

Learning Experiences

Cognitive Development

The development of problem solving and thinking skills,
which help children to explore and understand the world around them.



Pompey The Pelican



In the story, Pompey the Pelican talks about not being afraid and to practice what you know.

Discuss this with the children, ask if they have ever been afraid to try something new? How did they manage to overcome this?

Pompey the Pelican was standing on a rock when the Imagineland kids met him. He said he was 'king of these sands.'

Discuss what it means to be a king or a queen with the class. Are they important people? What are they responsible for?

Research important people in the community where you live.

The Imagineland kids meet Pompey the Pelican near some rock pools they were exploring.

Discuss with the children/class the safety issues around exploring an area like this.

Would they need an adult with them?
What would the need to be careful and aware of?

Sun safety, water safety, safety issues around the waves coming onto the rocks.

The Imagineland kids and Pompey's friend, the seagull, talk to Pompey about changing his behaviour.

Ask the children/class, what they feel about Pompey's behaviour? Did it need to be changed?

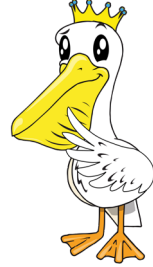
Learning Experiences

Language Development

The development of language and communication skills. Essential for interacting with and understanding others, including speech, body language, signs and symbols.



Pompey The Pelican



There are some long words introduced in Pompey the Pelican's story.

Discuss with the class/children how these long words can be broken into syllables. Clap out how many syllables in the word 'confident.'

How many other words in the story have 3 syllables?

There are many words that rhyme in the story. After listening/reading/viewing the story a few times, ask the children to identify the rhyming words they hear.

Create a Pompey the Pelican puppet and ask the children to hold it up as you read the story and they hear a word that rhymes!

There are many words used to describe Pompey the Pelican in the story.

As you read through the story with the class, create a list of these describing words. Ask the class to suggest other descriptive words to add to the list.

The letter 'P' features many times in the story.

As you read the story to the class, create a list of all the words that begin with the letter 'P.'

As a class count out how many 'P' words were identified. Is there anyone in the classroom that has a 'P' in their name?

Learning Experiences

Physical Development

The development of fine and gross motor skills allow children to use and control their bodies to complete tasks and activities.



Pompey The Pelican



In the story, Pompey the Pelican, 'struts with his beak high in the air.'

Discuss with the children/class what this might look like. Ask them to have a go at strutting like Pompey.

Let the children decide who has the best strut!

Ask the class to make up their own dance moves to go with the Pompey the Pelican song! Props can be created and worn as they dance.

Perform the dance for other classes or teachers/families.

Look at the illustrations of the area where Pompey lives and ask the children to think of other activities they could do in that type of area.

Create a list. Examples could include, swimming, fishing, and generally playing in the outdoor environment.

Pompey the Pelican and his friend the seagull can fly in the sky.

With the class create some wings using recycled materials and take them outside to practice different flapping movements.

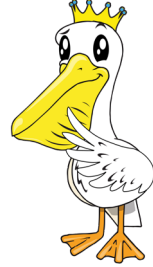
Learning Experiences

Social & Emotional Development

The development of social and emotional skills required to form; and sustain positive relationships and manage and express emotions. Children start to understand who they are, what they are feeling, and how to interact with others.



Pompey The Pelican



Pompey is encouraged to be more 'likeable' by the seagull and the Imagineland kids. It is good to listen and learn from our friends.

Discuss this with the class/children and make a list of what their friends may have taught them in the past?

Sofia, from the Imagineland kids, talks about being 'shy.'

Ask the children/class if they know what being 'shy' means? If they have ever felt 'shy,' ask them to describe how it felt.

Eg. Perhaps scared or unsure?

Create a class emotion chart together and a set of emotion faces to be placed next to each child's name.

Have the children choose the emotional face they are feeling each morning and place it next to their name. Throughout the day have the children change the emotion face to suit their mood.

A great way to monitor emotional wellbeing.

Pompey talks to the Imagineland kids about smiling at your friends.

Chat with the children about ways they can let their friends know they are important to them.

Examples could include a high five, a thumbs up, a hug, or a smile.