



# A Werewolf Named Oliver James

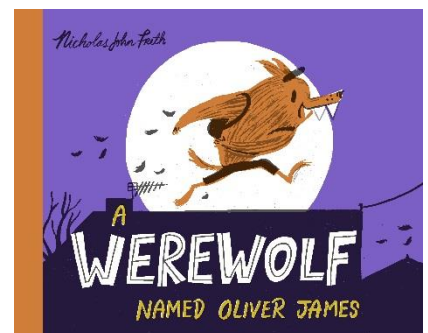
## Introducing/familiarising children with the book

- Without showing children the cover of the book, read the start of the story up to 'this evening, something odd happened.' Ask children to come up with ideas as to what that something might be. Reveal the next page with the illustration of the werewolf and discuss what has happened to Oliver James. Why have all his friends run off?
- Look at Oliver's expression when he sees himself in the puddle. Ask children how they think he might be feeling now that he's discovered he's turned into a werewolf. Ask two children to hold each end of a long piece of string stretched across the classroom. One end should represent feeling 'absolutely delighted', while the other end represents 'completely horrified'. Invite children to imagine they are Oliver James, and to position themselves on the line depending on how they think he is feeling. Now read the next part of the story which reveals he thinks it's 'amazing' to be a werewolf. Is that what you were expecting?
- The reason, we learn, is that Oliver discovers that he suddenly has superpowers. Ask children to reflect which superpower they would have if they could choose. Why would it be good to have that superpower?
- Talk about how Oliver is feeling when he gets home. Why is he worried about going inside? What advice would you give him?
- Once you've read the story a couple of times and children are starting to familiarise themselves with it, provide some key props (for example a drum and some drumsticks, a toy bus, an owl, a newspaper, an umbrella, a toy train, a clock, a plate and a knife and fork) and encourage them to retell the story in their own words.

## It's a wolf's life

Set up a series of activities to test children's superhuman powers in role as a werewolf.

- Why not start by playing a game of 'What's the time Mr (Were)wolf?' One child is chosen to be the werewolf and stands at one end of the playing area with their back to the rest of the children who stand in a line at the other end. The children call out 'What's the time Mr Werewolf?' and the werewolf turns round and says a time, for example 4 o'clock. The werewolf then turns back again while they take a step forward for each hour,

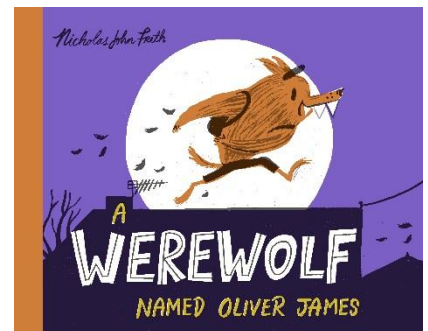




- getting closer all the time. Continue like this until they are very close, at which point the response is 'Dinner time!' Mr Werewolf should then chase the other children back to the starting line. If another child is tagged, they become Mr Werewolf for the next round of the game.
- Children could also race each other, running super-fast, and challenge themselves to jump really high or far. With support they could measure the length of their jumps, or use stopwatches to time how fast they run.
- You could also create a laser beam superhero challenge by stretching lengths of string (lasers) between various objects in the outside area at different heights. See if the children can move stealthily between the strings without touching any of them. How quickly can they move through the laser zone?
- After he's turned into a werewolf, Oliver James also remarks on his super sense of smell. Children could have a go at a blindfolded smell test. Put different herbs, spices or flavourings in pots for children to smell. Can they describe the smell each time? What is it like? What does it remind them of?

### My, what big teeth you've got...

- Children could have a go at making werewolf masks so that they too can transform like Oliver James. Use a paper plate painted brown as the base for the mask, and cut out eye holes. Fix a cone of card to be the snout and then add details such as ears, bushy eye brows and big, pointy teeth. Add texture for the wolf's fur by glueing on strands of wool or shredded brown paper.
- Place a large mirror (or failing that, a large sheet of aluminium foil) on the base of a water table or tuff tray, and pour water over the top. Wearing their masks, children could look at their reflections and see how they've transformed into werewolves - whether you encourage them to howl is up to you!
- You could also use the wolf's pointy teeth to support phonics and spelling work. Cut out a series of triangle tooth shapes from white card, fix Velcro on the back of each one, and write a phoneme on the front. Children could have a word frame designed to look like the wolf's mouth with corresponding Velcro pieces. Children could then fix the phoneme teeth in position to make words in the wolf's mouth.





## EYFS Early Learning Goals

### **Listening, attention and understanding (Communication and language)**

Children listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

### **Speaking (Communication and language)**

Children offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. They express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### **Managing self (Personal, social and emotional development)**

Children are confident to try new activities and show independence, resilience and perseverance in the face of challenge.

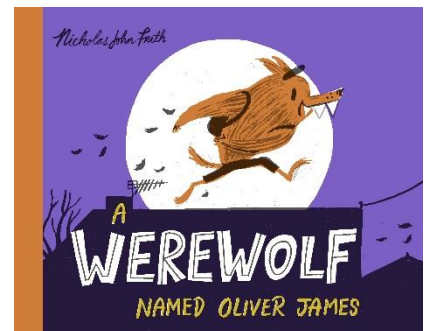
### **Self-regulation (Personal, social and emotional development)**

Children give focused attention to what the teacher says, responding appropriately even when engaged in activity. They show an ability to follow instructions involving several ideas or actions.

### **Building relationships (Personal, social and emotional development)**

Children work and play cooperatively and take turns with others. They show sensitivity to their own and to others' needs. They form positive attachments to adults and friendships with peers.

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## EYFS Early Learning Goals

### **Gross motor skills (Physical development)**

Children negotiate space and obstacles safely, with consideration for themselves and others.

### **Fine motor skills (Physical development)**

Children use a range of small tools. They hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

### **Comprehension (Literacy)**

Children demonstrate understanding of what has been read to them. They anticipate – where appropriate – key events in stories.

### **Writing (Literacy)**

Children spell words by identifying sounds in them and representing the sounds with a letter or letters. They write simple phrases and sentences that can be read by others.

### **Creating with materials (Expressive Arts and Design)**

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They make use of props and materials when role playing characters in narratives and stories.

### **Being imaginative and expressive (Expressive Arts and Design)**

Children invent, adapt and recount narratives and stories with peers and their teacher. They perform songs, rhymes, poems and stories with others.

