

# *The Tales of Beatrix Potter*

Resource Pack

KS1 / Age 5 - 7



Adaptations of 15 of Beatrix Potter's best-known stories, read by an all-star cast:  
Jim Broadbent, Sally Hawkins, Miranda Richardson and Alison Steadman.



# *The Tales of Beatrix Potter*

**Programme Notes by Christine Jenkins**

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## Introduction

This **Resource Pack** accompanies a selection of 15 of Beatrix Potter's best-loved tales, read by an all-star cast: Jim Broadbent, Sally Hawkins, Miranda Richardson and Alison Steadman.

Beatrix Potter (1866 - 1943) was a British writer, illustrator and naturalist, perhaps most famous for her illustrated children's stories. Many children will be familiar with some of the characters from her books - such as Peter Rabbit - although may not know the stories themselves.

The stories themselves and the accompanying activities in this teaching resource lend themselves to work on:

**Reading skills:** such as prediction, making inferences, explaining and recalling what they have read and discussing what they have read / listened to with others.

**Writing skills:** such as composing sentences through talking and then writing, planning and sequencing their own stories, lists, letters and diaries, reading what they have written, beginning to check their work for punctuation such as full stops and capital letters, and exploring words through spelling and vocabulary discussion.

Each tale is approximately six minutes in length and for each one, there is a set of teaching notes consisting of:

**Useful words:** it may be helpful to check the children know these words before listening to the story.

**Summary:** a brief summary of the story.

**Before:** some suggestions for things to think about or discuss before listening.

**During:** things to listen out for during the story to give the children an active focus.

### After:

- **key questions** to ask after the story.
- follow-up **activities** - some with accompanying resource sheets. The activities are a mixture of speaking, reading and writing tasks and can be adapted depending on the age and needs of the children.

The key questions for the whole collection of stories is available on **Resource Sheet 15** on a single page. These could be printed and used for older children to work from by writing the answers down or can be printed out onto cards for each story for groups to talk about.

This Resource Pack is designed to be flexible and can be used by a whole class in a teacher-led session, or as a group in a guided reading session. Alternatively, they can be used by children working at home with parents. Where the guidance suggests things to discuss, this can be done as a whole class, in pairs, as a guided reading group or with a parent if working at home.

*These Notes are written by Christine Jenkins. Christine is a former teacher and deputy head, specialising in primary literacy, maths and assessment. As an author she has written many teaching resources to support guided reading and writing, as well as contributing to several large scale schemes and online resources.*



# 1: The Tale of Peter Rabbit

**Listening time:** 6:07

**Useful words:** *radishes, parsley, gooseberry, harvesting*

## Summary

Peter Rabbit stuffs himself with food from Mr McGregor's garden but he is spotted. He tries desperately to escape and ends up hiding in various places, while Mr McGregor chases him. When he finally makes it back home after his scary adventure he starts to feel poorly because of all the food he has eaten.

## Before

- Have the children heard or read any stories by Beatrix Potter before? Tell them that these stories were written a long time ago and have become very well-known. They are all about different animals who behave as if they are human. The children may have seen the main character (Peter Rabbit) in this story before because he is one of Beatrix Potter's most famous characters.
- Introduce the character of Peter Rabbit by looking at the title artwork of the story, showing him with his mother and brothers and sisters. Tell them that Peter goes on an adventure to a garden of Mr McGregor. What might be growing in Mr McGregor's garden? Have the children ever grown any fruit or vegetables? It may be helpful to check they know what *radishes, parsley* and *gooseberries* are, as these are less well-known and are mentioned in the story.

## During

As the story plays ask the children to:

- listen for all the places Peter goes on his adventures.
- listen for what Peter is like as a character. Can they think of any words to describe him?

## After

### Key questions

- What did their mother tell the four rabbits before she went out?
- What did Peter Rabbit eat in Mr McGregor's garden?
- What happened to Peter Rabbit's clothes?
- What different places did Peter hide in?
- How did Mr McGregor know Peter was in the tool shed?
- Which other animals did Peter meet on his adventure?
- How did Peter feel when he got home?

## Activities

### Story map

Can the children recall all the places Peter went on his adventures? Listen to the story again and pause to write them down together as you go. Talk to the children about what happened at each place. Ask the children to draw a story map showing each of the places and writing a few words about what happens at each one.

### Garden design

Ask the children to draw and label a design for a vegetable garden. They could research different kinds of vegetables to grow and plan different areas of the garden for each one.

If it is the right time of year, they could plant some different seeds - such as beans and lettuces - and observe them growing.



## 2: The Tale of Squirrel Nutkin

**Listening time:** 6:58

**Useful words:** *respect, raft, minnow*

### Summary

Old Brown, a wise old owl, allows the squirrels to collect nuts from the tree where he lives. Squirrel Nutkin can't resist teasing him and causes all sorts of trouble when he just won't behave properly. Old Brown is patient for a long time, but eventually his patience with Squirrel Nutkin runs out.

### Before

- Have the children ever seen a squirrel? What colour was it? Most children in the UK will have seen grey squirrels, but Squirrel Nutkin is a red squirrel, which are rarer.
- Check that children understand the words on the useful words list above. How do we show respect for someone? Remind them about how they might be expected to behave at home or school in a way that shows respect for others.
- Explain that a minnow is a type of small fish.

### During

As the story plays ask the children to:

- listen for how Squirrel Nutkin behaves.
- consider if he behaves respectfully. What kind of things does he do?

### After

*Key questions*

- Where did Old Brown live?

- How did the squirrels make a sail for their boat?
- How did Squirrel Nutkin behave on each visit? Can you recall any of the things that he did?
- How does Old Brown treat Squirrel Nutkin?
- Did Squirrel Nutkin learn his lesson in the end?

### Activities

*Writing a letter to say sorry*

Ask the children to recall what Squirrel Nutkin did wrong in this story. What do they think of Squirrel Nutkin's behaviour? What do they think he should do now? Suggest that he should write a letter of apology to Old Brown. Discuss the layout of a letter using [Resource Sheet 1](#) as a guide.

