

SPACE HOPPERS



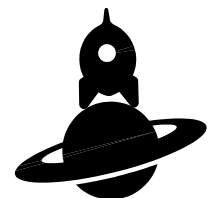
EDUCATION RESOURCE PACK 2009-2010

Tell Tale Hearts 
Children's Touring Theatre Company

 ARTS COUNCIL
ENGLAND
LOTTERY FUNDED

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ALL ABOUT.....

Tell Tale Hearts
Children's Touring Theatre Company



Tell Tale Hearts (TTH) is a touring visual theatre company based in South Yorkshire that devises and delivers participatory productions exclusively for children. Their highly inventive productions combine high quality installations/environments with elements such as performance, puppetry, live music, film and animation that put children at the heart of their existence. Their shows give children an interactive experience of the magical and multi-sensory world of theatre.

By consistently producing projects of a high quality which have a strong impact on their audience and working together with educationalists, Tell Tale Hearts ultimately hopes to effect a cultural shift in the perception of children's theatre.

Our principles as a company are fully aligned with our touring theatre and educational performances. Below is a list of our values and how we have integrated them into Space Hoppers:

Value

Application

Participation

Lycra play as a new planet is born, riding on the tail of a comet, 'dressing up' as aliens and exploring the landscape of a new planet, travelling on a hoop journey to return to earth.

Play

Through 'Hide and seek' with the aliens, 'Follow my Leader' during alien participation,

Collaboration

Partnership with Silkstone Primary School to research ideas for the show with Foundation Stage and Key Stage One children.
Combining poetry with a multi-layered musical score involving both live and recorded music with song.

Accessibility

Appealing to visual, audio and tactile senses, engaging with the audiences imaginations on a sophisticated level. By performing in a variety of different venues.

Production Team

Director
Assistant Director
Composer
Designer
Lighting Design/Musician
Poet
Original Cast:
Bubbles
Sparks
Wisp

Natasha Holmes
Louise Clark
Michael Szpakowski
Sophia Lovell Smith
Lars Jensen
Jan Jeans
Alastair Chisholm
Simone Lewis
Ed Day



EDUCATION POLICY for **SPACE HOPPERS**

Aims

- To create magical, participatory visual theatre experiences for children in schools and in the wider community
- To promote the benefits of using theatre for education amongst children and teachers
- To develop and promote the concept of 'play' as a medium of communication and an important part of the learning process
- To research and develop projects in consultation with teachers and children to ensure maximum impact and relevance
- To provide supporting resource materials for schools which are genuinely relevant to the productions and will enable maximum learning outcomes
- To widen perception around the use of puppetry and raise awareness of its benefits in educational engagement
- To provide greater accessibility to theatre in education for all children, regardless of ability or cultural background

"Thank you for such a rich experience"
Teacher, Little London Primary, Leeds

"This is a wonderful experience for children. They were enchanted from the moment they swept onto the set to the second they crept off it. Excellent"
Richard Oulton, Headteacher Grange Infants

"Excellent, fully captured children's imagination – just had to look at their faces. Thank you."
Teacher, Berkley Infants, Scunthorpe

Note from the Artistic Director:

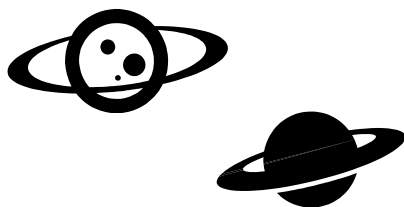
We wanted to create a multi-sensory adventure in outer space and challenge ourselves as a company to work with a new unknown artist – Jan Jeans – the writer. We have deliberately challenged the notion of ‘writing for younger years’ by not keeping to a simpler vocabulary and believe that the rhythm and sound of the words tell their own story. Jan works as a teacher for Key stage 1 at Strand Infant school in Grimsby, she has written many poetic pieces that her class, of Year 1 pupils, has performed to the rest of the school & parents alike. Our composer, Michael Szpakowski, was inspired to set Jan’s poetry to music – and the ‘musical’ version of ‘space hoppers’ was born.

Throughout our time creating shows both for, and with, children we have striven to listen to children’s voices and create inspirational experiences that children can connect to in an imaginative way. For this reason the materials used and design of the show is deliberately non prescriptive – that is they can be interpreted and imagined to be many different things. The set has been described, by the children we worked with in creating this show, as; planets, holes on the moon, alien homes, the galaxy and craters – we love the fact that children, given the opportunity, will invent their own meaning for non specific objects. The variety of interpretation should, in our opinion, be encouraged. Just because we have conceived the idea that the ‘lycra participation’ is helping to give shape to a new planet doesn’t mean that the children have to perceive it in this way. As far as they are concerned the lycra may be; alien skin, the surface of a planet, the milky way, etc... We hope you will enjoy finding out what parts of the show have meant to your children and that this can be the starting point for many more conversations about what is up there in the sky and beyond.

Note about this Education Resource Pack:

This education resource pack has been developed to be accessible to as many children within the 3-7 years age range as possible. As teachers you are very aware that it is impossible to pigeonhole activities to a specific age range as no two classes or individuals are the same. Dependent upon the abilities and dynamic of a class some activities may be more suitable than others. In order to try and reflect this we have developed activities which can be delivered as a whole or can be broken down into smaller elements which are correctly levelled for your children. Many of the activities can be delivered to the whole class, small groups or as activities for the individual. We have also tried to recognise the increasing number of schools following the creative curriculum by offering activities which have a main curriculum focus but which draw upon other subject areas to feed and influence the main body of work. We hope you find the contents of this pack useful and that you and your class have fun *Space Hopping* together!


