



Numeracy and Mathematics

I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value. **MNU 1-02a**

- Make a beastie battle style card for the octopus in the book using your knowledge of place value. How would it compare to the other creatures?

Technologies

Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts. **TCH 1-02a**

- Watch a live stream of animals in different settings e.g. penguins at Edinburgh Zoo. Can you write a diary entry for 'day in the life of a penguin'?

Data and Analysis

Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. **MTH 1-21a**

- The octopus does lots of different activities with the children in the town. What are your favourite activities to do? Can you create a class survey then show the results with a chart or graph?

While learning outdoors in differing weathers, I have described and recorded the weather, its effects and how it makes me feel and can relate my recordings to the seasons. **SOC 0-12a**

- Look at the page spread that shows all the seasons. Talk about when in the year we have each seasons in Scotland. Discuss what the weather is like during each season, do you eat different foods or wear different clothes?

Space

By safely observing and recording the sun and moon at various times I can describe their patterns of movement and changes over time. I can relate these to the length of a day, a month and a year. **SCN 1-06a**

- The two pictures at the end are very similar except one is during daytime and one at night. What changes during the day?

Listening and Talking

When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. **LIT 1-09a**

- The octopus plays lots of sports with his many arms. What sports do you think he would be best at? What are some others he could try? Think about the equipment that you need for different sports.

Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings. **ENG 1-31a**

- Look at all the ways the villagers play on the octopus's legs. Make a large 'classroom octopus' display and ask the children to draw a picture of themselves and add it to one of the legs. They could be swinging off it, sliding down it, skateboarding, fishing from it or anything they can imagine. Use your ideas to create a story.

Expressive Arts

I enjoy creating, choosing and accepting roles, using movement, expression and voice. **EXA 1-12a**

- Choose an animal from the book and imagine how you would act out the animal entering your classroom. How would they move, what would they sound like? Take turns to act as your animal – can your classmates guess which animal you are?

Drama

I enjoy creating, choosing and accepting roles, using movement, expression and voice. **EXA 1-12a**

- Everyone in the book has a role. If you look closely you'll see that lots of the characters have jobs. Can you work in groups to role play some of the characters, using their jobs as inspiration?

Health and Wellbeing

I can describe some of the kinds of work that people do and I am finding out about the wider world of work. **HWB 1-20a**

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. **HWB1-10a**

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 1-13a**

- Investigate some of the jobs that the people in the book have, like chef, fisherman, firefighter and teacher. Create a poster about one of the jobs that you think sounds the most fun.
- Octopus makes new friends when he arrives in town. How would you welcome them to your area? Could you create a welcome pack and show them the best things to do in your local area?
- Look closely at the Octopus' facial expressions in the book. Can you talk about how they might be feeling throughout the story? Would you feel the same or different?

Religious and Moral Education

I am developing an awareness of the ways in which followers of world religions celebrate different times of year and can relate these to my own life and community. **RME 1-06b**

- The Octopus dresses up for Christmas. What other festivals and celebrations are important to you throughout the year? Discuss the different traditions, such as decorations and food.

Related book suggestions

Narwhal: Unicorn of the Sea by Ben Clayton

Also an Octopus by Maggie Tokuda-Hall

Commotion in the Ocean by Giles Andreae

Share your learning #ReadWriteCount

*Worksheet available