

Story-telling

Learning objective: The children use vocabulary and forms of speech that are increasingly influenced by their experience of books.

Key vocabulary: story, story-telling, beginning, middle, end, ending, sequence, order, describe, explain, character, setting, speech, fairy tale, once upon a time, happily ever after, forest, basket, wolf, grandmother, magic, bean, cow, beanstalk, giant, bear, porridge, just right, carriage, glass slipper, bow, arrow

Further vocabulary: plot, event, journey, problem, detail, description, hero, villain

Get set



Read or tell the fairy tale 'Goldilocks and the Three Bears'. Stretch a giant sheet of paper across the floor of the classroom, with a road drawn across the middle of it, to create a story map. The children start at the left-hand side and take turns to draw different parts of the story in order. They then retell the story as they walk along the road, using the pictures to help them.

Talking points: Which is your favourite part of the story and why? Who are the characters in the story? Where is the story set? Do you think the story is real and why? I don't think Goldilocks is naughty, just a bit curious.



Read the story *Stick Man* by Julia Donaldson. The children collect sticks and twigs from outside and use these to make their own stick people. They add their own googly eyes and string. In small groups, the children use their stick people to create and tell their own 'stick man' journey stories.

Talking points: How do you think *Stick Man* is feeling by the end of his journey? Can you use your stick people to make a different ending for the story and act it out? I wonder what a story called 'Stone Girl' would be about.



Read the story *Dear Zoo* by Rod Campbell. Create a 'Dear Zoo' story sack for the children to play and explore with. This could include different small-world zoo animals, containers of various shapes and sizes, sticky labels for animal names and pre-written or blank speech bubbles with phrases such as 'too tall'.

Talking points: Can you think of a time when you've felt grumpy like a camel? Where do you think each animal was born? Can you guess what animal might be in this box? My favourite animal is the orangutan.

Go



Read the story *Aliens Love Underpants* by Claire Freedman. Using the photocopiable activity sheet, the children design their own pair of underpants using a variety of materials, such as paint, glitter and tissue paper. Then, with help, they cut out their underpants and hang them on the class washing line.

Working towards: With help, the children can choose their own colours and use some simple materials to create a design for their underpants.

Working beyond: The children can independently create a complex design for their underpants, using a wide variety of materials and colours. When their design is dry, they can cut it out without help.

Finishing line: On the backs of wooden spoons, write different openings for a story (for example, 'Once upon a time ...', 'One day ...', 'A long time ago ...'). The children select one of the story openers and, in a circle time, create their own story together.

Cross-curricular links



Communication and language: Through listening to and discussing a variety of stories and fairy tales, the children accurately anticipate key events and respond to what they hear.



Mathematics: Through discussing the animals and containers in *Dear Zoo*, the children explore characteristics of everyday objects and use mathematical language to talk about size and capacity.

Home link



Activity book: Reading and Rhyme pages 14 to 20