

# EDUCATION PACK

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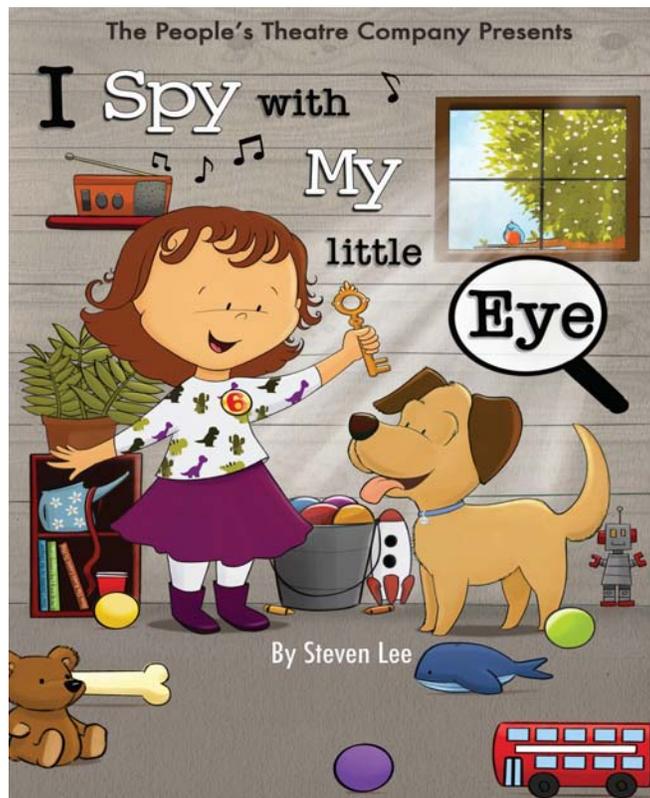
## About The People's Theatre Company

The People's Theatre Company was set up to make quality theatre accessible to everyone. Our award-winning shows have played to sell-out crowds in theatres up and down the country and each year the company brings the same standard of production to schools. If you would like to have a PTC show at your school, please contact us at [ptc@ptc.org.uk](mailto:ptc@ptc.org.uk).

To find out more about The People's Theatre Company, our past productions, and *I Spy With My Little Eye*, visit our website at [www.ptc.org.uk](http://www.ptc.org.uk). You can also email us directly at [ptc@ptc.org.uk](mailto:ptc@ptc.org.uk).

## More Stuff for Schools

The PTC is committed to its audience of young people and as part of that commitment we want drama and all its possibilities to be available to everybody. To that end we offer a number of free services and activities for young people and their grown-ups on our web site at [www.ptc.org.uk](http://www.ptc.org.uk).



## Introduction

Welcome to the education pack for I Spy With My Little Eye, presented by the People's Theatre Company.

This pack is designed as a flexible resource for teachers of EYFS and Key Stage 1. It has been prepared so that you can deliver lessons across the curriculum that will link in with the People's Theatre Company's production of I Spy With My Little Eye.

Lessons are grouped in Curriculum areas but also cover EYFS areas of learning. Lessons are described and resources can be as child initiated or teacher led as you wish – just make sure that you have fun whilst learning!

You can use this free resource whether you come to see the show or not (although we'd love it if you did!) and you are welcome to use as much or as little of the pack as you wish, choosing a one-off activity, or using it as the basis for a cross-curricular exploration of the themes in I Spy With My Little Eye.



## The Story

For Molly's sixth birthday her parents want to throw her the perfect party. They don't have a lot of money but what they do have is a lot of love and, if truth be told, a lot of clutter.

Fortunately you can make an absolutely fantastic game of "I Spy" out of love and clutter and it just so happens that Molly (and her dog Bingo) like nothing better!

So consider yourself cordially invited to join us for what promises to be a truly magical day of fun and laughter, complete with an amazing birthday treasure hunt, all your favourite sing along songs and lots of interactive games - including Molly's favourite... "I Spy With My Little Eye!"

A sweet surprise and photos with the birthday girl will be available at the end of the party so adults should bring along their cameras to capture the smiles.

