



Presents

Burglar Bill

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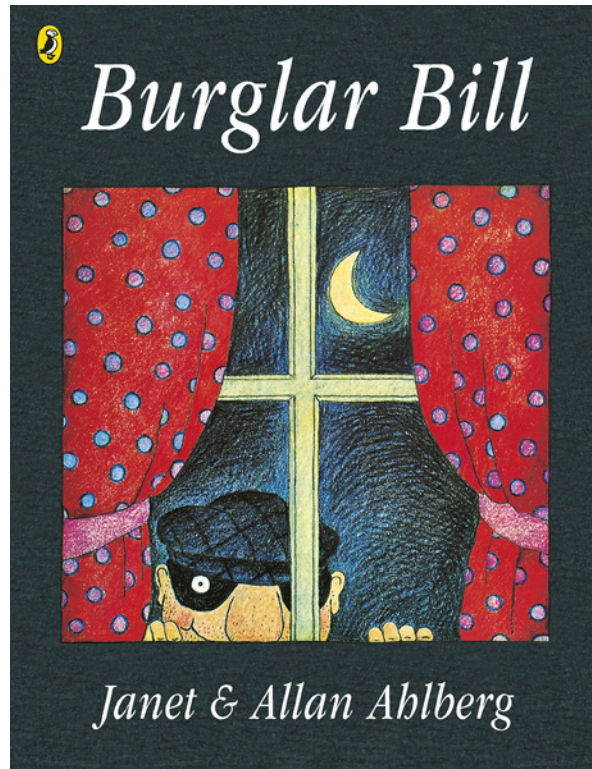
Early Years Education Pack

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with Thanks to The Betty Risely Trust
and Arts Council England





Janet and Allan Ahlberg's illustrated story of
Burglar Bill can be purchased online [here](#)





Introduction

Dear Early Years Practitioners,

This pack has been designed to support, develop and extend learning based upon the story of Burglar Bill. The activities within the pack meet the **Areas of Learning across the Early Years Foundation Stage (2021)** and support the **Characteristics of Effective learning**, which are the different ways in which children learn.

Where our youngest children are concerned, stories are such an important part of developing communication and language skills, and to experience story telling in different ways is of huge benefit.

The activities included in this pack, such as ideas for role play, should have an open-ended element allowing children to take their play in a direction that we adults may not have thought of. Here they have the opportunity to interpret, act out the moral dilemmas within the story and to change the ending, with sensitive adults in tune with children's play at the highest levels of involvement. Providing activities in this way gives children every opportunity to be creative and imaginative, and develop story telling skills of their own.

Have fun!

Debbie Wallbank, Early Years Professional

Contents:

Make a Burglar Bill Story Sack	2
Storytime and Workshop	3
Most Wanted! Worksheet	4
Role Play	5
Locking up The Windows, Locking up the Doors	6
Burglar Bill's Supper	7
Burglar Bill's Obstacle Course	8
Burglar Bill's Ginger Biscuits	9
Police Officer's Footsteps	10
Burglar Bill's Memory Game	11





Make a Burglar Bill Story Sack

To encourage parental engagement in this story, prepare a story sack to go home with the children. Parental engagement is likely to mean greater involvement with the story. Learning outcomes for children improve when parents read to and share experiences with their children.

You could include; the book *Burglar Bill*, some laminated pictures of the main characters and scenes within the story with key words on the back, a clock, a triangle and beater (to chime the time in the story), a torch, the recipe for ginger biscuits (to make at home), a request for parents to include each child recipient's baby picture for the child to bring in for a display in your setting. You could also include copies of the home fun activities on this site. Encourage children to return and share the work they have done at home and to add their baby picture to the class display. Teachers could participate by bringing in their baby picture too.

For children for whom English is their second language, also include translations of words in the child's home language in the story sack. (This may seem time consuming but is essential for EAL children to connect with the story.) Parents of these children are crucial in interpreting for children key words and key messages within the story. All families are also aware of the different languages within the setting, which develops an inclusive environment. You can find translations on google translate, e.g. *Bill antirrobo* (Spanish), *włamywacz Bill* (Polish).

