Plot, character and setting

Board game

Objective: To explore familiar themes and characters through play.
What you need: For each group of four – an enlarged copy of photocopiable page 15; a dice; two counters marked with 'F' for 'fox' – one red, one green; two counters marked 'H' for 'hen' – one red, one green; coloured pens/pencils and scissors.
Cross-curricular link: Numeracy.

What to do
● Put the children into groups of four and give each group photocopiable page 15 'Board game', a dice and sets of fox and hen counters.
● Tell the children to place the character counters on their starting point; the red hen in the red coop, the green hen in the green coop, and the foxes by their appropriately coloured barn.
● The children should take it in turns to roll the dice and move around the board counting carefully. Hens should take their turns first, so that the foxes are 'chasing'.
● They should read out and follow the instructions shown on each square that they land on.
● For foxes, the aim of the game is to catch a hen by landing on the same square before the hen makes it back to the chicken coop in time for tea. Hens must try to get back to their coops before the foxes catch them and must get the exact number to land on the square leading back to their coop.

Differentiation
For older/more confident learners: Challenge the children to create their own board games based on *Rosie's Walk*.
For younger/less confident learners: Ensure an adult or confident reader is at hand to help the children with reading out the board game instructions.

Find the fox

Objective: To experiment with and build new stores of words to communicate in different contexts.
What you need: An enlarged copy of photocopiable page 16, five pictures of foxes to use in the game, a pen, sticky tack.
Cross-curricular links: Numeracy, geography.

What to do
● Display an enlarged version of photocopiable page 16 'Find the fox' and display it to the class.
● Ask the children to help you complete the grid by filling in letters A to F down the left-hand column and numbers 1 to 6 along the top row.
● Discuss what this grid might be used for. (It is a way of telling people where to look on a map.) Have the children seen grids used in other contexts, such as treasure maps?
● Explain to the group that you will be using grid coordinates to locate the fox who is hiding.
● First practise giving coordinates by inviting them to say the correct coordinates for the other features on the grid, such as the pond (C3).
● On the back of one fox picture secretly write down a chosen coordinate, for example C4, and keep this hidden from view. Challenge the children to identify the correct square by the coordinate. Ensure the children present a coordinate in the letter/number format and encourage them to identify it on the board.
● When a child guesses correctly they may stick the fox on that square.
● Repeat the activity as necessary.

Differentiation
For older/more confident learners: Invite the children to design their own picture grid maps and to play this game independently in small groups.
For younger/less confident learners: Help the children understand coordinates by picking out certain landmarks and writing their coordinates on the board for reference (such as, chicken coop C6 and barn E4).