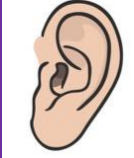


To be able to follow simple rules and expectations

Date: WK 3

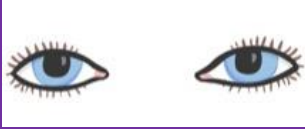
1. Good listening



2. Good sitting



3. Good looking



4. Wait for your turn to speak/ answer

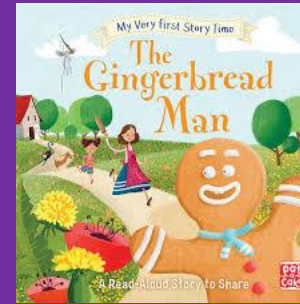


5. Hands to your self



Word bank

Introduction to new topic



Word bank
Story
Traditional
tale
Fairy tale
Once upon a
time



Virtue and values:
Respect

This half term our topic is Let's Pretend. We will learn about different traditional tales. What is your fav story?

Introduction to new topic

Date: Monday



Word bank
Story
Traditional
tale
Fairy tale
Once upon a
time



Virtue and values:
Respect

This week we will be focussing on Hansel and Gretel

LO: Listen and join with stories
LO: To recall main events from a story
LO: To use role play to act out a story



Date: Monday

Virtue and values:

Respect

Critical thinking

Reasoning

resourcefulness

Hansel and Gretel



gingerbread
house



Hansel



Gretel



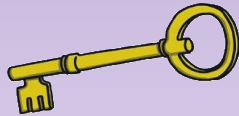
woodcutter



witch



birds



key



treasure chest



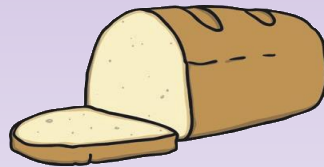
cage



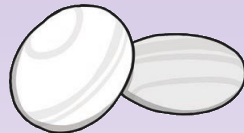
stepmother



crumbs



bread



pebbles



oven



forest

Go over the key vocabulary with your adult/ sibling. Think of an action for each word so we can use it on our story map

Hansel and Gretel



twinkl

Once upon a time, there lived 2 children called Hansel and Gretel.
They lived with their father and stepmother in a house in the woods.
Their father was a woodcutter.



The woodcutter was very **poor**. He could no longer provide food for his family. One night, his wife suggested that they take the children into the forest and leave them there.

What does
'poor'
mean?