Based on the brand new picture book by Steven Lee (*Don't Dribble On The Dragon, How the Koala Learnt To Hug*) and brought to you by the creators of *There Was An Old Lady Who Swallowed A Fly*, this adorable family musical celebrates everything great about being a kid - and everything great about having one.



**LEARNING OBJECTIVE:** To use or begin to use phonics for spelling.

Context from the story:

In the play, Molly and her beloved dog Bingo play a game of 'I Spy With My Little Eye' whilst tidying up the family shed. Objects that are found during the game are picked up and put back on a beautiful set of coloured shelves. Each shelf is labelled with the letter that the objects begin with. By way of example, a ribbon and a robot are both put onto the "R" shelf.

**CARPET SESSION:** This Carpet Session focuses on a sound button/Digraph/Trigraph and the lesson can follow suit. Taking "S" for example the carpet session could take the form of 'What's in my bag?' where a selection of objects starting with the 'S' sound are placed in a bag and the children have to guess what is inside. Alternatively objects starting with a range of sounds/letters could be placed around the focus area and you could lead the the children in a game of "I Spy" during which they have to guess what object you "spy" that starts with the "S" sound.

EYFS: Sound hunt: Applying knowledge learnt from a carpet session to attach certain sounds to objects in the room using post it notes or something similar. Children and adults play 'I Spy' in a way that is both exciting and kinesthetic. For example: Teacher: "I spy with my little eye, something beginning with 'S'. All the children then write the letter "S" on their sticky notes and when they find objects beginning with 'S' they place a sticky note on them.

#### YEAR 1:

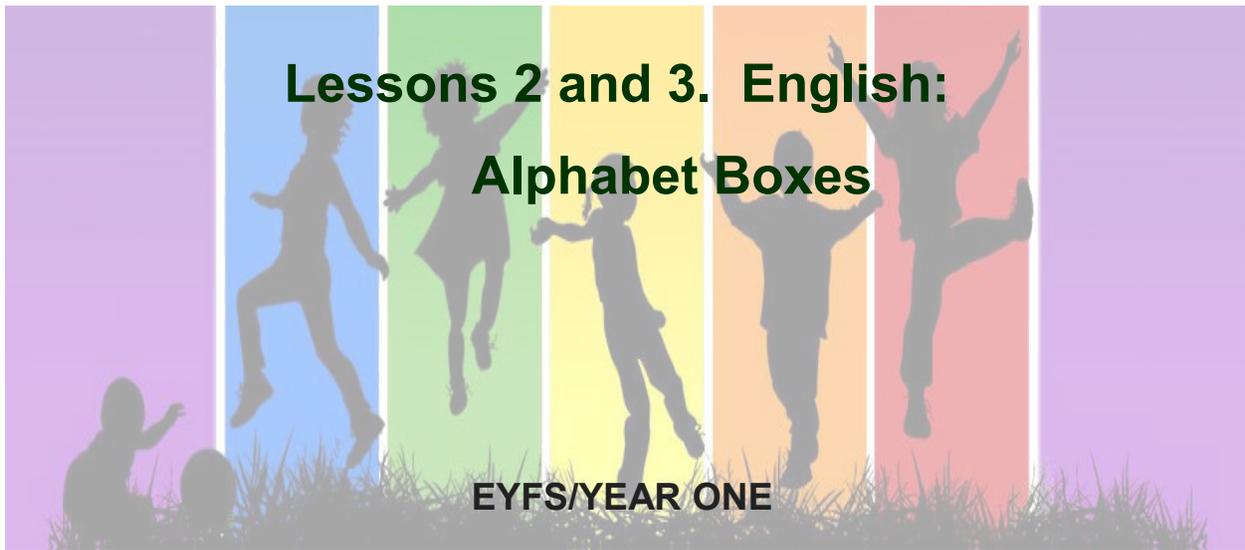
- The above game can be played but extended for age/ability.
- Children can try to spell the names of the objects on the notes.
- Children can draw shelves each labelled with a phonic sound used during the sound hunt (teacher could model this in the carpet session initially). The children then draw the objects they found during the sound hunt onto the correct shelf. This will both assess phonic knowledge and extend using phonics for spelling.

