TRINITY
COLLEGE LONDON

Teacher resources:

A day out in London

Trinity Stars
YOUNG PERFORMERS AWARDS

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Introduction

Topic: A day out in London

Suitable for: Primary school

Language used:

Sights, sounds and actions: London, London Eye, red double-decker bus, fish and chips, River Thames, the Tube, Big Ben, Buckingham Palace, Tower Bridge, Tower of London, Union Jack, tourists, tour guides, King, Queen.

Directional and descriptive terms: Gather round.

Useful materials: Flashcards, colouring pens, crayons, felt pens, coloured card, PVA glue, scissors, a crown, wooden stirrers, sellotape, Blu Tack, A3 paper and long rolls of paper.

Here are some flexible and engaging activities for all Trinity Stars levels. They are designed to encourage five key skill areas that match with primary education curriculums:

Communication

Teamwork

Understanding

Creativity

Movement

Teachers can choose and adapt activities based on the needs and learning goals of the children they are working with.

Activity 1: London flashcard fun

Aim: To encourage children to learn and use words about London's buildings and places.

Skills developed:

Communication: Learning and using the names of London's buildings and places.

Understanding: Showing understanding of the names of London's buildings and places and what they look like.

Movement: Using the space to show understanding by moving to the correct flashcards.

Creativity: Using imagination to create pictures of London's buildings and places.

Teamwork: Developing turn-taking and leadership skills by helping to lead the flashcard game.

Materials needed: London flashcards

How to play:

1. Create flashcards showing pictures of famous London buildings and places (eg London Eye, red double-decker bus, fish and chip restaurant, River Thames, the Tube, Big Ben, Buckingham Palace, Tower Bridge, Tower of London).
2. Share the flashcards with the children, focusing on pronunciation and explaining what they are (see examples in box).
3. Show the flashcards again, name each London building or place and ask the children to repeat after you.
4. Repeat this activity, encouraging the children to name each London building or place.
5. Place the flashcards on different walls in the room.
6. Choose an image and say the name. Children go to the correct flashcard. Repeat with all flashcards.
7. Give children the opportunity to take on the role of the teacher and say the names of the London buildings or places on the flashcards.

8 Ask the children to draw a picture of their favourite London building or place.

9 Display these pictures on the wall.

Flashcard explanations

London: Capital of England.

London Eye: A big wheel which people can sit on. As it moves, you see great views of London.

Double-decker bus: A red bus that is famous in London. It has two storeys: an upper deck and a lower deck.

Fish and chips restaurants: Specialising in serving fish in batter and chips (thick-cut french fries).

The River Thames: (*pronounced /temz/*) The name of the river that runs through London.

The Tube: A fast underground train.

Big Ben: A famous clock tower in London which has a big bell inside that is called Big Ben.

Buckingham Palace: The official London residence and headquarters of the British monarch.

Tower Bridge: A famous bridge over the River Thames.

Tower of London: A building where the Crown Jewels (crowns and jewellery of the Royal Family) are kept.

Activity 2: Getting to know London

Aim: To encourage children to explore London's buildings and places using song and movement.

Skills developed:

Communication: Expressing ideas about London's buildings and places through song and movement.

Understanding: Showing understanding of buildings, places and ways to travel around London and connecting these with actions.

Movement: Using body language to act out travelling around London.

Creativity: Personalising the movements of travelling around London.

Teamwork: Working together to perform the song.

How to play:

1. Enjoy the following song with the children. It is sung to the tune of 'She'll be coming round the mountain'. First, teach them the following chorus.

2. For each verse, sing the first line and hold up the corresponding flashcard. Do not say the word. Let the children add the word of the London building or place to the song. Then continue singing the verse, adding actions together that represent the words.

3. Now repeat the chorus.

4. Choose another verse from the list to the right and continue the song.

5. Now follow with the chorus and another verse of your choice until you have completed the song.

Chorus

I'm going to London,
Yes, I am!
I'm going to London,
Yes, I am!
I'm going to London,
Going to London,
I'm going to London,
Yes, I am!

