

Sleeping Beauty

A European Folk Tale collected by the Brothers Grimm

Recommended Key Stage: KS1 and KS2

Synopsis: A king and a queen have a child. Seven good fairies are invited to the christening, an eighth, uninvited 'bad' fairy also attends. At the christening the bad fairy places a curse on the baby – on her 15th birthday she will prick her finger and die! Another fairy modifies the curse so that she will not die but fall into a deep sleep. The king collects up all the sharp objects in the palace: the spindles, the spikes and even the sharp nails so that the princess won't be able to prick her finger. On her 15th birthday the princess finds a staircase and a door she has never seen before. Behind the door she finds an old woman spinning. When the princess has a go, she pricks her finger and falls into a deep sleep. Everyone in the palace also falls asleep. After one hundred years a young man hears of the sleeping princess and tries to wake her. Shaking her doesn't work but she murmurs in her sleep, 'Kiss me'. When she awakes, everyone else wakes up and there is a great party to celebrate.

Part 1: Share the Story

Watch the video **Stories from the Woodshed: Sleeping Beauty**.
Use **Resource A** to show what a spindle and an old spinning wheel look like.

Part 2: Discuss the story

Use the questions below to begin a discussion about the story

KS1 questions	KS2 questions
- What did you think of the seventh fairy? Why do you think she placed such a horrible curse onto the baby? - Do you agree with the King's decision to get rid of all the sharp objects? Why/not? Can you explain your ideas to someone else? - How would you feel if you knew you were going to fall asleep for one hundred years? Who would you want to fall asleep with you? e.g. parents/carers, pets, friends.	- Do you think the King intentionally 'forgot' to invite the seventh fairy to the celebration for his new daughter? Explain your answer to someone else. Do they agree with you? What argument do they give? - If you knew you were going to sleep for one hundred years what would you want to do before you went to sleep? - Do you think the king and queen did enough to protect their daughter (and everyone else in the palace) from the curse?

Part 3: Play the Story

KS1 activities	KS2 activities
Echo Use Resource B to retell the story using a series of actions and sounds. State each sentence of the story as per the resource, and the students echo with actions and sounds.	News Interviews - In pairs the students carry out interviews as if they were filming a news report for the TV news. - One student is the interviewer and the other is one of the characters from the story. - The interviewer may use the following questions and sentence starters: - Tell me about your life before this all happened. - What went through your mind when you....? - Why did you....? - How did you feel when....? - Is there anything you would do differently? - Is there anything you would like to say to....? - What is your ambition for the future? - Practise and share interviews, then swap roles.
Game: Wake the Palace - All but one or two players are characters who live in the palace – members of the royal family, the cook, the guards, rats, horses. Etc. They lie down on the floor in the style of the character, eyes closed, as if they were sleeping. - The remaining one or two players are the Prince and they move about the room attempting to encourage the princesses to move. The Prince can't touch the princesses, but may move close to them, tell them jokes or make funny noises, etc. - Anyone who moves must stand up and join the Prince in trying to wake the Palace. - The last few sleepers who don't move can become the next Prince ready for a new game.	
Freeze Frame - Choose a section of the story to focus on. - Ask for volunteers to be the characters and retell the scene while the students/family members act it out. At the chosen point they freeze. - Encourage everyone else to consider the feelings, thoughts and speech for each of the characters. - Feelings can be recorded onto heart shaped paper, thoughts onto cloud shapes and speech onto speech bubble shapes. - These could be pinned/stuck to the characters' clothing and then the scene is photographed. - Groups of students can continue with other sections of the story and feedback ideas to each other	Tell Me More - Divide into pairs. One person is the storyteller and the other is the listener. - The storyteller says a sentence from part of the story: e.g. 'A frog suddenly appeared from between the queen's knees.' - The listener then chooses something that they'd like to know more about: - 'Tell me more about the frog' or - 'Tell me more about the queen'. - The storyteller gives another sentence or two about the chosen aspect: e.g. 'The frog was large and green with brown spots. It told the queen it would help her to have a child.' - The listener then picks something else from what has just been said to ask about e.g. 'Tell me more about the child.' - Responses can be kept basic or the challenge could be to bring out the feelings and thoughts of the characters in the story.

Part 4: Story Stimulus

KS1 Activities	KS2 Activities
Party Invitations - Two parties take place in this story – one at the beginning and one at the end. - Consider what the parties are celebrating. - Choose one of the parties and design an invitation for it. Consider: Key information: * what the party is celebrating; * the date and times of the party * the place * the activities * the dress code * what to bring Design: * what shape the invitation is * how the information is laid out * what illustrations to include	Persuade Me - After the curse has been laid on the baby girl, the king and queen write to the seventh fairy to try and persuade her to lift the curse completely. - Discuss: What arguments will the couple give to show that their child does not deserve to die on her 15th birthday? - Write the letter.
Recipe for Disaster - Design a magic potion for the seventh fairy's curse. - Consider: - What ingredients would you include? - What will you use to mix the ingredients? - Do you need to be in a certain place at a certain time to mix the ingredients? For example: it must be mixed with a silver ladle at the top of a mountain at midnight...	Frozen Poetry - You have entered the castle. Everything and everyone is asleep. You are going to write a poem describing the experience. The poem will have 4 stanzas. - First, decide on a line as a class. This line will be repeated throughout the poem. For example, 'The palace is asleep' or 'All I hear is breath.' - This line we will call the 'Frozen Phrase.' The students take Resource C and start by writing down the 'Frozen Phrase' for every shaded line in the template. The 'Frozen Phrase' is repeated throughout the poem. - The students then use the prompts in Resource C to write the other lines, describing the palace's animals, plants and people in a state of sleep. - For a model example, see Resource D.

