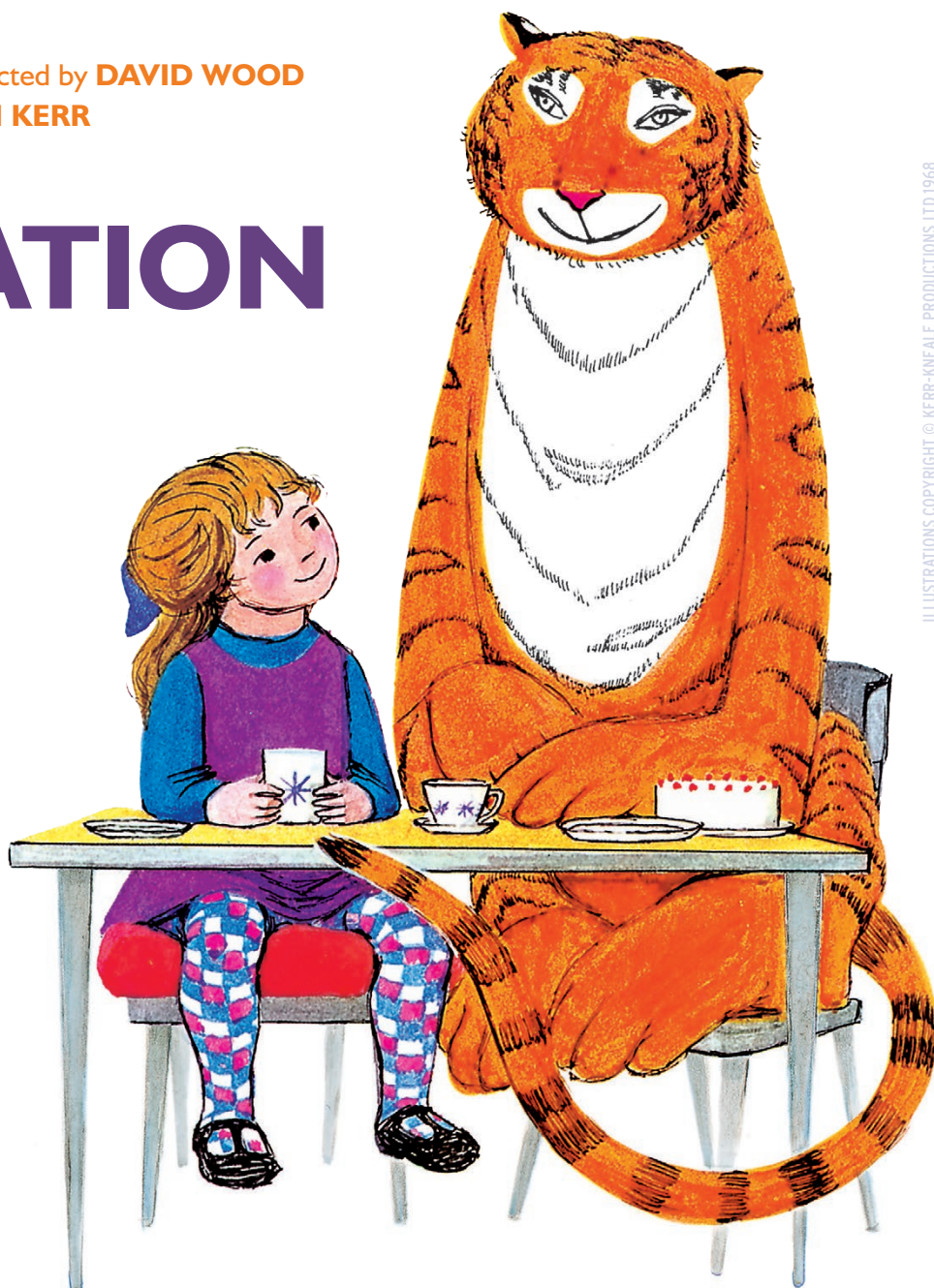


The Tiger Who Came to Tea

A musical play adapted & directed by **DAVID WOOD**
based on the book by **JUDITH KERR**

EDUCATION PACK

Created by **BILLIE JAMES**



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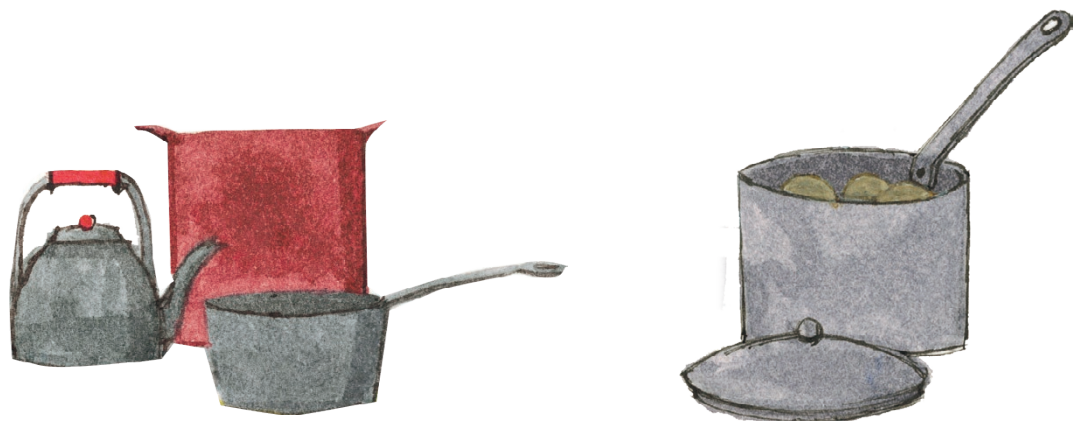
Welcome to your *The Tiger Who Came to Tea* classroom adventure!

The Tiger Who Came to Tea Education Pack has been created to support and enrich children's experience of the production, both before and after their theatre visit. This pack is filled with playful, creative activities inspired by Sophie, her mum, and their very surprising visitor. The activities are designed for Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) learners and offer a balance of literacy, drama, maths, art, PSHE, and creative exploration.

Each activity includes clear learning objectives, suggested resources, step-by-step guidance, and optional adaptations to support a wide range of learners. Many tasks encourage imaginative thinking, expressive language, social interaction, and opportunities for children to make meaningful connections with the story.

Teachers can choose to explore these activities as a full scheme of work or select individual tasks to suit the needs and interests of their class. Throughout the pack, you'll also find reflection questions and discussion prompts to help deepen children's understanding, develop their vocabulary, and support ongoing assessment.