*Finding out about squirrels and owls*

Ask the children to recall what presents the other squirrels take to Old Brown. They may remember that they take mice, small fish and even a mole. Discuss the fact that owls are predators which means they eat other small creatures, like mice. Do they know what squirrels eat? Discuss how they bury their nuts and acorns in the ground to make sure they have enough food in the winter.

Provide the children with some suitable sources of information about what woodland creatures such squirrels and owls eat and where they live. The children can create a factfile about each one.



## Resource Sheet 1: A letter to say sorry

Who are you writing to?	
Tell him what you are sorry for (list all the things you did wrong).	
Tell him what you will do to say sorry (perhaps help him with a job or take him a present).	
Finish the letter (I am very sorry / please forgive me / love from)	
Your name (Squirrel Nutkin)	



### 3: The Tailor of Gloucester

**Listening time:** 6:21

**Useful words:** *tailor, mayor, waistcoat, silk*

#### Summary

A group of mice decide to help finish making a coat for the Mayor when the tailor is too old and worn out to finish it. The tailor's cat has other ideas. However, when the cat realises what the mice are doing, he feels ashamed. From that day on, the tailor's luck changes.

#### Before

- Do the children know what the job of a tailor is? Explain that a tailor sews clothes for people. Have they ever done any sewing? What things would a tailor use?
- Look at a needle, thread and a button, if possible and talk about what they are for.
- Check the children understand what *silk* is and show them a picture of a *waistcoat* if possible.

#### During

As the story plays ask the children to:

- listen for how the mice helped.
- listen for what Simpkin the cat does.

#### After

*Key questions*

- What special occasion was the tailor busy making clothes for?
- What did the tailor leave out for the mice?

- What did Simpkin do with the mice one night?
- How did the tailor know where the mice were the next morning?
- Why did Simpkin hide the thread?
- How did the tailor feel when he couldn't finish the clothes for the mayor?
- What did the mice do for the tailor?
- Do you think Simpkin felt sorry for hiding the thread?
- How did the tailor's luck change?

#### Activities

*Naughty Simpkin*

Ask the children to recall what happened in this story. What did Simpkin the cat do? Talk about how the cat causes all the problems by trapping the mice under the teacups and then by hiding the thread. Discuss the fact that he does this because he is cross about the tailor setting the mice free - the children need to infer this from the text. How does Simpkin feel when he finds the mice busily helping make the clothes for the tailor? What does Simpkin do then?

Ask the children to complete [Resource Sheet 2](#) by drawing the things that Simpkin does in this story and writing a sentence about each one underneath. Alternatively, more confident writers could write down a series of sentences describing what Simpkin does and how he feels.

*Sewing instructions*

Give the children a chance to practise some simple sewing with large needles and mesh or other suitable material. Demonstrate how to go in and through the material and then up and out again from the other side. Once they are confident, can the children describe how to do it to each other? Get them to have a go at writing instructions how to sew for someone who has never sewn before.

## Resource Sheet 2: Naughty Simpkin!

What does Simpkin the tailor's cat do in the story?

Draw one thing he does in each box and write a sentence under each.



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## 4: The Tale of Two Bad Mice

**Listening time:** 6:20

**Useful words:** *coal box, fire tongs, shovel*

### Summary

Two mice make a doll's house their home but discover to their anger that the food inside is made of plaster. The mice get so cross they start to throw everything around, causing chaos in the doll's house. They even decide to take some of the things back to their mousehole with them. Suddenly the dolls return and the mice hurry back into their hole, leaving the mess behind. In the end, they feel guilty about spoiling the house and try to make amends.

### Before

- Have the children ever seen a doll's house? What kinds of things might be in a doll's house? Discuss how everything looks real but is not - everything is a tiny model of something that you would find in a real house.
- Talk about how the doll's house in this story is an old-fashioned house with a pretend coal fire. People used to have special tools like tongs and a shovel to put coal onto the fire.

### During

As the story plays ask the children to:

- listen for what things are in the doll's house, especially the food.
- listen for the things that the mice do when they are in the doll's house.

### After

#### Key questions

- What foods were on the table in the doll's house?
- Where did the mice live?
- Why were the mice excited when they got in the doll's house?
- Why did the mice get cross before long?
- What naughty things did the mice do?
- How did the mice feel at the end of the story?
- What did they do to say sorry?
- Do you think they really were bad mice?

### Activities

#### *Advice for the mice - what to do when you are angry!*

Talk to the children about how the mice in this story start to spoil the doll's house because they feel cross about the pretend food. Have they ever felt cross? What kinds of things make them angry? Talk about more helpful ways to deal with feel cross, such as counting to 10, squeezing a stress ball, doing star jumps or taking a deep breath. Ask the children to write some advice for the bad mice, to help them calm down when they are cross. Use [Resource Sheet 3](#) to help. Model how to use 'bossy' verbs to write the advice - for example '**Do** ten star jumps.'

#### *Doll's house food*

What foods were on the table in the doll's house? Read the section of text on [Resource Sheet 4](#) and ask the children to underline or highlight the food that are mentioned. What foods would they like to put on the table of a doll's house? Write a list and draw each food.

### Resource Sheet 3: Advice for angry mice!

The two bad mice get very angry when they can't eat the food in the doll's house. Instead of breaking things, what should they do instead? Write some ideas to help them.

