

# THE IRON MAN

by Ted Hughes: *Extensive Drama resource pack*



## Creating Iron Man...

In groups of 5-6, re-build each of you being a different body.

How might you create Iron Man?

How might you create the villains?

- keep it

Man with



## Puppetry in Theatre

Look how puppetry can be used in live theatre - how amazing!

This is a photo from the production of 'War Horse', by Michael Morpurgo - has anyone read the book or seen the film and/or theatre production?



## Body as a prop...

As a class create the dragon using only your bodies. Make sure you include:

- the mouth
- the eyes
- the body
- the tail
- the wings



How are you going to use your BODY LANGUAGE to make the best dragon possible?

# Teaching Resources Ted Hughes The Iron Man

**Clare Benson, Suzanne Lawson**



## **Teaching Resources Ted Hughes The Iron Man:**

**Addressing Special Educational Needs and Disability in the Curriculum: Art** Kim Earle, Gill Curry, 2017-09-06 The SEND Code of Practice 2015 reinforced the requirement that all teachers must meet the needs of all learners This topical book provides practical tried and tested strategies and resources that will support teachers in making art lessons accessible and interesting for all pupils including those with special needs The authors draw on a wealth of experience to share their understanding of special educational needs and disabilities and show how the art teacher can reduce or remove any barriers to learning Offering strategies that are specific to the context of art teaching this book will enable teachers to develop students understanding appreciation and enjoyment of art and design advance students sense of enquiry about visual and tactile experiences help pupils to realise their creative intentions through the development of technical competence and manipulative skills provide opportunities for personal and imaginative enquiry sample a variety of art and design projects to use in their own lessons plan the classroom layout and display to enhance learning successfully train and fully use the support of their teaching assistants An invaluable tool for continuing professional development this text will be essential for secondary art teachers and their teaching assistants seeking guidance specific to teaching art to all pupils regardless of their individual needs The book will also be of interest to secondary SENCOs senior management teams and ITT providers Full of practical ideas and inspiration and supported by free online resources this is an essential tool for art teachers and teaching assistants and will help to deliver successful inclusive lessons for all pupils

**Teaching Computational Thinking and Coding in Primary Schools** David Morris, Gurmit Uppal, David Wells, 2017-05-22 This is a guide to the teaching of computing and coding in primary schools and an exploration of how children develop their computational thinking It covers all areas of the National Curriculum for primary computing and offers insight into effective teaching The text considers three strands of computer science digital literacy and information technology The teaching of coding is especially challenging for primary teachers so it highlights learning on this giving practical examples of how this can be taught For all areas of the computing curriculum the text also provides guidance on planning age appropriate activities with step by step guides and details of educationally appropriate software and hardware This book helps you to connect what you need to teach with how it can be taught and opens up opportunities in the new curriculum for creative and imaginative teaching It also includes the full National Curriculum Programme of Study for Computing key stages 1 and 2 as a useful reference for trainee teachers

**TEACHING ENGLISH, LANGUAGE AND LITERACY** Dominic Wyse, Russell Jones, Helen Bradford, Mary Anne Wolpert, 2004-11-23 This fully updated second edition of Teaching English Language and Literacy is an essential introduction for anyone learning to teach English at primary school level Designed for students on initial teacher training courses but also of great use to those teachers wanting to keep pace with the latest developments in their specialist subject The book covers the theory and practice of teaching English language and literacy and includes comprehensive analysis of the Primary

National Strategy PNS Literacy Framework Each chapter has a specific glossary to explain terms and gives suggestions for further reading This second edition covers key areas that students teachers and English co ordinators have to manage and includes advice on developing reading including advice on choosing texts and the role of phonics improving writing skills including advice on grammar and punctuation planning and assessing speaking and listening lessons working effectively with pupils who are multilingual understanding historical developments in the subject the latest thinking in educational policy and practice the use of multimedia maintaining good home school links gender and the teaching of English language and literacy All these chapters include clear examples of practice coverage of key issues analysis of research and reflections on national policy to encourage the best possible response to the demands of the National Curriculum *Teaching English by the Book* James Clements,2017-12-07 Teaching English by the Book is about putting great books wonderful poems and rich texts at the heart of English teaching transforming children s attitudes to reading and writing and having a positive impact on learning It offers a practical approach to teaching a text based curriculum full of strategies and ideas that are immediately useable in the classroom Written by James Clements teacher researcher writer and creator of shakespeareandmore com Teaching English by the Book provides effective ideas for enthusing children about literature poetry and picturebooks It offers techniques and activities to teach grammar punctuation and spelling provides support and guidance on planning lessons and units for meaningful learning and shows how to bring texts to life through drama and the use of multimedia and film texts Teaching English by the Book is for all teachers who aspire to use great books to introduce children to ideas beyond their own experience encounter concepts that have never occurred to them before to hear and read beautiful language and experience what it s like to lose themselves in a story developing a genuine love of English that will stay with them forever

