

**POLKA  
THEATRE**

World-class theatre  
for children



Charlie and Lola's  
**best  
bestest play**

**Activity Pack**



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**Dear Teacher/Parent**

We do hope you enjoyed the show! Here are a few activities for you to do with your children after you have seen the performance. Most of these exercises are drama based and are good for developing speaking and listening skills.

## Curriculum – Linked Activities

EYFS

Key  
Stage  
1



### Pink Milk

#### **Creative Development:**

**Stepping Stones:** *Explore what happens when they mix colours, choose particular colours to use for a purpose.*

**Early Learning Goal:** *Explore colour, texture, shape, form and space in two or three dimensions.*

#### **Knowledge and Understanding of the world:**

**Early Learning Goals:** *Look closely at similarities, differences, patterns and change. Ask questions about why things happen and how things work.*

*National Curriculum:*

*Science: Sc1.2a,b,c,d,f,g,h,i,j. Sc3.1a,b,c. Sc3.2b*

In the play, Charlie makes pink milk for Lola and the three tigers. Set up a table with different liquids and food colourings. Encourage the group to experiment with making different colours. For Foundation Stage pupils, allow them to explore the result when they mix different colours and liquids together. For Key Stage 1, explore the differences between liquids such as water, milk, oil, vinegar etc. and the effect that food colourings have on them, whether they mix or not. They could be encouraged to record the results on a chart or in a table.

## MAGIC HATS , MAGIC WANDS, MAGIC SPELLS!

Lola discovers that she IS magic after all!! But to do magic, she needs a hat, a wand and the right spells. The following activities could be used as part of a magic day where your group use the things they have made to perform a short magic show at the end of the day.

### MAGIC HATS AND MAGIC WANDS

#### **Creative Development:**

**Stepping Stones:** *Create constructions, collages, painting and drawing*

**Early Learning Goal:** *Explore colour, texture, shape, form and space in two or three dimensions.*

#### **Knowledge and Understanding World:**

**Stepping Stones:** *Realise tools can be used for a purpose, construct with a purpose in mind, using a variety of resources.*

**Early Learning Goals:** *Build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary, Select the tools and techniques they need to assemble and join materials.*

### MAKING HATS

You can use newspaper to make simple folded hats, which the children then decorate or paint.

### MAGIC WANDS

These can either be magician's wands or fairy wands, depending on your resources and what the children prefer. For magician's wands, use black construction paper rolled up with white card as tips on either end, and decorated anyway the children like. For fairy wands use thin wooden sticks and use card to make stars or any other shape to staple on the end. Ribbons or other materials can also be attached to the wand for a sparkly, magical touch!

## WRITING SPELLS

### Communication Language and Literacy:

**Stepping Stones:** *Show an awareness of rhyme and alliteration. Recognise rhythm in spoken words. Continue a rhyming string.*

### Creative Development:

**Early Learning Goals:** *Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools imaginative and role-play.*

### National Curriculum:

**Design and Technology:** *KS1 1a,b,c,d,e 2a,b,c,d,e,f 5 a,b,c.*

**English:** *En1 2f, 4a,b,c 9a,b,c 10a,b,c*

Lola tries very hard to get her spells right. See if your children can do better!  
Play a game of passing the letter around the circle.

- Choose a sound, for example, 'ssss', ask each child to think of a nonsense word beginning with that sound, like 'sazzah!'.
- Go round the circle and listen to all the words, checking that the sound is being used correctly.
- Ask the children what kind of spell they would like to make using their words. Will it be a spell to make things bigger or smaller? Or one to change the teacher/parent into a frog?
- Encourage the children to decide on a special way that they are going to say their word (quietly, in a high voice, like a monster) and an action that they could do to make the words extra magic.
- Stand the children in a line and listen and watch the finished spell!

This activity can be extended into a writing activity.

- Give each child a sound or letter and ask them to write a similar spell into their books beginning with this sound / letter and draw a picture showing what the spell does.

Drama exercise:

- ask the children to work in small groups and to think of a way that they could act out what their spell does.

For example, if the spell is supposed to turn someone into a rabbit the children should think of a fun way that their spell works, does it work all at once? Or does it do one bit of the

body at a time? Maybe the person the spell has been cast on makes funny noises or does a silly dance?

