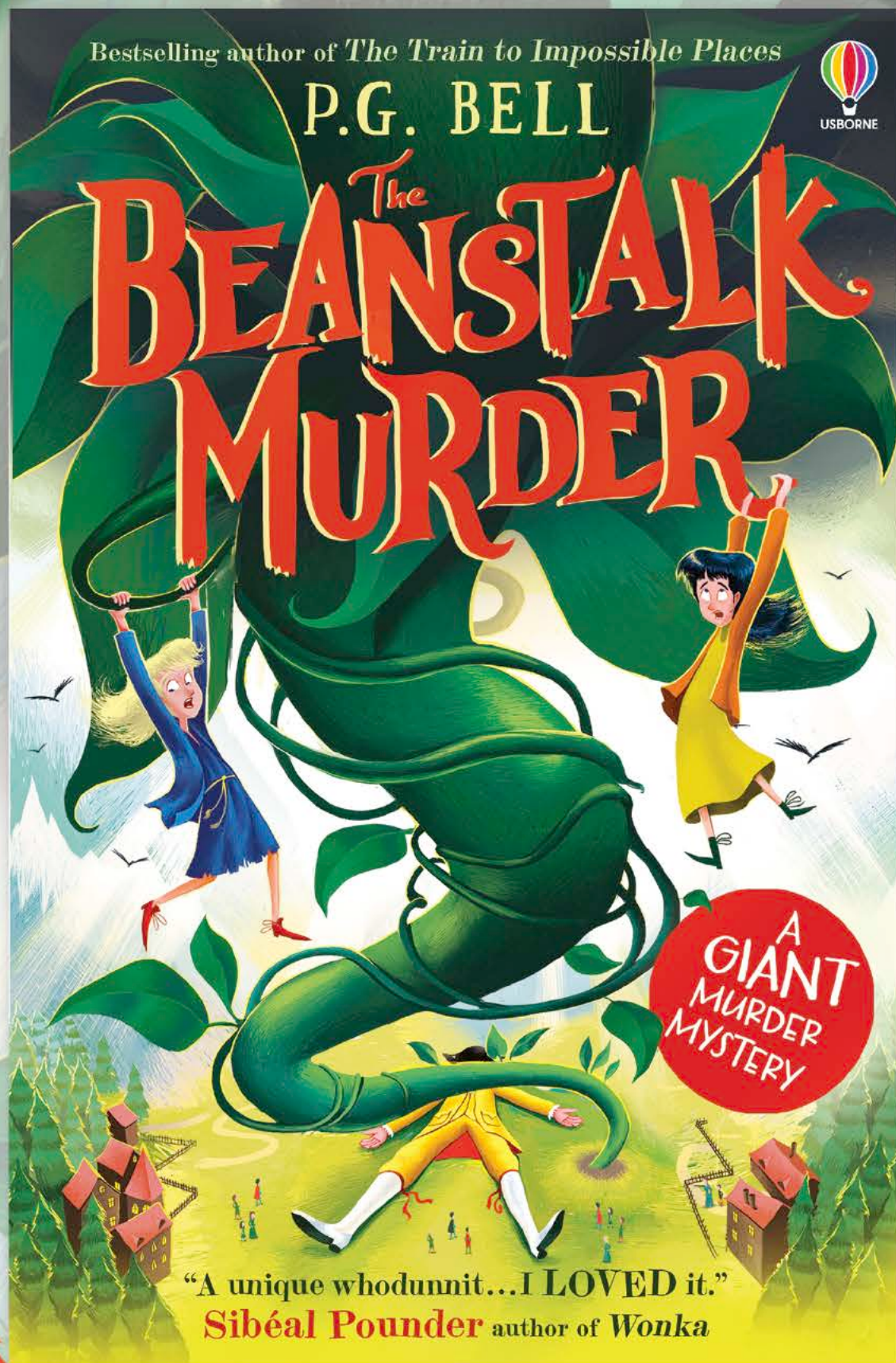




SCHEME OF WORK

PERFECT FOR:

Students aged 8+; a thrilling adventure; drama and role-play; creating maps; exploring perspective in art; poetry; plants and flowers; exploring musical compositions about flight; joining two brave girls on a journey of discovery filled with magic, mayhem and murder!