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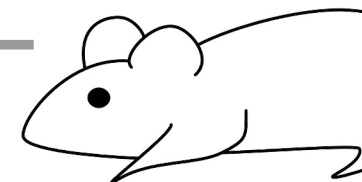
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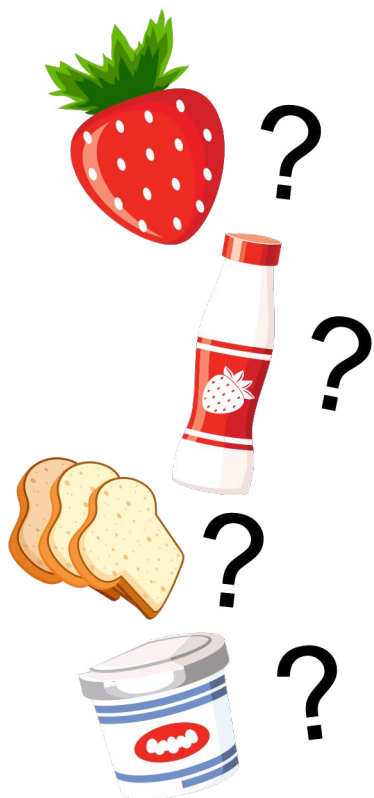


## Resource Sheet 4: Doll's house

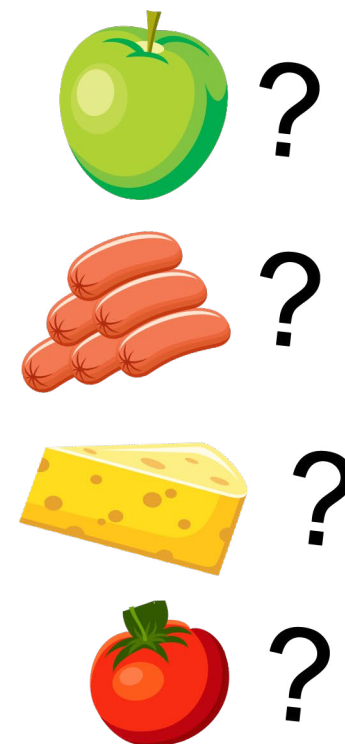
Read this extract from the story. Underline the **foods**.

The doll's house belonged to two dolls named Lucinda and Jane. Jane was the cook, though she never did any cooking because the meals were always ready to eat on the table. There was a whole chicken and a ham and a fish and some pears and oranges in a bowl. The food wasn't real but it looked real. It looked delicious.

What foods would you put in a doll's house? Write a list below.



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_____	_____
_____	_____
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## 5: The Tale of Benjamin Bunny

**Listening time:** 6:06

**Useful words:** *scarecrow, greenhouse*

### Summary

Benjamin accompanies Peter as he tries to find his clothes in Mr McGregor's garden. Benjamin wants to stay and helps himself to some onions, but Peter is uneasy. When they try to get out of the garden to go home they find themselves trapped by the cat. Luckily help is on hand from Benjamin's Papa (father).

### Before

- Recall what happened in *The Tale of Peter Rabbit* (the first story) with the children. How did Peter lose his clothes? Do they think it is a good idea for him to go back and try to find them? Do they children know what a *scarecrow* is?

### During

As the story plays ask the children to:

- listen for how each of the bunnies feels when they are in the garden. Do they both feel the same?
- listen for how they manage to escape.



### After

#### Key questions

- Why was Benjamin excited?
- What had happened to Peter Rabbit's coat and shoes?
- Where had Mr McGregor put Peter's clothes?
- How did they get into Mr McGregor's garden?
- How did the two bunnies feel when they were in the garden?
- What animal gets in their way when they want to leave?
- Who helps them get away? How did he help?

### Activities

#### Clues in the garden

Talk with the children about how Mr McGregor knows the bunnies have been in the garden. What clues does he find? As well as their shoe prints, his wife also finds the cat in the greenhouse. Can the children remember how she got there? They need to recall that Benjamin Bunny's Papa shuts the cat in there to help the bunnies escape. In the story, it says there was 'a tremendous kerfuffle'. Do the children know what this means? Ask the children to think what else Mr McGregor might notice, such as the onions being dug up and Peter's clothes missing from the scarecrow. Use **Resource Sheet 5** to write down the clues that Mr McGregor finds.

#### Peter's and Benjamin's feelings

Ask the children how Peter feels when he is in the garden. Why do they think he feels like this? Talk about how Benjamin Bunny is much more relaxed about being in the garden than Peter. Ask children to find as many words as they can to describe the two bunnies' feelings in the garden.



## Resource Sheet 5: Clues in the garden

What clues does Mr McGregor notice in his garden that show Peter and Benjamin have been there? Write them down in the two boxes.



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What other clues might he find?

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## 6: The Tale of Mrs Tiggy-Winkle

**Listening time:** 6:40

**Useful words:** *handkerchief, pinny*

### Summary

Lucie loses some laundry. She finds a strange door and a woman who has found her things. The woman is a hedgehog called Mrs Tiggy-Winkle.

### Before

- Talk to the children about what a *handkerchief* is. Have they ever seen one? Talk about why people used to carry handkerchiefs more in the past (there were no paper tissues).
- Do they know what a *pinny* is? Explain that it is like an apron.

### During

As the story plays ask the children to:

- listen for all the clothes Mrs Tiggy-Winkle mentions.
- listen for the jobs Mrs Tiggy-Winkle does in this story.

### After

*Key questions*

- What does Lucy lose?
- How does Lucy find her way to Mrs Tiggy-Winkle's house?
- What is Mrs Tiggy-Winkle's job?
- What items of clothing is Mrs Tiggy-Winkle washing and ironing? Who do they all belong to?
- Why does it say there were 'hair pins sticking wrong end out' of her apron? What are these?

### Activities

*Lucy's dreams: story writing*

The story ends: 'Now some people say that little Lucie had been asleep on the gate all the time'. Do the children think Lucie was dreaming in the story? What 'proof' is there?

Talk about other stories the children may have read where characters bring something back from a magical place or seem to fall asleep and end up somewhere magical or unreal, such as *Alice in Wonderland*.

Ask the children to create their own similar story, in which a character ends up in a fantasy world where an animal is doing a human job. What item could they bring back to show that it was real? Use the planning frame on [Resource Sheet 6](#) to help plan the story.