This pack has been written and created by Louise Clark. I would like to acknowledge the assistance of Lars Jensen for the musical activities provided and of Livi Brown for her wonderful creativity and sense of fun!



Follow My Alien!

Based on the well known children's game 'follow my leader' this activity is part of *Space Hoppers* that can easily be repeated in the classroom. Begin by asking the children if they can remember the aliens in the show, how did each of them move? As a class choose one of the aliens to become and ask the children to make a line, one behind the other. Initially the teacher should take the leading role asking the children to follow and copy each of the movements their leader does. All the children become the chosen alien and move around the room. Use big movements which everyone can see and easily copy such as stretching arms out in each direction as though they are tentacles.

In the performance the children were able to explore the landscape of the set; try changing the way you move to reflect different surfaces such as sliding on ice, jumping across stepping stones, wading through mud etc. When the aliens from the show have been exhausted create your own! And once confidence in the game has been built allow different children to take the lead.



WHY NOT? Use this activity as part of a P.E lesson by creating a landscape with pieces of gym equipment!

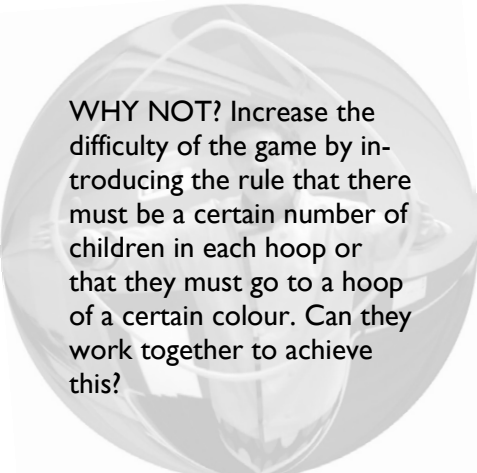
Through the Window

This game takes the children on a space journey of their own, and this time in a rocket! They are given the opportunity to direct their peers in action and to enjoy watching others perform all within the context of a fun game! Sit the children in two lines with the teacher at the front (as though passengers on a plane) and begin with a countdown from ten and a shaky blast off! Once gliding gently through space, ask the children to look out of their windows and tell you what they can see. Once ideas have been sparked, tell one line of children that they are going to go outside the space rocket on a space walk! Ask them to stand and lead them around the second line of seated children who stay on board the rocket watching all the action through the windows. As the space walking group move about, the passengers offer suggestions as to the things they can see. The space walkers then become those characters/objects. It is important to explain that if they cannot think of a movement or they are uncomfortable with 'performing' they can pass on a movement and continue to just space walk. Swap over roles so that the passengers get the opportunity to go on their space walk. Don't forget to make sure everyone is back on board before you fasten your seat belts for the journey back to earth – there may be a bumpy landing!

Musical Moon Craters

This is simply an adaptation of the traditional party game musical chairs which is a fun introduction to the theme of space and can be adapted to develop movement and musical skills. Place hula hoops around the hall/classroom making sure that there is one for each child. Introduce the idea to the children that they

are astronauts exploring the surface of the moon. Play some music with a slow tempo (see suggested CD list). When the music is playing the children are free to move around but when the music stops they must jump into the nearest moon crater and hide. Using this idea to begin with means that the children's movements are slow and steady as they 'moon walk' and reduces the urge for a frenetic frenzy! Change the tempo and shape of the movement by altering the tempo of the music being played and by the characters which you ask them to portray. They could become aliens who hide away in their moon craters, space ships which have to land in special landing pods or moon buggies that need to re-fuel at moon petrol stations!




WHY NOT? Increase the difficulty of the game by introducing the rule that there must be a certain number of children in each hoop or that they must go to a hoop of a certain colour. Can they work together to achieve this?

Cross the Planet

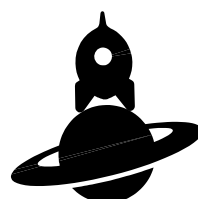
This game promotes imagination and develops physical and vocal performance skills within a fun environment. Ask the children to stand in a circle. Begin with a full group activity of everyone 'moon walking' on the spot. Develop this by asking the children how they might walk if the planet was made of sticky goo? Of spiky stones? Of swirling coloured gases?

Now they must cross the circle one by one. Each child makes eye contact with someone else in the circle and crosses the circle in a certain way as dictated by the teacher, such as one of the examples given above. When they reach their chosen person they then take that place in the circle and the person whose place has been taken crosses the circle to someone else. The teacher directs how the children move across the circle and can alter it at any time.

The movement can be developed so that the children become spaceships, satellites, rockets, comets and aliens!



WHY NOT? Add sound to the game so that the individuals crossing the circle make a sound for their character or have the class make a collective sound which reflects the planet's surface such as a "Slurp!" through mud.



Lycra Play

During Space Hoppers the children encounter the birth of a planet, watching as the surface shapes and moulds itself into a new world. The participation element here allows the children to have a hands-on input into this strange space phenomenon!



Lycra play is a fantastic tool for creating and interpreting images and for developing teamwork within your class. The lycra can be presented to the children in an unlimited number of ways and it never ceases to amaze how much imaginative investment children will give an activity such as this. Here are a few suggestions for using lycra play with your class, but the possibilities go to infinity and beyond!

