LESSON PLAN 1:
SECRET WITCHES

BOOK THEME:
Champions of Good.

ENGLISH OBJECTIVES:
Using adjectives and similes to describe characters.

COMPUTING AND PSHE:
Taking sensible precautions with strangers we meet in person and online. Understanding how to report concerns about online content and contacts.

EXTRACT:
A Note about Witches (Chapter 1).

LESSON PLAN 2:
HOW TO SPOT A WITCH

BOOK THEME:
Masters of Invention.

ENGLISH OBJECTIVES:
Creating and performing our own compositions, using appropriate intonation, volume and movement so that the meaning is clear.

EXTRACT:
A Note about Witches (Chapter 1).

LESSON PLAN 3:
A WITCHY COLLAGE

BOOK THEME:
Masters of Invention.

ENGLISH OBJECTIVES:
To use a thesaurus to find synonyms.

ART & DESIGN OBJECTIVES:
Improving mastery of art and design techniques, including drawing and collaging.

EXTRACT USED:
Frizzled Like a Fritter (Chapter 7).

LESSON PLAN 4:
REPULSIVE RHYMING

BOOK THEME:
Makers of Mischief.

ENGLISH OBJECTIVES:
Planning, writing and performing a poem using appropriate form and vocabulary.

EXTRACT:
Formula 86 Delayed Action Mouse-Maker (Chapter 8).

LESSON PLAN 5:
THE RECIPE

BOOK THEME:
Makers of Mischief.

MATHS OBJECTIVES:
Using different operations to solve word problems.

EXTRACT:
The Recipe (Chapter 9).

LESSON PLAN 6:
THE HEART OF A MOUSE

BOOK THEME:
Champions of Good.

PSHE OBJECTIVES:
Thinking about someone who is special to us and celebrating their qualities.

EXTRACT:
The Heart of a Mouse (Chapter 21).
BOOK THEME:
Champions of Good.

ENGLISH OBJECTIVES:
Using adjectives and similes to describe characters.

COMPUTING AND PSHE:
Taking sensible precautions with strangers we meet in person and online.
Understanding how to report concerns about online content and contacts.

EXTRACT:
A Note about Witches (Chapter 1).

THINGS YOU MAY NEED:
PENCILS, COLOURING PENS, THESAURUS

PREPARATION:
You will need an A3 piece of paper for each small group, and a copy of RESOURCE 1 for displaying to the class. You will also need A4 copies of the extract and illustration, RESOURCE 2 and RESOURCE 3 for each pair of children. These cards will need to be cut up before distributing and you may wish to photocopy them on different coloured paper. The extension activity requires A4 paper and pens/pencils for drawing and colouring.
MAIN ACTIVITY

TASK 1

1. Read the extract with the children. Display the picture on RESOURCE 1 and read Roald Dahl’s challenge: Kindly examine the picture below. Which lady is the witch?

Ask pairs of children to share their thoughts and feedback as a class. Emphasise the point that we cannot know who the witch is, as both women look like ordinary people. Explain that although most people are good, some people are not, so we need to be particularly careful around people we do not know. A stranger may look ordinary on the outside, but they could be very unkind – or even dangerous, like one of Roald Dahl’s witches. How is this similar to the dangers we may face online? Draw out that it is very easy for someone to hide behind a fake photograph on a social media profile and try to convince us that they are genuine.

TASK 2

In pairs, the children need to match the RESOURCE 2. You could also challenge children to create their own corresponding scenario and action cards. When the pairs have matched the cards, share their findings with the class and display the answers (1d, 2i, 3e, 4j, 5f, 6b, 7a, 8h, 9c, 10g). Ask if any pairs have thought of their own examples to share.

EXTENSION

Ask children to design a poster to explain ‘stranger danger’ or ways in which they can stay safe online. Display examples in the classroom.

PLENARY:

Remind children of your school’s policy for staying safe online. Stress the importance of children sharing any worries or concerns they have with a trusted adult. The website www.childnet.com contains a useful acronym – SMART – to help children remember this.
A NOTE ABOUT WITCHES

(CHAPTER 1)

In fairy-tales, witches always wear silly black hats and black cloaks, and they ride on broomsticks. But this is not a fairy-tale. This is about REAL WITCHES.

The most important thing you should know about REAL WITCHES is this. Listen very carefully. Never forget what is coming next.

REAL WITCHES dress in ordinary clothes and look very much like ordinary women. They live in ordinary houses and they work in ORDINARY JOBS.

That is why they are so hard to catch.

A REAL WITCH hates children with a red-hot sizzling hatred that is more sizzling and red-hot than any hatred you could possibly imagine.

A REAL WITCH spends all her time plotting to get rid of the children in her particular territory. Her passion is to do away with them, one by one. It is all she thinks about the whole day long. Even if she is working as a top scientist or running a business or driving round in a fancy car (and she could be doing any of these things), her mind will always be plotting and scheming and churning and burning and whizzing and phizzling with murderous bloodthirsty thoughts.
Examine the picture below. Which lady is the witch?
**Scenarios**

| 1. | A stranger offers you some sweets and they look absolutely delicious! |
| 2. | Somebody asks you to do something that you don’t want to do and it makes you feel uncomfortable. |
| 3. | A stranger asks you to go somewhere with them. |
| 4. | A stranger offers to give you a lift in their car or van so that you don’t have to walk home. |
| 5. | Somebody starts following you when you’re walking home by yourself. |
| 6. | You’re at the park and a stranger calls your name and asks you to go over to them. |
| 7. | Somebody that you don’t know sends you a friend request online. |
| 8. | A friend you speak to online asks you for your address. |
| 9. | Somebody sends you a message or photograph that makes you feel uncomfortable. |
| 10. | Somebody asks you to send them a photograph of yourself. |
Do not accept online friend requests from anyone you do not know.

Do not approach anybody that you do not know, even if they seem to know you. If they really do know you, they will understand that you are trying to stay safe.

Show the message or photograph to your parents or a trusted adult. They will help to make sure this doesn’t happen again.