## LIGHT AND DARK

### EYFS

#### **Knowledge and Understanding of the World:**

**Stepping Stones:** *Show curiosity about why things happen and how things work. ELG: Ask questions about why things happen and how things work.*

#### **National Curriculum:**

*Science: Sc4 3a,b*

Create a dark area in the classroom, provide torches and other light sources and get children to investigate light sources and materials, for example shiny objects and light or how light acts when shone through various transparent glasses and plastics. If possible bring in a lamp with different coloured light bulbs for children to see how that can affect the mood in their classroom.

## SHADOW PUPPETS

### **Creative Development:**

**Stepping Stones:** *Create constructions, collages, painting and drawing*

**Early Learning Goal:** *Explore colour, texture, shape, form and space in two of three dimension.*

### **Communication, Language And Literacy:**

**Stepping Stones:** *Use one-handed tools*

**Early Learning Goal:** *Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs and rhymes.*

### **Knowledge and Understanding of the World:**

**Stepping Stones:** *Realise tools can be used for a purpose, Construct with a purpose in mind, using a variety of resources.*

**Early Learning Goals:** *Build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary, Select the tools and techniques they need to assemble and join materials.*

After seeing the show the children should have a good idea of how shadow puppets are used. The most important point to stress is that because the puppets are being used to cast a shadow, it is important that they are not too detailed otherwise the outline can appear

blurry and indistinct. This activity ties in well with work on light sources and light and dark as the children can experiment with how best to light their puppets for dramatic effect!

- Using a fairly stiff card, ask the children to draw an outline for their puppet, remembering that they only need to do the outline as it is the shadow that will be seen not the actual puppet.
- The puppets can either be simple figures which are then cut out of the card and taped onto a stick or they can have hinged moving parts, such as arms or legs, which will need to be cut out separately and attached using split pins.
- Each moving part will also need its own stick for movement therefore it is probably advisable that any child doesn't have more than two sticks to cope with!
- Encourage the children to plan their puppets carefully and if possible have some ready made examples for them to experiment with.

Using a screen if available, or a blank wall if not, and torches, allow the children to experiment with their puppets. As an extension to this, you could split the class into groups and give them a topic to use to make their own shadow puppets play.

## TIDYING

### EYFS

#### **Problem Solving Reasoning and Numeracy:**

**Stepping Stones:** *Sort familiar objects to identify their similarities and differences, making choices and justifying decisions.*

**Early Learning Goal:** *Use everyday words to describe position.*

#### **National Curriculum:**

*Mathematics: Ma3.1a,b,c 2a,b,c*

Lola isn't very good at keeping her bedroom tidy. She has so many things and each of them has a special place!

- Using a story box or imaginative role play area, set out a 'messy' child's bedroom, with different items.
- Ask the children to tidy away the things by sorting things into different groups. These can be decided on by the children. For example, the children could tidy the objects into groups of things that are the same colour, shape, or start with the same letter.