We hope this resource helps bring the magic, curiosity, and charm of *The Tiger Who Came to Tea* into your classroom — sparking creativity, encouraging storytelling, and making space for wonder.



Activities in this pack support the following areas of learning within the EYFS framework and KS1 National Curriculum.

EYFS AREAS OF LEARNING

- Communication & Language
- Personal, Social & Emotional Development (PSED)
- Physical Development
- Literacy
- Maths
- Understanding the World
- Expressive Arts & Design

KS1 NATIONAL CURRICULUM LINKS

- English (Reading, Writing, Spoken Language)
- Maths (Number, Money, Sorting)
- Science (Animals & Diets)
- PSHE (Emotions, Friendship)
- Art & Design
- Design & Technology (Food)
- PE (Movement, Spatial Awareness)
- Drama (Role Play & Performance)



Below are 10 fully detailed EYFS-friendly activity plans.

EYFS ACTIVITY I: Retelling the Story

LEARNING OBJECTIVES

- To recall and sequence key events from a familiar story.
- To use simple story language and complete sentences when retelling events.

OVERVIEW

Children use picture sequencing cards to reconstruct the story of *The Tiger Who Came to Tea*. This activity supports narrative understanding, confidence in oral storytelling, and early comprehension skills.

RESOURCES

- Story sequencing cards
- Glue sticks
- Large paper strips (Optional) Speech bubbles for children to add simple phrases

TEACHER SETUP

1. **Display** the book or key images from the story to refresh children's memory.
2. **Prepare** several sets of mixed-up sequencing cards.
3. **Create** an example strip to model how a completed sequence might look.

STEP-BY-STEP INSTRUCTIONS

1. **Recap** the story together, using the book or pictures.
2. **Spread** the mixed-up picture cards in front of each group or pair.
3. **Ask** children to find the beginning, then the next events, building the sequence together.
4. **Once agreed**, children stick the cards onto their paper strip to create their story ladder.
5. **Invite** children to retell the story aloud, using the pictures as prompts.
6. **Encourage** storytelling language such as first, next, then, suddenly, finally.

KEY QUESTIONS

These questions support assessment of sequencing, understanding, and verbal storytelling.

- “What happened at the very beginning of the story?”
- “Which picture comes next? How do you know?”
- “What did the tiger do after he came into the house?”
- “How can you tell this is the end of the story?”
- “Can you use story words like first or finally?”

DIFFERENTIATION

SUPPORT:

- Provide fewer cards (3–5 key events).
- Offer a scaffolded strip with the first and last images already placed.
- Adult prompts to guide sequencing decisions.

CHALLENGE:

- Invite children to **draw their own final card**, imagining a new ending.
- Encourage independent oral retelling to a partner or small group.
- Add simple speech bubbles: “What might Sophie say here?”

EXTENSION IDEAS

- Children act out the sequence using simple props.
- Create a class display titled “Our Tiger Story Maps”
- Use the completed sequence strip for emergent writing or mark-making.

ASSESSMENT OPPORTUNITIES

Observe whether children can:

- ✓ Identify the beginning, middle, and end
- ✓ Retell the story with some accuracy
- ✓ Use simple time language (first/next/then)
- ✓ Work collaboratively in a small group



EYFS ACTIVITY 2:

Tiger Tea Party Role Play

LEARNING OBJECTIVES

- To engage in imaginative role play based on a familiar story.
- To use language to recreate roles, express ideas, and negotiate play.
- To develop social skills including turn-taking, sharing, and co-operation.

OVERVIEW

Transform your classroom or a designated area into Sophie's kitchen. Children take on different roles — Sophie, Mum, the Tiger, or café helpers — and recreate the famous tea scene from *The Tiger Who Came to Tea*. Children explore what happens when a very hungry tiger arrives unexpectedly, using language, imagination, and social interaction to build the story together.

RESOURCES

- Child-sized table and chairs
- Toy tea set (cups, teapot, plates, spoons)
- Play food (or printed food images)
- Tiger mask or tiger hand/soft puppet
- Optional: aprons, tablecloth, notepad/"order pad", placemats
- Role play prompt cards (e.g., "The tiger is hungry!", "The milk has run out!", "Someone knocks at the door!")

STEP-BY-STEP INSTRUCTIONS

1. Set the scene

Create a simple tea-party layout on a low table, adding a few props to evoke Sophie's home. Introduce the tiger puppet/mask and recap the moment in the story when he joins them for tea.

2. Choose roles

Invite children to choose characters. Some may prefer to observe first — this is absolutely fine.

3. Begin the play

Start with an open prompt such as: "What should we offer the tiger first?"
Encourage children to share ideas and act out serving food and drinks.

4. Introduce playful problems

Add prompt cards or verbal cues (e.g., "Oh no! We've run out of biscuits!" or "The

tiger spilled the milk!"). Let children decide what should happen next.

5. Extend through language

Model language structures ("Would you like...?", "Can you pass...?", "I think the tiger feels...") and encourage children to reply in-role.

6. Conclude the session

Bring everyone together to share what happened at their tea party. Children may describe funny moments, foods the tiger ate, or things they invented.

KEY QUESTIONS

- "What might the tiger ask for first?"
- "How do you think Sophie feels when the tiger arrives?"
- "What should we do if the food runs out?"
- "What happened in your tea party today?"
- "Can you show me how the tiger would drink his tea?"

DIFFERENTIATION

SUPPORT:

- Provide clear role-play prompts or picture cards showing simple actions (pour, stir, eat, drink).
- Offer sentence starters: "I would like...", "Tiger wants..."

CHALLENGE:

- Ask children to invent a new character who joins the tea party.
- Encourage them to create a short spoken story describing what happened.
- Introduce simple problem-solving tasks (e.g., "The tiger wants something orange—what could we offer?").

OPPORTUNITIES FOR OBSERVATION AND ASSESSMENT

- ✓ Are children using imaginative language relevant to the story?
- ✓ Are they taking turns and communicating with peers?
- ✓ Can they stay in character and sustain play?
- ✓ Do they respond to new prompts or changes in the scenario?



EYFS ACTIVITY 3:

Sorting the Cupboard

LEARNING OBJECTIVES

- To sort objects by categories such as shape, colour, size, or type.
- To use early mathematical vocabulary including same, different, and group.

OVERVIEW

This activity helps children develop early mathematical thinking and categorisation skills in a playful, story-rich context. By sorting the items the tiger “pulled out of the cupboard,” children build confidence using descriptive language, noticing attributes, and organising objects.