Use the poetry/lyrics which accompanied this section of the performance to establish familiarity with the material:

*Something new, not known as such.
Take a look now...shall we touch?
Breathe in breathe out,
Inflate deflate,
Stretch and pull,
Lean...and...wait!
Turn and twang and back again.
Reform...and...break!
Huddle, Muddle, Shiver, Shake.*

Discuss the descriptive words in the poem and focus on changing the movement quality of the lycra to reflect these words eg shimmer, inflate, muddle. Introduce the lycra as the surface of a new planet which is about to form. Discuss the possibilities with your class and try to create each one. Is it a smooth planet, a spiky planet, a lumpy planet or a rippling planet?

Introduce a ball to the class as an alien's egg! It is of utmost importance that the egg is kept in contact with the surface of the alien nest (lycra) and that it does not fall out of the nest and break. As activity leader you can of course set mini challenges such as having the egg travel from one particular person to another across the nest, or travelling all the way around the edge of the nest passing in front of everybody as it goes. The ball does not have to be an alien egg of course, it could be a spaceship making its way through the galaxy – careful, if it falls off the edge it will disappear into a black hole. It could be a moon buggy exploring a new planet - we don't want it to fall into a crater! Increase the difficulty of this game by adding a second egg/spaceship/moon buggy and the challenge is to make sure they do not crash!

Introduce the lycra as an alien skin which was found in a crater on Mars. You have been entrusted to experiment with it and use all your knowledge to try and discover what this alien creature looked like. Begin by discussing the skin itself, texture, smell, size. Begin by making small alien shapes with hands, feet and head and gradually build to allowing one person at a time under the skin, then pairs, then half the group at a time creating their own alien shapes. Once they are confident and working as a unit see if the alien can travel around the room. Music is a good tool for keeping control of the tempo of the alien's movement and preventing it from becoming too manic. Try using music with a slow bass rhythm, a mechanical beat or a light and airy feel - how does this affect the alien? Does it become an entirely new creature?

Once the children are familiar and comfortable moving over and under the fabric more fun can be had with structured games. Choose one child to be an alien and one child to be the captain of the spaceship. The rest of the class kneel down and hold the edges of the lycra down on the floor. The alien travels underneath the lycra and the captain travels on top of the lycra. The alien has to move about 'on board' without being caught by the captain. The rest of the class, who have control of the fabric, can influence the chase by making it easier or harder to see the alien by slightly raising and lowering the lycra. Again, this does not have to be an alien chase, it could be a rocket trying to escape an asteroid or a star trying to hide in the night sky from the sun who will make him go to bed!

Captain Spark's Checklist



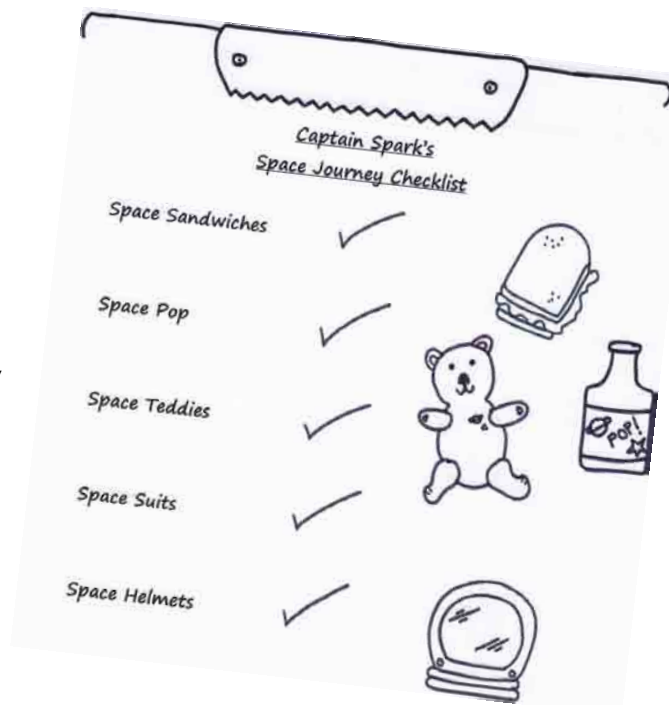
EYFS – Communication, language and Literacy
Yr 1 – Non-fiction – Unit 1

Speaking and Listening:

Before we set off floating into space Captain Sparks went through her list to make sure we had everything we needed. Re-cap that list with your class. Tell the class that they are preparing to go into space again on their very own mission and they need to decide what they need to take with them. Go around the circle and allow everyone a turn to add something to their space luggage and try to find an action for each item. Ask the whole group to copy each action to be sure every astronaut has all the equipment they need. Ideas could range from clothing to food to toys in case they get bored in space!

Writing:

The children must remember as many of the items they need to take with them as possible to make a new captain's checklist. Drawing pictures of each item will reinforce their ideas and works as an alternative for those who are not able to write independently.



On my space journey I saw...



EYFS – Communication, Language and Literacy
Yr 1 – Non-fiction – Unit 1

Speaking and Listening:

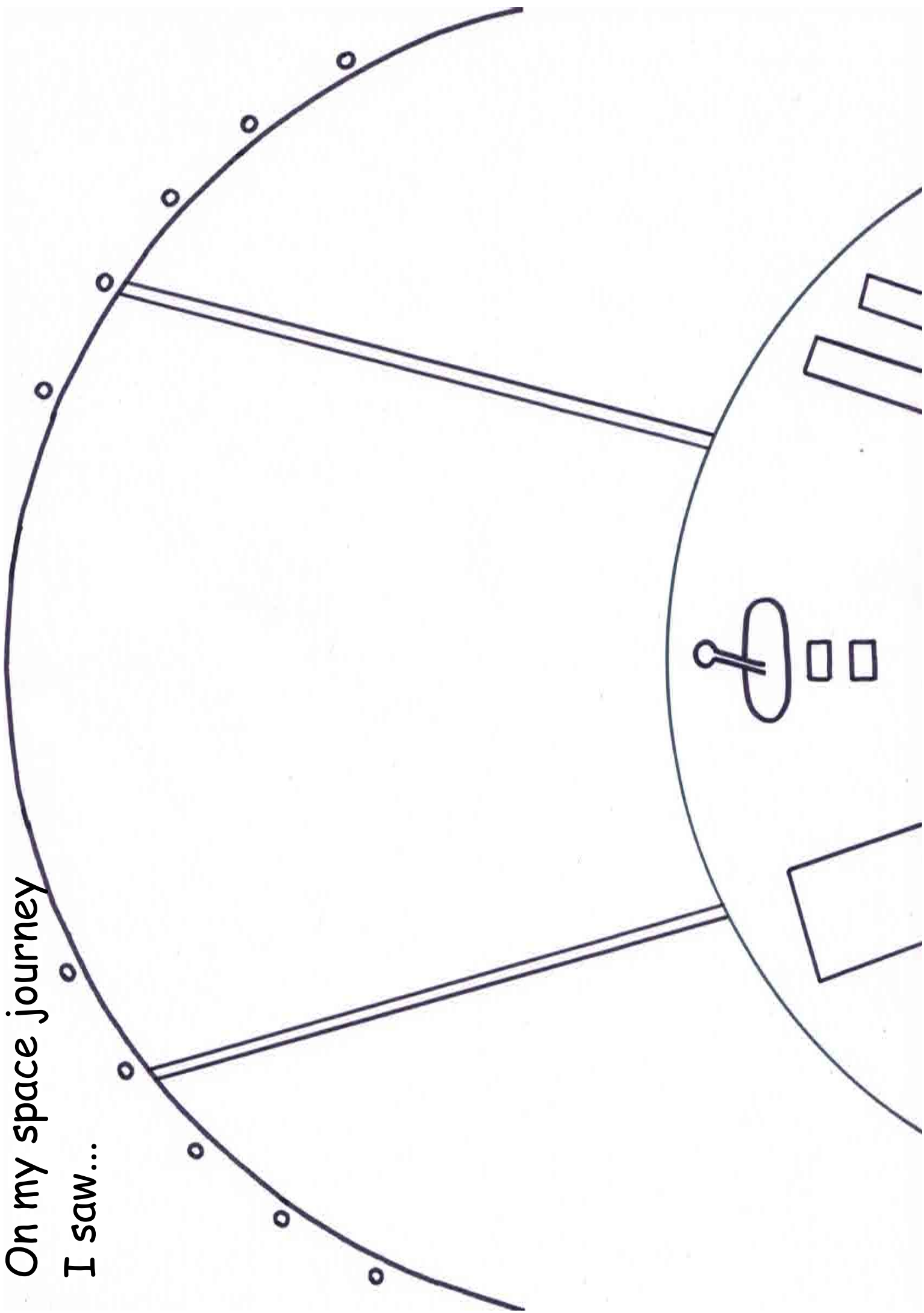
Re-cap with the class all the different elements of space they saw on their space journey during the performance. Ask each child to think of their favourite thing they saw. Can they think of an action/sound which shows everyone else which was their favourite thing? Each child in turn starts with the phrase "On my space journey I saw..." With each new child's addition go back to the beginning and see if you can remember and repeat as a group each of the things that were seen.

Writing:

Using the worksheet provided on page 10, ask the children to draw and label some of the things you saw as a class on your space journey, try to remember the actions to help you.

On my space journey

I saw...



Alien in the Cupboard Poem



EYFS – Creative Development/ Communication, Language and Literacy
Yr 1 Poetry – Using the senses - Unit 1

Re-cap with the children the three different aliens they saw during the performance. Focus on descriptive words for how they looked, how they sounded and try to imagine how they might have felt to touch and what they might smell like!

To enhance learning about the senses and to give the children plenty of material for their poems the following exercise may be useful. Gather a selection of boxes which are sealed except for a hand sized hole in the front. Tell the children that these boxes contain samples of strange space creatures which have been sent to you especially to investigate. Into these boxes place a selection of materials which are interesting:

To look at – cover the hole with the selected materials

To touch – have the materials deep in the box so it cannot be seen as little hands reach in

To smell – have a sniff hole

To hear – this is more difficult but choose materials/instruments which make a sound as they move inside the box, or have fun staging a scenario where by when the children press a button another member of your staff makes weird and wonderful sounds from a secret location!

Much fun can be had from discussing how to describe each of the materials in the boxes and also imagining the space creature the samples come from.

Ask the children to draw their new alien creature based on the ideas they have collected during the above exercise.

The new alien is hiding in a cupboard waiting to frighten whoever opens the door next but they can use their senses to predict what might be lurking there! Here is the poem all about it:

On the opposite side of the paper to the text draw a colourful picture of your alien. From a separate piece of paper cut out the shape of a door and stick this over the alien – be sure to glue just one side so we can open the door and be surprised by all the outrageous aliens!

The Alien in the Cupboard

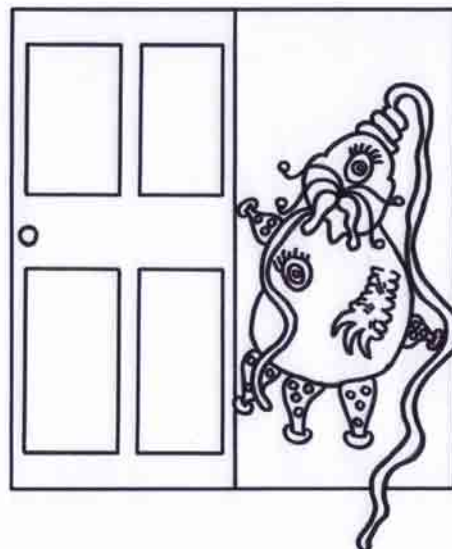
I saw a shiny silver tentacle

I heard a gargling sound

I smelt the stink of tuna fish

I touched a furry claw

I opened the door and...



