

St. Peter's CE Primary (& Nursery) – Creative Topic Planning

TEACHER: L J Messenger / Sharon Vince CLASS: Nursery TOPIC: Fairy Tales TERM: Spring term 2 Expected length of topic: 6 weeks

Core value: Empathy

Books: **Once Upon a Time**

Books related to topics and children's interests:

The Three Little Pigs

The Three Billy Goats Gruff

The Gingerbread Man

Little Red Riding hood

Goldilocks and the Three Bears

The Enormous Turnip

Jack and the Beanstalk

Hansel and Gretel

KEY/FERTILE QUESTIONS FROM CURRICULUM OVERVIEW

RESOURCES –

USEFUL WEBSITES

Inputs – engaging and exciting the children

What opportunities are there for *active learning*? (e.g. which of the 25 ways of teaching without talking will you use?)

- Fairy tale role play areas.



- Making the Three Little Pig's houses.

What will you do on your immersion days/theme weeks?

- Fairy tale day – children come dressed as their favourite fairy tale character
- The pigs have been building – Introducing the story of the 3 little pigs. Leave painted footprints on the classroom floor and a collection of sticks, straw and bricks on the carpet alongside builder's hats and clipboards with house building planning sheets.
- Goldilocks and the 3 Bears. Set up a scene from goldilocks and the 3 bears – have a table with 3 different sized bowls, chairs and beds.

What will your role play area look like?

- A fruit and vegetable shop when reading The Enormous Turnip.



- The giant's castle when reading Jack and the Beanstalk.

What other speaking & listening opportunities are there?

- Re-enacting the story. Leave out props from the story to act out the story (e.g. 3 large boxes to pretend to be the 3 pigs houses and masks to act out the story, bricks to build the house with.

Puppets from the story and houses to act out the story.

3-D Map for Story Retelling for the Three Pigs

How will you address the core value that you have identified? Empathy – talking about how we feel, ways we show how we feel.

Activities for Teaching Empathy.

Activity 1: Labelling Feelings.
Activity 2: Different and Similar. Some children are big, and others are small. Some children run fast, and others run slowly. Some children like to play with blocks, and others like to draw pictures.

Activity 3: Helping Others Feel Better.

Activity 4: Acts of Kindness.

Stories about empathy -



- Count out the correct number of pigs to match the numeral on the house door.



- A gingerbread house when reading Hansel and Gretel.



- The three bear's cottage when reading Goldilocks and the Three Bears.

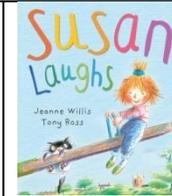


Story map – placing the story of the gingerbread man into order Sequencing pictures and props of who followed him

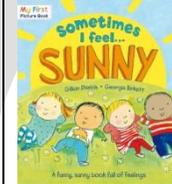
Roleplay/acting out story using props from the story – stage setting (dramatic literacy style!)

Read 'The Gingerbread Man' to the children, or retell the story. Invite suggestions for the characters who chase the Gingerbread Man to the river. Encourage the children to join in with the repeating story language, particularly the refrain, 'Run, run, run, as fast as you can – you can't catch me, I'm the Gingerbread Man!' Encourage the children to choose an animal to add to the chase.

Have pictures of granny, the wolf, wood cutter – cover them with flaps such



This is a story of a little girl in a wheelchair called Susan who laughs, sings, flies and swings – just like every other little girl.



Sometimes I Feel Sunny follows four friends as they experience a range of emotions, and is perfect for helping children explore all of their different feelings - and to better understand the way others feel, too.

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- Involve children in setting up role play areas and creating props for them.

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as a cupboard, a door, a quilt, a wardrobe. Invite children to use prepositional language such as inside, under, behind as they lift the flap to discover the characters.

Prepare a big book with the repetitive phrase “what big “ at the top of the page and “you have” at the bottom of the page – children can draw different features onto each page – eyes, ears, teeth, nose etc –after each page have the phrase all the better to ... as children to suggest can they hear, see, smell with the features they drew?!

STORY BOX

put together a [story box](#) so that we can retell the story of Little Red Riding Hood using puppets and story props!



Jack and the beanstalk story box. – leave out for children to re-enact the story – add small world figures.

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**Where will you go?
(trips/visits/visitors)**

- Local theatre group to come in for a fairy tale workshop.
- Visit to Mudchute City Farm to see some of the animals that feature in traditional tales such as pigs and goats.

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What lessons will you teach outside?

- Building the gingerbread cottage and deep dark woods.



- Make a maze through the words for Hansel and Gretel to follow with different paths, which path takes them through the words to escape from the gingerbread house?

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What writing opportunities are there?

Let the children have a go at writing something underneath about the story or about what is going to happen in the story. Have a few sentences written on whiteboards to help the HA children.

Zigzag books - Use the story pictures of Goldilocks to make zigzag books. Encourage the children to tell you the story from their book. Children can write their story sentences under each picture.

Write a letter from Goldilocks to the 3 bears to say sorry.



Small World

Set up a small world version of the story to encourage children to retell it.