RESOURCES

- Printable food item picture cards (variety of colours, shapes, and categories)
- Sorting bowls, trays, or mats
- Optional: real, empty food packets (cleaned)
- Vocabulary prompt cards

INSTRUCTIONS

1. **Spread** out the food item cards (or real packets) on a table or carpet space.
2. **Remind** children how the tiger emptied the cupboards in the story.
3. **Explain** that today they will help tidy up by sorting the items into groups.
4. **Model** sorting two or three example items, verbalising your thinking (“These two are both round... these are drinks... these ones are green”).
5. **Invite** children to sort independently or in small groups.
6. **Once sorted**, children share their groups with the class and explain their choices.

KEY QUESTIONS

- “What do you notice about these two items?”
- “How are these the same? How are they different?”
- “Why did you put that one in this group?”
- “Can this item belong to more than one group?”
- “What new group could we make?”

DIFFERENTIATION

SUPPORT:

- Provide clearly defined categories (e.g., “drinks,” “fruit,” “boxes”).
- Use fewer items.
- Work alongside an adult.

CHALLENGE:

- Encourage children to invent their own sorting rules and explain them.
- Introduce Venn diagrams or overlapping groups.

EXTENSION IDEAS

- Children draw and label one group.
- Create a “Tiger’s Cupboard” display showing sorted items.
- Invite children to find classroom objects to add to an existing category.

ADDITIONAL SUGGESTIONS

- ✓ Class display templates
- ✓ Pre/post visit reflection questions
- ✓ Suggested reading list
- ✓ Home learning extension ideas



EYFS ACTIVITY 4:

Letter to the Tiger

LEARNING OBJECTIVES:

- To make marks with meaning and begin to communicate through early writing.
- To understand that writing carries a message.
- To use simple vocabulary connected to the story.

OVERVIEW:

This activity encourages children to engage emotionally with the story while practising early writing skills. Children will write or draw a message to the tiger — inviting him back, asking questions, or telling him about their day. It helps build confidence in mark-making, storytelling, and linking spoken language to print.

RESOURCES:

- Blank paper or letter templates
- Pencils, crayons, felt-tips
- Envelopes
- Class postbox (optional)
- Word bank cards: *tiger, tea, come back, hungry, love from, friend, Sophie*
- Optional: tiger paw-print “reply” cards

INSTRUCTIONS:

1. **Recap** the moment when the tiger left the house and didn't return.
2. **Tell** the children: *“Today we're going to write a letter to the tiger. What might you like to tell him?”*
3. **Share** examples: a friendly message, an invitation to tea, a question (e.g., *Where did you go?*).
4. **Show** the word bank and model writing/drawing your own short letter.
5. **Children create** their own letters using writing, drawing, or dictated words.
6. **Support** children in “posting” their letter into the class postbox.
7. **Optional:** later, deliver a simple “tiger reply” to the class.

KEY QUESTIONS:

- What would you like to say to the tiger?
- Do you want to invite him back?
- How will he know who the letter is from?
- What picture or words could help him understand your message?
- What question could you ask him?

DIFFERENTIATION:

SUPPORT:

- Provide simple sentence starters: *Dear Tiger... Come to tea... From...*
- Offer adult scribing for children's spoken sentences.
- Allow drawing-based letters with a dictated caption.

CHALLENGE:

- Encourage children to write full sentences using finger spaces.
- Add vocabulary prompts (e.g., *yesterday, hungry, surprised, empty cupboard*).
- Invite children to write more detailed questions or describe what they would serve at tea.

EXTENSION IDEAS:

- ✓ Children create a class book: *"Letters to the Tiger."*
- ✓ Write a second letter as a whole-class "reply" when the tiger writes back.
- ✓ Turn letters into a display titled *"Our Tiger Mail"*.



EYFS ACTIVITY 5:

Big Tiger Art

LEARNING OBJECTIVES

- To explore a variety of materials and textures.
- To work collaboratively on a shared creative project.
- To develop fine motor skills through sticking, tearing, and placing materials.
- To build early language by discussing colours, patterns, and animal features.

RESOURCES

- Large roll of paper (enough to draw a very big tiger)
- Orange, black, white collage materials:
 - Tissue paper
 - Felt pieces
 - Scraps of card
 - Ribbon/wool for stripes
 - Pre-cut shapes
 - Pom-poms, buttons (optional)
- Glue sticks or PVA + spreaders
- Thick black pen or paint for outlining
- Visual tiger photos for inspiration

INSTRUCTIONS

1. Prepare the base:

Spread out the large roll of paper on the floor or a long table. Using a thick pen or paint, draw a big outline of a tiger (side profile works nicely for collage).

2. Introduce the tiger:

Show the children a picture of a tiger. Encourage them to talk about the colours, patterns and textures they notice.

3. Collage time:

Children work together to fill different sections of the tiger:

- Orange for the body
- Black for stripes
- White for the belly/face

4. Texture exploration:

Encourage children to tear, scrunch, layer, or overlap materials to create texture.

5. Add details:

Support children to add features (ears, nose, eyes) using chosen materials.

6. Celebrate the artwork:

Once dry, display the giant tiger in the classroom or hallway. Invite children to talk about which part they created.

DIFFERENTIATION

SUPPORT:

- Provide smaller pre-cut squares or shapes to stick within each section of the tiger.
- Model how to glue and place materials.
- Offer hand-over-hand help if needed.

CHALLENGE:

- Ask children to design their own tiger patterns or experiment with textures (smooth vs. crinkled vs. layered).
- Encourage them to add extra features: grass, a jungle background, baby tigers, or speech bubbles.



EYFS ACTIVITY 6:

Tiger Footprint Trail

LEARNING OBJECTIVES:

- To follow positional language.
- To develop gross motor skills.

OVERVIEW:

This activity encourages children to move creatively while following directional language. It links physical development to story elements and builds listening skills, concentration, and fun problem-solving. Children follow the tiger's footprints, enhancing spatial awareness and gross motor control.

RESOURCES:

- Tiger paw prints
- Hidden objects

INSTRUCTIONS:

1. **Prepare** the space by laying paw prints around the classroom, outdoor area, or hall, ensuring there's enough room for safe movement.
2. **Hide** small objects (story-related items or toys) along the trail to make it more engaging.
3. **Introduce** the activity to the children: explain that they will be following the tiger's footprints, listening carefully to directions.
4. **Model** a few steps along the trail, demonstrating positional language: "Step under the table," "Move *behind* the chair," "Stand *next* to the mat."
5. **Invite** children to take turns following the trail, collecting hidden objects, and verbalising their movements aloud.
6. **Encourage** children to describe their actions as they move: "I am stepping over the chair," "I am crawling under the table."
7. **After completing** the trail, discuss the journey together and ask children to recall the order of actions and objects found.
8. **Optional:** Repeat the trail using different movement styles (tiptoe, hop, crawl) to increase physical challenge and fun.

