



THE MAGIC FARAWAY TREE

JACQUELINE
WILSON

ILLUSTRATED BY MARK BEECH

RESOURCE PACK FOR KS1/LOWER KS2

Suitable for: AGES 6+

Explore Themes of: • Magical worlds • Instructional Writing • Descriptive Writing • Storytelling
• Imagination and Creativity • Exploring the Natural World

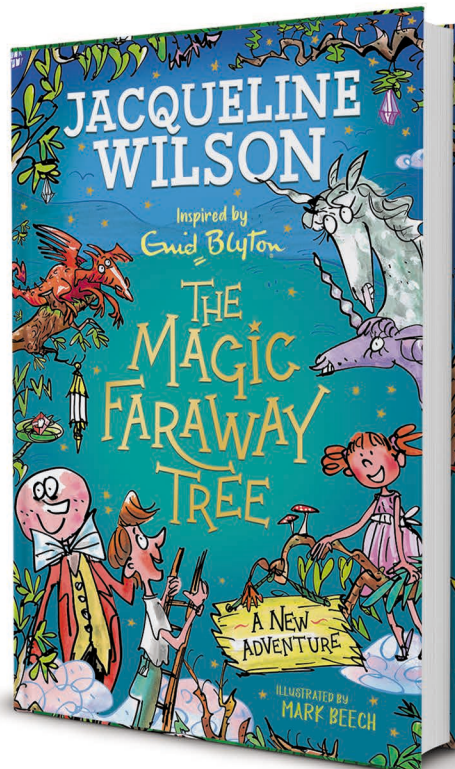
Subject Checklist: • Science • Art • Design & Technology • Literacy • PSHE

ABOUT THE BOOK

Return to Enid Blyton's magical world of the Enchanted Wood and climb the Faraway Tree to discover new worlds full of adventure.

Jacqueline Wilson has continued the iconic Enid Blyton series set in the Enchanted Wood. Three children Milo, Mia and Birdy are on holiday in a rose-covered cottage near the Enchanted Wood. While exploring the wood, they discover the Faraway Tree, home to a cast of remarkable characters – Moonface, Silky the Fairy, the Angry Pixie and many more. The tree is also the gateway to extraordinary lands of adventure – the Land of Unicorns and the Land of Bouncy Castles are just two of them! However, not all lands are filled with fun and the children find themselves facing danger in the Land of Dragons.

The stories retain the feel of the Enid Blyton books, full of magic, fun and friendship. However, Milo, Mia and Birdy are modern children and that is reflected in their behaviour, reactions and dialogue.



1: INTO THE ENCHANTED WOOD

THEY COULDN'T run very fast in the wood because the trees grew so close together, and their trunks were very thick and gnarled. The knots on the bark looked rather like faces, and the twigs at the end of their branches could be mistaken for long, pointy fingers. Birdy got scratched and stood still, biting her lip.

'Come *on*, Birdy!' said Milo. 'We'll lose sight of the rabbit!'

'I'm not sure I like it here after all. That tree just reached out and grabbed me!' said Birdy. 'And it won't stop looking at me! It's pulling a horrid face!'

'Let's pull a face back,' said Mia.

They made faces back, crossing their eyes, scrunching up their noses and screwing their mouths to one side.

'You're very ugly children!' said the rabbit, darting back.

The tree made a strange rustling noise. The trees nearby did too.

'What's that funny noise?' said Birdy.

'It's just the leaves blowing in the wind,' said Milo.

'But there isn't any wind, not even the slightest breeze,' said Mia.

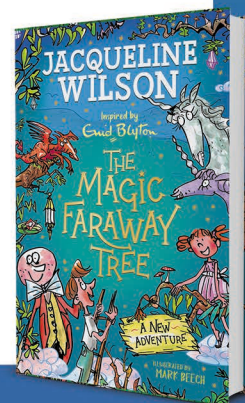
The three children found they were all holding hands.

'Wisha-wisha-wisha-wisha-wisha!' went the trees.

