
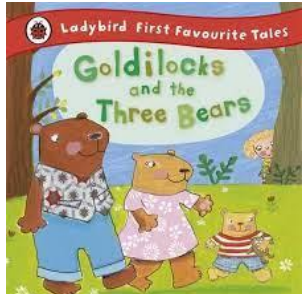













# Experiences and Outcomes: Goldilocks and the Three Bears Feb-March 2022

Numeracy & Mathematics	Literacy & English	Sciences	Expressive Arts	Additional children's planning
Number, money and measure	Reading	Materials	Music	
<p style="text-align: center;"><b>Sequencing/ Matching</b></p> <p>Jeremy "Daddy bear, mummy bear, baby bear"</p>  <p>Using the Props revisit the story and recall the sequence of events.</p> <p>Discuss size and descriptive language e.g. big, bigger, and biggest etc.</p> <p>Explore prepositions with children such as place the bear in, on, under, behind, in-front of, beside the bed. Chair etc</p> <p>I can recall and sequence in order.</p> <p>I have explored numbers, understanding that they represent quantities and I can use them to count, create sequences and describe order. MNU 0-02a</p>	<p style="text-align: center;"><b>Story Time</b></p> <p>Adrian – "Goldilocks is my favorite, I like her puppet."</p>  <p>Ask the children if they can tell which story they are going to listen to from the picture on the cover.</p> <p>Explore the title, author and illustrator, language and layout of book.</p> <p>Discuss characters and themes in story such as safety, stranger danger, taking others belongings and associated feelings to scenarios.</p> <p>I understand themes of the story.</p> <p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-19a</p>	<p style="text-align: center;"><b>Porridge Tasting</b></p> <p>Olivia "we could make real porridge"</p> <p>Provide ingredients and utensils to make porridge.</p> <p>Discuss and explore textures and scents.</p> <p>Discover/introduce descriptive language such as thick, lumpy, smooth, runny, sweet etc.</p> <p>Smell and taste the porridge with added flavours such as fruit, jam, marmalade, Nutella.</p>  <p>I use descriptive vocabulary relative to the learning.</p> <p>By investigating how liquid can change from one form to another, I can relate my findings to everyday experiences. SCN 0-05a</p>	<p style="text-align: center;"><b>Honey Bear</b></p> <p>Luna – "The Honey Pot Game"</p> <p>Revisit this ring game.</p>  <p>"The big brown bear loves honey sweets for him it is a special treat, he has eaten such a lot, it's time to steal the honey pot!"</p> <p>Child who takes the honeypot is chased around the circle, then they become the bear.</p> <p>This game encourages listening, singing, participation, turn taking and physical activity.</p> <p>I follow instructions to participate in singing and actions in ring games.</p> <p>I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances EXA0-01a</p>	<p style="text-align: center;"><b>Children's Ideas</b></p> <p>All of the learning experiences selected have been suggested by the children.</p> <p>As the children become more familiar with sharing their ideas this list will increase.</p> <p>Many of the children's suggestions are provided in the free play situation thus all ideas are valued.</p>  <p>Goldilocks Biscuits – Blake</p> <p>Bears like to eat honey – Bella</p> <p>Make the bears – Seb</p> <p>Build a castle for Goldilocks – Naomi</p> 

