



## SCHEME OF WORK

### PERFECT FOR:

Students aged 9+; a thrilling adventure story full of edge-of-your-seat action; researching real-life heroes such as Frida Kahlo, Tomoe Gozen and Issac Newton; writing newspaper articles and diaries; learning about the effects of deforestation; creating ominous soundscapes; joining three brave children in a fast-paced, epic, in-reality computer game where the stakes are life and death!

### KEY FOR CROSS-CURRICULAR OBJECTIVES:

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

Drama, Speaking and Listening

Design Technology & Art

Music

Geography

Science

Maths

ICT and Computing

PSHE and Citizenship

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| SUGGESTED OBJECTIVES  | COMPREHENSION QUESTIONS   | EXTRA ACTIVITIES   |
|---|---|--|
| <p><b>Reading: Comprehension</b><br/>- Analyse an author's style of writing and identify different techniques and vocabulary used.</p> <p><b>Maths</b><br/>- Use a Venn Diagram to compare and contrast characters, using evidence to support your comparisons.<br/>- Solve and create worded problems relating to place value and mystery numbers.</p> <p><b>Poetry</b><br/>- Write a kenning based on a famous person from history.</p> | <ol style="list-style-type: none"> <li>1. Before beginning, create a spider diagram of words, ideas and themes linked to 'realm'. Do you know any stories that take place in another realm'?</li> <li>2. Give the children the first sentence from Chapter 1. Ask them to consider who they think Arthur is, and why the gnomes might have exploded. Is this an engaging opening?</li> <li>3. Use the information on page 17 to draw and label a picture of the dog collar. What might the symbols represent?</li> <li>4. Explain why Ren might be feeling 'equal-parts worried and annoyed'. Try and refer to both feelings. (page 19)</li> <li>5. Make a list of all the things Arthur might be able to see, hear, taste, touch and smell on page 24.</li> <li>6. Role-play the conversation between Arthur and the first officer on page 3. What clues are there to help you think about character, personality and expression?</li> <li>7. Explain what 'Arthur's legs were like seaweed' means. What might he be thinking and feeling? Is this an effective simile? Can you think of another? (page 41)</li> <li>8. Before reading Chapter 5, work in small groups to research the life and achievements of Isaac Newton.</li> <li>9. Do you have any theories yet about where the children are and what the Wonderscape is? (page 58)</li> <li>10. What are your impressions so far of Arthur, Ren and Cecily? Would you like to be friends with them? Do they remind you of any other storybook characters?</li> </ol> | <p>Use a Venn Diagram to compare Arthur, Ren and Cecily. How are they similar? How are they different? Use evidence throughout the story to keep adding to your diagram. Do you find that they begin to have more in common as the story progresses? How has this developed your understanding of these characters?</p> <p>On page 25, Ren tries to crack a code. Can you create your own number codes? For example, 'the sum of the first two digits in my number is 14, there are three even numbers' and so on. Can the children create their own worded problems relating to place value and a mystery number?</p> <p>Throughout the story, the children must solve riddles. Write a kenning, which is a special kind of riddle, about a famous person in history. Challenge a partner to guess who the person might be! E.g.<br/><i>Freedom-fighter</i><br/><i>Poetry-writer</i><br/><i>Jazz singing-swinger...</i></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 to sequence events.</li> </ul> <p><b>Writing to Inform</b></p> <ul style="list-style-type: none"> <li>- Write a biography, thinking carefully about the conventions and the layout features needed for this type of writing.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>- Create a map, with a key and symbols, to show the main places and landmarks mentioned in the story.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>- Use your voice and instruments with control and expression to create an ominous soundscape.</li> </ul> | <ol style="list-style-type: none"> <li>1. Write a definition of the following words from Chapter 6: <i>resignedly</i>, <i>scouring</i>, <i>quagmire</i>.</li> <li>2. Explain to a partner what the Wonderway is and how it works. (page 65)</li> <li>3. The children flop into the chairs 'like a trio of ragdolls'. What does this simile and the verb 'flopped' suggest about how they're feeling? (page 66)</li> <li>4. How are the words 'snorted' and 'laughed' similar? How are they different? (page 71)</li> <li>5. Who is Milo Hertz and why is he important? What role do you predict he will play in the story? (page 77)</li> <li>6. What happens before Arthur taps the number into the keypad? What happens after? (page 80)</li> <li>7. Find out what a shoji is and draw a picture of one. (page 80)</li> <li>8. Arthur is feeling 'a sense of bone-crushing guilt'. Why? Is he to blame for the children's predicament? (page 82)</li> <li>9. How does Cecily show bravery on page 87? Do you agree that bravery is about being scared and doing it anyway? Can you think of a time when you've been brave?</li> <li>10. Which words and phrases on page 106 are particularly effective at conveying a sense of danger? What images do you have in your head when you read this description of the racecourse?</li> </ol> | <p>Throughout the book, we are introduced to a number of famous heroes who have a realm themed around them. Research one of the people mentioned on page 64 and write an engaging biography about their life. Remember to include an introduction, paragraphs, write in the past tense and in chronological order and to list their achievements and legacy.</p> <p>On page 79, we learn that the wondercloak has a map of the Wonderscape on it. What might this look like? Remember to include the different realms the children have visited so far, including <i>Realm 33: Voyage of the Captain</i>. Think about how you can show each location and landmark on your map by using a key.</p> <p>As the children try to escape the wrecking balls, they hear ominous drumbeats and music. Work in small groups to create a frightening soundscape to accompany this scene, using your voices and body percussion.</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> </ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- Plan, design and create a moving vehicle.</li> <li>- Select from a wide range of tools and equipment to perform practical tasks.</li> </ul> <p><b>Writing to Inform</b></p> <ul style="list-style-type: none"> <li>- Write a newspaper article, thinking carefully about the layout and features required for this type of writing.</li> </ul> | <ol style="list-style-type: none"> <li>1. Read to the end of page 112. How is Arthur feeling? Which words and phrases tell you? What advice would you give him?</li> <li>2. Why is 'crazy' written in italics? How should this be read? (page 112)</li> <li>3. What is the effect of the short sentences on page 118? How is Arthur feeling? How did reading this part of the story make you feel?</li> <li>4. How is the relationship between the characters developing and growing? Use evidence from page 123 to support your answer.</li> <li>5. What do you think the Wondercloaks are revealing about the characters on page 146?</li> <li>6. How is Tiburon controlling and manipulating the heroes? (page 155)</li> <li>7. What is unusual about the weapons on page 159?</li> <li>8. Draw and label a picture of the dragon on page 162, using information from the story to help you.</li> <li>9. Are any sentences repeated on page 162? Why might this be? How are they set out? How does this help you understand Arthur's feelings?</li> <li>10. Are the children right to leave Tomoe? Should they stay and help or step through the door? What would you do in their situation? (page 169)</li> </ol> | <p>Create an Emotions Graph to plot Arthur's changing thoughts and feelings throughout these chapters. You may wish to refer to: <i>the discovery about Tomoe, climbing into the car, beating Tomoe, finding out how Tiburon is controlling the heroes, escaping from Valeria.</i></p> <p>The children must race a car around a treacherous course! Design a moving vehicle for the Pipsqueaks' race. Think about how to make a moving vehicle, how they work, how to construct a chassis, how to safely join your wheels to an axle. You may even wish to create an electric motor before decorating your car. Finally, evaluate your product.</p> <p>Plan and write a newspaper article for the Wondernews Press about Tomoe Gozen's defeat in the race. Remember to include a headline, a photograph and caption, witness statements and formal language. Will the winners of the race be available to talk to you? What might they say?</p> |

