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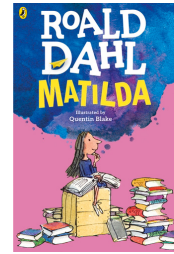


ROALD DAHL MATILDA

LESSON PLANS



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LESSON PLAN 1

OVERCOMING CHALLENGES TO MAKE A DIFFERENCE

BOOK THEME:

Bravery and Resilience / Making a Difference

LITERACY OBJECTIVE:

To analyse the challenges that different characters face in the story (Matilda, Miss Honey, Bruce).

PSHE OBJECTIVE:

To identify qualities required to overcome challenges and to achieve goals.

EXTRACT USED:

The Ghost (pages 33–35), The Parents (pages 93–94), Bruce Bogtrotter and the Cake (pages 123–124)

LESSON PLAN 2

WHAT IS A ROLE MODEL?

BOOK THEME:

Positive Role Models / Empathy

LITERACY OBJECTIVE:

To analyse the insults that Matilda receives in the story and their impact.

PSHE OBJECTIVE:

To develop empathy skills through reading; to understand the importance of a good role model.

EXTRACT USED:

The Trunchbull (pages 80–81)

LESSON PLAN 3

MOVING THINGS (WITH YOUR MIND)

BOOK THEME:

STEM: Forces and Motion

SCIENCE OBJECTIVE (FORCES & MOTION):

To identify and describe the main types of forces using simple diagrams.

SCIENCE OBJECTIVE (FORCES & MOTION):

To investigate different types of forces and record results.

EXTRACT USED:

The First Miracle (pages 158–160)

LESSON PLAN 4

MR WORMWOOD'S INVENTIONS

BOOK THEME:

STEM: Design and Engineering

LITERACY OBJECTIVE:

To identify Mr. Wormwood's "little tricks" and how Matilda feels about them.

DESIGN TECHNOLOGY OBJECTIVE:

To design and evaluate an invention that is fit for purpose.

EXTRACT USED:

Mr. Wormwood, the Great Car Dealer (pages 16–18)

LESSON PLAN 5

A COLONY OF NEWTS!

BOOK THEME:

The Natural World

SCIENCE OBJECTIVE (ADAPTATION, INHERITANCE & EVOLUTION):

To present key facts about a creature and describe its features.

GEOGRAPHY OBJECTIVE:

To explore a local green space and record observations.

EXTRACT USED:

Lavender (pages 130–133)

LESSON PLAN 6

AN EXTRA-ORDINARY BOOKWORM

BOOK THEME:

Reading for Pleasure

MATHS OBJECTIVE:

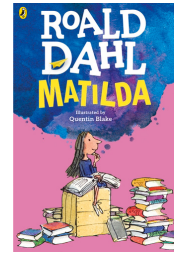
To use averages including mean and median to record number of books read.

LITERACY OBJECTIVE:

To understand the value of reading and to appreciate a variety of books and genres.

EXTRACT USED:

The Reader of Books (pages 11–12)



OVERCOMING CHALLENGES TO MAKE A DIFFERENCE

BOOK THEME:

Bravery and Resilience / Making a Difference

LITERACY OBJECTIVE:

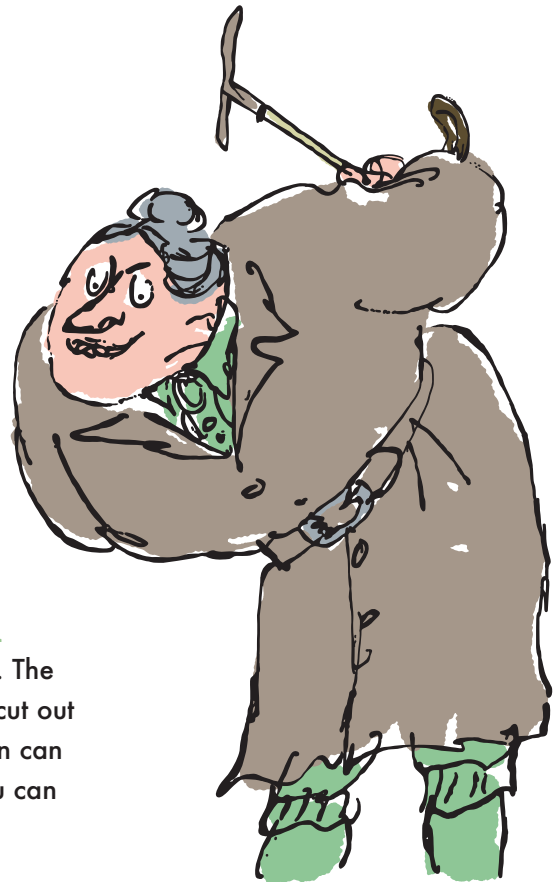
To analyse the challenges that different characters face in the story (Matilda, Miss Honey, Bruce).

PSHE OBJECTIVE:

To identify qualities required to overcome challenges and to achieve goals.

EXTRACT USED:

The Ghost (pages 33–35), The Parents (pages 93–94), Bruce Bogtrotter and the Cake (pages 123–124)



PREPARATION:

It is advised that extracts and **CHALLENGE CARDS** for Tasks 1 and 2 are photocopied and printed for children to use in pairs. The words listed on the **QUALITIES** worksheet (Task 4) should be cut out and mounted around the classroom for children to find. Children can format their own **PROFILES** for Matilda (Task 5) or, again, you can photocopy and print the templates provided.

STARTER ACTIVITY:

1. Ask children to consider: what challenges have they faced today? What challenges did they face this morning? On the way to school? During break-time? During class?
2. In pairs, children should choose one of these challenges and create a freeze-frame to portray how it made them feel.
3. Use the freeze-frames and discussion to come up with a class definition of the word 'CHALLENGE'.
4. Then, before reading, tell children that they need to identify the challenges faced by the character in each of the extracts: Matilda, Miss Honey, and Bruce Bogtrotter. Read the three extracts aloud as a class.



TASK 1: CHALLENGE CARDS

After reading, ask children to use the **CHALLENGE CARDS** to match the different challenges to the characters.

TASK 2: RANKING CHALLENGES

Ask children to rank the **CHALLENGE CARDS** from 1–8, in order of most difficult to least difficult, giving reasons for their choices. **Note: be clear that there are no right or wrong answers.** Another way of delivering this would be to split the classroom into sections: 'Very Difficult' on the left, and 'Less Difficult' on the right. Children should move within the space to an appropriate position when the teacher (or a class volunteer) reads out a card.

TASK 3: OVERCOMING CHALLENGES PART 1

How do each of the characters (Matilda, Miss Honey, and Bruce Bogtrotter) overcome the challenges that they face? Do they have an inner strength? Or do they receive help from others? Ask children to list their ideas with a partner.

TASK 4: OVERCOMING CHALLENGES PART 2

Children should try to find the different **QUALITIES** that you have placed around the classroom (see **PREPARATION** stage). Can they relate any of these qualities to the characters in the story? How? How do the characters' qualities help them overcome their challenges to achieve their goals?

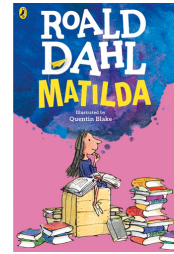
As an extension: Can children think of any additional qualities that the characters possess?

TASK 5: MATILDA PROFILE

Children should use everything they have discussed in this lesson and their knowledge of the story to complete a **PROFILE** for Matilda – taking into account how she makes a difference by overcoming her challenges!

PLENARY:

Finally, ask children to set their own goal for making a difference in the world on one of Matilda's empowering books. What do they want to achieve? What challenges might they face? How will they overcome these challenges? Ask children to share their **MAKING A DIFFERENCE GOALS** with the class. They could even hang them around the room to create an inspirational classroom display!



THE GHOST

(PAGES 33-35)

'Don't you ever stop reading?' he snapped at her.

'Oh, hello, Daddy,' she said pleasantly. 'Did you have a good day?'

'What is this trash?' he said, snatching the book from her hands.

'It isn't trash, Daddy, it's lovely. It's called *The Red Pony*. It's by John Steinbeck, an American writer.

Why don't you try it? You'll love it.'

'Filth,' Mr Wormwood said. 'If it's by an American it's certain to be filth. That's all they write about.'

'No, Daddy, it's beautiful, honestly it is. It's about...'

'I don't want to know what it's about,' Mr Wormwood barked. 'I'm fed up with your reading anyway. Go and find yourself something useful to do.' With frightening suddenness he now began ripping the pages out of the book in handfuls and throwing them in the waste-paper basket.

Matilda froze in horror. The father kept going. There seemed little doubt that the man felt some kind of jealousy. How dare she, he seemed to be saying with each rip of a page, how dare she enjoy reading books when he couldn't? How dare she?

'That's a *library* book!' Matilda cried. 'It doesn't belong to me! I have to return it to Mrs Phelps!'

'Then you'll have to buy another one, won't you?' the father said, still

tearing out pages. 'You'll have to save your pocket-money

until there's enough in the kitty to buy a new one for

your precious Mrs Phelps, won't you?' With that he

dropped the now empty covers of the book into

the basket and marched out of the room,

leaving the telly blaring.

Most children in Matilda's place would

have burst into floods of tears. She

didn't do this. She sat there very

still and white and thoughtful.

She seemed to know that

neither crying nor sulking

ever got anyone anywhere.