Birdy suddenly brightened. 'Do you know what? I think they're laughing at us!'

The tree branches bobbed up and down and the leaves rustled even louder.

Birdy looked at the tree that had scratched her. The knots on its bark seemed to have rearranged themselves. It looked as if it was grinning now.



READING QUESTIONS

- What does the word GNARLED mean? What does it tell us about the forest and the trees? Can you use the word in a different sentence?
- Personification is a form of description where an object is given human qualities. How has the author used personification in this description to make the trees seem alive? Can you find 3 examples?
- Are there other clues in the passage that the forest is magical?

OUTDOOR LEARNING!

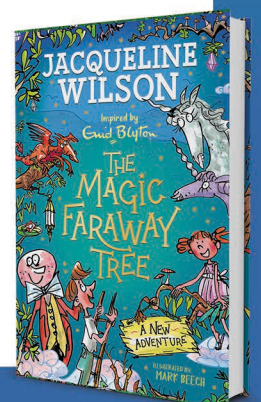
ACTIVITY 1 – TREE DETECTIVES

‘Milo saw clusters of acorns. That meant it must be an oak tree. Dad had told him that oak trees could live for hundreds and hundreds of years. This tree certainly seemed astonishingly old, the branches very gnarled – and yet strong and supportive.’ (Pg 43)

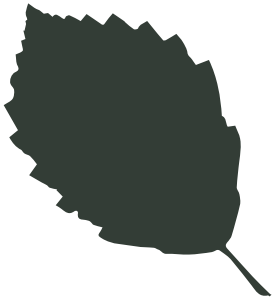
Find an area near your home or school with trees (or use online images/ videos of forests or National Parks). Use the leaf identification sheet on the next page to identify and name the different trees. Can you find out more about them e.g. how long they live, what fruits or seeds they provide?

Take bark rubbings using paper and a thick crayon and compare them. What differences can you spot between the tree trunks? Which trees best fit the description of the tree trunks in the Enchanted Wood?

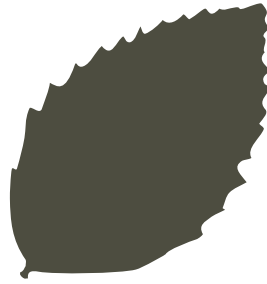
What words would you use to describe your trees?



TREE DETECTIVES



ALDER



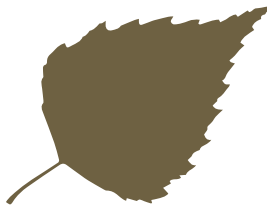
BEECH



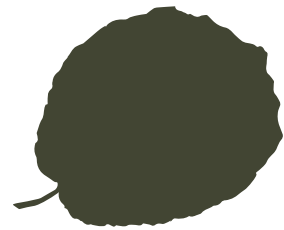
OAK



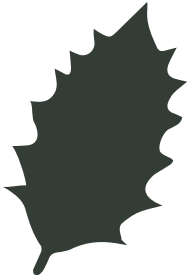
SYCAMORE



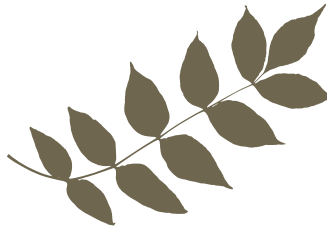
BIRCH



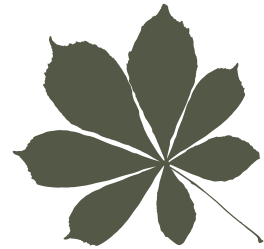
HAZEL



HOLLY



ASH



HORSE
CHESTNUT



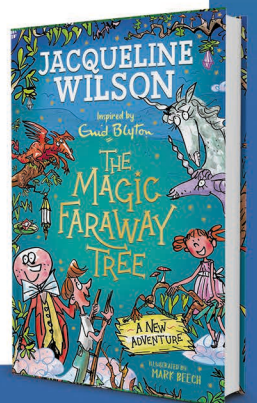
ELDER



MAPLE

CHALLENGE!

