



SCHEME OF WORK

PERFECT FOR:

Students aged 10+; a rip-roaring story that's perfect for fans of X-Men and A.F Steadman; role-play and drama; animal-themed poetry; newspaper articles; following a group of street-smart kids on a wild adventure full of action and excitement!

KEY FOR CROSS-CURRICULAR OBJECTIVES:

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

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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. - Use a Venn Diagram to compare and contrast the two main characters, thinking about how they're similar and different. Drama, Speaking and Listening - Understand a character by completing a Role on the Wall activity. Writing to Inform - Plan and write a newspaper article. Writing in Role - Empathise with characters by writing an inner monologue. - Explore the difference between what a character says and does.	1. Read page 1. Can you discuss why there might be a 'warning alarm' ringing out? What might it be for? 2. Can you explain to a partner what a 'FlipSuit' is and how they work? (page 5) 3. What is 'putrescence'? What impression does this word give you of the animal? Perhaps you can draw a picture of what you think it looks like. (page 14) 4. Read to the end of page 26. Who do you think the girl is? What role do you predict she'll play in the story? 5. Blue says that Caine is 'not into the leader thing'. What might he mean? Do you think Caine will make a good leader? Why? Why not? (page 38) 6. Salia is 'fighting a grin' on page 43. What does this mean? What might she be thinking and feeling? What impression do you get of her? 7. Salia also feels like she doesn't know who she is. How is her situation similar and different to Caine and his friends? (page 51) 8. Read Chapter 8 and then draw a picture of the Floating Cemetery. Are there any words or phrases that help you envisage what it looks like? 9. How is the relationship between Ember and Salia developing and changing as the story progresses? 10. What can you infer about the relationships between Caine, Blue and Ember? Do you think their characters will appeal to readers? Why? Why not?	Complete a Role on the Wall activity. Draw an outline of Caine. 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. You may wish to do the same for Blue and Ember. Plan and write a newspaper article about the Night Terror (page 3). What might witnesses say about the sightings? Remember to use a headline, write in the past tense, and punctuate your speech accurately. What might Caine, Blue and Ember be thinking and feeling in Chapter 4? Choose one of the characters and write an inner monologue to show their feelings. Now, in a group, act out the scene, taking time to pause and share your monologue. Is there a difference between what your character is saying and what they are feeling? Use a Venn diagram to compare Caine and Salia. How are they similar and different? Use evidence to support your ideas and add to your Venn diagram as you continue to read.

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Reading: Comprehension - Define vocabulary, thinking carefully about its meaning and impact. - Retrieve information. Poetry - Explore a range of animal-themed poems and respond to them in a variety of creative ways. Writing to Inform - Write an explanation text, including sub-titles and formal language. Drama, Speaking and Listening - Create a Conscience Alley to explore what motivates a character's decisions.	1. Write a dictionary definition of the following words from Chapter 9: <i>eavesdropping</i>, <i>wheezed</i>, <i>sidled</i>, <i>failsafe</i>. 2. The answer is 'RAPHAEL'. What might the question be? (page 74) 3. Salia asks Raphael why it's so painful for him to touch other people. How does he reply? What might it suggest about his past? (page 76) 4. What do we learn about Raphael in Chapter 10? Which piece of information is the most important and why? 5. Ember talks about their 'affliction' on page 89. What might she mean? How does she feel about their powers? How does Blue feel about them? 6. Can you describe Shrike in three words and explain your word choices? (page 103) 7. The children share a 'tentative glance' on page 106. What does this mean? What might they be thinking and feeling? 8. Can you explain to a partner what 'Mutari' and 'Unima' mean? (page 131) 9. Read to the end of page 135. Do you think Raphael should trust his aunt? What are the arguments 'for' and 'against' doing this? 10. How does the author create a sense of excitement and tension on page 148? Are there any particularly effective words or phrases?	Spend time exploring 'The Thought Fox' by Ted Hughes, 'Requiem for a cat' by Fred Sedgwick and 'Albatross' by Laura Mucha. How do they make you feel? How do they link to the story? You could write your own animal-themed poems based on the events in <i>Beast Mode</i> or create a piece of artwork inspired by these poems. Create an engaging, informative explanation text which explains to someone how a FlipSuit works. Think about its appearance and how it allows the wearer to adapt and change. Remember to include subtitles in your report as well as labelled diagrams and a range of technical vocabulary. Imagine you are Raphael on page 149. As a class, create a Conscience Alley. One side of the class should be voices persuading him to seek out the Terror. The other side should persuade him not to. What other options does he have? Take it in turns to play Raphael walking through the alley of voices. Write a paragraph exploring your decision and feelings.

