

Enjoy these fun activities based around the wood where Little Red Riding Hood walked to Grandma's house

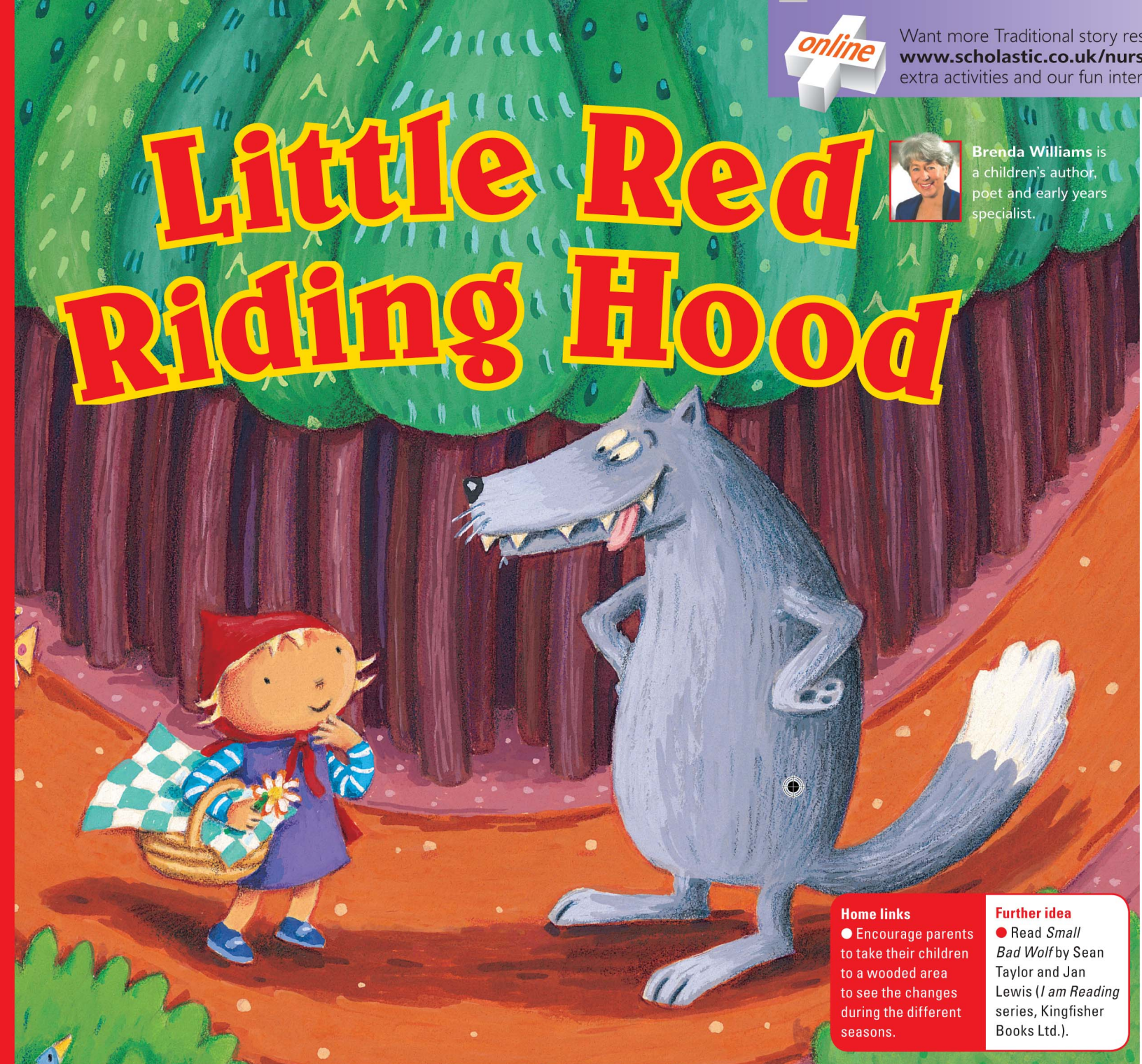
Little Red Riding Hood



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A forest of trees

Read and enjoy together the story of Little Red Riding Hood. Listening to a story helps children to build imaginative pictures which create a different world from their everyday experiences. However, for young children, we need to provide a foundation of understanding upon which to base their imagery. Illustrated stories help, but are better reinforced by real-life experiences, which let the children identify with the world that the characters belong to. If possible, and with parental permission, take the children on a woodland walk. Remember to carry out a risk assessment of the area beforehand. Collect different-coloured and shaped leaves, twigs and pieces of bark. Alternatively, show the children pictures of woods and forests. Talk about what Red Riding Hood may have seen on her journey. Back at the setting, suggest that the children create an indoor woodland (see activity 1). Each day, talk to the children about their woodland, to remind them of the story and their own experience of walking in a wood.