## MAKING A ROCKET

### EYFS

#### **Creative Development:**

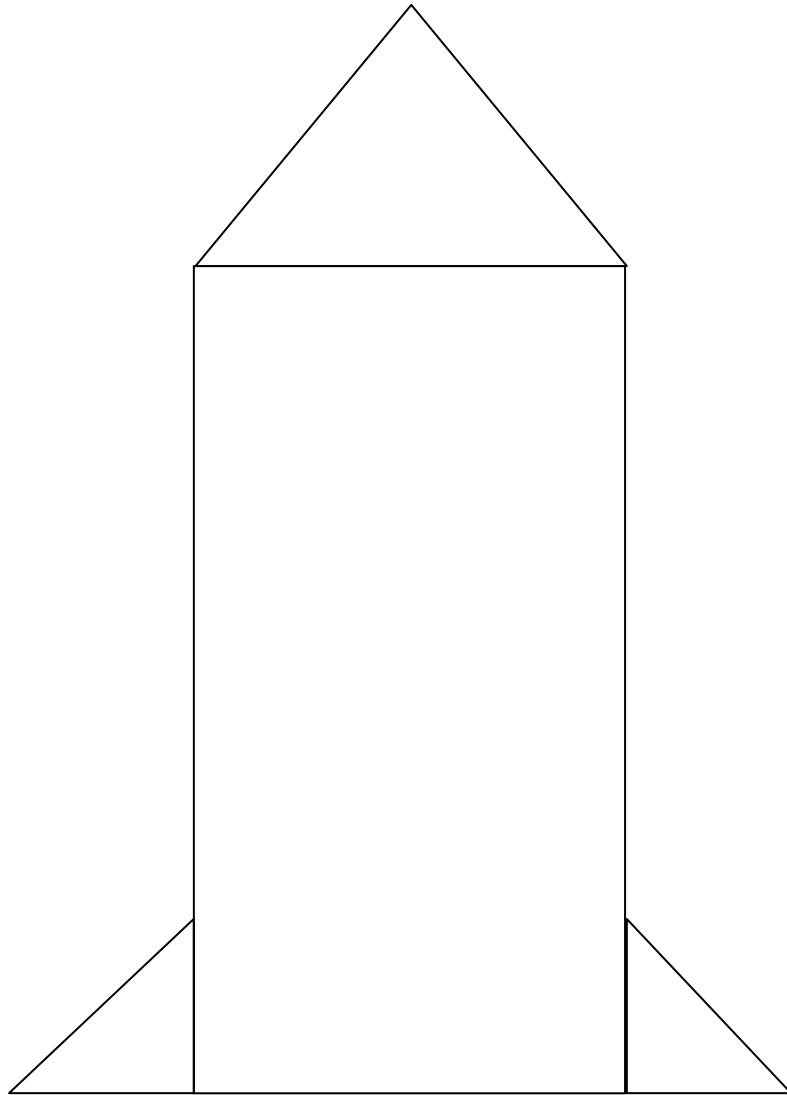
**Stepping Stones:** *manipulate materials to achieve a planned effect, use simple tools to effect changes to the materials.*

**Early Learning Goals:** *handle tools, objects, construction and malleable materials safely and with increasing control.*

#### **National Curriculum:**

*Art and Design:KS1, 2a, b, 4a, b, 5a, b, c.*

In the play Charlie makes a rocket which he is very proud of, ask the pupils to design their own rocket made out of household materials like newspaper, yoghurt pots, tin foil...Or younger children could use this template to colour and decorate their unique rocket!



## **Drama Based Activities**



### **BAT CAT**

This could be played in a similar way to a 'Cat and Mouse' game, where the children stand in groups of three, linked up by holding hands or linking arms, except for Bat Cat and Mr. Frog. Mr. Frog will try to catch Bat Cat. To avoid being caught Bat Cat has to join a group. Once he/she has done so the person on the end of the group has to become Bat Cat and run off to find another group to join onto. If Mr. Frog catches Bat Cat, they swap roles and the catcher becomes the catchee! To bring a bit of drama into the game, ask the children to move in the manner of a cat and a frog. It will make the chasing slower but it will also calm the game down a little and start the children thinking about movement and drama.

### **BEDTIME RITUAL MOVEMENT PIECE**

Before you start the movement piece elicit a list of things that we do before we go to bed from the children. Put these into a logical order so that you end with going to sleep. Ensure that the list is not longer than about 10 things. Ask the children to think of an action that goes with each item on the list. Then, using a favourite piece of music, ask the children to stand in lines behind you, facing you so that they can all see you. Go through the list of items with movements, try doing it slowly without the music for the first few times so that the children get the idea of the sequence of events, as you are practising it encourage the children to think of a sound that could go with each item. Then, put it all together with the music. This makes a really simple but effective performance piece that the children will find easy to remember and perform as all of the ideas came from them and they are things that the children are very familiar with.

## Circle Time Discussion Topics

### SIBLINGS

Do their siblings annoy them sometimes? How do they deal with this? Do they do good things too? If only children: do they wish they had siblings?

### LIGHT AND DARK

Are they scared of the dark? Does anyone have any good tricks for dealing with their fear? What or who helps them when they're scared?

### TELLING THE TRUTH

Why is it important? What should we do if we break something by accident?

### BATH TIME

Do they like having a bath? Why is it important to keep clean? What things do we do in the mornings/evenings?

### TIDYING

Does anyone have a tidying game that they play to make it more fun? Why it is important to keep things tidy? Why do we need to look after toys at school and at home?



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