

# SCHEME OF WORK

**PERFECT FOR:** Ages 7+; an action-packed sci-fi adventure with aliens, gadgets, secret spies and burps; word play and puns; humour; creative writing opportunities including letters, recipes and newspaper reports.

## KEY FOR CROSS-CURRICULAR OBJECTIVES:

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

Design Technology & Art  
Drama, Speaking and Listening

Science

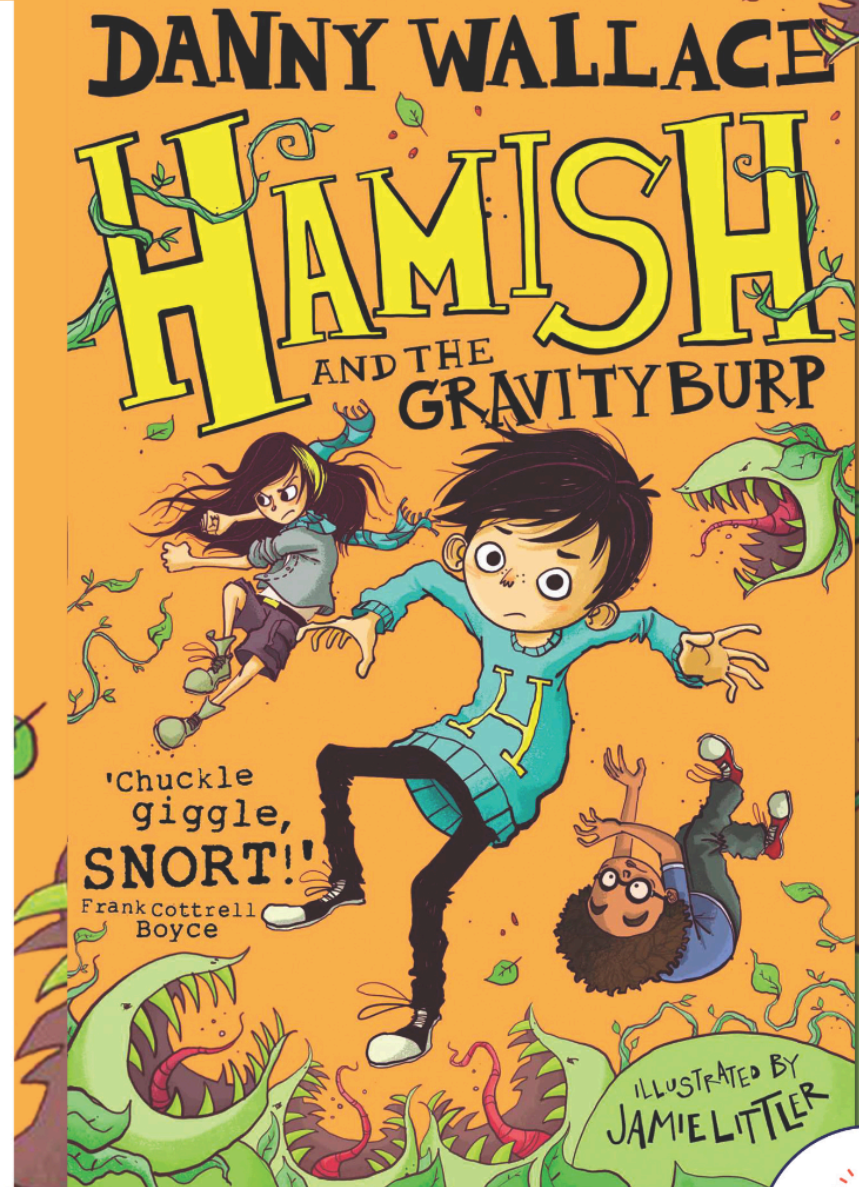
Geography

Computing

Maths

Modern Foreign Languages

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# WEEK 1 (CHAPTERS 1–3): UP, UP AND WAHEY!



## SUGGESTED OBJECTIVES

### Reading: Comprehension

- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence.
- Predict what might happen from details stated and implied.

### Computing

- Research Sir Isaac Newton.
- Create an engaging PowerPoint presentation about a famous scientist.

### Food Technology

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

### Writing to Entertain and Inform

- Create an advert, thinking carefully about the conventions of an advert and the layout and features needed for this type of writing.

