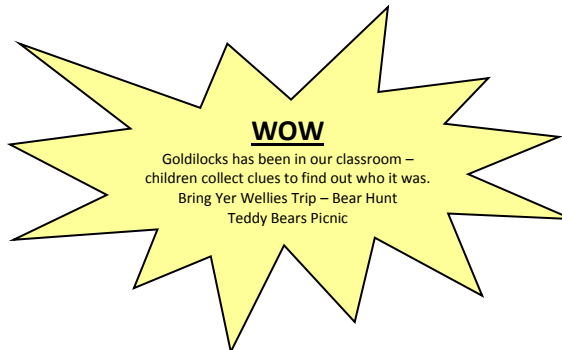


## COMMUNICATION & LANGUAGE / LITERACY

- Book focuses:**  
**Goldilocks and the three bears -**  
<http://learnenglishkids.britishcouncil.org/en/short-stories/goldilocks-and-the-three-bears>
- Pie Corbett story telling – Goldilocks and the three bears. Children to tell the story and draw their own story maps. HA – add words
  - Video of story (Goldilocks)  
<http://www.youtube.com/watch?v=mS3nN6PH9EY>
  - Sequence stories – Goldilocks and We're going on a bear hunt
  - Use masks, props and small world opportunities to retell stories
  - Follow instructions to make porridge/cakes
- Boris's holiday** – Children to take Boris home for different night's/weekends. Boris has his own holiday diary to write in and share what he gets up to on his holidays – share daily, encourage children to write in Boris's diary themselves.
- We're going on a Bear Hunt -**
- Use masks, props and small world opportunities to retell stories
  - Watch Michael Rosen tell the story 'We're going on a bear hunt' on you tube. Use some of his actions in our own storytelling. <http://uk.youtube.com/watch?v=rc5K29vA4ds>
  - Make a talking book – Children to draw pictures of story and then record
  - Non-fiction books – What would a bear really be like?

**30-50:**  
 Listens to others one to one or in small groups, when conversation interests them.  
 Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  
 Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.  
 Beginning to use more complex sentences to link thoughts (e.g. *using and, because*).  
 Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*).  
 Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.  
 Shows interest in illustrations and print in books and print in the environment.  
 Sometimes gives meaning to marks as they draw and paint.  
 Ascribes meanings to marks that they see in different places.

## NURSERY SPRING 2



## UNDERSTANDING THE WORLD

- Making porridge – UTW change of material – Children to follow instructions to make porridge – Show them the different toppings that Mummy, Daddy and Baby Bear like – which one do they like? Create a class graph. Link back to the story – Why did Goldilocks like baby bear's porridge best?
- Exploring different materials - which materials would be best for different purposes, e.g. what would be best for a blanket for Baby Bear's bed? What would be the best thing to use for a strong chair for Daddy Bear?
- Computer games linked to topic.
- Children to use camera to take pictures of shapes they find on the shape hunt.
- What is a real bear like? Children use non-fiction books to collect facts about real bears. Is there anything they'd like to know about bears? Floorbook investigations.
- If we went on a bear hunt what would we need? Children plan their own bear hunt and make the resources they need e.g. map, binoculars, .....
- Exploring the different areas the bear hunt travels through – water, mud, grass, a forest, a cave!

**30-50:**  
 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  
 Can talk about some of the things they have observed such as plants, animals, natural and found objects.  
 Shows care and concern for living things and the environment.  
 Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.  
 Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.  
 Knows that information can be retrieved from computers

## MATHS

- Tens frames Bears
- Throughout role play props in 3 different sizes for the three bears.
- Estimating how many bears? – Counting to check.
- Sharing/math problem solving – Mummy bear, Daddy bear and Baby bear – sharing biscuits – how do we do this? Doorbell rings its Goldilocks – can she join them? What happens now? Doorbell rings again – Aunty and Uncle – What happens now?
- Buy ingredients to make porridge – Children to dress up as mummy bear and visit shop. Count in 1p.
- 5 brown teddy bears sitting on the wall (Three green bottles) – One less.
- Outdoor shape weaving
- Bear in a Square book – Shape hunt around school
- Half a bear - Symmetry.
- Make a circle bear using just circles!
- Positional language – Where is the bear? / We can't go over it, we can't go under it...

