## Suggested learning opportunities for *Out of Nowhere* by Chris Naylor-Ballesteros

* **Science, technology, numeracy and mathematics**
* **Literacy and English**
* **Health and wellbeing, social studies and RME**
* **Expressive arts**

### Mathematics and numeracy

* Hide images of butterflies in different locations around school and go on a search together. Give clues of places in the playground or on a local nature trail (if available) to find the butterflies. You could add signs to help pupils find trickier butterflies and follow directional language. **(MTH 1-17a)**
* Like in the story, ask pupils to imagine they are packing a picnic to see a friend. What would they include? Discuss sharing and how to divide the lunch fairly. Work out basic fractions for dividing up the picnic. **(MNU 1-07a)**
* Before or after planning your picnic lunch, make a food list. Work out the cost of the items in the list, price the list and then work out the different combinations of coins and notes needed to pay for the items.   
  **(MNU 1-09b)**

### Sciences

* Collect different objects and photograph them in the playground, or in a woodland area if possible. Next, print the images for pupils. Working in small groups, sort the object using different criteria, e.g. living or non-living. **(SCN 1-01a)**
* Using the items discussed in the picnic activity, explore the senses together. Touch, taste and smell the different items and ask pupils to make notes of their observations. Discuss this together as a group. **(SCN 1-12b)**
* In the story, the caterpillar changes into a butterfly. Discuss this as a class, then research or look at other animals that go through a similar change. **(SCN 1-14a)**

### Literacy and English

* Read the story together. Then ask the class, what do they think happens next? Work together to write the next part of the story.

**(LIT 1-20a)**

* Look at recipes for different baked goods, like Beetle might take on his trip. Then write a recipe for something your pupils think Beetle and Butterfly might like. **(LIT 1-28a)**
* Butterfly changed and moved somewhere new. Ask pupils to imagine that a friend has moved away, or think of a friend that has moved away. Write a letter to them. **(LIT 1-26a)**

### Health and wellbeing

* Beetle must make it from one place to another. Working in pairs, create a sequence of movements and actions to move from point A to point B using equipment. After practicing, ask pupils to perform for their peers. **(HWB 1-23a)**
* Beetle and Butterfly remain good friends. Discuss as a class what they think makes a good friend and make a list of these qualities. **(HWB 0-44a)**
* Plan a scavenger hunt that involves finding something red, or set your own rules or goals as a class. How many red things can pupils find? How quickly can they find them? Who found the most unusual thing? How quickly can you put them back or recycle them? Can pupils group the items? **(HWB 1-23a)**
* The book explores the theme of change, and how we deal with change. Talk about Beetle and Butterfly. How do pupils think they feel about the change? Have they ever felt like that? What did they do to help change how they felt? **(HWB 1-04a)**

### Social studies

* Beetle travels through lots of different places and landscapes on his quest to find Butterfly. Ask pupils to look at their local area and think about what the landscape is like. Are there any recognisable features? Ask pupils to draw them, then make a display. **(SOC 1-07a)**

### Religious and moral education

* Describe and discuss how butterflies can symbolise new beginnings. Listen to and share stories from different world religions about new beginnings. Discuss how these stories can help us deal with change. **(RME 1-04a)**

### Expressive arts

* The book uses a limited colour palette to powerful effect. Ask pupils what they think of the use of colour. Then ask them to pick three colours to draw a picture with. Discuss what colours they picked and why.   
  **(EXA 1-03a)**
* Explore colour further by looking at a colour wheel together. Talk about primary and secondary colours. Experiment with mixing colours and encourage pupils to make their own colour wheels. **(EXA 1-03a)**