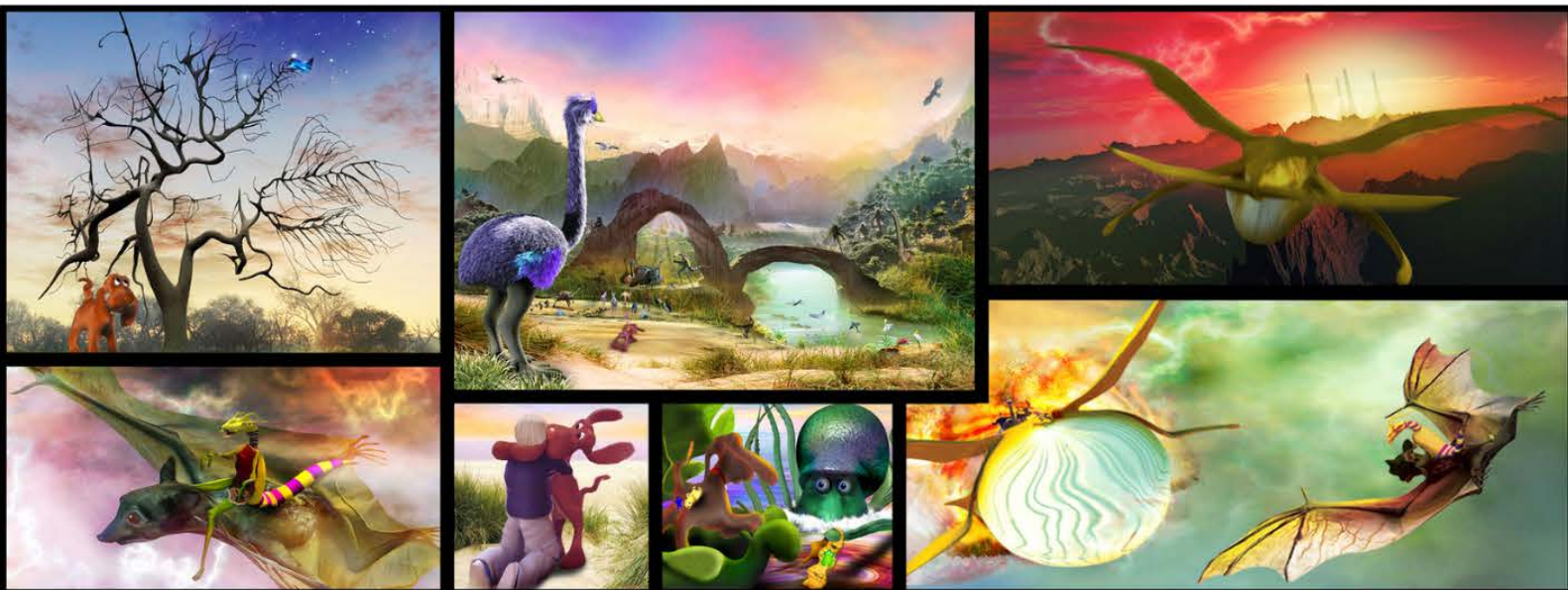


# LOST ON INFINITY

## ROCKFORD'S ROCK OPERA

### *The Creatures Have a Secret*



***"This extraordinary story spreads a most important message in a mysterious and magical way. Created and produced with love, passion and great skill it will endure as a classic to be enjoyed by the world's children and adults for generations to come."***

**Susan Stranks  
(Broadcaster and  
TV Presenter)**



*Please consider the environment before printing this document.*

#### **Welcome!**

Rockford's Rock Opera creates dramatised audio stories with clear English narration, characters, sound effects and music.

The stories are ecological in nature and are suitable for all ages – although 5 to 10-year-olds find them especially engaging. Rockford's Rock Opera's stories have been used by primary/junior schools across the world to teach about endangered animals, extinction, and lots more. Its ecological theme covers a broad range of aspects of the English-speaking primary curricula – from English to Maths, Music, and Science.