The only sensible thing to

do when you are attacked

is, as Napoleon once

said, to counter-attack.

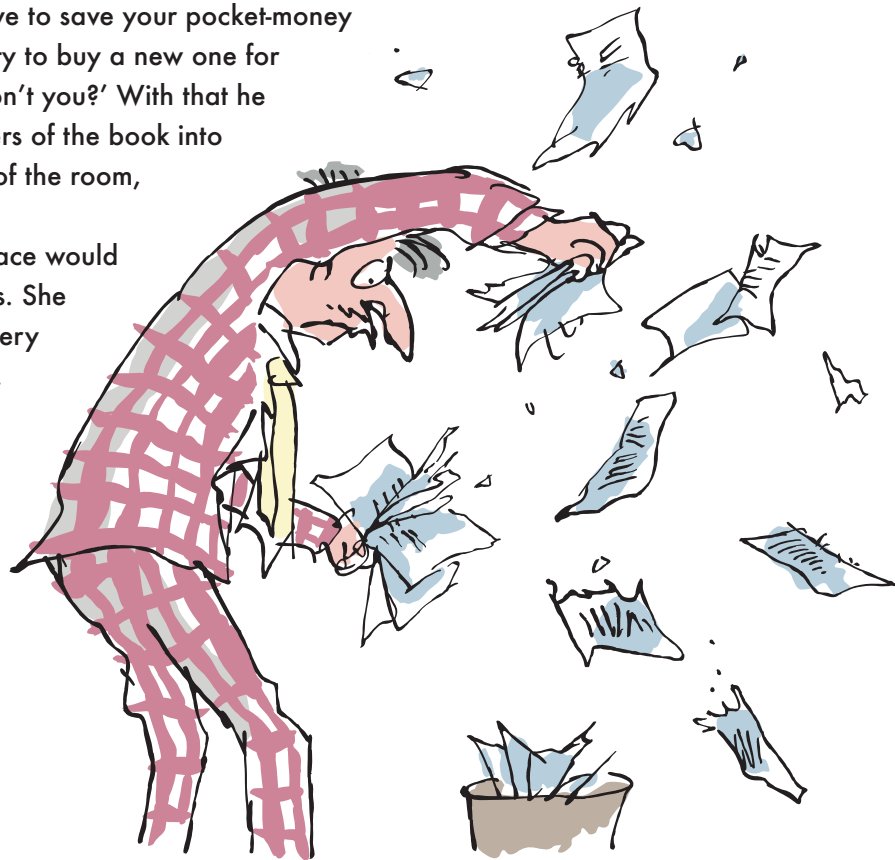
Matilda's wonderfully

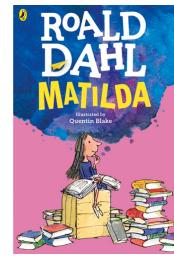
subtle mind was already at

work devising yet another

suitable punishment for

the poisonous parent.





THE PARENTS

(PAGES 93-94)

Miss Honey decided that if she was going to get anywhere with these people she must not lose her temper. 'I haven't told you all of it yet,' she said. 'Matilda, so far as I can gather at this early stage, is also a kind of mathematical genius. She can multiply complicated figures in her head like lightning.'

'What's the point of that when you can buy a calculator?' Mr Wormwood said.

'A girl doesn't get a man by being brainy,' Mrs Wormwood said. 'Look at that film-star for instance,' she added, pointing at the silent TV screen, where a bosomy female was being embraced by a craggy actor in the moonlight. 'You don't think she got him to do that by multiplying figures at him, do you? Not likely. And now he's going to marry her, you see if he doesn't, and she's going to live in a mansion with a butler and lots of maids.'

Miss Honey could hardly believe what she was hearing. She had heard that parents like this existed all over the place and that their children turned out to be delinquents and drop-outs, but it was still a shock to meet a pair of them in the flesh.

'Matilda's trouble,' she said, trying once again, 'is that she is so far ahead of everyone else around her that it might be worth thinking about some extra kind of private tuition. I seriously believe that she could be brought up to university standard in two or three years with the proper coaching.'

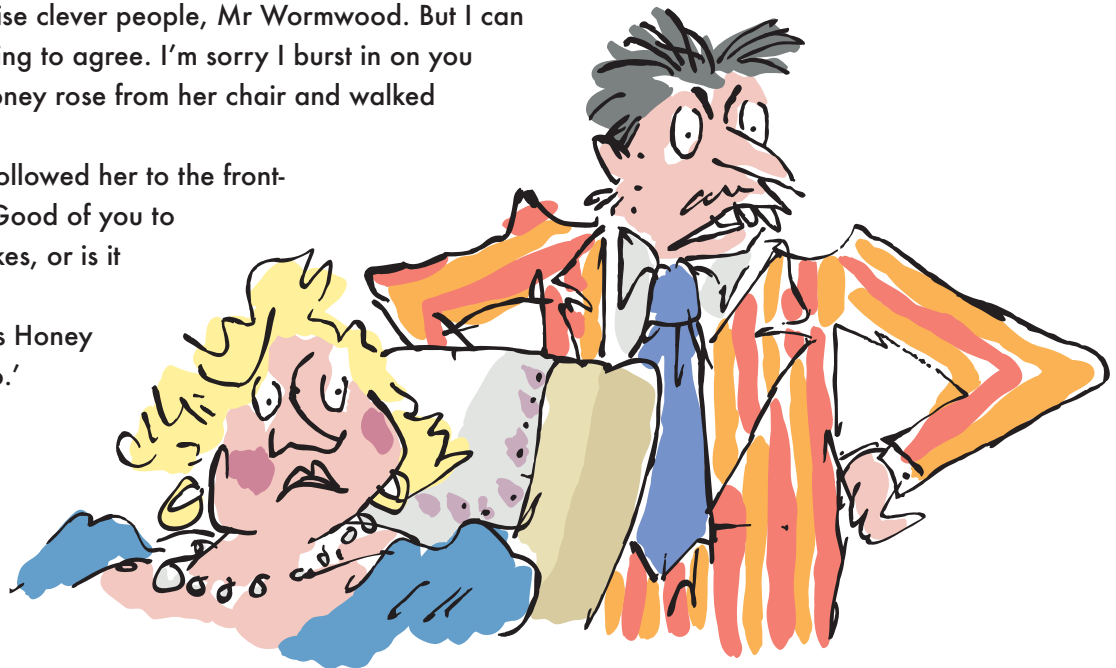
'University?' Mr Wormwood shouted, bouncing up in his chair. 'Who wants to go to university, for heaven's sake! All they learn there is bad habits!'

'That is not true,' Miss Honey said. 'If you had a heart attack this minute and had to call a doctor, that doctor would be a university graduate. If you got sued for selling someone a rotten second-hand car, you'd have to get a lawyer and he'd be a university graduate, too. Do not despise clever people, Mr Wormwood. But I can see we're not going to agree. I'm sorry I burst in on you like this.' Miss Honey rose from her chair and walked out of the room.

Mr Wormwood followed her to the front-door and said, 'Good of you to come, Miss Hawkes, or is it Miss Harris?'

'It's neither,' Miss Honey said, 'but let it go.'

And away she went.





BRUCE BOGTROTTER AND THE CAKE

(PAGES 123-124)

The Trunchbull stood with hands on hips, glaring at him. ‘Get on with it!’ she shouted. ‘Eat it up!’ Suddenly the boy let out a gigantic belch which rolled around the Assembly Hall like thunder. Many of the audience began to giggle.

‘Silence!’ shouted the Trunchbull.

The boy cut himself another thick slice and started eating it fast. There were still no signs of flagging or giving up. He certainly did not look as though he was about to stop and cry out, ‘I can’t, I can’t eat any more! I’m going to be sick!’ He was still in the running.

And now a subtle change was coming over the two hundred and fifty watching children in the audience. Earlier on, they had sensed impending disaster. They had prepared themselves for an unpleasant scene in which the wretched boy, stuffed to the gills with chocolate cake, would have to surrender and beg for mercy and then they would have watched the triumphant Trunchbull forcing more and still more cake into the mouth of the gasping boy.

Not a bit of it. Bruce Bogtrotter was three-quarters of the way through and still going strong. One sensed that he was almost beginning to enjoy himself. He had a mountain to climb and he was jolly well going to reach the top or die in the attempt. What is more, he had now become very conscious of his audience and of how they were all silently rooting for him. This was nothing less than a battle between him and the mighty Trunchbull.

Suddenly someone shouted, ‘Come on, Brucie! You can make it!’

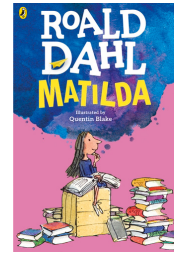
The Trunchbull wheeled round and yelled, ‘Silence!’ The audience watched intently. They were thoroughly caught up in the contest. They were longing to start cheering but they didn’t dare.

‘I think he’s going to make it,’ Matilda whispered.

‘I think so too,’ Lavender whispered back. ‘I wouldn’t have believed anyone in the world could eat the whole of a cake that size.’

‘The Trunchbull doesn’t believe it either,’ Matilda whispered. ‘Look at her. She’s turning redder and redder. She’s going to kill him if he wins.’