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Reading: Comprehension - 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. Drama, Speaking and Listening - Understand and empathise with a character's thoughts, feelings and attitudes and express these through use of role-play. Writing in Role - Empathise with a character by writing in role. - Emulate a character's voice and personality.	1. How important is Chapter 18 in developing our understanding of the Terror? What's the most important thing we learn in this chapter? 2. Use the descriptions in Chapter 18 and 19 to draw and label a picture of the Terror. Which words and phrases help you to envision it? 3. Len's 'faux-bravado' disappears on page 171. What does this mean? What might he really be thinking and feeling? 4. <i>Chapter 20 is the most exciting, action-packed chapter so far.</i> Do you agree with this statement? Why? Why not? 5. From whose viewpoint is the story told on page 185? Why do you think this might be? Does the author do this at any other points in the story? 6. Why do you think Blue's 'wisecracks and quips' have vanished? What might he be thinking and feeling? (page 192) 7. Read to the end of Chapter 22. Has your opinion of Salia's father changed at all? Do you trust him? 8. Were you surprised by the twist in Chapter 25? How did you feel when you discovered what Ember had done? Why do you think she made this decision? 9. Write a paragraph to summarise and explain Marisa's motives and actions. Do you feel any sympathy for her. (page 225) 10. Read to the end of page 232. Do you know any other characters in stories who have experienced a similar thing to Raphael?	Create an Emotions Graph to plot Raphael's changing thoughts and feelings throughout these chapters, including: <i>meeting the Terror, fighting Shrike, Ember being kidnapped, being set up by Ember, Marisa's revelation...</i> In a group of five, re-create the events from Chapter 18. Think about who will play Raphael, Blue, Ember, Salia and the Terror. 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 play script to help your performance. Can you re-tell Chapter 22 from Donovan Spire's point of view? What might he say about the events? How might he feel about Salia and her mother? Use this as an opportunity to explore Donovan's personality further, perhaps making predictions about his home life and his role in the story. Think about how you can capture his personality in your writing.

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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. Creative Writing - Write a sequel, using the style and language features employed by the author.	1. Summarise the events in Chapter 28 in six sentences. Now try and summarise them in three sentences, then one. 2. The author describes Marisa's words as 'slithering out'. What might this mean? What image does it create in your mind? (page 238) 3. Do you agree that Marisa has an 'insatiable hunger'? What might this mean? Can you give any examples to support your ideas? (page 245) 4. What can you infer about the relationship between Salia and Shrike? How do they feel about each other? (page 247) 5. Why do you think the author repeats the word 'falling' on page 255? What impact does it have? What do you predict will happen next? 6. Read to the end of page 256. Who do you think Salia should save? What would you do in her position? 7. If you could unleash your own Animality, which animal would you like to transform into and why? 8. How has Raphael changed and developed during the story? What important lessons do you think he 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>greed, family, teamwork, freedom, war, nature, forgiveness</i>. 10. Describe each of these characters in the story using one word only and explain your word choice: <i>Raphael, Blue, Ember, Salia, Shrike, Marisa, Night</i>.	Write a diary entry in role as either Raphael, Ember, Blue or Salia at the end of the story. How would they reflect on what's happened? What are the most important things they've learned about the world around them, war, greed, their friends and family, and how we treat each other? This action-packed story is going to be part of a series! Can you write a new exciting adventure for Raphael and his 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. Read and enjoy the first book in the <i>Crookhaven</i> series, also written by J.J Arcanjo. Afterwards, use a Venn diagram and compare the story with '<i>Beast Mode</i>'. Can you spot any similar themes, settings or characters? What makes each story special? Who would you recommend these stories to?