Space Manual Missing Page



EYFS – Communication, Language and Literacy
Yr 1 Non-fiction – Unit 2
Yr 2 Non-fiction – Unit 1

One of the most important things to do before you go into space is to put your space suit on. Bubbles gets in a bit of a muddle trying to remember how to put his suit on in the right order and not forget anything! Can you remember the song which Bubbles uses to help him?

Re-cap the song and the actions;

You hold your space suit down
And you jump right in.
Turn right around
And zip up to your chin.
Wiggle your body, just like me,
All get ready with a one, two, three.
Oh we're putting our space suits on....
Oh we're putting our space suits on....



WHY NOT? Make a space suit for the class to share and to practice following your instructions with. Simply cover clothes you have in bubble wrap and silver foil!

Can you think of all the different parts of a space suit and how to fasten them up? As a class discuss and list each element of a space suit and the order they go on. Think about the different ways in which they might fasten up; buttons, zip, velcro etc. Accept any new and exciting elements the children may wish to add, such as smelly space socks!

Bubbles would never get his space suit on in the wrong order if he just followed the instructions in the Space Manual but the page is missing! No wonder Bubbles is having trouble. Can you help re-write the instructions on how to put on your spacesuit and draw pictures to help?

In talking partners try out each other's instructions to make sure they are easy to follow and all the information has been given in the right order. Remember, you can't put your space socks on over the top of your boots!

Don't forget your space helmet!



Hoop Journey



EYFS: Physical Development & Problem Solving, Reasoning & Numeracy
Mathematics Yr 1 and 2:
Block A: Counting, Partitioning and Calculating.
Block B: Securing number facts and Understanding Shape
KS1: Physical Education

The hoop hopping journey in the performance guided the children home from space. Hula hoops being such a readily available resource in schools, why not use them to recreate that journey and to develop your own new explorations through space!


Lay the hoops out on the floor in any pattern or configuration you like starting from one end of the hall and finishing at the other. There can be as many or as few pathways to choose from as you deem appropriate for your pupils. The idea is to travel from the safety of the spaceship to the new and unexplored planet hopping on the hoops in space!

Begin by asking pupils to follow the pathway in different ways; hopping, jumping, striding, tiptoeing, wiggling, twinkling, and whooshing.

Introduce numeracy skills by turning the journey into a life-sized board game. Each child rolls a dice (a giant one if you have) and hops the number of hoops they have rolled. See who can get to the planet first.

Make the game more fun by allocating each colour of hoop with an object/element from space. Whichever colour hoop they land on they have to stay in the position of a rocket, a twinkling star or a fiery comet until their next turn.

Once the children have gained confidence in the game you can add instructions/challenges to individual hoops. For example, Your rocket has run out of fuel hop back three hoops, Your moon cheese snack has given you lots of energy zip forward two hoops, Space Challenge: count how many hoops you have hopped so far. These challenges can be related to any aspect of the curriculum and your current topic work.



WHY NOT? Make your own class giant space dice. Instead of dull old dots have one spaceship, two planets, three stars, four black holes, five comets and six aliens!

Exploring New Worlds



EYFS – Knowledge and Understanding of the world

Mathematics Yr 1: Block D – Calculating, measuring and understanding shape- Unit 3

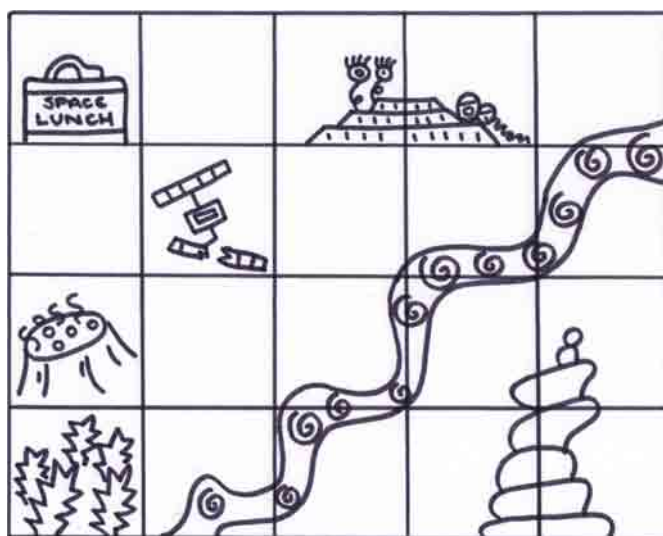
Mathematics Yr2: Block D – Calculating, measuring and understanding shape- Unit 2

Discuss what the surface of a planet might look and feel like. A good starting point for this discussion would be the 'Crossing the Planet' game described within the drama activities section of this pack. Discuss what might be on the planet in terms of natural landmarks such as craters and volcanoes and if there are any buildings (alien or human) on this planet.

Give each child a sheet with a grid marked out on it and ask them to design a map of their own planet's surface.



WHY NOT? Make a giant map on paper on the floor as a class!



This next activity is intended for use with a Roamer. If you do not have access to one the activity can still be undertaken but at a more human level. Write instructions for someone else to follow measuring how many footsteps/grid squares one has to move and in which direction. This is a good opportunity to introduce angles by turning 45, 90 and 180 degrees.

