



Presents

Burglar Bill

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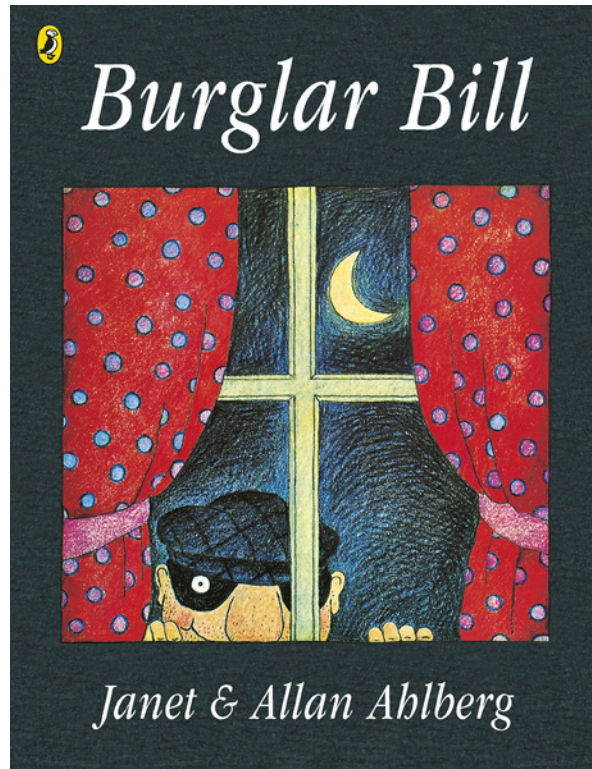
Education Pack

Written by Caroline Herlihy
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 Teachers,

We hope that you will find this pack helpful in supporting you to extend the children's theatre experience into subject areas across the curriculum, enabling you to use Allan Ahlberg's wonderful narrative as a rich context for different areas of learning.

The teaching and learning ideas have been organised using the intellectual behaviours of Bloom's Taxonomy to describe the aspect of learning within each activity. These are written in blue and can be used to write up the learning objectives (and success criteria) in your lesson plans.

Caroline Herlihy

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English

Hot Seating - Talk for Writing

This activity will help the children to get ready to write as they *discuss, compare, describe, investigate, relate information, invent and explain.*

Help children to develop their understanding of characterisation. A mask, stripy jumper and swag bag as props would enhance this activity. Children take turns to sit in the 'hot seat' as Burglar Bill or Burglar Betty.

In Talk or Learning Partners ask and support the children to think of really good questions to help them find out more about Burglar Bill and his motivation for stealing.

e.g. 'When did you decide to become a burglar?'
'How do you decide what to steal?'

Most Wanted! - Writing

Children will need to *translate, invent, plan, imagine and write.*

Write an example character profile of Burglar Bill or Burglar Betty in the format of an article in the Police Gazette for the Most Wanted, before encouraging children to write their own.

See the Worksheet:

- Use the Most Wanted! Sheet (Page 14)





What's In the Box? - Talk for Writing

Children will need to *identify, categorise, assess, compare, translate, and predict.*

Present the class with a box, similar to the one Burglar Bill found.

Give the children one or two clues about what is hidden inside.

Example: a bicycle bell

Clues: 'It is dome shaped.' 'It is shiny.' 'It is made of metal.'

Adjust the object and the clues to suit the age/stage of your class.

The children have to ask questions to get enough information to guess what's hidden. Encourage questions that will give descriptive answers: 'How does it feel?' 'What does it sound like?' 'Where would you find it?'

Volunteers could secretly choose objects from around the class to hide for the other children to deduce.

OR

Give the children 2 minutes Pair/Share learning partner talk to think of something to put in the box. Choose one or two pairs to be interrogated. As they give their answers, model riddle writing on a board – giving short clues about what the 'object' in the box looks like, sounds like, feels, moves, does...

What's In the Box? - Writing

Use this model of riddle writing for the children to write their own riddles.

At the end of the writing session, have a time for individuals to share their riddle and for others to guess. Ask the children to put the answer to the riddle on the back of their paper and then display all the riddles on or around the box so that they can all be shared.

