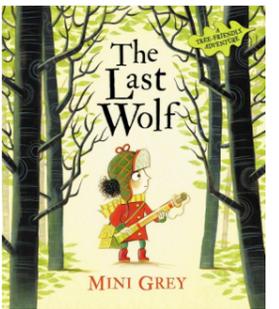


Suggested learning opportunities for *The Last Wolf* by Mini Grey

- > STEM
- > Literacy & English
- > Expressive Arts
- > Modern Languages
- > Health & Wellbeing, Social Studies and RME



Writing

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. **LIT 1-20a / LIT 2-20a**

By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. **LIT 1-26a**

I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. **LIT 1-28a / LIT 1-29a**

- Collect some interesting natural objects from your local environment and decide how you would like to display them. Perhaps you could provide some information about the objects and create a map to show where they were found.
- Write an article for the Woodland News newspaper that you see in the book. What will you write about? What would the animals want to read about?
- The story ends with Red planting more trees for the animals to live in. What do you think will happen next? Write about the events that follow the end of the book and what happens to the animals.
- Little Red discovers there is lots of rubbish in the forest and not enough trees for the animals to thrive – what could you do to help? How you could share some information about these issues with others? For an additional activity: Perhaps you could find out more from writing a letter to a local recycling centre.

Reading

Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. **LIT 1-14a**

- Think about what Red brings in her lunch box. Are there any clues in the book as to what the animals might like to eat for lunch? Use the worksheets to draw a different lunch for one of the animals, using the book and doing your own research.*

Numeracy and Mathematics

I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning. **MTH 1-17a**

I can estimate the area of a shape by counting squares or other methods. **MNU1-11b**

Having explored fractions by taking part in practical activities, I can show my understanding of: how a single item can be shared equally, the notation and vocabulary associated with fractions, where simple fractions lie on the number line. **MNU 1-07a**

- Red walks to the forest in the story. Can you take a walk or a bus to a local forest or park as a class? Write or describe the route you take including language such as left, right, straight ahead etc.
- In the story the animals live in one small patch of trees in a big city. Look at a map of your area, can you see any patches of trees? You could try putting tracing paper over the map and colour over the tree parts) then estimate how much of the area is woodland.
- Red splits her lunch with the animals. How did she share it equally between them? Use a sandwich to explore whole, half and quarter and add them to a number line.*

Sciences

I can help to design experiments to find out what plants need in order to grow and develop. I can observe and record my findings and from what I have learned I can grow healthy plants in school. **SCN 1-03a**

- The animals live in a large tree. What type of trees are there in your local area? Can you collect some leaves and research what type they are, what seed do they start as and how long does it take them to grow?

Information Handling

I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others' criteria. **MNU1-20b**

Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. **MTH1-21a**

- The forest is a local food source for the animals. Bring in food wrappers from home and sort them between those made locally and those from other countries. How many other ways can you sort the wrappers?
- Talk about how far your food travels to get to you. What foods travel the furthest? You could plot them on a world or local map and create food journeys to show global footprints.

Art and Design

I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. **EXA 1-03a**

I can create a range of visual information through observing and recording from my experiences across the curriculum. **EXA 1-04a**

- Make a tree rubbing then draw and cut out tree trunks from this to make your own forest picture.
- Red creates flyers about the lack of trees to hand out to members of her community. Design your own flyer about a topic that you would like to tell your local community about.

Related book suggestions

Trash by Emily Gravett

Clean Up by Nathan Bryon and Dapo Adeola

A Beginner's Guide to Bearspotting by Michelle Robinson and David Roberts

Share your learning #ReadWriteCount

*Worksheet available

Health and Wellbeing

By investigating the range of foods available I can discuss how they contribute to a healthy diet. **HWB 1-30a**

- What foods could you find in a forest? Investigate what grows there and design a healthy dish containing one of the ingredients that you would like to eat.

Social Studies

I can describe and recreate the characteristics of my local environment by exploring the features of the landscape. **SOC1-07a**

- Draw and label a small map of your local area. Include any green areas and discuss the similarities between where you are and where Red lives.

Modern Languages

I can work on my own or with others to demonstrate my understanding of words and phrases containing familiar language. **MLAN 1-08b**

- Many fairy tales originated in other languages and different countries. Pick a fairy tale of your choice or use Red Riding Hood for inspiration and compare some of the words from the original story.