***"This is a wonderful teaching resource. So many avenues to explore. Such tremendous content. My class (Year 4) just can't get enough of it. It's really got them thinking too. Lots of great discussions about extinction and they are fascinated about all the inventions inspired by animals and plants. Wonderful songs too – can't stop singing them! Fantastic!" EIMG (Teacher UK)***

You won't find advertising pop-ups or hidden links on our website, just child-friendly content and great stories.

All of our stories can be previewed extensively FREE and nothing can be purchased without an adult providing credit card/PayPal details in our Shop. We do include links to our Apps (the first one of which is free) and these can be downloaded in the normal way.

We hope you and your children enjoy our stories.

If you have any questions or comments, please email us at: [rockford@sweetapple.co.uk](mailto:rockford@sweetapple.co.uk)



“

"Never heard anything like it before. Wonderful songs, amazing story and real heart. Transfixes children, adults too!"

**Teacher Blog**

"This is original storytelling at its best"

**iParenting Media Award Winner**

A great musical story for kids which adults love too.  
A stunning creation.

**BBC Radio**

"Totally love it ... exciting, entertaining, stimulating, multimodal, literate ...."

**Doug Dickinson (ICT consultant)**

"Thank you for creating such a wonderful resource to use in classrooms! I think the creation of Rockford's story is a powerful tool for educating kids."

**Teacher Review UK**

"Rockford was used as an inspiration for work in almost every subject – a truly cross-curricular theme. The children excelled themselves. Their learning and self-confidence exceeded expectations."

**Jane, Teacher Review UK**

"This is a cornucopia of different media: video, spoken word, music, drama, pictures and written texts. This wonderful resource gave a very wide range of opportunities for speaking and listening, drama and reading and writing."

**Teacher Review (by email)**

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**We have attached some sample lesson plans with this document. They cover KS1 (age 4-7) and KS2 (age 7-9).**

### Member Resources

The whole **Lost on Infinity** story is available to our members. It's broken down into sixteen chapters, 5 - 12 minutes long, allowing children to listen and then discuss and complete the relevant lesson plan.

A read-along version is also included in our members area. Other resources are available on our website, such as Character Profiles, Extinction information and a Lyric Sheets.

Each chapter has lesson plans which are simple to use and to understand, based firmly on aspects of the English curriculum to engage and educate. We're regularly adding to our collection.

You may wish to turn your screen off and listen to the audio only. Our story is an adventure in sound, so children can imagine how the characters and scenes appear simply by listening.

### Membership

Membership options are in the 'schools' section on our website.

Once you have purchased your membership, you can access the whole story simply by logging in to your Member's Area. Click the green **'LOGIN/ACCOUNT'** button at the top of our website, and you will see the individual chapters (on the left-hand side).

Chapters 1 to 4 of **Lost on Infinity** are also available to download as free Apple and Android apps (search '**Lost on Infinity**') – ideal for children working at home or on projects connected with the story.

You can also view the first 4 chapters as animated videos on our website, and are also free to watch online at YouTube (search '**Rockford's Rock Opera**').

## What's Lost on Infinity about?

Far away in the Sea of Tranquillity is the Island of Infinity, home to the world's lost creatures. Infinity has a secret for the world but Moog, a boy from Battersea in London, and Rockford his dog, are the only ones who can deliver its message. Travelling to Infinity, Moog and Rockford are drawn into an adventure that threatens the entire human race.

At its heart, **Lost on Infinity** by Rockford's Rock Opera is a tale about extinction and ecology. But it's a hopeful story that shows that the smallest creatures, and humans, can make the biggest difference.





## Chapter Discussions

These broad discussion topics are intended to encourage pupils to develop independent thinking. Children can build confidence in their ability to problem solve as individuals and as part of a group.

- Why do you think the island is called **Infinity**?
- Where do you think **Infinity** is?
- Do you think the creatures on **Infinity** are happy?
- Why do you think **The Registrar** has to follow the rules?
- What do you think is the **Anonymous Moth's** secret?
- Why do you think the authors decided not to let **Rockford** speak?

### A Little Note of Caution

Since our story introduces the concept of extinction there are some elements that may affect more sensitive children. **The Tale of the Cocklebur Ick** song video, is a sad tale about a fictional character who becomes extinct due to one man's wickedness. Some younger children may be affected by the animation, so we'd suggest you watch it first to gauge whether this song should be played with the video or as audio only.