Can you find any leaves that don't feature on the Tree Detectives sheet?



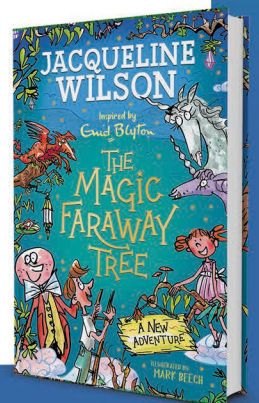
ACTIVITY 2 – FAIRY DOORS

‘Birdy had found a yellow door at the end of a very broad branch almost like a pathway. It was painted with poppies and bluebells and big daisies, and the polished brass knocker was in the shape of a ladybird.’

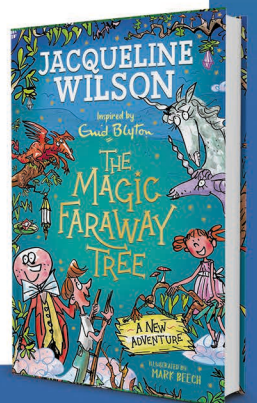
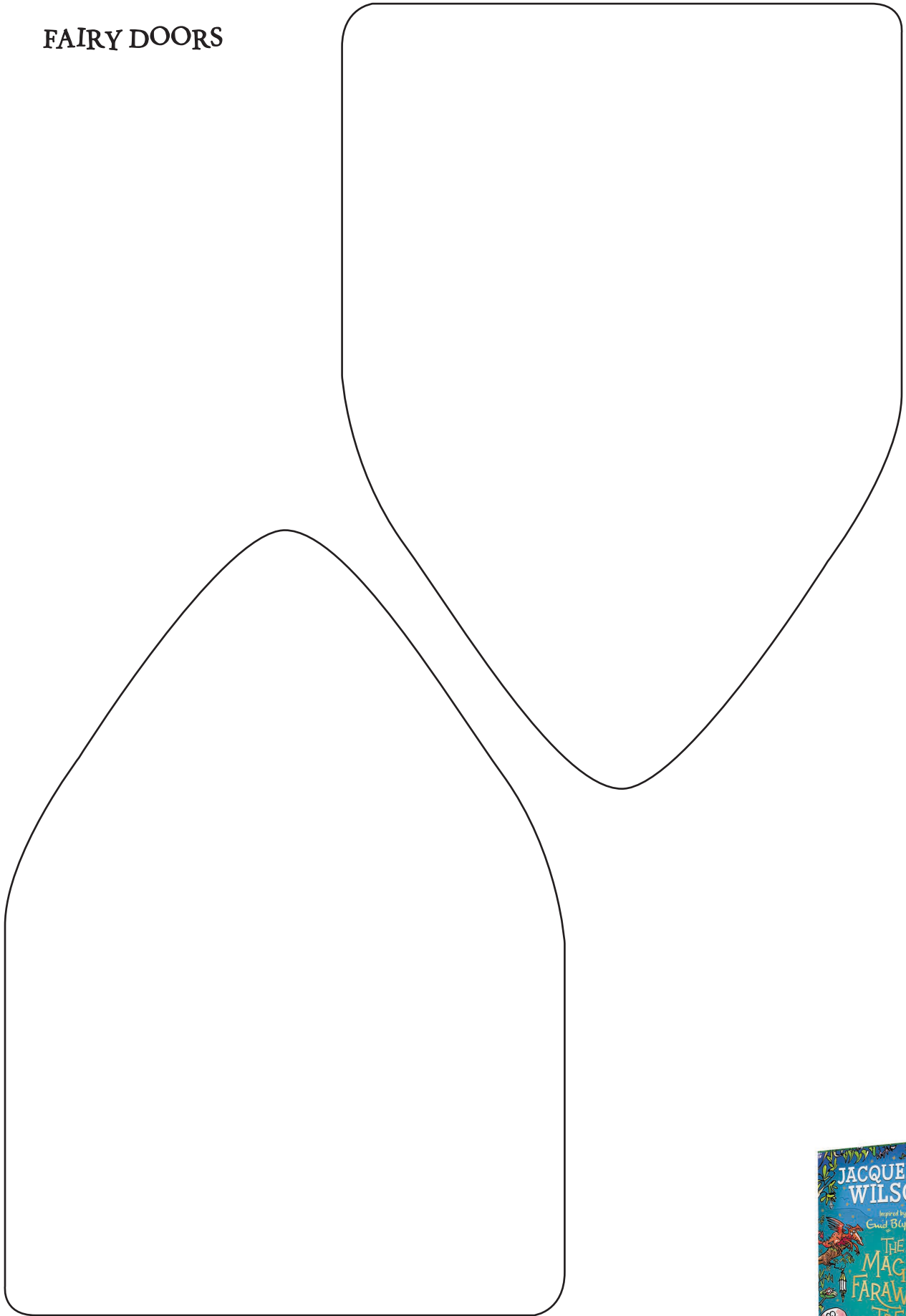
Create your own fairy door for a tree. Think about what your fairy is like – happy and calm like Silky or perhaps grumpy like the Angry Pixie? Design a door that reflects them.

