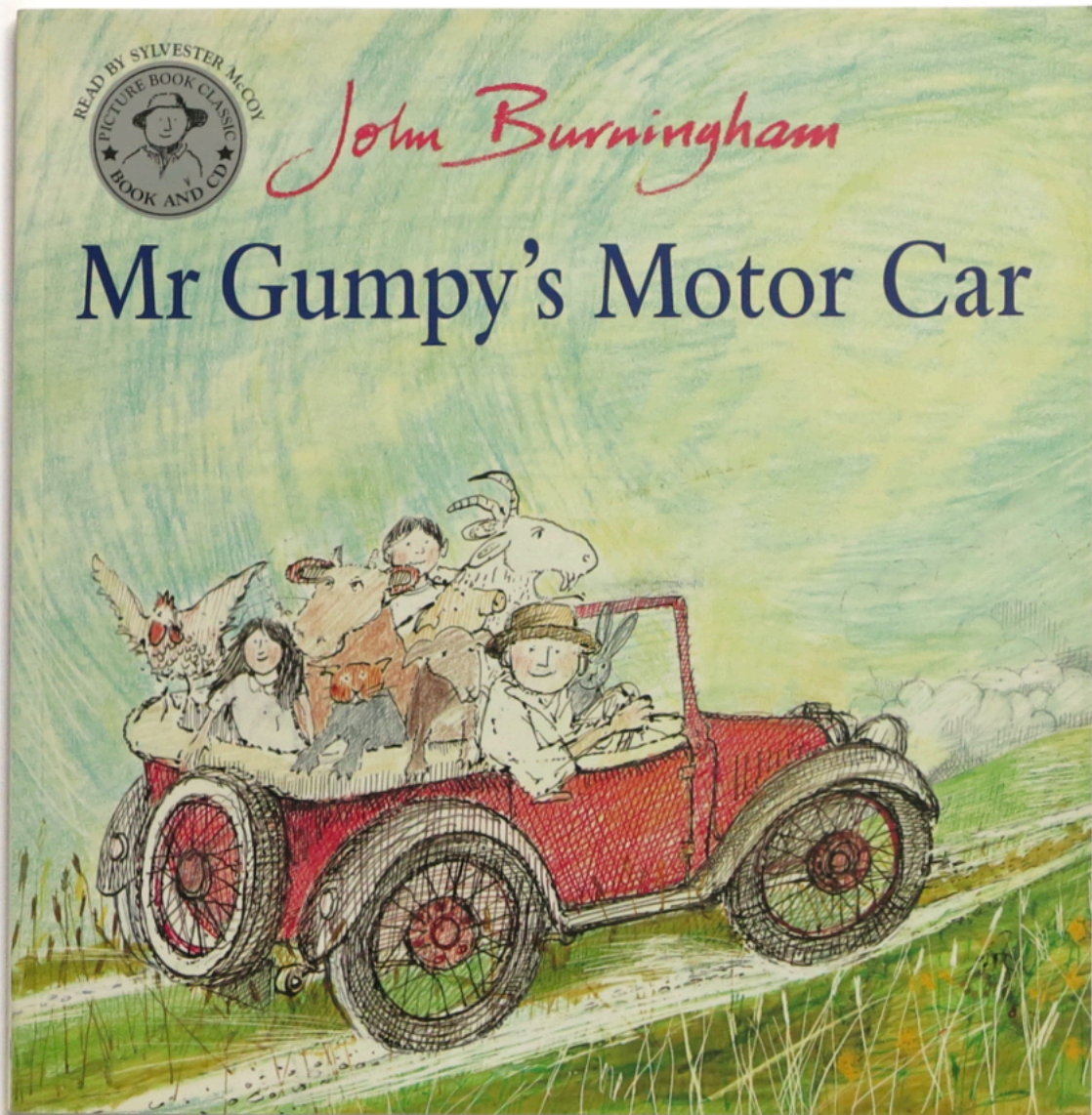


Teaching Ideas and Resources



Teaching Notes for 'Mr Gumpy's Motor Car' by John Burningham

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Early Years Foundation Stage Activities

Communication Language and Literacy

Listen and respond to the story, use new vocabulary learnt from the story. Retell the story using puppets, story spoons, story stones or pictures and through activities in a tuff tray as detailed below.

Make a tuff tray set up as the settings for the story. Use fake grass or green paper for the fields, gravel, sand, soil, make a hill, blue paper or small bowl of water for a pond, use a variety of materials to create different textures and sensory elements. Put a toy house, car, toy animals and people (or photocopied images from the story) and toy microphones in the tray.



Mathematics

Enhance the tuff tray by adding a number of cars to create opportunities for maths learning. Counting, ordering, subitising, repeating patterns, one more and one less. Create a car parking spot in the tray, make numbered bays, stick a number to the roof of each car ask the children to park the cars in the matching numbered spot for number recognition. Practise drawing numerals with their fingers in the gravel or sand tracks.

Physical Development and Expressive Arts and Design

Create the route of the journey outside in a large area. Challenge the children to recreate the route using various objects (tyres, logs, crates etc) to represent the different landmarks in the story. Challenge the children to make a car using large cardboard boxes and tyres which they can run back to and pretend to travel in as they act out the story. This will develop lots of communication and language areas and personal, social and emotional development as well as physical development.

Paint, collage and draw the characters from the story, make their own zig zag comic books telling the story.