Verses

I'm going to sit on a double-decker bus,
Yes, I am!
I'm going to sit on a double-decker bus,
Yes, I am!
I'm going to sit on a double-decker,
Sit on a double-decker,
I'm going to sit on a double-decker bus,
Yes, I am!

6 When the children are more familiar with the song, put all the flashcards face down on the floor/table.

7 Divide the class into small groups or individuals and let each child/group choose a flashcard.

8 Each child/group sings their verse of the song. The rest of the class join in with the chorus.

Further verses

I'm going to eat fish and chips,
Yes, I am...

I'm going to sail the River Thames,
Yes, I am...

I'm going to travel on the Tube,
Yes, I am...

I'm going to hear Big Ben chime,
Yes, I am...

I'm going to see Buckingham Palace,
Yes, I am...

I'm going to walk over Tower Bridge,
Yes, I am...

I'm going to visit the Tower of London,
Yes, I am...

Activity 3: Bringing London to the classroom

Aim: To encourage children to explore the buildings and places of London through creative artwork.

Skills developed:

Communication: Expressing ideas about how the buildings and places of London look through artwork and description.

Understanding: Showing understanding of how London's buildings and places look.

Movement: Using fine motor skills to create artwork.

Creativity: Creating a picture of a London building or place.

Teamwork: Working together to plan and create artwork.

How to play:

1. Divide the class into small groups. Give each group a flashcard of a London landmark.
2. Ask the groups to create their own picture based on the flashcard. This could be done in two ways:
   - One big piece of paper per group
   - One long piece of paper that the children share
3. Decide whether you would like to use colouring pencils, felt pens or materials for collage design.
4. When the pictures are ready, display them on the classroom walls.
5. One or two children from each group could then present their picture to the other groups by saying a short sentence that describes it, eg 'This is the London Eye. It is big and round.'

Activity 4: Union Jack (United Kingdom flag)

Aim: To encourage children to explore the design and meaning of a flag through artwork and discussion.

Skills developed:

Communication: Expressing ideas about the design of the Union Jack flag.

Understanding: Showing understanding of the Union Jack's colours, shapes and meaning.

Movement: Using movement with flags to support the rhyme.

Creativity: Creating a picture of the Union Jack flag.

Teamwork: Working together to create a picture of the Union Jack flag.

Materials needed: Union Jack template.

How to play:

1. Show the children a picture of the Union Jack (flag of the United Kingdom, which combines the crosses of England, Scotland and Northern Ireland).
2. Ask the children to comment on the colours and shapes.
3. Tell the children they are going to make and decorate their own Union Jack, using paper, colouring pens, crayons and wooden drink stirrers.
4. When the children have finished designing their flags, read out the rhyme a few times.
5. Encourage the children to wave their flags and join in.

The Union Jack
Is red, white and blue.
Let's wave it together!
It's fun for me and you!

Activity 5: Welcome to London

Aim: To encourage children to express character through movement and mime.

Skills developed:

Communication: Sharing information about London's buildings and places.

Understanding: Showing understanding of the places and buildings of London through role-playing a tour guide.

Movement: Moving round and using body language to act out the roles.

Creativity: Personalising the role of a tour guide and descriptions of the places and buildings.

Teamwork: Working together to create a presentation about a London place or building.

How to play:

1. Use the pictures on the wall that the children have created in 'Bringing London to the classroom'.
2. Divide the class into small groups, with each group responsible for one London sight.
3. Go to each picture together as a class and briefly discuss what each one shows.
4. Explain that each group will act as a team of tour guides and will introduce their building or place to the rest of the class.
5. Teach the expression: '**Gather round, gather round.**'
6. Give the groups time to discuss and plan how they will present their London sight. They can decide what to say, who will speak and how to act it out. Encourage them to use the phrase '**Gather round, gather round**' in their presentation.
7. After practising, bring the class back together. Take a 'walking tour' of London by moving from group to group.
8. Each group acts as tour guides for their London sight, presenting it to the rest of the class.
9. The rest of the class plays the role of tourists. Encourage them to wave their flags and ask questions after each presentation.

