



SCHEME OF WORK

PERFECT FOR:

Students aged 9+; an action packed story full of friendship, adventure and intrigue; characters you wish were your friends and some you hope you never meet; exploring a different kind of London, map reading skills; discussing the importance of friendship; considering what makes us who we truly are; and more.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Creative Writing;

Writing to Inform and Explain

Drama, Speaking and Listening

Art & Design Technology

PSHE and Citizenship

Science

Geography

Mathematics

Physical Education / Dance

Artwork © Chaaya Prabhat. Published by Hachette Children's Group. Used with permission.

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Use dictionaries to check the meanings of words - Ask questions to improve understanding of a text - Draw inferences such as inferring characters' motives <p>Physical Education / Dance</p> <ul style="list-style-type: none"> - Perform using a range of movements <p>Creative Writing</p> <ul style="list-style-type: none"> - Write a list poem <p>Geography</p> <ul style="list-style-type: none"> - Use maps to locate places <p>Design Technology and Art</p> <ul style="list-style-type: none"> - Create a mixed media sunset picture 	<ol style="list-style-type: none"> 1. Find two examples of alliteration in the first paragraph. 2. At the bottom of page 2 and the top of page 3, the word 'black' is used repeatedly in a description. What impact does this have on the reader? 3. Read pages 5–6. What do these pages tell you about the characters of Luke and Ravi? How are they similar/different? 4. On page 11, particularly the last few lines, the author shows us how different characters can react differently to the same event. Discuss their reactions. What does it tell you about their personalities? 5. Based on the description on page 13, draw a sketch of Terrence in two minutes. 6. On page 17, a 'miasma moved'. Find a definition for 'miasma'. 7. Luke tells Alma he is 'going to be a detective' when he grows up. Based on what you know about Luke so far, do you think he would make a good detective? Give reasons for your answer. 8. On page 36, Alma uses a few examples to answer Luke's question, 'What is a ghostcloud?' Come up with three more examples based on those she used. 9. Read pages 43–44. Discuss the variety of feelings and emotions Luke had around Alma turning him into a ghostcloud. 10. Luke's diamond-shaped cloud represents his kite from home. What shape would your cloud be? Why would this be your choice? 	<p>On page 1, the first line, written in italics, is '<i>Spade down. Scoop up. Lift. Pass forward.</i>' This is repeated throughout the first chapter. Work in small groups to represent these movements with your bodies. Try two versions – one literal and one more abstract. Can you add sound effects?</p> <p>On page 3, Luke tries to think happy thoughts to take his mind off things. Write down your own happy thoughts, inspired by Luke's, in the form of a list poem.</p> <p>Many London locations feature in the book. Using a map, locate the places mentioned. Keep this map handy for future weeks.</p> <p>Using mixed media, create a sunset picture inspired by the description on page 42.</p>

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Ask questions to improve understanding of a text - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions - Retrieve information - Discuss words and phrases that capture interest and imagination <p>Design Technology and Art</p> <ul style="list-style-type: none"> - Design an innovative and functional product <p>Mathematics</p> <ul style="list-style-type: none"> - Add numbers mentally. <p>Science</p> <ul style="list-style-type: none"> - Identify evaporation and condensation in the water cycle <p>PSHE and Citizenship</p> <ul style="list-style-type: none"> - Understand how important friendships are in making us feel secure and positive 	<ol style="list-style-type: none"> 1. On page 54, the word 'denizens' is used. Find a definition for this word and then use it in a sentence. 2. Read page 58 where Luke is heading towards the propellers. Write eight words to describe how he would have been feeling at different times in that passage. 3. On page 65, Alma says, 'People are the real rats.' What does she mean? Do you agree with her? 4. Why do you think Luke has never tried to escape before? 5. On page 68, Luke sees a ventilation shaft he thinks is big enough to get through. Why does he then 'wish he'd never seen it'? 6. Jess uses similes on page 73 to describe how 'nice' the clean room is. Write a new collection of similes to describe what the room was like before. 7. On page 93, Luke suggests he prefers 'courage' over 'cleverness'. List five attributes to describe yourself. Can you order them by importance? Why or why not? 8. Ravi gives Luke two objects on page 95. If you could only choose one of these to take with you, which would it be? Can you think of an even better object to take? 9. Jess says, 'The last thing you want down here is tetanus' (page 97). What is tetanus? 10. Find a word on page 108 that means the same as 'quick and light in movement'. 	<p>On page 54, we are told about robot-horse carriages. Given the fuel shortage, design another means of travel inspired by the robot-horse carriage. Draw and label your design.</p> <p>We discover Ravi is a good mathematician and successfully keeps running totals. Write a variety of two and three digit numbers on pieces of paper. Then take it in turns in a group to call out a number. Each keep a track of the cumulative total. First use pencil and paper, then try without, like Ravi. How quickly can you calculate the cumulative total of six numbers?</p> <p>Jess reveals on page 83 that she's worked out the incinerator is also a dehumidifier. Recap the part played by evaporation and condensation in the water cycle and link it to what is happening in the machine.</p> <p>Luke feels 'hopeful' and 'bolder' around Jess. Why is this? Discuss what impact those around us have on how we feel.</p>