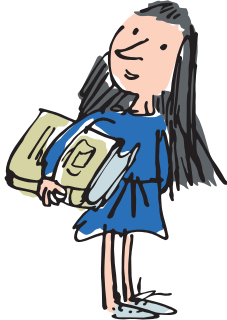



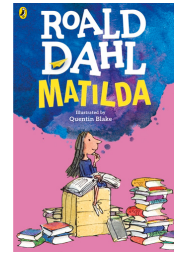


CHALLENGE CARDS

| | | |
|---|--|--|
| DISAGREEMENT WITH FRIENDS AND FAMILY | DOUBT FROM FRIENDS AND FAMILY | IGNORANCE FROM OTHERS |
| ANGER FROM OTHERS | BEING BULLIED BY OTHERS | NOBODY LISTENING TO YOU |
| FEELING AS THOUGH YOU ARE ALONE | DOUBTING YOURSELF | |

CHARACTER CARDS

| | | |
|--|--|--|
|  <p>BRUCE BOGTROTTER</p> |  <p>MATILDA WORMWOOD</p> |  <p>MISS HONEY</p> |
|--|--|--|



RESOURCEFUL

BRAVE

BOLD

ADAPTABLE

TALENTED

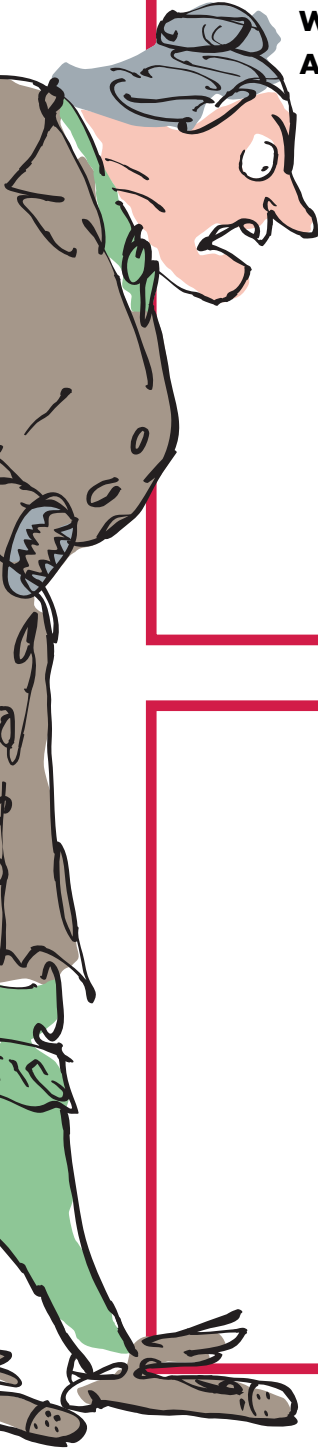
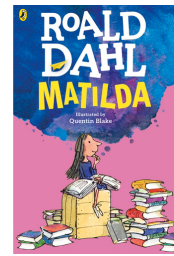
COMMITTED

RESILIENT

STRONG



Schools



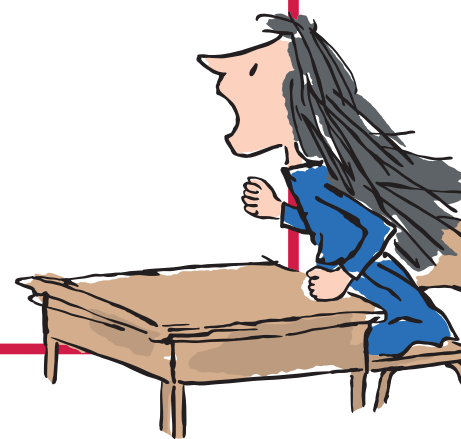
**WHAT HELPS HER TO
ACHIEVE HER GOAL?**

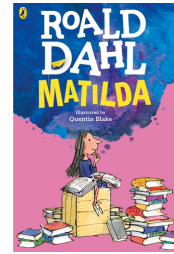
**WHAT QUALITIES HELP HER TO
ACHIEVE HER GOAL?**

**MAKING
A DIFFERENCE**

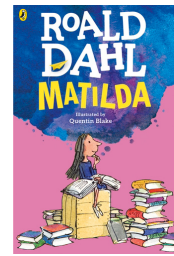
**WHAT
CHALLENGES
DOES SHE FACE?**

**HOW DOES
SHE OVERCOME
THESE CHALLENGES?**





MY GOAL



WHAT IS A ROLE MODEL?

BOOK THEME:

Positive Role Models / Empathy

LITERACY OBJECTIVE:

To analyse the insults that Matilda receives in the story and their impact

PSHE OBJECTIVE:

To develop empathy skills through reading; to understand the importance of a good role model

EXTRACT USED:

The Trunchbull (pages 80–81)

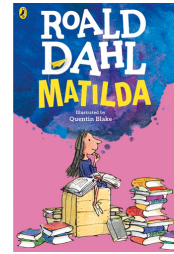
PREPARATION:

It is advised that the insults listed on the **MISS TRUNCHBULL'S INSULTS** worksheet listed should be cut out so that each child receives an insult to read out for Task 1. Ideally, the **WORD BANK** for Task 3 is photocopied and printed for one-between-two.

**STARTER ACTIVITY:
INTRODUCING ROLE MODELS**

Ask children to choose one of the following types of people in society: doctor, nurse, teacher, policeman or policewoman, firefighter, politician, adventurer, scientist, writer. Children should be given 5 minutes to present why their chosen person could be seen as a role model in society – they can present their role model by drawing them, acting out a meeting with them, doing an impression of them, or writing a short, descriptive piece about them!





TASK 1: MISS TRUNCHBULL VS MISS HONEY

Give each child in the class one of the **INSULTS** that Miss Trunchbull shouts at Matilda in the story. One person should act in-role as Matilda, walking down the middle of the classroom, while everyone else shouts out the insults (loudly!). How does the person playing Matilda feel after this activity? (Children can even come up with their own Dahl-inspired insults for this activity!)

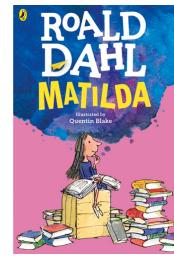
Then, read the extract in which Miss Honey defends Matilda. Ask children the differences between the two characters. What personality traits does Miss Honey possess that make her a positive role model in Matilda's life?

TASK 2: MY ROLE MODEL

Taking inspiration from Matilda's relationship with Miss Honey, children should think of someone close to them that they find inspiring. It might be someone in their family; it might be a friend, a member of the community, or a local role model. They should consider the following questions:

- Why is the person you have chosen an inspiration?
- What does your chosen person do to be an inspiration for you?
- What sort of personality traits does your chosen person have?





TASK 3: PERSONALITY TRAITS

Look at the **WORD BANK** of character traits on the resource given. In pairs, rank the top five traits that you look for in a Role Model using the word bank. Give reasons for your choices – and remember: there are no right or wrong answers!

TASK 4: ROLE MODEL MOODBOARDS

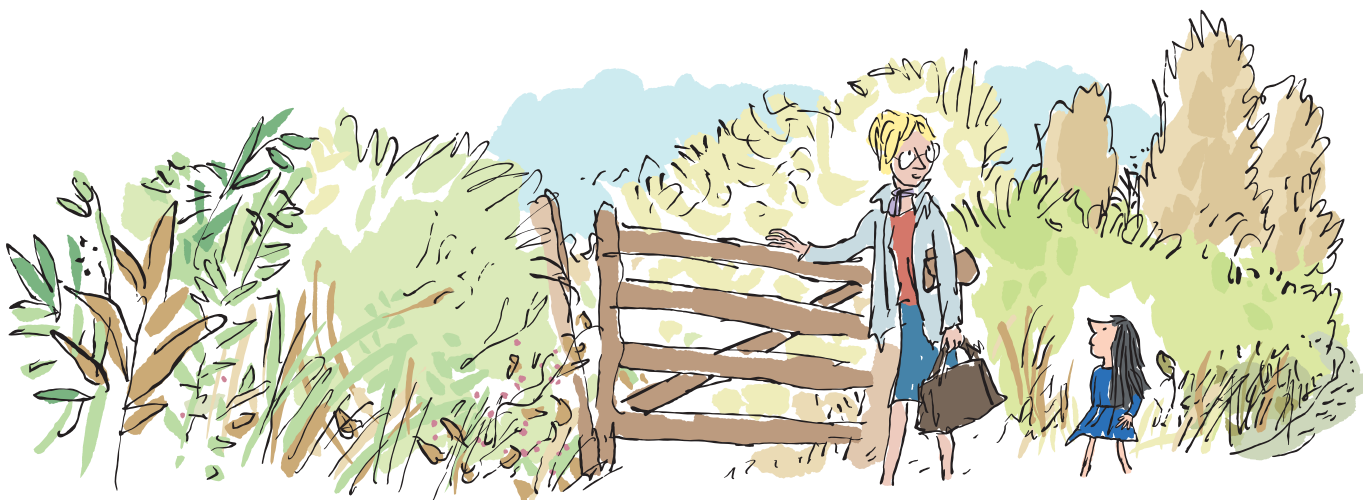
Now, look at the personality traits again. Which of these traits does your chosen role model possess? Create a Role Model Moodboard by drawing a picture (or placing a photograph) of your role model in the centre of a piece of paper and annotating it with the words that you choose. Be prepared to present your ideas.