KEY FOR CROSS-CURRICULAR OBJECTIVES:

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

Drama, Speaking and Listening

Design Technology & Art

Music

Science

PSHE & Citizenship

Geography

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WEEK 1 (CHAPTERS 1–3): A GIANT CRIME SCENE

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Analyse an author's style of writing and identify different techniques and vocabulary used. - Describe relationships between characters. Drama, Speaking and Listening - Understand a character by completing a Role on the Wall activity. Poetry - Write a poem in the style of Laura Mucha. Science - Explore the life cycle of flowering plants. - Make careful observations and gather / present data in a variety of ways.	1. Spend some time exploring as a group what you think you already know about fairy tales. Which fairy tales might link to this story? You might want to create a large spider diagram of words, themes and ideas. 2. Use the information on pages 8 and 9 to draw a map or picture of Old Stump. 3. What does 'deflated like an old balloon' mean? What might Anwen be thinking and feeling? (page 20) 4. The giant is somewhere between 30 and 35 metres from head to toe. Can you measure that out as a class? (page 29) 5. Imagine you are Anwen on page 34. Make a list of observations and diagrams to summarise everything you've discovered about the giant. 6. How does Eira feel about the academy? Why might this be? (page 37) 7. Read to the end of page 43. How do you think Cerys can use her magic to help? 8. Why do you think Anwen feels ashamed of herself on page 53? What do you think has happened to Cerys? Write your own beginning of Chapter 4, predicting what might happen next. 9. Use a Venn Diagram to compare and contrast Anwen and Cerys. How are they similar and different? 10. What are your first impressions of Anwen? Do you like her? Do you think she will appeal to readers? Why?	Complete a Role on the Wall activity. Draw an outline of Anwen. On the inside of your drawing, write down everything you learn about her in these chapters. On the outside, record any questions you might like to ask. Spend some time reading and enjoying the following poems by Laura Mucha: <i>Wanted: Wizard's Assistant</i>, <i>Dear Ugly Sisters</i>, <i>Did you Sleep Well?</i> Discuss what you like and dislike about them, and how they link to the story. Work in groups to perform one of the poems, thinking about how you can use your voices to convey the feeling of the poem. Next, write your own fairy tale themed poem based on the book. Eira plants a magic bean, and it grows straight away. This might be a good time to explore the world of plants! You could: carry out an experiment to discover what factors plants need to grow, learn about the life cycle of flowers and the role of pollination, seed formation and seed dispersal, or conduct an experiment to find out how water is transported within plants.

WEEK 2 (CHAPTERS 4–7): A ROYAL RECEPTION

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Define vocabulary, thinking carefully about its meaning and impact. - Retrieve information. - Use an Emotions Graph to explore a character's thoughts. Writing in Role - Empathise with characters by writing an inner monologue. - Explore the difference between what a character says and does. Design Technology & Art - Create a piece of artwork in the style of Francisco de Goya.	1. Write a dictionary definition of the following words from Chapter 4: <i>nimbly</i>, <i>scowled</i>, <i>retched</i>. Can you use them in a sentence of your own? 2. Read page 57. Why do you think the author keeps the identity of the giant a secret? What impact does it have? 3. The beanstalk shrivels and collapses. How does this story device make the plot more exciting? How would the story change if the girls could still use the beanstalk? (page 65) 4. What do you learn about Marcus and Thibault on page 72? What impression do you get of them both? 5. How does the Captain feel about Anwen and Cerys? How do you know? (page 76) 6. Do you agree that the Chamberlain is a 'pompous old windbag'? What does this mean? Can you use evidence to support your answer? How is 'pompous' similar to 'proud'? How is it different? (page 75) 7. Princess Flavia stares 'blankly'. What does this mean? What might she be thinking and feeling? (page 79) 8. In pairs, act out the exchange between Princess Flavia and the Chamberlain on page 80. Think about your expression and body language. 9. Use the description on page 89 to draw and label a picture of the nursery. 10. Now that you've met some of the characters in the Sky Kingdom, do you have any theories about who committed the murder and why?	Create an Emotions Graph to plot Cerys's changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>meeting the giants</i>, <i>watching the beanstalk crumble</i>, <i>meeting the princess</i>, <i>staying in Fortune Hall</i>, <i>arguing with Anwen</i>. What might Anwen and Cerys be thinking on page 76? Choose one of the characters and write an inner monologue to show their feelings. Now, act out the scene in pairs, taking time to pause and share your monologue. Is there a difference between what your character is saying and feeling? Spend some time exploring 'The Colossus', which was painted by Francisco de Goya. How does Goya create a sense of perspective and size? Can you use a similar method to create a painting inspired by the scenes in these chapters? How might you show the size of the Sky Kingdom compared to Anwen and Cerys, for example? You could also look at 'The Fall of the Giants' by Giulio Romano or the work of the British street artist Slinkachu.

