

Foundation N2K

Spring 1

Traditional Tales – what makes a villain?



Key Concepts and Skills

Personal Social and Emotional Development	Communication and Language		Physical Development
Talk about right and wrong Explain our understanding, discuss consequences, fairness and saying sorry	Listen and join in with stories, repeat refrains, structure a story, retell stories, give explanations and make predictions, answer how and why questions		Form letters correctly Use a variety of tools safely Move confidently
Literacy	Mathematics	Understanding the World	Expressive Art and Design
Sequence a story, follow and write a recipe, create a story map, write for a purpose including posters, invitations and apology letters	Compare, order by size, understand capacity, measure and weigh ingredients	Understand changes and processes, read and draw simple maps, compare past and present	Join and fix with a range of materials, design and make a model, play instruments to stories, role play and act out familiar stories

Enquiry Questions

What makes someone a villain?
Was it right for the goats to trick the Troll?
Should Goldilocks say sorry?
Can you think of a different ending to a fairytale?
How can you make a strong chair for Baby Bear/ a strong house for the little pigs?
How else could the Gingerbread Man have crossed the river?

Key Facts

Traditional tales are stories that have been passed down for many generations. They are also known as fairy tales or folk tales. They often include a magical setting and talking animals. They often have important lessons within the tale. Traditional tales have good and bad characters. Most traditional tales have a happy ending.

Key Vocabulary

Once upon a time - How a traditional tale begins.
Happily ever after - How a traditional tale ends.
Character - A character is a person or animal in a story.
Setting - Where the story takes place, eg forest, castle.
Tale - A story.
Villain - a bad character in a story, who harms others.
Blurb - The information on the back cover.
Fiction - A story that describes imaginary events and people.
Prediction - A sensible guess about what might happen.
Title - The name of the book.
Design - A plan or drawing of an object before it is made.
Recipe - A set of instructions to prepare or make something.
Story map - A plan of the order of a story using pictures.



Why Don't You...?

Share your favourite fairytale together
Bake gingerbread men
Go for a walk in a forest or woods
Find out some facts about bears, wolves, pigs or goats to share

Useful links

<https://home.oxfordowl.co.uk/storyteller-videos/storyteller-videos-traditional-tales/>
<https://www.bbc.co.uk/iplayer/episodes/m001syqf/musical-storyland>
<https://www.youtube.com/watch?v=av1ZyVH2Qpw>
https://www.bbc.co.uk/food/recipes/gingerbread_men_99096



Related ELGs

- 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;
- 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, non-fiction, rhymes and poems and during role-play.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with peers and their teacher;