**30-50:**  
 Uses some number names accurately in play.  
 Knows that numbers identify how many objects are in a set.  
 Beginning to represent numbers using fingers, marks on paper or pictures.  
 Shows an interest in representing numbers.  
 Realises not only objects, but anything can be counted, including steps, claps or jumps.  
 Uses positional language.  
 Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.  
 Shows interest in shapes in the environment.  
 Uses shapes appropriately for tasks.  
 Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.



## PHYSICAL DEVELOPMENT

- Continuous outdoor play
- Continuous sand and water play
- Weekly hall sessions with Miss Jancy (Friday PM)
- Play dough and tools.
- Make oaty dough/Experiment with oats and water – tactile
- Learn the song 'The Bear went over the mountain' and experiment with moving in different ways around the hall. Walk around the hall whilst singing 'The bear walked over the mountain.... Change the words to marched, ran, jumped, hopped, crept, plodded etc.
- Bear hunt obstacle courses.
- Construction – Building structures for the Three Bears of different sizes/Bear caves.

**30-50:**  
 Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.  
 Draws lines and circles using gross motor movements.  
 Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.  
 Holds pencil near point between first two fingers and thumb and uses it with good control.  
 Can copy some letters, e.g. letters from their name.

## PERSONAL SOCIAL & EMOTIONAL DEVELOPMENT

- Sharing news books from the half-term holidays
- Discuss the choices and actions of Goldilocks and the importance of saying sorry.
- Rounds: Tell the children: 'Teddy is feeling excited.' Pass the teddy to the next child in the circle, saying: 'I think teddy is feeling excited because his granny is coming to see him tonight.' The children pass the teddy round the circle, with each child trying to think of a reason why teddy is feeling excited. 'I think teddy is feeling excited because ...' When the teddy gets back to you, 'ask' him why he is feeling excited and then choose one of the ideas from the group. Repeat with a different emotion e.g. teddy is feeling sad
- WOW Wall and star slips.
- Circle time using Boris - 'Norris the Bear who Shared' by Catherine Rayner – Explore themes of friendship and sharing with others!

**30-50:**  
 Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.  
 Keeps play going by responding to what others are saying or doing.  
 Confident to talk to other children when playing, and will communicate freely about own home and community.  
 Welcomes and values praise for what they have done.  
 Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.

### Adult-led challenges

- Can you **retell** the traditional tale of Goldilocks and the Three Bears?
- Can you **build** furniture just the character?
- **(WBD 1<sup>ST</sup> March)**
- Can you **share** your book and **explain** why it is your favourite?
- Can you **describe** your own bear to me?
- Can you **identify** a real bear?
- Can we **plan** our own bear hunt?

### Children's questions

*Developed through topic in children's floor books*

## EXPRESSIVE ARTS & DESIGN

- Goldilocks:**
- The three bears cottage in class role play area – imaginative play using waistcoat, apron and bib.
  - Match different instruments to the different bears – daddy bear, mummy bear, baby bear.
  - Song 'When Goldilocks went to the house of the bears oh what did her blue eyes see...' <http://learnenglishkids.britishcouncil.org/en/songs/w-hen-goldilocks-went-the-house-the-bears>
  - Character masks
- Bear Hunt:**
- Small world scene play with different textures/materials for different areas.
  - Which instrument – children to add the instrument sound effects to the story
  - Bear cave role play
  - Junk modelling - Make caves for bear using shoe boxes
  - Bear hunt – grass collage using strips of paper, bubble painting, pipette squirting black ink onto paper to represent mud, water reflection collage using CDs, forest collage using art straws and tissue paper.
- Bears:**
- Observational painting of a teddy bear – then make picture frames by gluing pasta onto plain card and spraying with gold paint.

**30-50:**  
 Taps out simple repeated rhythms.  
 Explores and learns how sounds can be changed.  
 Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.  
 Beginning to be interested in and describe the texture of things  
 Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces  
 Engages in imaginative role-play based on own first-hand experiences.  
 Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.  
 Uses available resources to create props to support role-play.  
 Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.