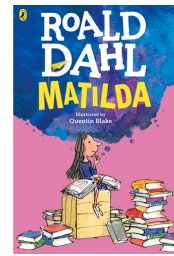
TASK 5: INSPIRATIONAL POEMS AND COLLAGES

Individually, choose one personality trait from the **WORD BANK**. Use that word as inspiration for a poem or an A3 collage, depicting what that word represents for you. Then, collect all of your poems and collages and create a classroom display to remind you of what it takes to be a positive role model, to help others, and to inspire – just like Miss Honey!

PLENARY:

Invite one or two confident children to read aloud their poems or present their collages to the class. Ask their classmates to close their eyes and listen. Do they feel inspired by what they hear?





THE TRUNCHBULL

(PAGES 80-81)

'Squashing a bad girl is like trying to squash a bluebottle. You bang down on it and the darn thing isn't there. Nasty dirty things, little girls are. Glad I never was one.'

'Oh, but you must have been a little girl once, Headmistress. Surely you were.'

'Not for long anyway,' Miss Trunchbull barked, grinning. 'I became a woman very quickly.'

She's completely off her rocker, Miss Honey told herself. She's barmy as a bedbug. Miss Honey stood resolutely before the Headmistress. For once she was not going to be browbeaten. 'I must tell you, Headmistress,' she said, 'that you are completely mistaken about Matilda putting a stink-bomb under your desk.'

'I am never mistaken, Miss Honey!'

'But Headmistress, the child only arrived in school this morning and came straight to the classroom ...'

'Don't argue with me, for heaven's sake, woman! This little brute Matilda or whatever her name is has stink-bombed my study! There's no doubt about it! Thank you for suggesting it.'

'But I didn't suggest it, Headmistress.'

'Of course you did! Now what is it you want, Miss Honey? Why are you wasting my time?'

'I came to you to talk about Matilda, Headmistress. I have extraordinary things to report about the child. May I please tell you what happened in class just now?'

'I suppose she set fire to your skirt and scorched your knickers!' Miss Trunchbull snorted.

'No, no!' Miss Honey cried out. 'Matilda is a genius.'

At the mention of this word, Miss Trunchbull's face turned purple and her whole body seemed to swell up like a bullfrog's. 'A genius!' she shouted. 'What piffle is this you are talking, madam? You must be out of your mind! I have her father's word for it that the child is a gangster!'

'Her father is wrong, Headmistress.'

'Don't be a twerp, Miss Honey! You have met the little beast for only half an hour and her father has known her all her life!'

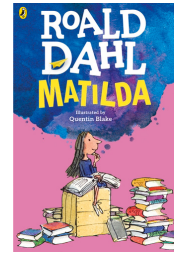
But Miss Honey was determined to have her say and she now began to describe some of the amazing things Matilda had done with arithmetic.

'So she's learnt a few tables by heart, has she?' Miss Trunchbull barked. 'My dear woman, that doesn't make her a genius! It makes her a parrot!'

'But Headmistress, she can read.'

'So can I,' Miss Trunchbull snapped.





DISGUSTING LITTLE COCKROACH!

IGNORANT LITTLE SLUG!

WITLESS WEED!

EMPTY-HEADED HAMSTER!

STUPID GLOB OF GLUE!

SQUIRMING WORM!

POISONOUS LITTLE POCKMARK!

SUPPURATING LITTLE BLISTER!

MISERABLE LITTLE GUMBOIL!

PIECE OF FILTH!

FILTHY LITTLE MAGGOT!

**VILE, REPULSIVE, REPELLENT,
MALICIOUS LITTLE BRUTE!**

CLOTTED CARBUNCLE!

FLEABITTEN FUNGUS!

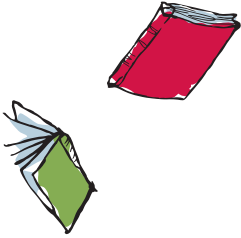
BURSTING BLISTER!

MOTH-EATEN MAGGOT!

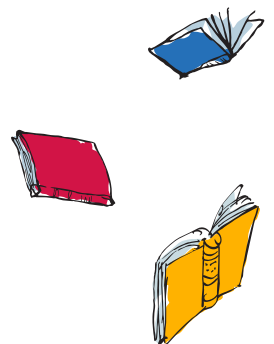
NAUSEATING LITTLE WART!

LOAD OF GARBAGE!

A WALKING GERM-FACTORY!



DIFFERENT
FUNNY
CREATIVE
OPEN
GENEROUS
KIND
ACCEPTING
BOLD
DEDICATED
RESPONSIBLE





MOVING THINGS WITH YOUR MIND

BOOK THEME:

STEM: Forces and motion

SCIENCE OBJECTIVE:

To identify and describe the main types of forces using simple diagrams

SCIENCE OBJECTIVE:

To investigate different types of forces and record results

EXTRACT USED:

The First Miracle (pages 158–160)

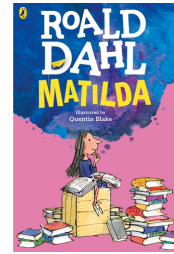
PREPARATION:

It is advised that teachers are familiar with Task 3, **INVESTIGATION STATIONS** and have set-up the different stations with relevant materials before class begins. The **FORCE MATCH-UP** worksheet (**STARTER TASK** + Task 2) should ideally be photocopied and printed for children to work in pairs.

STARTER ACTIVITY: FORCE MATCH-UP!

Ask children to use the **FORCE MATCH-UP** sheet to match some of the different types of forces. What is happening in each of the images?





TASK 1: MATILDA'S TALENT

Read aloud the extract as a class. Discuss Matilda's talent together. What can she do with her mind – and what does this suggest about how powerful her mind is? Ask children to think about why we can't tip things over with our minds in real life – what is required for an object to move in a scientific world?

TASK 2: FORCE DIAGRAMS

Encourage children to take another look at the images on the **FORCE MATCH-UP** worksheet.

What do the arrows represent?

Children should draw their own Force Diagrams of the following things:

- A book falling through the air
- One of Mr Wormwood's cars, accelerating
- The glass on the table in Matilda's classroom!

TASK 3: INVESTIGATION STATIONS

It's time to visit the **FORCES INVESTIGATION STATIONS** to see how forces REALLY work! Split the class into groups and instruct each group to choose one of the six stations around the classroom to begin their experiments. Children will have around 3–4 minutes at each station, including writing time, before you swap to the next station. They should make a note of their findings as a group on the **OUR FINDINGS** worksheet. They might also draw Force Diagrams to show the different forces that they see.

PLENARY:

Ask children to share some of the results of their experiments with the class. Suggest the sentence starters below to help them:

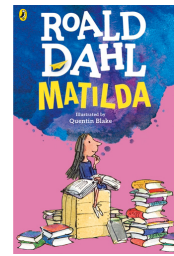
We looked at a force called...

In our experiment we saw...

I think this happened because...

In real life, we can't move things with our minds because...





THE FIRST MIRACLE

(PAGES 158-160)

A kind of electricity seemed to be gathering inside them. A sense of power was brewing in those eyes of hers, a feeling of great strength was settling itself deep inside her eyes. But there was also another feeling which was something else altogether, and which she could not understand. It was like flashes of lightning. Little waves of lightning seemed to be flashing out of her eyes. Her eyeballs were beginning to get hot, as though vast energy was building up somewhere inside them. It was an amazing sensation. She kept her eyes steadily on the glass, and now the power was concentrating itself in one small part of each eye and growing stronger and stronger and it felt as though millions of tiny little invisible arms with hands on them were shooting out of her eyes towards the glass she was staring at.

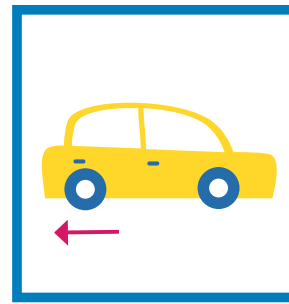
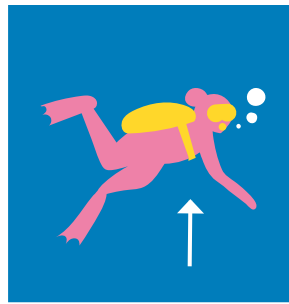
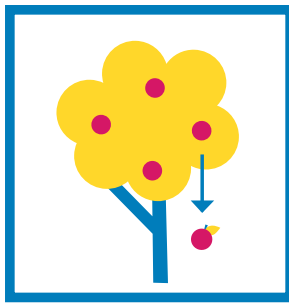
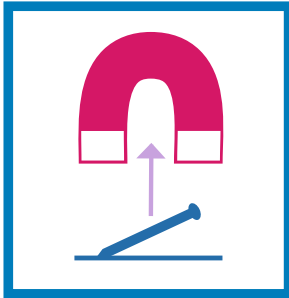
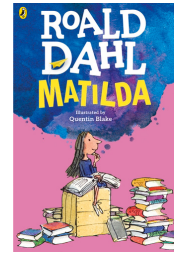
'Tip it!' Matilda whispered. 'Tip it over!'

She saw the glass wobble. It actually tilted backwards a fraction of an inch, then righted itself again. She kept pushing at it with all those millions of invisible little arms and hands that were reaching out from her eyes, feeling the power that was flashing straight from the two little black dots in the very centres of her eyeballs.

'Tip it!' she whispered again. 'Tip it over!'

