

SCHEME OF WORK

PERFECT FOR: Ages 8+; an atmospheric, thrilling crime caper full of twists and turns; role-play; 1950s art and music; newspaper articles; joining 'the youngest gangster in the city' on a rip-roaring mystery adventure!

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Creative Writing;

Poetry; Writing to Entertain and Inform

Drama, Speaking and Listening

Design Technology & Art

Physical Education

Science

History

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WEEK 1: CHAPTERS 1–6

THE YOUNGEST GANGSTER IN THE CITY

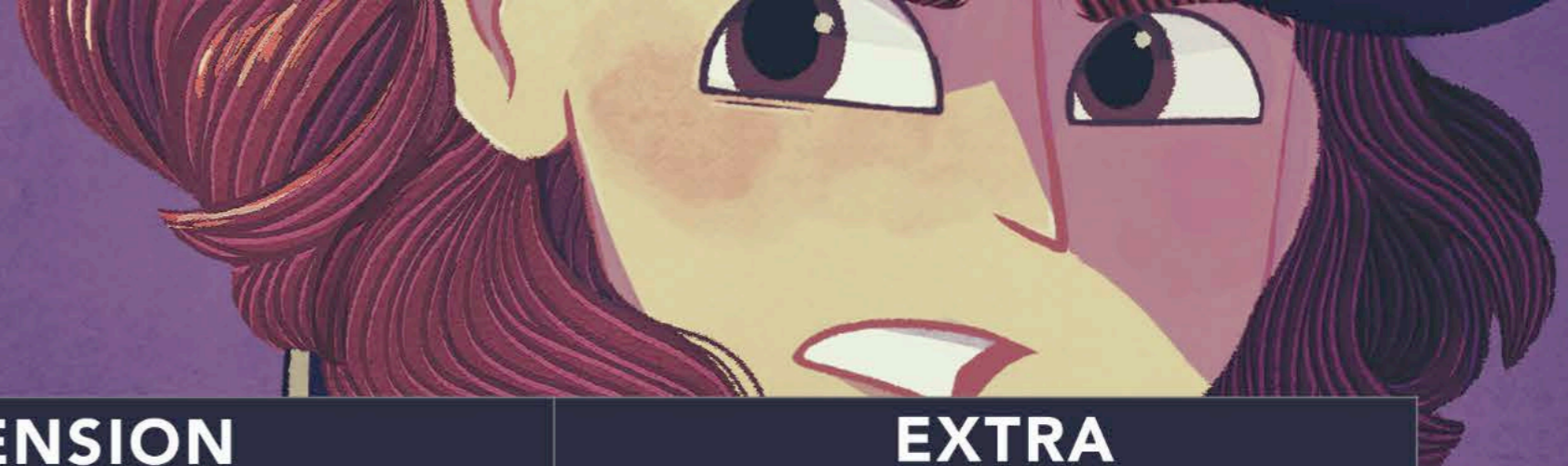


SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Analyse an author's style of writing and identify different techniques and vocabulary used. - Describe relationships between characters. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Understand a character by completing a Role on the Wall activity. <p>History</p> <ul style="list-style-type: none"> - Conduct research into what life was like in London in the 1950s. <p>Poetry</p> <ul style="list-style-type: none"> - Perform a poem, using actions and musical instruments to convey meaning. - Write a spy-themed poem. 	<ol style="list-style-type: none"> 1. The author has said that films such as <i>The Maltese Falcon</i>, <i>The 39 Steps</i>, <i>Brighton Rock</i>, <i>The Third Man</i>, <i>The Lady Vanishes</i>, and the original <i>St Trinian's</i> films all inspired her. What can you find out about these films? 2. Use the description of the scene on page 5 to draw and label a picture of the setting. Which sentences particularly stand out for you? 3. How can you 'slink' like 'moonshine'? What does this simile mean? What impression does it give you? (page 7) 4. Look at the top of page 20 when 'Bluestone' is first mentioned. What might it be? Who might be there? 5. Can you describe Clem's relationship with her parents? Who is she most similar to? What are your first impressions of her mother? Do you trust her? (page 29) 6. What can you infer about the relationship between Gilbert and his father? (page 39) 7. Gilbert compares himself to a doormat and a house plant on page 45. What does he mean? Do you think he is happy? 8. What does the word 'limp' tell you about Mascarpone? Do you think he really wants to kill Clem and Gilbert? (page 55) 9. Who do you think the Duchess might be? What role might she play in the story? (page 57) 10. What are your first impressions of Clem? Do you like her? Do you think she will appeal to readers? Why? 	<p>Complete a Role on the Wall activity. Draw an outline of Clem. On the inside of your drawing, write down everything you learn about her in the story. On the outside, record any questions you might like to ask.</p> <p>The story takes place in 1951 London. In small groups, conduct research into what life was like in London at the time. You could find out about life after the Second World War, the creation of the NHS in 1948, the Windrush generation, 1950s fashion and art, and the coronation of Queen Elizabeth II.</p> <p>Create a poster, timeline or leaflet to show what you've learnt.</p> <p>Read the poem '006' by Neal Zetter. Discuss what you like and dislike about it and how the poem links to this story. Work in small groups to perform the poem, thinking about how you can use your voice to convey the feeling of the poem. You could even write your own spy-themed poem based on Clem's adventures!</p>