WEEK 3 (CHAPTERS 8–12): PIECES OF THE PUZZLE

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Use clues from the text to infer information about a character and what they might be thinking and feeling. Drama, Speaking and Listening - Create a Conscience Alley to explore a character's thoughts and feelings and what motivates them to make a difficult decision. Drama, Speaking and Listening - Understand and empathise with a character's thoughts, feelings and attitudes and express these through use of role-play. Design Technology & Art - Use a sketchbook to record observations. - Create a sculpture using clay.	1. 'Difference' is a main theme in the story. Do you agree? Can you find examples throughout the story where 'freedom' is a key theme? 2. Use the information on page 106 to start recording a timeline of what happened to Thibault. Add to your timeline as you read on and discover more. 3. Anwen replies 'smugly' on page 110. What does this mean? What might she be thinking and feeling? 4. Why do you think the Chamberlain is apologising to Anwen and Cerys now? Do you think his feelings towards them have changed? Why? (page 112) 5. What do you think of Cerys's dreams of becoming a glamourist? What might you do with this type of magic? (page 116) 6. Discuss how Cerys and Anwen both approach the solving of the mystery. How are their approaches similar and different? (page 125) 7. The collective noun for a group of mice is a 'mischief'. Can you collect some more collective nouns for groups of animals? (page 133) 8. What role do you predict Professor Umberto might play in the rest of the story? Can you predict why he was there and what might have happened to him? (page 141) 9. How might the cufflink relate to the murder? (page 145) 10. How is the relationship between Anwen and Cerys developing and changing as the story progresses?	As a class create a Conscience Alley exploring Cerys's dilemma on page 129. Should she stay in the nursery or go with Anwen? Take it in turns to play Cerys walking through the alley of voices. How do you feel? Write a paragraph in role, exploring your decision. How might Cerys's feelings towards Anwen affect her? In a group of three, re-create the events from pages 114-116. Think about who will play Anwen, Cerys and Tonino. Perform the scene, each time considering another character's perspective and how you will change your body language. You could even turn this part of the story into a playscript to help your performance. Anwen believes that the murder weapon is a bust of Thibault. A bust is a sculpture which represents a person's head and neck. Can you use clay to create a bust of Thibault, ensuring that you capture his 'high cheekbones and strong chin'? Use your sketchbook to create some initial ideas. You could use a range of materials like charcoal for your sketches.

WEEK 4 (CHAPTERS 13–17): FLIGHT INTO MYSTERY

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Retrieve information. - Identify evidence from the text to support theories and opinions. - Use clues to make predictions. Writing in Role - Empathise with a character by writing in role. - Emulate a character's voice and personality. Poetry - Write a poem in the style of Grace Nichols. Music - Use your voice and instruments with control and expression to create a soundscape.	1. Why does Gabriela approach the girls with 'caution and fascination'? What stories might she have heard about <i>tinies</i>? What stories might Anwen and Cerys have heard about giants? (page 149) 2. Imagine you are the Maestro and write a letter of complaint to the newspapers, explaining why you think Thibault is a fraud. (page 151) 3. Can you predict how the laundry chute and the missing bedding both link to the murder? (page 154) 4. Do you trust Tonino? Why? Why not? Can you describe him in three words and explain your word choices? 5. Use the scene on page 162 to inspire your own piece of writing. Imagine you are in the Sky Kingdom and write about being attacked by a huge animal. 6. How is the Royal School of Arts similar to the Academy of High Magic? (page 167) 7. What's the difference between an easy answer and a right answer? How might this idea apply to your life? (page 175) 8. What do you think is wrong with the Chamberlain? (page 188) 9. Imagine you are flying on the back of the pigeon. Make a list of everything you can see, smell, taste, touch and hear. (page 197) 10. Make a list of all the characters you suspect so far and think about what their motive might be for murdering Thibault.	Can you re-tell Chapter 13 from Cerys's point of view? What might she say about the events? How might she really feel about Anwen? Use this as an opportunity to explore Cerys's personality further, perhaps making predictions about her home life and friendships. Anwen can talk to animals. Spend some time exploring the poems <i>Sleeping Out</i> and <i>Cat-Rap</i> by Grace Nichols. Both of these are poems told from a cat's perspective. Imagine you are an animal and write a poem describing your life. Alternatively, you could write a conversation between Anwen and an animal of your choice. Think about the scene where Anwen and Cerys are flying, and listen to music about flight, such as <i>The Cuckoo and the Nightingale</i>, <i>Airborne Symphony</i>, and <i>Flight of the Bumblebee</i>. Can you create a soundscape to represent this moment? You could use your voices, body percussion and instruments. You could also use symbols to create a graphic score to represent your composition.