## Resource Sheet 6: Story planning

Who is your main character?	
Where do they start? (Somewhere in the human world, like a farm).	
Where do they end up? (Someone belonging to an animal).	
What animal do they meet?	
What job does this animal do?	
How does your character get back?	
What do they bring back with them?	

## 7: The Tale of the Pie and the Patty-Pan

**Listening time:** 6:40

**Useful words:** *patty-pan*

### Summary

Ribby the cat is making mouse pie. She invites Duchess the dog to visit but Duchess doesn't like mouse pie, so she plans to swap it with her own pie. Before long, confusion ensues over which pie is which.

### Before

- Talk to the children about what it is like to visit someone. Have they ever had to eat something they didn't like 'out of politeness'? Talk about how Duchess might feel knowing she wouldn't like the pie.
- Explain that in the story one of the animals uses a special old-fashioned tool called a *patty-pan* to shape the pie. Also talk about how some kitchen cookers have two ovens, one on top of the other.

### During

As the story plays ask the children to:

- listen for what is in each of the ovens.
- listen for which pie is where during the story.

### After

#### Key questions

- How does Duchess feel when she gets the invitation?
- What is in Ribby's pie?
- What is in Duchess's pie?
- Why doesn't Duchess find Ribby's pie when she tries to swap it?

- Which pie does Duchess end up eating?
- Why does Duchess suddenly feel poorly?
- What happens to Duchess's pie in the end?

### Activities

#### Writing invitations

Ask the children to write the invitation from Ribby to Duchess, asking her to come to tea. Remind them what Ribby said about the pie. Talk about what information is needed for an invitation. Then ask the children to write a reply from Duchess, accepting the invitation. Use [Resource Sheet 7](#) to help.





## Resource Sheet 7: Writing invitations

### Ribby's invitation



Dear \_\_\_\_\_


You are invited to \_\_\_\_\_

On \_\_\_\_\_

At \_\_\_\_\_

The food will be \_\_\_\_\_

From \_\_\_\_\_



Dear \_\_\_\_\_

I would be delighted to \_\_\_\_\_

From \_\_\_\_\_

## 8: The Tale of Mr Jeremy Fisher

**Listening time:** 6:58

**Useful words:** *minnow, stickleback, trout*

### Summary

Jeremy Fisher, the frog, goes fishing to catch something for him and his friends for tea. But it turns into a day of mishaps...

### Before

- Have the children ever seen a frog? What are they like? Where do they live? What else might you find in a pond apart from a frog?
- Introduce the three types of fish in the story - *minnow, stickleback* and *trout*. The main character in the story is a frog who goes fishing. Have the children ever been fishing? What do you have to do? Look at the picture on the title artwork of the story together and discuss it.

### During

As the story plays ask the children to:

- listen for all the things that go wrong.

### After

#### Key questions

- What is it like where Jeremy lives?
- Why did Jeremy Fisher go fishing?
- What did he catch at first? What did he catch next?
- Why did Jeremy say that the last fish (the trout) caught him?
- What did he serve to his friends to eat instead of minnows?

### Activities

#### Jeremy's Menu

Ask the children to write a menu for Jeremy Fisher's visitors. They can use the foods from the story such as roasted grasshopper and add some more strange 'foods', using their imagination. Collect useful words on the board such as a list of different small creatures like ants and beetles, and a list of ways to cook them, like fried, roasted, boiled and so on. Write their final version on [Resource Sheet 8](#) and decorate it.

#### Jeremy's bad day

Listen again to the story and ask the children to jot down (or draw a small picture) to remind them of all the things that go wrong for Jeremy. Ask the children to use this to write a sentence for each one.



## Resource Sheet 8: Jeremy Fisher's menu

Make a menu for Jeremy and his friends, with foods from the story and some ideas of your own. There are some useful words in the box at the bottom.



# MENU

## STARTER

## MAIN COURSE

## DESSERT

## DRINKS



roasted   boiled   toasted   fried   chopped   grilled   whipped  
baked   crispy   crunchy   spicy   stew   soup   sauce

## 9: The Tale of Jemima Puddle-Duck

**Listening time:** 7:24

**Useful words:** *herbs*

### Summary

Jemima Puddle-Duck wants to make a quiet nest and hatch her own eggs. A gentleman fox supposedly wants to help but it does not end well for Jemima.

### Before

- Talk to the children about animals that lay eggs. Which animals can they think of? Tell them that in this story the main character is a duck who has laid some eggs. How do birds, such as ducks, look after their eggs? Check the children know what *herbs* are.

### During

As the story plays ask the children to:

- listen for how the fox tricks Jemima.
- listen for how Jemima feels about looking after her eggs.

### After

#### Key questions

- Why does Jemima go off to make her nest somewhere secret?
- Who was 'the smart gentleman' with the 'bushy tale'?
- How does he trick Jemima?
- What does the fox send Jemima off to fetch?
- What happens to the eggs Jemima lays in the shed?
- What happens to Jemima's next lot of eggs?

### Activities

#### Retelling the story

Can the children retell what happens in this story? Ask them think about five main things that happen to Jemima. Can they remember which other character's get involved? Use [Resource Sheet 9](#) to create a storyboard. Write a sentence or two for each part of the story to tell their own version.

#### Foxy riddles

The fox is described as a 'smart gentleman' with the 'bushy tale'. It also mentions his 'sandy whiskers'. How else could we describe a fox? Ask the children to write their own short descriptions of different animals without mentioning their name. Take it in turns to identify each other's animals from the descriptions.





## Resource Sheet 9: Retelling the story

Create a storyboard to map out the key parts of the story.

Write a sentence or two for each part of the story.

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## 10: The Tale of Tom Kitten

**Listening time:** 6:33

### Summary

Tom Kitten is in his best clothes for visitors. He just needs to keep them clean...but that proves to be harder than it sounds! When his mother sees him she is not happy.

### Before

- Have the children ever got ready for special visitors arriving? Did they have to wear smart clothes? Did they enjoy making smart clothes or not?

### During

As the story plays ask the children to:

- listen for how Tabitha looks after her kittens.
- listen for what happens to the kitten's clothes.