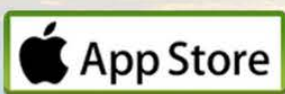
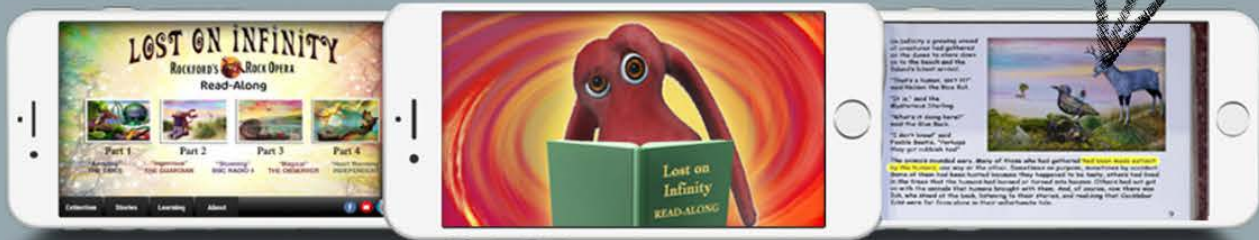


# LOST ON INFINITY

## ROCKFORD'S ROCK OPERA

*Highlighted Text*

Also available as a read-along app!



- NO Advertising •
- NO In-App Purchases •

### Read-Along with Rockford

For story-time and for those learning to read or learning English, we've also included a Read-Along version of the whole audio story with highlighted text. This is free with your membership. It is also available as an App to download on a phone or, preferably, a tablet (Apple and Android).

### Keep in touch...

Over the years we've been delighted to receive many, many wonderful messages about **Lost on Infinity** and its value as a teaching topic. As you'll see, some of our parent, teacher and pupil reviews are included on our website.

If you have any comments about our resources, please do let us know. We're always trying to improve our website and materials, so feedback is always welcome.



### What's Next?

**Lost on Infinity** is just the first story from Rockford's Rock Opera. If you and your class enjoy our adventures you can listen to more stories from Infinity,

**The King of Nowhere**, **The Spooo who Grew** and **The End of Infinity** are all available in the Stories Section of our website.

You can follow us on social media and read our website blogs to keep up with all the latest news.

Contact us at: [Rockford@sweetapple.co.uk](mailto:Rockford@sweetapple.co.uk)

# LOST ON INFINITY

## ROCKFORD'S ROCK OPERA

### Lesson Plans – ages 5 to 7

Based on Rockford's Rock Opera's 'Lost on Infinity' Story - Part 1 (Chapters 1-4)

#### **Science (Walk in Nature) - Chapter 1**

*Understand that a habitat is the home to a variety of living and non-living things. To be able to explore these natural objects using the senses and describe the findings.*

#### **Design (Design an Extinct Creature) - Chapter 1**

*Understand what extinction means. Design a character. Describe accurately in a variety of different ways.*

#### **Science (Animal Habitats) - Chapter 2**

*Understand that there are different habitats, and that they each support the existence of different living things. Examine a typical human habitat and recognise the essential items we need to survive.*

#### **History (Passing of Time) - Chapter 3**

*Understand the passing of time.*

#### **Science (Animal Tracks) - Chapter 3**

*Recognise that animals leave different tracks. Understand that following an animal's tracks can give clues about how the animal lives.*

#### **Literacy (Describing a Pet) - Chapter 4**

*To be able to describe accurately.*



# Science (Walk in Nature) - Chapter 1

Rockford the dog has gone to Battersea Park with Moog, the boy who owns him.  
Rockford runs off and finds a small sticky yellow creature called Ick stuck to him.

## Learning Objectives:

- To understand that a habitat is the home to a variety of living and non-living things.
- To be able to explore these natural objects using the senses and describe the findings.




