respect and mystery around the wolves in Chapter 2? Which words and phrases tell us how special they are to Feo?</li> <li>7. Why might Feo be lonely? How is she different to other children? (page 39)</li> <li>8. What does it mean if you have the 'instincts of a carpet'? (page 44)</li> <li>9. How does the author create a sense of tension on pages 44 and 45? Is it effective? Does it make you want to read on?</li> <li>10. Feo is a good teacher. Do you agree with this statement? Why? Why not? Use evidence from the story.</li> </ol>	<p>Conduct research into different types of wolves and find out about their appearance, diet and how they have adapted to their environment. Create a food chain for one of the wolves you have researched.</p> <p>Write a poem entitled, 'A Recipe For A Snowy Setting'. It should detail how to create a snowy landscape, like the one in 'The Wolf Wilder'. Try to use time conjunctions, adverbs and imperative verbs. For example:  <i>Sprinkle a dusting of snow over the barren land.</i>  <i>Hang dripping icicles from bare branches.</i>  <i>Take a dark and stormy girl and hide her away...</i></p> <p>This story is set in Russia. Learn how to say 'Hello' and 'Goodbye' in Russian. Rehearse with a partner.</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>- Use a dictionary to look up the meaning of unknown words.</li> </ul> <p><b>Writing to Entertain</b></p> <ul style="list-style-type: none"> <li>- Write a diary in role, thinking carefully about the features needed for this genre.</li> <li>- Communicate thoughts and emotions effectively.</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, thinking about how they're similar and different.</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>- Create a list poem about wolves and explore a range of collective nouns.</li> </ul>	<ol style="list-style-type: none"> <li>1. Write a definition of the following words from Chapter 4: <i>unfamiliar</i>, <i>erupted</i>, <i>compliments</i>. Can you use them in a sentence of your own?</li> <li>2. Why are some of the words on page 47 written in italics? How should they be read? What do they tell us about the characters' feelings?</li> <li>3. Which word on page 53 means 'obtrusively' or 'loudly'?</li> <li>4. Read to the end of Chapter 4. What are your first impressions of Ilya? How do you predict the relationship between Feo and Ilya will develop?</li> <li>5. What does the verb 'fumbled' tell us about Feo on page 78? What might she be thinking and feeling?</li> <li>6. Why does the soldier hesitate on page 83?</li> <li>7. Rakov is angry and embarrassed on page 88. Why might this be a dangerous mix of emotions?</li> <li>8. How is the bravery displayed by Ilya of a 'softer, unobtrusive, halting kind'? (page 92)</li> <li>9. Does Rakov remind you of any other characters in a children's story? Why? What makes him an effective, frightening villain? Collect any words and phrases to support your ideas.</li> <li>10. How does the author use humour to engage the reader on page 98? Is it effective? Why do you think it is used at the end of this chapter?</li> </ol>	<p>Think about the scene where Ilya and Feo meet for the first time. How might this sound from Ilya's point of view? Was he scared? What were his first impressions of Feo? Rewrite this section as Ilya in the form of a diary, exploring his thoughts and feelings. Remember to use a conversational, informal tone.</p> <p>Use a Venn diagram to compare and contrast Feo and Ilya. How are they similar? How are they different? Use evidence to support your ideas and add to your Venn diagram as you continue to read. On the outside of your Venn diagram, write down questions you have for them both.</p> <p>On page 85, the author describes a cluster of wolves surrounding Feo. Create a list poem of imaginary collective nouns, describing the wolves, their personality and actions. For example:  <i>A hunger of wolves stalked through the snow.</i>  <i>A whisper of wolves snuck over the mountains.</i>  <i>A roar of wolves howled in the moonlight...</i></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>Music</b></p> <ul style="list-style-type: none"> <li>- Use your voice and instruments with control and expression to create a soundscape based on a storm.</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>- Set up an experiment to explore the rate at which ice melts.</li> <li>- Make a prediction and record results in a graph.</li> </ul> <p><b>Drama, Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Consider and experiment with body language and facial expressions to convey a character's thoughts and feelings.</li> </ul>	<ol style="list-style-type: none"> <li>1. Read to the end of page 101. Predict what is causing the noise and what might happen next.</li> <li>2. The answer is 'White'. What could the question be? (page 104)</li> <li>3. Explain why dancing is like 'writing with your feet'. (page 116)</li> <li>4. Use a table to describe the five different types of cold and the features of each one. (pages 118-119)</li> <li>5. Use the information on pages 126 and 127 to draw and label a picture of the figure in the storm.