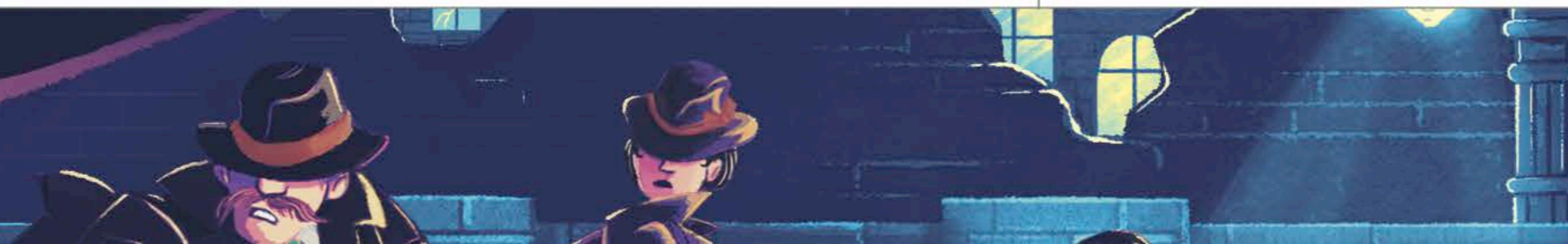


WEEK 2: CHAPTERS 7–12

GET IN THE GAME



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Define vocabulary, thinking carefully about its meaning and impact. - Retrieve information. <p>Writing in Role</p> <ul style="list-style-type: none"> - Empathise with characters by writing an inner monologue. - Explore the difference between what a character says and does. - Empathise with a character by writing in role. - Emulate a character's voice and personality. <p>Design Technology & Art</p> <ul style="list-style-type: none"> - Create a Pop Art inspired piece of artwork based on the characters and events in the story. 	<ol style="list-style-type: none"> 1. Write a dictionary definition of the following words from Chapter 7: <i>ominously, lurking, scampered, placid</i>. 2. Do you agree with Gilbert's suggestion that they should talk to the 'fuzz'? Why is Clem so reluctant to involve them? (page 81) 3. Can you describe Norman Han in three words and explain your word choices? (page 91) 4. Role-play the conversation between Norman Han and Mascarpone on page 91–95, thinking about your body language. 5. Discuss the difference between Gilbert and Clem and their reaction when they see the car on page 97. Do you agree that Gilbert is more thoughtful and observant than Clem? 6. What does 'scorched at his words' mean? What might Clem be thinking and feeling? Why is Gilbert behaving like this? (page 99) 7. How does the author explore the theme of racism on page 104? Think about how Winnie is usually treated by white people and how Gilbert's interactions with her might make her feel. 8. Have a look at what a 'dumb waiter' is and how they work. This might help you understand Clem's plan! (page 110) 9. What do the words 'leered' and 'sneering' tell us about Sergeant Sticker? (page 113) 10. Has there been anything so far in the story that's taken you by surprise and shocked you? 	<p>What might Clem and Gilbert be thinking on page 72? 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?</p> <p>During the 1950s, we saw the rise in Pop Art. Artists like Richard Hamilton, Eduardo Paolozzi and Nigel Henderson were central to the movement, which drew on advertising, comics and even car design for inspiration. Spend time exploring some famous Pop Art pieces and then use them as inspiration to create your own artwork, based on the characters and events in this story.</p> <p>Can you re-tell Chapter 10 from Gilbert's point of view? What might he say about the events? How might he really feel about Clem? Use this as an opportunity to explore Gilbert's personality further, perhaps making predictions about his home life and relationship with his father.</p>