Once more the glass wobbled. She pushed harder still, willing her eyes to shoot out more power. And then, very very slowly, so slowly she could hardly see it happening, the glass began to lean backwards, farther and farther and farther backwards until it was balancing on just one edge of its base. And there it teetered for a few seconds before finally toppling over and falling with a sharp tinkle on to the desk-top. The water in it and the squirming newt splashed out all over Miss Trunchbull's enormous bosom. The Headmistress let out a yell that must have rattled every window-pane in the building and for the second time in the last five minutes she shot out of her chair like a rocket. The newt clutched desperately at the cotton smock where it covered the great chest and there it clung with its little claw-like feet. The Trunchbull looked down and saw it and she bellowed even louder and with a swipe of her hand she sent the creature flying across the classroom. It landed on the floor beside Lavender's desk and very quickly she ducked down and picked it up and put it into her pencil-box for another time. A newt, she decided, was a useful thing to have around. The Trunchbull, her face more like a boiled ham than ever, was standing before the class quivering with fury. Her massive bosom was heaving in and out and the splash of water down the front of it made a dark wet patch that had probably soaked right through to her skin.





GRAVITY

MAGNETIC FORCE

WATER RESISTANCE

FRICTION

WEIGHT

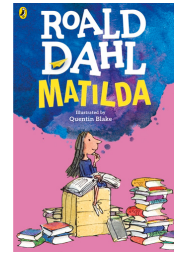
AIR RESISTANCE

STATIC ELECTRICITY



| STATION | FORCE | WHAT WE DID | WHAT HAPPENED |
|---------|-------|-------------|---------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |





STATION 1

MAGNETIC FORCE

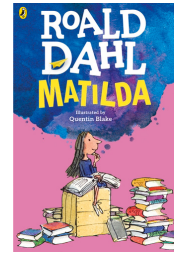
MATERIALS REQUIRED: TWO MAGNETS WITH RED AND BLUE ENDS



EXPERIMENT WITH THE MAGNETS ON THE TABLE.

WHAT HAPPENS WHEN YOU PUSH TOGETHER TWO RED ENDS?

WHAT ABOUT A RED AND A BLUE END?



STATION 2

FRICTION

MATERIALS REQUIRED: BLOCK OF ICE, BLOCK OF WOOD, DESK



PUSH A BLOCK OF ICE ALONG THE DESK.

PUSH THE WOODEN BLOCK ALONG THE DESK.

WHICH ONE IS EASIER TO PUSH? WHY?



STATION 3

AIR RESISTANCE

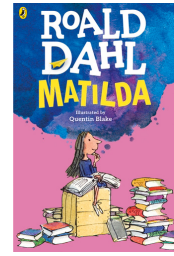
MATERIALS REQUIRED: PING-PONG BALL, FAN



PUSH THE PING-PONG BALL ALONG THE TABLE & TURN ON THE FAN.

WHY DOES THE PING-PONG BALL TRAVEL FASTER?

SEE IF YOU CAN PUSH THE PING-PONG BALL TOWARDS THE FAN.



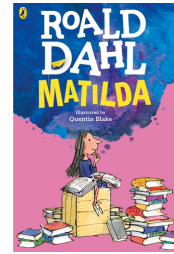
STATION 4

GRAVITY: WEIGHT

MATERIALS REQUIRED: BALL, SCRUNCHED UP PIECE OF PAPER



**DROP THE BALL AND THE SCRUNCHED UP PAPER
AT THE SAME TIME, FROM THE SAME HEIGHT.
DOES ONE HIT THE GROUND FIRST? WHY?**



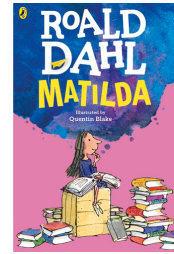
STATION 5

STATIC ELECTRICITY

MATERIALS REQUIRED: BALLOON



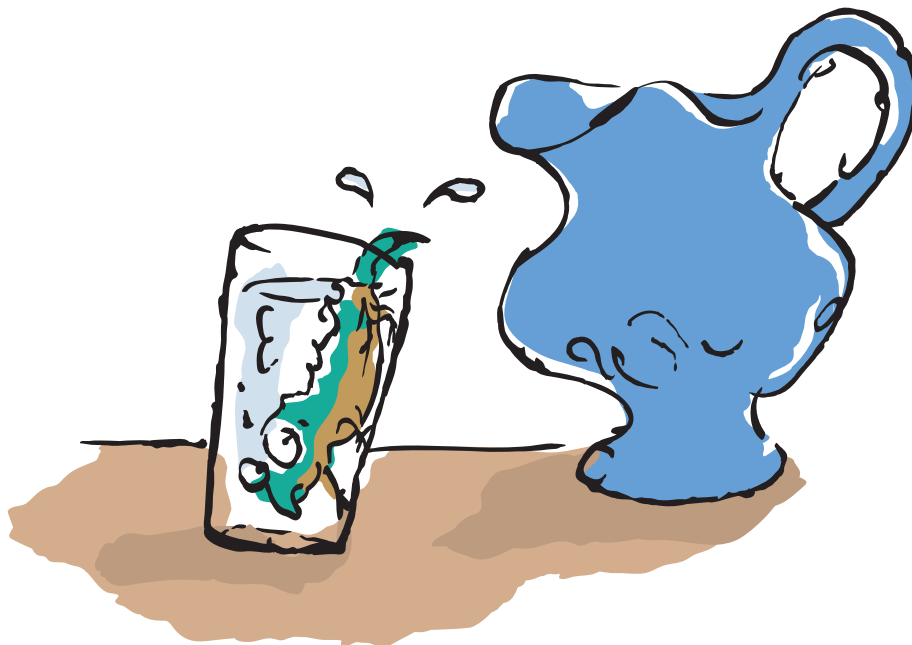
**RUB THE BALLOON AGAINST YOUR BLAZER FOR A FEW SECONDS.
WHAT HAPPENS IF YOU PUT THE BALLOON NEXT TO SOMEBODY'S HAIR?
CAN YOU GET THE BALLOON TO STICK TO THE WALL?**



STATION 6

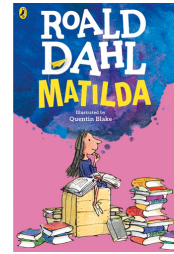
WATER RESISTANCE

MATERIALS REQUIRED: BALL OF PLASTICINE, DISK OF PLASTICINE, JUG OF WATER



**DROP THE BALL OF PLASTICINE & THE FLAT DISK
OF PLASTICINE INTO THE WATER TANK.**

WHICH ONE HITS THE BOTTOM OF THE TANK FIRST? WHY?



MR. WORMWOOD'S INVENTIONS

BOOK THEME:

STEM: Design and Engineering

LITERACY OBJECTIVE:

To identify Mr. Wormwood's "little tricks" and how Matilda feels about them

DESIGN TECHNOLOGY OBJECTIVE:

To design and evaluate an invention that is fit for purpose

EXTRACT USED:

Mr. Wormwood, the Great Car Dealer (pages 16–18)

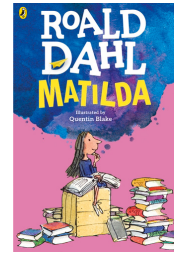
PREPARATION:

It would be helpful to bring in some photographs/images representing different inventions through history (**STARTER ACTIVITY**). Children will need to be able to see a copy of the extract and preferably also a printout of the table as they read (Task 1). They will also require blank A3 sheets of paper to plan their inventions in Task 4.

**STARTER ACTIVITY:
INVENTIONS THROUGH TIME**

Give children some photographs of famous inventions through history (the wheel, the clock, the steam engine, television, car, computer, iPhone). Ask them to discuss each invention and why it changed the way people live. Which invention is their favourite? Which do they think is the most important? Finally, ask children to organise the inventions in chronological order. They might even be able to guess in which year each thing was invented!





TASK 1: LITTLE TRICKS

Before reading the extract together, children should get ready to find two tricks that Mr. Wormwood uses to sell his cars. After reading the extract aloud, they should draw the following table in their exercise books (or use the **MR. WORMWOOD'S NOTES** resource) to record what they find out about Mr. Wormwood.

As an extension: children should come up with their own solutions for fixing the problems that Mr. Wormwood mentions.

TASK 2: CHALLENGING MR. WORMWOOD

Instruct children to get into groups of three and to re-enact the scene in the extract (with one person playing Mr. Wormwood, one person playing Mike and one person playing Matilda). This time, though, the person playing Matilda should interrupt Mr. Wormwood to give her opinion about his ideas, as well as to offer some alternative (more scientific!) solutions.

TASK 3: WORMWOOD MATHS!

Mr. Wormwood reduces the mileage on his cars with a high-speed electric drill. See if children can make up some mathematical word problems based on this, e.g. Mr. Wormwood has a car with a mileage of 150,000 and he wants to reduce this to 8,000. How much must he reduce the mileage by?

TASK 4: AN INVENTION FOR THE FUTURE

Using what they have learned from Mr. Wormwood about how NOT to design a car, as well as inspiration from the **STARTER ACTIVITY**, children should now come up with their own Invention for the Future! They should use an A3 sheet of paper to plan their invention and draw sketches, taking into consideration the following questions:

- What is the purpose of the object or vehicle that is being invented?
- How will people use the object or vehicle being invented?
- How will it improve our way of life?
- What materials will you use and why? What properties are you looking for in the materials that you choose?
- How will it be based on sound scientific and design principles? What mechanisms will it require?