Mark out on the floor of the classroom/hall a grid with the same number of squares as the children's maps with masking tape. Each of the squares on the grid should be approximately 30cm square as this is the average length of a Roamer 'move'.

The children must then plan a route around their planet and work out how to programme the Roamer to make that journey correctly. It may help for the children to make that journey themselves by physically walking within the grid to count the squares.



WHY NOT? Decorate the roamer to look like a space buggy!

Me and My Alien Friend



EYFS: Personal, Social and Emotional Development
Knowledge and Understanding of the World
KSI: SEAL: Theme 2 Getting On and Falling Out

Exploring difference between ourselves and others is a way into discovering how we relate to one another and what the catalysts/barriers are to friendship. Discussing the differences between ourselves and alien creatures is a non-threatening way of discussing physical and emotional attributes without isolating any particular member of the group.

Discuss the aliens in the performance. How did they look the same/different to us? What games were they playing? Do we like to play the same games? Did we enjoy being their friends?

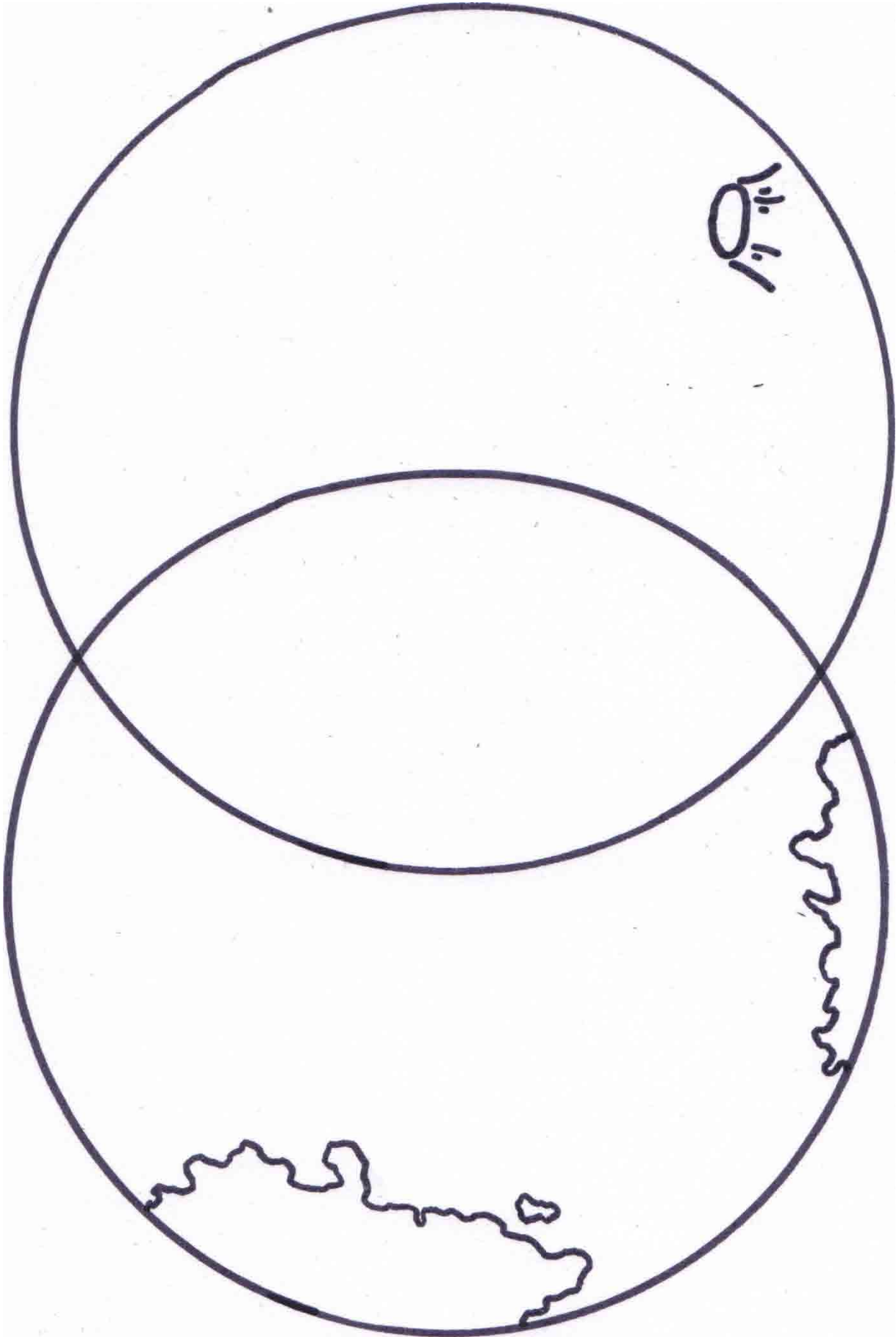
It might be fun to hot-seat an alien to find out more about them. Using Teacher-In-Role introduce this new alien visitor to the class. They can ask it any questions they like about where it comes from, what it likes to eat and drink etc. As the teacher, your position as the alien allows you to influence the discussion to include areas which are related to topics you are covering such as people in your family, food and drink, where we live etc.

Using the worksheet provided on page 16, either as individuals or as a class, write any differences you notice between you and the aliens in the larger planet areas and anything you find you have in common with the aliens, write in the cross over section. This is a great visual way to illustrate that everyone has something in common but also that we can all be different.

Follow this activity with the same format but exploring the similarities and differences between ourselves and a friend.



