

SCHEME OF WORK

PERFECT FOR: Students aged 9+; a character-led story full of emotion and empathy; a heart-warming exploration of what it means to be part of a family; and creative writing opportunities including comic books, letters, newspaper reports and autobiographies .

KEY FOR CROSS-CURRICULAR OBJECTIVES:

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

Drama, Speaking and Listening

Design Technology & Art

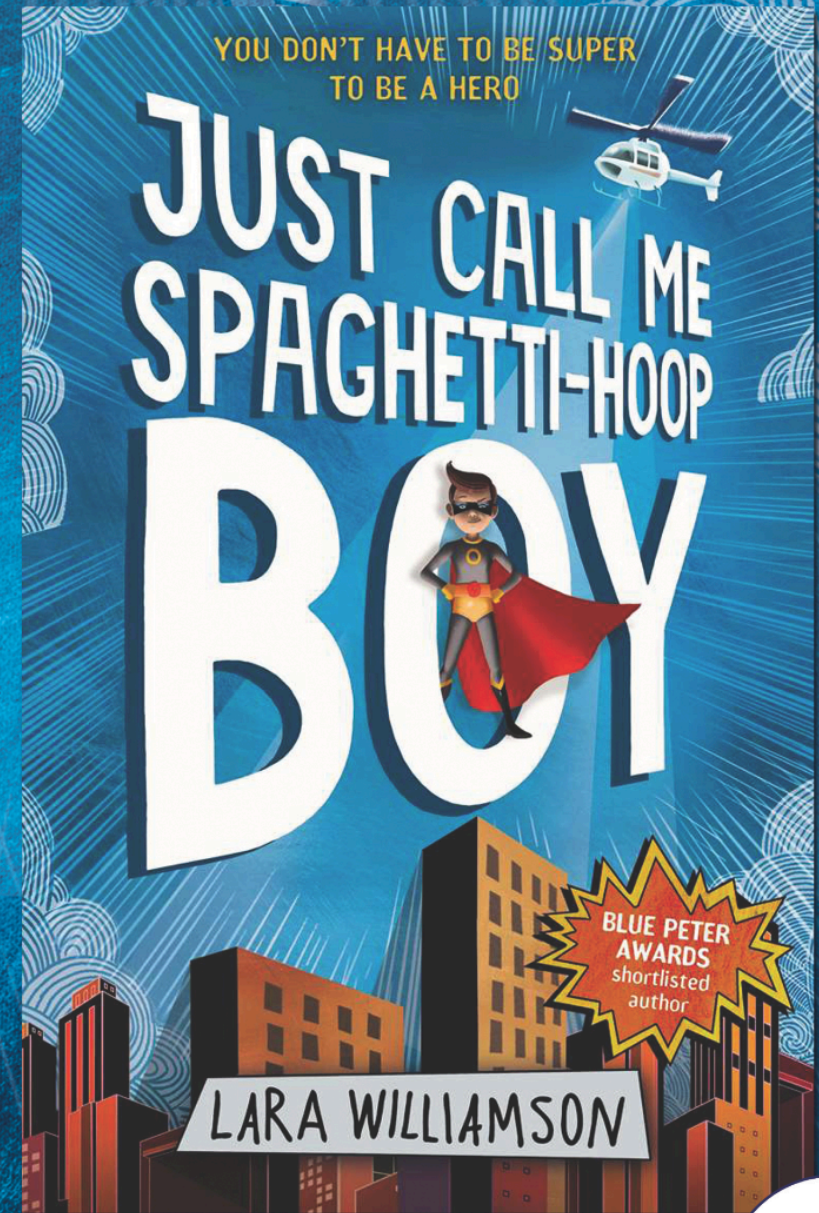
Science

Geography

Modern Foreign Languages

PSHE & Citizenship

Artwork © Carlos Aon. Published by Usborne. Used with permission.



WEEK 1 (CHAPTERS 1-4): I AM ACE

SUGGESTED OBJECTIVES

Reading: Comprehension

- Draw inferences and justify with evidence.
- Predict what might happen from details stated and implied.

Writing to Entertain and Inform

- Select appropriate grammar and vocabulary, understand how such choices can change and enhance meaning.
- Use further organisational and presentational devices to structure an engaging comic book.

Modern Foreign Languages

- Listen to spoken language and show understanding by joining in and responding.

PSHE and Citizenship

- Create a family tree.
- Discuss the traits of a 'hero'.

