



SCHEME OF WORK

PERFECT FOR:

Students aged 5+; children who enjoy magical, funny stories; writing party invitations, learning about plants and flowers; life cycles; traditional tales; joining a brave young girl and a terrified giant on an action-packed adventure full of magic and mayhem!

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading Comprehension; Poetry;
Creative Writing; Writing to Entertain and Inform
Drama, Speaking and Listening

Science

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WEEK 1 (CHAPTERS 1–3): THE PEAS ARE REVOLTING!

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Predict what might happen from details stated and implied. - Draw inferences, such as inferring characters' feelings. - Identify how language and structure contribute to meaning. Drama, Speaking and Listening - Understand a character by completing a Role on the Wall activity. Writing to Entertain and Inform - Plan and write a set of instructions for a magical plant. Poetry - Write a magical poem in the style of Brian Patten.	1. Spend some time reading the introduction, which is narrated by Mr. Pottifer. Can you use the details to create a map of Enchantment Street? 2. Do you think you'd like to attend Enchantment Street Primary School? Why? Why not? (page 3) 3. What might 'the peas are revolting' mean on page 15? Could it have more than one meaning? 4. Can you describe Mr Pottifer in three words and explain your word choices? Do you think you'd like to have him as a teacher? (page 17) 5. What might have happened to the peas? Why do you think they've turned into pirates? (page 20) 6. What do you notice about how Chapter 2 ends? Do you think readers will want to carry on the story? How does the author try and engage the reader? (page 23) 7. Why does Sarah check that there are no unicorns about? (page 28) 8. Jasper thinks he remembers a story about magic beans and a beanstalk. What story might he be referring to? Perhaps you could use puppets to retell this well-known story! (page 29) 9. Explore how the author uses 'onomatopoeia' throughout these chapters. What effect does it have? 10. What are your first impressions of Sarah? Do you like her? Do you think she will appeal to readers? Why?	Complete a Role on the Wall activity. Draw an outline of Sarah. 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 her. Perhaps you could imagine you are Sarah and answer your questions! Mr. Pottifer's magical seeds always come with instructions. Imagine you have found a packet of magical seeds. What might grow from them? Write a set of engaging, funny instructions telling someone how to grow and look after your magical seeds. In a small group, read and perform 'A small dragon' by Brian Patten. Discuss what you like about the poem and how it links to the story so far. You may wish to use musical instruments and body percussion to add sound effects to your performance. Afterwards, imagine you have found another magical creature, like a unicorn, and write a poem inspired by the story and Brian Patten.





WEEK 2 (CHAPTERS 4–7): HUMAN CHILDREN! HELP!

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Use dictionaries to check the meaning of words and understand words in context. - Retrieve and record information. - Explain your ideas and opinions. - Use an Emotions Graph to explore a character's thoughts. Science - Identify the functions of different parts of flowering plants. - Explore the conditions needed for seeds and plants to grow. Writing to Entertain and Inform - Plan and write a non-fiction report about a magical creature.	1. Why are Mr Pottifer's leaves 'trembling' on page 39? What might he be thinking and feeling? 2. <i>Sarah is calm and quick-witted.</i> Do you agree with this statement? Why? Why not? (page 39) 3. What do you notice about how the word 'ROAR' is written on page 40? How do you think this word should be read out loud? Can you find any other examples of this? 4. Look at the illustration on page 43. How does the author create a sense of size and perspective? Is it successful? What do you think the giant might be thinking and feeling? 5. Read up to page 44. What do you think Sarah should do? As a class, create a Conscience Alley to explore her dilemma. Should she follow the giant back up the beanstalk? 6. Use the description on page 47 to draw and label a picture of the spooky castle. Which words and phrases are particularly successful? 7. Can you use comparative descriptions like the one on page 56 (<i>the kitchen table is so enormous, you could park ten cars on it</i>) to write your own description of a giant's castle? 8. Why do you think Alba seems 'very happy' even though she's in a huge cooking pot? (page 58) 9. Were you surprised by the giant's reaction on page 65? How does she feel about 'human children'? 10. Have a go at retelling <i>Jack and the Beanstalk</i> from the giant's perspective. What might they say about the events?	Create an Emotions Graph to plot Sarah's changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>Alba being kidnapped, flying up the beanstalk, entering the giant's castle, meeting Luna...</i> The story offers lots of opportunities for young readers to develop their knowledge and understanding of plants and nature. You may wish to look at labelling the parts of a flower and explore the plants growing in your local area. You could also explore the conditions needed for seeds to grow into plants. You could even create a poster to show the life cycle of a plant! There are lots of magical creatures in this story! Can you write an engaging, non-fiction report about one of them? Try to include information about their diet, habitat, appearance and how they have adapted to their environment. You may wish to include labelled diagrams and a quiz too.



WEEK 3 (CHAPTERS 8–11):
LET'S GET THIS PARTY STARTED!

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Identify and discuss the main themes in the story. - Create Character Profiles. - Retrieve and summarise information from a passage and use it to inform writing. Writing to Inform - Plan and write invitations to a magical party. Creative Writing - Write a sequel, using the style and language features employed by the author.	1. Summarise page 83 in three sentences. Now can you summarise it in one sentence? Think carefully about the information you need to include! 2. As a class, complete this sentence: <i>The most important thing at a party is...</i> (page 85) You could extend this writing activity by using interesting openers such as: <i>The next thing that's vital is... Another important thing to have is...</i> 3. Why do Sarah's eyes 'gleam' on page 86? What might she be thinking and feeling? 4. What does the adverb 'gently' tell us about Luna on page 89? What might she be thinking and feeling? 5. Why does the schoolyard look like a 'snowy winter wonderland'? (page 113) 6. Can you explain what the word 'hibernating' means and why everyone thinks the gnomes are just 'garden ornaments'? (page 116) 7. What does Luna mean when she says everyone has made her feel like a rainbow inside? (page 122) 8. The main theme in this story is '<i>Looks can be deceiving</i>'. Do you agree? What other themes do you think are important? 9. How have Sarah and Luna changed and developed during the story? What important lessons do you think they've learned? 10. Create illustrated Character Profiles for the following characters: <i>Sarah, Mr Pottifer, Luna, Alba, Miss Joy</i>. You could include information about their likes and dislikes too.	What else can you find out about Rachel Morrisroe and Steven Lenton? You might like to read some more of the picture books in this series, such as: <i>How to Grow a Unicorn</i> <i>How to Grow a Dragon</i> <i>How to Grow a Mermaid</i> <i>How to Grow a Reindeer</i> Can you notice any similar themes, characters or storylines? You could use a Venn diagram to compare and contrast them. Can you write a new magical adventure for Sarah and her friends to go on? Think carefully about which strange and wonderful creatures might feature in your story. Perhaps you could create a story map to outline your ideas, a comic strip, or write the opening chapter. Why not throw your own magical party! Just like Sarah and her friends, you could spend some time writing invitations, preparing snacks, organising fun games and making colourful bunting!