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| <p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Retrieve information.</li> <li>- Identify evidence from the text to support theories and opinions.</li> <li>- Use clues to make predictions.</li> </ul> <p><b>Writing in Role</b></p> <ul style="list-style-type: none"> <li>- Empathise with characters by writing an inner monologue.</li> <li>- Explore the difference between what a character says and does.</li> </ul> <p><b>Writing to Entertain</b></p> <ul style="list-style-type: none"> <li>- Write a postcard from the perspective of a character.</li> </ul> <p><b>Drama, Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Plan, write and perform a play script to show the events of The Great Race from Chinese mythology.</li> </ul> | <ol style="list-style-type: none"> <li>1. Look at these words and phrases from the beginning of Chapter 14 and use them to make a prediction about what will happen: <i>sweltering, desert, skyscrapers, settlement</i>.</li> <li>2. Which words and phrases are particularly useful for helping you visualise the sights and sounds of the market? (pages 176 and 177)</li> <li>3. Use the information on page 186 and your own research to re-tell the story of The Great Race.</li> <li>4. What can you find out about William Shakespeare, Marie Curie and Edith Cavell? Who would you rather meet and why? (page 191)</li> <li>5. How are Arthur's and Cecily's families different? (page 194)</li> <li>6. What role do you think the M-class robot will play in the rest of the story? (page 196)</li> <li>7. Do you think Valeria is a frightening villain? Why? Why not? Does she remind you of any other villains from stories or films? (page 198)</li> <li>8. Role-play and freeze-frame the argument between Milo, Valeria and Tiburon, thinking about their body language and facial expressions. (pages 203 and 204)</li> <li>9. How and why does Tiburon betray his brother? (page 208)</li> <li>10. Predict what will happen in the next chapter and write the opening to Chapter 18, trying to emulate the author's style.</li> </ol> | <p>What might the children be thinking and feeling as they argue about whether to continue Tomoe's mission on page 175? Choose one of the characters and write an inner monologue to show their thoughts and feelings. Now, act out the scene in groups of three, taking time to pause and share your inner monologue. Is there a difference between what your character is saying and feeling?</p> <p>The children find some postcards on page 180. Writing in role as one of the children, consider who you would send one to. What would you say about your adventure so far and what would you warn them about?</p> <p>Use the information on pages 184-187 to freeze-frame the events of The Great Race from Chinese mythology. Work in small groups to create and perform a play script based on this story.</p> |