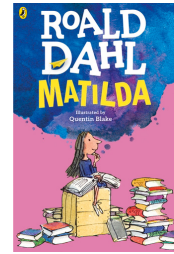
TASK 5: EVALUATING AND IMPROVING

Encourage children to walk around the classroom and take a look at each other’s inventions. They should use the criteria to evaluate the work they see and to give positive, constructive feedback in the **EVALUATING AND IMPROVING** sheet.

PLENARY: SELF-REFLECTION

Finally, children should review their own work taking into account any feedback and using the **DESIGN EVALUATION** sheet. Unlike Mr. Wormwood, they need to be open to improvement!





MR. WORMWOOD, THE GREAT CAR DEALER

(PAGES 16-18)

Matilda's parents owned quite a nice house with three bedrooms upstairs, while on the ground floor there was a dining-room and a living-room and a kitchen. Her father was a dealer in second-hand cars and it seemed he did pretty well at it.

'Sawdust,' he would say proudly, 'is one of the great secrets of my success. And it costs me nothing. I get it free from the sawmill.'

'What do you use it for?' Matilda asked him.

'Ha!' the father said. 'Wouldn't you like to know.'

'I don't see how sawdust can help you to sell second-hand cars, Daddy.'

'That's because you're an ignorant little twit,' the father said. His speech was never very delicate but Matilda was used to it. She also knew that he liked to boast and she would egg him on shamelessly.

'You must be very clever to find a use for something that costs nothing,' she said. 'I wish I could do it.'

'You couldn't,' the father said. 'You're too stupid. But I don't mind telling young Mike here about it seeing he'll be joining me in the business one day.' Ignoring Matilda, he turned to his son and said, 'I'm always glad to buy a car when some fool has been crashing the gears so badly they're all worn out and rattle like mad. I get it cheap. Then all I do is mix a lot of sawdust with the oil in the gear-box and it runs as sweet as a nut.'

'How long will it run like that before it starts rattling again?' Matilda asked him.

'Long enough for the buyer to get a good distance away,' the father said, grinning. 'About a hundred miles.'

'But that's dishonest, Daddy,' Matilda said. 'It's cheating.'

'No one ever got rich being honest,' the father said. 'Customers are there to be diddled.'

Mr Wormwood was a small ratty-looking man whose front teeth stuck out underneath a thin ratty moustache. He liked to wear jackets with large brightly coloured checks and he sported ties that were usually yellow or pale green. 'Now take mileage for instance,' he went on. 'Anyone who's buying a second-hand car, the first thing he wants to know is how many miles it's done. Right?'

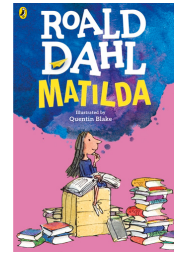
'Right,' the son said.

'So I buy an old dump that's got about a hundred and fifty thousand miles on the clock. I get it cheap. But no one's going to buy it with a mileage like that, are they? And these days you can't just take the speedometer out and fiddle the numbers back like you used to ten years ago. They've fixed it so it's impossible to tamper with it unless you're a ruddy watchmaker or something. So what do I do? I use my brains, laddie, that's what I do.'

'How?' young Michael asked, fascinated. He seemed to have inherited his father's love of crookery.

'I sit down and say to myself, how can I convert a mileage reading of one hundred and fifty thousand into only ten thousand without taking the speedometer to pieces? Well, if I were to run the car backwards for long enough then obviously that would do it. The numbers would click backwards, wouldn't they? But who's going to drive a flaming car in reverse for thousands and thousands of miles? You couldn't do it!'

'Of course you couldn't,' young Michael said.



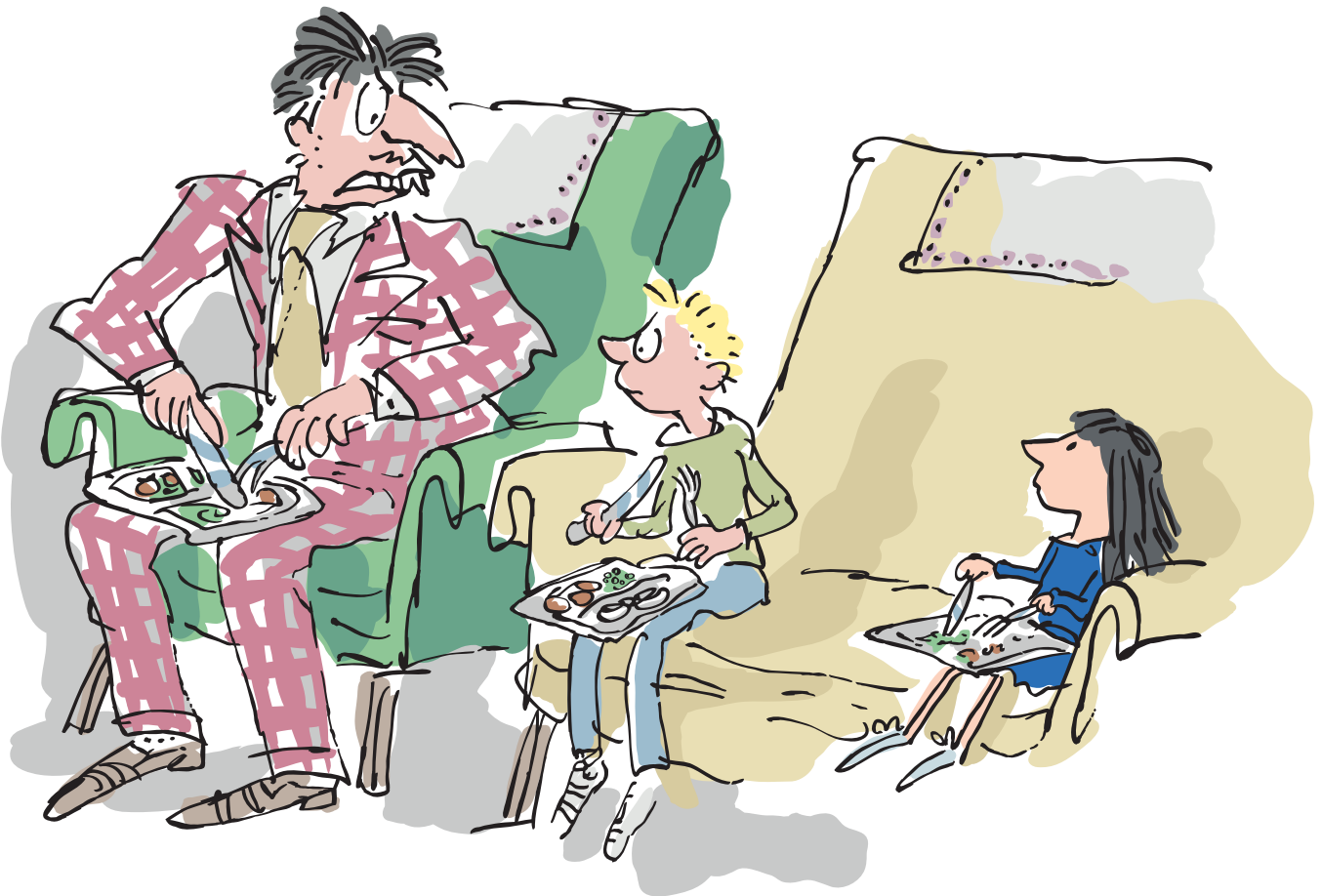
'So I scratch my head,' the father said. 'I use my brains. When you've been given a fine brain like I have, you've got to use it. And all of a sudden, the answer hits me. I tell you, I felt exactly like that other brilliant fellow must have felt when he discovered penicillin. "Eureka!" I cried. "I've got it!"'

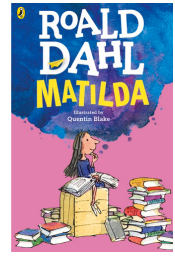
'What did you do, Dad?' the son asked him.


'The speedometer,' Mr Wormwood said, 'is run off a cable that is coupled up to one of the front wheels. So first I disconnect the cable where it joins the front wheel. Next, I get one of those high-speed electric drills and I couple that up to the end of the cable in such a way that when the drill turns, it turns the cable backwards. You got me so far? You following me?'

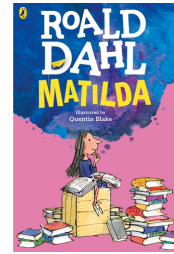
'Yes, Daddy,' young Michael said.


'These drills run at a tremendous speed,' the father said, 'so when I switch on the drill the mileage numbers on the speedo spin backwards at a fantastic rate. I can knock fifty thousand miles off the clock in a few minutes with my high-speed electric drill.'