**Outcomes – making the work meaningful and purposeful
What are the display /project/home learning opportunities?**

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**Outcomes – For whom will you perform? What other celebration will you have?
Parent engagement? (link to theme week)**

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story map of Goldilocks and the 3 Bears.



large sheet of bulletin board paper and drew a path down the middle. At one end of the path write "Once upon a time" and at the other end write "The End". Retell the story together and add basic drawings along the sides of the path (such as 3 bears and then a little further down a girl and then 3 bowls, etc). take turns walking down the path and retelling the story



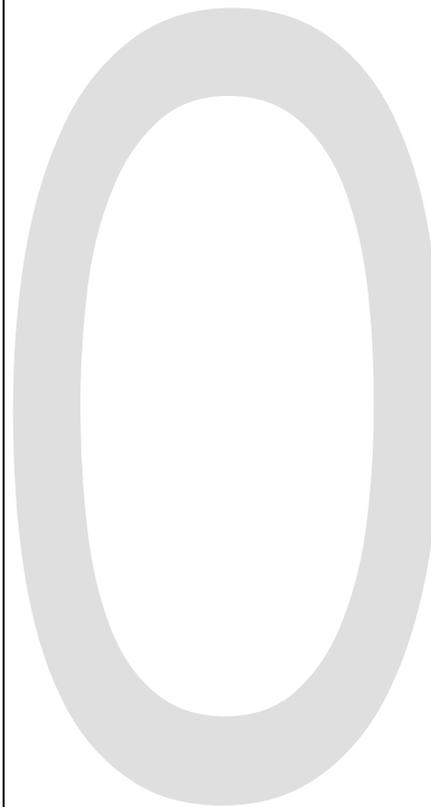
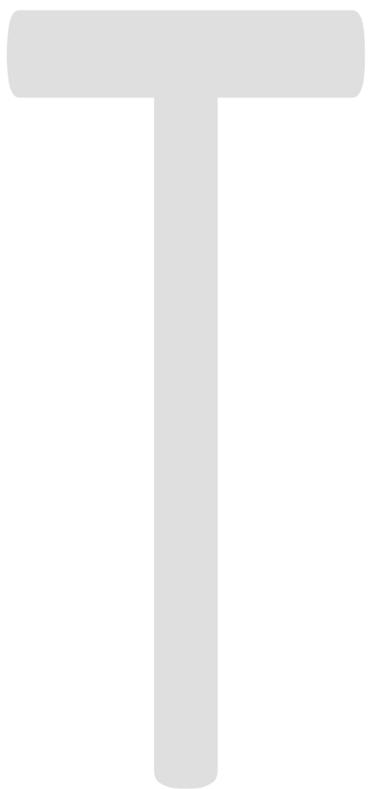
Write speech bubbles for the characters using mark making

Make your own recipe book

Use the 'Making gingerbread' interactive activity on a whiteboard to encourage the children to talk about what they did to make the

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gingerbread.

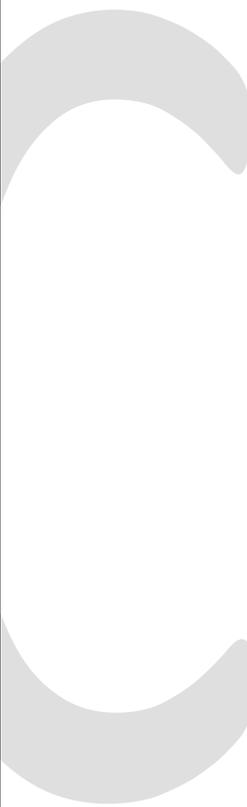
Mark making – Do Chinese writing on red card or paper using black paint or pens. using Chinese style brushes children can try and mark make Chinese symbols by copying flash cards.

Make Chinese New Year greetings cards

Look at restaurant menus and make their own menu Role play – Chinese restaurant – writing menus, taking orders, signs.

Make mini book, sequencing events of the Chinese New Year

Make a wanted poster – draw a picture of the big bad wolf who is wanted for trying to gobble granny up



What will you make?

- Build the three pig's houses from different materials. Try to blow them down and talk about which is the strongest. Plan houses beforehand.
- Making healthy food for the 3 bears to take on a picnic.

What opportunities are there for using technology in your teaching?

ICT Busy things website

Children to explore busy things website looking at traditional tales section. Children to play the related games and select the things they want to do independently. www.busythings.lgfl.org.uk

ICT- dragon online jigsaw:

What legacy will this learning leave?

- Make porridge for the 3 little bears.
- Make gingerbread men.



http://www.activityvillage.co.uk/chinese_new_year_jigsaw_puzzle_pig.htm

look at dragon parade video clip from:

<http://www.chcp.org/mpeg/SUMMER.MPG>

Tweenies:

<http://www.bbc.co.uk/cbeebies/tweenies/tellytime/rwa/chinese/index.shtml?content7>

Castles – The Giants Castle in the Sky.

{Science}

In the Block Center (carpet area) , the children can construct castles with the large and small blocks. Take photos of them to make a book of castle designs.



three large (rectangular) tissue

TOPIC

paper boxes shortened them to about 6.5" long (random number) covered them with brown paper so the children will have a clean surface for decorating

If you are already in possession of brown cardboard boxes, like mailing boxes, you're all set!

glued on a roof and little triangles to cover the attic space

cut a door in the long side and a little window (or two) in the short sides – children can decorate with stickers and markers etc.



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