## COMPREHENSION QUESTIONS

1. How does the author engage the reader on page 7? Is it successful?
2. Why does the author repeat 'normal, completely and utterly ordinary' on page 9? What effect does it have?
3. What might Hamish be thinking and feeling when he sees his mum and brother lying on the ceiling?
4. The author describes the snot as a 'creepy, thin snake' (page 14). What image does this create in your mind?
5. Read to the end of page 17. How do you predict things will get worse?
6. Look at the names of the characters on pages 18 and 19. Do the names give us any clues about the characters' personalities?
7. Can you explain to a partner what a GravityBurp is? (page 23)
8. What does the verb 'cowered' suggest about the children? (page 40)
9. Read to the end of page 41. What do you predict the little black seeds are?
10. What are your first impressions of Goonhilda Swag? Use evidence from the story so far. Can you describe her using one word?

## EXTRA ACTIVITIES

Read the adverts and newspaper clippings at the beginning and end of the story. Can you explain the jokes and puns to a partner? Create your own advert or newspaper clipping for the Starkley Post.

In a small group conduct research into Sir Isaac Newton. Who was he and what did he discover? Create a PowerPoint and prepare a presentation to be delivered to the class about this topic. Try to include animations, interesting slide transitions and sound clips in your PowerPoint presentation.

Alice enjoys eating nut and pickle baguettes. Design and make a new healthy sandwich for Alice with fillings of your choice. Evaluate your finished product and gather feedback from your peers.

Create a colourful advertisement for the Falaraki Fizz Whizzers. Remember to include alliteration, a question to engage the reader and appealing adjectives.



## WEEK 2 (CHAPTERS 4–8): MEW WHAT?



### SUGGESTED OBJECTIVES

#### Reading: Comprehension

- Identify how language, structure and presentation contribute to meaning.
- Use dictionaries to check the meaning of words.
- Draw inferences, such as inferring characters' feelings, thoughts and motives.

#### Science

- Plan different types of scientific enquiries to answer questions, including controlling variables.

#### Writing to Entertain and Inform

- Write a formal letter, thinking carefully about the language needed and the layout of the letter.
- Research, plan and write an informative fact file about Venus.

### COMPREHENSION QUESTIONS

1. If you had to choose one of the following three outcomes, which would you choose and why? *The seeds grow into melons, the seeds produce enormous stink trees, the seeds grow into cacti.*
2. Who are the Superiors? Can you describe their evil plan? Do you think it will work?
3. Write a dictionary definition of the following words from Chapter 6: *levitate, inconvenient, rummaging, permission*. Can you use these words in a sentence of your own?
4. Use the information in Chapter 6 to draw and label a picture of the setting from pages 62 to 65.
5. Read to the end of page 68. What might be growing?
6. Is there anything funny about Goonhilda's letter? Can you explain why the letter is amusing? (page 72)
7. Hamish hears a noise 'tinier than the noise an ant makes when it stubs its toe' (page 74). Can you write your own sentences to describe the noise? Start like this: It was tinier than the noise a \_\_\_\_\_ makes when \_\_\_\_\_.
8. What might Hamish be thinking and feeling when he hears the sound? Record your ideas in a thought bubble. (page 74)
9. Look at pages 76 and 77. In a table, summarise how the people in the town have dealt with the GravityBurp.
10. How is Hamish feeling at the end of Chapter 8?

### EXTRA ACTIVITIES

On page 56, Vapidia Sheen tells the children about Venus. Make a list of the things Vapidia tells the children. Create a space-themed fact file about Venus. Alternatively, you could create a 3D model of the solar system.

Look at page 69, where Hamish puts the green shoot into a box. Set up an experiment to test the conditions needed for a healthy seed and plant to grow. Place three seeds in small pots with soil. Place one by the window, where there is light and warmth and water regularly. Place one in a box where there is no light, but warmth and water regularly. Place one on a window where there is light and warmth but do not water it. Which seed do you think will grow? Which plant will be the healthiest? Observe and record your results.

Imagine you are Mum. Write a formal reply to Goonhilda's letter on page 70. What might you say? Remember to include your address and the recipient's address, an introduction, paragraphs and a conclusion.





