2016 EDUCATION PACK
FOR EARLY YEARS AND KS1

INTRODUCTION
We are sure you’ll enjoy our exciting production of Mr Popper’s Penguins and will find this education pack a useful and fun stimulus for teaching and learning in Early Years and Key Stage 1. The activities in this pack are compatible with the Early Years Foundation Stage Framework (EYFS 2014) and the new National curriculum in England 2014-15. Most of the activities in the Early Years section can be also used for KS1 as they are easily adaptable and can develop skills further. There are cross-curricular links to other subjects and flexible ideas for continuing themes in the classroom.

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KEY STAGE 1
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ABOUT THE SHOW

Kenny Wax Family Entertainment & TC Beech present

Mr. Popper’s Penguins

Based on the novel by Richard and Florence Atwater

Adapted for the stage by Pins and Needles Productions
Music by Luke Bateman, Lyrics by Richy Hughes
Directed by Emma Earle
Designed by Zoe Squire
Puppet Designs by Nick Barnes
Lighting Design by Rick Mountjoy
Sound Design Jason Barnes

Running time 55 mins (no interval)
For ages 3+

mrpopperspenguinslive.com

facebook.com/mrpopperspenguins
twitter.com/Popper_Penguins

Painter and decorator by day, Mr Popper spends his time dreaming of Antarctic adventures. He is astounded when one day a packing crate arrives on his doorstep, out of which waddles a penguin! With songs, puppets and a family of performing penguins, this delightful musical adaptation of Richard and Florence Atwater’s popular book (also made into a Hollywood film starring Jim Carrey) is brought to you by the producers of The Tiger Who Came to Tea and We’re Going on a Bear Hunt.

Mr Popper’s Penguins opens at Tunbridge Wells Assembly Hall on Wednesday 28 September and will visit Exeter, New York, Leicester, Southend, and North Finchley. The last stop on this tour is at the Festival Theatre in Chichester, for full listings please see below or visit mrpopperspenguinslive.com.

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Mrpopperspenguinslive.com
EARLY YEARS FOUNDATION STAGE

COMMUNICATION AND LANGUAGE: SPEAKING

Early Learning Goal: Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

CARPET-TIME ACTIVITY 1

Children sit in a circle and are encouraged to pass a penguin soft toy around the circle to each other, in turn. When the toy is passed to each child, they recall their favourite part of the Mr Popper’s Penguins story.

**TO SIMPLIFY** - teacher can cut out and use the pictures below, or use familiar props from the story within the circle to prompt ideas and support less-confident speakers.

**TO EXTEND** - children say why they choose their favourite part of the show and talk about how they felt during it.

CARPET-TIME ACTIVITY 2

Children sit in pairs or small groups and are given pictures of scenes from the story. The pairs / groups decide where their picture fits within the story and to say if they have the picture that comes next in the sequence. Teacher can model sequential language such as ‘then’, ‘after that’.

**TO SIMPLIFY** - each pic could have a number on, to help children to sequence the story more easily.

**TO EXTEND** - the children could get into a line to retell the beginning, middle and end of story in the correct sequence.
Cut out images below for Carpet-Time Activity 1
EARLY YEARS FOUNDATION STAGE

PHYSICAL DEVELOPMENT: MOVING AND HANDLING

Early Learning Goal: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, negotiating space.

CROSS-CURRICULAR LINK TO...
COMMUNICATION AND LANGUAGE: UNDERSTANDING

Early Learning Goal: Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.

LARGE-SPACE WARM-UP ACTIVITY 1

Children play four corners game in which they are asked to run to one of four pictures in each corner of the hall, as the teacher calls them out.

LARGE-SPACE WARM-UP ACTIVITY 2

Children are asked to find a space in the hall and play ‘Mr Popper says’ game (like Simon says game) in which the teacher gives instructions such as “Mr Popper says touch you beak… Mr Popper says flap you wings and nod your head.”

TO SIMPLIFY - teacher can model actions when “Mr Popper says ..” and stay still when children should stay still.

TO EXTEND - children can take turns to be Mr Popper to continue the game.

LARGE-SPACE MAIN ACTIVITY

Children are encouraged to recall how the penguins in the show moved and to recreate those movements in time to music (e.g. Schubert’s ‘Military March’, the ‘Merry Widow Waltz’ or ‘By the Brook’).

TO SIMPLIFY - teacher can lead a penguin procession and children can copy his/her movements. When the music stops, the children are asked to explain how they used different parts of their bodies to become a penguin.

TO EXTEND - music can be altered (e.g. changed to a marching tune or tap-dancing) to encourage the children to recall how/why the penguins moved differently within the story, change pace and use small to large movements.

PE COOL-DOWN ACTIVITY

Children play ‘Sleepy penguins’ game. They are encouraged to yawn, stretch their wings up and out to the side and slowly lie down. They relax, breathe deeply and only get up when they are gently tapped by the teacher.
Cut out images below
for Large-Space Warm-Up Activity 1
EARLY YEARS FOUNDATION STAGE

EXPRESSIVE ARTS AND DESIGN: BEING IMAGINATIVE

Early Learning Goal: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

CROSS-CURRICULAR LINK TO... EXPRESSIVE ARTS AND DESIGN: EXPLORING AND USING MEDIA AND MATERIALS

Early Learning Goal: Children sign songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, form and function.

