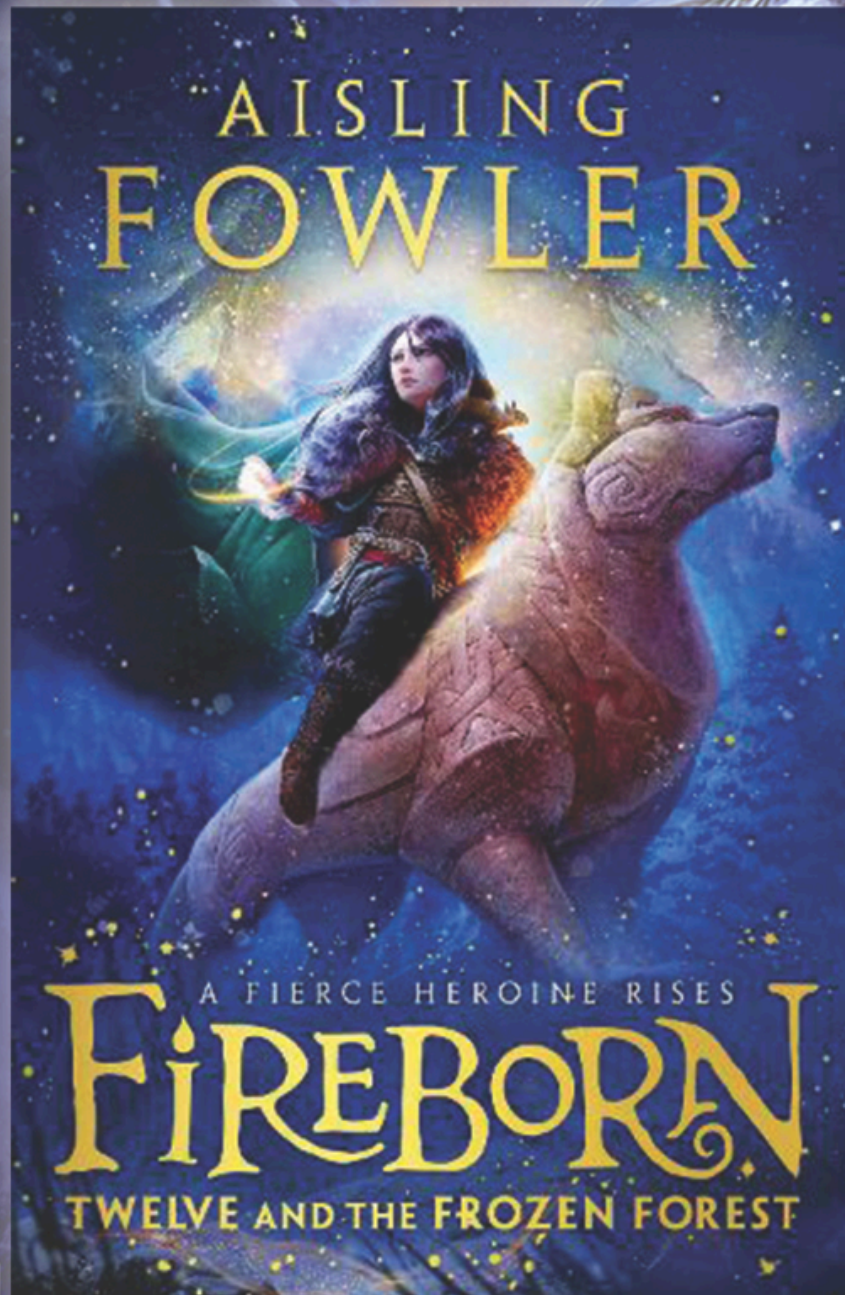




SCHEME OF WORK

PERFECT FOR: Students aged 9+; a fast-paced fantastical adventure; exploring themes of family, forgiveness, friendship, and finding your inner strength; magical monsters and a frozen forest; researching gemstones and the five elements; joining a fiery female protagonist on her epic quest across a terrifying pre-historic landscape.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Creative Writing; Writing to Entertain & Inform