Part 5: Taking it Further

Similar Stories to Sleeping Beauty are featured in:

One Thousand and One Nights (Middle East)

Other Grimm tales include:

Cinderella

Rumplestiltskin

The Elves and the Shoemaker

Little Red Riding Hood

Wider Curriculum Links

KS1 PSHE

- about what is kind and unkind behaviour, and how this can affect others
- about how to treat themselves and others with respect; how to be polite and courteous
- to recognise the ways in which they are the same and different to others
- how to listen to other people and play and work cooperatively
- how to talk about and share their opinions on things that matter to them

KS2 PSHE

- that personal behaviour can affect other people; to recognise and model respectful behaviour online
- to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
- about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
- to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

Learning Resources

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Resource A: Definitions

A Spindle

A **spindle** is a straight spike that is used for twisting fibres, like wool or flax, into thread ready for weaving into cloth. It can be used by itself or as part of a **spinning wheel**.



"File:Spindle with cotton yarn.jpg" by Brooklyn Museum is licensed under CC BY 3.0

A Spinning Wheel

A **spinning wheel** is a tool for spinning thread from the wool or flax. It can help to speed up the spinning process.

The spinner feeds the wool or flax into the **bobbin**, and then presses the **treadle** with their foot to make the wheel spin. This tightens the wool so that it turns into thread.



"pipe spinning wheel" by poppalina is licensed under CC BY-NC 2.0

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Resource B: Echo

Echo

Read each sentence, which relates the bare narrative of the story.

Students echo with the suggested sounds and actions, or make up some of their own.

Read Aloud	Sound Echo	Action Echo
One day the queen was sad.	Sob!	Shaking shoulders, crying expression
A frog promised to help her.	Ribbet!	Be a frog
The queen had a baby!	Hurray!	Cheering arms
The king and queen had a party!	Hurray!	More cheering arms
But then – there was some thunder!	Clap, stamp feet	Clap, stamp feet
An evil witch appeared and cursed the baby.	Oh no!	Shocked face
When the princess was 15, she found an old lady spinning.	Swish, swish	Guide an imaginary spinning wheel, foot on the treadle
She pricked her finger on the spindle.	Ow!	Touch the spindle
She fell instantly asleep!	Yawn	Head in hands, eyes closed
The King and Queen fell asleep too.	Yawn	Head in hands, eyes closed
The whole castle fell asleep.	Yawn	Head in hands, eyes closed
Roses grew around the castle.	'Ding' - fairy tinkle	Twist arms and hands like creeping plants
100 years later, a Prince hacked through the roses.	Ah - ah - ah	Hacking at roses with a sword
He woke the Princess up.	Ooooh!	Shaking head and eyes awake

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Resource C: Write a Frozen Poem

Write a Frozen Poem

Use the prompts below to help you write a Frozen Poem

		FROZEN POEM
Stanza 1	<i>Line 1: Frozen phrase</i>	
	<i>Line 2: Describe the roses</i>	
	<i>Line 3: Describe the palace</i>	
	<i>Line 4: Frozen phrase</i>	
Stanza 2	<i>Line 1: Describe the courtyard</i>	
	<i>Line 2: Describe the guards</i>	
	<i>Line 3: Describe an animal</i>	
	<i>Line 4: Frozen phrase</i>	
Stanza 3	<i>Line 1: Describe the kitchen</i>	
	<i>Line 2: Describe the food</i>	
	<i>Line 3: Describe the cook</i>	
	<i>Line 4: Frozen phrase</i>	
Stanza 4	<i>Line 1: Describe the staircase</i>	
	<i>Line 2: Describe the bedroom</i>	
	<i>Line 3: Describe the princess</i>	
	<i>Line 4: Frozen phrase</i>	

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Resource D: A Frozen Poem Model

		FROZEN POEM
Stanza 1	<i>Line 1: Frozen phrase</i>	All I hear is breath.
	<i>Line 2: Describe the roses</i>	The roses do not move in the wind.
	<i>Line 3: Describe the palace</i>	The palace is stone and forbidding.
	<i>Line 4: Frozen phrase</i>	All I hear is breath.
Stanza 2	<i>Line 1: Describe the courtyard</i>	The courtyard is deserted.
	<i>Line 2: Describe the guards</i>	The guard is snoring in the shadows.
	<i>Line 3: Describe an animal</i>	He cuddles a sleeping corgi.
	<i>Line 4: Frozen phrase</i>	All I hear is breath.
Stanza 3	<i>Line 1: Describe the kitchen</i>	The kitchen is wreathed in cobwebs.
	<i>Line 2: Describe the food</i>	There are beetles eating the bread.
	<i>Line 3: Describe the cook</i>	The cook has his mouth wide open.
	<i>Line 4: Frozen phrase</i>	All I hear is breath.
Stanza 4	<i>Line 1: Describe the staircase</i>	The staircase is long and winding.
	<i>Line 2: Describe the bedroom</i>	The bedroom is thick with dust.
	<i>Line 3: Describe the princess</i>	The princess is snug in a blanket.
	<i>Line 4: Frozen phrase</i>	All I hear is breath.