Design your door first and then make it. Place your finished doors outside, by a tree, a plant or even in a plant pot on a windowsill.

- Collect natural materials – leaves, grasses, twigs, seeds etc. and add them to a small piece of wood or to the design page on the next page to create your fairy door.
- Use bright coloured pens or paint or use collage materials to create your fairy door either on a piece of wood or onto the design sheet.



FAIRY DOORS

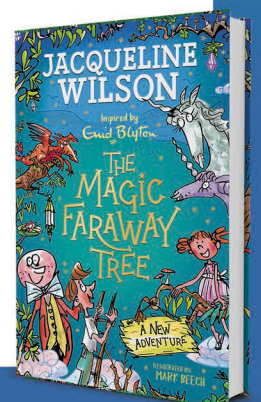


ACTIVITY 3 – MINDFUL CLOUD CREATIONS

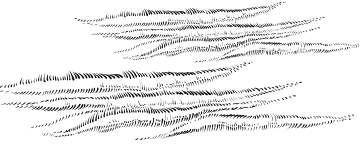



‘The cloud was very soft and billowy, not damp like a raincloud. It felt so pleasant they might have stayed to enjoy it properly, but they couldn’t wait to see the unicorns.’ Pg 100

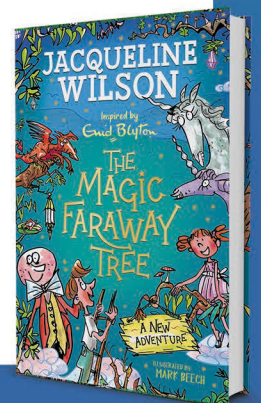
Spend some quiet time outside looking at the clouds. Lie on your back and look up at the sky (make sure that you do not look at the sun). Watch the clouds. Can you see any shapes in them? Imagine they are the clouds at the top of the Faraway Tree. What magical land might be through them?

Use the cloud identification sheet to name and identify different types of cloud. What weather might they bring to the lands above the tree?



CLOUD IDENTIFICATION SHEET

TYPE OF CLOUD	WEATHER	IDEAS FOR A MAGICAL LAND BEYOND
 <p>CIRRUS</p>		
 <p>STRATUS</p>		
 <p>NIMBUS</p>		
 <p>CUMULUS</p>		



2: MAGIC FAIRY CAKES!

‘Shall we have dessert now?’ she said.

‘Yes please!’ said the children.

Silky took a big blue tin from her larder. She set it on the table. It immediately revolved slowly round and round, while a tune tinkled prettily.

‘It’s a musical tin! Our mum once had a box of biscuits like that,’ said Mia.

Silky took the lid off the tin and they peered inside. It wasn’t full of biscuits. It held four little round sponge cakes covered with white icing and sprinkled with rainbow dots and silver balls. They were all spinning round too, and humming in time to the tune.