#### AFL:

Both activities could end in pupils sharing examples of sounds and objects used in order to assure understanding and for teacher assessment. Correct examples could be displayed on the working walls for future reference. AFL can also be ongoing throughout the lessons as children are working. Opportunities for Tapestry in EYFS and AFL/Learning Journals with a view for phonics screening in Year One.

#### Extension:

Activities can be extended according to Phonics Phases where appropriate. For example: "I Spy with my little eye something with the Trigraph 'air" - 'chair'. In this instance special 'Bingo Bonus' points (named after Molly's dog Bingo!) could be given to those who notice the digraph and trigraph sounds 'ch' and 'air'.



Learning Objective: To know the order of letters of the alphabet.

Context from the story:

In the story, Bingo and Molly discover six cardboard boxes that have letters of the alphabet written on them (Alphabet Boxes). During the show, they invite members of the audience to help put the boxes into order.

### **Starter**

Alphabet Songs. Children to learn/recap Alphabet songs (resources can be found at: [shorturl.at/hT024](http://shorturl.at/hT024))

During the starter/main lesson, Alphabet Prompt cards (available for free here: [shorturl.at/lAFGL](http://shorturl.at/lAFGL)) may be placed on the working wall for reference during the lesson as a visual aid if needed.

### **Main**

Lesson One- ALPHABET BOXES

Children to make their own 'Alphabet Boxes' like those in the show. These could be created using 3D shapes to tie into a Maths exploration lesson or could be drawn by the children freely in 2D. Teacher could model this during the main teaching activity. Children will be given a sequence of letters (anything from 3 to all 26 depending on their level) that they must put in order. Children may also

choose the letters themselves if the process needs to be child initiated. Opportunities for AFL will arise throughout.

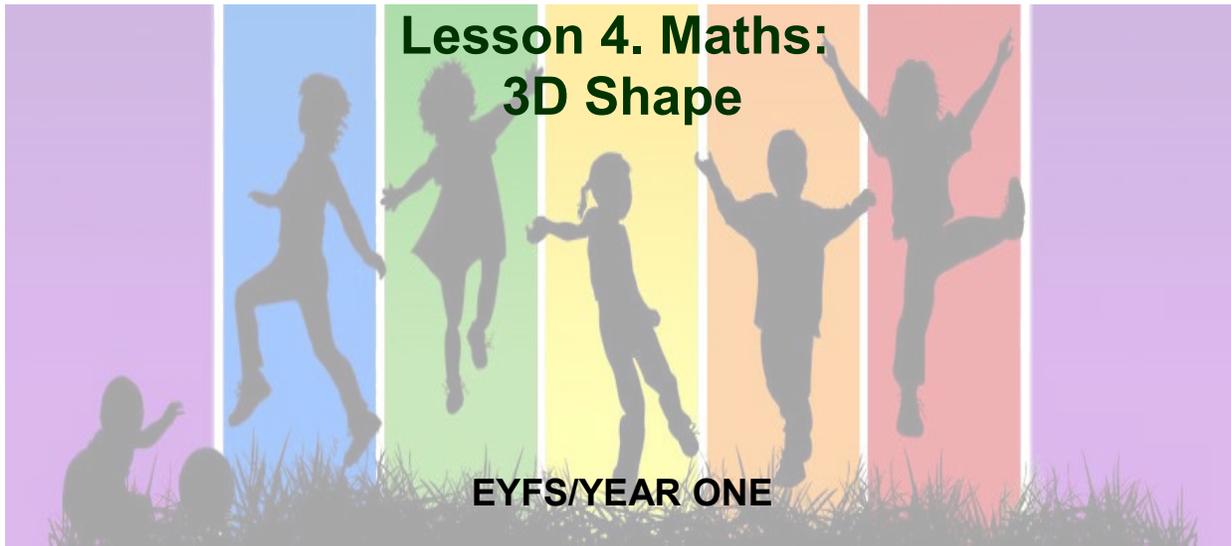
### Lesson Two- THE GAME

Children create a 'game' for one another in which they become Molly and Bingo from the show and ask their peers ("the audience") to order their alphabet boxes. Teacher/LSA may use this lesson for AFL/Tapestry/Learning Journal.