The Creative Teaching of Religious Education: Heather Meacock,2014-07-18 This book is based on the vision that religious education RE can be taught creatively with relevance to the lives of teachers and their pupils today in predominantly secular society RE should be taught from the perspective of knowledge and understanding of religions to foster tolerance and to dispel prejudice and misunderstanding without any attempt to influence children s personal beliefs The philosophy which underpins this book is the belief that RE is best taught within an integrated approach to the humanities The humanities are about what it is to be human in time and place and in terms of belief Therefore RE is linked with history geography and the creative arts within five themes human survival light and dark leadership the environment and time and motion As well there is accurate and detailed subject knowledge about the six major world faiths and plays scenes about them written and produced in schools by myself The book is in alignment with the British National Curriculum which requires that RE is taught in schools and with the latest Ofsted Report 2010 which states that there is a need for guidance for teachers and more creative and innovative approaches to link RE with the wider curriculum *The Primary English Encyclopedia* Margaret Mallett,2008 This encyclopaedia includes short definitions and explanations of current UK

requirements It includes an introduction identifying the heart of primary English and up to date information and key issues

**English and Literacies** Robyn Ewing, Siobhan O'Brien, Kathy Rushton, Lucy Stewart, Rachel Burke, Deb Brosseuk, 2022-02-18 English and Literacies introduces pre service teachers to the many facets of literacies and English education for primary students

**The Teaching of Drama in the Primary School** Brian George Woolland, 2014-06-11 The importance of drama in primary school has been elevated in recent years with many teachers continuing to make it high priority in their teaching They recognise that it can enrich children's understanding of the world and motivate and encourage them in other curriculum work This lively and readable book offers a blend of theory and practice based on the author's own considerable experience as a drama teacher He provides numerous examples taken from work with children in schools which will help teachers to prepare for drama sessions in the classroom The book examines the role of drama as a subject in its own right as well as its role in delivering other aspects of the curriculum within primary education It assumes no prior knowledge of teaching drama and will therefore be useful to trainee teachers and in service teachers wanting to make use of drama in their daily teaching

Teaching Primary Drama Brian Woolland, 2014-04-23 Assuming no prior knowledge or experience of drama teaching Brian Woolland's Teaching Primary Drama offers a comprehensive introduction to the teaching of drama in the primary school and focuses on current initiatives in primary education including the primary literacy strategy The text is an invaluable resource for any teacher wishing to adopt a creative approach to teaching in their classroom It offers guidance on different drama methods and each practical idea translates to all areas of the curriculum Teaching Primary Drama is written in simple terms uncluttered by references is refreshingly straightforward and succinct and does not fall into the trap of making a complex subject sound complex a trait of some texts which can push non specialists away Amanda Kipling London Drama Magazine Summer 2010 issue

*Teaching for Flow: Transforming Primary Education for Optimal Learning* Rebecca Meager, 2025-12-01 Flow in positive psychology describes a mental state of being fully immersed and energised in the successful performance of a task Teaching for Flow explores a radical transformation of the primary curriculum with a look at adopting a thematic investigatory approach based on the children's interests exploring ways to foster the right conditions for children to enter into the optimal state for learning known as flow or more colloquially as being in the zone Practical activities and classroom resources encourage deeper engagement and motivation among all students regardless of their backgrounds or neurodiversity whilst simultaneously cultivating a love for learning critical thinking and creativity Informed by neuroscience areas covered include learning and development teaching for flow special educational needs SEND outdoor learning and Forest School homework and integrating flow into the curriculum The book suggests a complete overhaul of the current curriculum to place emphasis on a more child centred and engaging learning experience Focusing on curriculum design and lesson planning and assessment the author demonstrates how this inclusive approach can be applied practically and how teachers can have autonomy over curriculum content driven by the interests of their pupils Teaching for

Flow is an essential resource for any classroom teacher or school leader looking to develop a more active investigatory and child centred approach to learning in their school that allows children to grow and flourish      **Teaching English**

**Creatively** Teresa Cremin,2009-06-26 Teaching English creatively Teresa Cremin Developing speakers and listeners Teresa Cremin Developing drama Teresa Cremin Developing readers in the early years Henrietta Dombey Developing readers in the later years Maureen Lewis Developing writers in the early years Teresa Cremin Developing writers in the later years Teresa Cremin Exploring fiction texts creatively Teresa Cremin Exploring poetic texts creatively Teresa Cremin Exploring non fiction texts creatively Maureen Lewis Exploring visual and digital texts creatively Eve Bearne Planning to teach literacy creatively Teresa Cremin      [The Moving Image Workshop](#) Heather D. Freeman,2017-07-06 If you need a fun hands on introduction to

core animation techniques then look no further Heather Freeman guides you through a wide range of practical projects helping you establish and build skills in narrative animation motion graphics and visual effects Each chapter begins by summarizing historical and theoretical concerns and connecting them with current practice and applications all beautifully illustrated with stills from classic commercial and independent films as well as contemporary examples from student work Having established this context the remainder of the chapter focuses on walking readers through their own creative projects Topics covered include early animation technologies and techniques scenes and staging character animation animated type visual effects and motion graphics pre through post production and experimental approaches to motion graphics Dozens of sample files are available online for experimentation and to get readers started on each exercise The companion website also includes example animations as well as links to recommended software tutorials recommended artist websites blogs and animation channels      **Transforming the Curriculum Through the Arts** Robyn Gibson,Robyn Ewing,2020-12-14 This

