

The three little pigs

Read the story of 'The three little pigs' to the children and discuss generally.

Dot-To-Dot Pig

• Ask the children, 'Where do we see pigs? Talk about their life on the farm, appearance, cleanliness, sounds they make (squeal, grunt). What is a hog, sow, piglet! Why do they have curly tails? Draw/paint a large pig, discuss and label body parts with children.

• Children complete the pig on the sheet by joining the dots and colouring. Then, using the large pig as reference join the labels on the sheet to the body parts or, cut out labels and stick onto the pig. Cut out the pig carefully.

• Use the 'cut-out' pigs as a border around a large painted frieze of a mother pig feeding her babies and the children's writing - 'All about farm pigs'.

A Wolf Jigsaw Puzzle

• Look at pictures/books about wolves. Talk to the children about their habitat, appearance, how they live and hunt in packs etc. Point out that wolves are close relatives of dogs.

• Discuss the character of the wolf in the story. Children write over the sentence, 'Here is the bad wolf /cut off and put in a safe place. Cut out the pieces of the puzzle, assemble correctly, stick onto a piece of paper and colour. Finish by sticking the sentence below the puzzle.

• Tell the story of 'Peter and the wolf' Prokofiev. Listen to passages of the music. Explain the different instruments. Try to recognise when they are played again.

What Shall We Take?

• Ask the children what they think the three little pigs should take with them when they leave home. Encourage ideas about food, clothes, tools for building a house, etc. What did they use to carry their things?

• Discuss the articles on the sheet. Ask the children to choose 4 (5, 6 or 7) of them and either colour/cut around the shapes and stick onto the list or, write the names of the items on the list, adding one more that they think of.

• Children cut out pictures from catalogues to make sets of tools for building, items needed in a kitchen, bedroom, bags/suitcases for carrying items.

Which Way Shall We Go?

• Encourage the children to think carefully about things they see and hear on their route to school. Do you follow the same route? Would you see the same things if you lived in the country/a town/by the sea? What are the differences?

• Discuss what the pigs might see/pass on their journey from the farm. Complete the tracking exercise on the sheet, count the animals and colour. Draw something else they might see.

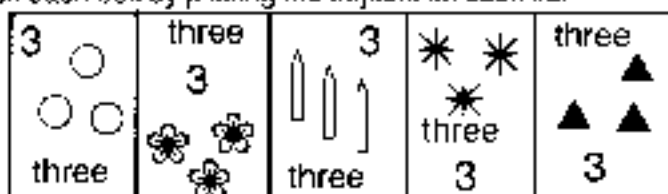
• Go for a walk around the school. Plan the route before starting. Make lists of what you see/hear/go past.

Encourage the children to think about how the route changes direction/introduce 'right' and 'left' as ways of describing direction.

Looking At Number Three

• Make a 'number 3' tray by placing, for example, five shoe boxes together in a row. Have available pictures/numbers/number names and ask the children to match each box by placing the objects on each lid.

e.g.



• Children complete the sheet by drawing rings to make sets of three, writing the numeral and colouring.

• Sing 'There were three furry cats', 'Count me in', A&C Black. Read 'Goldilocks and the three bears', or 'The three Billy Goats Gruff'.

Make A Mobile With Number Three

• Make sets of three by threading wooden beads, conkers, cotton reels, buttons etc.

• Children count the pigs/colour/cut out around them. Colour/cut out number three. Use a wire coat hanger to make the mobile. Wrap around strips of coloured crepe paper to make it look colourful. Attach '3' to thread and hang under the hook. Attach pigs to thread and hang from the bottom of the hanger.

• Talk about triangles. Show the different kinds of triangles. Look for triangular shapes in the classroom. Put different triangles into sets/see how they tessellate.

Whose House?

• Discuss with the children the suitability of the materials - straw, sticks, bricks - chosen by the three pigs. Ask 'Which would you choose?' Give reasons for and against different materials.

• Children complete the tracking exercise to see which pig built each house/complete the sentences.

• Make collages of the three houses with suitable scrap materials. Display with the children's sentences 'the wolf blew /could not, blow this house down because.....

Sing 'The Wise man built his house upon rock', 'Okki Tokki Unga' A&C Black.

Build A House

• Choose a house near school to look at closely. Ask the children what it is made of, what materials were used for walls, windows, roof, door, chimney.

• Why were these materials chosen? Make a model house from a large box, using scrap materials and paint, and label tiles/glass/bricks/wood.

