

Drama

Outdoors

Literacy

**Learn With Polly and Peter:**  
*Adventures Activity Pack*



Music

Art

Citizenship

## Teacher's Notes

### Why Use These Stories and Activities

Not only does learning about Climate Change naturally lend itself to many areas of the National Curriculum with ease, it is a current issue being raised within many areas of society. Therefore, it is both current and relevant.

As young people will be expected to develop, create and innovate solutions to the consequences of climate change, we as educators, must equip them with the knowledge and understanding of the issue and its impact on our world.

### How to use this pack...

This activity pack accompanies the six adventure poems of Polly and Peter. Each story has activity ideas which can be implemented with your class in Years 1 or 2. The delivery of the ideas is flexible and please use a little or as many as you wish.

There is a vocabulary activity to accompany every story and a "Mix it Up" activity which is a different curricular area each time.

We hope you and the children enjoy learning about Climate Change and how we can all make a difference!

### Moving Forward...

Have a look at the "Do All You Can" section in our KS2 Pack.

How can the KS1 pupils get involved in the wider school action on Climate Change and in becoming more sustainable?



## Teacher's Notes

### Links with the KS1 National Curriculum 2014

**Music:** Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Play tuned and untuned instruments musically.

#### **Mathematics:**

**Shape:** Pupils recognise and name 2D shapes. (Pupils handle common 2D and 3D shapes, naming these and related everyday objects fluently. They recognise these shapes in different orientations and sizes... (Year 1)

**Statistics:** Pupils should be taught to: interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

Ask and answer questions about totalling and comparing categorical data. (Year 2).

#### **English:**

Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently (Year 1).

Listening to, discussing and expressing views about a wide range of poetry...at a level beyond that which they can read independently (Year 2).

Participate in discussion about what is being read to them, taking turns and listening to what others say. (Years 1 and 2)

(Role play can help pupils to identify with and explore characters and to try out the language they have listened to—Years 1 and 2).

Name the letters of the alphabet in order (Year 1).

Writing poetry

Learning to appreciate rhymes and poems and to recite some by heart (Year 1).

Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear (Year 2).

#### **Art and Design:**

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

To use a range of materials creatively to design and make products.

#### **Science:**

Distinguish between an object and the material from which it is made.

Identify and name a variety of different materials including wood, plastic, glass, metal, water and rock.

Compare and group together a variety of everyday materials on the basis of their simple physical properties.



## Act it Out!

### Freeze Frame!

Act out the moment when Polly Gets Stuck and when she gets free.

Discuss, how she and her friend might be feeling. What facial expressions would they have to show their feelings?

In pairs, make freeze frames of these moments and take photographs, encouraging children to show as much action and emotion in one position as



## Play Along!

Explore different musical instruments to make the sounds of the rain and wind and how they change, getting heavier and lighter.

The teacher retells the story with the children in groups using musical instruments as sound effects in the background. Eg choosing and using an instrument for “splash, splash, splash!”

# Polly Gets Stuck

## Art Attack!

### Printing

Leaf printing with autumn colours. Discuss the difference between hot and cold colours.

Paint the veins of leaves collected from the playground and print them onto paper or material.

For display, the leaves could

## Let's Go Outside!

### Autumn Collection

Before the art activity, the children could go into the playground to collect lots of colourful leaves.

What can they find? Big leaves, small leaves? What shapes are they? How many different shaped leaves can they find? Discuss outside why they are different shapes.

What else can they see or find outside which shows



## What Does it Mean?

### Key Vocabulary

Weather  
event  
snuggled

Start off learning the vocabulary by creating Polly and Peter dictionaries or a class vocabulary book. Words can be added as the class reads through each story and definitions can be shown through pictures and words.

Great for EAL and younger students with pictures but can be easily differentiated for older and more able pupils. Can they sort the words into alphabetical order?

## Mix it Up: Literacy

### Shape Poems: Umbrellas, Kites and Snowmen

Children can discuss in small groups or as a class, words they think about related to snow, wind and rain. Start with rain and a few examples such as splash, pitter patter. Children choose one kind of weather to write about in their poem and either write or choose (supported and/or younger children) words to put inside the shape.

Model a picture of what this looks like first. Explain that it is a bit like a jigsaw puzzle, fitting all of the words together.

Those children writing their words should write on strips of paper first and then stick them into their umbrella.

For a young class, perhaps one large poem per type of weather, The children could choose the words from a selection and stick them onto the large umbrella, kite or snowman. Display poems.

For rain or wind, children could go outside to see that weather and listen to the sounds and watch what they do to the environment around them.



## Act it Out!

### Narrative Pantomime

Each child has their own space in the classroom.