Do not take anything from a stranger. Stay close to people that you know.

Try and find a safe place where there are more people, like a shop or a restaurant. If there is nowhere like this around then try and get to your house or a friend’s house. If you are too far away you may need to ask somebody you do not know for help.

Never send photographs or videos of yourself to somebody you don’t know. You do not know where they could end up.

Never give your personal details, including your address or where you go to school, to somebody you don’t know in real life.

Do not do anything that makes you feel uncomfortable. Tell somebody who you trust what has happened as soon as you can.

Do not get into a vehicle with anyone without getting your parents’ permission first. Even if they tell you that they know your mum or dad. They may not be telling the truth.
THINGS YOU MAY NEED:
MENTAL HEALTH MATTERS BOOK PACK

PREPARATION:
You will need two examples of suitable public service announcements (PSA) videos from the internet to share with the children (Change4Life and Think! offer good examples); a copy of the extract for each pair of children; two copies of RESOURCE 1 and a copy of RESOURCE 2 for each group. You may also provide props for role play, e.g. wig, gloves, shoes etc.

STARTER ACTIVITY

1. Share two examples of suitable public service announcements (PSA) with the class, e.g. Change4Life. Explain that a PSA is a short educational film used to warn people about bad things that could happen and to promote good actions to stay safe, healthy and happy.

2. Identify the features of a PSA and display as a mind map. For example: use of facts, demonstration of risks/poor choices, demonstration of safe/good choices, slogan and key messages.
**MAIN ACTIVITY**

**TASK 1**

1. **Read the extract with the children.**

2. **Ask children to imagine that Roald Dahl’s witches are a real problem and the public needs to be warned! The children need to produce their own short PSA to share tips on how to spot witches so that the public knows to keep away and stay safe.**

3. **Split the class into small groups of three or four, and ask them to read through RESOURCE 1 together. Ask children to highlight the key facts they would like to include in their PSA and feed back some examples.**

**TASK 2**

The groups need to decide how to present their PSA, e.g. a child realising that they have discovered a witch, or a demonstration of how a witch compares to an ordinary woman.

1. **At least one child should take on the role of narrator and at least one should act as a witch; the children can then allocate different parts accordingly.**

2. **Share RESOURCE 2 with the children to give them some ideas of sentence starters for their presentation. Together, they should write a short presentation which includes an introduction, a reading of their witch facts, and tips at the end about staying safe. Challenge the children to think of a catchy message or slogan to end their presentation, e.g. ‘If her head’s got an awful itch, she’s probably A REAL WITCH’.”

**EXTENSION**

Imagine that if some women are witches, is it not possible that some men are wizards or sorcerers? Ask children to write their own guide ‘How to identify a wizard’ and include illustrations to accompany it.

**PLENARY:**

Each group shares their PSA with the class. Encourage children to evaluate each other’s work with two stars (two points of praise) and a wish (one target for improvement). You may wish to record their presentations.
A NOTE ABOUT WITCHES
(CHAPTER 1)

Luckily, there are not a great number of REAL WITCHES in the world today. But there are still quite enough to make you nervous. In England, there are probably about one hundred of them altogether. Some countries have more, others have not quite so many. No country in the world is completely free from WITCHES.

A witch is always a woman. There is no such thing as a male witch.

On the other hand, a ghoul is always a male. So indeed is a barghest. Both are dangerous. But neither of them is half as dangerous as a REAL WITCH.

As far as children are concerned, a REAL WITCH is easily the most dangerous of all the living creatures on earth. What makes her doubly dangerous is the fact that she doesn’t look dangerous. Even when you know all the secrets (you will hear about those in a minute), you can still never be quite sure whether it is a witch you are gazing at or just a kind lady. If a tiger were able to make itself look like a large dog with a waggy tail, you would probably go up and pat it on the head. And that would be the end of you. It is the same with witches. They all look like nice ladies.
WITCH FACTS
ADAPTED FROM CHAPTER 3

A REAL WITCH IS CERTAIN ALWAYS TO BE WEARING GLOVES when you meet her because she doesn’t have fingernails. Instead of fingernails, she has thin curvy claws, like a cat, and she wears the gloves to hide them. Witches wear gloves even in the house. They only take them off when they go to bed.

A REAL WITCH IS OFTEN BALD. Bald as a boiled egg. You can take it from me that not a single hair grows on a witch’s head. A REAL WITCH always wears a wig to hide her baldness. She wears a first-class wig. And it is almost impossible to tell a really first-class wig from ordinary hair unless you give it a pull to see if it comes off. Mind you, these wigs do cause a rather serious problem for witches. They make the scalp itch most terribly. You see, the underneath of a wig can be very rough and scratchy. It sets up a frightful itch on the bald skin. It causes nasty sores on the head. Wig-rash, the witches call it. And it doesn’t half itch.

WITCHES HAVE SLIGHTLY LARGER NOSE-HOLES. The rim of each nose-hole is pink and curvy, like the rim of a certain kind of seashell. A REAL WITCH has the most amazing powers of smell. She can actually smell out a child who is standing on the other side of the street on a pitch-black night. An absolutely clean child gives off the most ghastly stench to a witch. The dirtier you are, the less you smell. The smell that drives a witch mad actually comes right out of your own skin. It comes oozing out of your skin in waves, and these waves, stink-waves the witches call them, go floating through the air and hit the witch right smack in her nostrils. They send her reeling. When you haven’t washed for a week and your skin is all covered over with dirt, then quite obviously the stink-waves cannot come oozing out nearly so strongly.

Look carefully at the eyes, because THE EYES OF A REAL WITCH ARE DIFFERENT FROM YOURS AND MINE. Look in the middle of each eye where there is normally a little black dot. If she is a witch, the black dot will keep changing colour, and you will see fire and you will see ice dancing right in the very centre of the coloured dot. It will send shivers running all over your skin.

WITCHES HAVE SQUARE FEET. It does make shoes very uncomfortable, but she has to put up with it.
You might possibly see her limping very slightly, but only if you were watching closely.