Me and my alien friend



Planet _____

Planet _____

Make a Spinning Planet

This spinning planet has a nice animation effect and very simple to make. Planets are all different, some are mostly made of gases, others of water and ice and they come in a myriad of colours and combinations. Let the children design their own planet and make it spin through the stratosphere!

You will need:

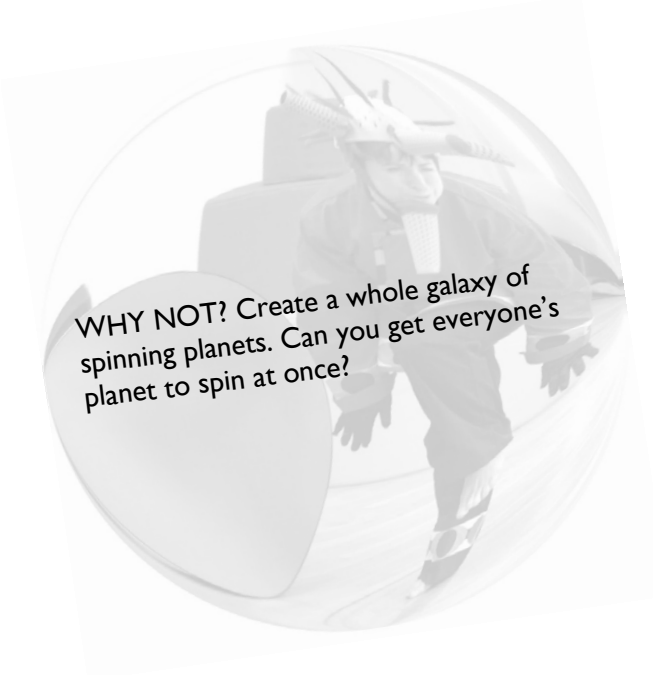
- A Pencil
- Felt tip pens, colouring pencils or crayons
- A piece of cardboard
- Scissors




Method:

Cut a circle out of your cardboard, about 7.5cm (3 inches) in diameter. Draw a series of coloured spirals, starting from the centre of the cardboard and working towards the outside edge. Now poke the pencil through the centre of the circle so the point protrudes by a couple of centimetres (just under an inch). If the cardboard won't stay in place, use a little blue tack to hold it in place, or failing that, just some Sello-tape.

Spinning tops work best on hard flat surfaces, but just remember these ones may leave little trails of graphite!



WHY NOT? Create a whole galaxy of spinning planets. Can you get everyone's planet to spin at once?



WHY NOT? Have a spinning competition. Whose planet can spin for the longest?

Space Cadets

This musical game simply changes the lyrics to the well known children's song 'Bell Horses' and offers an opportunity to develop skills of moving to the rhythm of music.

starting pitch G




The image shows two staves of musical notation in 4/4 time. The first staff has the lyrics: "Space Cad - ets Space Cad - ets Where to go to - day?". The second staff has the lyrics: "There's a comet Grab it's tail Off and a - way!". The music is written in treble clef with a starting pitch of G.

Gather all the children in one corner of the room. Tell them that in this corner they are safe on the space station. Everyday all the astronauts go out on a space journey with their space buddy to see what they can see, and as they float in space we have a special song that we sing.

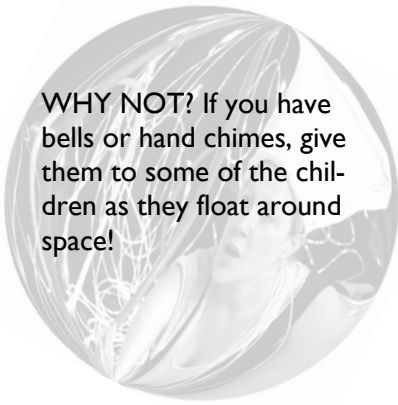
You will sing the song through twice. During the first verse, the children take a space buddy and leave the space station, floating as they sing. As they get to the end of the second verse they should get back to the station. They then choose another space buddy and float off again during the first verse and so the game goes on.

Sometimes when they come back to the station give them a rest by reciting the following while they play bells or chimes to a steady beat:

**Look, oh look, high up in the sky
Here comes a comet flying by
On a bike you can pedal
On a ship you can sail
But we like to travel on a comet's tail.**



WHY NOT? Set up a space pathway around your classroom/hall so that the astronauts have to visit specific places on their exploration; Such as a moon crater, a shooting star, a satellite or the planet Mars!



WHY NOT? If you have bells or hand chimes, give them to some of the children as they float around space!

Let's Float in Space!

This is a simple game adapted from the classic tune "Let's take a walk" which can be developed into an question and answer song.

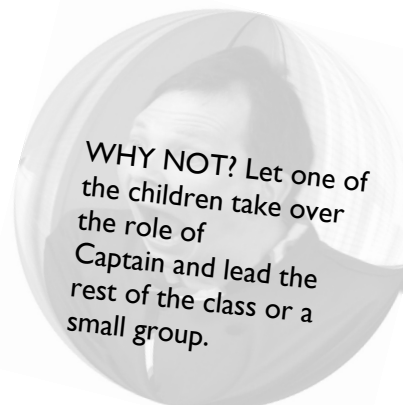
The image shows two staves of musical notation in G major (one sharp) and 4/4 time. The first staff contains the melody for the first line of the song, with the lyrics "Let's float in Space Float in Space Float in Space And" written below it. The second staff contains the melody for the second line, with the lyrics "See what we can see - eee" written below it. The text "starting pitch A" is written above the first staff.