### Plenary

An idea would be for the teacher to have their own Alphabet Boxes for the children to order during the carpet session plenary. This would enable teacher/lsa to ensure learning objectives have been met by all and particularly those who have not yet shown their understanding during the main activities.





## Learning Objective: To introduce 3D Shapes

This lesson can be carried out following or alongside the planning for the Alphabet boxes activities in lessons 2 and 3.

### Starter

Bring out a box and ask the children to “look at the 'box Molly and Bingo found in the shed'. This is a flat packed cardboard box. Invite children in a carpet session to try and 'build the box'. This problem solving should begin to initiate vocabulary appropriate to the 3D shape part of the Maths Curriculum. An extension for more able pupils would be for them to be 'Maths Word Police' and to spot any useful maths words, such as “cube” that could be written onto sticky notes and added to a working wall for this or future lessons. The carpet session/main teaching activity should explore the flat 2D Square becoming a 3D Cube.

### Main

If Molly and Bingo found other flat packed shapes in the shed, what would they become? The lesson is a practical exploration of children finding flat shapes (eg: a triangle) and building them to discover various 3D shapes (eg: a pyramid.) An introduction to 3D Shape vocabulary will evolve throughout the lesson and the Higher Ability children will be able to continue their special Maths Word Policing job throughout.

Mixed ability work may provide opportunities for those working at a lower ability level to have support whilst those who are more able will have opportunities to explain and describe thus utilising vocabulary skills and proving their understanding.

**Plenary**

Ask the children to reflect on what mathematical knowledge and skills they used in this lesson. Groups may feed back in a group class discussion or on their tables with their learning partners/talk partners.





Learning Objective: To learn how a Rainbow is formed

Context from the story:

Throughout the show, Molly plays various well known songs on her special Nursery Rhyme Radio. Her favourite of all is the delightful 'I Can Sing A Rainbow'.

This lesson can be differentiated according to age group.

### **Starter**

Class to watch the cartoon at [shorturl.at/lpOZ3](http://shorturl.at/lpOZ3) which describes how Rainbows are formed. The clip also describes a Science Experiment that children can perform themselves to create their own Rainbow. In the Starter/ Main Teaching activity, the teacher may demonstrate the experiment.

NB: As with all Science experiments, children can explain what equipment they will need and predict the experiment before any practical work is shown or carried out.

### **Main**

Children will carry out their own Rainbow Experiment using a glass/ plastic see-through cup of water, a small mirror, a torch and a piece of paper.

### **Plenary**

Children to record their findings either pictorially or in writing. An extension of the activity could be for children to introduce other factors to the experiment and predict/explore what would change or be different. For example, could they add food dye to the water? Could they project the rainbow onto different objects other than the paper?

Children can develop their own experiments exploring their own set of factors.



Learning Objective: To know Colour names.  
To know names of and use Primary Colours.  
To know names of and use Secondary Colours.

### **Starter**

Lesson one. During the Main teaching activity, Teacher demonstrates painting a Rainbow using the correct Primary colours in the order of the Rainbow. ROYGBIV.