**THEIR SPIT IS BLUE.** Blue as a bilberry. It is like ink. They even use it to write with. They use those old-fashioned pens that have nibs and they simply lick the nib. If you looked very carefully you would probably see a slight bluish tinge on her teeth. But it doesn’t show much. Witches never spit. They daren’t.
Using some of the sentence starters in the table below, write your presentation. You will need to include:

- An introduction to let your audience know that you will be talking about witch facts.
- A conclusion advising the audience how to stay safe.

<table>
<thead>
<tr>
<th>TODAY WE WILL BE TALKING ABOUT...</th>
<th>PLEASE BE WARNED THAT...</th>
<th>THE REAL TRUTH IS THAT...</th>
<th>THE FACT IS...</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST...</td>
<td>NEXT...</td>
<td>FINALLY...</td>
<td>ALTHOUGH...</td>
</tr>
<tr>
<td>STAY SAFE BY...</td>
<td>YOU MUST...</td>
<td>WE RECOMMEND THAT...</td>
<td>HELP EACH OTHER BY...</td>
</tr>
</tbody>
</table>
LEONSON PLAN 3
A WITCHY COLLAGE

BOOK THEME:
Masters of Invention.

ENGLISH OBJECTIVES:
To use a thesaurus to find synonyms.

ART & DESIGN OBJECTIVES:
Improving mastery of art and design techniques including drawing and collaging.

EXTRACT:
Frizzled Like a Fritter (Chapter 7).

THINGS YOU MAY NEED:
ART PAPER, COLLAGE MATERIALS, GLUE AND THESAURUS

PREPARATION:
You will need a range of collage materials: coloured paper, fabrics (especially black fabric), tissue paper, wool, buttons, pipe cleaners, glue, etc. Children will also require thesauruses and strips of paper to annotate their collages.
For the extension activity they will need sketching pencils, watercolour paints and brushes, and dip / fountain pens with black ink.
MAIN ACTIVITY

TASK 1

Provide each child with a copy of RESOURCE 1. Explain that they will be drawing and collaging The Grand High Witch, and they can choose if they’d prefer to collage her in disguise or in her true form. Once the children have made their choice, ask them to find descriptive words and phrases in the extract that will help them to create their artwork. These words and phrases can be used to complete the first column in the table.

When the children have collected their ideas, share the resources available for collaging. Discuss with the children how the different materials can be used, e.g. crumpled tissue paper for the witch’s ‘shrunken and shrivelled’ face, fabrics for the dress, wool for her wig and so on. Ask the children to use the final column of the table to plan which resources they will use for each part of their collage.

TASK 2

In pairs or individually, the children sketch an outline of The Grand High Witch on A3 paper. Demonstrate collaging techniques and guide the children to build up layers to add texture.

(An alternative would be to organise the children into small groups and allocate a body part for each individual or pair, to fix together later to create a larger witch. The larger The Grand High Witch, the more dramatic the display!)

TASK 3

Using the key words and descriptions the children found in the extract, e.g. ‘frightening’, ask the children to use a thesaurus to find some alternative words, and select their favourites.

They can then write these on strips of paper to annotate their collage, e.g. gruesome, petrifying etc. Challenge the children to adapt sentences from the extract with their chosen words, e.g. ‘That face of hers was the most gruesome and petrifying thing I have ever seen.’

EXTENSION

Explore Quentin Blake’s illustrations for Roald Dahl’s books. How do the children think he has created the images? What media do they think he has used? Provide sketching pencils, watercolours, and dip / fountain pens for the children to have a go at creating their own illustrations in the style of Quentin Blake. Children could imitate his illustration of The Grand High Witch or illustrate a different Roald Dahl character of their choice.
PLENARY

We are going to imagine the classroom is an art gallery! Discuss what the atmosphere is like in an art gallery, e.g. quiet, respectful, etc. Ask children to walk around the classroom and look at the collages produced by other members of their class. Which piece of work do they like best and why? Choose children to feed back their choice with reasons.
LESSON PLAN 3
EXTRACT 1

FRIZZLED LIKE A FRITTER
(CHapter 7)

All the women, or rather the witches, were now sitting motionless in their chairs and staring as though hypnotized at somebody who had suddenly appeared on the platform. That somebody was another woman.

The first thing I noticed about this woman was her size. She was tiny, probably no more than four and a half feet tall. She looked quite young, I guessed about twenty-five or six, and she was very pretty. She had on a rather stylish long black dress that reached right to the ground and she wore black gloves that came up to her elbows. Unlike the others, she wasn’t wearing a hat.

She didn’t look to me like a witch at all, but she couldn’t possibly not be one, otherwise what on earth was she doing up there on the platform? And why, for heaven’s sake, were all the other witches gazing at her with such a mixture of adoration, awe and fear?

Very slowly, the young lady on the platform raised her hands to her face. I saw her gloved fingers unhooking something behind her ears, and then… then she caught hold of her cheeks and lifted her face clean away! The whole of that pretty face came away in her hands!

It was a mask!

As she took off the mask, she turned sideways and placed it carefully upon a small table near by, and when she turned around again and faced us, I very nearly screamed out loud.

That face of hers was the most frightful and frightening thing I have ever seen. Just looking at it gave me the shakes all over. It was so crumpled and wizened, so shrunken and shrivelled, it looked as though it had been pickled in vinegar. It was a fearsome and ghastly sight. There was something terribly wrong with it, something foul and putrid and decayed. It seemed quite literally to be rotting away at the edges, and in the middle of the face, around the mouth and cheeks, I could see the skin all cankered and worm-eaten, as though maggots were working away in there.
There are times when something is so frightful you become mesmerized by it and can’t look away. I was like that now. I was transfixed. I was numbed. I was magnetized. But there was more to it than that. There was a look of serpents in those eyes of hers as they flashed around the audience.