Instructions for baby-sitting - Writing

Children will need to *plan, explain, categorise, prioritise, and imagine.*

Burglar Bill was not very good at looking after the baby (neither was Burglar Betty!) - write some instructions for looking after a baby.

Remind children of the success criteria for writing instructions: write a title, use imperative verbs (bossy words), short clear sentences, arrange as a list with numbers or bullet points. To make it even better, add some adjectives!





Swag - Talk for Writing

Children will need to *justify, recommend, create, design, and invent*.

Burglar Bill chose some unusual things to steal... socks, a hat, a shoe, a tin of beans. Choose something that Burglar Bill stole, e.g. the tin of beans, and use persuasive language to explain why the beans are a prize item! Using this model write up some key points for simple persuasive writing:

- Introduce your object
- Make your point – give reasons why it is good
- Give some details
- Finish with a selling point!

Swag - Writing

Children could:

- make a poster for their chosen object, with persuasive captions
- work with a partner or a small group to write and act out an advert for their chosen object to share with the rest of the class.

The class could then vote for the best advert.





PHSE

Vocabulary Development & Moral Dilemma

The Trial of Burglar Bill (or Burglar Bill and Burglar Betty)

The children will need to *explain, analyse, reason, justify, plan, and assess.*

Divide the class into 3 groups:

The Prosecution Team (those who think Burglar Bill should be punished for stealing)

The Defence Team (those who think that Burglar Bill does not deserve to be punished)

Give these teams limited time to put their ideas together and decide who is going to speak for the team, individuals or one spokesperson.

Let them know that they have 3 minutes max to present their argument. They could use extracts from the book, words and pictures (shown under a visualiser if you have one).

The Judging Team - will listen to both sides. While the Prosecution and Defence Teams are discussing their presentations, the Judging Team consider the evidence.

You could choose a Burglar Bill (and Burglar Betty) to stand trial. During the preparation time, the child or children chosen to be Burglar Bill and Burglar Betty, put together their own defence of their character.

When preparation time is up, set up the court - the Judging Team at the top - with the one or two defendants by their side and the opposing teams facing each other. Allow each team to present their case. Then Burglar Bill (and Burglar Betty) to speak in their own defence.

Each member of the Judging Team has a vote - not guilty/guilty - they have to give their decision as individuals backed up with a reason for their choice.

The votes are counted and the decision is made!





Mathematics

Time

Children will need to *identify, write, compare, and apply knowledge of time.*

Maths Starter:

Give each child a small clock and pretend you are the policeman/woman watching Burglar Bill's movements at various times e.g. 'I can see Burglar Bill entering Number Seven at 9.30 pm'. Children put hands on their clocks in the correct position (some could have whiteboards and write the digital time down).

Burglar Bill was busy at night. This provides a context for many different activities linked to time:

Make a timetable of Burglar Bill's activities over one day showing the time on a clock face and writing the correct time (see the Burglar Bill's day recording sheet).

- Make a comparative timetable of Burglar Bill's day with a child's day – giving times in analogue and digital.

- Make a comparative timetable of Burglar Bill's day with a child's day – this could be an opportunity to extend into the 24 hour clock

See the Worksheet:

- Use the My Day / Burglar Bill's Day Sheet (page 15)

As an extension, ask the children to calculate the period of time taken for different activities.





Ordinal and Cardinal Numbers

Children will need to *count, read numbers, identify numbers, and solve problems.*

Remind the children of all the streets that Burglar Bill visited on his 'travels' to set up this activity.

You could go outside - give each child a number card, to represent 'their' house number, and ask them to line up, in order, on opposite sides of a street (chalked out on the playground). Explain that house numbers alternate across the street. Can children:

- Predict which numbers will continue along the street!
- Identify the house number that is missing (secretly ask a child to hide their house number), and then explain how they worked it out.

Explain that houses 1 and 2 are at the top of the street so they are first and second then ask the children to:

- Name the other ordinal numbers of the houses.
- Identify the types of numbers on either side of the street (odd and even) and then explain their understanding.

Mass/Weight

Children will need to *estimate, reason, predict, and explain.*

Use Burglar Bill's swag bag as a context for these activities.

Prepare two swag bags (hessian sacks or even black opaque bin liners). Fill a large one with very light objects; plastic bags, inflated balloons etc. and fill a smaller bag with heavy objects; books, bags of sugar etc.