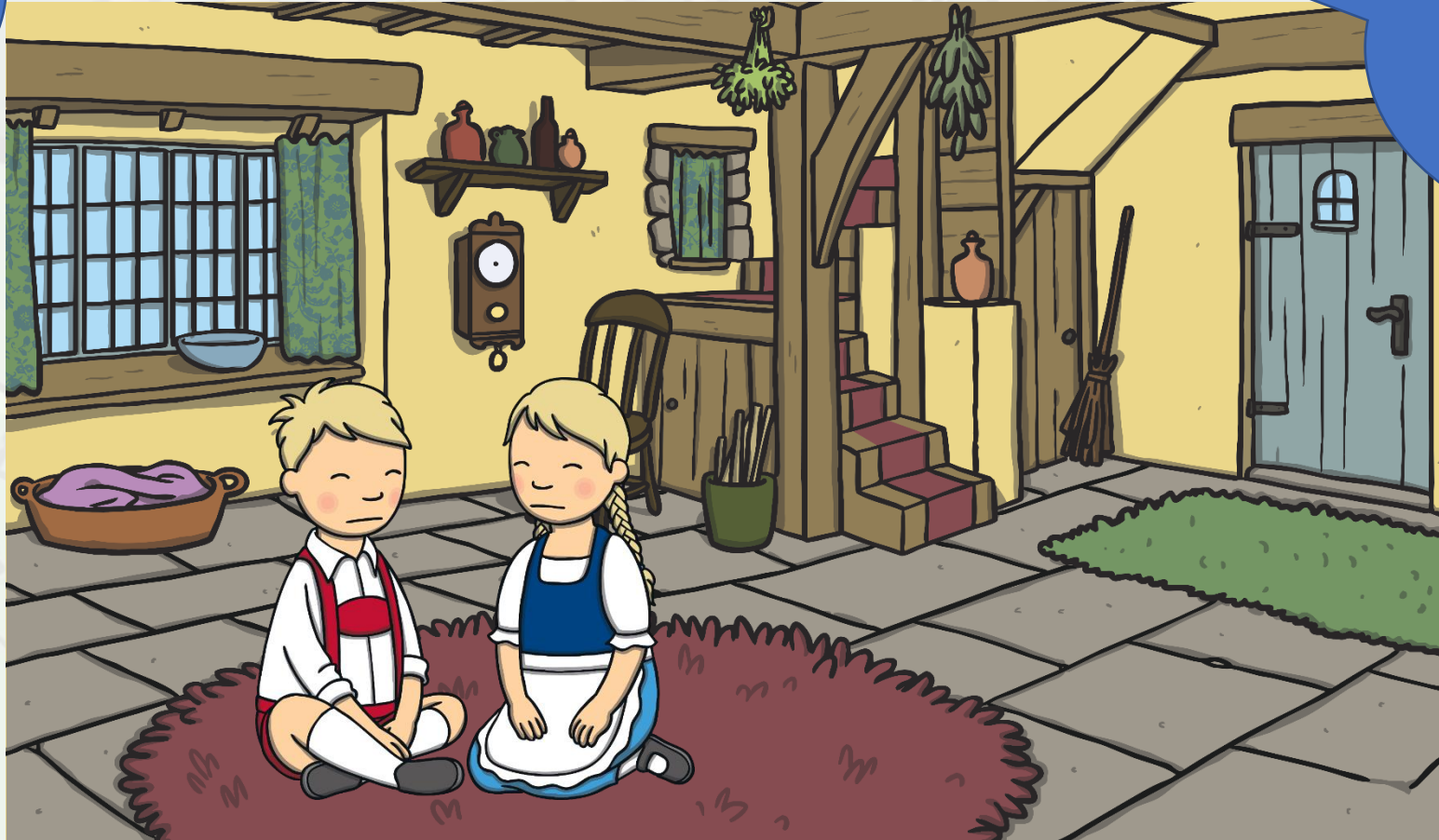


How do
you think
the
children
feel? Is she
being
respectful?

Hansel and Gretel overheard what their stepmother had said.
They were very **sad**.

Why do
you think
they are
sad?

Can you think of
another word for
sad?



Hansel crept outside and found some white pebbles. They shone brightly in the moonlight. He filled his pockets with the pebbles and crept back inside.

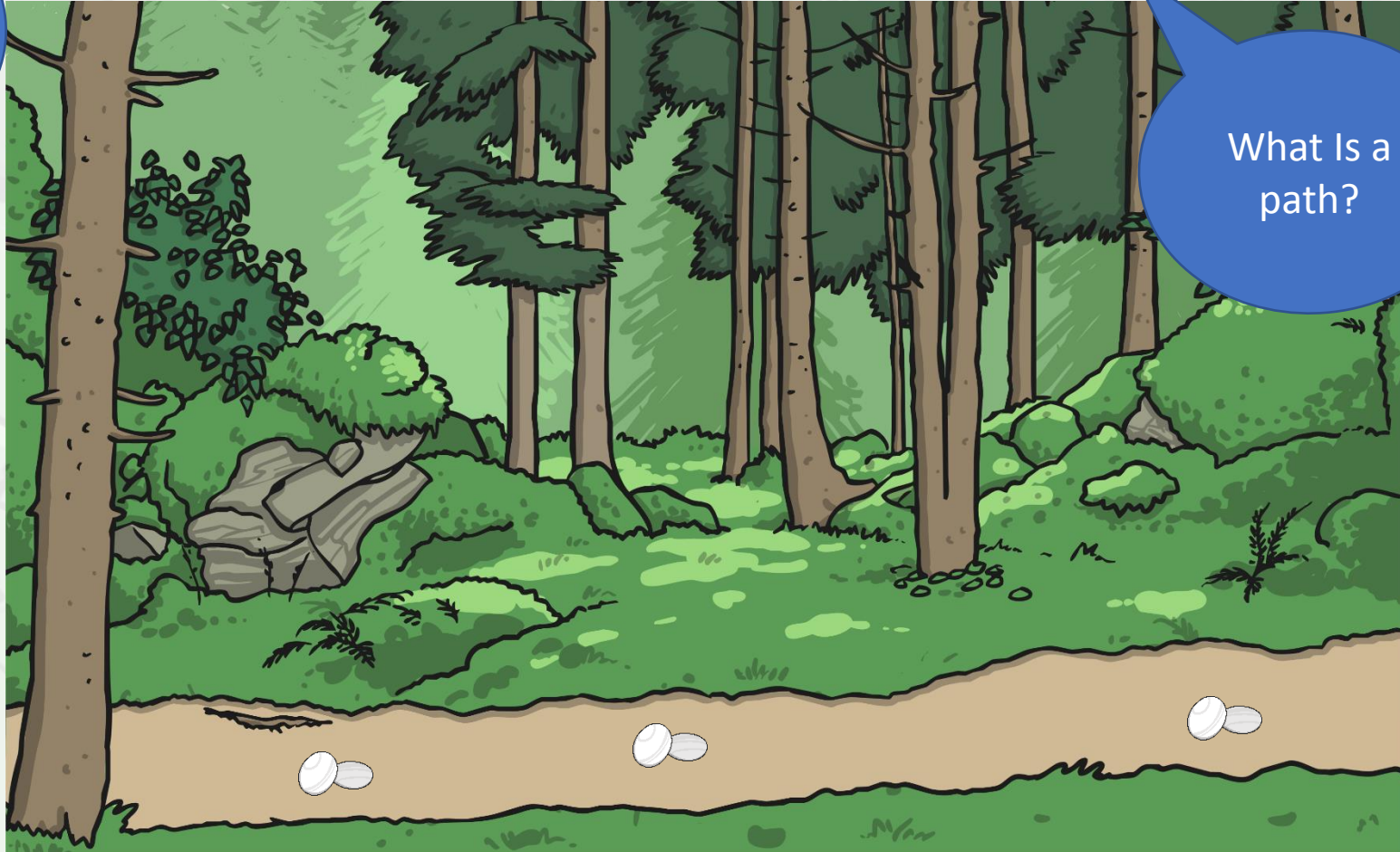
What do you think he will do with the pebbles?



What does 'crept' mean? Can you creep around your house?

The next morning, they all went for a walk in the forest. As they walked, Hansel dropped the pebbles along the **path**.

Why do you think they did that?



What Is a path?

They went further and further into the forest. Hansel and Gretel grew tired, so the woodcutter made a fire and told them to rest here.

What do you think will happen next?



When they awoke, they were all alone. But Hansel's plan had worked! They could follow the stones all the way home.