As the poem is being read to them, they can act it out independently. The only sound should be from the person reading the poem. As the story moves on, ideas or movements from different children can be shown to model to others.



## Play Along!

Ask the children what sounds Polly and Peter might hear as they follow the bin lorry. They choose an instrument to make that sound and keep a simple rhythm going. Can they make it go faster and slower as they speed up and slow down? Add on each rhythm one by one, in groups or

# Polly and Peter Find Some Treasure

## Art Attack!

### 3D Landfill

What do the children think or know the landfill looks like?

Discuss the shapes of the landfill, would it be smooth like a hill?

In small groups, make 3D landfills using paper mache and junk.

When it is dry, the children can paint it after talking about what colours they might find in a landfill.

Some real life pictures are recommended after initial discussions for support.

## Let's Go Outside!

### Treasure Hunting

Inside, ask the children what they might see and hear out on the street. Ask them to record these on a record sheet using pictures or words.

In small groups, children can go on a treasure hunt in their local community local for the things on their list.

They can use tallies if they find more than one of anything.

Was there any special treasure that they saw that wasn't on their list?

Teacher should collect information too.



## What Does it Mean?

### Key/New Vocabulary

treasure  
wandered  
astray  
mountain

### Word Bingo!

The children in small groups, can play bingo with the key words and other important vocabulary from the story. Have base cards with images which match the words and individual cards with the vocabulary on them which the teacher can

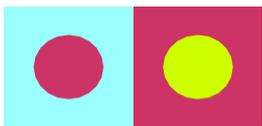
## Mix it Up: Mathematics

### Pictograms

After recording information from the Treasure Hunting, show children your information and then in a pictogram in large form.

Explain how to read the pictogram. This could be achieved through a short demonstration or interactive use of the IWB.

Using one tally sheet from the children per pair, children can work together to make a giant pictogram by placing the pictures in the correct places. These should not be stuck down until they have been checked by their peers and the teacher.



## Act it Out!

Give each group a different verse of the poem with no images. Ask the children in each group to collaboratively or independently draw that verse.

Share each others pictures at the end of the lesson and make your own class book.



## Play Along!

Gather the children in a circle.

The teacher reads a line of the poem at a time and the children repeat, developing the rhythm of the poem.

Model to children why rhythm in a poem is important. Share aloud some of the poem without rhythm.

Ask half of the class to clap the beat whilst the other half repeat verse.

Switch halves. If there are some able children they could model using an instrument such as a drum to keep the beat.

If any can read independently, let them try in pairs to perform using instruments.

# The Magic House

## Art Attack!

### Recycled Robot Craft

Children use junk and reuse waste to design robots to help in the Magic House.

Children can draw their designs on paper first and then collect the bits and pieces they need.

A typical robot from junk can be made using an aluminium can or tin for food, not drinks as the body, laces/wires/string for some crazy hair and other small pieces for parts

## Let's Go Outside!

### Eco Garden

Design and make an eco garden or pond outside, either in school or find a space within the community.

Old car tyres are great for creating flower beds or ponds.

Children can choose different seeds to plant and look after their mini garden daily.

This activity will lend itself well to many Science activities as well as Art and Design.

To connect with the poem, it is important to reuse as many old bits and pieces as possible.



## What Does it Mean?

### Key/New Vocabulary

corridor  
guide  
machines  
heap  
recycling

### Wordsearch

Create your own wordsearch using the words appropriate for your class as an activity to help with familiarisation and spelling.

A helpful website for designing your own wordsearch is

<http://>

## Mix it Up: Science

### Sorting Materials

What's it made of? Hand out magnifying glasses to the children to have an explore around the classroom and possibly the playground to touch different materials.

Before they go ask them to think about what they think they are made of?

Upon return, feedback and discuss some different materials such as paper, glass, plastic and wood/metal.

In a circle around the carpet, use large hoops to sort a big treasure box of clean materials into groups.

Next, the children can have a go independently at a table or online. Try to include different varieties of each material to encourage critical thinking and problem solving.



## Act it Out!

### Hot Seating

The teacher can take on the role of Peter or Polly after or before this story and children can ask them questions.

The children should discuss their questions with a partner before they ask Polly or Peter.

To extend any children, they themselves could take on the role of Polly or Peter, one at a time or an older pupil from another class could also model good role play.



## Play Along!

Use a variety of materials and/or instruments to create the sound effects for this poem.

For example, making the sound of the telephone ring, or digging up the fuels we need.

# Powerful Peter

## Art Attack!

### Powerful Paintings

Have a display of “powerful” things at the front of the class. Children discuss what they are and why they are powerful.

They can choose one object, draw it and paint it carefully. Teacher should model each stage and techniques to develop key skills.