### After

*Key questions*

- How did Tabitha Twitchit get the kittens ready for her friends' visit?
- Where do the kittens go next?
- What happens to the kitten's smart clothes?
- How does Tabitha punish the kittens? Do you think this is fair?

### Activities

*Keeping the kittens clean*

Use **Resource Sheet 10** to help recall how Tabitha got the kittens ready. Ask the children to complete it by putting the correct verb in each box. Look at how all of them end in *-ed*.

*Tabitha Twitchit's diary*

Ask the children what they think of the kitten's behaviour in the story. What did their mother, Tabitha Twitchett, think of their behaviour? Ask them what she might write in her diary that day. Encourage them to suggest ideas about how she got them ready as well as how disappointed she was with her kittens when they spoilt and lost their smart clothes.



## Resource Sheet 10: Keeping the kittens clean

Complete the sentences by choosing the correct word from the box at the bottom.

She \_\_\_\_\_ their faces and \_\_\_\_\_ their fur. She  
\_\_\_\_\_ their tails and \_\_\_\_\_ their whiskers. She  
\_\_\_\_\_ Moppet and Mittens in their prettiest dresses and  
pinafores. Tom wore his smartest jacket and trousers.



smoothed  
washed  
dressed  
combed  
brushed

## 11: The Tale of Samuel Whiskers

**Listening time:** 6:37

**Useful words:** *chimney, dumpling pudding*

### Summary

Tom Kitten hides from his mother in the chimney, but two rats catch him and want to eat him.

### Before

- Ask the children to recall the cat family in the last story. Can they remember what the kittens were called? What was Tom Kitten like? Can they describe him?
- Check the children understand what a *chimney* is.

### During

As the story plays ask the children to:

- listen for what the house is like in the story and try to imagine it.
- listen for how Tom escapes.

### After

*Key questions*

- What is Tabitha doing at the start of the story?
- Why does Tom hide?
- Who is Samuel Whiskers?
- What did he do to Tom?
- Why is the dumpling pudding 'dirty'?
- Does the adventure make Tom braver or more afraid of rats? What about the other kittens?

### Activities

*Retell the story*

Ask the children to recall what happened in the story. Complete **Resource Sheet 11** by putting the sentences from the story into order. The children could act out how Tom reacts when he sees the rats and when he is in the dumpling.

*Hiding places*

Ask the children to design a house for Tabitha and her kittens. Include some of the hiding places mentioned in the story. Can they think of any more of their own? Label them on the picture.



## Resource Sheet 11: Retell the story

Read the sentences from the story below. Cut them up and put them in the correct order.

There were no more rats for a long time at Tabitha Twitchit's house after that.



When the rats returned, they set to work turning Tom into a dumpling pudding.

The kittens were always getting up to mischief.

Two enormous rats were staring at him!

It was very sooty, and Tom felt like a little chimney sweep as he scrambled up and up in the darkness.

'Shush! What's that noise?' asked Anna Maria.



## 12: The Tale of the Flopsy Bunnies

**Listening time:** 6: 58

**Useful words:** *turnips, marrows*

### Summary

The Flopsy Bunnies discover lettuces in Mr McGregor's garden and they eat them all. Before long they fall asleep and very nearly get into a dangerous situation.

### Before

- What can the children remember about Mr McGregor's garden? Which stories have they already heard about it? What happened there? Can they remember any of the things he grew there?
- Check the children know what *turnips* and *marrows* are.
- Talk about the other rabbit characters they recall from previous stories and tell them that this story is about Benjamin Bunny's children. Peter Rabbit is their uncle.

### During

As the story plays ask the children to:

- listen for what the bunnies do in the garden.
- listen for how they manage to escape.

### After

*Key questions*

- Where do the rabbits find the lettuces?
- What happens when they eat too many?
- What sounds are nearby when they sleep and do not hear?

- Why was Mr McGregor happy when he finds them?
- How does Thomasina Tittlemouse help?
- Why was Mr McGregor angry at the end?

### Activities

*Mr McGregor*

Ask the children to imagine they are Mr McGregor. Can they imagine what he might say when he finds the rabbits fast asleep? Get them to act it out loud. What about as he puts them in the sack? What might he say then? Then talk about his reaction when he finds the sack is full of turnips and marrows. What might he say then? Ask the children to role play his actions.

Now use these ideas to write an account of the story from Mr McGregor's point of view. Help the children to write it in the first person, using 'me' to show that they are Mr McGregor. Some children may find it difficult to put themselves in his shoes in writing so keep referring back to what they said when they were role playing.







## 13: The Tale of Ginger and Pickles

**Listening time:** 6: 44

**Useful words:** *stock, customer*

### Summary

Ginger and Pickles run a village shop, but things go very wrong when customers don't pay. Eventually they run out of money completely and have to close the shop. It's not long before another character opens a shop and Ginger and Pickles are left wishing they had treated their customers rather differently!

### Before

- Tell the children that this story is about two animals who run a shop. Talk to the children about how shops often have the names of the owners over the door - in this story they are called 'Ginger and Pickles'.
- Ask the children about their experiences of going to the shops. Have they ever been to a small shop where you have to ask the shop-keeper for whatever you want? A lot of their stock would be kept behind the till and then the customer would hand over their money to pay.
- Check the children understand the words *stock* and *customer*.

### During

As the story plays ask the children to:

- listen for characters they recall from other stories.
- listen out for what Ginger and Pickles think of their customers.

### After

#### Key questions

- What kinds of animals are Ginger and Pickles?
- Can you remember any of the things that they sell?
- Why were some of their customers afraid of Ginger and Pickles?
- Why don't Ginger and Pickles eat the mice and the rabbits, even though they want to?
- Why do the customers keep going to their shop? What is the problem with this?
- Why do they have to close the shop?
- Who else has shops in the story?
- What do Ginger and Pickles wish they had done? Do you think this would have worked?