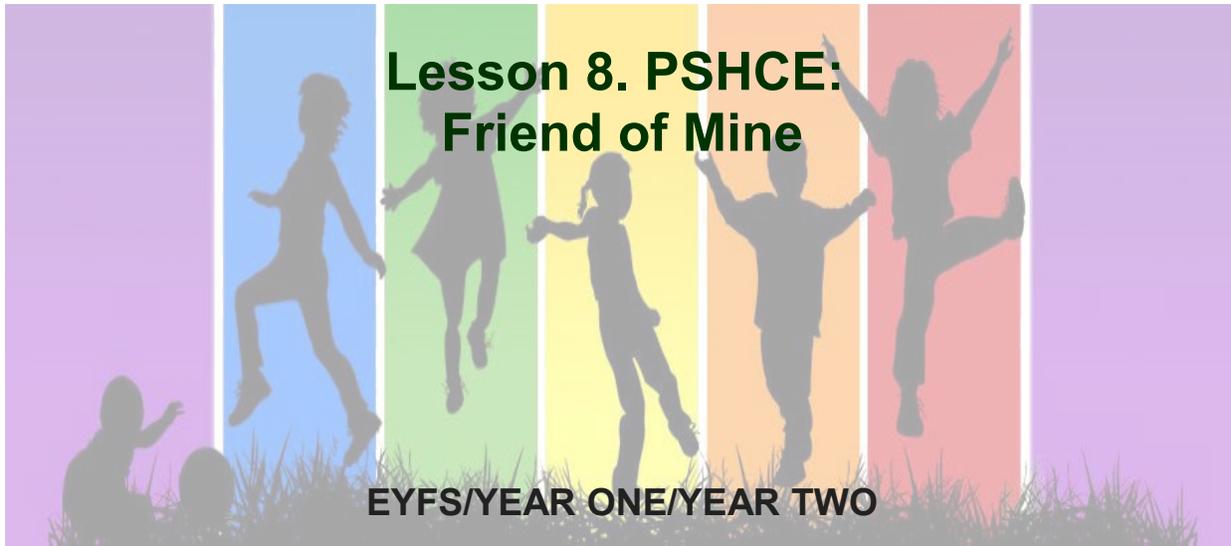
Lesson Two: During the Main teaching activity, Teacher demonstrates using the colours of the Rainbow to create colours that are Secondary. What colours are mixed together to create Violet?

### **Main**

Children to use Primary Colours to paint their Rainbow.  
Children to mix colours to create Secondary colours and paint their Rainbow.

### **Plenary**

Use knowledge of colours and colour mixing to create a Rainbow using colours of their own choice.



Learning Objective: To consider what makes a friend.

Context from the story:

Bingo the Dog is Molly's best friend in the whole world.

### **Starter/Main Teaching Activity**

1. Have circle time and consider what makes a friend. Perhaps children can consider a time they have been a good friend to others and give examples taking turns to speak aloud.
2. YEAR 1 AND 2 (This activity may be done verbally for EYFS.) At each child's seat place a piece of paper with their name on. The children tour all the pieces of paper and write on each something positive about that child and how their positive attribute would make them a friend to others. The children can use colourful pens/pencils to add words to each piece of paper or draw pictures.

### **Main Activity**

Children to draw their friends and annotate using positive vocabulary drawn from the starter activities.

**Plenary**

Children to collect the piece of paper with their name on and share with the group all the positive words and thoughts about themselves and what makes them a friend to others. The children could write a short descriptive piece about themselves based on these ideas or in small groups create short plays about themselves being a good friend and exhibiting the character traits they were described as having.



# MUSIC

Below are links to the songs used in the show. Listen, learn and sing along!

1. HEADS, SHOULDERS, KNEES AND TOES

[shorturl.at/gtLSZ](http://shorturl.at/gtLSZ)

2. FRIEND OF MINE

[shorturl.at/dghjE](http://shorturl.at/dghjE)

3. HAPPY BIRTHDAY

[shorturl.at/fMOSV](http://shorturl.at/fMOSV)

4. TEDDY BEARS PICNIC

[shorturl.at/gruMV](http://shorturl.at/gruMV)

5. THE ANTS GO MARCHING

[shorturl.at/BEGRT](http://shorturl.at/BEGRT)

6. I CAN SING A RAINBOW (WITH MAKATON SIGNING)

[shorturl.at/anqsl](http://shorturl.at/anqsl)

7. HICKORY DICKORY DOCK

[shorturl.at/bDOZ1](http://shorturl.at/bDOZ1)

8. ALPHABET SONG

[shorturl.at/blrGO](http://shorturl.at/blrGO)

9. BINGO

[shorturl.at/uvNU8](http://shorturl.at/uvNU8)



A graphic with a rainbow background and silhouettes of children playing. The background consists of vertical stripes in purple, blue, green, yellow, orange, red, and purple. Silhouettes of children are shown in various playful poses, including jumping and running. The text is overlaid on this graphic.

**We hope you have enjoyed using this education pack. If you would like to your children to meet Molly and Bingo, they would love to see you. To find your nearest venue visit [www.ptc.org.uk](http://www.ptc.org.uk) or write to us at [ptc@ptc.org.uk](mailto:ptc@ptc.org.uk) to see if we can come to you!**