Drama, Speaking and Listening

Design Technology & Art

Maths

Computing

History



WEEK 1 (CHAPTERS 1–9): AMBUSH

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Predict what might happen from details stated and implied - Draw inferences, such as inferring characters' thoughts and feelings - Identify how language and structure contribute to meaning Writing to inform - Write a recipe using imperative verbs and numbered steps Drama, Speaking and Listening - Understand a character by completing a hot-seating activity History - Find out about where different names originated and the meaning behind them	1. Take a moment to consider every aspect of the front cover: what does the tagline, title, and illustration reveal to us? Now turn to the map inside. What do we learn from this – and what would we like to know? 2. Read through The Prologue. With your partner, try to explain the meaning of the following words: pledge, forsake, feuds and tyranny. Now check with a dictionary to see if you were correct. 3. Once you have read to the end of Chapter 1, think about the relationship between Seven and Twelve. How do you think each girl feels about the other? 4. On page 14, Twelve lashes out in the armoury. Which words and phrases make it particularly dramatic? 5. Chapter 3 involves a long conversation between Silver, Victory, Twelve, and Five. With a partner, identify and make a note of all of the effective verbs, adverbs, and actions that are associated with each character. How do these help us to understand the characters better? 6. How does the author make the dungeon feel sinister and unappealing? Which language features can you spot? (pages 31–32) 7. Draw and label a picture of the goblins, based on the descriptions on pages 43–44. 8. What is meant by the phrase, 'fear-freeze'? Have you ever felt similar? (page 45) 9. 'Battle frenzy tainted the air' (page 52). Can you explain this atmosphere in your own words? 10. Read to the end of page 69. Why do you think the name <i>Poppy</i> suddenly 'jolts through' Twelve as she thinks of Seven? Make a prediction about what this revelation may mean.	Hot-seating Twelve: After reading Chapter 1, come up with a range of open questions that you would like to ask Twelve at this point. Consider: friendships, family and life as a Hunter. Take it in turns to play the role of Twelve, answering the questions in character. Twelve relies on dream-milk to sleep without experiencing terrible nightmares. Research herbs and spices that have calming properties, and incorporate them into your own magical dream-milk recipe. Remember to use clear, concise language and imperative verbs. We learn that the Hunters are referred to only by numbers, not their real names. Think about your name – do you like it? Does it have special family connections or other significant meanings? Research the actual meaning of your name, including surname, and share your findings.

WEEK 2 (CHAPTERS 10–18): NIGHTMARES

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Describe relationships between characters - Skim and scan to retrieve information from a passage - Define vocabulary, thinking carefully about its meaning and impact Creative Writing - Write creatively, inspired by landscape descriptions in the novel Computing - Create a PowerPoint presentation using various animation and design features Drama, Speaking and Listening - Understand and empathise with a character's thoughts, feelings, and attitudes, and express these through use of role-play	1. How does the author build tension as the characters realise they are being followed? (pages 86–87) Copy down any effective words or phrases that make the reader feel on edge. 2. 'We're not allowed to keep anything from before, even our own names' (page 96). Why do you think this rule exists? Would it make you a better or worse Hunter? 3. We see lots of interaction between the Hunters in chapter 12. How are Five and Six different? Think of an excellent adjective to describe each boy – give your reasons. 4. What is the significance of chapter 13? What do we learn about Twelve from this? 5. Why is Twelve so angry when she wakes up and sees the reactions of the others? (pages 120–121) 6. From the passage on page 125, can you work out what 'she knew the mountains were mercurial' means? Use a dictionary to find out, then use the word 'mercurial' in your own sentence. 7. What do you think of Dog's rule, 'useful words only'? (page 133) 8. Read the descriptions of cliffcrawlers on pages 139–140. Using the information given, write a suggestion for the Hunters about how they might be able to defeat these creatures. 9. Read to the end of Chapter 16 and make a prediction as to what might be in Twelve's wooden box (page 142). 10. How does the author create an exciting atmosphere when the Hunters encounter the cliffcrawlers? (pages 154 and 155) Make note of sights, sounds, actions, emotions.	Many beautiful wintery descriptions can be found in this part of the book. Take another look at pages 76, 77, 100, 124 and 125, and collect your favourite wintery words and phrases. Next, have a go at planning and writing your own creative piece. You may want to 'magpie' some of the lovely language that you spotted! Use the internet and information books to gather facts about different types of moonstones. Create a PowerPoint presentation to share your findings. Can you use slide transitions and animations to liven up your research? We hear about Twelve's parents and sister in Chapter 13. In groups of four, create and perform a scene from their life before the fire. Try to capture their personalities and differences through your use of dialogue and actions.