Pair/share with talk/learning partners the answer to the question – which bag do they think is the heaviest and why? Then (depending on age, stage of the children) get a child/children to compare the mass of the bags by holding them, or weighing them.

Give the children a selection of objects to *estimate, then weigh and record.*

To extend:

- Give the children a selection of objects which they have to order by estimating heaviest to lightest.
- Weigh to check, using whatever measures and scales are appropriate for the age and stage or your class.





Geography

Map Making

Children will need to *identify, describe, plan, design, create, and translate.*

In the early stages of map making, the children could go out into the playground with chalk, large boxes and construction kits to make a 'map' of Burglar Bill and Burglar Betty's route round the town. They could take it in turn to give directions to get to the police station, Burglar Bill's house, the bakery etc. With a view to making their own maps of the town give the children a selection of maps to look at (from Ordnance Survey to free maps from attractions etc) so that they become familiar with the conventions of a map - aerial view, symbols, key. Use the book's illustrations to show Burglar Bill's home, the police station, the Bakery, the park and all the places where stolen goods were returned. Ask the children to make a record on a map of the route that Burglar Bill and Burglar Betty took to return them.

To extend:

- Once the children have made their maps, ask them to provide a key to their map.

Comparing Locations

Children will need to *discuss, translate, outline, compare, justify, assess, and draw conclusions.*

Put the illustration of Burglar Bill's town under the visualiser so that all the children can see the picture. Using pair/share give the children two minutes to think of all the words that name the features of the town; factories, church, shops, etc. Make a list on display as they feedback ideas. Emphasise the word feature of a location and explain what it means (or ask a child to). Children will need to refer to this list of features of Burglar Bill's town later on.

Put out photographs of different locations, with very different features - e.g. seaside, countryside, desert, island, mountains, forest or jungle region (landscape photographs from calendars, images printed from the computer etc.)

In groups children identify and list the features of the location they are given. They must make a comparison with Burglar Bill's town, decide where they would prefer to live and say why. Come together for children to present their ideas.





Science

Children will need to *classify, predict, explain, compare, justify, assess, design, and measure.*

Does Burglar Bill's outfit help him to hide at night?

Ask children for their ideas. Do they have any better ideas for hiding in the dark? Can they think of any ways to test their ideas?

Scaffold their ideas by helping them to think of the essentials:

- They need a dark place to test their ideas; a screened off area, using a shoebox lined with black paper.
- Test different colours - have cut out people shapes in all black, black and white stripes, different colours...which is most easily seen?
- How will we make the test fair?

Was Burglar Bill's outfit a good one to wear at night? Why? What would be a better colour to wear? What if he wanted to be seen.....?

Creatures of the night

Children will need to *translate, classify, explain, outline, compare, and plan.*

Burglar Bill is very active at night. So are lots of animals – they are called nocturnal. A cat is a nocturnal animal. Have a picture or use a short video of a cat at night on the whiteboard. Pair/share ideas for two minutes on how the cat is adapted to being active at night (use of senses, body shape, movement, habitat etc.) and then discuss responses with the class.

Put the children in groups, and give each group an animal to investigate; fox, bat, mouse, badger, owl, hedgehog, fireflies etc. Ask the children to use secondary sources; books, the internet, etc. to find out about nocturnal animals. Each group could make a poster, leaflet or small book about their designated animal to share with the class at the end of the session.





What is that? Can you identify by feel?

You or the children could make Feely Boxes (a shoe box with a hole in which to put one hand) filled with a range of different materials to be identified by touch. This is a good opportunity for children to describe the nature of different materials through texture and malleability.

Help Burglar Bill and Burglar Betty to keep warm!!

Children will need to *describe, investigate, plan, record, predict, assess, justify, and draw conclusions.*

Burglar Bill and Burglar Betty only wear stripy tops even on snowy days and on cold nights. They don't have coats but would an extra layer worn under their stripy tops to keep their body heat in help them? (You could introduce the concept of insulation.) Pose this question to the children.

