

Teachers' Treasures

Resources from the Story Treasures schools' programme

Cross Curricular Resources:

Each term we'll be providing some extra cross-curricular resources to hopefully help your students engage with some new topics on the curriculum!

This term's theme: Fairy Tales!

We believe that drama and creative activities can enhance cross-curricular learning by fostering critical thinking, creativity, and collaboration, which support and enrich understanding in other areas of the curriculum

Key Stage 1 Curriculum Areas

Literacy:

Exploring different fairy tales each week to enhance reading, listening and speaking skills, considering storytelling ideas, characters, messages and themes.

Comprehension:

Ensuring the understanding of fairy tales and their themes through physical and vocal embodiment and character behaviours.

Critical thinking:

Analysing and evaluating the text by questioning the actions of the characters / stories and considering other possible endings to see how the story might be different.

Learning Outcomes



Create awareness and understanding surrounding the topic of Fairy Tales and Storytelling.



To introduce the topic through practical and interactive ways.



To encourage imagination, initiative, communication, interaction and teamwork skills.

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You will need:

- o Some costume ideas for the characters, for example,
 - Little Red Riding Hood – a piece of red material as a cloak (a red cardigan or coat is also fine!)
 - Grandma – a pair of glasses and / or a shawl
 - Wolf – some fur to represent the wolf (could be a fake fur coat or gloves).
- o A copy of the Fairy Tale, 'Little Red Riding Hood'.

Warm Up

Warm-up activities are great for getting the group energised, focused, and ready to learn! This warm up in particular gets the children into the topic and builds the skills they need for the later activities.

Busy bees

Students spread out in the space and when the leader says, 'Busy Bees', everyone moves around the space as if they are bees. To warm up voices and bodies, students can be encouraged to make the 'bzzzzz' sound of a bee whilst moving, and also flap their arms to create bees wings.

The leader can then practice saying, 'stop' and students have to stop still, and then 'busy bees' is the cue for students to move around again as bees.

Once these instructions have been practised a few times, the leader can introduce different actions relating to the story in between their time as busy bees. For example, after saying, 'stop' students could be invited to walk through the woods, considering the things they might see, hear, smell and touch. They might also go to Grandma's house and have a cup of tea and a piece of cake! In between each setting, the leader can say, 'busy bees' to return to neutral before suggesting another setting.

The Aim:

Physical Warm-up

Vocal warm-up

Introducing the topic

Enhance imagination

Practice following instructions



Top tip!
Use all of
the senses!

To create a more multi-sensory experience, ask the students to think about what they can see, hear, touch and smell.

Activities

As with our sessions we've used the Story Suitcase to lead into our main activities, this helps create an atmosphere of excitement and curiosity! What is inside?

First remove only the household items (see resource list) and display so the children can see.

Story Whoosh

The teacher introduces the idea of a Story Whoosh to the children, explaining that they need the help of the students to become storytellers and act out the story. Everyone sits in a circle and the teacher separates the story into sections / scenes, reading each section to the group. When a new character is introduced, they select one of the students to jump into the circle and act out this section. However, in order for everyone to have a turn at being in the story, when the teacher says, 'Whoosh' (in the style of their choosing!), it means that that section is over and all those in the circle must return to their places and sit down, making a new space for others to take over with the next section of the story.

To add to the fun, why not get the children to repeat the 'Whoosh' word, consolidating that it is a new section. You could also dig out the costumes from the Story Suitcase for them to wear. Finally, you could get the others sitting in the circle to make sound effects to create more of an atmosphere in the scene.

Change the ending

After completing the Story Whoosh, the teacher can pause at the moment Little Red Riding Hood discovers the wolf at Grandma's house.

Ask the children:

- "What else could happen here?"
- "What if Little Red wasn't scared?"
- "What if Grandma had a clever plan?"
- "What if the wolf wasn't actually bad?"

Encourage children to come up with alternative endings—silly, serious, or surprising. Then, in small groups, they can act out their new version of the ending and share it with the class.

Top tip!
Ask
questions

What is the message?

When you have explored the concept of storytelling, why not reflect on the importance of stories / narrative, and the life lessons that they bring. What have you learnt from the story and how has it changed your outlook of people and the world?

Cross Curricular Ideas

When a story sneaks into maths or science, it turns learning into an adventure—suddenly, numbers help giants count their treasure and experiments help witches mix potions, and the children are hooked because they're part of the tale!

Science/Design Technology



Build a House for the Three Little Pigs. Use different materials (straw, sticks, bricks/blocks) to build houses. Test them with a fan ("the wolf's huff and puff"). Discuss materials, strength, and problem-solving.



Numeracy

Magic Potion Maths . Use coloured water, glitter, and measuring tools to make "potions." Count spoonfuls, compare volumes, and talk about changes. Introduce measuring, counting, and cause and effect.



Literacy/Geography

Fairytale Story Maps . Create large floor maps or individual drawings showing the journey of a character (e.g., Jack climbing the beanstalk). Use positional language (under, over, next to) and sequencing.

Ideas for Older Classes

Activity Idea: Different versions of the tale...

There are many different written versions of Little Red Riding Hood. Why not explore the different retellings (perhaps through a Story Whoosh) and compare them, including endings, structure, themes and characters. What is each one trying to say? How are the characters different? Which version do you like the best and why?

Great for:
exploring different ways of storytelling
critical thinking
enhancing vocabulary
enhancing reading skills

Activity Idea : Fairytale Courtroom

Set up a "Fairy Tale Courtroom" where characters from the story are put on trial. For example, the wolf might be accused of scaring Grandma. Children take on roles: judge, wolf, Little Red, Grandma, lawyer, witnesses, etc. They must argue their case, ask questions, and decide on a fair outcome. This can be light-hearted and fun, while still encouraging structured speaking and listening.

Great for:
persuasive language
critical thinking
turn-taking and respectful debate
understanding character motivation

Activity Idea : Writing exercise

So that students could practice their writing skills, why not ask them to write their own version of Little Red Riding Hood with a different ending and message / moral. They could even introduce new characters, if they like!

Great for:
writing skills
using imagination
practising story structure
using the English language and enhancing vocabulary

Book recommendation

Fairy Tales Gone Bad" series by Joseph Coelho
Illustrated by Freya Hartas

These books reimagine classic fairy tales with dark humour, poetic storytelling, and engaging illustrations. They're perfect for KS2 readers who are ready to explore traditional tales in new ways, while developing literacy, inference, and creative thinking skills.



Have questions and want to know more about this resource?
Or have any topics we might help inspire you to navigate?
Contact education@newvictheatre.org.uk