I knew immediately, of course, that this was none other than The Grand High Witch herself. I knew also why she had worn a mask. She could never have moved around in public, let alone book in at a hotel, with her real face. Everyone who saw her would have run away screaming.
Using the table below, write key descriptions of The Grand High Witch from the extract. Now plan the resources you will use to collage each part of your witch!

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLOTHES</td>
<td></td>
</tr>
<tr>
<td>FACE</td>
<td></td>
</tr>
<tr>
<td>EYES</td>
<td></td>
</tr>
</tbody>
</table>
BOOK THEME:
Makers of Mischief.

ENGLISH OBJECTIVES:
Planning, writing and performing a poem using appropriate form and vocabulary.

EXTRACT:
Formula 86 Delayed Action Mouse-Maker (Chapter 8).

THINGS YOU MAY NEED:
PAPER AND PENS

PREPARATION:
You will need a copy of the extract and RESOURCE 1 for each pair of children. Each child also needs a copy of RESOURCE 2. You may wish to use RESOURCE 3 to provide additional support and prompts for some children.

STARTER ACTIVITY
Share the extract with the children. Identify that it is a poem The Grand High Witch has concocted to explain the effect that Formula 86 Delayed Action Mouse-Maker has on children.

1. Divide the class into two groups and challenge children to call out the rhyming couplets in the poem. Split the board in half and write the rhyming couplets on separate sides, e.g. ‘in’ on one half of the board and ‘skin’ on the other.
MAIN ACTIVITY

TASK 1

1. Set a rhyming challenge for the children. Arrange the two teams into a line each and give the children a few minutes to take it in turns to write further rhyming words for those on the board.

2. When a member of each team has written a word, they should pass the pen to the person behind and go to the back of the line. Which team can gather the most rhyming words in the quickest time? The collected words will support the children when they write their own poems later in the lesson.

TASK 2

Revenge on the witches! The witches want to turn children into mice. If you had powers, what would you do to the evil witches? Ask the children to pair share ideas and write them on the board, e.g. turn them into mud and dirt for children to jump around in or even turn them into cheese to be nibbled on by mice! Explain to children that they will now take one idea and develop it into a poem with rhyming couplets.

1. Share RESOURCE 1 with the children to demonstrate the type of language they should use in their poems. Identify the use of rhyming couplets, the mixture of ingredients and the end result of turning the witches into mud and dirt!

2. Select one of the ideas from the class and mind map rhyming words for the poem. Model to children how to create lines for the poem, speaking them aloud to check that they both rhyme and sound right. Gather ideas to create a class example.

TASK 3

Children are now ready to write their own poem! Using RESOURCE 2 ask the children to first plan their ideas and gather possible rhyming words for their poem in the box, before writing their poem on the lines below. Provide RESOURCE 3 to any children who would benefit from additional input and support with vocabulary and starting points.

EXTENSION

Challenge the children to add some Roald Dahl inspired “glorioumptious” words to their poems!

PLENARY:

Give the children the opportunity to share their poems with the class. Encourage peer evaluation using two stars (two things they liked) and a wish (one thing to improve).
FORMULA 86 DELAYED ACTION MOUSE-MAKER

(CHAPTER 8)

At this point, the disgusting old Grand High Witch began to do a sort of witch’s dance up and down the platform, stamping her feet and clapping her hands. The entire audience joined in the clapping and the foot-stamping. They were making such a tremendous racket that I thought surely Mr Stringer would hear it and come banging at the door. But he didn’t.

Then, above all the noise, I heard the voice of The Grand High Witch screaming out some sort of an awful gloating song,

‘Down with children! Do them in!
Boil their bones and fry their skin!
Bish them, squish then, bash them, mash them!
Brrreak them, shake them, slash them, smash them!
Offer chocs with magic powder!
Say “Eat up!” then say it louder.
Crrram them full of sticky eats,
Send them home still guzzling sweets.
And in the morning little fools
Go marching off to separate schools.
A girl feels sick and goes all pale.
She yells, “Hey look! I’ve grrrown a tail!”
A boy who’s standing next to her
Screams, “Help! I think I’m grrrowing fur!”
Another shouts, “Look at my skin!
There’s viskers growing on my chin!”
A boy who vos extremely tall
Cries out, “Vot’s wrong? I’m grrrowing small!”
Four tiny legs begin to sprrrrout
From everybody rrround about.
And all at vunce, all in a trrrice,
There are no children! Only mice!
In every school is mice galore
All rrround the school-rrroom floor!
And all the poor distracted teachers
Is yelling, “Hey, who are these crrreatures?”
They stand upon the desks and shout,
“Get out, you filthy mice! Get out!
Vill someone fetch some mouse-trrrraps, please!"
And don’t forget to bring the cheese!

Now mouse-traps come and every trap
Goes snippy-snip and snappy-snap.
The mouse traps have a powerful spring,
The springs go crack and snap and ping!
Is lovely noise for us to hear!
Is music to a witch’s ear!
Dead mice is every place around,
Piled two feet deep upon the ground,
With teachers searching left and right,
But not a single child in sight!
The teachers cry, “What’s going on?
Oh where have all the children gone?
Is half-past nine and as a rule
They’re never late as this for school!”
Poor teachers don’t know what to do.
Some sit and read, and just a few
Amuse themselves throughout the day
By sweeping all the mice away.
And all us witches shout hooray!”
DOWN WITH WITCHES! REMOVE THEM ALL!
GET THE BIG ONES AND THE SMALL!
CHANT THIS SPELL FOR A FANTABULOUS TRICK
TO GET RID OF DISGUSTING WITCHES QUICK!

MIX A WORM AND A DOGFLY’S LEG,
ADD SOME BLEACH AND A BURBLE’S EGG.
CHOP THE TAIL OFF A SNURPOG’S BACK,
BLEND IT UP AND YOU’LL BE ON TRACK!