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Discuss words and phrases that capture interest and imagination - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions - Retrieve information <p>PSHE and Citizenship</p> <ul style="list-style-type: none"> - Understand the importance of respecting others, even when they are different <p>Geography</p> <ul style="list-style-type: none"> - Use maps to locate places - Plot routes - Use the eight compass points <p>Writing to Inform</p> <ul style="list-style-type: none"> - Explain an idiom, giving examples <p>Writing to Explain/Geography</p> <ul style="list-style-type: none"> - Write a letter explaining the impact energy production has on the planet <p>Geography</p> <ul style="list-style-type: none"> - Draw and label different cloud types 	<ol style="list-style-type: none"> 1. What does the word 'stole' mean on page 117? Is it a noun or a verb? 2. What is carbon monoxide? Why does Jess say it is 'very bad news' (page 121)? 3. Why did Luke's sister call him 'the eye of the storm'? (page 122) 4. The characters talk about the differences between an adventure and a quest (page 128). Discuss any similarities and differences. What feelings do you associate with each? 5. On page 136, Luke and Alma have a conversation. Alma says 'We make our own traps.' What does she mean by this? Do you agree with her? 6. On pages 140–141, we meet Sal (Methuselah) from the Ghost Council. Why has the author chosen this name for this character? 7. Sal makes Luke an offer on pages 146–147. Alma says he uses 'weasel words'. What does that mean? Which words in particular do you think Luke might find hurtful? 8. Luke asks, 'So is he a guy, or a girl?' about Sal (page 151). Discuss Alma's reply. <i>This discussion could be continued in a dedicated PSHE lesson.</i> 9. Find a word on page 153 that means 'difficult to find or catch'. Can you use it in a different sentence? 10. Discuss the phrase, 'every shade of dark' on page 159. What is the impact of this phrase? 	<p>More London locations are mentioned on page 131. Use your map from week 1 and locate these places. Can you plot a journey from one location to another? Can you use compass points, distances and landmarks to describe the journey?</p> <p>'Rub off on you' is an idiom used on page 132. What is an idiom? Think of at least five more used in everyday life. Write the phrase used and the actual meaning.</p> <p>The energy crisis is mentioned throughout the book, with the oil shortage leading to the use of coal. Research different types of energy production and fuels. Write a letter to world leaders explaining what you know and how the different energy types impact the planet.</p> <p>On page 150, Alma tells us about three different types of clouds. She tells us the names of two of them. Find out the other type of cloud and then draw / label them with any information you can find.</p>

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions - Retrieve information - Discuss words and phrases that capture interest and imagination <p>Creative Writing</p> <ul style="list-style-type: none"> - Create a comic strip version of a scene from the book containing onomatopoeia bubbles <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Consider a choice a character has to make by using a Conscience Alley <p>PSHE and Citizenship</p> <ul style="list-style-type: none"> - Discuss stereotypes - Understand the need for information to help form opinions 	<ol style="list-style-type: none"> 1. Tabatha smokes a pipe (pages 173–174). Why do you think the author has chosen this for her character? 2. Bertha says, 'It's unhygienic' (page 179). Why is this ironic? Do you think Bertha means to be ironic? 3. What are 'scurvy' and 'rickets'? When were they most prevalent? (page 181) 4. 'It was like walking into midnight' is a powerful, short sentence on page 189. Can you think of an alternative sentence with the same meaning? 5. Find at least two examples of Luke's quick thinking on pages 192–193. 6. At the bottom of page 198, Luke describes a smell as 'hopeless' and 'dank'. What does he mean? How can a smell be hopeless? 7. Chapter 25 ends on a cliffhanger... 'Then everything went black.' What is the purpose of this? What does it make you wonder about? 8. Tabatha is well informed about the children. What does she know about Luke on page 205? How does this help her character? 9. What does the word 'incentivise' mean? (page 207) 10. What doesn't Tabatha like about Luke on page 208? Why doesn't she like it? 	<p>Create a comic strip out of the action in the kitchen and canteen on pages 170–171. Be sure to include some comic style onomatopoeia bubbles and explosions.</p> <p>Complete a Conscience Alley activity. Split the class in half. Stand in two lines, facing each other, with space in between. One side is FOR Luke being the one to take action against Tabatha; the other side is AGAINST him doing so. A child volunteers to be Luke. They walk down the Conscience Alley whilst both sides give their thoughts and reasons. Repeat with different children as Luke. Swap sides of the argument, too. Record the arguments FOR and AGAINST in a table.</p> <p>Bertha seems to be the definition of 'don't judge a book by its cover'. Can you think of times when you have jumped to conclusions about somebody or somewhere, but then your opinions changed when you had more information?</p>