‘Magic fairy cakes!’ said Birdy.

‘Choose which one you want,’ said Silky.

They looked absolutely identical, but it was fun choosing all the same. As soon as they picked a cake, the icing changed colour. Milo’s went red, Mia’s went brown, Birdy’s went purple – but Silky’s cake stayed white.

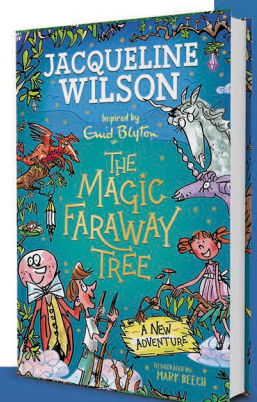
‘Why hasn’t yours changed colour, Silky?’ Milo asked.

‘Mine is vanilla, with cream, my favourite,’ said Silky.

The cakes still spun round as the children picked them up, so they had to grip each one tightly and aim carefully when taking a bite. They got icing and buttercream all round their mouths and cheeks. Birdy even got cream in her ears. They didn’t mind at all!

Milo discovered that his cake was a wonderful strawberry flavour. Mia’s cake was chocolate and Birdy’s blackcurrant. They ate in blissful silence while the tin stayed whirling, playing a medley of tunes, and the clock ticked in time. Its hands revolved this way and that, as if it were swinging its arms. It wasn’t telling the time properly at all.

Milo watched it – and then his heart started thudding. He peered at his own watch. It was still stuck at ten o’clock. It must have stopped when he got soaked by the washing water. He tried shaking it and fiddling with the catch, but the hands stayed still. He tried to work out the time in his head. They must have been gone an hour. Maybe two hours? Dad would be out looking for them, desperately worried. Mum would be back from the shops, horrified that the children were missing. They were going to be in serious trouble!



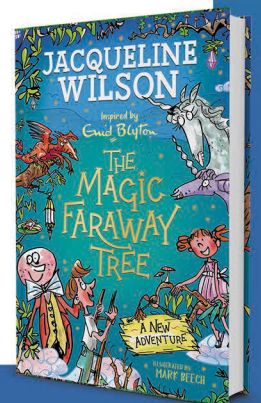
READING QUESTIONS

- Find and copy the word on page 51 that means spun around. Use this word in your own sentence.
- Why do the children have to hold onto their cakes tightly?
- What is different about Silky's cake?
- Read the last paragraph. Explain how Milo feels and use evidence from the text to show how you know this.

ACTIVITY 1 - DESIGN A MAGICAL FAIRY CAKE

Use the template on the next page to design your own magical cake. What would it look like? What flavours could it have? What ingredients would you use?

Think about the magical features of your cake e.g. does it play music? Does the taste change as you eat it?



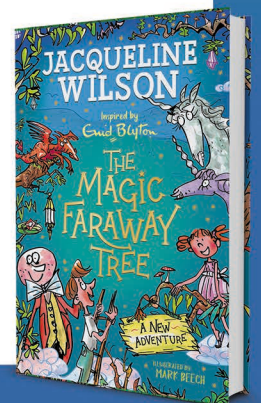
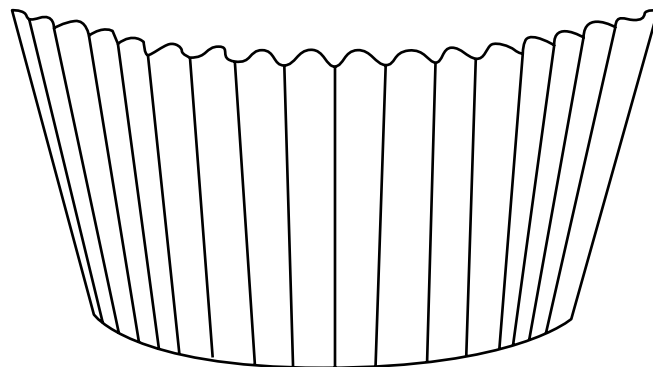
MY MAGICAL CUPCAKE DESIGN

Draw your cupcake in its case and label each part.