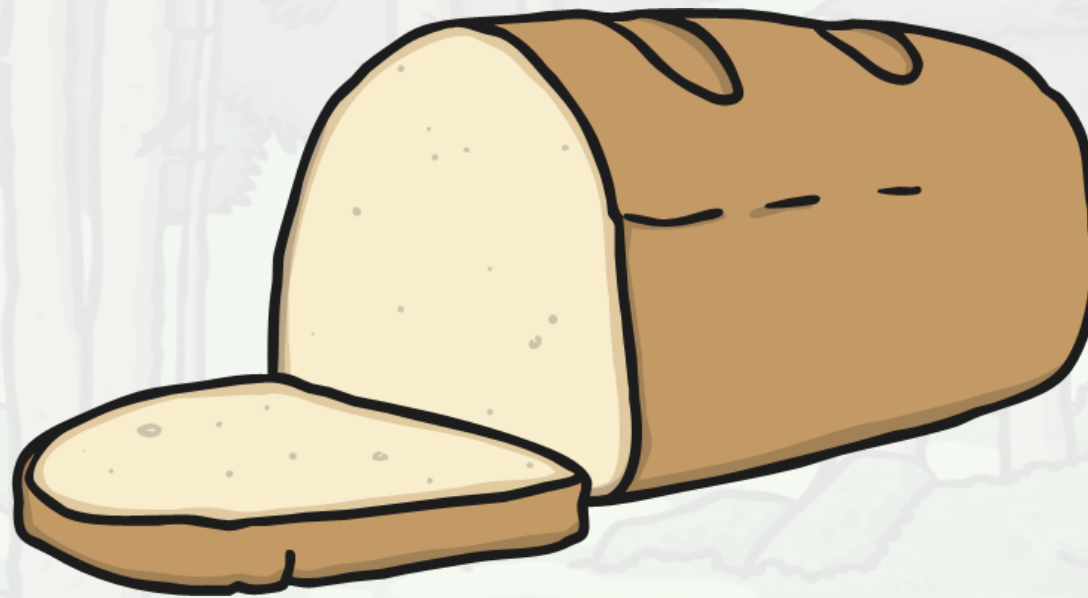
When they arrived home the woodcutter was **overjoyed**! However, their stepmother was very **cross**. Later that night, she told the woodcutter that he must get rid of the children again.

What does 'cross' mean?



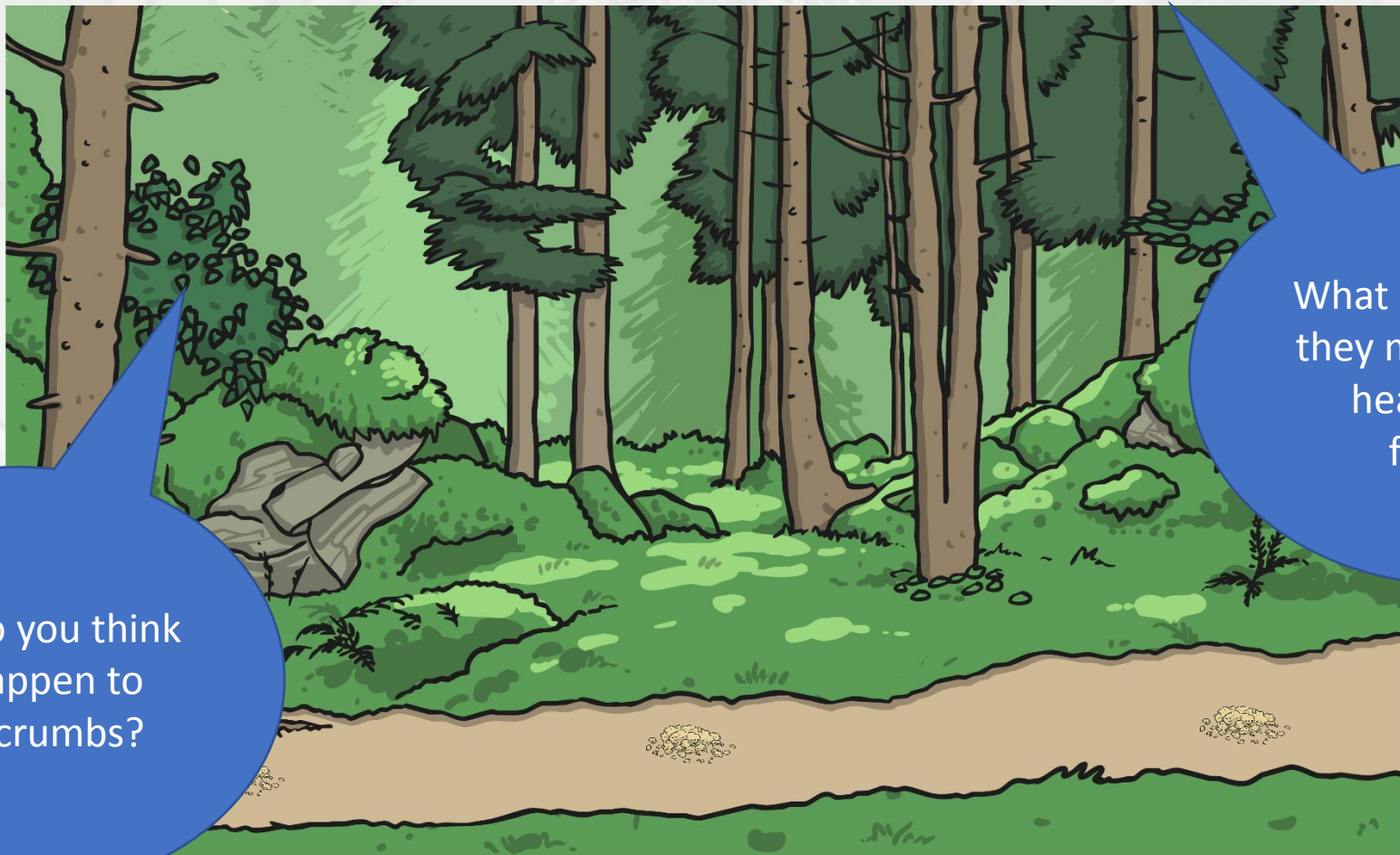
What does 'overjoyed' mean?