USE THE POTION, JUST ONE SQUIRT
AND TURN THEM INTO MUD AND DIRT.
THEN THE WITCHES WILL BE NO MORE,
COME ON CHILDREN, THIS IS WAR!
Plan your poem and rhyming words in the space below. Use your ideas to create your poem! Remember this is a Roald Dahl inspired activity. Your poems can be as GLORIOUMPTIOUS and RAZZTWIZZLER as you wish!
**IMPERATIVE VERBS:**

- Add
- Crack
- Cook
- Bake
- Chop
- Fill
- Get
- Grill
- Griddle
- Heat
- Mix
- Pour
- Roll
- Sizzle
- Slice
- Spread
- Sprinkle
- Toast

**RHYMING COUPLETS**

- Arm - Charm
- End - Friend
- Grumpy - Lumpy
- Leg - Egg
- Mean - Seen
- Trick - Quick
- Wing - Sing
- Witch - Itch

**INSPIRED CREATURES**

- Burble
- Catprancer
- Dogfly
- Hedgeham
- Rabbgint
- Snurpog
- Turtat
- Zebraaff

**INSPIRED ADJECTIVES**

- Stupendalump
- Amazulp
- Marvollont
- Disgustung
- Brillample
- Fantabulous
- Magnificent
- Terriffles
BOOK THEME:
Makers of Mischief.

MATHS OBJECTIVES:
Using different operations to solve word problems.

EXTRACT:
The Recipe (Chapter 9).

THINGS YOU MAY NEED:
PAPER AND PENS

PREPARATION:
You will need a copy of the extract for each pair of children, copies of RESOURCE 1 for children to share in bronze/silver/gold challenge groups, and a copy of RESOURCE 2 to mark the children’s work. You may also wish to have written one or two of the problems from RESOURCE 1 onto the interactive whiteboard.

STARTER ACTIVITY

1. Read the extract with the children.

2. Ask the children to highlight the nine key ingredients the witches need to gather – boiled telescope, fried mouse-tails, cooked mice, roasted alarm clock, yolk of the gruntle’s egg, claw of a crabcruncher, beak of a blabbersnitch, snout of a grobblesquirt and the tongue of a catspringer.
MAIN ACTIVITY

TASK 1

1. Explain to the children that during the witches’ hunt for their ingredients, they faced a few problems along the way. Display an example problem from the cards and model how to use RUCSAC to solve it:

- Read the problem
- Understand the problem
- Choose the operation/s
- Solve the problem
- Answer the problem
- Check the answer

Organise the children into groups of three and hand out a problem for them to solve using the RUCSAC steps above. Choose one group to present their problem and ensure that their class mates check that they have chosen the correct operation/s and solved the problem correctly.

TASK 2

Ask children to decide which level they feel confident enough to tackle – gold, silver or bronze – and organise them into groups accordingly. Hand out the appropriately coloured RESOURCE 1 for children to work through in pairs or individually. For extra support, organise a teacher-directed group and choose a selection of problems to work through together.

EXTENSION

When children have completed all their cards, they may move up to the next challenge level. Children who have completed the Gold task can challenge a partner with some word problems of their own.

PLENARY:

Divide the class into Witches vs Children! Challenge each group to write five of their own word problems – they can be as tricky as they like, but they must have worked out the answer themselves. Select a member from each group to write their five problems on the board and challenge the opposite team to answer them both quickly and correctly. Who can answer all five problems in the quickest time? Who got the most problems correct?
THE RECIPE

(CHapter 9)

‘...take your boiled telescope and your frirried mouse tails and your cooked mice and your rrroasted alarm clock and all together you put them into the mixer. Then you mix them at full speed. This vill give you a nice thick paste. While the mixer is still mixing you must add to it the yolk of vun grrruntle’s egg.’

‘A gruntle’s egg!’ cried the audience. ‘We shall do that!’

Underneath all the clamour that was going on I heard one witch in the back row saying to her neighbour, ‘I’m getting a bit old to go bird’s nesting. Those ruddy gruntles always nest very high up.’

‘So you mix in the egg,’ The Grand Witch went on, ‘and vun after the other you also mix in the following items: the claw of a crrrabcrurruncher, the beak of a blabbersnitch, the snout of a grrrobblesqvirt and the tongue of a catsprrringer. I trust you are not having any trrrouble finding those.’

‘None at all!’ they cried out. ‘We will spear the blabbersnitch and trap the crabcruncher and shoot the grobblesquirt and catch the catspringer in its burrow!’

‘Excellent!’ said The Grand High Witch. ‘Vhen you have mixed everything together in the mixer, you vill have a most marvellous-looking grrreen liquid. Put vun drop, just vun titchy droplet, of this liqvid into a chocolate or a sveet, and at nine o’clock the next morning the child who ate it vill turn into a mouse in twenty-six seconds! But vun vurd of vorning. Never increase the dose. Never put more than vun drropp into each sveet or chocolate. And never give more than one sveet or chocolate to each child. An overdose of Delayed Action Mouse-Maker vill mess up the timing of the alarm-clock and cause the child to turn into a mouse too early. A large overdose might even have an instant effect, and you wouldn’t vont that, vould you? You wouldn’t vont the children turning into mice rrright there in your sveet-shops. That vould give the game away. So be very carrreful!’

©2023 The Roald Dahl Story Company Ltd / Quentin Blake.
The Grand High Witch has prepared 325 **BOILED TELESCOPES** and some of her loyal followers have given her 144 **MORE** as a gift. How many boiled telescopes does she have altogether?

Minerva found 6 **BOXES** which each had 52 **COOKED MICE** inside. How many cooked mice did she find altogether?

Luna and her witch friends found 975 **GRUNTLE EGGS** in a tree. On the way back down they fell and crashed to the ground, destroying 624 of them! How many gruntle eggs did they have left?

300 **POTION BOTTLES** are shared equally between 5 **WITCHES**. How many potion bottles does each witch get?

The witches trapped 1000 **CRABCRUNCHERS** but 509 of them escaped! How many crabcrunchers were left?

Winnie fried 813 **MOUSE TAILS**, but her pet cat ate 302 of them! How many fried mouse tails does Winnie have left?