COMPREHENSION QUESTIONS

1. What does Mrs. Chatterjee mean when she says, "Facts are like anchors"? Why might Adam feel 'anchorless'? (page 7)
2. What simile does the author use to describe Adam's notebook? Why is it effective? Can you think of another? (page 8)
3. How does the author use the weather to create tension and reflect the events of Chapter 1?
4. Why is Adam so desperate to become a superhero?
5. Do you agree that Number 6 on Adam's list is the most important characteristic for a superhero to possess? (page 17)
6. What is a motto? If you were a superhero what would your motto be? (page 24)
7. Mum says that Adam's bobble hat is a 'security blanket'. What does she mean by this? Why does Adam always wear his hat? (page 28)
8. The author says that Adam's fringe floats around him 'like a golden halo'. Why might this be? (page 30)
9. Using evidence from what you have read so far, describe the relationship between Adam and Tiny Eric.
10. What are your first impressions of Adam? Can you describe him in three words? How does he feel towards his family? Was he wrong to open the envelope?

EXTRA ACTIVITIES

Mrs. Chatterjee sets the children a task to research their genealogy and create a family tree. Create your own family tree, including interesting information about each member of your family.

Adam makes a list of all the characteristics a superhero should possess. Do you agree with his list? Create your own list, detailing the traits a superhero should have. Is there a difference between a hero and a superhero?

Design and create your own comic book page, detailing the next adventure and mission for the Zorbitons. Include lots of jokes, aliens, space adventure, gadgets, villains, danger and fun!

Dad places a business card through Mrs. Karmimoo's door. Work in pairs / a small group to create a colourful, informative advertisement for Surelock Holmes.

Learn how to say 'Hello' and 'Goodbye' in Polish, like Tiny Eric. Rehearse with a partner.

WEEK 2 (CHAPTERS 5–10): BELIEVE IN YOURSELVES

SUGGESTED OBJECTIVES

Reading: Comprehension

- Draw inferences from actions and justify with evidence.
- Predict what might happen from details stated and implied.

Writing to Entertain and Inform

- Write a letter in role, including a range of features to engage the reader.
- Communicate thoughts and emotions effectively in a letter.

Food Technology

- Understand and apply the principles of a healthy and varied diet.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

COMPREHENSION QUESTIONS

1. Read to the end of page 41. Why do you think Tiny Eric has given Adam a 'simple drawing' of himself, without a cape or lightning bolts?
2. Why do you think Mum has started a new healthy-eating regime? (page 55)
3. Read to the end of Chapter 6. How is Tiny Eric feeling? How do you know? Why might he be feeling like this?
4. Why does Mum give Adam Grandad Fred's watch? How does Adam feel when he receives it? What were you expecting to be in the blue box? (page 74)
5. Why does Mum tell Velvet that Sausage Roll might have to leave? Is this the right thing to do? (page 77)
6. Read Chapter 8. What is important about the jigsaw and the watch? What do they symbolise?
7. Adam finds a slip of paper advertising adoption. How does he feel when he finds it? What does he think it is? Could it be anything else? (page 89)
8. What simile does the author use to describe Adam's anger on page 91? Is it effective?
9. Why do you think the world of superheroes and comic books appeals so much to Adam?
10. Mrs. Chatterjee says, "If you can believe you can do something, then you're already halfway there." What does she mean? How might this apply to you?

EXTRA ACTIVITIES

Adam is desperate to be a superhero. If you were a superhero, what would your special power be? Draw and label a picture of yourself.

Mum begins a new health-eating regime, which involves porridge and muesli for breakfast. Research the Eatwell Plate and find out about the role of carbohydrates, protein, fibre and fats in our diet. Design and make a healthy breakfast menu for the Butters family. Evaluate your finished product and gather feedback from your peers.

Adam writes a letter to his birth mother (Rose) on pages 81 and 82. Imagine you are Adam's estranged mother and write a reply, trying your best to answer his questions.

Draw an Emotions Graph to track Adam's changing thoughts and feelings during these chapters. Think about how he feels when he receives Grandad Fred's watch, how he feels when he finds the slip of paper and how he feels on page 91.



WEEK 3 (CHAPTERS 11–15): NO ONE WOULD TURN THEIR BACK ON A SUPERHERO, WOULD THEY?

SUGGESTED OBJECTIVES

Reading:

Comprehension

- Discuss and evaluate how authors use figurative language, considering the impact on the reader.
- Draw inferences, and justify with evidence.

Geography

- Use maps to locate places and landmarks.

PSHE and Citizenship

- Recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use.

History

- Research Greek gods and goddesses and create a fact-file.