DIFFERENTIATION:

SUPPORT:

- Guide children along the trail as a group or provide one-step directions.

CHALLENGE:

- Children design their own trail for others to follow, using more complex directions.

KEY QUESTIONS:

- Which way should you go next?
- Can you describe where the next paw print is?
- How did you move to get under the table safely?
- What did you find along the way?

EXTENSION IDEAS:

- ✓ Introduce counting: How many steps between paw prints?
- ✓ Combine with animal movement: hop, tiptoe, or crawl like a tiger.
- ✓ Link to creative writing: Children describe the tiger's journey along the trail.



EYFS ACTIVITY 7:

What Would You Feed a Tiger?

LEARNING OBJECTIVES:

- To notice similarities and differences between animals.
- To understand that animals need different types of food.

OVERVIEW

This activity links the story to basic science and understanding of the world. Children explore what different animals, including tigers, eat and learn to classify foods. It encourages observation, discussion, and reasoning skills while tying into a familiar narrative context.

RESOURCES:

- Picture cards of various foods (fruits, vegetables, meat, snacks, etc.)
- Animal diet chart or poster
- Optional: real safe food items for tactile sorting
- Sorting trays or mats

INSTRUCTIONS:

1. **Begin** by revisiting the story and asking: “What did the tiger eat at Sophie’s house?”
2. **Show** a range of food picture cards or real items. Discuss each briefly.
3. **Introduce** the sorting task: children decide which foods a tiger would eat (**Tiger Foods**) and which it would not (**Not Tiger Foods**).
4. **Model** sorting a few examples, verbalising your reasoning: “Tigers eat meat, so this chicken goes in the tiger pile. Tigers don’t eat bread, so that goes over here.”
5. **Children sort** the remaining items independently or in small groups.
6. **Encourage** discussion: children explain their choices to a partner or the class.
7. **Optional:** Use trays or mats labelled “Tiger Foods” and “Not Tiger Foods” to make sorting more visual.

KEY QUESTIONS:

- Why do you think a tiger would eat this?
- Which foods are safe for tigers?
- Do all animals eat the same things?
- Can a tiger eat fruits or vegetables?

DIFFERENTIATION:

SUPPORT:

- Provide fewer food items and pre-sorted examples. Adults can support reasoning.

CHALLENGE:

- Introduce simple terms: carnivore (meat-eater), herbivore (plant-eater), omnivore (both). Children can sort foods into these new categories.

EXTENSION IDEAS:

- ✓ Children create a simple “Tiger Menu” with drawings or collage.
- ✓ Link to writing: children write a sentence about what a tiger eats.
- ✓ Explore other animals in the classroom or storybooks and sort their foods as a comparison.



EYFS ACTIVITY 8:

Tea-Time Snack Making

LEARNING OBJECTIVES:

- To develop fine motor skills through spreading, cutting, and assembling.
- To follow simple steps in a recipe and understand sequencing.

OVERVIEW

This activity combines practical life skills with the story context, allowing children to explore making snacks for themselves or imagining preparing food for Sophie and the tiger. It develops independence, fine motor control, following instructions, and discussion about healthy choices.

RESOURCES:

- Bread, crackers, or other safe base foods
- Variety of spreads (butter, cream cheese, jam)
- Fruit (grapes, banana slices, berries)
- Child-safe knives and spreaders
- Plates, napkins, and cleaning supplies
- Optional: visual step-by-step recipe cards

INSTRUCTIONS:

1. **Begin** by discussing what makes a snack healthy and tasty. Ask: “What snacks do you like to eat at home?”
2. **Introduce** the ingredients and tools, demonstrating safe use of knives and spreaders.
3. **Provide** children with their own workspace and ingredients.
4. **Guide** them to follow steps: e.g., spread butter, add fruit, assemble their snack. Encourage them to verbalise each step.
5. **Once snacks are prepared**, allow children to share and describe their creations with a partner or group.
6. **Optional:** Photograph the snacks for a class display or create a “Snack Menu” showing their choices.

KEY QUESTIONS:

- What ingredients are you using?
- Which step comes first, next, and last?
- Why did you choose those toppings?
- How can we make our snack healthy?

DIFFERENTIATION:

SUPPORT:

- Pre-cut fruit and spread pre-measured amounts. Adult supervision for cutting or spreading.

CHALLENGE:

- Children design their own “menu” with at least two different snack options and explain why they chose each.

EXTENSION IDEAS:

- ✓ Link to writing: children create a simple recipe card with drawings and labels.
- ✓ Incorporate counting: “How many slices of banana did you use?”
- ✓ Connect to story role play: children prepare a snack as if the tiger were visiting again.



EYFS ACTIVITY 9:

Tiger Emotions Cards

LEARNING OBJECTIVES:

- To recognise and name different emotions.
- To link emotions to events or actions in a story.

OVERVIEW:

This activity helps children develop emotional literacy by identifying feelings in themselves and in characters. Using the story context, children practise empathy and understanding of emotional responses to events, supporting personal, social, and emotional development.

RESOURCES:

- Emotion face cards (happy, sad, surprised, scared, excited, curious)
- Illustrated story scenes from *The Tiger Who Came to Tea*
- Optional: mirrors for children to make their own faces
- Optional: chart to record emotions and explanations

INSTRUCTIONS:

1. Begin by revisiting key moments in the story. Ask: “How do you think Sophie felt when the tiger arrived?”
2. Show the emotion face cards and introduce the vocabulary for each emotion. Discuss briefly what each emotion means.
3. Present story scenes one at a time. Children select the emotion card that matches the character’s feelings.
4. Encourage children to explain their choice: “I think Sophie is surprised because the tiger drank all the tea.”
5. Optional: Children can act out the emotion for their peers, linking facial expressions and body language to feelings.
6. Discuss a range of emotions and how characters’ feelings can change throughout the story.

KEY QUESTIONS:

- What emotion do you see in this picture?
- Why do you think the tiger felt that way?
- How did Sophie feel when the cupboard was empty?
- Can a character feel more than one emotion at a time?

DIFFERENTIATION:

SUPPORT:

- Focus on two main emotions such as happy/sad, using fewer cards. Adult models emotion identification.

CHALLENGE:

- Introduce more complex emotions (curious, excited, surprised, disappointed) and encourage children to give reasons based on the story context.

EXTENSION IDEAS:

- ✓ Children draw their own emotion cards based on the story or their own experiences.
- ✓ Create a classroom “Emotion Wall” linking story moments to feelings.
- ✓ Connect to writing: children write or dictate a sentence describing Sophie or the tiger’s feelings in a particular scene.