</li> <li>6. Read to the end of page 131. Do you trust Alexei? Why? Why not? What role do you predict he will play in the story?</li> <li>7. Explain what Sasha means when she says that Alexei has 'brought death home for dinner'. How does she feel about the soldiers? How do you know? (page 136)</li> <li>8. Why does Feo call the baby 'it' on page 143? Is there more than one possible reason?</li> <li>9. How do you think Ilya feels about Alexei? Are there any words or phrases that start to give you a clue?</li> <li>10. The children wrap and clean White's wounds. Predict what will happen to White. Do you think she will recover?</li> </ol>	<p>Work in small groups to create a soundscape for Chapter 8, using your voice and body percussion to recreate the stormy sounds of the wind howling, the snow-covered branches creaking and the stranger's voice calling through the blizzard.</p> <p>Feo teaches Ilya how to turn snow into water. Does ice always melt at the same rate? Take three ice cubes. Put one in a bowl on its own. Put another in a bowl with salt and the final ice cube in a bowl with room temperature water. Which ice cube do you think will melt the fastest? How can you make the experiment a fair test? Use a graph or table to record your results.</p> <p>In a group of four, re-create the events from Chapter 8. One of you should play Feo, one should play Ilya, one Alexei and one of you should play Sasha. Perform the scene four times; each time considering another character's perspective. Think about how you will change your body language, voice and facial expression each time.</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>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>Geography</b></p> <ul style="list-style-type: none"> <li>- Use maps to locate places and landmarks.</li> <li>- Extend geographical thinking by researching a country's culture and history.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why does Feo flinch on page 161? What might she be thinking and feeling?</li> <li>2. What does it mean if your eyes glitter with purpose? Describe in three words how Alexei is feeling at the end of Chapter 9 and explain why. (page 166)</li> <li>3. How do we know on page 173 that Feo is uncomfortable around strangers? Which words and phrases tell us?</li> <li>4. Use a table to summarise and compare Grigory's and Alexei's views on how to deal with Rakov. (pages 174-175)</li> <li>5. Why does the author use an ellipsis at the top of page 182? What effect does it have? How is Feo feeling here?</li> <li>6. The requisitioners on page 189 are only following orders and have no choice. Do you agree with this statement? Why? Why not?</li> <li>7. What makes a good leader? How does Alexei show good leadership skills in Chapter 10?</li> <li>8. What might the requisitioners be thinking and feeling when they are attacked by the children with snow balls? (page 194)</li> <li>9. How do you predict Rakov will react to the attack on the requisitioners? Use your knowledge of his character and personality to predict what he might do.</li> <li>10. How has Feo shown bravery and courage throughout the story so far? Give examples to support your ideas.</li> </ol>	<p>Look at Chapter 9. What might Feo and Alexei be thinking as they discuss fighting Rakov and starting a revolution? 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?</p> <p>Create an Emotions Graph to show Feo's changing thoughts and feelings during these chapters. You may wish to refer to: <i>Alexei encouraging Feo to fight against Rakov, meeting Grigory, hearing the story of Paul, attacking the requisitioners, dancing with Ilya.</i></p> <p>Use a map to locate Russia and calculate how long it would take to travel there. In pairs/a small group, conduct research into traditional Russian food, music, customs and culture, and present your findings to the class in the form of a large, engaging A3 poster.</p>



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<p><b>Reading: Comprehension</b> - Define vocabulary, thinking carefully about its meaning and impact and use a dictionary to look up the meaning of unknown words.</p> <p><b>Physical Education</b> - Perform a dance using a range of movement patterns.</p> <p><b>Drama, Speaking and Listening</b> - Create a Conscience Alley to explore a character's thoughts and feelings and what motivates them to make a difficult decision.</p> <p><b>PSHE &amp; Citizenship</b> - Explore the theme of 'things money can't buy', thinking about the importance of family, friendship and love.</p>	<ol style="list-style-type: none"> <li>Write a definition of the following words from Chapter 11: <i>callused, departure, pirouette, improbable</i>. Can you use them in a sentence of your own now?</li> <li>Ilya dances like 'a lost boy found'. What does this mean? What does dancing symbolise for Ilya? (page 207)</li> <li>Which words and phrases on page 216 and 217 are particularly effective at creating a sense of tension?</li> <li>Why is Grey's growl of pain like watching a fire burn or an army fall? How did you feel at this moment? (page 222)</li> <li>Feo is to blame for Grey's death. Do you agree with this statement? Why? Why not?