



GREAT ORMOND STREET
HOSPITAL CHARITY

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.
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Peter Pan for Year 2

Key Stage 1

The following activities are geared to Year 2 children, combining many of the skills and abilities linked to the National Curriculum and their educational development, i.e. the discussing of story settings; the comparison of differences; the location of key words and phrases in text; the identification and description of characters and character profiles; the use of story settings as a basis for your own creative writing; the use of ways of presenting i.e. speech bubbles, bold or italicised, headings etc; the use of commas and much more!

Activities: Neverlands as a holiday destination

- Ask your children to build a picture in their minds of Neverland – a wonderful and fantastical place, with forests and a river, amazing beasts and a lagoon where mermaids play! Some may have seen film versions and others may need encouraging to listen to descriptions of the setting and to use their imaginations. In groups, get them to design posters advertising Neverland as a holiday destination. You may like to bring in examples of holiday brochures or look at examples of travel posters to help them choose their style and headings.
- As a speaking and listening activity, ask children (in 2 groups: presenters and listeners) to produce a travel piece for this holiday, 'selling' Neverland as a holiday destination to the second group – in the style of a holiday presenter! Encourage this through demonstration, and encourage them to use their imaginations. Make sure that they fully describe this magical place as their listeners cannot see it and they need to know what it is like! Swap groups and do it the other way around.
- Get your children to think about all the different characters in Peter Pan, and ask each child to create a 'profile' of one chosen character, as if producing a passport for this character. What do they look like? How do they dress? Do they have a smell? Any strange habits or traits? • Your children are about to travel to Neverland. Ask them to individually write a 'kit list' of things that they will need to pack, for example, real food, a dagger to fight off the pirates, a fairy lingo dictionary so they can understand Tinker Bell – and so on! Imagination is key to this activity, so encourage them to be as imaginative as possible. As they prepare their lists, ask them to use commas, headings, emboldened words etc.
- Once in Neverland, they will want to send postcards home to their families. Once they have decided what it is like there, ask them to write a postcard based on their thoughts and experiences, imagining themselves in this mystical setting, and using the correct punctuation (capital letters, commas, full stops etc.) in their writing.



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Peter Pan for Year 3

Key Stage 1

The following activities are geared to Year 3 children, combining many of the skills and abilities linked to the National Curriculum and their educational development, i.e. the identification of main characters and evaluation of their behaviour and views; the different ways in which you can present portraits to illustrate what a character is like (for example posters, labelled diagrams, letters to friends about them). These activities also focus on giving an understanding of an adjective and experimenting with the impact of different adjectives in their writing.

Activities:

- Discuss what your class already knows about the story of Peter Pan. Who are the main characters? Who are the 'goodies' and 'baddies' and why? What sorts of words would you use to describe these characters? Explain again the concept of adjectives.
- Ask your children to come up with adjectives to describe each of the main characters in the story. Encourage them to create new adjectives and to be as inventive as they can – for example, Captain Hook might conjure up words that sound evil, dark and sly which adjectives does JM Barrie use to describe characters?
- Get your children to choose one character each and to try to capture everything they can about this character's clothes, expression, and any other distinguishing features (crocodile: dark, cold, scales, slimy, sharp teeth, ticking noise, hungry etc.)
- Encourage your children to experiment with Thesaurus (book or online if applicable) to find synonyms for some of the adjectives they have used. Experiment with the various synonyms to see how well they fit the description of the character.
- Ask your children to create a 'Wanted!' poster for a chosen character – i.e. 'Wanted! Dangerous Pirate!' Bullet point the main characteristics of this person.
- Ask your children to write a letter to one of their friends describing a person they have just met. They could use a character from the book or someone entirely new. They should try to give as full a description of the person as they can, writing in full sentences, rather than bullet points, phrases or captions.



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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.



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Peter Pan for Year 5

Key Stage 2

The following activities are geared to Year 5 children, combining many of the skills and abilities linked to the National Curriculum and their educational development, i.e. examining different versions of the same story in print or film; the identification of similarities and differences; exploring similarities and differences between oral and written story telling; constructing sentences in different ways.

Activities:

- Many different versions of the well-known story of Peter Pan have been written. The story has been re-told in play form, as well as on film. In your class/group, try to get hold of different versions of the story (you could use the Internet to research these). As well as comparing the written versions, try to watch Peter Pan in cartoon version, or film adaptation. As time goes on, newer versions may have developed and evolved, so that they vary from the original story. What are the possible reasons for this? Who are the stories aimed at? Why have some parts been changed? What effect does this have on the story?
- Once you have discussed the above in class/group, get your children to re-tell the story in a variety of different ways, investigating the use of language (sentence length; use of speech; use of tenses; adult vs. children's speak; vocabulary etc.)
- Investigate the way that adults talk to and address each other. What kind of language do they use? What length of sentences do they use? Do teenagers use a different way of speaking or a different language?
- How are children's books and texts laid out? Compare this to how adult books and texts are laid out. Example: in children's books, the language might be warm, the tone reassuring. In books written for teenagers, the language might be more colloquial and conversational geared towards streetwise children.
- Think about how you would tell the same stories if you were a news reporter re-telling/relaying the story back to an audience of TV watchers. What kind of language do reporters use? How do you think they address their audience? Why do they address their audience in this way?
- What about sending text messages? If you were sending a text message to a friend to convey story or information, what kind of language would you use?



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Peter Pan for Year 6

Key Stage 2

The following activities are geared to Year 6 children, combining many of the skills and abilities linked to the National Curriculum and their educational development, i.e. comparing and evaluating a novel or play in print and film; examining treatment of plot and characters; the manipulation of narrative through writing in the voice and style of a text; the preparation of story as a script (using stage directions, location, setting).

Activities:

- In the novel, Peter Pan, the voice of the text is in the third person. Discuss with your children what effect this has on the story. How does this differ from a play/script, where the characters are re-enacting the story in real time/in the first person?
- Discuss: What do your class/group think are the key events in Peter Pan that would need to be depicted in a class/group production of the play? In groups, get them to map out the separate chapters/acts that they would use from the story to re-enact the play in the first person.
- In your class/group, watch a film or cartoon version of Peter Pan. The Disney cartoon is rather different from the original. Discuss and list differences and similarities – how is Peter different in the Disney version? Who do you think is the intended audience?
- Individually, or in groups, ask your children to write a new adventure/new chapter of the story, in the style of either JM Barrie or Disney.
- Write a modern version of a scene from Peter Pan. What would be different in a 2008 version, compared to JM Barrie's version at the turn of the century in London? What kinds of things would a child today like to see in Neverland? How would Peter Pan be portrayed? Might he be a streetwise skateboarder, for example? What about Wendy?
- Get your children to write a sequel to Peter Pan, adopting a similar style to JM Barrie. Children could make up some of the adventures that they themselves would like to share with Peter in Neverland. • Write poems based on the story.
- Write letters from some of the play's characters eg: from Mrs Darling to a friend, telling of her terrible tragedy on discovering the children have left etc.