The next day, the stepmother gave Hansel and Gretel two slices of bread for their breakfast. They set out into the forest again.



What do you think they will do now?

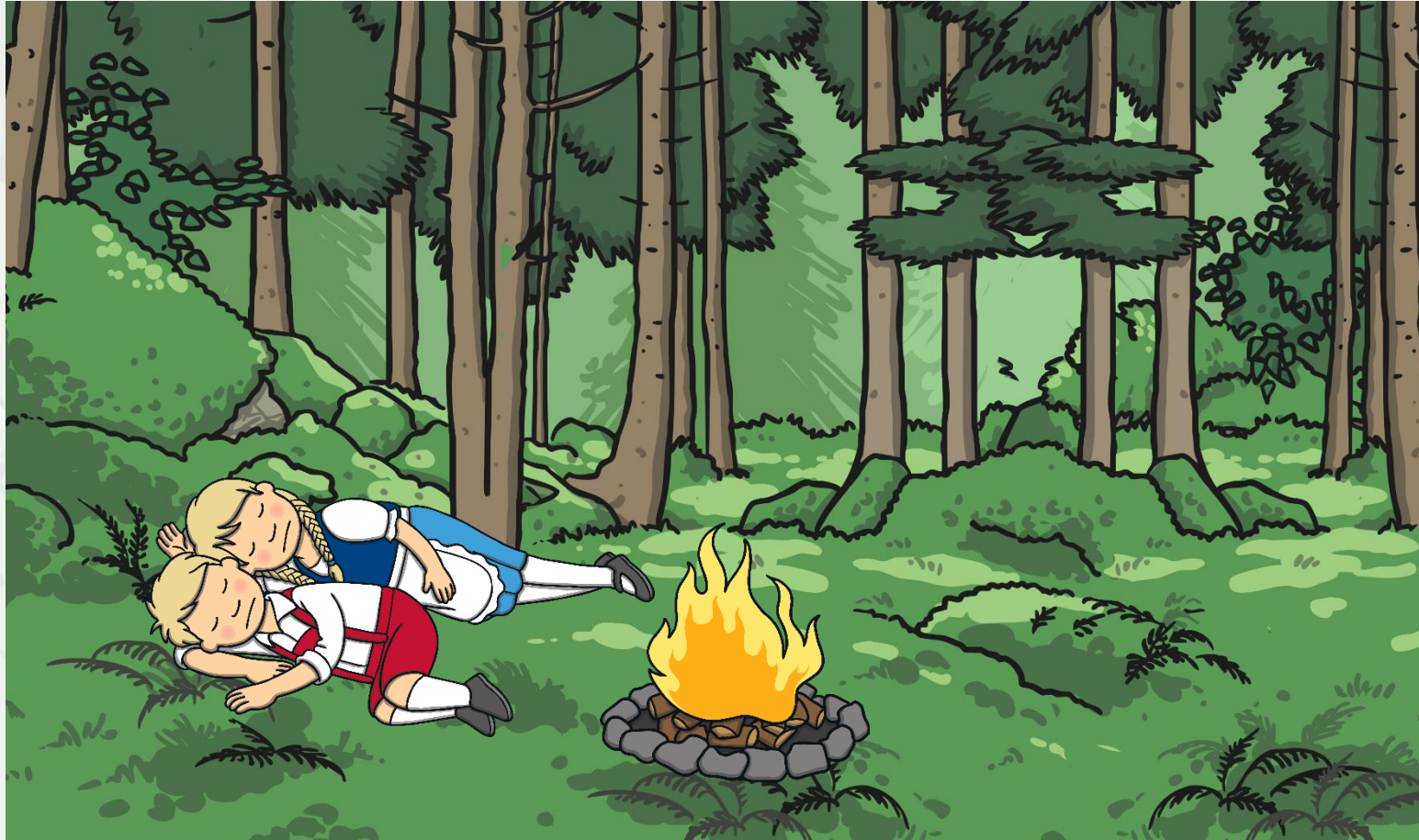
This time, they walked a lot further into the heart of the forest. As they walked along, Hansel dropped breadcrumbs along the path.



What do you think
will happen to
breadcrumbs?

What do you think
they mean by 'the
heart of the
forest'?

When the children were tired, the woodcutter told them to gather wood so that he could build them a fire. He told them to rest by the fire, and once again they fell asleep.