EYFS ACTIVITY 10:

Sound Hunt – “T is for Tiger”

LEARNING OBJECTIVES:

- To recognise the initial sound *t*.
- To identify and categorise objects beginning with the same sound.

OVERVIEW

This phonics activity links early literacy skills to the story, helping children tune into initial sounds in a fun, interactive way. Children practise listening, segmenting, and categorising sounds while engaging with a familiar story context.

RESOURCES:

- Picture cards and/or small objects that begin with a variety of sounds (toy tiger, teddy, tomato, book, ball, etc.)
- Sorting trays or mats labelled “T words” and “Not T words”
- Letter *t* visual cue card or poster
- Optional: baskets for collecting objects

INSTRUCTIONS:

1. **Begin** by introducing the letter *t* and its sound, using the visual cue and a clear verbal example: “*T, t, tiger.*”
2. **Show** a few objects and ask the children to identify whether they start with the *t* sound. Model saying the first sound aloud.
3. **Organise** a “sound hunt” around the classroom, allowing children to find objects or picture cards that begin with *t*.
4. **Once found**, children sort objects into the “T words” and “Not T words” trays. Encourage them to articulate their choices: “T-iger starts with *t*, b-ook does not.”
5. **Repeat** the hunt several times, gradually allowing children to work more independently or in pairs.
6. **Optional:** Encourage children to blend simple *t* words they find with others: “Tiger + tea = tiger tea!”

KEY QUESTIONS:

- Which sound does this word start with?
- Does this object belong in the 'T words' group or not?
- Can you think of another object that starts with t?
- What other sounds can we hear in this word?

DIFFERENTIATION:

SUPPORT:

- Adult-led hunt with guidance and modelling. Focus on a small number of items at a time.

CHALLENGE:

- Encourage children to blend simple *t* words or generate their own *t* words independently.

EXTENSION IDEAS:

- ✓ Children create a "T is for Tiger" poster with drawings and labels of objects they found.
- ✓ Link to writing: children attempt to write the letter *t* or label their chosen objects.
- ✓ Connect to story: children identify other words from the book that begin with *t*.



Below are KS1 activities (some are adapted from the EYS list).

KS1 ACTIVITY I:

Story Sequencing & Rewriting

LEARNING OBJECTIVES

- To use sequencing words (*first, next, then, finally*) to organise a story.
- To write simple sentences to retell or adapt the story.
- To extend writing with adjectives and conjunctions (*and, but, so*).

RESOURCES

- Story sequencing cards from *The Tiger Who Came to Tea*
- Writing books or lined paper
- Pencils, coloured pens
- Optional: visual word banks (sequencing words, adjectives, conjunctions)

OVERVIEW

This activity develops narrative skills, comprehension, and written expression. Children revisit the story events, sequence them logically, and then rewrite the story in their own words, encouraging creativity and expanded vocabulary.

INSTRUCTIONS

1. **Recap** the story with the class, highlighting key events.
2. **Present** the story sequencing cards in mixed order. Ask children to work individually or in pairs to arrange the events in the correct sequence.
3. **Once sequenced**, children use their cards as prompts to write sentences retelling the story. Encourage use of sequencing words: *first, next, then, finally*.
4. **Model** adding adjectives to describe characters or settings: "The hungry tiger drank all the delicious tea."
5. **Challenge** children to include simple conjunctions to extend sentences: "Sophie was surprised, but she smiled."
6. **Encourage** children to read their stories aloud to a partner or group, discussing the flow and clarity of events.

KEY QUESTIONS

- What happened first in the story?
- Which word can we use to show the next event?
- How could you make your sentences more exciting with adjectives?
- Can you join two ideas using a conjunction?

DIFFERENTIATION

SUPPORT:

- Provide sentence starters or partially completed sentences. Pair children for collaborative writing.

CHALLENGE:

- Encourage children to create a new ending or include additional details about the tiger or Sophie's day.

EXTENSION IDEAS

- ✓ Children illustrate their rewritten story.
- ✓ Create a class book: *"Our Versions of The Tiger Who Came to Tea."*
- ✓ Incorporate drama: children act out their rewritten story scenes.



KS1 ACTIVITY 2:

Drama – Freeze Frames

LEARNING OBJECTIVES

- To explore and express character feelings through body language and facial expression.
- To develop understanding of key story events and character perspectives.
- To collaborate effectively in small groups to create dramatic scenes.

OVERVIEW

This drama activity helps children engage deeply with the story by physically and visually representing events and emotions. Freeze frames encourage observation, empathy, and discussion of the characters' experiences.

RESOURCES

- Story scenes from *The Tiger Who Came to Tea*
- Open space for movement
- Optional: props (toy tea set, tiger mask, cups, plates)

INSTRUCTIONS

1. **Begin** by recapping key events of the story and discussing how characters might have felt at different points.
2. **Introduce** the concept of a freeze frame: the children pose silently to show a moment in the story. Demonstrate with a simple example.
3. **Divide** children into small groups. Assign each group a different scene to recreate using their bodies and facial expressions.
4. **Groups** practise holding their freeze frame for 10–15 seconds, considering characters' feelings and actions.
5. **Each group** presents their freeze frame to the class. Encourage observers to interpret the scene: "What is happening? How do you think the characters feel?"
6. **After all presentations**, discuss the different interpretations and feelings portrayed.

KEY QUESTIONS

- What are the characters feeling in this moment?
- How can you show surprise, excitement, or worry without speaking?
- Why did you choose that pose for your character?
- Can you think of another way to show the same emotion?

DIFFERENTIATION

SUPPORT:

- Use smaller groups, model poses, or provide sentence prompts to describe the emotion.

CHALLENGE:

- Encourage children to add speech or thought bubbles for characters, or create multiple freeze frames to show a sequence of events.

EXTENSION IDEAS

- ✓ Turn the freeze frames into a short class performance with narration.
- ✓ Photograph each freeze frame to create a visual story sequence for the classroom display.
- ✓ Children write a short reflection or dialogue for their freeze frame scene.



KS1 ACTIVITY 3:

Maths – Tea-Time Shop

LEARNING OBJECTIVES

- Recognise and identify coins (1p, 2p, 5p, 10p, 20p, 50p, £1).
- Add totals to calculate the cost of items.
- Develop practical problem-solving and money-handling skills.

OVERVIEW

This activity links the story to practical maths skills, giving children hands-on experience with money, addition, and decision-making. The tea-time shop encourages role play, communication, and collaboration, while reinforcing number sense.