In the hotel, the witches split up into two teams to collect alarm clocks for roasting. One team collected 503 and the other team collected 251. How many alarm clocks did they collect altogether?

Esme had 5 **SPEARS** and speared 342 **BLABBERSNITCHES** with each one. How many blabbersnitches did she spear altogether?

In the hotel grounds, Mr Jenkins saw 711 **SNOUTLESS GROBBLESQUIRTS** and Mrs Jenkins saw 189. How many snoutless grobblesquirts did they see altogether?

There are 56 **CATSPRINGER BURROWS** with 100 **CATSPRINGERS** in each one. How many catspringers live in the burrows altogether?
The Grand High Witch has prepared 618 BOILED TELESCOPES and some of her loyal followers have given her 235 MORE as a gift. How many boiled telescopes does she have altogether?

Winnie fried 883 MOUSE TAILS, but her pet cat ate 697 of them! How many fried mouse tails does Winnie have left?

Minerva found 4 BOXES which each had 716 COOKED MICE inside. How many cooked mice did she find altogether?

In the hotel, the witches split up into two teams to collect alarm clocks for roasting. One team collected 492 and the other team collected 348. How many alarm clocks did they collect altogether?

Luna and her witch friends found 1986 GRUNTLE EGGS in a tree. On the way back down they fell and crashed to the ground, destroying 758 of them! How many gruntle eggs did they have left?

Esme had 3 SPEARS and speared 992 BLABBERSNITCHES with each one. How many blabbersnitches did she spear altogether?

140 POTION BOTTLES are shared equally between 20 WITCHES. How many potion bottles does each witch get?

In the hotel grounds, Mr Jenkins saw 1823 SNOUTLESS GROBBLESQUIRTS and Mrs Jenkins saw 177. How many snoutless grobblesquirts did they see altogether?

The witches trapped 2000 CRABCRUNCHERS but 375 of them escaped! How many crabcrunchers were left?

There are 6 CATSPRINGER BURROWS with 689 CATSPRINGERS in each one. How many catspringers live in the burrows altogether?
The Grand High Witch has prepared **4528 BOILED TELESCOPES** and some of her loyal followers have given her **2725 MORE** as a gift. How many boiled telescopes does she have altogether?

Winnie fried **9824 MOUSE TAILS**, but her pet cat ate **5976** of them! How many fried mouse tails does Winnie have left?

Minerva found **8 BOXES** which each had **234 COOKED MICE** inside. How many cooked mice did she find altogether?

In the hotel, the witches split up into two teams to collect alarm clocks for roasting. One team collected **6447** and the other team collected **3216**. How many alarm clocks did they collect altogether?

Luna and her witch friends found **5564 GRUNTLE EGGS** in a tree. On the way back down they fell and crashed to the ground, destroying **2481** of them! How many gruntle eggs did they have left?

Esme had **7 SPEARS** and speared **5162 BLABBERSNITCHES** with each one. How many blabbersnitches did she spear altogether?

2400 POTION BOTTLES are shared equally between **60 WITCHES**. How many potion bottles does each witch get?

In the hotel grounds, Mr Jenkins saw **2617 SNOUTLESS GROBBLESQUIRTS** and Mrs Jenkins saw **1985**. How many snoutless grobblesquirts did they see altogether?

The witches trapped **7281 CRABCRUNCHERS** but **3653** of them escaped! How many crabcrunchers were left?

There are **12 CATSPRINGER BURROWS** with **684 CATSPRINGERs** in each one. How many catspringers live in the burrows altogether?
The Grand High Witch has prepared 325 BOILED TELESCOPES and some of her loyal followers have given her 144 MORE as a gift. How many boiled telescopes does she have altogether?

Minerva found 6 BOXES which each had 52 COOKED MICE inside. How many cooked mice did she find altogether?

Luna and her witch friends found 975 GRUNTLE EGGS in a tree. On the way back down they fell and crashed to the ground, destroying 624 of them! How many gruntle eggs did they have left?

300 POTION BOTTLES are shared equally between 5 WITCHES. How many potion bottles does each witch get?

The witches trapped 1000 CRABCRUNCHERS but 509 of them escaped! How many crabcrunchers were left?

Winnie fried 813 MOUSE TAILS, but her pet cat ate 302 of them! How many fried mouse tails does Winnie have left?

In the hotel, the witches split up into two teams to collect alarm clocks for roasting. One team collected 503 and the other team collected 251. How many alarm clocks did they collect altogether?

Esme had 5 SPEARS and speared 342 BLABBERSNITCHES with each one. How many blabbersnitches did she spear altogether?

In the hotel grounds, Mr Jenkins saw 711 SNOUTLESS GROBBLESQUIRTS and Mrs Jenkins saw 189. How many snoutless grobblesquirts did they see altogether?

There are 56 CATSPRINGER BURROWS with 100 CATSPRINGERS in each one. How many catspringers live in the burrows altogether?

ANSWERS

469

511

312

754

351

1,710

60

900

491

5,600
**The Grand High Witch has prepared 618 BOILED TELESCOPES and some of her loyal followers have given her 235 MORE as a gift. How many boiled telescopes does she have altogether?**

<table>
<thead>
<tr>
<th>The Grand High Witch has prepared 618 BOILED TELESCOPES and some of her loyal followers have given her 235 MORE as a gift. How many boiled telescopes does she have altogether?</th>
<th>Winnie fried 883 MOUSE TAILS, but her pet cat ate 697 of them! How many fried mouse tails does Winnie have left?</th>
</tr>
</thead>
<tbody>
<tr>
<td>853</td>
<td>186</td>
</tr>
</tbody>
</table>

**Minerva found 4 BOXES which each had 716 COOKED MICE inside. How many cooked mice did she find altogether?**

<table>
<thead>
<tr>
<th>Minerva found 4 BOXES which each had 716 COOKED MICE inside. How many cooked mice did she find altogether?</th>
<th>In the hotel, the witches split up into two teams to collect alarm clocks for roasting. One team collected 492 and the other team collected 348. How many alarm clocks did they collect altogether?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,864</td>
<td>840</td>
</tr>
</tbody>
</table>

