This is why our class loves...
Abbeywood School is situated in a busy industrial estate on the outskirts of Rotherham. Our students watch the busy lorries from our neighbours Fed Ex and Parseq trundle past, their drivers grabbing a one time use coffee cup with a hot beverage to help them through a long haul.

Supped once and discarded...

Never to be used again.

Abbeywood School’s students grew naturally curious about the environmental health of their local area. As teachers, we knew we had to build in the opportunity to learn about this.
Our students identified these issues but did express a sense of helplessness.

"What’s the point? We’re just a tiny part of the estate? What change can we possibly make?" – Y8 Student

This mentality was part of the reason Fourteen Wolves resonated with our cause. It was perfect.

Abbeywood School welcomes children with various special educational needs that include social, emotional and mental health challenges. A lot of our students have a history of trauma and this has caused long periods of absence in their educational journey. This means teachers work hard to heal the often fractious relationships our learners have with education, particularly reading. Our curriculum has to be appropriate and exciting to hook our learners in order develop their basic literacy and enable them to progress.

The story of Fourteen Wolves was perfect for us to be able to demonstrate the impact a small act can have. The intention was that this would encourage a growth mind-set whilst also allowing them to explore the topic of sustainability. We would use the story as the starting point to grip their imaginations and provide the opportunity for dynamic reading and writing tasks. As the crescendo we wanted to give students the opportunity to build a collaborative installation to be a symbol of their teamwork and to be a positive sustainable contribution for our local community.
We used reading skills to introduce the book and grow their confidence and their knowledge about Yellowstone Park.

Prediction – We wanted children to start by making a prediction about what would happen in the story. We analysed the front cover and blurb and then skimmed the pages looking at the pictures for guidance. Learners were encouraged to back up their findings with a reason based on the beautiful illustrations in the book.

Initial thoughts – After making predictions we read the book allowing students to begin to give their initial thoughts about what they thought the book was about, teachers were able to address misconceptions.

Select and retrieve responses – When students had a basic understanding of the plot we were able to begin to develop their select and retrieve style responses. This was a wonderful way of raising learners’ self esteem as they were able to demonstrate their understanding of the plot, lower level learners were supported by the illustrations, whereas higher level learners were able to create their own select and retrieve style questions for other students based on their newfound understanding of the book.

Inference response – We then worked on selecting appropriate quotations and embedding these into concise responses.

Personal responses – Our learners were able to explain how they felt about the book in their writing.
### Writing tasks included

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The main intent with the writing element was to improve our learners’ ability to write for a purpose. This, we believe, is fundamental with any writing task and something our young people can find challenging at times.</td>
<td></td>
</tr>
<tr>
<td>We decided to focus on transactional writing, more specifically leaflets for the writing element of the Fourteen Wolves project.</td>
<td></td>
</tr>
<tr>
<td>We started by dissecting a variety of leaflets to examine the typography and layout. We then analysed purpose, language and linguistic devices used with the intention to embed these within their own writing.</td>
<td></td>
</tr>
<tr>
<td><strong>P.A.C.S Planning</strong> – Prior to the start of writing their own leaflets, we taught students to P.A.C.S plan in order to ensure they are writing and taking into consideration the purpose, audience, content and style of their work.</td>
<td></td>
</tr>
<tr>
<td><strong>Big Write</strong> – Students were given the opportunity to embed a whole host of skills learned. They used the case of the introduction of the fourteen wolves in Yellowstone Park to write informative leaflets. Our students enjoyed linking in the facts they had learned from reading the story and we found it particularly useful to work as a timeline for them.</td>
<td></td>
</tr>
<tr>
<td><strong>Creative tasks</strong> – We allowed our students to undergo creative writing tasks such as 'Predator Poetry', which involved researching a predator of their choice. Produce biome plate spinners to support their understanding of biomes and their inhabitants. Students practiced working collaboratively to produce hawk installations using a medium of their choice. These now hang proudly in our classrooms as a watchful reminder to make sustainable choices!</td>
<td></td>
</tr>
</tbody>
</table>
Our Sustainable Collaborative Installation - The Abbeywood Wall Mounted Bug Hotel

Our learners were particularly affected by the impact on the animals in the story. Abbeywood students love animals. Pablo, the rabbit, bobs around under tables as we learn, our blind guinea pig Cookie is hand-fed by students whilst its sister, Cream, nibbles on hay during our Animal Care lessons. Animals are a way of our students to connect and calm their mental state often enabling them to settle into learning tasks.

After litter picking, our students decided they wanted to create something to support the local wildlife. We decided to make a sustainable bug hotel, using repurposed wood from dismantled benches in school.

We used varying in size frames made by our learners who have graduated to the KS4 site. Our students were able to give them a new lease of life by sanding and painting them. We had to build a few more frames, so some students did this with their key staff in key work sessions.

After reading the story, students loved the illustrations, we looked at the illustrations of “Trees Take Root” and were inspired to incorporate Abbeywood School’s symbol; a tree. We believe this links to the story of the Fourteen Wolves as it fits the theme of nature and the metaphorical message that it allows us to protect the smallest creatures that might have the largest impact in our industrial area.

The tree grows through the frames to represent the growth of our learners and how our potential cannot be restricted.

All elements of our design are repurposed, reused or recycled.

The story of the Fourteen Wolves has prompted our school to realise that despite being a small part of our estate, we want to grow and flourish to protect the beauty that surrounds our local area.

We believe this installation is testament to the hard work our students have done over this half term to experience and improve their local area. Fourteen Wolves has inspired us to mount this bug hotel onto the outside wall of Abbeywood School as the first thing people will see when they arrive at the school.
THE MAKING OF ‘‘TREES TAKE ROOT’’

Abbeywood School
Abbeywood prides itself on the idea of building a better community. We relish the opportunity to welcome the loved ones of our learners for our termly fayres. For our spring fayre, Holmfirth class decided to base their stall around Fourteen Wolves raising money for charity for games such as:

- Guess the name of the wolf - People paid to enter for the chance to win a 100cm wolf plush teddy.
- Find the Fourteen Wolves - Hidden around the fayre and unscramble the letters to find the secret keyword!
The book inspired us to get back to nature and we explored our local natural surroundings. We had lots of fun:

Exploring Wickersley Woods – We collected interesting objects for our Trees Take Root installation, had a bug hunt to see what kind of creatures we need to accommodate in our bug hotel, climbed trees, built dens and enjoyed our local woodlands.

Pond Dipping in Roche Abbey – We looked at our local marine life and how to safely explore it. We foraged litter and objects found in the river to see if we could repurpose them.

Conkers Bush craft Session – We took part in a really exciting Bush craft lesson where we learned how to safely build a fire using a flint and steel then toasted our own marshmallows as a celebration. We built proper shelters in case we were ever faced with adversity in the wild.
Why ‘Our Class Loves…

Fourteen Wolves

Jack says "I liked learning about the impact of the wolves and making the ‘Trees Take Root’ installation.”

Daisy says "I enjoyed this was about animals and nature.”

Kaleb says "I liked finding out lots of facts about wolves, I wrote over 50 facts myself! I loved our visit to do pond dipping in Roche Abbey.”

Damo says "I enjoyed learning about human hunting, collecting all the bits for the installation from the woods and building the installation. It’s made me very proud.”

LeeLan says: “I loved the art style in the illustrations”

Samuel says "I liked making the ‘Trees Take Root’ installation’. I’m happy it’s going to be on display at the front of school.”

DJ says "I liked being read to and learning about wolves, I enjoyed our trip to Conkers to do bush craft.”