



# Teacher Resource Pack

## Let's Build!



A Polka Theatre and Mapping  
co-production

Directed by **Trina Haldar**



@SchoolsPolka

# Hello from Polka!

Dear Teacher/Parent/Carer,

We are so pleased that you came to visit us at Polka Theatre for **Let's Build!** We hope you enjoyed seeing the production and visiting our venue.

Here are a few activities to do with your children after you have seen the performance. These exercises are creative and drama based, which is good for developing speaking and listening skills, as well as expanding concentration and imagination.

Included in the pack are activities which are suitable for EYFS and KS1 children to do in class, and some extra fun activities for your children to do at home to encourage and engage creative minds!

We would love to hear what you think about these exercises and how your children got along. Please send any feedback to **[creativelearning@polkatheatre.com](mailto:creativelearning@polkatheatre.com)**.

We look forward to seeing you again soon,  
Polka Theatre's Creative Learning Team

**Key  
Curriculum  
Links EYFS &  
KS1  
(Ages 2-5)**

Key themes of understanding and exploring the physical world. Links to KS1 Geography programmes of study and statutory framework for EYFS. The 'Stay & Build' part of the show encourages Kinesthetic learning, experiencing and processing through touch and movement.

To recognise the importance of self-expression and how this impacts the way we see the world around us.

To understand the importance of imagination and creativity.

To discuss the wider world and the physical characteristics of certain locations.

EYFS  
& KS1

## Build To The Beat

This activity is great for waking up the mind and body at the start of the day and energising the group. The lead and follow element of the warm up requires the children to concentrate on what's in front of them, increasing physical awareness of the body and how we warm the body up.

### How to lead the activity:

This warm up starts with the children standing up in a space in the room. The teacher will need to have a speaker available and some music which has little or no words and a strong beat.

The teacher may want to start this warm up by explaining to the children that during **Let's Build!** there is lots of building and movement of the body so it is important to warm up our body.

Explain to the children you are going to show some movements and stretches that will help warm up the body and build to the beat. Ask the children to copy your actions.

Below are some examples which you can use with the music of your choice:

Can you reach up high, stretching your arms and finger tips up towards the sky?

Can you now reach down to the ground? Can anyone touch the floor?

Can you look side to side with your head? And up and down?

Follow a similar pattern, making sure to arm up arms, legs, neck, finger tips, torso and other body parts.

You can also ask the children to think if they were building, what parts of the body will they need to use and warm up.

## Stop, Build, Go!

This activity is great for helping children follow simple instructions. The children are encouraged to listen out for different colours which helps to boost listening and concentration skills. The children are also given the opportunity to explore different levels when warming up the body, improving spatial awareness.

### How to lead the activity:

This warm up game starts with the children standing up in a space in the room.

The teacher will explain to the children that red means stop and green means go, just like traffic lights. When you shout green, the children have to move carefully around the space and when you shout red, they then have to stop and freeze. At this point it is important to remind the children not to bump in to anyone and to listen carefully to the teacher.

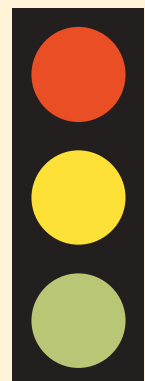
If the children are finding this warm up easy, add the colour yellow which is the middle colour on traffic lights.

This colour means the children have to get freeze and choose a different body level. This could either mean low, medium or high, just like the buildings we see around London and the world!



If they choose low, maybe they are sat on the floor or crouched really small on their knees.

If they choose high, maybe they are reaching really high with their arms in the air and on on tip toes.



## Name Game

This activity is great for encouraging children to use their voices in a group setting. This warm up game will help the children to speak clearly and confidently whilst using their imagination to think of an action.

### How to lead the activity:

This warm up game starts with the children standing up in a circle.

To start the game, test the children's memory and ask whether they can remember the two names of the **Let's Build!** cast members. The answer is Maude and Pinch.

Remind the children, that at the start of the show, Pinch and Maude introduce themselves with their names but mix them up and get confused.

To follow this theme, the teacher will ask the children to go round and each say their name followed by an action. The action could be to do with building but it could also be anything.

After each child says their name and action, the rest of the class will then repeat the name and the action all together. Why not test the children's memory and see if they can remember everyone's action!

This will continue until everyone in the circle has had a go.



## Building A House

This game is great for getting the children moving and for imaginative play. Developing through play is a great way to instill children with a love of learning and positive mindset towards education. The children are also encouraged to think quickly and confidently.

### How to lead the activity:

This warm up starts with the children standing up in a circle.