## Equipment:

- Rockford's Rock Opera App 1, Chapter 1  
(available to download FREE from the App Store and Google Play).
- Camera film containers / matchboxes.
- Magnifying glasses.
- Worksheet attached with this document

## Lesson Plan Activity:

- Listen to chapter 1.
- Ask children comprehension questions:  
*What is Rockford? Who is Moog? Where do they go? What happens?*
- Explain that, like Rockford and Moog, they are going to go for a walk outside.
- Take children out for walk around the school field / conservation area.  
As you walk, ask children what they can see and hear.
- Divide children into groups. Give each group the task of finding 2 specific items from the natural surroundings (to ensure a variety of objects are collected and that some of the items can be recognised from their smell) as well as anything else they find interesting.
- Children to collect their specimens in small, individual, opaque containers/bags.
- Bring specimens back to the classroom for children to examine.
- Explain what a habitat is. Explain the differences between living and non living things.  
Ask children if the items they have collected are living / non-living.
- Children work in their groups to analyse samples, using sight and touch, discussing their findings. Encourage children to use descriptive language.
- As class, complete columns 1 and 2 of worksheet **KS1A** on interactive white board.
- Get children to put specimens back in containers, and collect them in.  
Mix them up and display in a line in front of class.
- Ask children who has a family dog. Ask children to act out all the different things that dogs do, e.g. bark, pant, roll over, dig and SNIFF! Explain that dogs have an excellent sense of smell, and that Rockford would have smelt his way round the park.
- Select children to come and smell a sample with their eyes closed.  
Get them to describe smell to class (if any). What do class think it is?  
Reveal item and record column 3 in worksheet **KS1A**.

## Worksheet KS1A for: Science - Chapter 1

NAME OF FOUND OBJECT	SEE 	TOUCH 	SMELL 



# Design An Extinct Creature - Chapter 1

Rockford and Ick sail away in a leaf boat and, as the Ick tell its sad story, the lake mysteriously becomes a wide blue ocean.

## Learning Objectives:

- To understand what extinction means.
- To design a character.
- To be able to select appropriate materials to describe accurately.

## Equipment:

- Rockford's Rock Opera App 1, Chapter 1  
(available to download FREE from the App Store and Google Play).
- Selection of various materials with different textures, forms and colours.
- A3 paper.

## Lesson Plan Activity:

- Listen to chapter 1.
- Discuss story of Cocklebur Ick. What happens? Why? Introduce meaning of extinction.
- Show children the character pages of the website. Read them out.
- Design an imaginary extinct creature as a class on board. Think about how it would breathe. How does it see? Hear, smell? How many legs does it have? Does it have scales, fur, or a variety of textures?
- All abilities to draw their own extinct creature on A3 paper and name it. Encourage children to make their creature as strange looking as possible.
- Children to select appropriate materials to describe textures, form, colour etc of different parts of their creature.
- Children to stick the pieces of material around their creature drawing an arrow from each one to the specific feature it describes.
- Mixed ability pairs to discuss what their creatures eat, where they live. What they like doing, what they are scared of.
- Pairs to come to front of class and talk about their creatures.



# Science (Animal Habitats) - Chapter 2

The boat slows and Rockford and Ick meet Colonel Utensil, the Dectopus, and his kung foo kicking Squid Squad! The Colonel wants to 'check the Ick in' but is confused by Rockford. He finally lets them continue their journey towards a strange Island lit by a colourful swirling sky.

## Learning Objectives:

- To understand that there are different habitats, and that they each support the existence of different living things.
- To examine a typical human habitat and recognise the essential items we need to survive.

## Equipment:

- Rockford's Rock Opera App 1, Chapter 2 (available to download FREE from the App Store and Google Play).
- Two worksheets (**KS1C** and **KS1D**) attached with landscapes, enlarged to A3 and printed for each mixed ability group.
- Worksheet **KS1E** attached with animal line drawings, to be printed for each mixed ability group.

## Lesson Plan Activity:

- Listen to Rockford's Rock Opera App 1, Chapter 2.
- Ask children who Rockford and Moog have just met. What type of creature is he? Where does he live? Why does he live there and no where else?
- Explain that a habitat is a home, and that all habitats contain different things.
- Get children to talk about all the objects they collected from outside from the first lesson. What habitat did they collect them from? Sort them as a class into a table of living and non-living things.

