



SCHEME OF WORK

PERFECT FOR:

Students aged 6+; exploring the notions of adventure, courage, and danger; habitats; diary entries, postcards, and animal fact files; littering and keeping the ocean clean; experimenting with waterproof materials that stay afloat; using maps; learning about the different oceans and continents; ocean-themed dance routines; and following a brave young mouse on his first big 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 / Dance

Science

WEEK 1 (CHAPTERS 1–2): AN ADVENTUREMOUSE!



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Make predictions about the book using evidence from the text. - Understand a character's feelings using inference. - Answer literal questions. - Understand vocabulary. <p>Physical Education / Dance</p> <ul style="list-style-type: none"> - Perform dances using simple movement patterns. <p>Design Technology / Art</p> <ul style="list-style-type: none"> - Select appropriate materials to create a waterproof boat that can float. - Use the illustrator, Sarah McIntyre, as inspiration for your own artwork. <p>Geography</p> <ul style="list-style-type: none"> - Identify and name continents and oceans. 	<ol style="list-style-type: none"> 1. Why was it a good life for the mice at Hilltop House? Find evidence in the text to help you explain why. (page 2) 2. How do we know Pedro's family were scared of the stories the travelling mice told? (page 3) 3. What are three words used to describe the sea? How must Pedro feel when he sees it? (page 6) 4. Is Pedro enjoying his adventure so far? (page 9) 5. Why does a 'big rock' feel like an island to a mouse? (page 17) 6. Which of the Adventuremice (the ones you've met so far) is most like you? Explain your reasons to a partner – have they chosen the same mouse? (Pages 20–25) 7. Look at the map of the Mousebase on page 31. Which room do you think Pedro enjoyed visiting most? Can you explain why? 8. If you were Pedro, would you want to stay at Mousebase or go on the adventure? Discuss your answer with a friend. (page 37) 9. On page 37, Pedro 'summoned up his courage' to offer his help. What is another word for 'courage'? Can you think of a word that means the opposite to 'courage'? 10. What does an 'adventure' mean to you? Do you think adventures are what Pedro thought they would be? Explain your answer, using evidence from the last 37 pages. 	<p>On page 3, we hear the stories of adventure from the travelling mice, including how they fight 'fearsome gulls and wicked pirate rats'. Using pirate music, create a dance that portrays their adventure. What would it look like to sail the seas in stormy weather? Can you turn those simple actions into a dance?</p> <p>On page 9, we see Pedro using his suitcase to float in the sea, until he is rescued. Can you design a boat for him to use? What materials could you use that will stay afloat? What will make the boat waterproof?</p> <p>We meet some of the Adventuremice and hear about their different personalities on pages 20–25. Using the style of the illustrator, Sarah McIntyre, can you design your own Adventuremouse? You may want to watch her drawalong video on Authorfy first! What would your Adventuremouse wear? What skills would they have?</p> <p>On page 25, we meet Skipper who has sailed the seven seas. Using a map, can you research the different oceans and continents of the world? Where might Skipper have sailed?</p>



WEEK 2 (CHAPTERS 3–5): OTTER CHAOS!



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension - Identify and empathise with how a character is feeling.</p> <p>Science - Identify and name a variety of common animals.</p> <p>Creative Writing - Write texts for a range of purposes, including diary entries and fact files.</p> <p>Geography - Use basic geographical vocabulary to refer to key physical features.</p> <p>Writing to Entertain and Inform - Write an information leaflet about firework safety.</p>	<ol style="list-style-type: none"> 1. What reasons does Skipper have for allowing Pedro to come on the adventure? Can you think of reasons for and against his decision? (page 38) 2. How can Pedro help on the adventure? What skills does Pedro have that he can use? (page 37) 3. What does it mean for Pedro to be a 'lookout?' (page 38) 4. Look at the illustration on pages 42–43. How do you think Pedro is feeling? Do you think he is enjoying his adventure? 5. Should Mrs Watermouse be more afraid of the otter sighting? Why do you think this? (page 51) 6. Look at the illustration on pages 56–57. What does it make you think of? How does it make you feel? What message do you think the author and illustrator are giving to the reader? 7. What is your first impression of Mortlake? (page 60) 8. How is Skipper going to use a rocket to help save the mouselets from the otter? (page 73) 9. Why did Pedro get stuck to the rope? How did the Adventuremice feel that he had been put in danger? (page 77) 10. Why is it dangerous for Pedro to be marooned on the Nameless Isles? (page 84) 	<p>In chapter three, we learn that there is an otter that the Adventuremice need to scare away. What other animals live in the sea near the coast? Would they be friendly or scary for a mouse? Create a fact file about one of the animals you have discovered.</p> <p>On pages 44–45, we see the houses and mice who live on Mouse Islands. Pick one of the mice and write a diary entry inspired by where they live. What might they get up to that day? Have they heard the news of the otter yet, and, if so, how do they feel about it?</p> <p>We meet Mortlake, an otter, on page 60. What habitat can otters be found in? How can you describe it? Using your knowledge of where the book is set, can you create a picture of where Mortlake might live?</p> <p>Pedro gets stuck to a rocket while on the adventure (page 77). We know we need to be safe around fireworks and rockets. Can you create a safety poster or leaflet to help Pedro and the team stay safe in the future?</p>



WEEK 3 (CHAPTERS 6–8): THE PROMISE OF ADVENTURES



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Identify how characters are feeling using evidence and inference. - Summarise. <p>Speaking and Listening</p> <ul style="list-style-type: none"> - Perform a persuasive speech with confidence. <p>Writing to inform</p> <ul style="list-style-type: none"> - Write to entertain (recount). <p>Art</p> <ul style="list-style-type: none"> - Use drawing and painting to share ideas and imagination. 	<ol style="list-style-type: none"> 1. Read Pedro's thoughts on pages 85–86. How do you think he is feeling? Will the Adventuremice want to rescue him? 2. If you were the Adventuremice, would you want to save Mortlake? Discuss your answer with your partner. (page 90) 3. Do you think Pedro was right to try and save Mortlake? Would you do the same in his situation? (page 99) 4. Will Mortlake keep his promise not to eat the Adventuremice now he has been saved? Using evidence from the text, explain your reasoning to a partner. (page 106) 5. Are you glad Pedro has been invited to be part of the Adventuremice? Why? (page 109) 6. How do you think Pedro's family will feel when they read the postcard? (page 112) 7. Does the old lady mind having mice living in her house? How do you know? (page 114) 8. Do you agree with the old lady – would it be nice to be the size of a mouse? Write a list of the pros and cons of being the size of a mouse. (page 116) 9. Do you think Pedro learned a lesson on his adventure? 10. Is it important we all go on adventures? Do adventures always have to be big? What adventures have you been on before? 	<p>On page 90, we see Mortlake trapped in a fishing net and other debris that have been put into the ocean by humans. With a partner, or on your own, write a persuasive speech to stop people putting their rubbish into the ocean.</p> <p>When the old lady of Hilltop House receives a postcard on page 112, what do you think she might see on the front? Design your own postcard that Pedro might have sent from Mouse Islands.</p> <p>Once your postcard has been made, decide what you will write on the back. What will Pedro want to tell his family about his adventures? What are the most important parts of his time on the Mouse Islands? Might he leave any details out to stop them from worrying?</p>