**Luna and her witch friends found 1986 GRUNTLE EGGS in a tree. On the way back down they fell and crashed to the ground, destroying 758 of them! How many gruntle eggs did they have left?**

<table>
<thead>
<tr>
<th>Luna and her witch friends found 1986 GRUNTLE EGGS in a tree. On the way back down they fell and crashed to the ground, destroying 758 of them! How many gruntle eggs did they have left?</th>
<th>Esme had 3 SPEARS and speared 992 BLAPPERSNITCHES with each one. How many blappersnitches did she spear altogether?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,228</td>
<td>2,976</td>
</tr>
</tbody>
</table>

**140 POTION BOTTLES are shared equally between 20 WITCHES. How many potion bottles does each witch get?**

<table>
<thead>
<tr>
<th>140 POTION BOTTLES are shared equally between 20 WITCHES. How many potion bottles does each witch get?</th>
<th>In the hotel grounds, Mr Jenkins saw 1823 SNOUTLESS GROBBLESQUIRTS and Mrs Jenkins saw 177. How many snoutless grobblesquirts did they see altogether?</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>2,000</td>
</tr>
</tbody>
</table>

**The witches trapped 2000 CRABCRUNCHERS but 375 of them escaped! How many crabcrunchers were left?**

<table>
<thead>
<tr>
<th>The witches trapped 2000 CRABCRUNCHERS but 375 of them escaped! How many crabcrunchers were left?</th>
<th>There are 6 CATSPRINGER BURROWS with 689 CATSPRINGERS in each one. How many catspringers live in the burrows altogether?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,625</td>
<td>4,134</td>
</tr>
<tr>
<td>The Grand High Witch has prepared 4528 BOILED TELESCOPES and some of her loyal followers have given her 2725 MORE as a gift. How many boiled telescopes does she have altogether?</td>
<td>Winnie fried 9824 MOUSE TAILS, but her pet cat ate 5976 of them! How many fried mouse tails does Winnie have left?</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>7,253</strong></td>
<td><strong>3,848</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minerva found 8 BOXES which each had 234 COOKED MICE inside. How many cooked mice did she find altogether?</th>
<th>In the hotel, the witches split up into two teams to collect alarm clocks for roasting. One team collected 6447 and the other team collected 3216. How many alarm clocks did they collect altogether?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1,872</strong></td>
<td><strong>9,663</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Luna and her witch friends found 5564 GRUNTLE EGGS in a tree. On the way back down they fell and crashed to the ground, destroying 2481 of them! How many gruntle eggs did they have left?</th>
<th>Esme had 7 SPEARS and speared 5162 BLABBERSNITCHES with each one. How many blabbersnitches did she spear altogether?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3,083</strong></td>
<td><strong>36,134</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2400 POTION BOTTLES are shared equally between 60 WITCHES. How many potion bottles does each witch get?</th>
<th>In the hotel grounds, Mr Jenkins saw 2617 SNOUTLESS GROBBLESQUIRTS and Mrs Jenkins saw 1985. How many snoutless grobblesquirts did they see altogether?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>40</strong></td>
<td><strong>4,602</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The witches trapped 7281 CRABCRUNCHERS but 3653 of them escaped! How many crabcrunchers were left?</th>
<th>There are 12 CATSPRINGER BURROWS with 684 CATSPRINGERS in each one. How many catspringers live in the burrows altogether?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3,628</strong></td>
<td><strong>8,208</strong></td>
</tr>
</tbody>
</table>
**BOOK THEME:**
Masters of Invention.

**PSHE OBJECTIVES:**
Thinking about someone who is special to us and celebrating their qualities.

**EXTRACT:**
The Heart of a Mouse (Chapter 21).

**THINGS YOU MAY NEED:**
PAPER AND PENS

**PREPARATION:**
You will need a copy of both the extract and RESOURCE 1 for each pair of children. Each child needs a copy of RESOURCE 2 and slips of paper to write on for the starter activity.

**STARTER ACTIVITY**
In Roald Dahl’s The Witches, the little boy and his Norwegian grandmother love each other very much. Ask the children: ‘Who do you love? Share some answers as a class, e.g. mum, dad, brother, sister, nan, grandad or a best friend. Ask the children to write one thing they love about their chosen person on a slip of paper, then invite them to pass their slip to the person sitting next to them to read. The children continue to pass the slips of paper around their table, reading each one, until they get their own slip back.

1. Did you notice any similarities between what people had written? Discuss that the things we love most about people are their personality, the kind and good things they do, and the way they make us feel.

2.
MAIN ACTIVITY

TASK 1

1. Share the extract with the children.

2. Organise a circle time and display the last line of the extract: ‘It doesn’t matter who you are or what you look like so long as somebody loves you.’

Do you agree with what the boy says to his grandmother? Why/why not? Pass an object such as a beanbag around the circle and encourage children to share their opinions one at a time. If they would rather not, encourage them to answer with ‘I choose to pass’, before moving on to the next person. Provide the children who have passed with an opportunity to give an answer once the beanbag has been passed around the circle, but they do not need to.

TASK 2

1. Organise the children into talk partners. What do you think the word ‘identity’ means? Explain how our personality, values and beliefs determine who we are – they give us our ‘identity’.

How would you define your loved one’s identity? What type of personality do they have? What are their values? What do they believe in? Using RESOURCE 1, ask the children to create and verbally share some complete sentences describing their loved one’s identity with a partner.

TASK 3

Using ideas gathered in the previous activity, ask the children to write sentences and phrases inside the mouse outline of RESOURCE 2 to describe their loved ones. Outside the outline of the mouse, ask the children to write down the things they would like to say to their loved one to show them how they feel about them and why they love them.

EXTENSION

We have discussed the identities of those we love, but what about our own identities? Ask the children to describe their personality, their beliefs and values, and what they think are their most important qualities.

