



## Amelia Fang Scheme of Work – 1 week

### Notes:

This scheme of work covers the first six chapters of *Amelia Fang and the Barbaric Ball* by Laura Ellen Anderson. Each lesson begins with reading the chapter – this could be done by the class teacher or by choosing children to read.

### **Lesson 1**

#### **LO: To make an invitation to the Barbaric Ball**

Read Chapter 1 as a class. At the end of the chapter do a short comprehension quiz to check pupils have understood the chapter. Questions to ask:

1. Who is the main character?
2. Where is this story set?
3. How old is Amelia Fang?
4. Why won't the King attend the Barbaric Ball?
5. What does Amelia Fang want to do when she grows up?
6. Why doesn't Amelia like the Barbaric Ball?

Countess Frivoleeta Fang explains that Barbaric Ball is 'a family tradition'. It's hosted by the Fang family and is THE annual event in Nocturnia – only the elite are invited. Think about what the invitation to the Barbaric Ball might look like. What information would be included? Would there be a dress code? The Fangs like all things gruesome and gory so what might they want their guests to wear?

SHARED WRITING: As a class, write an invitation to the Barbaric Ball using ideas the pupils put forward. Then send pupils to their tables with the invitation template (Lesson 1 Sheet) to complete their own invitations. Once pupils are finished they can decorate their invitation so it reflects the Fangs' gruesome taste!

### Plenary:

Choose pupils to come and read their invitations to the class. What have they done well? How could they make their invitation even better?

### **Lesson 2**

#### **LO: To use information from a text to create character profiles**

Read Chapter 2 as class, checking for understanding as you go. In this chapter, we are introduced to Amelia's two best friends, Florence Spudwick and Grimaldi Reaperton – what do we learn about them? What do they look like? What sort of personalities do they have? What are their interests? Choose the character of Amelia, Florence or Grimaldi and create a profile for them as a class. Model how to find information in the text to fill in the profile sheet e.g. *'I know that Florence has a good sense of humour because on pg. 12 she makes a joke about dazzling the guests of the ball with her good looks.'*

Send pupils to tables with their own character profile sheet (Lesson 2 Sheet) and ask them to choose one of the three characters to profile.

Plenary:

Divide the board into two and write 'Amelia' on one half and 'Florence' on the other. How are these characters the same and how are they different? Take suggestions from the class and add them to the board.

**Lesson 3**

**LO: To perform as a character**

Read Chapter 3 as a class, checking for understanding as you go. Give every child a post-it and ask them to write a word to describe Prince Tangine. Collect the answers and stick them up on the board. Is Prince Tangine how we imagined him to be? Why/why not? How must Amelia be feeling during this chapter?

Divide the class into pairs and ask them to decide who will play Amelia and who will play Prince Tangine. How is their behaviour going to be different? What about their body language? Ask each pair to come up with a short role play of the events of Chapter 3. They have to think about how the characters would sound – what sort of voice do we imagine Prince Tangine has? How can we show the audience he's behaving arrogantly?

Plenary:

Invite each pair up to come and share their role play. What is similar about our portrayals of Prince Tangine? What's different?

**Lesson 4**

**LO: To write an information text**

Read Chapter 4 as a class, checking for understanding as you go. In this chapter Amelia and her classmates are learning about the Creatures of the Light: the gruesome, glittery unicorns, the evil sparkly fairies and the cute and fluffy angel-kittens of terror. In this lesson, we are going to make a poster/leaflet of information about the Creatures of the Light, for Amelia and her friends to use in class. The only information we have at this point is the names of the creatures so what they look like, what they do and why they are dangerous can be decided by us! These are fictional creatures so our 'facts' can be as wild and wondrous as we want!

You may wish to give pupils the template (Lesson 4 Worksheet) but it could be they're happy designing their own information texts.

Plenary: Once they've completed their information text, pupils can create their OWN Creature of the Light – what else might Amelia and her friends find terrifying?