Area of learning:

C&L Listening, Attention and Understanding - ELG, Speaking - ELG

L Word Reading – ELG, Writing - ELG

UW People, Culture and Communities - ELG, Past and Present – ELG

Characteristics of Effective Learning:

Playing and Exploring, Active Learning, Creating and Thinking Critically.





Storytime and Workshop

Activity; small group.

STORY AND DISCUSSION

Read the story to a small group of children and then use open questioning to establish whether children have grasped the stories plot and let them decide whether Burglar Bill is acting within boundaries of acceptable behaviour. What are the effects of his and Burglar Betty's behaviour on others? Encourage children to think about issues from the viewpoint of others.

Extend: it is worth having a definition ready in anticipation for the questions;

- What is an Orphan?
- What is a Widow?

Extend further:

Use the wanted poster on p4 to come up with a description for Burglar Bill, and Burglar Betty so the police may find them. Scribe the children's words into the poster and display around the setting.

Come up with some other wanted posters for made up burglars with descriptions and drawings or ask the children to dress up and take photographs of their character.

Area of learning:

C&L Listening, Attention and Understanding - ELG, Speaking - ELG

PSE Self-Regulation - ELG, Managing Self - ELG

L Word Reading – ELG, Writing – ELG

Characteristics of Effective Learning:

Active Learning, Creating and Thinking Critically.





MOST WANTED



POLICE ARE LOOKING FOR:

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Burglar Bill Role Play

Role play encourages children to immerse themselves in a story and provides opportunities to progress across all seven areas of learning within the EYFS (2014) and all three characteristics of effective learning. Ideally this activity should be on offer for a few weeks before and after watching the performance of Burglar Bill. Involve the children in setting up the role play area, they are more likely to play in an area that they have helped to develop. Listening to their ideas and valuing every contribution are vital. This area will develop over the weeks and especially after watching the production.

Begin with a blank display and develop ideas using key words and pictures, take photographs of the area as it develops and of children playing within the area. Producing a mind map may help.

An activity like this provides the opportunity to use positional language i.e. in front of, beside, in, behind, under, on top, through etc.

Resources (not an exhaustive list); Home Corner with additional resources; bed and quilt; drawer for a baby to sleep in; changing-mat; nappies; baby; bowl for washing clothes; washing line; wheelbarrow; newspapers; toy piano; a copy of Burglar Bill; a clock; torches. Free choice dressing up box with flat caps, eye masks, stripy tops, hessian sacks, handbags, police hats and uniforms.

To extend: provide large blocks, cardboard boxes and crates and ask the children to build a police station (indoors or outdoors). They may ask for resources to support this area also such as paper, pens, telephone, etc. Play can be extended to small world play using dolls houses, lego and small world figures and blocks.

The role of the adult is to observe how children engage with the resources, noting language, interaction, negotiation, co-operation, sharing, turn-taking and to model emotional coaching and sustained shared thinking to reflect on and develop ideas.

Area of learning:

All seven areas of the Early Years Foundation Stage - ELGs

Characteristics of Effective Learning:

Playing and Exploring, Active Learning, Creating and Thinking Critically.





Locking up The Windows, Locking up the Doors

How could the residents of Burglar Bill's neighbourhood have kept their homes safer?

Could Burglar Bill have got through as many windows if there had been locks on them?

Place a collection of padlocks and keys in a basket and mix them up. Can the children match the right keys to the padlocks? Time them to see how long it takes. Observe how the children problem solve and how will they remember which keys they have tried, do they develop a system to separate the keys they have tried? Scaffold children's learning by asking open questions so children can talk the process through.

Area of learning:

PD Fine Motor Skills - ELG

M Number - ELG

PSE Self-Regulation - ELG, Managing Self - ELG

Characterisitcs of Effective Learning:

Playing and Exploring, Active Learning, Creating and Thinking Critically.





Burglar Bill's Supper

Burglar Bill liked to eat fish and chips for supper. Can you make him a fish and chip supper using play dough and add some healthy vegetables such as peas and carrots?

Area of learning:

PD Fine Motor Skills - ELG

PSE Managing Self - ELG

EAD Creating with Materials - ELG, Being Imaginative and Expressive - ELG

Characterisitics of Effective Learning:

Playing and Exploring, Active Learning, Creating and Thinking Critically.