LARGE-SPACE ACTIVITY:
Over a few weeks, children create and take part in their own ‘reflective’ penguin dances in partners or small groups, to music from the show or music of their own choosing. They are encouraged to experiment with a range of big and small movements, demonstrating and talking through their routines to refine them. TO EXTEND - children can perform their dances during an assembly.

TABLE ACTIVITY 1
Children design and make masks or hats and props (e.g. ribbons on a stick) enhance their dance performances.

TABLE ACTIVITY 2
Children design and make the story stage set from a range of recycled materials (e.g. cereal box with the front cut out, and decorate with paper and fabric collage). TO EXTEND - children can make simple puppets by gluing photos of themselves when they were performing during their dance assembly, onto ice lolly sticks. Children can re-enact the show / their assembly /create their own versions through their puppet theatres.

EARLY YEARS FOUNDATION STAGE

LITERACY: WRITING

Early Learning Goal: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and some are phonetically plausible.

TABLE ACTIVITY
Children to re-tell the story through a detailed story map. They can use their phonics knowledge to label as many parts of the story as possible. TO SIMPLIFY - Children can use printed pictures to create their maps in the correct sequence and re-tell the story verbally for a teacher to scribe. TO EXTEND - Children can use their story maps to write simple sentences and re-tell the story and /or can continue the story by to writing a postcard from Mr Popper in the Arctic to Mrs Popper at home.
EARLY YEARS FOUNDATION STAGE

MATHEMATICS: NUMBERS

Early Learning Goal: Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

TABLE ACTIVITY 1

Children cut out, order and stick numbers 1-10 in a row. Penguins can be placed on a picture of a plank against a step ladder (as seen on the next page).

TO SIMPLIFY - Numbers 1-5.

TO EXTEND - Numbers 11-20 and beyond (e.g. children write numbers 21-29 on blank penguins).

TABLE ACTIVITY 2

Children count along a numbered path 1-10 to write the next number in a sequence (on blanks where numbers should be).

TO SIMPLIFY - children use their number line from Table activity 1 to help them to write the correct number in the sequence and complete the path.

TO EXTEND - children can try to fill in the number blanks correctly from memory.
CUT OUT AND PLACE THE PENGUINS IN ORDER FROM NUMBERS 1 - 10 ON THE PLANK (PAGE 10)
PLACE THE PENGUINS (PAGE 9) IN ORDER FROM NUMBERS 1 - 10 ON THE PLANK BELOW.
HELP THE HUNGRY PENGUIN FIND SOME FOOD!
COUNT ALONG THE PATH AND WRITE THE NUMBERS 1-10 IN EACH BOX.
EARLY YEARS FOUNDATION STAGE

UNDERSTANDING THE WORLD: THE WORLD

Early Learning Goal: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about features of their own immediate environment and how environments might vary from one another.

CARPET ACTIVITY

Children imagine that after the story, they are invited to visit the penguins and polar bears in the North Pole /Arctic. The teacher can share various video clips and /or information from fact books about the environment, weather etc. Children can discuss how the Arctic compare to their home environment and what things they would need to pack for their trip.

TO SIMPLIFY - teacher can show the items needed for very cold weather, ice and snow compared to clothes for a hot country and UK.

TABLE ACTIVITY 1

Children choose pictures of appropriate clothing and items that they would pack for a trip to the Arctic, from a selection (e.g. snow boots, bikini, raincoat, compass, electric fan etc.) They cut out the correct choices for very cold weather, ice and snow to stick onto a picture of a suitcase.

TABLE ACTIVITY 2

Children make passports to include details such as name, age, gender and self-portraits to take on their trip.
<table>
<thead>
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<tr>
<td>NAME:</td>
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<td>HOME COUNTRY:</td>
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<tr>
<td>SIGNATURE:</td>
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</table>

**Passport**

**Description:**

Write down your personal details and draw your passport to complete the passport table. **Activity 2**
KEY STAGE 1

ENGLISH: SPOKEN LANGUAGE

Children are learning to:

• articulate and justify answers, arguments and opinions
• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
• use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas
• participate in discussions, presentations, performances, role play/improvisations and debates

WARM-UP ACTIVITY 1

Children recall the story and discuss their favourite scenes in the show, giving justification as to why their chosen scene should be awarded ‘Best scene’ in show to win a prize (e.g. 5 mins extra playtime or a Golden time treat).

TO EXTEND - as scenes are narrowed down as potential ‘Best scene’, children can ‘agree’ or ‘disagree’ with choices as long as they can give logical reasons to join the debate.

LARGE-SPACE WARM-UP ACTIVITY 2

Children move around in time to music like one of the characters in the show (e.g. they can choose to pretend to paint like Mr Popper, play like a penguin or perform like a seal). When the music stops, they ‘freeze’ to strike a pose. Individual children are asked to demonstrate and explain their poses for everyone else to copy.

