



Peter Pan for Year 4

Key Stage 2

The following activities are geared to Year 4 children, combining many of the skills and abilities linked to the National Curriculum and their educational development, i.e. the use of creative words in writing; the use of detail; the use of expressive language to create mood; the use of descriptive writing and language; greater use of adjectives and comparatives (for scales of intensity).

ACTIVITIES

For the activities, you will need to read back through Peter Pan, and with your class/group, investigate JM Barrie's descriptions of Neverland. Ask the children to make notes of the descriptions and settings they find.

- Ask the children to imagine that Peter Pan has asked them to convince Wendy to return to Neverland (as she does in the official sequel to Peter Pan, Peter Pan in Scarlet). To do so, they will need to convince Wendy with the powers of persuasion, and to write adverts 'selling' the idea of returning to Neverland. Ask them to think about how they will make Neverland sound exciting and enticing. Where will Wendy stay? What adventures might she have? How can they tempt her to return there? You can do this activity verbally, as a class/group, or get the children to individually create special 'adverts'.
- Read back through Peter Pan and get the children to note down adjectives that are used to describe settings, be this Neverland, the Lagoon of Mermaids, the pirate ship – whatever you like. Note down which sense these appeal to. How does JM Barrie explain the sights, sounds and smells of a place? How do your children imagine these settings look/feel/smell? For example, the underground home of the Lost Boys...the scent of a pretend meal? The scent and sound of the approaching crocodile, etc.?
- In class/groups, choose adjectives which you think best describes the Wendy House, for example, 'cosy', 'homely', 'warm', 'motherly', 'comfortable'. You could use the Thesaurus again in this activity. How many alternative synonyms can the class/group come up with for these words?
- Explain to your class/group, the use of comparatives – especially when writing adverts. Example: 'Fighting with pirates on the Jolly Roger is not for the faint-hearted, or the weak. Weaker children should stay underground where it is safe, in the Lost Boys' home!' Encourage children to practise listing adjectives on a scale of intensity, for example small, smaller, smallest. Large, larger, largest. Cold, colder, coldest. Brave, braver, bravest. Or on a scale from small to large; cold to hot.
- Looking at a selection of travel brochures from agencies, get your children to write an advert (individually or in groups) for a trip to Neverland, or to make a poster advertising the destination. Encourage them to include descriptions that appeal to the different senses and comparative adjectives. Evoke a sense of place through detail.