Once the children are comfortable with the melody and the lyrics you can begin to use the song as a question and answer game. Suggest to the class that you are taking them on a journey into space. As the teacher, you are the captain of the spacecraft and sometimes you will stop and check that they have brought items from the Captain's checklist i.e spacesuits, space sandwiches, space pop, space candy. It may be useful to link this song with the literacy/speaking and listening activity on page **.

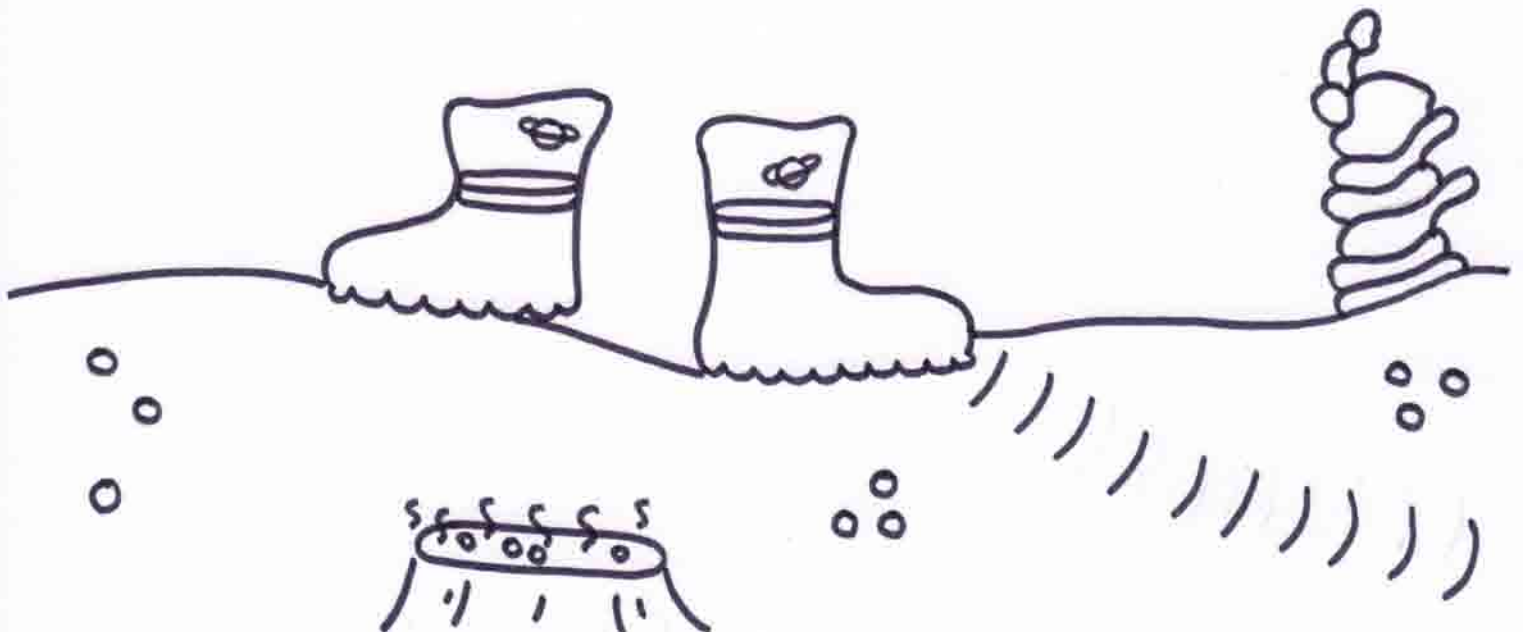
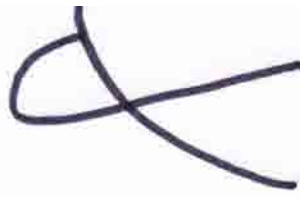
The image shows a single staff of musical notation in G major (one sharp) and 4/4 time. The melody is the same as the first line of the song. The lyrics "Have you brought your space suits?" are written below the staff.

The children would echo the same melody and sing "Yes, we've brought the space suits"

Or ask "Can you see the milkyway ?" Again the children would echo and answer with the same melody " Yes we see the milkyway".



Wisp has forgotten his space suit!
Can you draw him a new one?



Suggested related texts and resources

Fiction

The Way Back Home	Oliver Jeffers	HarperCollins
Whatever Next!	Jill Murphy	Macmillan
Man on the Moon (A day in the life of Bob)	Simon Bartram	Templar
Alien Spotters' Guide by Bob	Simon Bartram	Templar
Dr. Xargle's Book of Earthlets	Jeanne Willis	Anderson Press
But Martin!	June Counsel	Corgi
Mungo and the Spiders from Space	Timothy Knapman & Adam Stower	Puffin
Noah and the Space Ark	Nicola Cecil	Puffin
Laura's Star	Klaus Baumgart	Little Tiger Press
I Took the Moon for a Walk	Carolyn Curtis	Barefoot Books
Here come the aliens!	Colin McNaughton	Walker Books
Moon Zoo	Carol Ann Duffy	Igloo

Non-Fiction/ Teaching Resources

SPACE	Carole Stott	Dorling Kindersley
I Wonder Why Stars Twinkle	Carole Stott	Dorling Kindersley
Literacy Centre Teacher's Resource: Fantasy Worlds	Braund, Gibbon & Merchant	Scholastic
Baboon on the Moon From 'Starting Stories' DVD	Christopher Duriez	British Film Institute

Suggested CDs for 'Spacey' music

Moon Safari	AIR
Broadcasting From Home	Penguin Cafe Orchestra
Gravikords, Whirlies & Pyrophones	Various Artists



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