The children could also use RESOURCE 2 to think about the identity of their favourite Roald Dahl character! How would they describe the qualities and values of The BFG or Charlie Bucket?
PLENARY:
Ask children to share one of the qualities from their body outlines and explain why they think it is valuable. Display the body outlines around the classroom.
'Would you like me to tell you something about yourself that is very interesting?' my grandmother said.

'Yes please, Grandmamma,' I said, without opening my eyes.

'I couldn’t believe it at first, but apparently it’s quite true,' she said.

'What is it?' I asked.

'The heart of a mouse,' she said, 'and that means your heart, is beating at the rate of five hundred times a minute! Isn’t that amazing?'

'That’s not possible,' I said, opening my eyes wide.

'It’s as true as I’m sitting here,' she said. 'It’s a sort of a miracle.'

'That’s nearly nine beats every second!' I cried, working it out in my head.

'Correct,' she said. 'Your heart is going so fast it’s impossible to hear the separate beats. All one hears is a soft humming sound.'

She was wearing a lace dress and the lace kept tickling my nose. I had to rest my head on my front paws.

'Have you ever heard my heart humming away, Grandmamma? I asked her.

'Often,' she said. 'I hear it when you are lying very close to me on the pillow at night.'

The two of us remained silent in front of the fire for a long time after that, thinking about these wonderful things.

'My darling,' she said at last, 'are you sure you don’t mind being a mouse for the rest of your life?'

'I don’t mind at all,' I said. 'It doesn’t matter who you are or what you look like so long as somebody loves you.'
<table>
<thead>
<tr>
<th>I LOVE ___________</th>
<th>THEY ARE ONE OF MY FAVOURITE PEOPLE BECAUSE...</th>
</tr>
</thead>
<tbody>
<tr>
<td>BECAUSE...</td>
<td></td>
</tr>
<tr>
<td>THEY BELIEVE THAT...</td>
<td>THEY LIKE/ENJOY...</td>
</tr>
<tr>
<td>THEIR PERSONALITY IS...</td>
<td>I WOULD DESCRIBE THEM AS...</td>
</tr>
<tr>
<td>THE FOLLOWING THINGS ARE OF VALUE TO THIS PERSON:...</td>
<td>THEY MAKE ME FEEL...</td>
</tr>
<tr>
<td>THEY ARE SPECIAL TO ME BECAUSE...</td>
<td>I FEEL THAT THEY...</td>
</tr>
</tbody>
</table>
LESSON PLAN 1

876616 Parts of Speech Bulletin Board
876234 Punctuation Dice
876625 6 Grammar Games
531438 Word Finder Flips
877375 Writing Prompt Cards
535186 Story Spinners
570563 Staying Safe Online Book KS2
530866 Internet Safety Poster
538640 Cyber Attack
560059 Cyberspace Issues - Discussion Cards
877367 Oxford School Thesaurus 2011 HB
876117 Oxford Mini School Thesaurus
751014 YPO Colouring Pens pack of 40
707963 YPO Premium Colouring Pencils pack of 24
730629 YPO Premium HB Pencils pack of 12
112925 A4 Drawing Cartridge pack of 500 100gsm
112917 A3 Drawing Cartridge PACK OF 250 100gsm

LESSON PLAN 2

530866 Internet Safety Poster
538640 Cyber Attack
560059 Cyberspace Issues - Discussion Cards
877367 Oxford School Thesaurus 2011 HB

LESSON PLAN 3

876117 Oxford Mini School Thesaurus
531423 Social Skills Board Games Pack of 4
570532 Soft Foam Emoji Cubes

877367 Oxford School Thesaurus 2011 HB
876117 Oxford Mini School Thesaurus
326585 Polyester Cotton
302120 Plain Fabric Squares pack of 25
30199x Double Knit pack of 10
301184 Assorted Buttons pack of 100
309848 Assorted Pipe cleaners pack of 100
749125 YPO PVA Glue 1 Litre
735104 YPO Sketching Pencils - Pack of 12
740874 Premium Watercolour Paint
73425x Ink Cartridge Pen - pack of 12
703627 Ink Cartridges - Pack of 100
112917 A3 Cartridge Paper - pack of 250 100gsm
111748 A4 Vivid Paper Stach - pack of 500
111452 Flash Cards- Large

NEW TO YPO?

Public sector customers receive 10% off all orders for 3 months from sending their first order. Simply set up an account at www.ypo.co.uk/register or call 01924 834 804 and your discount will be automatically applied when you shop.
LESSON PLAN 4

- 500220 Sockettes 40cm Dylan
- 531426 Social Skills Board Games Pack of 6
- 877375 Writing Prompt Cubes
- 551716 Star Writer Stickers
- 551775 Trodat 3-in-1 Stamp Stack Set B
- 551783 Trodat 3-in-1 Stamp Stack Set F
- 534566 Let’s Do Poetry in Primary School
- 534570 Poetry Book Pack - “Stars in Jars and I bet I can make you laugh”
- 534569 Poetry Book Pack - “Is this a Poem? and What Rhymes with a Sneeze?”
- 534564 Apes to Zebras: An A-Z of Shape Poems

LESSON PLAN 6

- 757063 Family Puzzles
- 520069 Families come in all Shapes and Sizes Book Pack
- 530354 Matching Pairs - My Friends and Family
- 560060 Talk About ….. Families Cards
- 533741 Friendships and Relationships Book Bundle
- 520100 All You Need is Love Book
- 520065 Friendships Starter Book Pack
- 531422 Recipe for a Friend
- 530370 Fink Cards - Healthy Friendships
- 521541 Beyond the Fence Book, Henry and Boo Book

NEW TO YPO?

Public sector customers receive 10% off all orders for 3 months from sending their first order. Simply set up an account at www.ypo.co.uk/register or call 01924 834 804 and your discount will be automatically applied when you shop.
HOW MANY HAVE YOU READ?

MORE THAN 5
Whoopsy-splunkers! You’ve got some reading to do!

MORE THAN 10
More tremendous things await – keep turning those pages!

ALL OF THEM?
Whoopee! Which was your favourite?