### Activities

#### Shopping chat

Ask the children think about what Ginger and Pickles and the customers might say to each other. Get them to role play the scene as different customers come in and ask for things and then leave without paying. What kind of excuses might they make? For example, Peter Rabbit says he doesn't have a penny and he'll pay later. If the children are working at home, the role play can be done with a parent / carer or sibling, with each taking it in turns to play several roles!

Ask them to use their ideas from the role play to write down some of the conversations between Ginger and Pickles and their customers. Explain that the words for each character should be written in a speech bubble on

[Resource Sheet 12](#).

## Resource Sheet 12: Shopping chat

Use the speech bubbles to write what some of the customers might say to Ginger or Pickles in the shop. Add the name of who is speaking.





## 14: The Tale of Mrs Tittlemouse

**Listening time:** 6:43

**Useful words:** *honey*

### Summary

A swarm of bees move into Mrs Tittlemouse's tidy, clean home. An unlikely hero comes to the rescue and gets rid of the bees. Mrs Tittlemouse invites her friends over to celebrate.

### Before

- Do the children know where honey comes from? Talk about how it is made by bees. Have they ever eaten honey? What is it like? Discuss how sticky it is and how it can make quite a mess if it gets everywhere.
- Now mention that the main character in this story likes to be tidy. Do they think being tidy is important? Discuss what they think are the good and bad things about being tidy.

### During

As the story plays ask the children to:

- listen for all the things Mrs Tittlemouse does to keep her home clean and tidy.
- listen for who helps her to get rid of the bees.

### After

*Key questions*

- What is Mrs Tittlemouse like? Find some words to describe her.
- Do you think she likes visitors? Why do you think this is?

- What is the problem with having bees in her house?
- Why doesn't she ask Mr Jackson to help her get rid of the bees at first?
- What kind of character is Mr Jackson?
- How does Mrs Tittlemouse celebrate the bees being gone?

### Activities

*A job list for Mrs Tittlemouse*

Ask the children to list some of the jobs Mrs Tittlemouse does to keep her house clean and tidy. Write down some of the verbs that shows what she does, such as *sweep*, *dust* and *tidy*. Can the children suggest any more? They could act out some these actions to reinforce the idea of verbs being action words.

Have the children ever seen anyone write a list of jobs they need to do, as a reminder? As teacher or parent / carer you could model how you might do this and show the children one. We sometimes call this a 'to do' list. Ask the children to have a go at writing one for the jobs that Mrs Tittlemouse does.

*Finding out about bees and honey*

Ask the children to recall what they know about bees. They may remember that they make honey and that they often move in a big group called a *swarm*. The children might also mention that bees can sting. Is this why Mrs Tittlemouse doesn't like them? Remind them that it is the mess they make that she doesn't like.

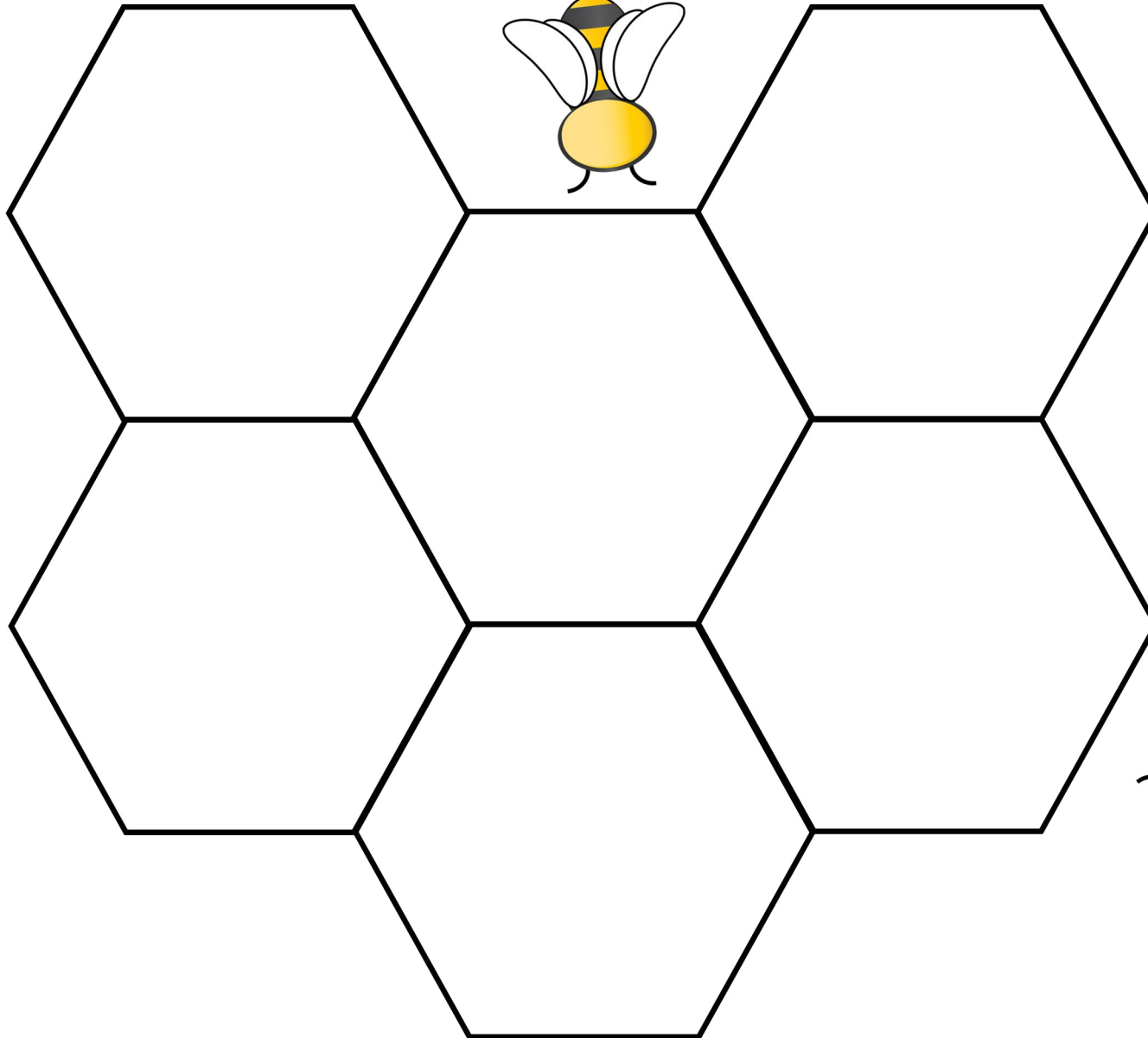
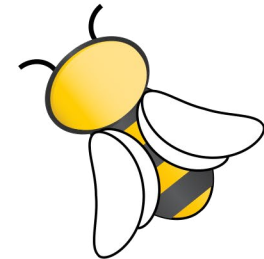
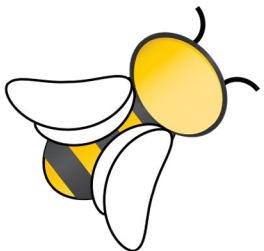
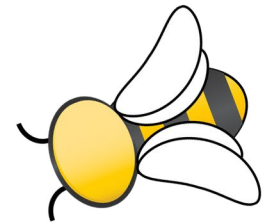
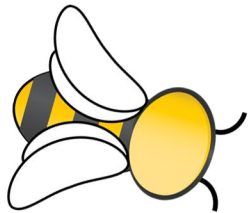
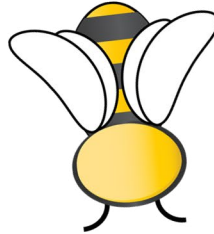
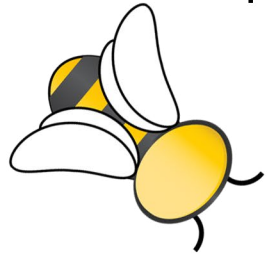
Provide the children with some suitable sources of information about bees: lots of local wildlife trusts have information on their websites for children. Ask them to use **Resource Sheet 13** to write down (or draw) six things about bees - one in each hexagon of the 'honeycomb' sheet.