WEEK 3 (CHAPTERS 19–27): TRICKERY

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Retrieve information - Identify how language choices, structure and punctuation contribute to meaning - Identify evidence from the text to support ideas and theories - Empathise with characters' thoughts and feelings Drama, Speaking and Listening - Perform a poem in a small group, using instruments and voices to convey meaning Writing to Inform - Write part of an information text, using formal language, subheadings, and labelled diagrams	1. List all of the words/phrases that describe what can be heard on pages 156 and 157. How has the author used sound to capture a chaotic and tense atmosphere? 2. Read up to the end of page 166. Can you find evidence to suggest that Twelve's relationship with the others is changing? 3. What does the phrase, 'There's fire in you' suggest about Twelve? (page 167) Discuss your ideas with a partner. 4. Read up to page 175. Do you think Twelve and the others should enter the Frozen Forest, or wait? 5. How would you describe Starling's father? Once you have read the dream scenes (pages 180–187), come up with three adjectives to describe aspects of his character, with reasons for your decisions. Compare your choices with your friends. Do you think he sounds like a good parent? 6. At the start of Chapter 23, the forest is described in an eerie and enchanting way. Which detail on pages 189–190 do you find most unsettling? 7. Now you have read Chapters 24 and 25, look back and see if you can spot any clues that all was not as it seemed. When did you first begin to doubt that 'Poppy' was a trustworthy character? 8. As she defends herself from the Ygrex, what are the two factors on page 208 that spark rage in Twelve? 9. 'They had come for her' (page 212). Describe what you think this moment means to Twelve, and why it is such a turning point in the story. 10. In Chapter 27, we meet a moxie. What are your first impressions of the largely unknown creature? Do you think the group should trust it?	Look at the poem <i>For Forest</i> by Grace Nichols. How does it connect with the setting and themes of the story? How is it different? In a small group, have a go at performing this poem, using music, sound effects and voices to bring out the key ideas effectively. You could also have a go at writing your own forest-inspired poem! Complete the entry on moxies in 'A Magical Bestiary' (page 221). What else should be added to the guide? Make sure you use formal language and add all of the information we learn about them between pages 221 and the end of Chapter 32. Go back to Chapter 25. Create an emotions graph for this section of the book to chart the roller-coaster ride of emotions that Twelve experiences at this point. Label your x-axis with the plot points (e.g. 'first time she hears Poppy's voice') and your y-axis with different emotions. Compare with a friend's – do you have a similar shaped graph?

WEEK 4 (CHAPTERS 28–36): SHADOWS

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Use clues from the text to infer what characters are thinking and feeling - Make predictions - Find evidence to support your ideas - Consider the impact of author's choices Writing to Persuade - Write a persuasive and informative leaflet about woodland and forest conservation Creative Writing - Write a diary entry from a main character's perspective Design Technology and Art - Create a diorama using a range of materials	1. What do you think 'fear galvanised her' means? (page 225) Try using the word 'galvanised' in your own sentence. 2. Using the details from page 233–235, draw and label a deathspinner. 3. On page 244, Foxpaw says that the balance 'between light and dark' in the woods is 'shifting again'. Have you seen evidence of this balance? What might he be hinting at? 4. As you reach the end of Chapter 31, make a prediction as to what you think Oakhammer will look like. 5. On page 257, Oakhammer 'laughs gratingly'. What do you imagine this to sound like? Try out some other adverbs for different effects. 6. By the end of Chapter 33, how do you imagine each character is feeling after the revelations? Give Twelve, Six, and Five a score out of 10 for each of the following: vulnerable, angry, betrayed, vengeful. 7. Read the description of Oakhammer's opening mouth (page 270). What language do you think is particularly effective in bringing this scene to life? 8. Stop reading at the end of page 277. Can you predict why Seven was taken? Compare with your friends and then turn the page to find out. 9. What lesson can be learnt from Six's words on page 281? Can you think of any other situations to which they might apply? 10. There are a number of very short sentences on page 284. Why has the author used them here? What effect do they create?	Using craft materials and a shoebox, design and make a diorama which captures a scene from the Frozen Forest. Include Oakhammer and the deathspinner, as well as the natural surroundings which have been described. Put yourselves in one of the group's shoes and write a diary entry from their perspective. Consider how Dog, Twelve, Five, Six, and Widge may be feeling by the end of Chapter 36. What are their current thoughts, concerns, emotions? Make sure you write in first person and try your best to capture their unique 'voice'. Find out how and why our forests and woodland areas are in need of protection. Make a leaflet to inform and persuade people of the need to do their bit to help conserve these special areas.