Activity 6: Being a tour guide in London

Aim: To develop confidence and leadership through imaginative play.

Skills developed:

Communication: Using language to role-play as tour guides and tourists.

Understanding: Showing understanding of the buildings and places of London through role-playing a tour guide.

Movement: Using space and body to act out the roles.

Creativity: Personalising the role of tour guide and descriptions of the buildings and places.

Teamwork: Working together to take turns and support each other in the role-play.

Materials needed: A crown.

How to play:

1. Use the pictures that the children have created in 'Bringing London to the classroom' and ask the children to get into their groups.
2. Tell the children that they will take turns being tour guides and tourists. Each child will get a chance to lead.
3. Encourage the 'tour guides' to use the expression '**Gather round, gather round.**' The 'tourists' can wave flags to ask questions or show interest.
4. The 'tour guide' leads their group on a walking tour of their favourite pictures, giving information and responding to tourist questions.
5. After the tour is complete, swap roles so each child has the chance to lead a group.

Activity 7: Greetings, Your Majesty

Aim: To encourage children to explore vocal expression and role-play.

Skills developed:

Communication: Using the voice to explore pitch, tone and character.

Understanding: Recognising different voices.

Movement: Using the body to act out the role of King/Queen.

Creativity: Personalising the voice and role.

Teamwork: Taking turns and supporting each other in the game.

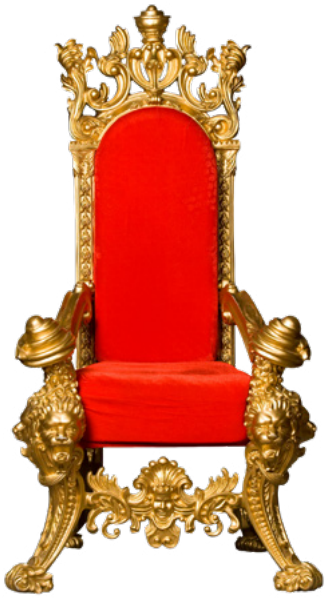
How to play:

1. Choose a child to sit on the chair in front of the class. Tell them this is their throne (Royal chair), and they are the King/Queen.
2. Tell the rest of the class that they are going to disguise their voice and say one by one:

   Greetings, Your Majesty

   For example, they might say it in a very low or high voice, or sound like a baby, robot or a monkey!
3. Tell the King/Queen to close their eyes. Then ask the children to decide quietly who is going to say:

   Greetings, Your Majesty
4. This child then says the greeting in their own way.
5. If the King/Queen guesses correctly, then that child becomes the King/Queen and sits on the throne. If they guess incorrectly, then the class chooses another child to say the greeting. This continues until the King/Queen guesses correctly.



Activity 8: Dear the King

Aim: To encourage children to explore language through poetry and performance.

Skills developed:

Communication: Expressing ideas about how to make the King's life more fun through discussion, rhyme and mime.

Understanding: Showing understanding of the poem by responding with ideas and actions.

Movement: Using mime to show fun activities for the King.

Creativity: Inventing and performing imaginative activities for the King's day off.

Teamwork: Working together to guess mimes and share ideas.

How to play:

1. Read aloud to the children the poem on the following page.
2. Discuss the poem with the children.
3. Read a pretend letter from the King of the United Kingdom inviting them to be King or Queen for the day. See the model letter to the right.
4. Discuss what ideas they have to help the King have fun.
5. Teach the children the following rhyme:

   Here are my ideas
   To help the King have fun.
   Watch what I do
   And follow everyone!

6. Choose a child to be the King/Queen and give them the crown to wear.

Dear children,
Thank you for your letter.
I do want you to help me out.
Being a king makes me want to scream and shout!
Can you give me some ideas to make it more fun?
Please share them with me.
There are prizes to be won!
Yours,

The King

Activity 8

7 This child mimes the fun activity they have chosen to help the King have fun. For example, eating ice-cream, playing video games, sleeping, playing football, hip-hop dancing, flying a kite.