FLAVOURS

INGREDIENTS

MAGICAL FEATURES



ACTIVITY 2 – INSTRUCTIONAL WRITING

Instructions are very clear and use imperative (or bossy) verbs to give commands. They are given in chronological order and often use numbers or bullet points and sequencing words such as first, next, after that and finally.

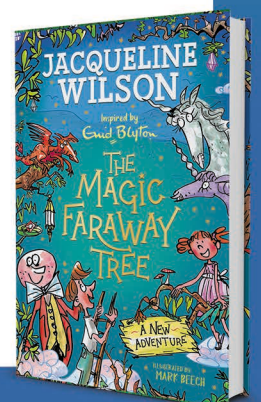
Create a set of instructions for how to make your magical cupcake. You will need to think about how you will make your cake step by step. You will also need to include the magical elements as well as the basic ingredients such as flour and eggs!

There is a scaffold sheet on the next page to help you structure your instructions.

ACTIVITY 3 – BAKING

When you have written your instructions, test them out and bake your cupcakes. Were they easy to follow? Did you include everything you needed? Go back and edit your instructions if you need to make them more accurate.

NB: Ensure that an adult is supervising when baking.



INSTRUCTIONS FOR MAKING A MAGICAL CUPCAKE

OPENING SENTENCE:

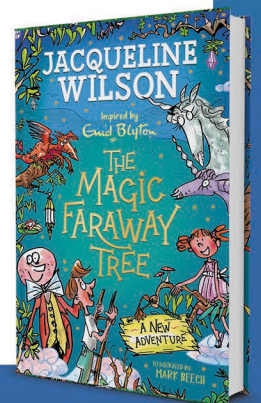
INGREDIENTS LIST

EQUIPMENT LIST

INSTRUCTIONS

- 1.
- 2.
- 3.
- 4.
- 5.

Checklist: opening sentence, lists of what you need, bullet points, time adverbials, imperative verbs, chronological order, simple steps, top tips



3: ADVENTURES IN MAGICAL LANDS

‘Are you all right, Birdy?’ Milo called anxiously.

They heard her give a squeal of joy, though it was muffled by the cloud.

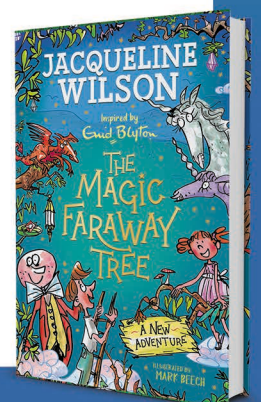
‘Sounds like she’s seeing unicorns!’ said Mia. ‘Come on!’

They climbed the ladder too. Milo disappeared into the cloud, and then Mia rushed after him. The cloud was very soft and billowy, not damp like a rain cloud. It felt so pleasant they might have stayed to enjoy it properly, but they couldn’t wait to see the unicorns. Then their heads burst clear of the cloud, first Milo, then Mia, and they scrambled clear to stand beside Birdy and Silky in the Land of Unicorns.

The sky seemed much bluer up above the cloud, and the sun shone so brightly they blinked, getting used to it. They were standing in a beautiful meadow, the green grass covered in cowslips and ox-eye daisies and pink wild orchids. There were little glades and a small foxglove wood. More fields stretched beyond, with deep-blue and purple hills in the far distance. And there were the unicorns, nibbling grass in the meadow, lying peacefully, galloping swiftly across the fields – and one all alone, far away at the top of the tallest hill, turned into a small silhouette.

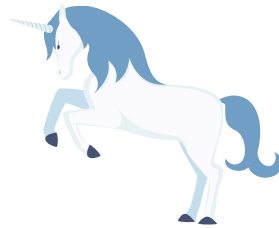
The unicorns shone in the sunlight, utterly dazzling. They weren’t like the unicorns the children had seen in fairy-tale books. They weren’t simply horses with horns. They were a totally different species, leaner and more elegant than any horse, yet clearly powerful and muscular. Some were pearly white, some were silvery grey, some were a rich yellow like gold, some were a warm bronze brown, some a shiny jet black – and each had a single ivory horn in the middle of its forehead. Their heads were beautiful, their eyes large and thickly lashed. Their manes flowed past their shoulders, and their tails were great plumes almost down to the ground.

