



# Once Upon a Time

Learning, retelling and performing traditional tales. Exploring themes such as helping other people and making good choices.



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## Overview of theme:

The main intent of this theme is to develop the children's speaking and listening skills, supporting them to speak clearly in full sentences to sequence and retell familiar stories. They will also be developing their reading comprehension and writing skills in a motivating context.

This unit will have an emphasis on speaking, listening, understanding and reading, and will build upon work from the previous year where children learnt to join in with repeated refrains and anticipate key events and phrases in stories. The children will progress the following year when they will be sequencing sentences to write their own short narratives.

We will be retelling traditional tales using Pie Corbett actions and story maps. The children will use story-sequencing language, such as first, next, after that, suddenly and finally. We will be discussing and describing characters and settings and making comparisons between different stories. The children will explore the stories through drama, puppets and role-play.

We will be using traditional tales as a starting point for discussing with the children how they and others show feelings. The children will talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.

**Planned visits and school workshops:** 10<sup>th</sup> February- Little Red Riding Hood drama workshop  
20<sup>th</sup> January- Fir class Forest School On Site  
22<sup>nd</sup> January- Maple class Forest School On Site  
23<sup>rd</sup> January- Cherry class Forest School On Site  
27<sup>th</sup> January- Family Reading at 2:40

**Useful information and reference for parents:** Busy Things via LGfL- logins are in your child's reading record

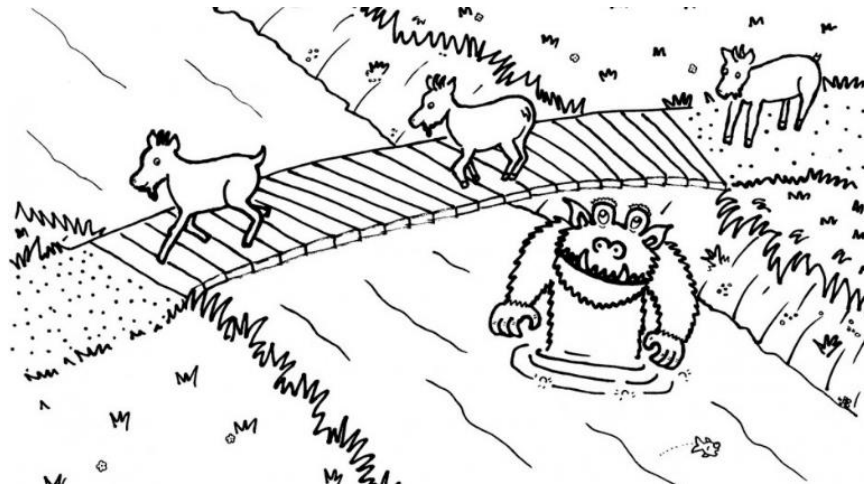
**Homework linked to theme:** Daily Reading and Tricky Robots  
Handwriting Heroes  
Visit the library to find traditional stories  
See new 'Home Learning Challenges' sheet



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**Curriculum overview for the half-term & cross-curricular links to main theme:**

<b>Personal, social and emotional development</b>	Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable.
<b>Physical development</b>	Children talk about ways to keep healthy and safe. They handle equipment and tools effectively, including pencils for writing.
<b>Communication and language</b>	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They develop their own narratives and explanations by connecting ideas or events.
<b>Literacy</b>	Children use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. Children use their phonic knowledge to write words in ways which match their spoken sounds.
<b>Mathematics</b>	Children count reliably with numbers from 1 to 10, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.
<b>Understanding the World</b>	Children know about similarities and differences between themselves and others, and among families, communities and traditions. Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
<b>Expressive arts</b>	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.



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## Sequence and structure to curriculum theme

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| <b>1. Porridge</b>                    | We will begin by learning about Goldilocks and the Three Bears. We will introduce the story by learning how to make our own porridge and will do a taste test, trying salty, sweet and plain porridge. The children will each decide which their favourite flavour is and we will create a class pictogram to show the results. The children will sequence the steps they took to make the porridge using pictures.     |
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| <b>2. Goldilocks</b>                  | We will reread and retell the story 'Goldilocks and the Three Bears' using story maps, actions and choral speaking. The children will sequence the story using pictures. We will learn about speech bubbles and will have a go at writing simple sentences, such as 'It's too hot!'. We will retell the story using dance and drama, and we will encourage the children to make their own puppets to act out the story. |
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| <b>3. The Three Billy Goats Gruff</b> | We will read and retell the story 'The Three Billy Goats Gruff' using story maps, actions and choral speaking. The children will make 'Wanted' posters for the troll, writing simple sentences such as 'He is big.' We will also design our own trolls. The children will retell the story using dance and drama, and we will encourage the children to make their own puppets to act out the story.                    |
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| <b>4. Little Red Riding Hood</b>      | We will read and retell the story 'Little Red Riding Hood' using story maps, actions and choral speaking. The children will take part in a science experiment, dying flowers different colours for Little Red Riding Hood to take to Grandma's house. In circle time, the children will discuss if they think the characters we have met throughout the topic have made good choices.                                   |
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| <b>5. Drama Workshop</b>              | We will conclude our topic with a special visit from West End in Schools, who will run a special drama workshop for the children focusing on Little Red Riding Hood. The children will compare the stories they have read and decide which was their favourite traditional tale, giving reasons why. The children will compare different versions of the same story, for example seeing if they have different endings. |
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## Children's learning

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The children will:

- Learn to make porridge
- Sequence and retell traditional tales using story maps, actions and choral speaking
- Retell traditional tales through role play and puppet shows
- Write their own simple sentences from traditional tales
- Take part in a drama workshop, working as a team to retell Little Red Riding Hood
- Talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.

**Key Vocabulary:**

Once upon a time, first, next, later on, suddenly, finally, beginning, middle, end