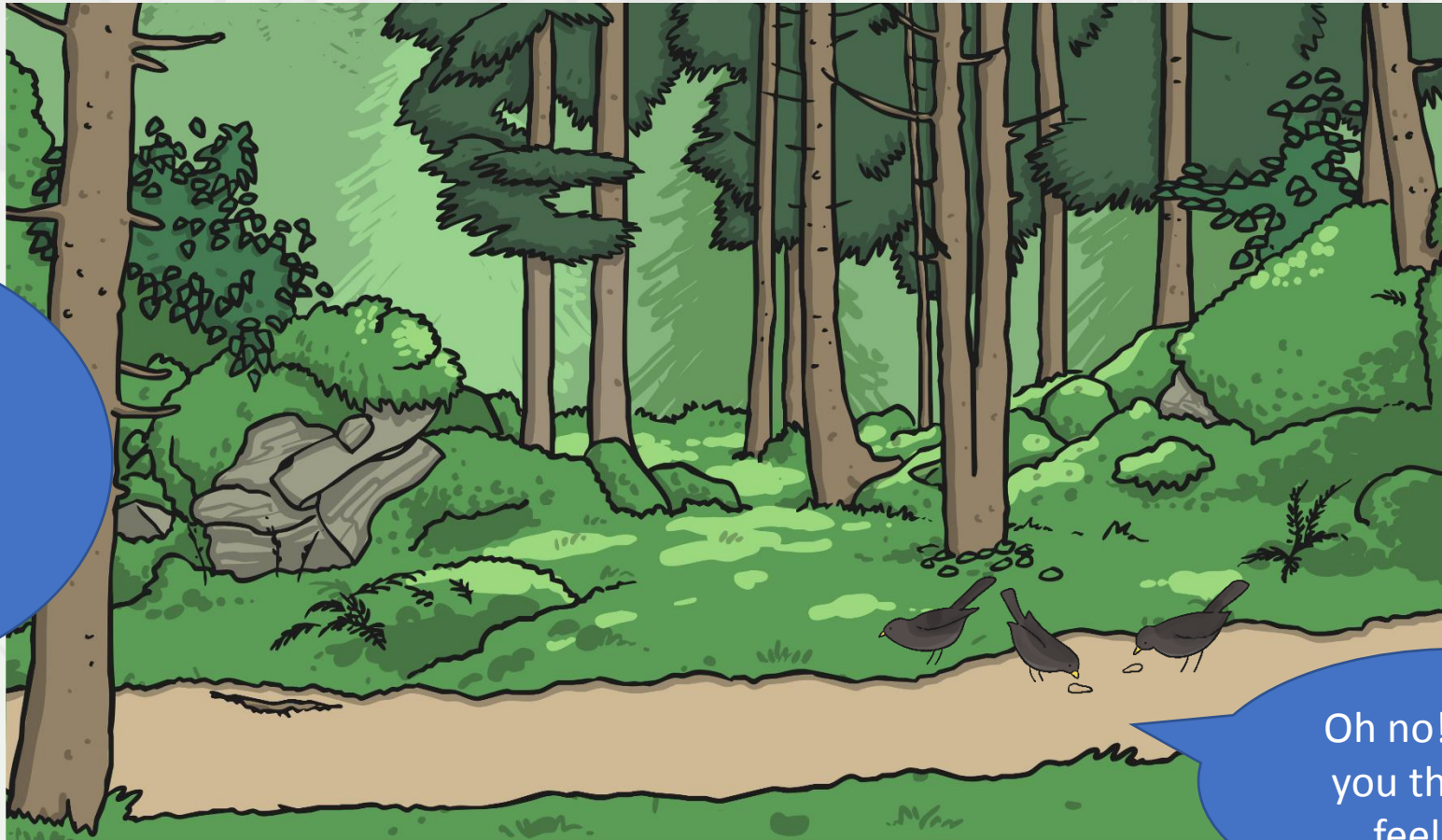


When they awoke, they found themselves alone again.



Hansel was not worried. He told Gretel about the breadcrumbs, but when they looked along the path they found they had been eaten by the birds and animals in the forest!

Why do you think he was not worried?



Oh no! How do you think they feel now?

Hansel and Gretel walked and walked, through the forest. Eventually they came across an **amazing** house! It was made of gingerbread and decorated with sweets, icing and lollipops.

Can you think of another word for 'amazing'?



Hansel and Gretel began to eat the sweets. Then, all of a sudden, an old woman came out of the gingerbread house. She invited them both inside.