</li> <li>What might the ghost of a castle look like? Use your imagination to draw a picture to show your ideas. (page 229)</li> <li>What is the effect of the short sentence 'Feo looked.' on page 236? Why do authors use short sentences? What might Feo be thinking and feeling?</li> <li>How can enthusiasm sweep over people? What persuasive devices does Alexei use to encourage the children? (page 241)</li> <li>Summarise Feo's plan in one sentence. Do you think it will work? (page 243)</li> <li>Match the words on the left from Chapter 12 to their synonyms on the right:                     <table border="0" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 50%;">camouflage</td> <td style="width: 50%;">memory</td> </tr> <tr> <td>agitator</td> <td>disguise</td> </tr> <tr> <td>remembrance</td> <td>troublemaker</td> </tr> </table> </li> </ol>	camouflage	memory	agitator	disguise	remembrance	troublemaker	<p>On page 205, the author beautifully describes Ilya's dance. Listen to 'Winter' from Vivaldi's 'Four Seasons'. Now, in small groups create a dance to replicate this scene. Use a range of twisting, turning movements at different levels of height and perform expressively, developing different ways of travelling and moving.</p> <p>Look at page 213, when Feo decides that she must find her mother by herself. As a class, create a Conscience Alley. One side of the class should be voices persuading Feo to leave. The other side of the class should persuade Feo to stay. Take it in turns to play Feo walking through the alley of voices. How do you feel? Write a paragraph exploring your feelings and decision.</p> <p>Feo realises that 'there will always be things that money cannot buy' (page 228). What does this mean? As a class create a display entitled 'Things money can't buy', using photographs, artwork, poems and writing to share something special and important to each of you.</p>
camouflage	memory							
agitator	disguise							
remembrance	troublemaker							

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<p><b>Reading: Comprehension</b>                      - Identify and discuss the main themes in the story.                      - Create character profiles, exploring how the characters have developed.                      - Retrieve and summarise information from a passage and use it to inform writing.</p> <p><b>Writing to Entertain and Inform</b>                      - Write a persuasive speech in role, thinking about the language devices needed to elicit an emotional response.                      - Write a set of instructions using imperative verbs and brackets to add extra detail.</p> <p><b>Design Technology &amp; Art</b>                      - Explore the style and techniques employed by a range of artists and then use these to paint a piece of artwork inspired by the snowy setting.</p>	<ol style="list-style-type: none"> <li>Summarise the events in Chapter 13 in six sentences. Now try and summarise them in three sentences, then one.</li> <li>Why is Ilya blushing on page 249?</li> <li>Feo wears a 'blood-red cloak' on page 257. Think about the colour red. What does it symbolise? How does it make you feel? Why might she be wearing red and not yellow?</li> <li>Imagine you are in the crowd as Feo enters Peter's Square. Summarise what you can see, hear, taste, touch and feel during this moment. (pages 256-257)</li> <li>How are the words 'haughty' and 'confident' similar? How are they different? (page 260)</li> <li>Feo says that fighting is about knowing when you're hurt as well as how to hurt. What does she mean by this? Are the children right to fight Rakov and his soldiers? (page 281)</li> <li>Do we learn anything new or interesting about Ilya on pages 290 and 291?</li> <li>Which words and phrases on pages 306 to 308 create a sense of panic and chaos? Describe the battle scene in three words and share your ideas with a partner.</li> <li>Which character in the story do you think has changed and developed the most? Why? Use evidence from the story to support your ideas.</li> <li>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>Family, power, greed, nature, bravery, revolution.</i></li> </ol>	<p>Look at pages 300 to 305. What persuasive devices does Feo use to rally the crowd and encourage them to join the revolution? In the same style as the author, write your own emotional battle cry, urging people to join you in combat and defeat Rakov. Remember to include repetition, powerful adjectives and similes.</p> <p>Using the information from the story, create a set of instructions about how to be a successful wolf wilder. Include an equipment list, imperative verbs, adverbs, labelled steps and diagrams.</p> <p>Create character profiles for Feo, Ilya, Rakov, Alexei, Sasha and Marina. Include information about their personality, relationships and how they develop as the story progresses.</p> <p>Look at how different artists (Pieter Brugel, Kandinsky, Hiroshige, Edvard Munch, Claude Monet) have depicted snow and ice in their paintings and create some snowy artwork based on the settings mentioned in the book in the style of one of these artists.</p>