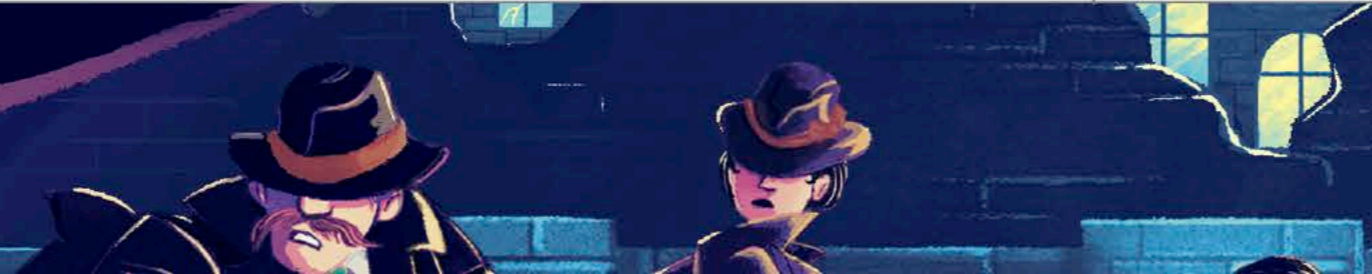


WEEK 3: CHAPTERS 13–20

INTO THE FIRE



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Use clues from the text to infer information about a character and what they might be thinking and feeling. - Use an Emotions Graph to explore a character's thoughts. <p>Physical Education</p> <ul style="list-style-type: none"> - Create a 1950s inspired dance. <p>Science</p> <ul style="list-style-type: none"> - Create a secret message using lemon juice and understand how heat can cause oxidation. 	<ol style="list-style-type: none"> 1. What does 'Clem set her teeth' mean? What might Clem be thinking and feeling at this point in the story? (page 121) 2. Do you think it's a good idea for Clem to give Gilbert the Green Book? What might happen? (page 128) 3. What might someone sound like if they cough out their words like 'bitter medicine'? What might Konrad be thinking and feeling here? (page 133) 4. Spend some time looking at the illustration on page 135. How does it help you understand the characters and setting? Perhaps you could try drawing your own illustration in a similar style? 5. Look at some of the verbs used on pages 141 and 142 (<i>nipped, dived, sprinted, pelted</i>). How do they create a sense of excitement? Can you use them to write your own chase scene? 6. Read up to page 148. Monty believes there's a 'rat' in the Spider Gang. Who do you think it might be and why? 7. Can Jimmy be a good man if he's also a thief? Does he remind you of anyone? (page 154) 8. Clem sees a 'man slumped in a chair'. Do you think it is her dad or could it be someone else? Who? (page 169) 9. What does 'snarled' tell us about how Clem is feeling? Do you think she is right about Twizzler? (page 174) 10. Why might there be a 'flicker of relief' across Lynne's face? (page 181) 	<p>Create an Emotions Graph to plot Clem's changing thoughts and feelings throughout these chapters, including: <i>sneaking into the Havana, getting caught by Norman Han, escaping from the club, Knucklebone alley...</i></p> <p>On page 125, Gilbert is mesmerised by the music and dancing in the club. Spend some time listening to a variety of 1950s music from the likes of Elvis Presley, Chuck Berry, and The Everly Brothers. Watch videos of some different 1950s dances like the Twist, the Jive, the Stroll, and the Boogie Woogie. Now use these dance moves to create your own 1950s-inspired dance.</p> <p>Pretend you are Clem and need to send a secret message to Gilbert. Create your own invisible ink, using lemon juice and water. Write your secret message on some paper using your lemon juice mixture. Now, heat the paper using a lamp to reveal your hidden message (ask an adult to help here!). What happens when you heat lemon juice? Why?</p>



WEEK 4: CHAPTERS 21–27

A STICKY END



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Identify and discuss the main themes in the story. - Create character profiles. - Summarise information. - Make comparisons within and across books. <p>Writing to Entertain</p> <ul style="list-style-type: none"> - In role, write a persuasive letter. <p>Writing to Inform</p> <ul style="list-style-type: none"> - Write a newspaper article, thinking carefully about the layout and language features required. <p>Creative Writing</p> <ul style="list-style-type: none"> - Write a descriptive passage using similes, metaphors and powerful vocabulary to personify a setting. - Write a sequel, using the style and language features employed by the author. 	<ol style="list-style-type: none"> 1. Summarise the events in Chapter 21 in six sentences. Now try and summarise them in three sentences, then one. 2. How do you feel about Lynne? Have your feelings about her changed over the course of the story? (page 185) 3. What do you think the purpose of Chapter 23 is? How does it help develop the story? How might the story change if it wasn't included? 4. What do you think the 'light of adventure' is? Can you think of any other way to describe this feeling? (page 201) 5. Do you agree that Clem is both 'foolhardy' and 'brave'? Why? Why not? Can you give examples? (page 203) 6. In pairs, have fun role-playing the scene on page 208. One of you should play Gilbert and one should play Konrad. 7. Read up to page 218. Can you summarise Monty's motives in three sentences? Which do you think motivates him more: jealousy or greed? 8. How have Clem and Gilbert changed and developed during the story? What important lessons do you think they have 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>bullying, family, lies, bravery, racism.</i> 10. Describe each of these characters in the story using one word only and explain your word choice: <i>Clem, Gilbert, Konrad, Jimmy, Mascarpone, Lynne, Norman Han, and Winnie.</i> 	<p>Imagine you are Gilbert and would like to apply to join the Spider Gang. Write a funny but persuasive letter applying for a role in the team, making sure you list your skills and attributes, and explain why you would be a good addition to the gang. How can you capture Gilbert's personality in your writing?</p> <p>Write a newspaper article about the disappearance of Jimmy Fatale and the Fool's Canary, summarising how Clem and Gilbert cracked the case. Remember to include a headline, a photograph, witness statements and to write in paragraphs.</p> <p>The author personifies the sprawling, atmospheric city throughout and it seems to come alive, almost like a character! Write a descriptive passage in which you use similes and metaphors to bring a setting to life.</p> <p>Can you think of a new adventure for Clem and Gilbert to go on? What mystery might they need to solve next? Perhaps you could create a story map to outline your ideas, a comic strip, or write the opening chapter.</p>

