

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

**TEACHER:** LJ Messenger **TA:**     **CLASS:**Nursery   **TOPIC:** FAIRY TALES   **TERM:** Spring term A **Expected length of topic:** half a term

**Core value:**

**Books:** *Once Upon a Time*

**Books related to topics and childrens interests:**

*The three little pigs*

*The gingerbread man*

*Little Red Riding hood*

*Goldilocks*

*The enormous turnip*

*Jack and the beanstalk*

*Hansel and Gretel*

*Chinese New Year*

**KEY/FERTILE QUESTIONS FROM CURRICULUM OVERVIEW**

**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?)

**Pigs and houses with numbers on.**

- Count out the correct number of pigs to match the numeral on the house door.
- **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. Children to enter the room and sit in a circle around the resources. Adult to question the children about what they have found in their classroom. Where do they think it came from? What was it being used for? What was someone trying to do in their classroom? Why did they leave it all behind? Who might have scared them away? Children to talk in pairs about what they can see and then feedback their ideas to the whole class.

**Goldilocks and the 3 Bears.** Set up a scene from goldilocks and the 3 bears - have a table with 3 different sized bowls, 3 chairs diff sizes, som blankets on the floor.

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

- Fairy tale day – children come dressed as their favourite fairy tale character

What will your role play area look like?

The enormous turnip - Shop to sell vegetable items



Giants castle

Role Play area -

**RESOURCES –**

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**



Story map - placing the story of the gingerbread man into order

**USEFUL WEBSITES**

How will you address the core value that you have identified?

trying to do in their classroom? Why did they leave it all behind? Who might have scared them away? Children to talk in pair about what they can see and then feedback their ideas to the whole class.

**Materials:**

- a wig or apron for Goldilocks
- 3 different-sized bowls and spoons:
- 3 different-sized chairs:
- 3 different-sized beds (you could use blankets or pillows for this. I also added 3 different-sized teddy bears):

- Lay everything out and let children role play!



Outside -

Make a gingerbread house role play using a large cardboard box.

Children can help decorate it. Add other propts to the house such as a cage for hansel, the oven, the woods, the old lady cloak.



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 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

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

Take a trip to some local woods and do tree rubbings. Also take photographs and talk about these back at your setting.

Local theatre group to come in and do fairy tale workshop

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What lessons will you teach outside?



**OUT DOOR PLAY** - 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?



use paper plate centers and other plates and cardboard to create LOTS of candy decorations. Paper plate icing on the roof.

What writing opportunities are there?

**Writing frames**

Have pictures from the three little pigs with lines underneath it. 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.

story map of Goldilocks and the 3 Bears.



large sheet of bulletin board paper and

re-enact the story - add small world figures.



**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?

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

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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 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

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## What will you make?

**Making the three little pigs homes** Have pictures of the three little pigs houses and get the children to see if they can build a house made out of bricks(wooden blocks), a house made out of straw and a house made out of sticks. (Children can plan out their home beforehand, if wanted, on a clipboard.)

Making healthy food for the 3 bears to take on a picnic.

Make porridge for the 3 little bears. Talk about how one was too hot, too cold, too salty for Goldilocks. Make a variety of porridges with honey, jam etc. Children can taste the different porridges they have made. What do they taste like? Which one do they prefer?

Make clay gingerbread men.



To use a variety of materials to construct a Chinese New year Dragon.



## 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.

## 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](http://www.busythings.lgfl.org.uk)

ICT- dragon online jigsaw:

[http://www.activityvillage.co.uk/chinese\\_new\\_year\\_jigsaw\\_puzzle\\_pig.htm](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>

## What legacy will this learning leave?

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TOPIC



three large (rectangular) tissue 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.



# TOPIC

LESSON	SUBJECT FOCUS	SKILLS *	OBJECTIVE / W.A.L.T	LESSON OUTLINE / ACTIVITIES (INCLUDING DIFFERENTIATION)	PLENARY INC. AFL QS
1			Elicitation:	Activity:	
2					
3					
4					
5					
6					
6					
7					
8					

**END OF BLOCK EVALUATION:**