## Resource Sheet 13: Finding out about bees and honey

What do you know about bees?

Find out more about bees by reading the information you have been given.

Put one thing that you know about them in each hexagon.



## 15: The Tale of Mr Tod - Part one

**Listening time:** 6:53

**Useful words:** *badger, kidnap*

### Summary

Mr Tod the fox is not very popular with other animals. Tommy Brock the badger doesn't like him...and *he* doesn't like Tommy Brock! When Tommy Brock kidnaps Benjamin Bunny's young family he hides them in Mr Tod's house. Benjamin and Peter go to rescue them.

### Before

- Check the children know what a *badger* is. Do they know anything about badgers? What do they know about foxes? Have they read any other stories about foxes? How do they often behave in stories?
- Tell the children that in this story one character steals some of the other characters - this is called *kidnapping*. Tell them that this story is in two parts, which they will listen to one at a time.

### During

As the story plays ask the children to:

- listen for how Mr Tod and Tommy Brock both behave. Do the children think they are nice characters?
- listen for characters they recall from other stories in the collection.

### After

*Key questions*

- What kind of character was Mr Tod? Was he friendly?
- What didn't Mr Tod like Tommy Brock?

- How does Tommy Brock kidnap the baby bunnies?
- Where does he take them to?
- How do Peter and Benjamin find their way to rescue the bunnies?
- What do they see that makes them 'shudder'?
- Where is Tommy Brock sleeping?

### Activities

*Predictions*

Ask the children to recall what has happened in the story so far. What do they think of Tommy Brock and Mr Tod? Are the nice characters? What makes them think this? What about Benjamin and Peter?

Can the children predict what might happen next? Encourage them to think about what has happened so far and how each of the animals might behave. Write their predictions as the next part of the story, to make their own endings.



**Resource Sheet 14: Story ending**

What happens at the same time?

Look at the sentence on the left. Draw or write what is happening at the same time in the box on the right.

Mr Tod gets home	
The bunnies are in the oven	
Mr Tod sets up a trick with a bucket	
Mr Tod and Tommy Brock fight	



## 16: The Tale of Mr Tod - Part two

**Listening time:** 6:32

**Useful words:** *'the coast was clear'*

### Summary

Mr Tod heads home to find Tommy Brock in his bed! Could he help rescue the baby rabbits?

### Before

- Can the children remember what happened in Part one of this story?
- What predictions did they make about how it would end?
- Talk to the children about the phrase 'while the coast was clear' and explain that it means when 'something is safe to do'.

### During

As the story plays ask the children to:

- listen for how Mr Tod and Tommy Brock both behave. Do the children think they are nice characters?
- listen for characters they recall from other stories in the collection.

### After

*Key questions*

- Why was Mr Tod in a bad mood?
- How did he know Tommy Brock was at his house?
- Where were the baby bunnies when Mr Tod got home?
- What does Mr Tod do to try and get rid of Tommy Brock?
- How does Tommy Brock trick Mr Tod?
- How do Peter and Benjamin rescue the bunnies?

### Activities

*Story ending*

Ask the children to recall what predictions they made about the story ending. Were they similar to the actual ending? Talk about things that were the same and things that were different. Summarise some of the things that happen at the same time, such as the bunnies being in the oven while Tommy Brock is in bed. What does Tommy Brock do while Mr Tod sets up his trick with the bucket? What happens when the fox and the badger are fighting? Ask the children to complete [Resource Sheet 14](#) to show this.

*Favourite story*

If the children are listening to this story last, ask them to recall some of the other Beatrix Potter stories they have read or listened to. Which was their favourite? Why? Do they have a favourite character from the stories?

Ask them to write some sentences about their favourite Beatrix Potter character or story giving reasons. Encourage them to use the word 'because'. For children who are ready this is also a good chance to learn to spell the word 'because'. Lots of people remember it with a mnemonic such as 'big elephants can't always use small entrances'!