COMPREHENSION QUESTIONS

1. Write a dictionary definition of the following words in Chapter 11: *catastrophe*, *desperation*, *idly*, *humbly*. Can you use each one in a sentence on your own?
2. Why do you think Minnie is so mean to Adam? Why do you think she gets cross when Adam reveals he is looking for his real mother? (page 123)
3. Why does Minnie re-tell the story of Macbeth at the breakfast table? (page 126)
4. What literary device does the author use on page 130 when referring to Adam's feelings of 'floating in a fog of fabulousness'? Is it effective? Can you use this technique to write your own sentence to describe how Adam feels?
5. Tiny Eric says, "I'll be having some soon...Very soon." Why? What do you predict is going to happen to him?
6. Read to the end of page 150. What do you predict will happen at the library?
7. What might Adam be thinking and feeling as he reads the newspaper article? (pages 152 and 153)
8. Mum and Dad were wrong to keep the incident at the swimming pool a secret. Do you agree?
9. The Beast is a bully. What evidence is there to support this statement? What evidence is there to refute it?
10. Why does Dad have a tattoo of a clock on his arm? What does it symbolise? (page 185)

EXTRA ACTIVITIES

Adam is desperate to be a superhero. If you were a superhero, what would your special power be? Draw and label a picture of yourself.

Mum begins a new health-eating regime, which involves porridge and muesli for breakfast. Research the Eatwell Plate and find out about the role of carbohydrates, protein, fibre and fats in our diet. Design and make a healthy breakfast menu for the Butters family. Evaluate your finished product and gather feedback from your peers.

Adam writes a letter to his birth mother (Rose) on pages 81 and 82. Imagine you are Adam's estranged mother and write a reply, trying your best to answer his questions.

Draw an Emotions Graph to track Adam's changing thoughts and feelings during these chapters. Think about how he feels when he receives Grandad Fred's watch, how he feels when he finds the slip of paper and how he feels on page 91.

WEEK 4 (CHAPTERS 16–20): EVERYTHING WILL BE PERFECT

SUGGESTED OBJECTIVES

Reading: Comprehension

- Interpret a setting and understand how an author's use of language helps create atmosphere.
- Draw inferences such as inferring characters' feelings, and understand the importance of perspective and point of view.

Design Technology & Art

- Improve art and design techniques, including drawing, painting and sculpture with a range of materials.
- Learn about great artists, architects and designers in history.

Drama, Speaking and Listening

- Use pace effectively when speaking out loud.
- Consider and experiment with body language and facial expressions to convey a character's thoughts and feelings.

COMPREHENSION QUESTIONS

1. Read pages 191 and 192. Minnie is jealous of Adam. Do you agree? Why does she call Adam a 'hypocrite'?
2. On page 198, Adam describes what his perfect mum would look like. Imagine you are Tiny Eric and use his description to draw a picture.
3. What might Adam be thinking and feeling when he receives the text message? Record your ideas in a thought bubble. (page 204)
4. Discuss the layout and presentation of the text on pages 295 and 206. Why is it set out like this? Is it effective?
5. Adam is reluctant to tell Mum and Dad about his search for Rose Walker. Why? Do you think he will tell them eventually? How do you predict they will react?
6. Read to the bottom of page 209. Imagine you are Adam. Write a text message, replying to the one on page 204.
7. Read to the end of page 211. Why do you think Minnie has been crying?
8. Use the information on page 220 to draw and label Rose's house. How is it different to Adam's flat? Where would you prefer to live? Why?
9. How does Dad deal with difficult or uncomfortable situations?
10. Why do you think Mrs. Chatterjee asks Adam to stay behind and help her clear up? (page 228)

EXTRA ACTIVITIES

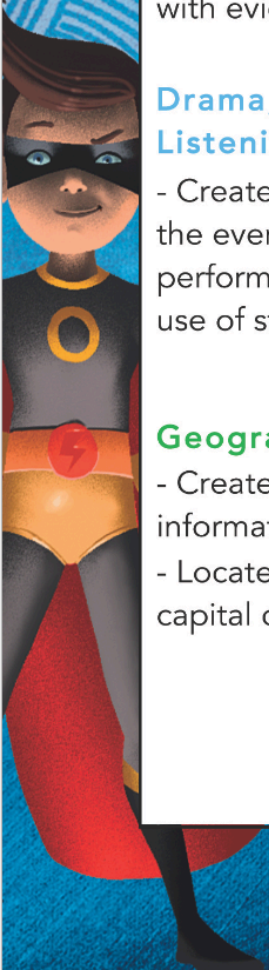
Design and make your own Wish Kite, using a range of materials. Evaluate your finished product. Investigate who can fly their kite the highest.

On pages 187 and 188, the author beautifully describes the 'twilight sky' and 'dot-to-dot of stars' when Adam and Dad are flying their Wish Kite. Paint the scene in the style of Vincent Van Gogh's 'Starry Night', using loose brush strokes and thick paint.

Chapter 18 is written in the style of a poem. Work in pairs/a small group to perform the poem, thinking carefully about volume, expression and pace

In groups of four, re-create the scene at breakfast, after Adam sees Rose's house for the first time. One of you should play Adam, one should play Minnie, one Mum and one Dad. Perform the scene four times; each time considering another character's perspective. Think about what is being said and what isn't being said. Think about changing your body language, voice and facial expression.