The teacher will ask if there is a volunteer who would like to stand in the middle of the circle and go first. This child will be the first to choose an action.

The game will start with someone entering the circle to ask the person in the middle "what are you doing?".

The child in the middle will reply with an action which helps when building a house. Examples could be, I'm painting the house, I'm cleaning the house or I'm putting a carpet in the house. They would then follow this with a matching action.

The child who has entered the circle would then copy this action so they are both doing it.

This would then repeat with the next child entering the circle and asking "what are you doing?" A new action would be given and all the children in the middle would join in, whether that's painting or cleaning the house etc.

The game continues until all the children from the circle are in the middle helping to build the house!



## A Sensory Adventure!

EYFS  
& KS1

This activity is great for encouraging imaginative play and embracing creativity. The children are encouraged to work as part of a team and explore non-verbal ways of storytelling.

### How to lead the activity:

For this activity, the teacher will need to have an emergency blanket, like the ones in the photo below. Emergency blankets are a great sensory resource for early years children.

This activity will start with the children standing up in a circle with the emergency blanket in the middle. The teacher may want to explain to the children that for this activity it is important to use our imagination and make believe!

The teacher will ask the children to imagine the blanket could be anything! Is it an animal, a place, a toy or a building?

Encourage each child to think of an idea. If the children get stuck, the teacher can suggest the ideas below and the children can copy.

- A picnic blanket
- A mountain
- A hole in the ground
- A pond
- A jellyfish



Next the children will work together as a group to use the blanket to create the image or surrounding. Do they all sit round the picnic blanket? Do they jump and splash in the pond?

Encourage the children to listen to the sounds the blanket makes when you touch it and how the shiny material feels in their hands.

## Finger Painting Fun

This activity is great for children to explore, learn and develop through sensory play. Finger painting develops children's fine motor skills and encourages children to express themselves through creative fun.

### How to lead the activity:

The activity starts with the children sat down at tables. The teacher will need to make sure there are paints and paper ready.



The teacher will explain to the children that for this activity they will need to dip either their fingers or palms of their hands into the paint. They then need to press their hand or finger tips onto the paper in front of them. Encourage them to make lots of fun and different shapes!

The teacher may want to ask the children questions about the texture of the paints. Does it feel slippery or sticky?

Encourage the children to paint different shapes. Can they draw a square or a rectangle to represent different buildings?





## The World We Live In

This activity is great for getting children to understand where people and animals might live and what makes them different. The children are encouraged to think creatively, using their imaginations and bodies to create different still images.

### How to lead the activity:

For this activity the children will start standing up in a space with room to move in.

The teacher will explain that for this activity we will be thinking about the world we live in and the different buildings and things we might find there.

The teacher will tell the children that each corner of the room is a different place. The children will walk around the space and when the teacher says stop, they must become something in that place using their bodies to act it out. Alternatively you may want to play music and then stop the music.

Below are examples you could use:

City  
Village  
Seaside  
Town



For example, if the children were to stop in city, what would they find in a city like London? They could be a tall building, a bus or maybe even the London Eye?

If they stopped in seaside, could they become the sea using their bodies? What sort of animals might they find at the seaside?

## Crafty Creations

This activity is great for improving fine motor skills through creative play. The children will have the opportunity to use their imaginations to get creative and expressive through arts and crafts.

### How to lead the activity:

For this activity, it is recommended that the children start sitting down at tables. The teacher may want to put out craft table cloths and materials such as tissue paper, colouring pens and stickers.

The teacher will need to source the items below for the children to choose from. The items should be low cost or free!



You may want to remind the children, that throughout **Let's Build!** the actors play and build with lots of different items.

It's now their turn to get creative and use their imagination to turn the item into something else using the craft materials on their table.

Could the toilet roll tube turn into binoculars?  
Could they use the plant pots to build a house?

Encourage the children to get creative and have fun just like the **Let's Build!** cast do!

**Why not take a photo of your crafty creation and tag us at @SchoolsPolka**

We hope these activities have been useful to help bring a bit of **Let's Build!** back to your classrooms!

We can also provide plenty of opportunities for follow-up activities. Polka's experienced team of actors, directors, storytellers and puppeteers are on hand to deliver a range of workshops in your school.

We can create tailor-made workshops for you and your pupils based on any theme you like, including exploring the themes and production elements of the performance you have just seen!

For more information, please visit our website:

**[polkatheatre.com/schools](http://polkatheatre.com/schools)**

Or contact **Elysia**, Polka's **Schools Relationship Officer** to request a workshop enquiry form.

We look forward to seeing you at Polka Theatre again soon!

Best Wishes,

Polka Theatre's Creative Learning Team



**@SchoolsPolka**