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| <p><b>Reading: Comprehension</b><br/>- Explore vocabulary and carry out role-play to understand the relationship between characters.</p> <p><b>Design Technology &amp; Art</b><br/>- Create a piece of artwork in the style of Frida Kalho.</p> <p><b>Writing to Inform and Entertain</b><br/>- Write a persuasive advert, thinking carefully about the layout and features for this type of writing.</p> <p><b>ICT and Computing</b><br/>- Design an informative presentation, including animations and slide transitions.</p> | <ol style="list-style-type: none"> <li>1. What is the difference between a sneer and a smile? What does this tell us about Tiburon? (page 222)</li> <li>2. Find and copy a word on page 237 that is similar in meaning to 'destroyed'.</li> <li>3. Look at 'Sunlight glared into Arthur's eyes...' What does the verb 'glared' suggest about the sunlight? Can you think of an appropriate synonym? (page 240)</li> <li>4. Read to the end of page 256. What are your first impressions of Wangari? Can you summarise her achievements in one sentence?</li> <li>5. Milo feels ashamed of himself. Why? Is he to blame? (page 258)</li> <li>6. Look at: 'If they meet Milo first, they'll explain your urgent <u>plight</u> to get home'. How would the meaning of this sentence change if 'plight' was replaced with 'quest'? (page 262)</li> <li>7. Make a list of the things the children might see, hear, taste, smell and touch at the fairground. How is the setting different to how you imagine a fairground to be? (pages 264-265)</li> <li>8. How might the pages 264 and 265 appeal to a reader's senses and create an atmosphere of fear and tension?</li> <li>9. Read to the end of page 270 – can you use your own mathematical skills to solve this problem? Discuss your ideas about how to switch the light bulbs on with a partner.</li> <li>10. What can you find out about Thomas Edison? How might Arthur be feeling when he hears this name? (page 278)</li> </ol> | <p>On page 231, we learn about the famous Mexican artist, Frida Kalho. Spend some time exploring her work and discussing her style and use of materials. You could try to create a still-life painting in the style of 'Still Life with Watermelons' or paint a self-portrait in a similar style.</p> <p>Plan and design an advertisement to publicise the Infinity Tour, which is full of 'neverending fun'. What animals might you see on the tour? What is special about this tour? Now, create a poster, leaflet or play script to advertise the tour. Remember to include alliteration, rhetorical questions, powerful adjectives and persuasive phrases.</p> <p>Conduct research into deforestation, its effects and the work of The Green Belt Movement. Create a PowerPoint presentation to inform people about the dangers of global warming. Try to include animations, interesting slide transitions and sound clips.</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, exploring how the characters have developed.</li> <li>- Retrieve and summarise information.</li> </ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- Plan, design and create a new realm for the Wonderscape using a range of mixed media.</li> </ul> <p><b>Drama, Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Interpret and perform a poem.</li> </ul> <p><b>PSHE and Citizenship</b></p> <ul style="list-style-type: none"> <li>- Create a class display, using mixed media, to explore and celebrate your goals and ambitions.</li> </ul> | <ol style="list-style-type: none"> <li>1. Summarise the events in Chapter 23 in six sentences. Now summarise them in three sentences, then one.</li> <li>2. The children discover that The Menlo Express is powered by ideas. Can you draw and write about your own idea or invention to help power the train? (page 281)</li> <li>3. Summarise in one word how Edison is feeling on page 290. Explain your word choice to a partner.</li> <li>4. Use the information on pages 299 and 300 to draw and label a picture of the spooky setting.</li> <li>5. Summarise each of the children’s fears in no more than three sentences. (page 305)</li> <li>6. Look at pages 320 and 321. Do you feel sorry for Valeria? Why? Why not?</li> <li>7. On page 32, Arthur reflects on all the endless possibilities before him – what amazing things would you like to do and achieve throughout your lifetime?</li> <li>8. Which character do you think has developed, grown and changed the most over the course of the story?</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>teamwork, journeys, adventure, family, betrayal, technology, friendship.</i></li> <li>10. Describe each of these characters in the story using one word only and explain your word choice: <i>Arthur, Ren, Cecily, Cloud, Milo, Tiburon, Valeria.</i></li> </ol> | <p>Look at the poems ‘Born a Cartoon’ and ‘My Computer Is Taking Me Over’ by Neal Zetter. Discuss what you like and dislike about them, anything that puzzles you and what the poems remind you of. How do they link to the story? Work in groups to perform one of the poems, thinking about using your voice, actions and instruments to convey the feeling of the poem.</p> <p>Create a new themed realm for wanderers to explore. It could be based on a period of history you are passionate about or your ideas about the future. You could create a map of your realm or make a 3D model of it. Finally, using some tea-stained paper, write a riddle for wanderers to solve – what challenge will they face in your realm?</p> <p>Create a colourful class display, using mixed media, with the title, ‘Travel with Wonder’. Where would you like to travel to? What might the future look like? What are your goals and aspirations? You could include stories, artwork, posters, diaries, poems and photographs in your display.</p> |