• Discuss the parts of the house on the sheet. Children colour/cut out and assemble to make a house. Using the model as a reference label bricks, tiles, wood, glass.

• Collect/display building materials (eg bricks, tiles, wood, sand, cement), builders tools (trowels, spade, hammer, nails etc.).

Borrow a builders helmet. Sing 'The building song' 'Alleluia'. A&C Black.

Whose house?



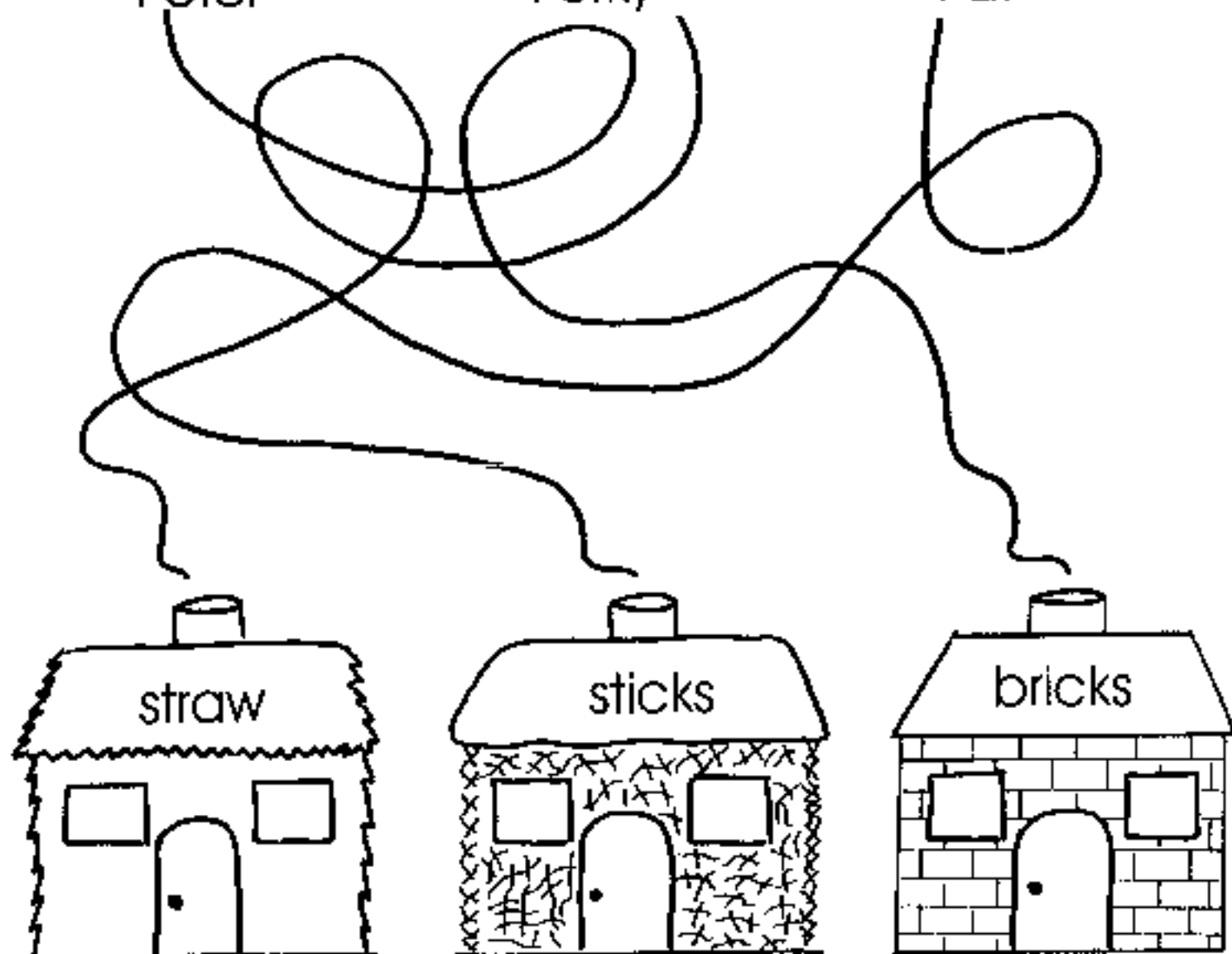
Peter



Porky



Pat



straw

sticks

bricks

_____ built the house of straw.

_____ built the house of sticks.

_____ built the house of bricks.