- Birdy’s squeal of joy is ‘muffled’ by the cloud. What does this mean?
- How are the unicorns different to those the children encountered in fairy tale books?
- Which of these does not describe the unicorns: powerful bodies, a single silvery horn, thick eye lashes?



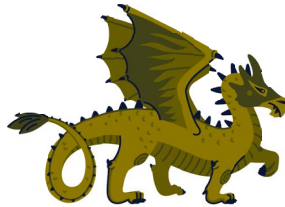
ACTIVITY 1 - MYTHICAL CREATURES

What magical land would you like to find at the top of the tree? Who would live there? In the story we meet mythical characters such as unicorns and dragons. Match these mythical creatures with their names.



PHOENIX

MERMAID



CYCLOPS

DRAGON

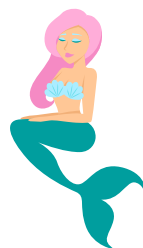
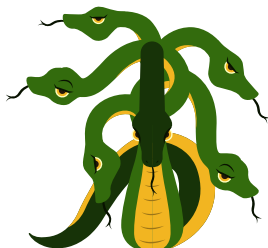


PEGASUS

CENTAUR

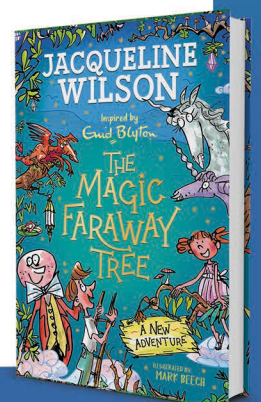


GRIFFIN



HYDRA

CERBERUS

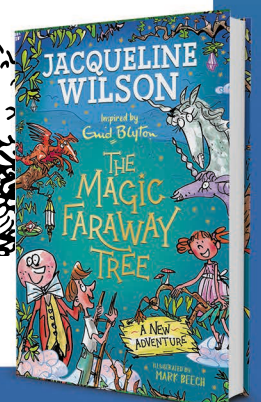
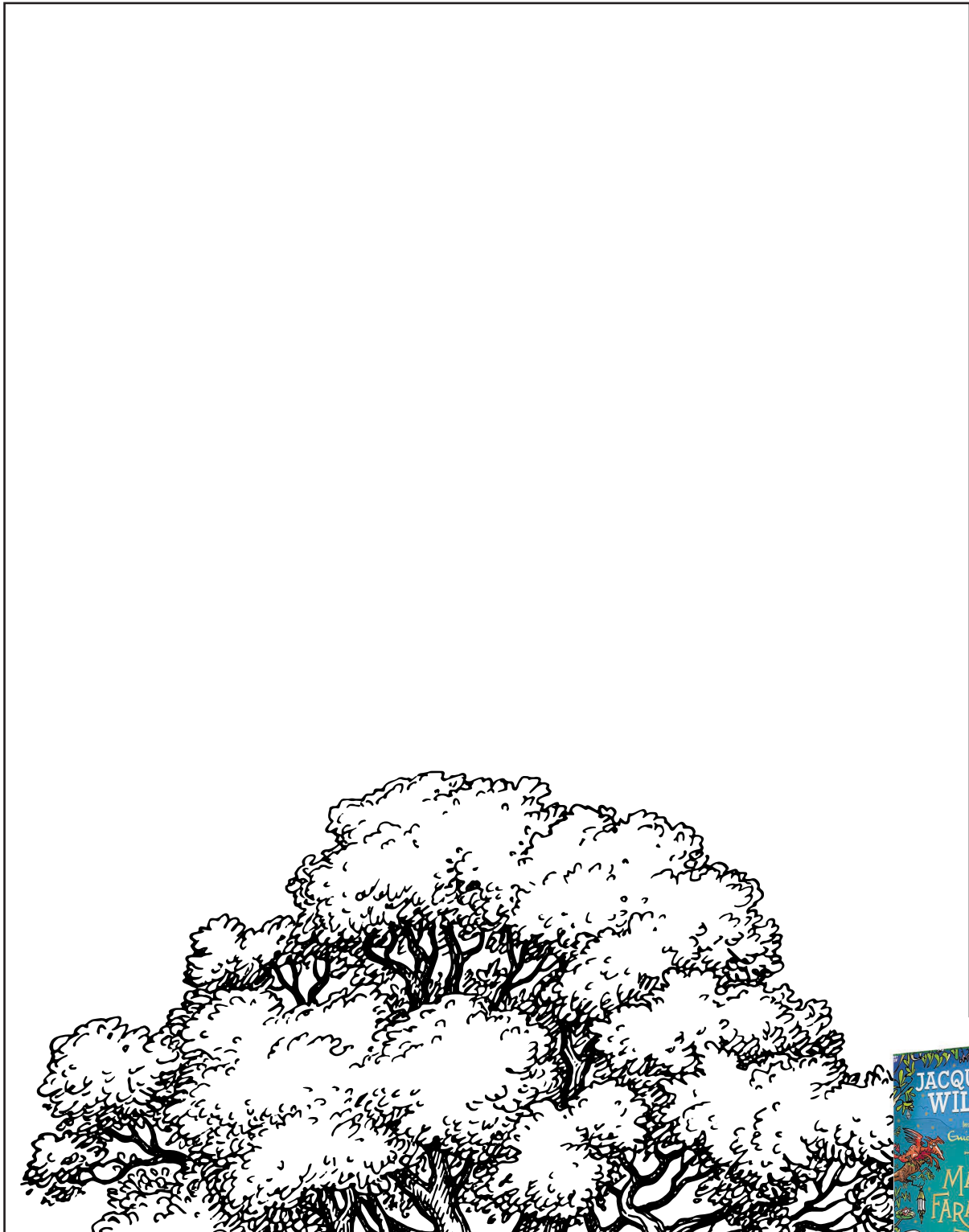


ACTIVITY 2 – MAGICAL LANDS

Create your own magical land found at the top of the Faraway Tree.

Think about what it will look like. How will it feel? What or who will live there?