Key Stage One Activities

ENGLISH

Drama Activities

Hot Seat the character Mr Gumpy – one child take the role of Mr Gumpy the rest of the group ask that child questions in order to find out more about the character. For example they may ask; Who do you live with? What is your favourite hobby? How old are you? Tell me about your family? Do you have a job? Etc Use the information gathered to write a character description of Mr Gumpy.

Act out in groups with children in role as the characters from the story. Give different groups a scene each from the story eg

- Scene – children and animals asking to join and getting in the car
- Scene – the ride in the car noticing the weather changes and stopping to put the hood up
- Scene – the ride up the hill, mud, and each character refusing to get out and push
- Scene – the wheels churning, being stuck and the characters getting out, pushing (using all the great adjectives) and getting splattered in mud
- Final scene – the journey home in the sun and the swim to clean and freshen up before saying goodbye

*The car sank deeper into the mud.
“Now we’re really stuck,” said Mr Gumpy.
They all got out and pushed.*



Writing Opportunities

Write an innovated story. After reading Mr Gumpy's Motor Car and Mr Gumpy's Outing plan and where Mr Gumpy has an adventure with friends using a different type of transport. Change the setting and the characters to match for example ;

- Mr Gumpy's Safari Jeep – an adventure in a hot country with a tiger, a zebra, a snake, a giraffe and an elephant join for a ride.
- Mr Gumpy's Speed Boat – an adventure set on a lake with woodland creatures joining for a ride, add jet skis and water skiing.
- Mr Gumpy's Rocket – an adventure into space with alien creatures joining for a ride.



Write a sequel. Predict further adventures for Mr Gumpy in his motor car. Plan with a story map, develop ideas through drama activities. What happens next? Place objects in the classroom as a hook to inspire the children's ideas (for example a compass, a pair of binoculars and a map or a wetsuit and a fishing rod! The more unusual the better to create discussion). Where does the next car ride take them? Does the car break down and need to be fixed? Does it run out of petrol a long way from a service station? Introduce new characters when perhaps Mr Gumpy drives to a friend's house and together they set off in their cars to a car rally.

Write a diary as if you were either the girl or the boy in the story and could even be Mr Gumpy's son or daughter. Recount a day trip out in the car, emphasise recounting the problems (when the car got stuck in the mud) add humour, personal opinion. Use features of writing a recount eg, first person, past tense, mixture of facts and opinions and rhetorical questions (would you get in a car with a load of smelly wet animals?).

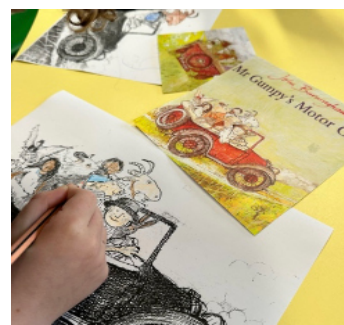


*“We’ll drive home across the bridge,” said Mr Gumpy.
“There’ll be time for a swim”*

Cross Curricular Activities

DESIGN AND TECHNOLOGY

Mechanisms – wheels and axles – Design, make and build Mr Gumpy's motor car. Learn how wheels move, how to make axle holders, axles and build a chassis. Decorate to look like Mr Gumpy's car. Encourage the children to be creative and challenge them to make a trailer to attach to the car to tow Mr Gumpy's boat (from the story Mr Gumpy's Outing). Explain that the inventors who made the first vehicles had to try lots of different components and so they might too. See the photos below.



HISTORY

Explore the history of the automobile. Look how designs have changed over time (compare photos of old and modern cars). What is the same what is different?

Why were these changes made? (Eg roof on modern cars, windows all the way around, seatbelts for safety). Investigate - How did people get around before cars? (On foot, by horse.) Why did cars make it easier to get around? (Cars move faster; cars do not get tired, they don't need the same level of care that a horse does). How have cars changed peoples lives over time (being able to travel to work, to go on holidays, to transport goods, etc).

Learn about Henry Ford and how his designs and manufacturing methods were so important to the manufacture of cars. Henry Ford was a significant individual who contributed to international achievements.

Geography

Develop geographical skills by creating their own simple maps of Mr Gumpy's journey in the motor car. Include Mr Gumpy's house, out of the gate and down the lane, along the old cart track across the fields, up the hill, the muddy patch, the bridge and landmarks they may pass along the way. Use and construct basic symbols in a key.

Draw maps of their journey to school imagine they stop at friends' house along the way and give them a ride. Share with a friend and use geographical vocabulary to describe the location of features and the route they'd take on their map.



SCIENCE

Read the story 'Mr Gumpy's Outing' then investigate floating and sinking. Create a boat from a variety of materials, experiment, make predictions and test them by placing toy animals like the ones in the story to see how many the boat can hold before sinking. See photos below.



ART

Look closely at John Burningham's illustrations in this and other picture books. Look at his use of colour and how he creates texture through line. How do you think he created his pictures? Explore.

Paint, draw, collage pictures of Mr Gumpy, his car, the characters. Explore mark making with different materials and experiment with creating texture. Link to writing and create a picture of your new character/characters you have created in your innovated story.

MUSIC

Compose a song creating lyrics based on the story. Use a variety of musical instruments to soundtrack the different events throughout key points in the story eg the different terrains the car travels over, voice sounds to represent each animal, the rain and mud and the splashing and fun during the swim at the end.

COMPUTING/HISTORY/ENGLISH

Research the author and his work look here <https://johnburningham.co.uk> 'Mr Gumpy's Motor Car' was written in 1973. How many books did he create? How many awards did he win? Why do you think he won so many awards? Children create a quiz for a partner in your class/children in parallel class or year group above writing questions from their research.