## WEEK 3 (CHAPTERS 9–14): GO GET 'EM!



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"><li>- Discuss words and phrases that capture the reader's interest and imagination.</li><li>- Predict what might happen from details stated and implied.</li></ul> <p><b>Science</b></p> <ul style="list-style-type: none"><li>- Understand how animals are adapted to their environment.</li><li>- Construct and interpret a variety of food chains, identifying producers, predators and prey.</li></ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"><li>- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</li></ul>	<ol style="list-style-type: none"><li>1. How is Mr. Longblather really feeling on page 86? Which words and phrases tell us?</li><li>2. What impact are the GravityBurps having on the plants? Why do you think this might be? (page 90)</li><li>3. How does the author make the plants seem menacing? Collect your favourite words and phrases and explain them to a partner.</li><li>4. Read to the end of page 103. Can you predict what Hamish's plan will be?</li><li>5. Read to the end of page 107. The children should give up and evacuate Starkley. Do you agree or disagree? Why?</li><li>6. What do you predict will be in the 'special and dangerous' box? (page 109)</li><li>7. How do you predict the children will use the Candgrenades against the plants? (page 116)</li><li>8. Use the information on page 128 to draw and label a picture of the island.</li><li>9. What might Hamish be thinking and feeling on page 130 when he sees Dad on the Holonow? Why do you think Dad sounds strained and panicked?</li><li>10. Why is Hamish full of pride and fear? (page 131) Have you ever felt pride and fear at the same time? Why?</li></ol>	<p>Use the information on page 93 to write a non-chronological report of the Venus Spytraps. Remember to include information about their diet, habitat, appearance and how they are adapted to their environment. Create a food chain for a Venus Spytrap.</p> <p>Madame Cous Cous has all sorts of wonderful sweets in her shop, including Vanilla Icebergs and Peanut Mivvis. Design a new sweet or chocolate bar for Madame Cous Cous. You might want to write a list of ingredients, develop a recipe, design an eye-catching wrapper or even create a poster to promote your new product.</p> <p>Draw an Emotions Graph to track Hamish's changing thoughts and feelings during these chapters. Think about how Hamish feels when he sees the plant shoots taking over Starkley in Chapter 9, when he gives the Chomp bar to the Venus spytrap and when he receives the message from the Holonow.</p>





## WEEK 4 (CHAPTERS 15–20): THE ISLAND



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"><li>- Discuss and evaluate how authors use figurative language, considering the impact on the reader.</li></ul> <p><b>Maths</b></p> <ul style="list-style-type: none"><li>- Convert between different units of metric measure.</li></ul> <p><b>Geography</b></p> <ul style="list-style-type: none"><li>- Use fieldwork to observe, measure, record and present the physical features in the local area.</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>Modern Foreign Languages</b></p> <ul style="list-style-type: none"><li>- Listen to spoken language and show understanding by joining in.</li></ul>	<ol style="list-style-type: none"><li>1. What does the verb 'loomed' suggest about the Venus Spytrap? (page 135)</li><li>2. How does the author create tension / excitement on pages 136 and 137?</li><li>3. Write a dictionary definition of the following words from Chapter 16: <i>ravenous</i>, <i>obnoxious</i>, <i>wrenched</i>, <i>capable</i>. Can you use these words in a sentence of your own?</li><li>4. Why does the author repeat 'up, up, up' and 'down, down, down'? What effect does the repetition have? (page 145)</li><li>5. Look at page 155. Hamish is feeling apprehensive. Why? How many synonyms can you think of for the word 'apprehensive'? What about antonyms?</li><li>6. Look at the sign on page 159. Is there anything amusing or unusual about it? Where would you go if you were Hamish?</li><li>7. What literary device does the author use at the top of page 163? What effect does it have?</li><li>8. How does the author make the Superiors seem frightening? Collect your favourite words and phrases and explain them to a partner. (page 169)</li><li>9. Why do the Superiors talk in capital letters? How should their speech be read?</li><li>10. How is the layout and presentation of chapter 20 similar to a comic book? How is it different?</li></ol>	<p>One Venus Spytrap has grown to over sixty metres high! How many centimetres is this? Using a pencil and ruler, draw a series of Venus Spytraps and ask a partner to measure the height, stalks and petals to the nearest millimeter. Can you convert these measurements between centimetres, metres and millimetres?</p> <p>The Superiors have altered the weather to hide the island. Keep a weather diary for a week. Can you measure the temperature and rainfall every day and use symbols to record what the weather is like on each day?</p> <p>In Chapters 16 and 17, the author describes the stormy waves. Read 'The Sea' by James Reeves. Work in pairs/a small group to perform this poem, thinking carefully about volume, expression and pace.</p> <p>None of the members of PDF speak Scandinavian. Learn how to say 'Hello' and 'Goodbye' in Scandinavian. Rehearse with a partner.</p>