textbook highlights the unique role that quality Arts processes and experiences can and should play across the curriculum to ensure that all learners creativities and imaginations flourish It provides much needed strategies units of work and practical resources in six arts disciplines visual arts literature drama music dance and media arts It is a must read for those keen to develop research informed integrated arts rich learning and teaching strategies while also exploring each discipline Alongside the four Cs critical thinking communication collaboration and creativity the authors propose four additional Cs curiosity compassion connection and courage as much needed 21st century capabilities The book speaks to the current debates on STEAM vs STEM education and provides an important framework for preservice and experienced classroom teachers including arts specialists      **Ted Hughes** Terry Gifford,2009-01-13 For the first time one volume surveys the life

works and critical reputation of one of the most significant British writers of the twentieth century Ted Hughes This guide offers an accessible fresh and fascinating introduction to a major British writer whose work continues to be of crucial importance today presenting new insights on the green dimension of Hughes work along with previously unpublished archive material      **Teaching Science in the Primary Classroom** Hellen Ward,Judith Roden,Claire Hewlett,Julie

Foreman,2008-08-21 This exciting new edition of a popular book offers the reader the following new elements explicit advice on how to link science to cross curricular learning updated advice on planning and assessment guidance on how to accommodate personalised learning within science more on games to use in science more on creativity more on questioning techniques an important aspect of scientific enquiry a whole new chapter on using ICT to teach science There are lots of practical examples and clear guidance on how to turn theory into creative and lively science lessons and activities Examples of children s work are included and there are plenty of helpful case studies Hellen Ward is Senior Lecturer at Canterbury Christ Church University a widely published author and a frequent presenter at conferences Judith Roden is Principal Lecturer at Canterbury Christ Church University and a successful author Claire Hewlett and Julie Foreman are both Senior Lecturers at Canterbury Christ Church University      *Ted Hughes and Christianity* David Troupes,2019-07-04 Proposes a radical reassessment of Hughes as a religious poet demonstrating his loyalty to an essentially Christian metaphysic

**Primary Science Kit** Rosemary Sherrington,2002 This kit has been devised to help teachers of primary science in schools of all sizes The two year age band structure the compact size of the resources correlation to the QCA Scheme of Work and recommended teaching times all contribute to making teaching science more effective in the school The Teacher Resource Books contain a comprehensive series of clearly structured lesson plans that enable you to teach the QCA Scheme of Work with six units in each year      **Children's Literature and the Posthuman** Zoe Jaques,2015-02-11 An investigation of identity formation in children s literature this book brings together children s literature and recent critical concerns with posthuman identity to argue that children s fiction offers sophisticated interventions into debates about what it means to be human and in particular about humanity s relationship to animals and the natural world In complicating questions of human identity ecology gender and technology Jaques engages with a multifaceted posthumanism to understand how philosophy can emerge from children s fantasy disclosing how such fantasy can build upon earlier traditions to represent complex issues of humanness to younger audiences Interrogating the place of the human through the non human whether animal or mechanical leads this book to have interpretations that radically depart from the critical tradition which in its concerns with the socialization and representation of the child has ignored larger epistemologies of humanness The book considers canonical texts of children s literature alongside recent bestsellers and films locating texts such as *Gulliver s Travels* 1726 *Pinocchio* 1883 and the *Alice* books 1865 1871 as important works in the evolution of posthuman ideas This study provides radical new readings of children s literature and demonstrates that the genre offers sophisticated interventions into the nature boundaries and dominion of humanity      *Focus on Comprehension* Louis Fidge,1999      **Teaching Design and Technology Creatively** Clare Benson,Suzanne Lawson,2017-05-18 Packed full of practical ideas Teaching Design and Technology Creatively is a stimulating source of guidance for busy trainee and practising teachers Grounded in the latest research it offers a wealth of suggestions to foster creative development in D T and supports teachers in providing their

students with more authentic enjoyable experiences Providing a wealth of ready to use ideas for creative lessons key topics covered include Understanding links between D T and creativity Creating a foundation for D T in the early years Using objects books and real life contexts as imaginative starting points Developing designerly thinking Making the most of construction kits Helping children draw to develop their ideas Encouraging dialogic talk in D T to drive learning Exploring food as a creative resource Practical approaches to embedding IT and programming in the curriculum Taking learning outside the classroom Teaching Design and Technology Creatively provides practical teaching suggestions to ensure teachers of all levels understand how to teach for creativity It shows how learning experiences in D T have the potential to extend children s technological knowledge and to promote problem solving and evaluation skills Drawing on examples from real world projects this text is invaluable for all those who wish to engage students in D T and encourage creative classroom practice



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