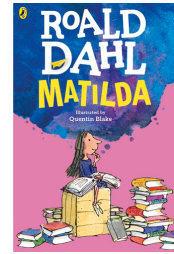




| | | | |  |
|--------------------------------|---|---|--|---|
| | | | | |
| <p>PROBLEM WITH CAR</p> | <p>MR. WORMWOOD'S SOLUTION (INCLUDE QUOTE)</p> | <p>MR. WORMWOOD'S MOTIVATION</p> | <p>WHAT DOES THIS TELL US ABOUT MR. WORMWOOD?</p> | <p>WHAT WOULD MATILDA SAY?</p> |



| CRITERIA | SCORE OUT OF 5 |
|---|----------------|
| PURPOSE OF INVENTION | |
| WILL IT IMPROVE OUR WAY OF LIFE? | |
| CHOICE OF MATERIALS | |
| OVERALL QUALITY OF INVENTION | |
|  <p>TOTAL</p> | |



**WHAT DID YOU ENJOY THE MOST ABOUT
DESIGNING A NEW INVENTION?**

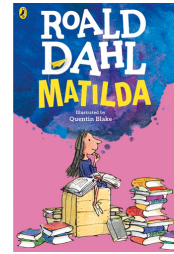
**WHAT DID YOU ENJOY THE LEAST ABOUT
DESIGNING A NEW INVENTION?**

**HOW PLEASED ARE YOU WITH THE
OVERALL QUALITY OF THE DESIGN?**

**WHAT WOULD YOU CHANGE ABOUT
YOUR DESIGN BASED ON FEEDBACK?**

**DO YOU THINK YOU CHOSE THE CORRECT
MATERIALS? WHY? WHY NOT?**

**DO YOU THINK YOU CHOSE THE CORRECT
PHYSICAL AND STRUCTURAL FEATURES?
WHY? WHY NOT?**



A COLONY OF NEWTS!

BOOK THEME:

The Natural World

SCIENCE OBJECTIVE (ADAPTATION, INHERITANCE & EVOLUTION):

To present key facts about a creature and describe its features

GEOGRAPHY OBJECTIVE:

To explore a local green space and record observations

EXTRACT USED:

Lavender (pages 130–133)

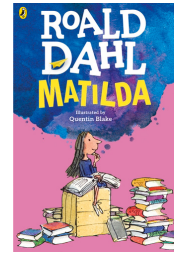
PREPARATION:

For this lesson children need a green space to explore – either in the school grounds or local area! They also require access to a computer or to books in a school library in order to carry out research. Worksheets for Tasks 3 and 4 are provided; it is advised that they are photocopied and printed in order to structure the outdoor learning.

**STARTER ACTIVITY:
A NEWT HOUSE**

Ask children what they already know about newts. What sort of creatures are they and where can we find them? Ask children to imagine that, like Lavender, they find a newt in the garden and have to create a new home for it. They should draw a template of a house in their exercise books and write down or draw all of the things that they'd need to consider when creating a house for a newt. For example, what environment would the newt need to stay alive? How would it be kept contained and safe? What materials are required? How big would the home have to be? Ask children to share their ideas.





TASK 1: A NEWT SKETCH

Read the extract aloud as a class. Focus in particular on Roald Dahl's description of a newt on page 131. Ask children to sketch an image of the newt, taking care to annotate its different features with quotes from the text.

Note: You may wish to put a picture of a newt on the board for children who haven't seen a newt before.

TASK 2: NEWT CARDS

Using their research skills, children should create **NEWT CARDS** using the template. They can use their sketches from Task 1 or draw a new sketch/insert a photograph into the space provided at the top of the template. Children should use the headers provided to structure their research.

TASK 3: DESCRIBING A NEWT

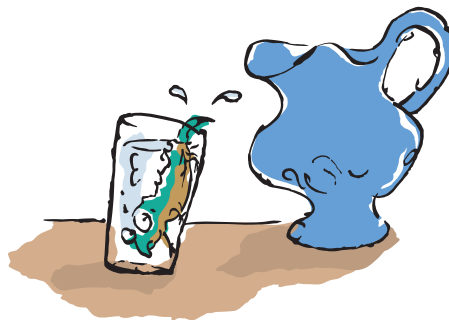
Using Roald Dahl's description and any research that they have done so far, children should attempt to describe a newt using their own words. They can write a descriptive sentence (or paragraph), or use the **DESCRIBING A NEWT** sheet to help them.

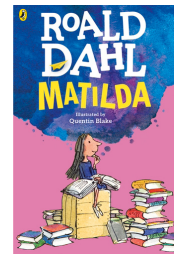
TASK 4: MY GREEN SPACE

It's time to go outside! Children should take inspiration from Lavender to venture outside and explore. They should use the headers on the **EXPLORATION DIARY** to record what they find in their garden, school grounds or local green space. Children should also be encouraged to take photographs or make drawings of anything that they find particularly interesting!

PLENARY:

Ask the children to compare their observations when they return to the classroom. Did they find the same things? Does their green space resemble the green space that Lavender explores in the book? Ask one or two confident pupils to present their **EXPLORATION DIARIES** to the class, along with any additional photographs or evidence!





LAVENDER

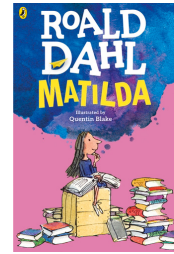
(PAGES 130-133)

On the way home from school that afternoon she began to mull over the various possibilities, and when at last the germ of a brilliant idea hit her, she began to expand on it and lay her plans with the same kind of care the Duke of Wellington had done before the Battle of Waterloo. Admittedly the enemy on this occasion was not Napoleon. But you would never have got anyone at Crunchem Hall to admit that the Headmistress was a less formidable foe than the famous Frenchman. Great skill would have to be exercised, Lavender told herself, and great secrecy observed if she was to come out of this exploit alive. There was a muddy pond at the bottom of Lavender's garden and this was the home of a colony of newts. The newt, although fairly common in English ponds, is not often seen by ordinary people because it is a shy and murky creature. It is an incredibly ugly gruesome-looking animal, rather like a baby crocodile but with a shorter head. It is quite harmless but doesn't look it. It is about six inches long and very slimy, with a greenish-grey skin on top and an orange-coloured belly underneath. It is, in fact, an amphibian, which can live in or out of water.

That evening Lavender went to the bottom of the garden determined to catch a newt. They are swiftly moving animals and not easy to get hold of. She lay on the bank for a long time waiting patiently until she spotted a whopper. Then, using her school hat as a net, she swooped and caught it. She had lined her pencil-box with pond-weed ready to receive the creature, but she discovered that it was not easy to get the newt out of the hat and into the pencil-box. It wriggled and squirmed like quicksilver and, apart from that, the box was only just long enough to take it. When she did get it in at last, she had to be careful not to trap its tail in the lid when she slid it closed. A boy next door called Rupert Entwistle had told her that if you chopped off a newt's tail, the tail stayed alive and grew into another newt ten times bigger than the first one. It could be the size of an alligator. Lavender didn't quite believe that, but she was not prepared to risk it happening. Eventually she managed to slide the lid of the pencil-box right home and the newt was hers. Then, on second thoughts, she opened the lid just the tiniest fraction so that the creature could breathe.

The next day she carried her secret weapon to school in her satchel. She was tingling with excitement. She was longing to tell Matilda about her plan of battle. In fact, she wanted to tell the whole class. But she finally decided to tell nobody. It was better that way because then no one, even when put under the most severe torture, would be able to name her as the culprit.





Blank area for drawing a newt.

HABITATS:

FEATURES/ ADAPTATIONS:

FOOD:

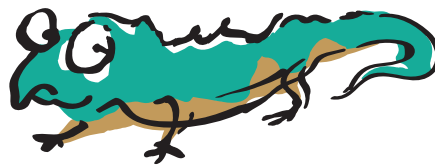
PREDATORS:

INTERESTING INFORMATION:



WHAT COLOURS CAN I SEE?

**WHAT DOES IT LOOK LIKE?
WHAT CAN I COMPARE IT TO?**



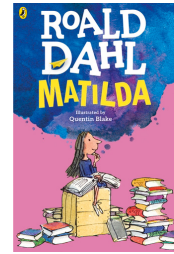
**WHAT ARE MY FAVOURITE
ADJECTIVES TO DESCRIBE IT?**

**WHAT MIGHT IT FEEL
LIKE IF I COULD TOUCH IT?**

MY SENTENCE:

.....

.....



EXPLORING A GREEN SPACE

NUMBER OF CREATURES SPOTTED:

AREA WHERE MOST CREATURES SPOTTED:

POSSIBLE REASONS FOR THIS:

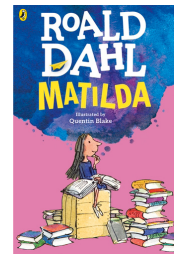


MAP OF MY GARDEN OR GREEN SPACE:

MY OBSERVATIONS:

.....

.....



AN EXTRA-ORDINARY BOOKWORM!

BOOK THEME:

Reading for Pleasure

MATHS OBJECTIVE:

To use averages including mean and median to record number of books read

LITERACY OBJECTIVE:

To understand the value of reading and to appreciate a variety of books and genres

EXTRACT USED:

The Reader of Books (pages 11 – 12)

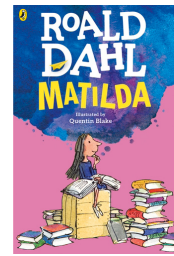
PREPARATION:

For this lesson children need bring in a favourite book! They will also need a copy of the **GENRE CARDS** in order to cut them out and organise them for Task 2.

STARTER ACTIVITY: MY FAVOURITE BOOKS TO READ

Ask children to bring in their favourite book. They have 5 minutes at the start of the lesson to share it with a classmate and persuade him or her to read it. Children should be encouraged to use as many persuasive techniques as possible (e.g. emotive language, passionate speech). They should also remember to talk about the key reasons that they love the book that they have chosen. For example, do they identify with the main character? Do they find it funny? Do they like the tone of the story? The most persuasive pupil should present his or her book to the whole class!