RESOURCES

- Play coins and notes (realistic or plastic)
- Picture cards or real items representing food from the story (e.g., sandwiches, juice, cake) with price labels
- Paper wallets or containers for each child/group
- Optional: small whiteboards and pens for calculating totals

INSTRUCTIONS

1. **Set up** a “Tea-Time Shop” in the classroom using story food items, picture cards, or real objects. Label each item with a simple price.
2. **Introduce** or recap coins and their values. Model how to calculate the total for a small selection of items.
3. **Explain** the activity: children will “buy” items from the shop using their coins. Encourage them to count out the correct total.
4. **Children take turns** or work in pairs to select items, calculate totals, and pay with the appropriate coins.
5. **Encourage** children to double-check their totals and discuss strategies for calculating sums.
6. **Optional:** Rotate roles so children experience being both the shopper and the shopkeeper.

KEY QUESTIONS

- Which coins will you need to pay for this item?
- What is the total for these two items?
- How can you check your answer?
- What would happen if you chose a different coin combination?

DIFFERENTIATION

SUPPORT:

- Use smaller totals (1p–10p) and adult support with coin recognition and addition.
Challenge: Increase prices or ask children to calculate change, or combine three or more items.

EXTENSION IDEAS

- ✓ Children design their own “Tea-Time Shop” with new items and prices.
- ✓ Link to literacy: write a shopping list with item prices.
- ✓ Introduce simple budgeting: “You have £5. What can you buy?”



KSI ACTIVITY 4:

Letter to the Tiger / Persuasive Writing

LEARNING OBJECTIVES

- To write for a purpose, expressing ideas and feelings in letters.
- To use sentence punctuation, descriptive language, and persuasive techniques.
- To develop empathy by considering the tiger's perspective.

RESOURCES

- Paper and writing implements (lined paper or notebooks)
- Example letters for modelling
- Word banks with emotive adjectives, persuasive phrases and common exception words for spelling (e.g., *please, could, I would like, fantastic*)
- Envelopes for posting letters
- Optional: "reply from the tiger" template for role play

OVERVIEW

This activity allows children to write letters in first person to the tiger, combining creative writing, empathy, and persuasive language. Children practise sentence structure, punctuation, and expressing ideas logically while linking to the story context.

INSTRUCTIONS

1. **Discuss** the ending of the story and the idea of writing a letter to the tiger. Brainstorm what children might want to say or ask.
2. **Model** writing a simple persuasive letter: "Dear Tiger, please come to tea again. We would love to see you because..."
3. **Provide** children with stationery and word banks to support their writing.
4. **Children draft** their letters independently or in pairs, focusing on clear sentences, punctuation, and polite persuasive language.
5. **Encourage** editing and improving: adding adjectives, varying sentence starters, or including conjunctions to link ideas.
6. **Children post** their letters in a class "Tiger Postbox." Optionally, later deliver a "reply from the tiger" to continue the activity.

KEY QUESTIONS

- What would you like to tell the tiger?
- How can you make your letter polite and persuasive?
- What adjectives can you use to describe the tea or your home?
- Can you add a reason to persuade the tiger to return?

DIFFERENTIATION

SUPPORT:

- Provide sentence starters, writing frames, or scribe ideas. Focus on simple sentences.

CHALLENGE:

- Encourage children to use multiple paragraphs, persuasive connectives (*because, so, therefore*), and detailed adjectives.

EXTENSION IDEAS

- ✓ Turn letters into a class display: “Letters to the Tiger.”
- ✓ Children read letters aloud and discuss persuasive techniques.
- ✓ Link to drama: children role-play receiving a reply from the tiger.



KSI ACTIVITY 5:

Art – Design a New Book Cover

LEARNING OBJECTIVES

- To use line, colour, and pattern creatively to convey ideas.
- To communicate meaning and mood through visual choices.
- To develop observational skills and reflect on the story.

RESOURCES

- Paper or card for book cover designs
- Pencils, coloured pencils, felt tips, paints, and brushes
- Examples of book covers for inspiration
- Optional: collage materials, stencils, or templates

OVERVIEW

This activity allows children to explore their creativity while engaging with the story. They consider how illustration, colour, and layout communicate the story's tone and themes, linking visual art to literacy and design thinking.

INSTRUCTIONS

1. **Show** examples of book covers and discuss how images, colours, and fonts convey mood and story content.
2. **Recap** the story and ask children to think about what elements they would include on a new cover: the tiger, Sophie, the tea, or key moments.
3. **Children plan** their design with a rough sketch, deciding on composition, colours, and patterns.
4. **Using their chosen materials**, children create the final design. Encourage attention to detail, patterns, and expressive use of colour.
5. **Once complete**, children explain their choices to the class or in small groups: why they included certain images, colours, or patterns.
6. **Optionally, display finished covers** in the classroom or create a gallery of “new editions” of the story.

KEY QUESTIONS

- Which part of the story do you want to show on your cover?
- How do the colours you chose show the tiger's mood or the story's tone?
- What patterns or details make your cover interesting?
- How would your design make someone want to read the book?

DIFFERENTIATION

SUPPORT:

- Provide templates, stencils, or step-by-step guidance for composition and colour choices.

CHALLENGE:

- Encourage children to include background details, multiple characters, or experiment with perspective and pattern techniques.

EXTENSION IDEAS

- ✓ Children write a blurb or short summary to accompany their cover.
- ✓ Create a class “new edition” book with covers and summaries.
- ✓ Link to literacy: children compare their cover with the original and discuss the differences in mood or emphasis.



KSI ACTIVITY 6:

Treasure Hunt with Directions (Following Directions & Map Skills)

LEARNING OBJECTIVES

- To use prepositions (*under, over, next to, behind, between*) accurately in multi-step instructions.
- To follow and create a sequence of directions.
- To develop problem-solving, spatial awareness, and teamwork skills.

OVERVIEW

This activity encourages children to practise positional language, sequencing, and map-reading in a hands-on, story-linked context. Following and creating treasure hunts develops logical thinking, teamwork, and communication skills.

RESOURCES

- Printed or drawn treasure maps
- Small “treasure” objects (toys, story-related items)
- Clipboards and pencils for planning directions
- Optional: markers or cones to indicate key points

INSTRUCTIONS

1. **Introduce** the activity and recap prepositions. Demonstrate a simple 2-3 step directional sequence.
2. **Hide** treasure items around the classroom or outdoor area.
3. **Children work individually** or in pairs to follow a 3-step set of directions to find a treasure.
4. **Once completed**, children swap roles: they create their own treasure hunt using 3-5 steps and challenge a partner or group to follow it.
5. **Encourage** children to verbalise each step clearly and check that their directions are accurate.
6. **Optional:** Extend by drawing a simple map of the treasure location and the path taken, linking to map skills and literacy.