WEEK 5 (CHAPTERS 37–45): FIRE

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Identify the effect of specific language choices - Find evidence from the text to support your ideas - Use clues from the text to infer what characters are thinking and feeling Design Technology and Art - Design and make a game inspired by the story Creative Writing - Write a short story that engages with a theme from the book	1. How is a homely environment created at the start of Chapter 37? (pages 288–289) In what ways does this contrast with Twelve’s life now? 2. ‘Forgiveness is not the same as indifference’ (page 295). Why do you think Ma says this to Starling? 3. In Chapter 38, Twelve grows as a character. Can you spot three pieces of evidence that reveal her newfound empathy and compassion? 4. How did you feel when Victory’s betrayal was revealed at the end of Chapter 39? Victory says that she and Twelve ‘are the same’ (page 314). In which ways is this true or false? 5. Why does Twelve react in such a dramatic way to the sight of the arrows? (page 320) 6. What does Victory mean when she tells Twelve that ‘we saved you from mediocrity’? (page 323) What is mediocrity, and is it something people need to be saved from? 7. Can you spot a sinister metaphor in the first paragraph of Chapter 42? See if you can come up with your own metaphor to describe fear. 8. As you read the memory fragments in Chapter 43 (pages 333–335), decide on a title that reflects the meaning behind each one. 9. Why do you think Seven becomes so upset about what is happening to Twelve? (page 340) Is seeing glimpses of the future a blessing or a curse? 10. Dog tells Hoarfrost that the children should join the fight as ‘they have earned their place’. Why do you think this means so much to Twelve?	Forgiveness is a theme that is explored in this part of the story. Write a short story which results in forgiveness. Make sure you show off your writing skills and that you include a range of ambitious adjectives, verbs, and adverbs. The author, Aisling Fowler, has said that this story and the character of Twelve were partly inspired by a computer game. Think about all of the different characters, settings, and challenges that we encounter in ‘Fireborn’ – can you create your own game inspired by these? It could be a board game, card game, or even involve physical challenges. We discover in Chapter 44 that Twelve is an ‘elemental’. Research the five elements. As a group, choose one of the elements to explore and bring to life through a range of media – art, poetry, dance, or drama. Take it in turns to present to the rest of the class.

WEEK 6 (CHAPTERS 46–54): REBIRTH

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Make predictions, using clues from the passage and knowledge of the characters - Consider key themes and symbols in the story as a whole - Make comparisons within and across texts Creative Writing - Write a pledge, using appropriate tone and vocabulary Maths - Design a survey, record results in a tally chart, and present data using graphs	1. Why do you think Hoarfrost uses so many questions in his speech to the Hunters? (pages 354–355) What is this type of question called? 2. See if you can use the context to help you explain the meanings of the following words: formidable, quailed, lithe, merciless (pages 357 and 358). Look them up in a dictionary to see if you were correct. 3. How do you think it would feel to hear all of the Hunters speaking the Pledge in unison? (page 367) 4. In your own words, see if you can summarise the impact of Twelve's fire on the surrounding area and characters. 5. Which words and phrases help to create a restful and idyllic scene at the start of Chapter 51? 6. In the dream scene (pages 378–379), Twelve experiences a sense of 'peace'. Why do you think this is? 7. On page 385, the mysterious master is described as 'a creature that feeds on chaos'. How do you picture this character to look and to behave? Make some character notes, and then compare your ideas with a friend's. 8. 'It's the people that make a place' (page 390). True or False? Discuss this with your partner. 9. Why might Hoarfrost feel 'grudging respect' for the Hunters? (page 392) Do you think he has any further concerns about the children at this point? 10. Stop at the end of page 399 and think about the ways in which Dog has changed since the beginning of the story. Are his new senses worth the new experience of pain?	What do you think of Twelve's new name? Imagine you are a Hunter – what would your name choice be? Research a range of animals, natural phenomena, and mythical creatures for inspiration, and then present your name choice (with explanation) as a poster. The words of The Pledge become very important to The Hunters as they face their opponents. Using suitable formal and inspirational language, create your own pledge – it could be to your family, friends, school, or something else! Take it in turns to present these to the class. Looking back through the whole book, make a note of all the creatures that make an appearance. Design a survey to find out which creature your class thinks is most liked/feared/misunderstood etc. Collect your classmates' votes in a tally chart and then present your findings in a clearly labelled bar chart.