



## SCHEME OF WORK

**PERFECT FOR:** Ages 8+; a thrilling, action-packed sci-fi story; role-play and drama; diary writing; exploring climate change and pollution; designing robots; non-chronological reports; researching the history of space travel; persuasive writing; joining two brave children and a heroic robot as they race against time to stop an evil ruler!

### KEY FOR CROSS-CURRICULAR OBJECTIVES:

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

Drama, Speaking and Listening

Design Technology & Art

Science

History

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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>- Describe relationships between characters.</li> </ul> <p><b>Drama, Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Understand a character by completing a Role on the Wall activity.</li> </ul> <p><b>Writing to Inform</b></p> <ul style="list-style-type: none"> <li>- Plan and write a non-chronological report.</li> </ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- Use a sketchbook to design, plan and review ideas for a new space city.</li> </ul>	<ol style="list-style-type: none"> <li>1. Spend some time exploring the word 'hero'. Can you think of any synonyms linked to it? What makes someone a hero?</li> <li>2. Use the information on page 13 to draw and label a picture of the setting and the robot's house. Afterwards, compare it with the illustration on page 14.</li> <li>3. Gnat reveals that she doesn't know what a fox, an otter or an 'elephump' looks like. Create some non-chronological reports to describe their appearance, habitat, diet and adaptations. (page 23)</li> <li>4. Read to the end of page 32. What are your first impressions of Terry and June? Can you describe them in three words and explain your word choices?</li> <li>5. The robots had every right to take control of Somewhere 513. Do you agree? Why? Why not? (page 46)</li> <li>6. Read up to page 49. What is the purpose of the flashback? What do we learn about King and Dandelion? How has King/Scrap changed?</li> <li>7. Why might the robots be so keen on upgrading themselves? Do you think it's a good idea? (page 55)</li> <li>8. Explore the description on page 72 and the illustration on page 73. How have the author and illustrator captured a sense of speed and danger? Have they been successful?</li> <li>9. What do you think compels Scrap to follow Paige and Gnat? (page 76)</li> <li>10. How are Paige and Gnat similar? How are they different? Use a Venn Diagram to compare and contrast them!</li> </ol>	<p>Complete a Role on the Wall activity. Draw an outline of Scrap. On the inside of your drawing, write down everything you learn about him in these chapters. On the outside, record any questions you might like to ask him. How might he respond to these questions?</p> <p>Design a new city for a new Somewhere! What might it look like? How might it function? You could create a map of it, a painting, or even make a 3D city out of a range of recyclable materials. You could use the description on page 45 to help you design your new space city. Afterwards, write an advertisement or persuasive travel brochure to encourage humans to resettle in your planetoid paradise.</p> <p>Terry and June mention strange creatures that live on Somewhere 513, like the snackrabbit, the sandsucker, and the gigantoad. What might these creatures look like? Write an engaging non-chronological report describing their appearance, habitat, diet and adaptations.</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>- Retrieve information.</li> </ul> <p><b>History: Space Travel</b></p> <ul style="list-style-type: none"> <li>- Order and understand the main events that occurred during the Space Race.</li> <li>- Use research methods to extend historical learning.</li> </ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- Create a piece of artwork in the style of either Charles Bittinger or Étienne Léopold Trouvelot.</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>- Interpret and perform a poem, using expression, actions and instruments to convey meaning.</li> <li>- Write a space-themed poem.</li> </ul>	<ol style="list-style-type: none"> <li>1. Write a dictionary definition of these words from Episode 09 and 10: <i>colonization, monopoly, tendrils</i>. Use them in a sentence of your own.</li> <li>2. Why might 'he didn't' have been repeated on page 91? What might Scrap be thinking and feeling?</li> <li>3. How do the robots feel about other robots who haven't been upgraded? Do you think humans can 'upgrade' themselves? How might we do this? (page 99)</li> <li>4. What do you notice about the way Gunner speaks on page 102? For example, she says that the journey will be 'fought with danger'. Why might she talk like this?</li> <li>5. It's a good thing the robots can continually change who they are. Do you agree? Why? Why not? (page 115)</li> <li>6. How does the author create a sense of tension and excitement on page 135? Is it successful?</li> <li>7. What does it mean if you 'seethe'? Can you show a partner? What might Scrap and Paige be thinking and feeling? (page 146)</li> <li>8. Why do the robots take part in the Bot Bouts? How do you feel about these competitions? (page 147)</li> <li>9. Read up to page 155. Predict what Scrap will do next. Why do you think he's climbing into the arena?</li> <li>10. How is the relationship between Paige, Gnat, and Scrap developing and changing as the story progresses? Use evidence from the story to support your ideas.</li> </ol>	<p>Create a timeline showing the history of space travel. You may wish to include: <i>Galileo's use of the telescope, Sputnik 1 and Laika, The Space Race between the United States and the Soviet Union, Yuri Gagarin, Alan Shepherd and Valentina Tereshkova, Apollo 11.</i></p> <p>Spend some time exploring the beautiful space-themed artwork created by both Charles Bittinger and Étienne Léopold Trouvelot. Now create your own futuristic, out-of-this-world designs inspired by these two famous artists. Use a range of materials and techniques and create a class gallery.</p> <p>Explore poems like 'Night Flight' by Laura Mucha, 'Cosmic Disco' by Grace Nichols or 'The Moon Speaks!' by James Carter. Discuss what you like and dislike about them, and how they link to the story. Work in groups to perform a poem, thinking about how you can use your voice, actions, and musical instruments to convey the feeling of the poem. Perhaps you can write your own poems about space in a similar style.</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> <li>- Use clues to make predictions.</li> </ul> <p><b>Writing to Inform</b></p> <ul style="list-style-type: none"> <li>- Create a colourful leaflet, explaining the dangers of climate change.</li> </ul> <p><b>Drama, Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Create a Conscience Alley to explore what motivates a character's decisions.</li> </ul>	<ol style="list-style-type: none"> <li>1. 'REVENGE' is a main theme in the story. Do you agree? Can you find examples throughout the story where 'revenge' is a key theme? (page 164)</li> <li>2. What do we learn about the relationship between the mayor and Domo on page 168?</li> <li>3. Do you agree that Tripp and Dandelion have betrayed Scrap/King? Can you understand why he feels like they have? What would you have done in the same situation? (page 179)</li> <li>4. Why do you think the robots aren't allowed to say 'war'? Do you think 'Difference of Opinion' describes what happened accurately? (page 198)</li> <li>5. Use the descriptions on page 208 to draw and label a picture or diagram of the Food-O-Copier.</li> <li>6. In pairs, imagine the conversation that might take place between Gnat and Morten. Role-play your ideas and share your predictions. (page 219)</li> <li>7. Can you describe Morten in three words and explain your word choices? (page 226)</li> <li>8. Were you surprised by Morten's behaviour on page 230? Do you think he realises what he's done?</li> <li>9. Morten is thrilled to get his old case back. Why? What does this tell us about him? Do you feel sorry for him? (page 238)</li> <li>10. Read to the end of page 238. What do you think will happen next? Perhaps you could draw a picture of your prediction or write an exciting paragraph.</li> </ol>	<p>Create an Emotions Graph to plot Paige's changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>the Bot Bouts fight, finding out about Scrap's case and his relationship with Dandelion, meeting Morten, being attacked by Terry, being ambushed by the mayor.</i></p> <p>Why might humans need to leave earth and find a new home? Conduct research into global warming and sea pollution. Create a colourful leaflet explaining the dangers of climate change, our role in it, and how we can protect our planet. Try to use a range of persuasive phrases, facts and figures, and diagrams to make your leaflet engaging.</p> <p>Look at page 238 – what should Scrap do? As a class, create a Conscience Alley. One side of the class should be voices persuading him to become the King of the Robots and the other should suggest different options. Take it in turns to play Scrap walking through the alley of voices. Write a paragraph exploring your decision and feelings.</p>