Burglar Bill's Obstacle Course

Who's that creeping down the street?

Who's that climbing up the wall?

Who's that coming through the window?

Who's that?...It's Burglar Bill.

Provide an obstacle course where children can practice moving like Burglar Bill. Start the course by pushing the baby in a wheelbarrow to the first obstacle.

A balance beam: creeping.

An A-frame: climbing over.

Mini ramps, up and down: tip toe.

Camouflage net: commando crawl.

Tunnel: crawl through using cross lateral movement.

At the end of the obstacle course have a playhouse/tent/den where children choose an item to put in their sack before returning to the start. Make items of varying sizes and weights so they are developing spatial awareness and thinking carefully about their choices.

Area of learning:

PD Moving and Handling - ELG, Health and Self-care - ELG

PSE Making Relationships - ELG

M Shape, Space and Measure - ELG

EAD Creating with Materials - ELG

Characteristics of Effective Learning:

Playing and Exploring, Active Learning, Creating and Thinking Critically.





Burglar Bill's Ginger Biscuits

Burglar Bill and Burglar Betty enjoy eating ginger biscuits together, why not make some to try?

Ingredients:

- 110g butter (or margarine)
- 1 egg
- 225g self-raising flour
- 225g sugar
- 1/2 tsp baking powder
- 1 tsp ground ginger

Method:

1. Preheat the oven to 150C/fan 130C/gas 2.
2. Melt the butter, and mix in the beaten egg.
3. Mix together the dry ingredients, and then add the butter/egg mix. Make sure these mix thoroughly, it may be necessary to use your hands.
4. Shape the resulting dough into small balls roughly 2cm across.
5. Place WELL APART on a thoroughly greased tray, (About 6 on an average sized tray) and bake for 20-25 mins. (If they are still a bit pale after this, turn the oven up a fraction to brown them slightly).
6. Leave to cool completely on the tray.

RISK ASSESSMENT: Check for allergies. These biscuits can be made with gluten free flour, and dairy free butter.

Area of learning:

- L Word Reading - ELG
- UW People, Culture and Communities - ELG
- M Numerical Patterns - ELG
- EAD Creating with Materials - ELG

Characteristics of Effective Learning:

Playing and Exploring, Active Learning, Creating and Thinking Critically.





Police Officer's Footsteps

This activity is of the same principle as Grandma's footsteps.

One person is chosen to be Burglar Bill/Betty and puts on the mask and hat, rummaging in a sack facing away from the other players (police). When the game starts, all the other players have to try and sneak up on the burglar without being seen or heard. At random times throughout the game, the burglar has to turn around. Any police officer seen moving gets sent back to the start. The burglar turns back around and players start moving again.

The winner is the person who first taps Burglar Bill or Burglar Betty on the shoulder. This person is the burglar in the next round.

Basic Rules:

- All players must remain as quiet as they can when approaching the burglar.
- If the burglar says you're out, you must go back to the starting line.
- The burglar can turn around as often as s/he likes.

Area of learning:

PD Gross Motor Skills - ELG

C&L Listening, Attention and Understanding - ELG

PSE Self-Regulation - ELG, Managing Self – ELG, Building Relationships - ELG

EAD Being Imaginative and Expressive - ELG

Characteristics of Effective Learning:

Playing and Exploring, Active Learning, Creating and Thinking Critically





Burglar Bill's Memory Game

Playing this game is a good way of developing memory skills and concentration – both skills useful for all learning. It is a twist on Kim's Memory game.

Put 10 things from the Burglar Bill story on a tray – e.g. a toothbrush, a picture, a torch, a baby's rattle etc. Ask the children to look carefully at them for about thirty seconds. Then take the tray away and ask them what they remember.

Extend: Alternatively, cover the things, take one away and ask the children to spot what's missing. You can put more things on the tray as they get better.

Area of learning:

C&L Listening, Attention and Understanding – ELG

M Number - ELG

PSE Self-Regulation - ELG, Managing Self – ELG, Building Relationships – ELG

Characteristics of Effective Learning:

Playing and Exploring, Active Learning, Creating and Thinking Critically.