WEEK 5 (CHAPTERS 18–23): THE ONLY WAY IS DOWN

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Explore vocabulary and carry out role-play to understand the relationship between characters. Drama, Speaking and Listening - Rehearse and perform a scene from the story, thinking about characterisation and body language. - Understand a character by completing a hot-seating activity. PSHE and Citizenship - Identify the characteristics of positive and healthy friendships.	1. Look at page 210. What do you think the rest of the letter might say? 2. What does the word 'fret' mean? What might Eira be thinking and feeling? 3. Have a look at Anwen's letter on page 215. Is there anything she's keeping from Eira? Why might this be? 4. The Captain is 'dumbfounded' on page 220. Why? Do you have any theories about what's going on? Who could Professor Umberto really be? 5. Do you feel sorry for Tonino? Why? Why not? What would you have done in his position? (page 226) 6. The Captain refers to Flavia's plan as 'blackmail' but she describes it as 'fairness'. Who do you agree with and why? (page 233) 7. Cerys believes they have got the 'big picture right'. Do you agree with her? Do you have any questions which remain unanswered? (page 244) 8. What do we learn about Cerys on page 247? Does it change your opinion of her? In pairs, role-play this conversation between Anwen and Cerys, thinking about what each character might be thinking and feeling. 9. Eira describes Anwen as 'incorrigible'. What does this mean? Do you agree? Use evidence from the story to support your opinions. (page 250) 10. What do you predict Cerys will do on page 250? Perhaps you could write a short paragraph to describe her decision.	Choose a favourite scene from these chapters and turn it into a playscript. Think carefully about how a playscript is set out and structured, and use the artwork to help inform your stage instructions. Afterwards, work in small groups to rehearse and perform your playscript, thinking about how you can use your body language and facial expressions. Hot seat Flavia: after reading Chapter 21 come up with a range of open questions you'd like to ask Flavia. Consider her relationship with her brother and her sense of duty to her kingdom. Take it in turns to play the role of Flavia, answering the questions in character. The relationship between Anwen and Cerys is an important part of the story. How does it develop? Would you describe it as healthy and positive? Perhaps you could create a timeline of their interactions throughout the story, thinking about what motivates them. You could also create a magical recipe to describe how to make a healthy friendship. For example: <i>Take a pinch of understanding and mix it with a handful of kindness...</i>

WEEK 6 (CHAPTERS 24–30): RESTORATION

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Identify and discuss the main themes in the story. - Create character profiles. - Summarise information. - Make comparisons within and across books. Writing in Role - Empathise with a character by writing in role. - Emulate a character's voice and personality. Geography - Create a map of a magical kingdom and include symbols and grid references. Creative Writing - Explore how authors structure their stories and use this to model a new piece of writing in the same style.	1. Summarise the events in Chapter 24 in six sentences. Now try and summarise them in three sentences, then one. 2. Use the descriptions of the spooky attic in Chapter 24 to draw and label a picture of the setting. Maybe you could write your own description of a strange, ominous place? 3. Write a page non-fiction page describing how a mimic guitar works, to be included in <i>A History of Magical Music</i>. 4. Were you surprised when you discovered who the killers were? Can you think back throughout the story and find any clues pointing at them? (page 280) 5. How does the author create a sense of page-turning tension in Chapter 28? 6. Read some extracts from 'The Borrowers' by Mary Norton. How does the author create a sense of size and perspective? How is it similar and different to P.G Bell? 7. Can you find out what a 'red herring' is? Once you've read the book, perhaps you could try and identify any red herrings and discuss why the author included them. 8. How has Cerys changed and developed during the story? What important lessons do you think she has learned? 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>secrecy, jealousy, teamwork, persistence</i>. 10. Describe each of these characters in the story using one word only and explain your word choice: <i>Anwen, Cerys, the Captain, Tonino, Marcus, Flavia, the Chamberlain</i>.	Write a diary entry in role as either Anwen or Cerys 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, magic, their friends and family, and how we treat others? Can you create a map of the Sky Kingdom? Perhaps you can use the map to re-tell and summarise the story? Afterwards, create a map of your own magical, faraway kingdom. You could think about what symbols you might use to represent different landmarks and maybe even bring in your knowledge of grid references and co-ordinates. What other mysteries might take place in a fairy tale setting? Perhaps you could think about who <i>really</i> pushed Humpty Dumpty from his wall or explore the idea of turning <i>Goldilocks and the Three Bears</i> into a thrilling crime story? You could either plan and write your own short story or create a comic strip to show what might happen.