KEY QUESTIONS

- Which preposition should you use to describe where the treasure is?
- What's the first step? What comes next?
- Can you think of a different way to explain this direction?
- How will you make your directions clear for someone else?

DIFFERENTIATION

SUPPORT:

- Provide simpler 2-step directions, visual cues, or adult guidance.

CHALLENGE:

- Children plan a longer treasure hunt (5+ steps) including multiple prepositions, and optionally draw a full map of the route.

EXTENSION IDEAS

- ✓ Combine with writing: children write the instructions for others to follow.
- ✓ Create a class treasure map with labelled locations for a larger group activity.
- ✓ Link to storytelling: children describe the treasure hunt as a narrative from the tiger's perspective.



KSI ACTIVITY 7:

Science – Food Sorting & Animal Diets

LEARNING OBJECTIVES

- To identify and sort foods into groups based on animal diets (herbivore, carnivore, omnivore).
- To understand what tigers eat and why their diet is suited to their body and habitat.
- To use scientific vocabulary to describe and justify choices.

OVERVIEW

Explain that different animals eat different types of food depending on their bodies, teeth, habitat, and survival needs. Introduce three categories: herbivore, carnivore, and omnivore. Link to the story by discussing what **the tiger** would eat in real life and why.

RESOURCES

- Picture cards of different foods (meat, fish, fruit, leaves, seeds, vegetables)
- Animal diet sorting mats labelled *Herbivore / Carnivore / Omnivore*
- Optional: fact cards or images of different animals (including the tiger)
- Glue sticks, pencils, and recording sheets

INSTRUCTIONS

1. **Recap** the meaning of *herbivore*, *carnivore*, and *omnivore* using pictures or simple examples.
2. **Show** the children a mix of food cards. Model how to place one correctly on the sorting mat and explain your reasoning.
3. **Children work** in pairs or small groups to sort the remaining food items into the correct categories.
4. **After sorting**, children select one animal (e.g. tiger, cow, bear) and create a simple food poster showing what that animal eats.
5. **Bring the class together** to share posters and discuss any differences, misconceptions, or new discoveries.

KEY QUESTIONS

- Why do you think this food belongs in that category?
- Which foods would a tiger eat in the wild? Why?
- Can you explain the difference between a carnivore and an omnivore?
- What might happen if an animal didn't get the right food?

DIFFERENTIATION

SUPPORT:

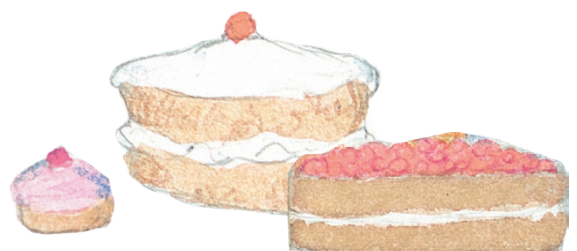
- Provide colour-coded cards or mats; limit categories to two (e.g. herbivore vs carnivore); use adult-led sorting first.

CHALLENGE:

- Children research or recall diets for additional animals and create a food chain, including producer → consumer links.

EXTENSION IDEAS

- ✓ Write sentences using scientific vocabulary, e.g., "A tiger is a carnivore because..."
- ✓ Create a class display comparing human diets to animal diets.
- ✓ Link to DT: design a "meal" for the tiger using appropriate foods.



KS1 ACTIVITY 8:

PSHE/Science – Balanced Plate

LEARNING OBJECTIVES

- To understand the main food groups and their role in a healthy diet.
- To create a balanced meal using a range of foods.
- To explain choices using simple nutritional language.

OVERVIEW

Explain that Sophie and the tiger need a healthy, balanced meal after their big adventure. Recap the main food groups:

- **Fruit & Vegetables** – vitamins, energy
- **Carbohydrates** – fuel for movement
- **Protein** – helps us grow strong
- **Dairy** – good for teeth and bones
- **Oil, fat and sugar** – good to have sometimes!

Show an example of a balanced meal, talking through why each food is included.

RESOURCES

- Printable food group mats or “Eatwell Plate” visuals
- Food picture cards (fruit/veg, protein, dairy, carbohydrates, treats)
- Paper plates or plate templates
- Glue sticks, pencils, crayons
- Optional: real packaging or empty food containers for a role-play café table

INSTRUCTIONS

1. **Recap food groups** using posters or mats and discuss what makes a balanced plate.
2. **Sort the food cards** into their food groups as a warm-up.
3. **Give each child** a **paper plate** and ask them to plan a healthy meal for Sophie and the tiger.
4. **Children select foods** from each group (cutting and sticking pictures) to create their balanced plate.

5. Once completed, children **label** their plate or write a short explanation:

- “I chose broccoli because it helps you stay healthy.”
- “I added rice to give the tiger energy.”

6. Share plates as a class, discussing similarities and differences.

7. Optional extension: turn the classroom into a “Healthy Café” where children serve their plates and explain their choices.

KEY QUESTIONS

- What food group does this belong to?
- Why does Sophie need this food? Why does the tiger?
- What could you add to make this plate more balanced?
- Which foods should we eat only sometimes?

DIFFERENTIATION

SUPPORT:

- Provide ready-made food group mats for children to place items onto.
- Offer fewer food choices to reduce overwhelm.
- Use pictures only (no writing required).

CHALLENGE:

- Children write full sentences explaining **why** each food group is important.
- Encourage designing **two plates**: one for Sophie and one for the tiger, comparing their needs.
- Introduce the idea of portion sizes or labelling each section.

EXTENSION IDEAS

- ✓ Link to science by discussing herbivores, carnivores, and omnivores.
- ✓ Create a class “Healthy Recipe Book.”
- ✓ Children design a healthy tiger smoothie!



KS1 ACTIVITY 9:

PSHE – Feelings & Friendship

LEARNING OBJECTIVES

- To recognise and name a wider range of emotions (e.g., excited, nervous, frustrated, left out, proud).
- To understand how behaviour affects others.
- To develop empathy by exploring how characters feel and why.

OVERVIEW

Use this lesson to support children with understanding emotions, empathy, and positive social interactions. Teachers can link this to the Zones of Regulation.