### Group task:

- Mixed ability groups to cut out animals from worksheet **KS1E**, and then place them into the correct habitat on worksheets **KS1C** or **KS1D**.
- As they are doing this, children must discuss amongst themselves why they have chosen to place each animal in that habitat.
- Groups to share their completed habitats with the class. Are animals in the correct habitat? What do the different animals eat? What do they make their shelter from?



**Paired task:**

- Discuss as class what humans need to survive.  
(Food, water, shelter, warmth, entertainment.)
- Get children to think of their habitat at home. In similar ability pairs, children to complete their human habitat on a worksheet, showing all the items in it.
- Low Ability: To draw only.
- Mixed Ability: To draw and label items.
- High Ability To draw and label items. Once they have done this, to rate the items as to how essential they think they are to survival.
- As a class review task. Pairs to rate the order of importance of the items in their illustrated habitat. Discuss as a class.



## Worksheet KS1C for Science - Chapter 2

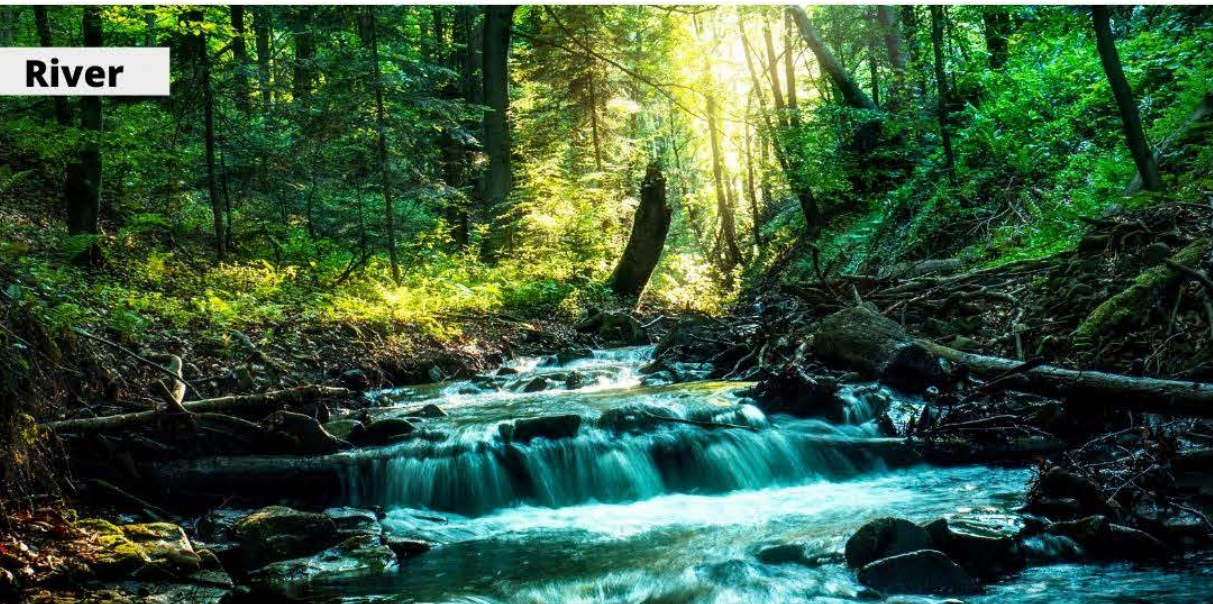
**Wood**



**Field**



**River**





## Worksheet KS1D for Science - Chapter 2

**Snow**



**Dessert**



**Sea**





## Worksheet KS1E for Science - Chapter 2



camel

killer whale



owl



rabbit

fish



polar bear



frog

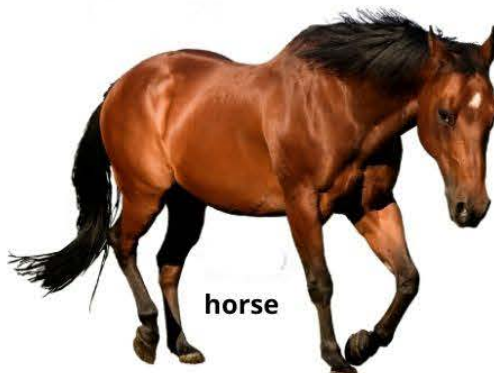
scorpion



squirrel



turtle



horse



penguin



# History (The Passing of Time) - Chapter 3

As they walk Patrick explains that Infinity is where the last of every species comes when it's 'extinct' and that the poor Ick is the very last of her kind. They are now on their way to the 'check in'. Passing other strange creatures on the way they see two huge arches spanning the land and river.