Suggested resources

Little Red Riding Hood (Flip Up Fairy Tales series, Child's Play www.childs-play.com); local wooded area or pictures of woods.



1 A walk in the woods

Create an indoor woodland area in your setting

Creative Development
Exploring Media and Materials
Development matters: create and experiment with blocks, colour and marks (16-26 months); explore colour and begin to differentiate between colours (30-50 months).
Early learning goal: explore colour, texture, shape, form and space in two or three dimensions.

What you need
Group size: small groups.

Paint; paper; strips of brown paper; rolls of corrugated card; different-shaped real leaves; child scissors.

What to do
 Invite the children to create an indoor woodland area. Let them choose and mix paints in appropriate leaf colours. Encourage them to draw round the shape of real leaves to paint their own, then cut them out. Suggest to the children that they make a tree trunk from a roll of corrugated cardboard, then fasten it to a wall in the area. Help the children to glue the leaves to strips of brown paper to create branches and hang them from the ceiling and walls.

Home links
 Encourage parents to take their children to a wooded area to see the changes during the different seasons.

Further idea
 Read *Small Bad Wolf* by Sean Taylor and Jan Lewis (*I am Reading* series, Kingfisher Books Ltd.).

Support
 Let the children use leaf-shaped sponges to print their leaves.

Extension
 Encourage the children to make and display bark rubbings from collected bark.

Birth to 36 months
 Make hand prints with the children to use as leaves.

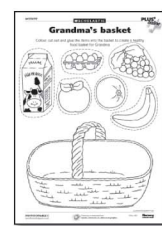
Cross-curricular links
 KUW – find out about, and identify, some features of living things, objects and events they observe.
 PD – use a range of small and large equipment.

2 Grandma's basket

Fill a basket with healthy food to take to Grandma

Physical Development
Health and Bodily Awareness
Development matters: show awareness of a range of healthy practices with regard to eating, sleeping and hygiene (30-50 months); show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health (40-60+ months).
Early learning goal: recognise the importance of keeping healthy, and those things which contribute to this.

What you need
Group size: small groups.
 'Grandma's basket' photocopyable sheet (back of A2 'Goldilocks and the Three Bears' poster); crayons; child scissors; glue; basket; imitation eggs; selection of fruit; carton of milk.



What to do
 Before carrying out this activity, ask for parental permission for the children to taste and handle foods and check for any food allergies and dietary requirements. Ask the children to suggest what kinds

of food they think would help Grandma to get better, for example, eggs, fruit and milk. Talk about the different ways we can cook and eat eggs, such as boiling, poaching, scrambling and frying, and encourage the children to talk about their preferences. Invite the children to feel and taste a variety of different fruits, exploring their texture and taste, and talk about their likes and dislikes. Give each child a copy of the photocopyable sheet. Invite them to colour in and cut out the food items and glue them into the basket. **Support** Help the children to cut out the pictures on the photocopyable sheet. **Extension** Enlarge the picture of the basket on the photocopyable sheet. Stick a large piece of paper inside the basket and invite the children to draw pictures of their favourite healthy foods. **Birth to 36 months** Let the children squeeze and squash berries, before adding milk and whisking.

Cross-curricular links
 CLL – extend their vocabulary, exploring the meaning and sounds of new words.
 KUW – investigate objects and materials by using all of their senses as appropriate.

3 Where is the wolf?

Find the wolf hidden in the indoor woodland area

Problem Solving, Reasoning and Numeracy
Shape, Space and Measures
Development matters: observe and use positional language (30-50 months); find items from positional or directional clues (40-60+ months).
Early learning goal: use everyday words to describe position.

What you need
Group size: up to ten children.
 Card; crayons; indoor woodland area.

What to do
 Invite the children to help make and colour a cardboard cut-out wolf. Each day, place the wolf in different positions in the indoor woodland area, such as 'behind' or 'in front of' the cardboard tree, 'above' or 'below' a branch on the wall,

'high up' or 'low down' on the trunk of the tree and so on. Ask the children to look for the wolf and say where he is. Encourage them to use appropriate words to describe his position. Occasionally, pretend not to be able to find the wolf and ask, 'Is he higher than this, or lower?'. **Support** Play 'Hunt the wolf' with the children, giving clues to his position. **Extension** Invite the children to suggest and describe the next place to put the wolf. **Birth to 36 months** Go on a 'wolf hunt', looking for the wolf together in the woodland area. **Cross-curricular links** PSED – continue to be interested, excited and motivated to learn. CLL – extend their vocabulary, exploring the meanings and sounds of new words.

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