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Religious and moral education	Technologies	Social Studies	Health and Well being										
Cultures	Technological development in society	People, place and environment	Physical Wellbeing	Big Book Planning									
<p style="text-align: center;"><b>Responsible Citizens</b></p> <p>Erin – “She did not ask to eat the porridge”</p>  <p>During the planning some children commented how Goldilocks had made a mess of the bear's house and how she “Stole” from the bears. (Taking their porridge)</p> <p>Revisit rules that keep us safe and make us responsible citizens.</p> <p>Explore stranger danger and what would you do if scenarios.</p> <p style="text-align: center;">I am aware of rules.</p> <p style="text-align: center;">I am developing respect for others and my understanding of their beliefs and values.</p> <p style="text-align: center;">RME 0-07a</p>	<p style="text-align: center;"><b>Smart Board</b></p> <p style="text-align: center;">Etan “3 Bears family”</p> <p>Use the yellow door resource to revisit the story on the smart board/computer and use the associated game</p>  <p>Revisit rules associated with using technology-</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Taking care of equipment</li> <li>• Waiting</li> <li>• Turn taking</li> </ul> <p style="text-align: center;">I use technology appropriately.</p> <p>I explore software and use what I learn to solve problems and present my ideas, thoughts, or information.</p> <p style="text-align: center;">TCH 0-03a</p>	<p style="text-align: center;"><b>Eggspressions</b></p>  <p>Introduce/revisit the Eggspressions game with the children.</p> <p>Read the associated story.</p> <p>Discuss own experiences and emotions.</p> <p>Relate emotions to Goldilocks and the Three Bears.</p> <p style="text-align: center;">I link emotions and experiences.</p> <p style="text-align: center;">I can make a personal link to the past by exploring items and relate them to events in my life.</p> <p style="text-align: center;">SOC 0-02a</p>	<p style="text-align: center;"><b>Exploring Emotions</b></p> <p>Introduce the Grimas game to the children.</p> <p>Explore props and discuss emotions and facial expressions, using the mirror to examine our expressions.</p> <p>Encourage listening skills and turn taking.</p> <table border="1" data-bbox="1283 781 1598 1094"> <tr> <td> happy</td> <td> worried</td> <td> angry</td> </tr> <tr> <td> hopeful</td> <td> sad</td> <td> proud</td> </tr> <tr> <td> scared</td> <td> excited</td> <td> disappointed</td> </tr> </table> <p style="text-align: center;">I can demonstrate emotions using facial expressions.</p> <p style="text-align: center;">I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 0-01a</p>	 happy	 worried	 angry	 hopeful	 sad	 proud	 scared	 excited	 disappointed	<p style="text-align: center;"><b>Big Books/Learning Logs</b></p> <p>Throughout the topic the children will revisit the big books and their learning logs to reflect on the learning that has occurred.</p> <p>Mark making and ideas will be recorded as evidence of learning journey.</p>  <p style="text-align: center;">I share my ideas and respect the ideas of others.</p> <p style="text-align: center;">I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 0-09a</p>
 happy	 worried	 angry											
 hopeful	 sad	 proud											
 scared	 excited	 disappointed											

# Outdoor Classroom Experiences and Outcomes: Goldilocks and the Three Bears Feb-March 2022

Mindful Monday	Literacy	Numeracy	Health and Well Being	Fun Friday Observations
<p>Adult led activity working in various areas of the outdoor classroom - tidy up put things away ready for another day.</p> <p>Encourage children to use brushes, wheelbarrows and baskets for sweeping, collecting and transferring and dumping.</p> <p>Check and sort resource boxes/Shelves. Bike wash. Wash and tidy up mud kitchen. Clear chalk boards.</p>  <p>I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. HWB 0-11a</p>	<p><b>Drama Reenactment</b></p> <p>Introduce the puppets/characters to the children and retell the story.</p> <p>Allocate roles for the children to take turns in becoming the characters.</p>  <p>Revisit hot seat questioning where the child is asked questions and responds as the character.</p>  <p>I enjoy performing</p> <p>I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. LIT 0-09b/LIT 0-31a</p>	<p><b>Bear Hunt</b> Blake – “Go on a Bear Hunt” U</p> <p>Use props to demonstrate to children the bears that are hiding in the garden.</p>  <p>Go on a bear hunt to find as many bears as possible.</p> <p>Gather and separate groups in to colour and determine amounts.</p> <p>Refer to biggest, smallest and quantity.</p> <p>Who has more, less, if added together and also explore subtraction and division.</p> <p>I am aware and understand mathematical language</p> <p>Use practical materials and can 'count on and back' to help me to understand addition and subtraction, recording my ideas and solutions in different ways. MNU 0-03a</p>	<p><b>Sing and Sign</b></p> <p>Vhanni – “She wears a peachy dress” Deniz – “ She has golden hair”</p> <p>Goldilocks song</p>  <p>Introduce the Goldilocks songs to the children with signing actions.</p>  <p>I enjoy learning new ways to communicate</p> <p>I recognize that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all HWB0-10a</p>	<p><b>Independent Play</b></p> <p>Children can select where they wish to play.</p> <p>Adults will monitor and support the learning where the opportunity presents itself.</p> <p>Children can choose from</p> <ul style="list-style-type: none"> <li>Bikes</li> <li>Footballs</li> <li>Bats/Balls</li> <li>Large construction</li> <li>Ring Games</li> <li>Parachute</li> <li>Digging/Exploring</li> </ul>  <p>I value the opportunities I am given to make friends and be part of a group in a range of situations. HWB 0-14a</p>

# GOLDILOCKS

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## THE THREE BEARS

Welcome to our new theme following a successful Paddington topic; we are staying with the bears! As ever we hope that you find this booklet helpful firstly, for knowing what we are doing in school and secondly for you to be able to support your child by being part of the activities we do in school, you too can do at home.

Gillian Carlin-Kulwicksi  
Head Teacher