8 The other children copy the actions and guess what the child is doing.

9 Once they have guessed correctly, the crown is then passed to the next person in the circle.

10 When all the children have mimed their fun activity, read out the letter to the right from the King.

Dear children,
Thank you for your ideas.
You've helped me to have fun!
They were all so great!
Here are prizes for everyone!

Yours,

The King

Dear the King,
I've written a letter to you!
I have so many questions
About the job that you do.

Do you wear your crown all day?
Does it hurt your head?
Do you shower in it?
Do you wear it in bed?

Can a King eat chocolate?
What about junk food?
Can you have dinner on the sofa
When you're in the mood?

At home can you wear jeans,
Or are you always in a suit and tie?
Can you go shopping?
Or does someone else buy?

You have such a big house,
Do you feel all alone?
Do you have friends
You can call on the phone?

Is it very boring
Being a King?
Can you ever be silly?
Are you allowed to dance and sing?

Do you ever spend the day
Playing games or reading books?
Can you just relax,
Or would people give you funny looks?

Can you have your friends round
And have a chat and a cup of tea?
Do they have to bow to you,
And give the Queen a curtsy?

Can you have a lie-in
On a Sunday morning when you're tired?
Or would you get into trouble?
Maybe even fired?

When you want to relax,
Do you watch TV?
Can you watch what you want,
Or is there a list of what a King must see?

Can you go on holiday,
Lie by the pool and get a tan?
Do you get bargains at the markets,
Bring home a camel, vase and fan?

You know in your palace,
Do you have diamonds all around?
Do you spend your evenings counting money?
Do you have three billion pounds?

Do you like being a King?
Or does it make you scream and shout?
Just write me a letter back
And let me see if I can help you out!

Activity 9: A day out in London

Aim: To encourage independent dramatic exploration of the theme: 'A day out in London'.

Skills developed:

Communication: Sharing ideas through dialogue and improvisation.

Understanding: Showing understanding of what a day out in London might be like.

Movement: Using movement and body to act out a day in London.

Creativity: Personalising their responses to the story.

Teamwork: Working together to plan, rehearse and perform a play.

How to play:

1. Write the title, 'A day out in London', on the board. Brainstorm ideas with the class and add useful vocabulary.
2. Tell the children that they are going to create their own short play about a day out in London.
3. Divide the class into small groups and ask them to discuss their ideas and create their own short play.
4. Each group performs their play to the rest of the class.
5. You can offer the children an opportunity to create their own props and costumes to enhance their performance.

Suggested resources with the theme of London:

