

DAY 1 Re-enacting stories

Key features	Stages	Additional opportunities
<p>Creative thinking: applying imaginative ideas for drama</p> <p>Communication: working collaboratively</p>	<p>Introduction Ask the children to recall the story of <i>Oliver's Vegetables</i> and write a list of the vegetables grown by Oliver's Grandpa on a large sheet of paper. Now display photocopiable page 26 'Oliver's vegetables' and tick the ones that the children have mentioned. Have they forgotten any?</p> <p>Speaking and listening Explain that you would like the children to help you to re-enact the story of <i>Oliver's Vegetables</i>. Say that the words do not need to be exactly the same but should follow the main events. Tell them that remembering the days of the week and the order in which Oliver picked the vegetables might help with this. Put the children into groups of four and ask them to choose who will play the parts of Oliver, Mum, Grandpa and Gran. Provide plastic or papier-mâché model vegetables and days of the week cards. Ask the children to arrange them in sequence as they appear in the story, with a vegetable next to each card. Encourage children to use this sequence to structure their re-enactment, creating their own dialogue as they go.</p> <p>Independent work Ask children to consider how their characters will look and how their voices will sound. You could supply dressing-up clothes for them to get into role.</p> <p>Plenary Choose a group to re-enact the story and discuss how it could be developed.</p>	<p>Phonics: <i>spinach, chips, finish, lunch</i> HFw: can't, don't</p> <p>Support: talk about the story sequence as they work</p> <p>Extend: invent more extensive dialogue between the characters</p>

DAY 2 Retelling stories

Key features	Stages	Additional opportunities
<p>Social skills: listening to others and taking turns</p> <p>Communication: working collaboratively and sharing ideas as a whole group</p> <p>Creative thinking: applying their imaginative ideas</p>	<p>Introduction Ask the children to recall times when someone has told them a story. What did they enjoy about the experience? Explain that you would like them to become storytellers, telling one another the story of <i>Oliver's Vegetables</i>.</p> <p>Speaking and listening Talk about the idea of retelling a story. Emphasise the important things the children need to remember, such as characters, settings and events. Write the days of the week on the board and read them together. Ask the children how remembering the order of the days will help them to retell the story. Put the children into pairs and provide each pair with an enlarged copy of photocopiable page 27 'Storybook characters' to cut out, colour and stick to lollipop sticks. Encourage the children to take turns to tell the story to one another, using the character puppets to help them. Suggest that they tell the story twice, so that they can modify or develop it after listening to their partner's version. Bring the class together to discuss their storytelling skills.</p> <p>Independent work Ask the children to draw a picture of an event in the story and write a sentence about it. Encourage them to think about what happens before and after the event. Let them show each other their work and talk about their chosen event.</p> <p>Plenary Bring the class together and ask them to help you to retell a different story.</p>	<p>Phonics: <i>best, last</i> HFw: days of the week</p> <p>Support: provide story prompts if necessary</p> <p>Extend: individual children tell the story to a small group of children</p>