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<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Identify and discuss the main themes in the story.</li> <li>- Create character profiles.</li> <li>- Summarise information.</li> <li>- Make comparisons within and across books.</li> </ul> <p><b>Writing in Role</b></p> <ul style="list-style-type: none"> <li>- Empathise with a character by writing in role.</li> <li>- Emulate a character's voice and personality.</li> </ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- Explore the work of Alessia Trunfio and create a piece of art in a similar style.</li> </ul> <p><b>Creative Writing</b></p> <ul style="list-style-type: none"> <li>- Explore how authors create a sense of excitement and danger and use this to model a new piece of writing in the same style.</li> </ul>	<ol style="list-style-type: none"> <li>1. Summarise the events in Episode 29 in six sentences. Now try and summarise them in three sentences, then one.</li> <li>2. How did you feel when it was revealed that Dandelion is dead? Did it come as a shock? (page 246)</li> <li>3. Read to the end of page 253. What do you think Morten will do? Does he remind you of any other story or film characters?</li> <li>4. What do you think Paige's dreams might signify and symbolise? (page 259)</li> <li>5. Is there a difference between wanting something and needing it? Does everyone deserve to get what they want? (page 289)</li> <li>6. Do you think Harmony got what she deserved? Why? Why not? Do you think she will return? (page 301)</li> <li>7. What is the purpose of the adverts and the excerpts at the beginning of each chapter? How does it develop your understanding of the story?</li> <li>8. How has Scrap changed and developed during the story? What important lessons do you think he has learned?</li> <li>9. Which of these do you think is the most important theme in the story? Think of examples in the story where each of these themes is pivotal: <i>acceptance, grief, found-family, freedom, evolution, greed, trust.</i></li> <li>10. Describe each of these characters in the story using one word only and explain your word choice: <i>Scrap, Gnat, Paige, Harmony, Dandelion, Tripp, Terry, June, Gunner, Morten.</i></li> </ol>	<p>Write a diary entry in role as either Scrap, Paige or Gnat at the end of the story. How would they reflect on what has happened? What are the most important things they've learned about the world around them, their family and friends, and how we treat other? How do they feel about leaving Somewhere 513?</p> <p>Spend some time looking at and enjoying the beautiful artwork by Alessia Trunfio. Do you have a favourite illustration? Now, choose a special moment from the story. Create a piece of artwork to show the scene in a similar style. You could use a range of black and grey watercolours on white paper to create a striking effect.</p> <p>At the end of the story, there is a teaser that describes what will happen in the sequel to this story! Can you use this description to plan and write an explosive and exciting opening paragraph to the next story in the series? Think about what exciting adventure Scrap, Paige and Gnat will embark on next and how you can emulate the author's writing style.</p>