They could create a display of powerful paintings, perhaps even beside the real objects.

## Let's Go Outside!

### Photo Trail

Children can go on a photo trail where they will walk around the school, playground, or local street and photograph things they think are using up power. How many can they find? The photographs could later be captioned by the children and used in a “powerful” display.



## What Does it Mean?

### Key/New Vocabulary

worth  
power  
cooker  
computer  
coal  
oil  
gas  
heat  
dangerous

### Sentence Building

Make sentences using the key vocabulary and write them onto Jenga blocks. One word per block. (This could be on large sheets of paper, card etc instead). Jumble up each sentence and children can put it back together again. As an

## Mix it Up: Homework Task

### What Uses Power?

Drawing pictures or taking pictures of as many different things that need power to work at and around home. Before sending home this task, discuss with the children a few examples of what they might find. If they can, ask the children to label what they find. Share each other's pictures when the homework is returned.



## Act it Out!

### Storytelling

Children can learn a verse or the whole story in groups and they can retell the story to another class.

If they want to add in actions or some sound effects, they can.



## Play Along!

Use insects or animals to represent the number of beats. For example an elephant is one (crotchet), dog is two fast beats (two quavers) and so on. One person or adult reads a verse of the poem whilst children try to beat out the words on an instrument, after trying with claps. For example, the line, "The sun has given heat to wherever it's been?" should be made up of around fourteen quavers.

One idea is for different groups to clap or play different lines of each verse. Rhythm cards with symbols are a good tool for separating lines and reading music.

# Polly Has an Idea!

## Art Attack!

### Stained Glass Kite

Cut out a diamond shape edge out of A4 black card and similar width strips.

Place it on top of a clear, sticky, plastic sheet.

Place the strips in any direction across the kite. Fill in all the gaps with squares of coloured tissue paper.

Once everywhere is covered inside the kite, cover the top side with another clear sheet of sticky plastic. Cut out your kite, add some string and it's ready for display.

## Let's Go Outside!

### Outdoor Weather Station

With the children, build a mini outdoor weather station. It could include temperature gauges, pointers to the kind of clouds that day, rain gauges made by the children and more. Children can measure wind, rain, temperature each day using the equipment they have built.



## What Does it Mean?

### Key Vocabulary

powerful  
soaring  
waterfall  
journey

### Word UP!

Each child has a collection of pictures (use text instead for differentiation). The teacher will hold up a word and then read it aloud to the class. The children find the matching picture in their set which matches with the word and hold the "Word

## Mix it Up: Science/D&T

### Wind Turbines

Use wood or straws and thin plastic sheets or paper to make wind turbines for the playground.

Make two diagonal folds in a square sheet of paper.

Cut along each diagonal line about  $\frac{2}{3}$  of the way in.

Fold over each alternate piece into the centre. Hold together with blu tac or a pin.

Please ensure an adult is responsible for using a pin.

Attach to the straw or wood and place outside in soil or grass.

Watch the wind move the turbine. Let the children observe it's power.



## Act it Out!

### Improvisation

In groups, create a new adventure for Polly and Peter either once they get "Back Home" or "At the Airport". The groups can perform their story to the rest of the class, or perhaps even at an assembly.



## Sing Along!

### Sing a Song

Write and sing a collaborative song about looking after our planet to a familiar song tune such as Let it Go. Children can practice different verses or the whole song and add in some instruments, using what they have learned in previous activities. Perhaps it could be performed to others in a special assembly or parents event.

# The Last Day

## Art Attack!

### Colourful Collage

Collaboratively, make a large collage of the world using tissue paper or scraps of different coloured paper for display. Around it could be photographs and comments of the children doing things to look after their planet.

## Let's Go Outside!

### Ice Experiment

Measuring how long ice takes to melt outside on different days with different temperatures. If it is hotter outside, will the ice melt faster?



## What Does it Mean?

### Key Vocabulary

earth  
flows  
melt  
Planet

### Definition Cube

Have some images on different faces of a cube, matching the key vocabulary. In turn, the children roll the dice and whatever picture it lands on, the child should say what word it represents and if they can, what the word is or means. This game

## Mix it Up: Citizenship

### Keen to be Green

- If your school is already taking part in the Eco Schools project, find out from the co-ordinator how your class can support this, if not already.
- Prepare a presentation on looking after our planet for an assembly or another class. It could include songs, art work and poems from the activities.
- Get recycling and reusing in the classroom and talk about what the class could do to help the planet.
- Make some recycling posters for the shops and businesses in the local community and walk around the area to hand them out.
- Start a “Walking Bus” to school, led by teachers and/or parents who walk to school from a designated point instead of driving.



**WORLD  
AIMS**