Use the design sheet to draw and makes notes about your ideas.



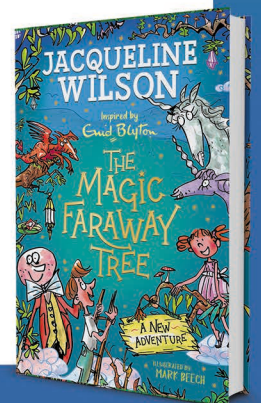
ACTIVITY 3 – A NEW ADVENTURE

Write your own chapter of the story where Milo, Mia and Birdy visit your land. Jacqueline Wilson has written partly in the style of Enid Blyton's original story. See if you can keep elements of this same style too.

In your chapter include these elements:

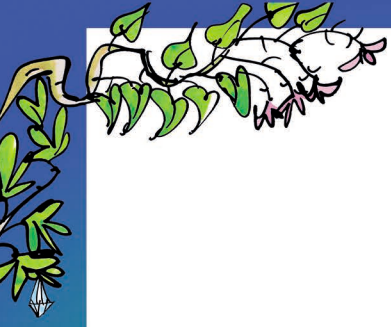
- As the children arrive in the land and start to explore, give a detailed description of it using adjectives and similes. Give a feel of the land in your description e.g. is it calm and pleasant or dark and dangerous?
- Introduce the characters/beasts that are in your land.
- A problem occurs in the land.
- The problem is solved – perhaps with the help of Silky or Moonface and their magic.
- The children leave the land and return to the Faraway Tree.

Publish your chapter using the themed paper on the next page.



★ THE MAGIC FARAWAY TREE
A NEW ADVENTURE

★ JACQUELINE WILSON



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