## Learning Objectives:

- Use common words and phrases relating to the passing of time [for example, before, after, a long time ago, past]. [history].
- Ask and answer questions about the past. [history].
- Use vocabulary related to time; order days of the week and months.
- Use units of time (seconds, mins, hours, days) and know the relationships between them.

## Equipment:

- Rockford's Rock Opera App 1, Chapter 3  
(available to download FREE from the App Store and Google Play).
- A calendar to look at.
- Sheets of A3 paper.
- The character profiles of the extinct animals on the website.

## Lesson Plan Activity:

- Listen to chapter 3. The Cocklebur Ick is told that he is the last of his kind.  
What does this mean? (*The Cocklebur Icks are about to become extinct*).
- Talk to children about the passing of time. Ask the children about a typical day.  
What do they do in the morning, afternoon, evening and night.  
Explain that a day is made up of hours and minutes and ask them what they would look at to find out what the time is? (Clock / watch).
- Ask children if a week is a longer or shorter period of time than a day.  
Ask them to put the days of the week in order on the board. Ask them what the day is today, what day it was yesterday and what day it will be tomorrow.  
What did they do yesterday? What did they do last week?  
Explain that these events happened in the past and that we can not go back to them, therefore they have become part of history.  
Explain to them that things change as time passes. We grow older.
- Show children a calendar. Show them a month on the calendar. Is this a longer or shorter period of time than a week? Go through the calendar from January to December, getting the children to chant the months as you go. Ask them what we call the amount of time from January to December.
- In mixed ability pairs or small groups, children to be given a month of the year and decorate an A3 sheet with all the things they associate with that month.  
E.g. snow, leaves falling, ice creams, sports day etc.
- When they have finished, each group to stick their month on the wall in the correct order.
- Get children to look at the year they have visually created, think about how long a year takes and all the events and changes that happen in that time. Does your last birthday seem a long time ago? Get children to try to picture in their minds how long a hundred years is. Re-introduce the extinct creatures from the character pages of the website and explain that these creatures existed hundreds of years ago and no longer exist today.  
Explain that they lived in the past and so have become part of history.



# Science (Animal Tracks) - Chapter 3

At the arches they meet the scary Registrar whose job it is to check every new arrival into Infinity. Even though Rockford wasn't meant to be there The Registrar still checks him in, taking a print of his paw and sending along the backwards river to The Fossil Record Office. "There's no going back!" shouts the Registrar. It looks as if Rockford is stuck on Infinity... forever!

## Learning Objectives:

- To recognise that animals leave different tracks.
- To understand that following an animal's tracks can give us clues about how an animal lives.

## Equipment:

- Rockford's Rock Opera App 1, Chapter 3 (available to download FREE from the App Store and Google Play).
- Worksheet **KS1F** printed out for each child.
- Conservation area / School field.
- Worksheet **KS1G** for each mixed ability pair.
- Animal footprints examples attached with this document (Worksheet **KS1H**)

## Lesson Plan Activity:

- Listen to chapter 3. Rockford and the Cocklebur lck sign into the fossil record by placing their footprints in the mud.
- Show class the examples of the animal footprints on Worksheet **KS1H**. Explain to them that different animals leave different footprints. When an animal has left a trail of footprints that lead somewhere it is called a track.
- Look at Worksheet **KS1F**. All abilities to attempt to match the correct animal to its track. Go over answers as a class, discussing the differences in the tracks and the differences in the ways the animals move.
- Ask the class what possible information we can find out about each animal from following their track? E.g. The rabbit lives in a burrow.
- Explain to children that they are going to look for animal tracks outside and see if they can learn anything about the animals from their tracks. If there is adequate adult supervision, split the class into 3 groups and get them to search for tracks in 3 different habitats, e.g. by a pond, school field, wooded area or playground.
- Split children into mixed ability pairs to search for tracks and complete Worksheet **KS1G** as they go, drawing the track they have found, where it starts and what it leads to.
- Children to come back to classroom with their findings sheets. Compare the different tracks they found in the different habitats. Can children identify the animals? Did anyone find out anything about an animal from following its tracks?