## WEEK 5 (CHAPTERS 21–26): SECRETS AND SPIES



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</li> <li>- Summarise the main ideas and events in a chapter, identifying the key details.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>- Use co-ordinates in all four quadrants, read six figure grid references and understand the four compass points.</li> </ul> <p><b>Drama, Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Understand and empathise with a character's thoughts, feelings and attitudes and express these through use of role-play</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do Hamish's cheeks burn red? How is he feeling? (page 185)</li> <li>2. What do you think Hamish means when he says they should give the Superiors 'our own Nuclear Ball'? What might he be planning? (page 193)</li> <li>3. Why does Venk get confused on page 195?</li> <li>4. How does the author use puns and word play on pages 200 and 201? What effect do they have?</li> <li>5. Look at page 204. Hamish learns that Starkley is actually the most important place on the planet. Why is this surprising? How might he be feeling when he hears this?</li> <li>6. <i>Sometimes the most ordinary things can be the most special.</i> What does the author mean by this? What does this mean to you? (page 212)</li> <li>7. Why does Madame Cous Cous's face darken on page 220? What might she be thinking and feeling?</li> <li>8. Use the information in Chapter 26 to summarise Hamish's plan.</li> <li>9. Hamish is a good leader. Do you agree? Use evidence from the story to support your opinion.</li> <li>10. Summarise the events throughout Chapters 21 to 26 in six sentences. Now, can you summarise them in three? What about one sentence?</li> </ol>	<p>Use the information in Chapter 24 to draw and label a map of Starkley. Include a key and grid references. Remember to include the school, Hamish's home, the sweet shop, the Science Laboratory and Communications Centre on your map.</p> <p>Use a Venn Diagram to compare and contrast the features of a town with the features of a village. How are they similar? How are they different?</p> <p>In groups of four, re-create the scene in the sweet shop (pages 218 to 221). One of you should play Hamish, one should play Madame Cous Cous, one Erik and one Viktor. 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 how will you change your body language, voice and facial expression each time.</p>



## WEEK 6 (CHAPTERS 27–30): RETURN TO STARKLEY



### SUGGESTED OBJECTIVES

#### Reading: Comprehension

- Identify and discuss themes and conventions in and across a story. Create character profiles to understand how a character behaves and how their personality develops throughout a story.

#### Writing to Entertain and Inform

- In non-narrative material, use simple organisational devices, such as headings and sub-headings.  
- Identify the audience and purpose of the writing, select the appropriate form and use other similar writing as models for their own.

#### Design Technology & Art

- Learn about great artists, architects and designers in history.  
- Explore the styles and techniques employed by a famous artist.

### COMPREHENSION QUESTIONS

1. Read to the end of page 231. What do you predict will happen to the fake Nuclear Ball?
2. Read to the end of page 235. What do you think the Superiors will do? How might Hamish be feeling?
3. Why does Hamish feel 'small and silly and stupid' on page 241? Should he?
4. Why do you think Hamish asks Vinnie to scream? What impact might it have? (page 242)
5. Use the information on page 245 to draw and label a picture of Vinnie as he emerges from the sea.
6. Find and copy a word on page 253 that means the same as 'big'. Why does the author use this word rather than 'big'?
7. How has Dad changed over the course of the story? What do you think he has realised?
8. Read to the end of page 264. How has Starkley changed when Goonhilda wakes up? How do you think this has happened?
9. Do you think the Superiors will return? Why? Why not?
10. 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? *Bravery, friendship, trust, secrecy, greed, children vs adults.*

### EXTRA ACTIVITIES

Create character profiles for the following characters, including information about their personality, relationships with other characters, motivations and how they develop as the story progresses: Hamish, Alice, Dad, Goonhilda Swag, Vinnie, Madame Cous Cous.

Write a newspaper report about the alien invasion. Remember to include a headline and witness statements!

Study the sci-fi inspired work of artist Peter Thorpe, looking carefully at his use of colour and shape. Draw or paint a piece of artwork inspired by this story in the style of Peter Thorpe.

What do you think might happen in a sequel to this story? Plan a new exciting sci-fi adventure for Hamish and his friends.