TO EXTEND - children can get into pairs to agree to strike a pose together or take it in turns to ‘mirror’ their partner’s chosen movements each time.

LARGE-SPACE MAIN ACTIVITY

In groups, children work together to create a tableau / still image of a popular scene using their bodies as characters or as parts of the stage set. Each group takes their turn to present their scene while the rest of the class has to guess which part of the show is being represented.

TO EXTEND - Children can discuss how they could make their tableaux even better (e.g. add a ‘what is /are the character/s thinking?’ element and add use facial expressions to portray those emotions).
KEY STAGE 1

ENGLISH: READING - WORD READING

Children are learning to:

• apply phonic knowledge and skills as the route to decode words
• read words containing taught GPC’s (grapheme-phoneme correspondences) and –s, -es, -ing, -ed, -er, and –est endings
• read other words of more than one syllable that contain taught GPCs

CROSS-CURRICULAR LINK TO... ENGLISH: WRITING – COMPOSITION (ARTICULATING IDEAS AND STRUCTURING THEM IN SPEECH AND WRITING)

Children are learning to:

• write narratives about personal experiences and those of others (real and fictional); write for different purposes; draw on and use new vocabulary from their reading, discussions and from their wider experiences
• read their writing aloud, clearly enough to be heard by their peers and teacher; read aloud what they have written with appropriate intonation to make the meaning clear
• discuss what they have written with their teacher or other pupils

ACTIVITY 1

Children use their phonics knowledge and skills to complete a word search. Teacher can discuss meanings of the word-search words and encourage children to use a dictionary or the internet to research those that are unfamiliar.

ACTIVITY 2

Children use some of the word-search words to create a set of questions for interviewing/hot seating a character from the show. They can take it in turns to be the interviewers and characters to be interviewed.
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<tr>
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Mr. Popper's Penguins

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<tr>
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<th>Dancing</th>
<th>Wishes</th>
<th>Performing</th>
<th>Flipper</th>
<th>Dreamer</th>
<th>Explorer</th>
<th>Sliding</th>
<th>Marches</th>
<th>Brushes</th>
<th>Seals</th>
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<th>Ladders</th>
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Mr. Popper's Penguins Live
KEY STAGE 1

MATHEMATICS: GEOMETRY – POSITION AND DIRECTION

Children are learning to:
• use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

ACTIVITY

Children work in pairs to plan a set of mathematical instructions for a penguin to follow in order to find some food on a treasure map for the Arctic. Instructions should include a series of movements in a straight line and rotational turns (as above). Children can devise a set of clues/sums that tell the player how many steps to take in a straight line each time (e.g. $21-17=4$ indicates to take 4 steps).

TO EXTEND - children can programme a robot to follow the complete the route.
KEY STAGE 1

SCIENCE: LIVING THINGS AND THEIR HABITATS / ANIMALS, INCLUDING HUMANS

Children are learning to:
• identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
• describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food
• find out about and describe the basic needs of animals, including humans, for survival (water, food, air)

CROSS-CURRICULAR LINK TO... COMPUTING

Children are learning to:
• use technology purposefully to create, organise, store, manipulate and retrieve digital content

ACTIVITY 1

Children use the internet to research animals that live in the Arctic / Antarctic. They compile the information they’ve found to make a ‘What am I?’ riddle for their friends to solve (e.g. I live in the Arctic, I have white fur, I use sea ice as a platform to hunt seals...What am I?)

ACTIVITY 2

Children use their research about Arctic animals, plus the basic needs of humans to survive in that environment, to create a factual guide booklet for Mr Popper to read when he visits the Arctic.
KEY STAGE 1

GEOGRAPHY: GEOGRAPHICAL SKILLS AND FIELDWORK

Children are learning to:
• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans at this key stage
• use simple compass directions (north, south, east and west) and locational and directional language, to describe the location of features and routes on a map

CROSS-CURRICULAR LINK TO... MUSIC

Children are learning to:
• use their voices expressively and creatively by singing songs and speaking chants and rhymes
• play tunes and untuned instruments musically
• listen with concentration and understanding to a range of high-quality live and recorded music
• experiment with, create, select and combine sounds using the interrelated dimensions of music

ACTIVITY 1

Children use various geographical resources (as above) to explore and contrast UK and the Arctic landscapes and plot Mr Popper and the penguins’ route by sea to the Arctic; mapping countries and oceans they would pass along the way.

ACTIVITY 2

Children listen to examples of soundscapes (a musical collage of acoustic voices, body and / or percussion sounds that are pertinent to a particular theme or mood). They are encouraged to comment on things they notice about the pieces and discuss sounds that Mr Popper might hear on his journey to the Arctic (e.g. port sounds, waves, animals in the sea and sky, rain etc.) They talk about and agree on how they can recreate the journey as a soundscape in manageable stages.

ACTIVITY 3

Children are split into groups and use their voices, bodies and other materials to create their agreed stages of soundscape; with their teacher acting as the conductor each time and children who are not performing to listen and assist. The finished soundscape is recorded for the children to enjoy as a class.