RESOURCES

- Emotion word cards (happy, scared, excited, worried, confused, shy, disappointed, etc.)
- Blank card templates for children to create their own
- Key scenes from The Tiger Who Came to Tea printed or shown on screen
- Small whiteboards or writing sheets

INSTRUCTIONS

1. Warm-Up Discussion – “How Did the Tiger Feel?”

- Show a key scene (e.g., the tiger arriving, eating all the food, saying goodbye).
- Ask children: “How do you think the tiger felt in this moment? Why?”
- Introduce emotion vocabulary: *curious, excited, friendly, playful, overwhelmed*.
- Encourage children to justify their ideas using *because...*

2. Exploring Sophie’s Feelings

- Discuss Sophie’s feelings at different moments (surprised, delighted, shocked, disappointed when dinner can’t be cooked, sleepy at the end).
- Compare with their own experiences: “Have you ever felt surprised like Sophie? What happened?”

3. Group Activity – Make Emotion Cards

- Children choose an emotion from the story.
- They draw the facial expression AND write a sentence explaining when a character felt that way.
- Example: *“The tiger felt curious when he looked around the kitchen.”*

4. Feelings & Friendship Circle

- Children share their cards.
- Discuss how we can show friendship and kindness like Sophie did:
 - inviting someone to join
 - using polite language
 - making others feel welcome

DIFFERENTIATION

SUPPORT:

- Provide sentence starters:
 - *“Sophie felt ____ when...”*
 - *“The tiger was ____ because...”*
- Use a limited set of emotions (happy, sad, scared, excited).
- Adult verbal modelling.

CHALLENGE:

- Introduce more complex emotions (embarrassed, grateful, overwhelmed, confused).
- Children create a short feelings comic strip showing how characters’ emotions change across the story.
- Explore how they would react differently to the tiger — and why.



KSI ACTIVITY 10:

Phonics & Writing – Alliteration Poem

LEARNING OBJECTIVES

- To apply phonics knowledge to generate words beginning with the same sound.
- To create simple alliterative phrases and short poems.
- To develop confidence in experimenting with language.

OVERVIEW

In this playful phonics and creative writing activity, children explore alliteration by creating their own short “tiger” poems. The focus is on applying phonics knowledge (particularly initial sounds) to generate descriptive, imaginative phrases. This activity supports early writing confidence, vocabulary building, and creativity.

RESOURCES

- Word banks of *t* words (e.g., *tiger, tiptoe, tiny, terrific, teeth, tail, tree, tracks*)
- Picture prompts
- Writing books or poem templates
- Sound mats
- Optional: percussion instruments for performing poems

INSTRUCTIONS

1. Introduce Alliteration

- Explain that alliteration is when **lots of words start with the same sound**, like: *“Terrific tiger tiptoes through tall trees.”*
- Say a few examples out loud and let children listen for the starting sound.

2. Explore ‘T’ Words Together

- Show picture prompts or a word bank.
- Children sort words that begin with *t* and practise saying them with exaggerated initial sounds.

3. Model Creating a Line

- On the board, model forming an alliterative phrase, e.g.: *“The tiger took tiny tickly steps.”*
- Highlight how you try different *t* words and choose the ones that sound fun.

4. Children Create Their Own Alliteration Poem

- Children create:
- 1 alliterative line (younger learners) OR
- A mini 3-line poem, for example:
Terrible tiger
Tiptoeing through trees
To find tasty treats.

5. Share & Perform

- Children read their poems aloud.
- Optional: tap percussion (drums/shakers) to emphasise rhythm and repeated sounds.

DIFFERENTIATION

SUPPORT:

- Provide a small selection of t words to choose from.
- Use a simple template such as: “*The tiger* _____.”
- Adult scribing available.

CHALLENGE:

- Use **two different alliterative lines** (e.g., t, s, or p).
- Add adjectives and adverbs.
- Encourage experimenting with **rhythm and repetition**.



ADDITIONAL SUGGESTIONS

A. Class Display Templates

1. “OUR TIGER WORK” SHOWCASE BOARD

- Title banner: “Tiptoeing Through the Tiger’s Tale!”
- Sections:
 - Story Sequencing – space for children’s card orders or rewritten sentences
 - Drama Moments – photos of freeze frames with captions
 - Maths Tea-Time Shop – price tags, receipts, coin rubbings
 - Design a New Book Cover – children’s artwork displayed wiith speech bubbles (“I chose bright stripes because...”)
 - Display elements: paw-print borders, orange/black zig-zag patterns, jungle leaves.

2. VOCABULARY WALL

- Key words: *tiger, tea-time, visitor, polite, stripes, carnivore, herbivore, claws, curious, surprised, enormous, gentle*
- Use dual-coded images + simple definitions.

3. “FEELINGS CORNER” DISPLAY

- Emotions wheel with tiger faces
- Thought bubbles: “*The tiger might feel...*”
- Safe space prompts: “*When I feel ____ I can...*”

B. Pre/Post Visit Reflection Questions

(perfect if this is linked to a zoo visit, workshop, or class event)

BEFORE

- What do you already know about tigers?
- How do you think people should behave around animals?
- What do you think tigers eat, need, and enjoy?
- What are you hoping to learn or see?

AFTER

- What surprised you the most about tigers?
- What is one new fact you learned about their diet/habitat/body features?
- How did your feelings change from before to after the visit?
- What do you now want to find out more about?

C. Suggested Reading List

(fiction, non-fiction, emotions, and animal themes)

FICTION

- *The Tiger Who Came to Tea* – Judith Kerr
- *Augustus and His Smile* – Catherine Rayner
- *The Lion Inside* – Rachel Bright
- *There's a Tiger in the Garden* – Lizzy Stewart
- *The Gruffalo* – Julia Donaldson (for animal description work)

NON-FICTION / INFORMATION TEXTS

- *Big Cats* – National Geographic Kids
- *Tigers* – Usborne Beginners
- *I Am a Tiger* – Karl Newson (character confidence themes)

EMOTIONS & PSHE

- *The Colour Monster* – Anna Llenas
- *In My Heart* – Jo Witek
- *How Are You Feeling Today?* – Molly Potter

D. Home Learning Extension Ideas

1. Tiger Word Hunt at Home

Children search for items beginning with *t* or create a mini *t* word collection.

2. Make a “Tea-Time Menu”

Light optional cooking task — design a healthy plate using drawings or real snacks.

3. Create an Emotion Tiger Mask

Children choose an emotion, design a face, and explain when they might feel that way.

4. Family Story Retelling

Retell *The Tiger Who Came to Tea* using toys, puppets, or drawings; parents record key vocabulary used.

5. Kindness Challenge

Linking to the tiger’s behaviour:

- Do three kind surprises at home
- Draw/write what you did.

6. Nature Sound Hunt

Take a walk and note sounds beginning with *t* (**twigs snapping, tapping, tweeting**).