You could make a display about Beatrix Potter showing the children's favourite stories and characters.





## Resource Sheet 15: Key questions for each story

### 1: The Tale of Peter Rabbit

- What did their mother tell the four rabbits before she went out?
- What did Peter Rabbit eat in Mr McGregor's garden?
- What happened to Peter Rabbit's clothes?
- What different places did Peter hide?
- How did Mr McGregor know he was in the tool shed?
- Which other animals did Peter meet on his adventure?
- How did Peter feel when he got home?

### 2: The Tale of Squirrel Nutkin

- Where did Old Brown live?
- How did the squirrels make a sail for their boat?
- How did Squirrel Nutkin behave on each visit? Can you recall any of the things that he did?
- How does Old Brown treat Squirrel Nutkin?
- Did Squirrel Nutkin learn his lesson in the end?

### 3: The Tailor of Gloucester

- What special occasion was the tailor busy making clothes for?
- What did the tailor leave out for the mice?
- What did Simpkin do with the mice one night?
- How did the tailor know where the mice were the next morning?
- Why did Simpkin hide the thread?
- How did the tailor feel when he couldn't finish the clothes for the mayor?
- What did the mice do for the tailor?
- Do you think Simpkin felt sorry for hiding the thread?
- How did the tailor's luck change?

### 4: The Tale of Two Bad Mice

- What foods were on the table in the doll's house?
- Where did the mice live?
- Why were the mice excited when they got in the doll's house?
- Why did the mice get cross before long?
- What naughty things did the mice do?
- How did the mice feel at the end of the story?
- What did they do to say sorry? Do you think they really were bad mice?

### 5: The Tale of Benjamin Bunny

- Why was Benjamin excited?
- What had happened to Peter Rabbit's coat and shoes?
- Where had Mr McGregor put Peter's clothes?
- How did they get into Mr McGregor's garden?
- How did the two bunnies feel when they were in the garden?
- What animal gets in their way when they want to leave?
- Who helps them get away? How did he help?

### 6: The Tale of Mrs Tiggy-Winkle

- What does Lucy lose?
- How does Lucy find her way to Mrs Tiggywinkle's house?
- What is Mrs Tiggywinkle's job?
- What items of clothing is Mrs Tiggywinkle washing and ironing? Who do they all belong to?
- Why does it say there were 'hair pins sticking wrong end out' of her apron? What were these?

### 7: The Tale of the Pie and the Patty-Pan

- How does Duchess feel when she gets the invitation?
- What is in Ribby's pie?
- What is in Duchess's pie?
- Why doesn't Duchess find Ribby's pie when she tries to swap it?
- Which pie does Duchess end up eating?
- Why does Duchess suddenly feel poorly?
- What happens to Duchess's pie in the end?

### 8: The Tale of Mr Jeremy Fisher

- What is it like where Jeremy lives?
- Why did Jeremy Fisher go fishing?
- What did he catch at first? What did he catch next?
- Why did Jeremy say that the last fish (the trout) caught him?
- What did he serve to his friends to eat instead of minnows?



### 9: The Tale of Jemima Puddle-Duck

- Why does Jemima go off to make her nest somewhere secret?
- Who was 'the smart gentleman' with the 'bushy tale'?
- How does he trick Jemima?
- What does the fox send Jemima off to fetch?
- What happens to the eggs Jemima lays in the shed?
- What happens to Jemima's next lot of eggs?

### 10: The Tale of Tom Kitten

- How did Tabitha Twitchit get the kittens ready for her friends' visit?
- Where do the kittens go next?
- What happens to the kitten's smart clothes?
- How does Tabitha punish the kittens? Do you think this is fair?

### 11: The Tale of Samuel Whiskers

- What is Tabitha doing at the start of the story?
- Why does Tom hide?
- Who is Samuel Whiskers?
- What did he do to Tom?
- Why is the dumpling pudding 'dirty'?
- Does the adventure make Tom braver or more afraid of rats? What about the other kittens?

### 12: The Tale of the Flopsy Bunnies

- Where do the rabbits find the lettuces?
- What happens when they eat too many?
- What sounds are nearby when they sleep and do not hear?
- Why was Mr McGregor happy when he finds them?
- How does Thomasina Tittlemouse help?
- Why was Mr McGregor angry at the end?

### 13: The Tale of Ginger and Pickles

- What kinds of animals are Ginger and Pickles?
- Can you remember any of the things that the sell?
- Why were some of their customers afraid of Ginger and Pickles?
- Why don't Ginger and Pickles eat the mice and the rabbits, even though they want to?
- Why do the customers keep going to their shop? What is the problem with this?
- Why do they have to close the shop?
- Who else has shops in the story?
- What do Ginger and Pickles wish they had done? Do you think this would have worked?

### 14: The Tale of Mrs Tittlemouse

- What was Mrs Tittlemouse like? Can you find some words to describe her?
- Do you think she likes visitors? Why do you think this is?
- What is the problem with having bees in her house?
- Why doesn't she ask Mr Jackson to help her get rid of the bees at first?
- What kind of character is Mr Jackson?
- How does Mrs Tittlemouse celebrate the bees being gone?

### 15: The Tale of Mr Tod - Part one

- What kind of character is Mr Tod? Is he friendly?
- Why didn't Mr Tod like Tommy Brock?
- How does Tommy Brock kidnap the baby bunnies?
- Where does he take them?
- How do Peter and Benjamin find their way to rescue the bunnies?
- What do they see that makes them 'shudder'?
- Where is Tommy Brock sleeping?

### 16: The Tale of Mr Tod - Part two

Why was Mr Tod in a bad mood?  
 How did he know Tommy Brock was at his house?  
 Where were the baby bunnies when Mr Tod got home?  
 What does Mr Tod do to try and get rid of Tommy Brock?  
 How does Tommy Brock trick Mr Tod?  
 How do Peter and Benjamin rescue the bunnies?