**Lesson 5**

**LO: To write the recipe for Armpit-Sweat Shakes**

Read Chapters 5 & 6 (both are quite short) checking for understanding as you go. These chapters cover the moment the King and the Prince arrive at the Fangs' for dinner. Countess Frivoleeta offers them some gruesome sounding drinks: Armpit Sweat-Shakes. Today we're going to write the recipe for these drinks. In pairs pupils brainstorm the most gruesome ingredients they can think of. Encourage them to use alliteration as Laura Ellen Anderson does in the book e.g. a tablespoon of tiger's teeth, a squirt of squashed brains etc . . . Model how to complete the recipe template (Lesson 5 worksheet) by writing the ingredients inside the jar. Pupils may want to draw lines onto the jar to help them.

If you have the resources you could always buy a variety of juices, canned fruit and other ingredients that could be made to look gruesome and get the pupils to have a go at making their own and serving very own sweat-shakes (e.g. spaghetti dyed with food colouring is great for making "brains")

Plenary:

Set homework: pupils to read Chapter 7 in time for the next lesson.

# Cross-curricular links

## Science:

- EXPERIMENT: Make your own slime!  
<https://explorable.com/make-your-own-slime-experiment>

## Music

- Listen to "Toccata and Fugue in D minor" by Johann Sebastian Bach—this music is associated with Dracula—how does it make people feel?

## Art

- Create silhouette paintings. Have pupils paint the town of Nocturnia then cut the buildings out of black paper to create an eerie picture.
- Make glow in the dark skull paintings using washing detergent. Instructions can be found here: <https://www.thoughtco.com/laundry-detergent-glowing-skull-607686>



## English (see plans)

### Text types:

- Character profile
- Writing invitations
- Writing recipes
- Role play
- Creative Writing

## History

- Study the History of vampires—this website is good starting point! <http://www.kidzworld.com/article/24861-the-legend-of-vampires>
- Discuss: how did the legend of vampires begin? Did they ever exist?

## Design Technology

- Pumpkin carving
- Make your own Armpit Sweatshake

## PSHE/Philosophy

- What is good/evil?
- Why are we scared by things we know don't exist? e.g. vampires, witches, werewolves etc...
- Prince Tangle behaves badly on his first day of school. What advice would you give to somebody who was starting at a new school & wanted to make friends? What sort of things could they do?



## Lesson 1

*You are uncordially invited to:* \_\_\_\_\_

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*You are uncordially invited to:* \_\_\_\_\_

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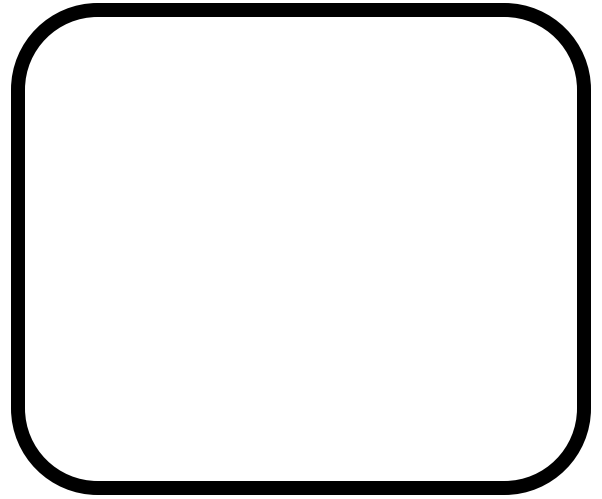
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# Character Profile



Name.....

Age.....

## Appearance

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## Personality

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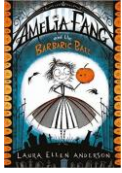
## Interests & Other Information

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## Lesson 4

# The Creatures of the Light

### The Gruesome Glittery Unicorns

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### The Evil Sparkly Fairies

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### The Cute and Fluffy Angel-Kittens of Terror

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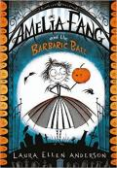
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## Lesson 5

A revolting recipe for ...

# Armpit Sweat-shakes



*Write your revolting recipe for Armpit Sweat-Shakes in the jar.*