WEEK 5 (CHAPTERS 27–34): ACTION STATIONS

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Discuss words and phrases that capture interest and imagination - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions - Retrieve information - Explore themes <p>Design Technology and Art</p> <ul style="list-style-type: none"> - Learn about the work of different artists - Evaluate pieces of work, finding similarities, differences and discussing impact - Complete a piece of work in the style of an artist <p>Writing to Explain/Science</p> <ul style="list-style-type: none"> - Explain how stalactites are formed <p>Creative Writing</p> <ul style="list-style-type: none"> - Write a new section of the story, based on what is known about a character 	<ol style="list-style-type: none"> 1. Hope is a common theme throughout the story. What does Ravi mean on page 211 when he says, 'That's the problem with hope'? 2. On page 217, Jess gives Luke half of a ticket. Why is this significant? What else does it relate to in the story? 3. 'Fr, Es and De' are codes found next to children's names (page 224). What could they mean? Have you seen them anywhere before? 4. What does the word 'coalesce' mean? (page 235) Can you use it in a different context? 5. Discuss the paragraph that starts, 'Its pull felt like freedom...' (page 241). Explore the words 'struggle', 'burden' and 'hung'. 6. Luke describes his Nana Chatterjee as looking after them 'with a fierce kind of love' (page 248). What does he mean? Why are the words a powerful choice? 7. Find at least three verbs used to describe the slum setting on page 254. 8. Tabatha has a certain type of smell that is synonymous with her. What is that smell? Why has the author chosen to do this? (pages 256–257 may help) 9. Find a word on page 255 that means 'sad'. 10. In Chapter 34, find at least three ways Ravi uses humour, even in these challenging circumstances. 	<p>Clouds are a pivotal part of this book. On page 243, Luke lists the different clouds he can see. Many artists have been famous for their paintings of clouds, such as: John Constable, Vincent Van Gogh, Georgia O'Keeffe, Paul Klee and Johannes Vermeer. Study the works of these different artists, focusing on their portrayals of clouds. Choose your favourite and complete a work in their style.</p> <p>Luke and Jess see stalactites in the underground cavern on page 227. Research how they are formed and what they look like. Then write an explanation text based on what you find. Link to any other learning on 'Rocks'.</p> <p>Imagine Tabatha hadn't managed to whip out her umbrella in time on page 271 (when Luke was trying to 'read' her thoughts). If he had been successful in doing that, what do you think Tabatha's thoughts and feelings would have been? Write them down in a format of your choice.</p>

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Discuss words and phrases that capture interest and imagination - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions - Retrieve information - Explore themes - Use dictionaries to check the meanings of words <p>Creative Writing</p> <ul style="list-style-type: none"> - Re-write an event from the book from a different perspective <p>PSHE and Citizenship</p> <ul style="list-style-type: none"> - Identify the characteristics of positive and healthy friendships - Understand friendships have ups and downs, and these can be repaired or even strengthened <p>Write to Inform</p> <ul style="list-style-type: none"> - Order locations alphabetically - Select and share important information about locations 	<ol style="list-style-type: none"> 1. Find a six-letter word on page 277 that means 'decaying or repulsive'. 2. At the beginning of chapter 36, Luke is weighing up the merits of following a plan versus improvising. What do you prefer to do? Why are they both necessary at different times? 3. 'Sometimes the reckless thing to do is the right thing too' (page 285). Discuss. 4. What does Luke mean about Alma when he says, 'And though she spoke a lot, she shared so little'? (page 285). Why is Alma like this? 5. 'We don't live because it's easy. We live because there's something or someone worth fighting for. Even if it's just yourself' (page 301). This is a powerful quote from the book. Can you write an equally positive alternative ending... 'We live because...'? 6. Do Tabatha's revelations about her past partly explain her actions in the present day? Do they excuse her actions? (pages 306-307) 7. What does the word 'stoic' mean on page 312? Is it meant as a compliment in this instance? 8. Who lifted Luke up at the end of page 316? How do you know? 9. What impression does the alliterative phrase, 'velvet voice' (page 320) give of Tabatha? Does this description surprise you? 10. The last line in the book contains two words that are key themes in the book. What are they? 	<p>Luke remembers the day on the Heath with his family, when the smog came to kidnap him (pages 273–274). Rewrite this section of text from either his Dad's or sister's point of view.</p> <p>Friendship is key throughout this book. On page 283, Alma refers to Luke as 'my friend', even after their period of time apart following their disagreement. What makes a good friend? Do friendships always run smoothly? If we have difficulties with our friends, how can we get things back on track?</p> <p>Look at your map of London locations from earlier weeks. Find any other places you have noted down or can remember, and then write an alphabetical list of the London locations in the book. Why were they significant in the story?</p> <p>Pick up the story from page 329 when Tabatha's car was found in the Thames. Write a chapter from Tabatha's point of view. How did she end up in the Thames? Where is she now? If she's alive, what could her next plan be?</p>