Reference books

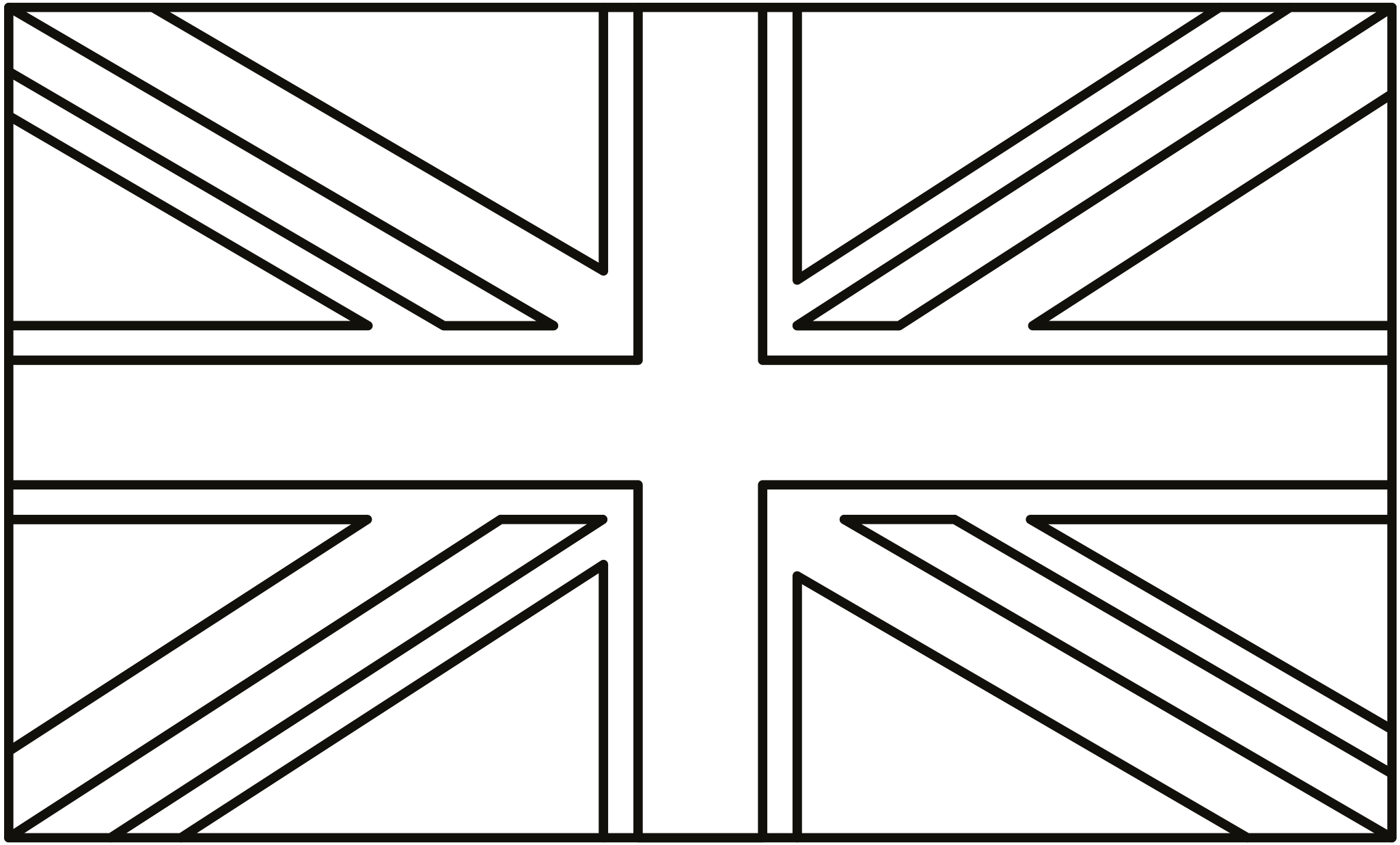
- *Look inside London* – Jonathan Melmoth and Peter Allen
- *Ladybird London: Search and Find* – Klara Hawkins
- *London Activity Book* – Rosie Hore and Lucy Bowman
- *My First Book of London* – Charlotte Guillain and Roland Dry
- *All Aboard the London Bus* – Patricia Toht
- *Good Night London* – Adam Gamble
- *The Big Picture Book of London* – Rob Lloyd Jones and Jenny Wren
- *This is London* – Miroslav Sasek
- *See inside London* – Rob Lloyd Jones and Barry Ablett

Nursery rhymes/songs

- 'Sing a Song of Sixpence' – Traditional
- 'Oranges and Lemons' – Traditional
- 'London's Burning' – Traditional
- 'London Bridge is Falling Down' – Traditional
- 'The Muffin Man' – Traditional
- 'As I was going by Charing Cross' – Traditional
- 'How Many Miles to London Town?' – Traditional
- 'Pussycat, Pussycat, where have you been?' – Traditional

Stories

- *Paddington's London Story Treasury*
- *Katie in London* – James Mayhew
- *My Noisy London Book* – Campbell Books
- *A Walk in London* – Salvatore Rubbino
- *Paddington Pop-Up London*
- *Mr. Men and Little Miss in London* – Adam Hargreaves
- *The Royal Baby's Big Red Bus* – Martha Mumford
- *Paddington at the Palace* – Michael Bond
- *Paddington at the Tower* – Michael Bond

Poems

- 'The Great Fire of London' – Paul Perro
- 'The London Eye' – Paul Curtis
- 'My Heart is as big as a London Bus' – Leslie Philibert
- 'Buckingham Palace' – A A Milne