



Peter Pan for Year 1

Key Stage 1

The following is a great activity for Year 1 children, combining many of the skills and abilities linked to the National Curriculum and their educational development, i.e. the re-telling of stories; discussing the reasons for and causes of incidents in stories; the outlining of story plots; the recognition, punctuation and use of sentences, and more. (NB: Your children will need to be familiar with the story).

CLASSROOM / GROUP ACTIVITY

- Encourage your children/group members to bring in a range of objects and props they think represent some of the key events in the story of Peter Pan. For example: an eye patch, a magic wand, a green cap (Peter's hat), a feathered headdress (you may like to make this from feathers you find!), an alarm clock, a bow and arrow, a nightdress, a sword, a hook etc. NB: If you cannot find the props, you could use pictures and images to represent them, but the actual objects allow a more hands on/realistic approach for the children.
- Explain to your children that together, the class/group is going to try to remember and re-tell the story of Peter Pan, from their experiences of the book/or having seen a film or the play, so far.
- Stand the children in a circle, or pick them one at a time, inviting each child to prompt for the basics of the story in the right order, and as you approach a key event, hand the child a prop, ie: Peter Pan flying through the open nursery window at the start of the story would prompt the handing over of Peter's green hat.
- As a class/group, then discuss the sound effects or actions which might accompany this key event, reinforcing their memory of what it stands for, i.e. as Peter flies through the window, what can you hear? A rush of wind, a rustle of feathers? What is the atmosphere like? What are the reasons for the events? Why did Peter Pan leave Neverland to fly to a nursery in Bloomsbury, London? Was he looking for a mother figure? Why was Hook scared of the crocodile? Why did the children want to fly home? For each key event, discuss the reasons for, or causes of it.
- Use these key events as the basis for written story sequencing. Complete sentences on the blackboard/whiteboard, explaining that you are going to write one full sentence to describe each key event. Get the children to draw a picture to accompany each event, and to write their sentence underneath (NB: provide them with A4 story sheets for this purpose).
- Once the children are familiar with the story, get them to make finger puppets or the sequencing props to re-tell parts of it amongst themselves.