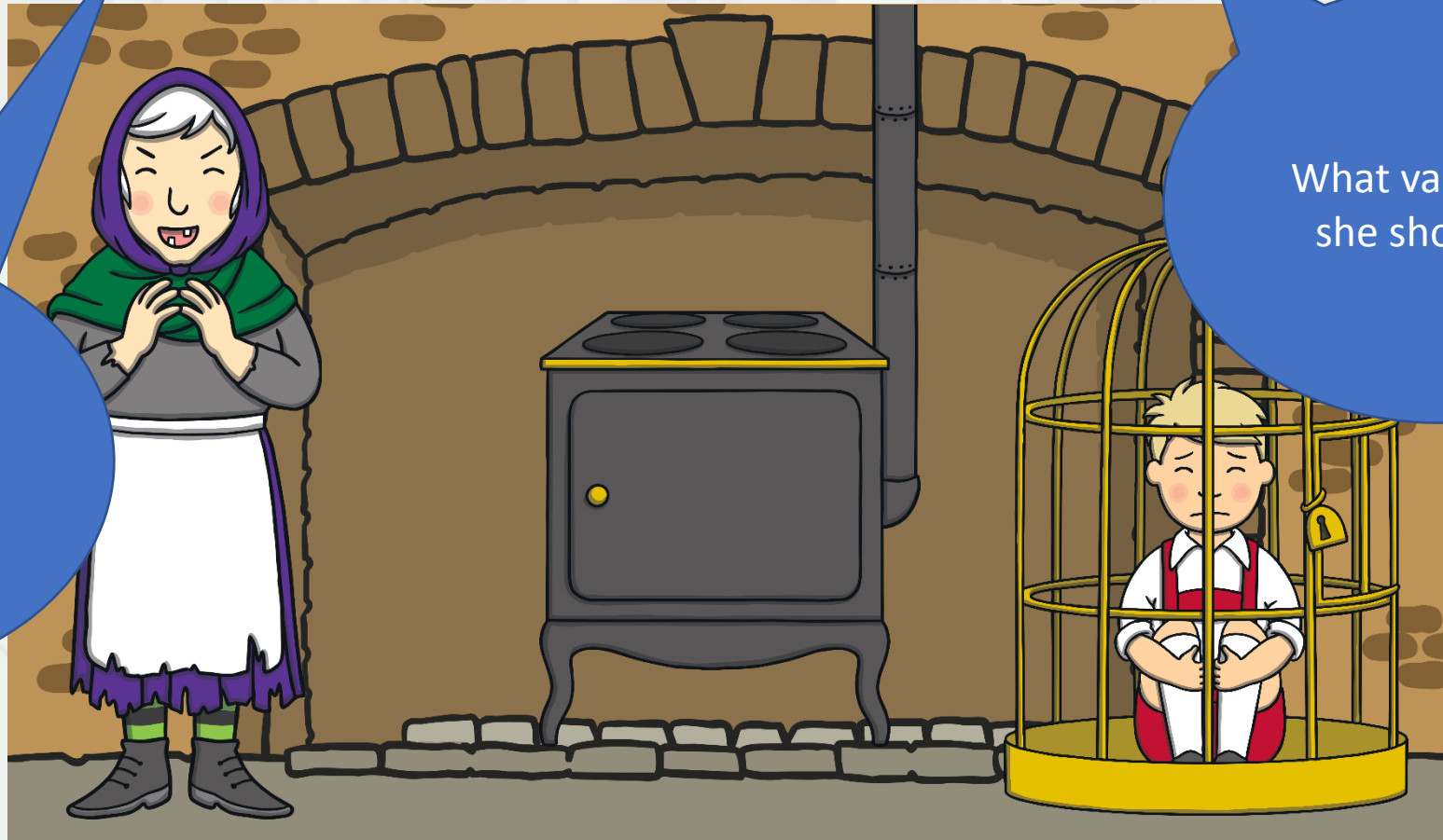
Do you think they
should go inside?
Why not?



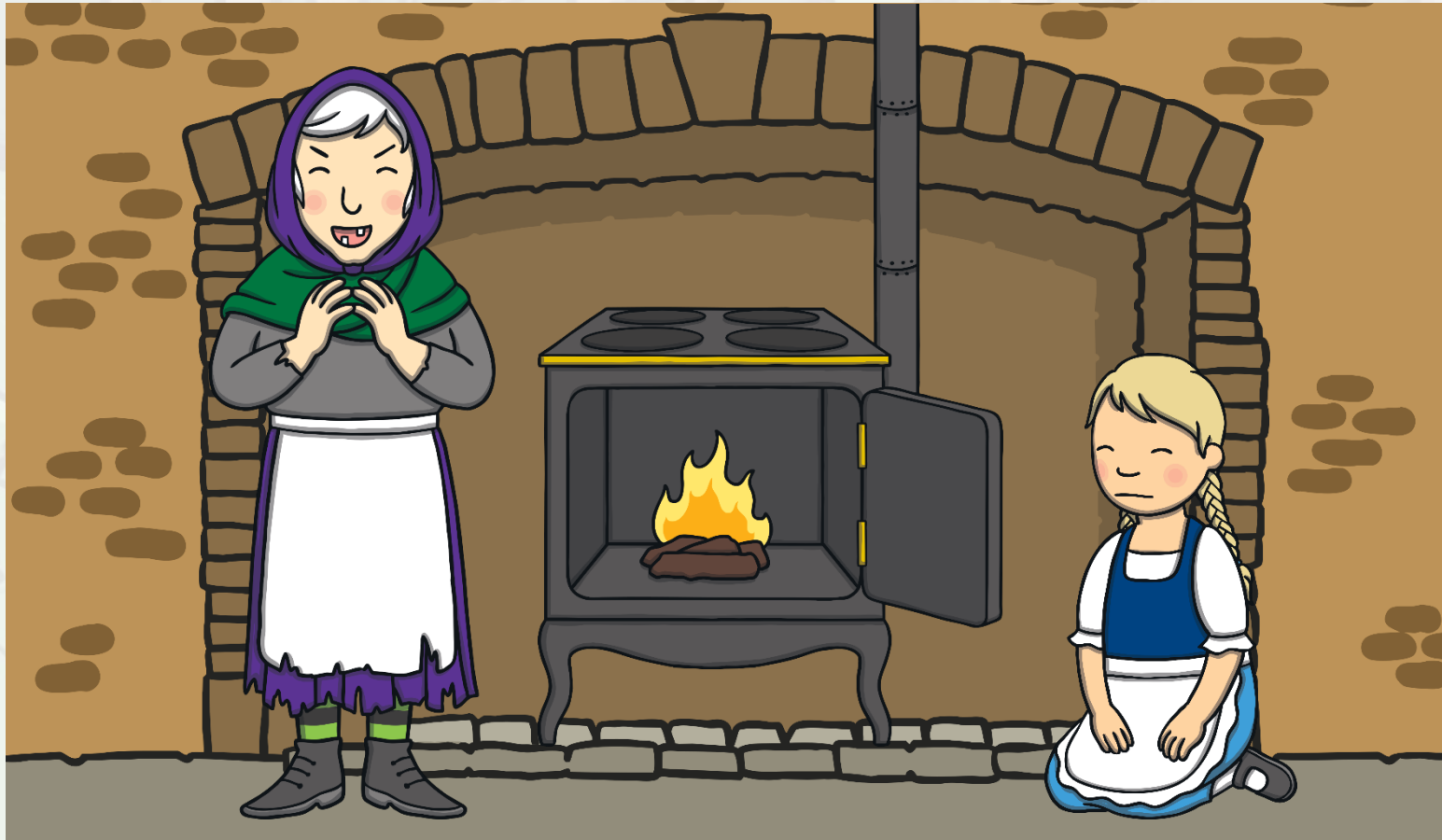
But once the children were inside, they found that the old woman was very **cruel**. She locked Hansel in a cage. She wanted to fatten him up and eat him!

