## Suggested learning opportunities for *Jeremy Worried About the Wind* by Pamela Butchart and Kate Hindley

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

### Mathematics and numeracy

* Weather and its changeability is a key theme of the book. Create a weather chart with your class. Then ask pupils to take it in turns to chart what the weather was like today for their journey to school. **(MTH 1-21a)**
* Watch a weather forecast together. Ask pupils to listen carefully to the wind direction. Discuss how the wind direction is described and what the compass points mean*.* **(MTH 1-17a)**

### Sciences

* Renewable energies are very topical right now as a solution to the energy and climate crisis. Research wind energy and compare it to other sources of energy. **(SCN 1-20a)**
* In the book, many things get blown around by the wind. Explore how nature harnesses the wind, e.g. for pollination or spreading of seeds. Talk about other ways in which the wind can help us. **(SCN 1-04a)**
* Take a school parachute outside together on different days. Record how the experience changes on different days according to the weather. **(SCN 1-07a)**

### Technology

* Help pupils to use iPads or
electronic devices you have in
class to record wind noises. Ask pupils to experiment – they could record themselves using musical instruments or other items to try
to emulate the wind. Listen to the recordings and talk about which sounds are the most convincing,
and which pupils liked the most.
**(TCH 1-04a)**

### Literacy and English

* Watch weather reports together. In pairs or small groups, ask pupils to write a script and then film each other presenting their own weather reports. (**LIT 1-09a)**
* Jeremy worries about a lot of things in the book, as well as the wind. In pairs, ask pupils to share a worry with a partner. Encourage them to practice actively listening to one another. **(LIT 1-02a)**
* Part of the book is wordless. Ask pupils to write words to accompany the story. Alternatively, they could write speech bubbles for Jeremy to express what he is thinking and feeling. **(LIT 1-26a)**

### Health and wellbeing

* Ask pupils to design a worry box for the class where worries can be stored. Discuss other ideas, such as introducing worry talk, or a class teddy or making worry dolls. Let pupils decide what might be most helpful for them. **(HWB 1-44b)**
* A lot of things get blown into the wind that takes Jeremy. Ask pupils to plan a community litter pick. They will need to think about when, where, equipment, how to advertise etc. Organise the litter pick and if you can, involve members of the school community. **(HWB 1-12a)**
* Friendship is a key theme of the story. Jeremy and Maggie both support each other and teach other things. Make a list of all the things that make Jeremy and Maggie a good friend. What do pupils think makes a good friend? **(HWB 1-44a)**

### Social studies

* Look at weather forecasts for the next day and discuss how weather can impact plans. What activities do they have planned? Could the weather affect these? **(SOC 1-12a)**
* As a class make devices to measure and record the weather e.g. a wind dial, sun dial, or a jar to collect rain. The class could repeat this at different points in the year to see how weather changes. **(SOC 1-12a)**

### Expressive arts

* Design a paper aeroplane to fly in the wind. In groups, measure which flies the furthest. Encourage pupils to make different aeroplanes to find which flies best, and alter their design as they go**. (EXA 1-06a)**
* Jeremy flies in different flying machines during his adventure. Ask pupils to design their own flying machine. You could research different flying machines first for inspiration, then encourage pupils to come up with creative solutions. Pupils might want include practical considerations in their design, such as materials.**(EXA 1-02a)**
* Jeremy’s scarf blows a lot in the wind. Collect scarves or other fabric. Use these to create different shapes and movement. Pupils could work together to create a dance that shows what happens to Jeremy when he is caught in the wind, or create their own response to being caught on a windy day*.* **(EXA 1-09a)**
* Collect different materials and objects that can be used to make sounds, e.g. pots and pans. Take these outside to see what noises they make in different weather such as wind or rain. **(EXA 1-18a)**