## Worksheet KS1F for Science - Chapter 3





## Worksheet KS1G for Science - Chapter 3

<b>Animal Track</b>	<b>Start</b>	<b>Finish</b>



## Worksheet KS1H for Science - Chapter 3



**Gorilla**



**Bear**



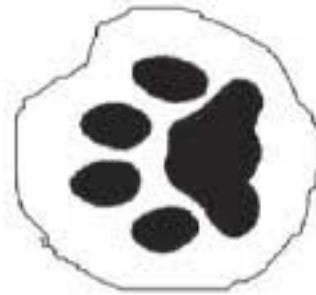
**Penguin**



**Wolf**



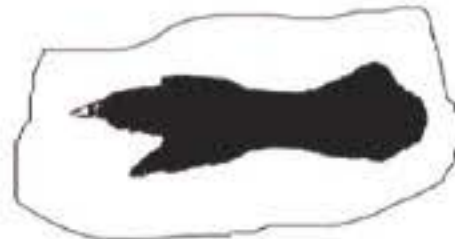
**Ostrich**



**Lion**



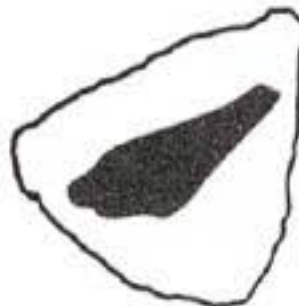
**Turkey**



**Kangaroo**



**Swan**



**Rabbit**



**Camel**

Prints are not shown to scale



# Literacy (Describing a Pet) - Chapter 4

Back in Battersea Park it's snowing and Moog and his uncle are searching desperately for Rockford. They can't think where he's gone. Moog searches on board some little boats moored by the lake and meets a small green anonymous looking moth. The anonymous moth is all alone and, as they drift out into the lake together, Moog notices something very strange! All the dogs in the park are disappearing into thin air!

## Learning Objectives:

- Experiment with and build new stores of words to communicate in different contexts.
- Ask and answer questions, make relevant contributions, offer suggestions and take turns.
- Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns.
- Make adventurous word and language choices appropriate to the style and purpose of the text
- Write simple descriptions.
- Select from different presentational features to suit particular writing purposes on paper and on screen.
- Use the space bar and keyboard to type simple texts.

## Equipment:

- Rockford's Rock Opera App 1, Chapter 4  
(available to download FREE from the App Store and Google Play).
- Children's photos of their pets, colour photocopied to share amongst the class.

## Lesson Plan Activity:

- Listen to chapter 4.
- Imagine you have lost your pet. How would you feel? What could you do?  
How could other people help?
- Show children a photo of a pet. Explain that it is essential to be able to describe their missing pet in detail so that people can start to look for him. Get them to verbally describe appearance, encouraging them to use good adjectives, e.g. Fido has a shiny golden coat that feels fluffy and warm. Write up suitable adjectives on the board, asking children for spelling of each word using their phonic knowledge.
- Children to have a selection of pet photos in the centre of their tables, face down. Children to work in pairs and take it in turns to pick a photo and describe the pet in detail to their partner, using good descriptive words, using the list on the board to prompt them. Children to give each pet they pick up a name, and include in their description the pets likes and dislikes and where and when it was last seen.
- Select children to come to the front of the class, with their favourite photo and share their description. Is their description clear enough for you to look for their pet? Which words were especially effective when describing the pet? Are there any adjectives they could use to describe him better?
- Each child then makes a poster about their missing pet. Some children could have a template with a writing scaffold if they need support. Children could also produce a poster using a word-processing or publishing program.