Why does 'cruel' mean?

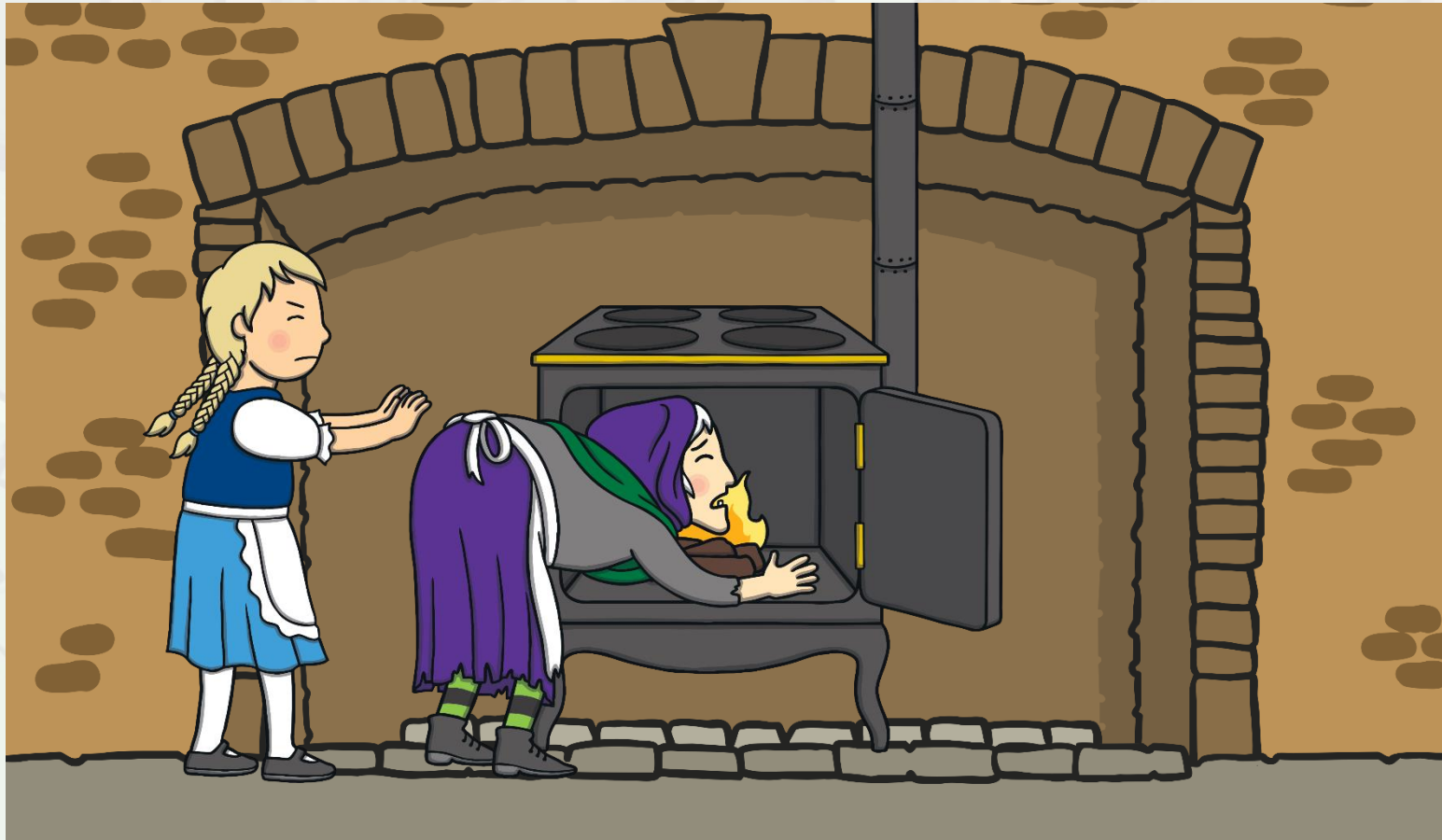
What value isn't she showing?



One day, the old woman showed Gretel the oven where she was going to cook Hansel.