WEEK 5 (CHAPTERS 21–24): I'M NO ONE



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Provide reasoned justifications for views, using evidence from the text. - Draw inferences and justify with evidence. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Create a script based on the events in a chapter and perform the script, making use of stage directions. <p>Geography</p> <ul style="list-style-type: none"> - Create a map using information from the story. - Locate countries and capital cities on a world map. 	<ol style="list-style-type: none"> 1. Read up to page 233. There is a 'tiny flicker' in Rose's eye. Why? What might she be thinking? 2. How did you feel when Adam learns why Rose called him 'Ace'? 3. What might Rose be thinking and feeling as she closes the door on Adam? What might her facial expression look like? Show a partner. (page 241) 4. Read to the end of Chapter 21. Do you think Rose will come to the exhibition? Why? Why not? 5. Why do you think Minnie has been replying to Adam's texts? (page 248) 6. Tiny Eric says that his tree is broken on the inside. What might he mean? (page 252) 7. Read Chapter 23. How has the relationship between Adam and Minnie developed? Has it changed at all? Use evidence from the story to support your ideas. 8. Where has Rose gone? For how long? Why? (page 272) 9. Why does Adam react in such an extreme manner on page 269? Do you think his parents will forgive him? 10. How important is Adam's bobble hat throughout the story? Why does he give it away? Do you think he will get it back? Does he still need it? 	<p>In Chapter 23, The Beast and Adam bond over their love of superheroes and discuss Spiderman and Batman. Create a biography or autobiography about a superhero, thinking about their childhood, family, how and when they became a superhero, their special powers, enemies and legacy. Perhaps you can create a family tree for your chosen superhero?</p> <p>The events in Chapter 24 could be seen as very dramatic. Work in pairs/a small group to prepare a play script based on this chapter and then perform your scene to the rest of the class.</p> <p>Create a map, with a key, to show all the places mentioned in the story. Be sure to include Adam's block of flats, Rose's estate, the library, the swimming pool and leisure centre and Pegasus Park Junior School.</p> <p>Adam discovers that Rose has gone to Switzerland. Use a map to locate Switzerland and find its capital city. Calculate how long it would take Adam to fly to Switzerland.</p>



WEEK 6 (CHAPTERS 25–28): THERE ISN'T ANYWHERE ELSE IN THE UNIVERSE I'D RATHER BE

SUGGESTED OBJECTIVES

Reading: Comprehension

- Summarise the main ideas, identifying key details that support the main idea.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.

Writing to Entertain and Inform

- Write a newspaper and letter, using evidence from the story to support your ideas and including a range of features to engage the reader.

Science

- Research, plan and design a space-themed fact file about a planet in the solar system.

PSHE and Citizenship

- Study different types of relationships and the skills needed for an effective relationship.

COMPREHENSION QUESTIONS

1. "I don't know if I'm Ace or Adam or Spaghetti-Hoop Boy or no one." Why does Adam say this? Is there a difference between being Ace/being Adam? (page 276)
2. What role does Velvet's imaginary dog play in the story? Are the family right to pretend he's real?
3. Adam says his heart flutters like "it's full of broken-winged moths". Why does he say this? (page 288)
4. Mum says, "You don't have to be a hero to be super." What does she mean by this? Do you agree? (page 294)
5. Can you explain the mix up between Minnie, Alex, Callum and Rose? How does it happen? (page 292)
6. Mum says that you shouldn't deny your feelings or bottle them up. How have different members of the family bottled up their feelings? What have the consequences been? (page 307)
7. Why is Mum's face 'as pale as tracing paper'? (page 310)
8. Mrs. Chatterjee is an irresponsible teacher and should never have made Adam carry out the genealogy project. Do you agree? Use evidence from the story.
9. Do you think Adam has been a good friend to Tiny Eric? Why? Why not?
10. Can you rank these story themes from least important to most important? *Friendship, family, superheroes, bravery, discovery, lies, memories.*

EXTRA ACTIVITIES

Hopes and wishes are important throughout the story. Make a list of all of your hopes and dreams. Turn them into your own wish poem.

Re-read Adam's letter to Tiny Eric on pages 316-318. Imagine you are Tiny Eric and write a reply, talking about your new life in Poland.

Adam tells Tiny Eric that he has written a newspaper article for the Pegasus Park Packet. Imagine you are Adam and write a newspaper article about the *For Ever Tree* project, discussing why Tiny Eric is so special and what you have learnt about superheroes.

Adam knows that Jupiter's moon is called Ganymede. Create a space-themed fact file about one of the planets in our solar system.

Every family is different. Draw and label a picture of your family and share your picture in a small group or as a class. Are there any similarities between your pictures? Are there any differences? Discuss what makes a family a family.