

**Who has been in our classroom?**

- Children find an empty bowl of porridge and lots of oats all over the classroom. Retell the story of Goldilocks using some story like language at the puppet theatre. ((Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words).
- Painting Goldilocks portraits at easels to try to find her. (Art: Create closed shapes using continuous lines and represent objects with them).
- At the tuff tray outside count how many cups, spoons ladles of oats, raisins, other porridge ingredients can fill a variety of small containers with a focus on numbers 1, 2 and 3. Estimate, count and compare which holds more/less and record amounts on whiteboard/chalks. (Maths: Solve real world mathematical problems with numbers up to 5; Compare quantities using language: 'more than, fewer than')

**How can we help baby bear?**

- Children receive a note off Baby Bear saying he is hungry. Make some porridge for Baby Bear. Read instructions to make porridge. Compare porridge made with cold milk, heated and heated and cooled to see changes after heating and cooling. (Reading: Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo; DT: Become familiar with some basic cooking techniques (rolling, stirring, kneading etc.).
- In the house invite 3 bears to tea. Set the table for them. Do we have enough plates, cups, spoons and food for all the bears? Does each bear have the right size bowl, cup and spoon? Compare and match to the bears. (Maths: Solve real world mathematical problems with numbers up to 5; Compare quantities using language: 'more than, fewer than'; Make comparisons between objects relating to size).

**Who has been sitting in our chair?**

- Children find a broken chair in the classroom and the story "A chair for baby bear.
- Use a range of construction kits to make and test chairs for baby bear. (DT: Use a range of basic materials and components (construction kits, materials, ingredients).
- Measure the height of different sized bears with multilink. Use big bricks to measure height of children and compare heights of both. (Maths: Compare length, weight and capacity; Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy').

**New Vocabulary:**

Scientific vocab: Materials, hard, soft, rough, strong, weak, smooth, wood, rock, paper, plastic, metal, glass.

Topic vocab: Goldilocks, bears, daddy bear, mummy bear, baby bear, porridge, oats, milk, flapjacks, bowl, chair, bed, woods, cottage

**Who has been sitting in my chair?**

**How can we help the three bears?**

- Children receive a phone call from the 3 bears to ask if it's safe to go home?
- Settle the bears back into the cottage. Let the bears test the furniture and develop positional language eg put baby bear on top of the bed; put daddy bear under the chair etc (Maths: Understand position through words alone – for example, "The bag is under the table," – with no pointing).
- Make welcome home pictures for the bears. Draw characters from the story. (Art: Create closed shapes using continuous lines and represent objects with them. Draw with increasing complexity and detail e.g. drawing a circle and adding features for a face.)

**Enhanced continuous provision:**

- Read story of Goldilocks and fill in repetitive phrases
- Mark making in porridge oats (outside)
- mud kitchen make porridge
- Sing Goldilocks song with actions.
- Puppets and small world story of Goldilocks.
- Filling/emptying containers/counting/matching numeral with oats (outside: oats, containers, flour, scoops, spoons, bowls etc)
- Make party playdoh cakes etc.
- DT workshop make furniture for the bears new house.
- Mark making with flour gloop
- Ordering teddy bears size/numbered etc

**How can we cheer up Goldilocks?**

- The children have received a phone call from Goldilocks and she has said sorry and that she is a good girl now. Make Goldilocks some oaty flapjacks to say well done for being good. Read the recipe and follow the instructions. Count out spoons of ingredients and recognise numerals 1, 2 and 3 on recipe. (Maths: Continue with Talk for writing retell (Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words).
- The 3 bears need a new cover for their bed. Name and investigate a range of materials and discuss their properties to decide which would be best for making a new cover for their bed. (Science: Explore and recognise everyday materials, including collections of materials with similar or different properties e.g. wood, glass, plastic.)

**Who has been visiting our school?**

- Children find a trail of objects scattered around outside school. Follow the trail and make a map of their route and label. (Writing: Add some marks to their drawings and give them meaning. e.g marks to represent name on picture).
- Talk for writing retell of Goldilocks story. (Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words).
- Play hide and seek with the compare bears. Put some to bed under the cover. How many are hiding? Use your fingers to show how many are hiding. Add one more bear under the covers. How many are hiding now? How do you know? What if you take one out? (Maths: Explore the composition of numbers to 10.)