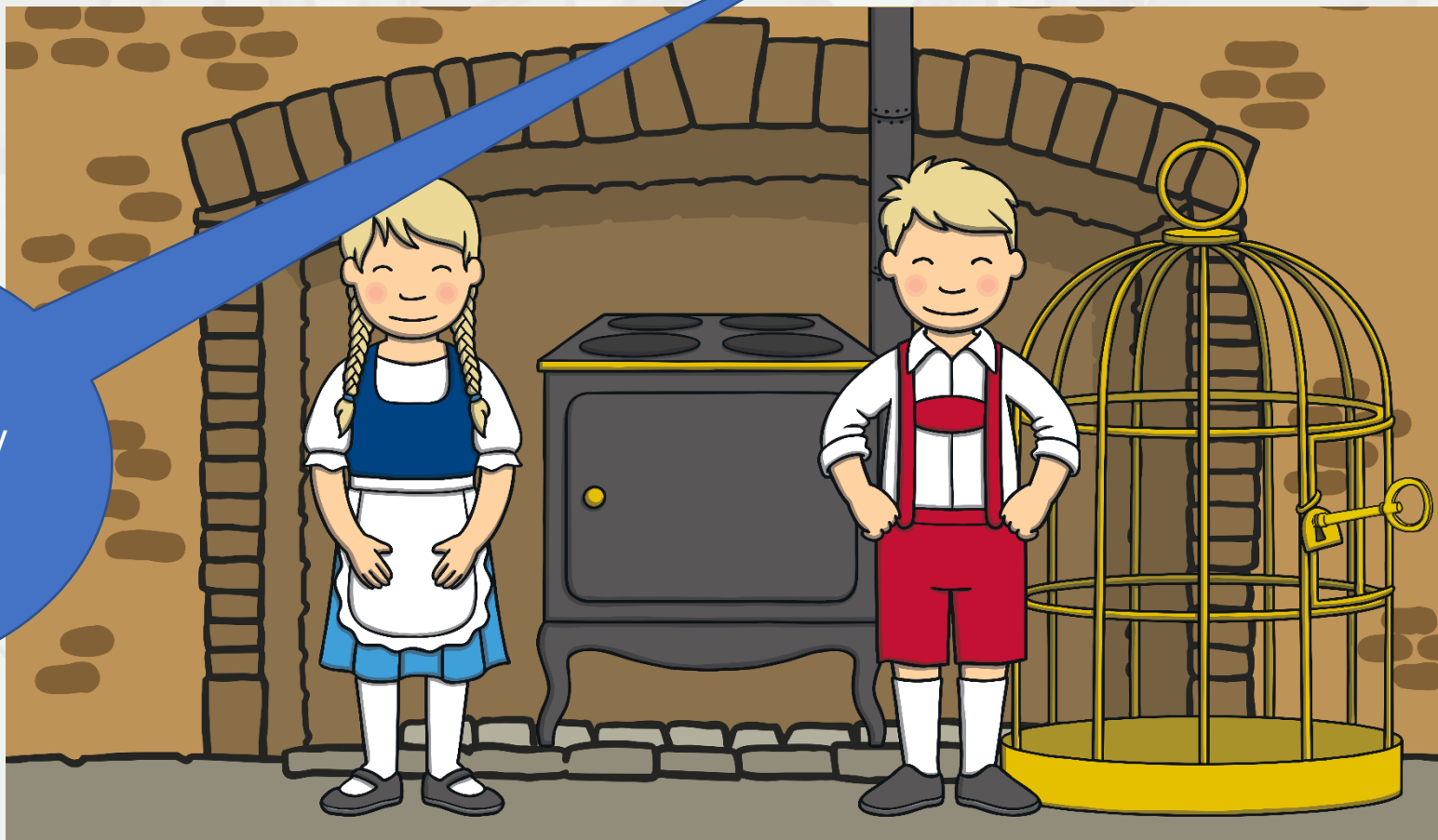


Gretel decided to trick the old woman. She told her that Hansel was too big to fit into the oven. The old woman leaned forward to take a closer look. Gretel pushed her straight into the oven!



Next, Gretel found the key to the cage and unlocked it so that Hansel could get out. They were **overjoyed**!

Can you think of
another word they
could use instead
of 'overjoyed'?



Before leaving, Hansel and Gretel had a look around the gingerbread house. They found a chest full of gold coins! They decided to bring the chest home with them.



After a long walk through the forest, Hansel and Gretel eventually found a path they recognised. They ran excitedly along the path and finally saw their home in the **distance**.

What does
'distance' mean?
What can you see
in the distance?



There, outside the cottage, was their father. Their stepmother had died. Now they had enough riches to last them a lifetime, and they would never be hungry again.



The three of them lived happily ever after.



LO: Listen and recall stories

LO: To recall main events from a story

LO: To answer a range of questions in relation to the story.

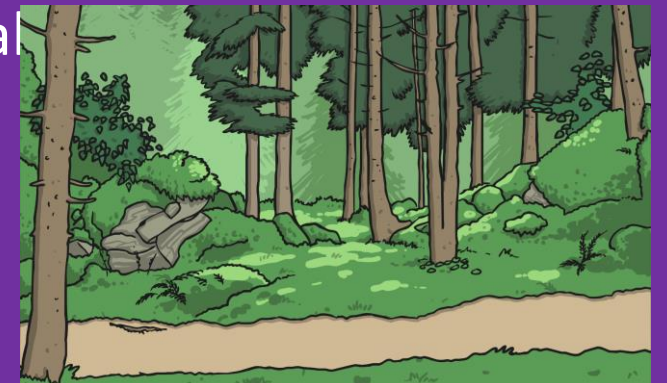
Date: Monday

1. Did you enjoy the story? Why?
2. What was the best part?
3. Who were the main characters?
4. Who is the villain?
5. Can you describe the Gingerbread house?



Main Task: work with an adult to create your own story map (example on the next page)

This week we will be looking at the setting/ environment. We will **endeavour** to go on a nature walk/ explore different environments. We will develop vocabulary related to the setting/ environment and making simple comparisons.



This can be done together or independently.