Help them to design an experiment by having a selection of materials to test - not just fabrics - e.g. newspaper, bubble wrap, different types of fabrics. You will also need a thermometer, elastic bands, plastic cups with lids (one for each group of children - you could put a cut-out of Burglar Bill or Burglar Betty's face on top of the cup) and some previously boiled hot water in a kettle. Explain that most people have a normal body heat of about 99 degrees fahrenheit - show on thermometer (there is an NNS ITP programme to show this on a whiteboard). The water you pour into the cups (bodies) will be this temperature.

In groups, children need to select a material that they think will be the best at keeping Burglar Bill or Burglar Betty warm. They should give reasons for their choice. They need to think about how to make the test fair... How will the temperature of each 'body' be measured? How much material can be used (number of layers)? How long will Burglar Bill and Burglar Betty need to be kept warm?





History

Janet Ahlberg's wonderful illustrations provide a view of Burglar Bill's 'old-fashioned' home. This is an opportunity to: 'Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.'
(National Curriculum)

What's this?

The children will need to *describe, discuss, predict, outline, examine, identify, classify, explain, categorise, choose, and compare.*

To get the children thinking about differences between now and the past (1950s era) look through the illustrations in the book and ask children to identify objects in Burglar Bill's house, that show he lived decades ago - the old Singer sewing machine, the aspidistra in a china chamber pot, the fox fur...

A letter to parents, and grandparents, asking to borrow items from around 1950s, may produce some suitable objects e.g. A rotating kitchen whisk, a table top meat mincer, dial telephone.

Ideally, using a real object, or if not an image on the class whiteboard, ask the children to describe what it looks like, identify what it is, what it does and explain why they think that. Ask them to think what we would use nowadays in place of this object.

Produce a large scale time line for the children to place pictures of artefacts from the past. Ask them to find out about these objects and see if they can show how they have changed through the decades by adding pictures and captions of the changes to the timeline.





Happy Honeymoon!

Children will need to *describe, compare, discuss, translate, categorise, explain, compare, and imagine.*

When Burglar Bill and Burglar Betty got married they might have gone on a honeymoon to the seaside. Ask the children to find out how holidays have changed since the 1950s.

Using secondary sources - books and the internet (Primary Resources Seaside Holidays has a powerpoint, HGfL History KSI & KS2 Seaside Holidays).

You could also invite people who would have been children in 1950s to come into school to be interviewed about their holidays - maybe they could bring in some old holiday snaps so that the children could see what people wore to the seaside (often Dads kept on their jackets and ties at the beach).

Scaffold the children's learning by helping them to plan what they want to find out by helping the children to think about lines of enquiry and categories for investigation e.g. transport to the seaside, picnics/food, activities, clothes, places to stay etc.

See the Worksheet:

- Use the Holiday Recording Sheet (page 16)





Art and Design

Creating Night Time

Look at different paintings of night skies with the children, e.g. van Gogh's 'Starry Night' or Pissaro's 'The Boulevard Montmatre at Night', Katz's 'City Night'. These are examples of different styles of painting. You can find many more on museum websites and download the images onto your whiteboard. Give the children the opportunity to develop their response to the paintings by supporting them with questions that build upon intellectual understanding (using Bloom's Taxonomy).

Remember: *Describe* what you can see - colours, shapes.

Understand: *Explain* how you feel about the paintings – do you like/dislike why?

Apply: *Examine* the paintings carefully (there is a zoom function on the National Gallery images website). How was the paint applied? Why were the colours chosen?

Analyse: *Compare* and contrast what you see in the paintings. Investigate – where were these different works of art made? When were they made? How do you think the artists were feeling when they made these paintings? Why?

Evaluate: *Justify* which painting you like best.

Create: *Plan and design* your own night sky painting. Think about the different colours and media you could use.

It's in black and white!

To aid children's vision of monochrome for night time art works, show them a colour photograph of a landscape (or around the school) taken in full sun. Then use Photoshop, or similar, to produce a black and white version. Talk about the different shades of black through grey to white.

Lots of other creative ideas for teaching art and design can be found on Art UK and Free Art and Design Lessons.





MOST WANTED



POLICE ARE LOOKING FOR:

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My Day / Bill's Day



Draw yourself here

What Bill Did	Time		What I Did
	12 hour clock	24 hour clock	





Holiday in 1950s



Holiday in 2022

