



## Project: Traditional Tales

### The Big Idea

Tell Me a Story – Traditional Tales

Stories we read as young children remain with us throughout our lives – the repeated refrains, the characters we meet and the excitement that the story creates helps us develop our imaginations and creativity.

### Content

- Children will explore a variety of stories.
- Children will learn to develop their listening and attention skills during story times.
- Children will learn new vocabulary related to traditional tales and story-telling.
- Children will explore different versions of traditional tales.
- Children will learn how to identify characters in a story.
- Children will learn that stories have a sequence.
- Children will gain experiences of retelling stories through puppets and role play.
- Children will explore materials and their properties.
- Children will learn skills in relation to design and technology when making props and puppets.

**Early Learning Goal Links** (*Progression of Skills Document will have more in-depth 'I can' statements'*)

#### **Listening, Attention and Understanding**

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

#### **Speaking**

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

#### **Comprehension**

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

#### **Writing**

- Write simple phrases and sentences that can be read by others.

#### **Creating with Materials**

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

#### **Being Imaginative and Expressive**

- Invent, adapt and recount narratives and stories with peers and their teacher.

**The learning in this unit will prepare the children to learn these things in the future:**

#### **English KS1 – see English Curriculum Map**

- Writing opportunities: Narrative (retelling, setting, characterisation)
- Text coverage: Fairy tales
- Story time experiences

#### **Science**

- 'What are things made from?' - Materials

**D&T**

- Textiles – templates and joining techniques

**WHAT PUPILS NEED TO KNOW OR DO TO BE SECURE**

Show understanding of the **concept** using key vocabulary correctly

**By the end of this unit, the children at the expected standard will:**

- I know the title of some traditional tales; The Three Little Pigs, The Three Billy Goats Gruff, Goldilocks and the Three Bears, Little Red Riding Hood, The Gingerbread Man.
- I know how to identify some characters from the traditional tales I have heard and can name them.
- I can identify what happens at the beginning, in the middle and at the end of a traditional tale I have heard.
- I am able to retell a traditional tale I have heard, using props/puppets/pictures to support.
- I can use a repeated refrain from a traditional tale in when I retell it e.g. 'I'll huff and I'll puff and I'll blow your house down'.
- I can say what I like and dislike about the traditional tales I have heard.
- I can identify the names of different materials and why they are used for the purpose they have been chosen for.
- I know ways of selecting, cutting and joining materials to create.

Some children will be able to invent their own traditional tales; creating their own characters, events and endings based on what they have already heard.

**Tier 2 and Tier 3 vocabulary explicitly taught:**

Story  
Character  
Cottage  
Forest  
Bridge  
Troll  
House  
Straw  
Stick  
Brick

Beginning  
Middle  
End

Feelings: happy, sad, excited,  
frightened, scared, brave, calm.

Sequence  
A long time ago  
Once upon a time  
Happily ever after  
Main event  
Setting  
Traditional tale  
Repeated refrain