TASK 1: MATILDA'S READING HABITS

Read the extract aloud together. Use the information about Matilda's reading habits to come up with some mathematical word problems. For example, if she reads 411 pages in one week, how many pages does she read in one year? If she reads one book every week, what is the average number of books Matilda reads in a month? Can children write word problems for their own reading habits? Encourage them to use the words, "average", "mean" and "range" in their problems.

TASK 2: DIFFERENT TYPES OF BOOKS

Ask children to cut out the **GENRE CARDS**. For each of them, they should think of an example of a book that fits into that particular genre. Can they also slot each of the books that Matilda has read (page 12) into a genre? One of the cards has been left blank for children to come up with their category. They should consider the question: is it possible for a book to fit into more than one genre?

TASK 3: INGREDIENTS

Different genres have different features or 'ingredients' – like a food recipe. For example, 'adventure' stories often include a journey to a faraway place and a heroic central character. Can children list three features or 'ingredients' for each genre based on their knowledge from prior reading, or even from their knowledge of films and games using the **INGREDIENTS** sheet?

TASK 4: RECOMMENDATIONS FOR MATILDA

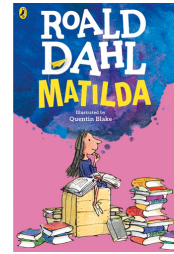
Using the **RECOMMENDATIONS** sheet, children should recommend four books (from different genres) for Matilda to read! They should include a drawing of the cover along with the genre and any important information. Can they tailor their recommendations to match Matilda's taste? What books do they think she would enjoy? Why?

TASK 5:

Using their recommendations from Task 4, children should create a poster for their school library that advocates the importance of reading. Their posters should highlight the benefits of reading a variety of books and the concept of reading for pleasure. Children should be encouraged to use any relevant quotations or inspirational advice from Matilda to make their posters stand out!

PLENARY:

Ask children to pick their favourite genre from the lesson. They should write the first 2–3 sentences of a story in that genre. When they've finished, ask them to read them out to the rest of the class. Can their classmates guess the genre from the sentences? Finally, have a classroom discussion about how they have been inspired by reading Matilda. What book will they read next... ?



THE READER OF BOOKS

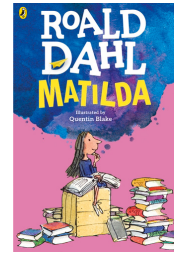
(PAGES 11-12)

Within a week, Matilda had finished *Great Expectations* which in that edition contained four hundred and eleven pages. 'I loved it,' she said to Mrs Phelps. 'Has Mr Dickens written any others?' 'A great number,' said the astounded Mrs Phelps. 'Shall I choose you another?' Over the next six months, under Mrs Phelps's watchful and compassionate eye, Matilda read the following books:

- Nicholas Nickleby* by Charles Dickens
- Oliver Twist* by Charles Dickens
- Jane Eyre* by Charlotte Brontë
- Pride and Prejudice* by Jane Austen
- Tess of the D'Urbervilles* by Thomas Hardy
- Gone to Earth* by Mary Webb
- Kim* by Rudyard Kipling
- The Invisible Man* by H. G. Wells
- The Old Man and the Sea* by Ernest Hemingway
- The Sound and the Fury* by William Faulkner
- The Grapes of Wrath* by John Steinbeck
- The Good Companions* by J. B. Priestley
- Brighton Rock* by Graham Greene
- Animal Farm* by George Orwell

It was a formidable list and by now Mrs Phelps was filled with wonder and excitement, but it was probably a good thing that she did not allow herself to be completely carried away by it all. Almost anyone else witnessing the achievements of this small child would have been tempted to make a great fuss and shout the news all over the village and beyond, but not so Mrs Phelps. She was someone who minded her own business and had long since discovered it was seldom worth while to interfere with other people's children.





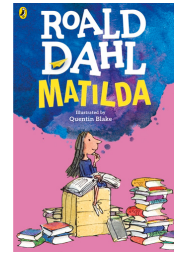
ADVENTURE

COMEDY

HORROR

MYSTERY

ROMANCE



ADVENTURE

- A journey to a faraway place
- A heroic central character

MYSTERY

-
-
-

COMEDY

-
-
-

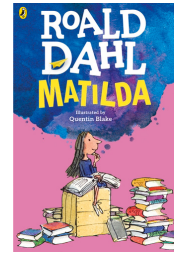
ROMANCE

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HORROR

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-





RECOMMEND YOUR FAVOURITE BOOKS HERE!

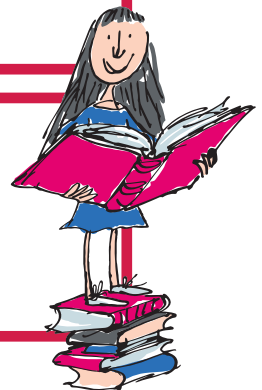
Make sure to include different genres and think about which books Matilda would enjoy reading most.
Would she like this book? Why?

GENRE & INFORMATION:

GENRE & INFORMATION:

GENRE & INFORMATION:

GENRE & INFORMATION:



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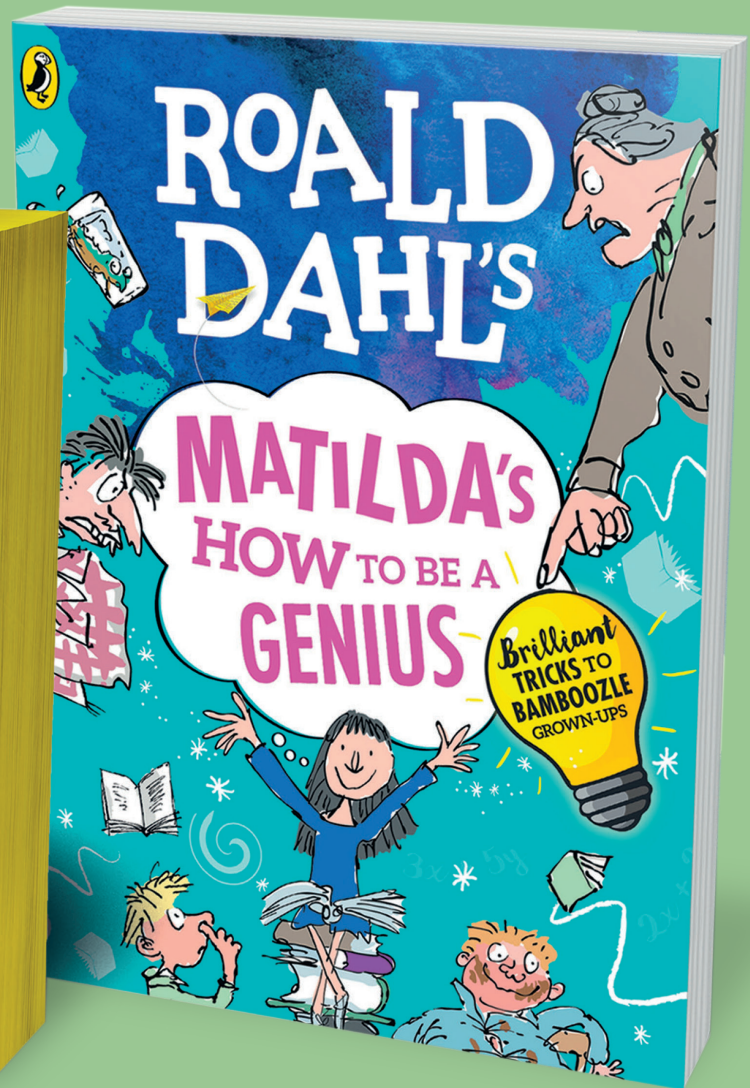
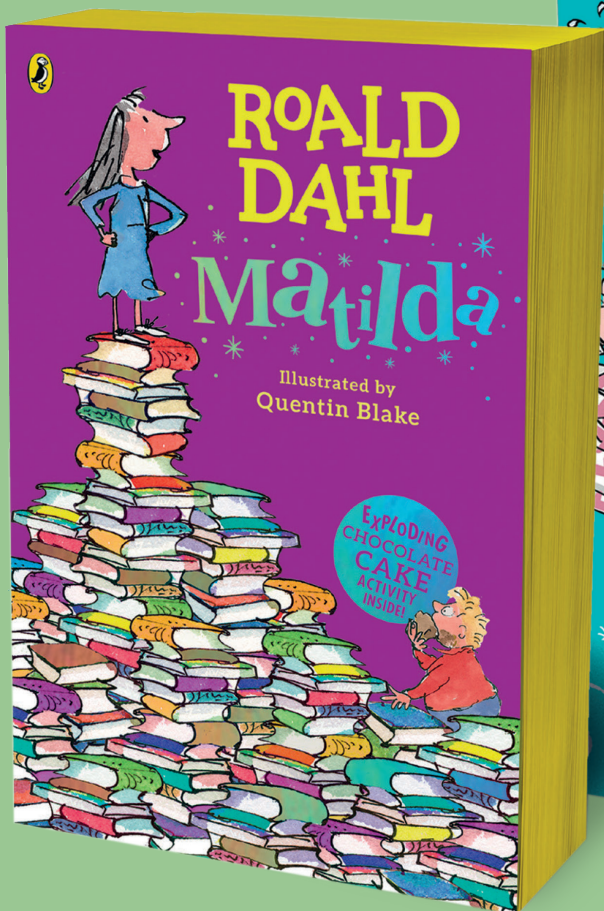


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