

**EXPRESSIVE ARTS – EXA**

**ART**

- Draw/Paint/Collage (as individuals or in groups) the wind at sea
- Incorporate the words from your haiku or from Christie Williamson’s haiku EXA 2-02a, 2-07a

**RELIGIOUS AND MORAL EDUCATION – RME**

**SOCIAL STUDIES - SOC**

**CLOTHING**

- Consider the types of clothing worn in the past in extreme conditions. Discuss and record your findings (consider the materials available, the cost etc) SOC 2-01a
- Compare this with modern clothing worn for skiing or Arctic expeditions
- Talk about the 19thC fishing disasters and their impact on families and communities SOC 2-02a, 2-03a, 2-07b

**LITERACY AND ENGLISH – LIT**

**LISTENING AND TALKING**

- Listen to the poem and show understanding by answering literal, inferential and other kinds of questions regarding its content and structure and choice of vocabulary LIT 2-07a, 2-09a
- Note that it is a haiku (3 lines with 5,7,5 syllables) and that it uses alliteration and personification
- Are there any words you do not know? Note any new vocabulary in Dialect Dictionaries LIT 2-06a

**READING**

- Read the poem for yourself, make notes, answer questions and discuss as above LIT 2-15a, ENG 2-17a, 2-19a

**WRITING**

- Write a haiku, in dialect if you like ENG 2-31a

**NORDERLY**  
by  
Christie Williamson

**HEALTH AND WELLBEING – HWB**

**CLOTHING FOR PHYSICAL WELLBEING**

- Discuss the importance of wearing appropriate clothing in cold weather HWB 2-17a, 18a

**NUMERACY AND MATHS – MNU**

**SCIENCES – SCN**

**WEATHER DIRECTIONS AND CONDITIONS**

- Learn compass points
- Discuss weather likely to come from the various directions
- Make a poster that displays your findings
- Keep a day-to-day chart of weather directions and conditions
- Research the Beaufort Scale and learn about wind speed
- Add to your poster showing how weather affects plants and animals SCN 2-01a

**TECHNOLOGIES - TCH**

**WIND FARMS**

- Talk about the impact of Wind Farms on Landscape and Society TCH 2-02a + b