



Nursery Planning –Goldilocks and The Three Bears Term: Spring 1 2025

Weeks	Com & Lang	Physical D	Literacy	Mathematics	Und the World	Ex Arts & Design
<p>Week 1 6/1/2025 Phonics focus 'm'</p>	<p>Ask the children to bring in their favourite teddy bear. They can take it in turns to show their teddy to their friends, say which is their favourite and how it makes them feel when they give it a cuddle.</p> <p>Learns new words very rapidly and is able to use them in communicating. (Range 4)</p> <p>Beginning to use more complex sentences to link thoughts. Able to use language in recalling past experiences. Uses talk to explain what is happening and anticipate what might happen next. (Range 5)</p>	<p>Goldilocks movement game</p> <p>Say the name of a character from the story e.g. Goldilocks and then an action you want the children to copy when they hear the name. Challenge the children to copy a sequence of two different movements for one of the characters.</p> <p>Runs safely on whole foot. (Range 4)</p> <p>Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles. (Range 5)</p>	<p>Pull objects that are related to the story out of a bag, one at a time. For example, a box of porridge oats, a bowl and a soft toy bear. Can the children work out which story you are going to read to them? Why do they think it is going to be that story?</p> <p>Mind Map- about the children's thoughts and knowledge of what they know about 'Goldilocks and The Three Bears' story or about bears already before we learn the story.</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ... (Range 4)</p> <p>Begins to be aware of the way stories are structured, and to tell own stories. (Range 5)</p>	<p>Size comparison</p> <p>Encourage children to compare and order the size of different objects linked to the story such as teddy bears, bowls, spoons and chairs. Can the children use the correct size terminology?</p> <p>Play IWB size sorting game from Topmarks website.</p> <p>Explores differences in size, length, weight and capacity. (Range 4)</p> <p>In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items. (Range 5)</p>	<p>Discussion around families.</p> <p>In the three bears there was Mummy bear, Daddy bear and baby bear. Can the children talk about who is in their family? Ask parents/carers to send in a family photo for the child to share.</p> <p>Notices detailed features of objects in their environment. (Range 4)</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (Range 5)</p>	<p>Music & dance</p> <p>Songs, rhymes and ring games including:</p> <p>When Goldilocks Went to the House of the Bears</p> <p>Teddy Bear, Teddy Bear Turn Around</p> <p>Round and Round the Garden like a Teddy Bear</p> <p>Can children join in and copy the dance moves following the rhythm?</p> <p>Can the children practice clapping or stomping the pulse (beat) of the song all the way through?</p> <p>Joins in singing songs. (Range 4)</p> <p>Enjoys joining in with moving, dancing and ring games. (Range 5)</p> <p>Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. (Range 5)</p>
<p>Week 2 13/1/2025 Phonics focus 'd'</p>	<p>Word Wall-Tier 2 words</p> <p>Focus on 10 key words for the children to learn their meaning. Goldilocks and The Three Bears related words=</p> <p>Forest Cottage</p>	<p>Balance activity</p> <p>Set up a balance beam with mats around it. The children can help to develop their balance as they pretend to be Goldilocks, moving along the beam in different ways to get</p>	<p>Read the first part of the story. Can the children fill in missing words or phrases. Do children know the meaning behind the keywords?</p> <p>Fills in the missing word or phrase in a known rhyme, story or game,</p>	<p>Comparing quantities</p> <p>Add porridge oats to a large activity tray and place containers of different sizes and spoons in it. As the children fill the containers, encourage them to compare</p>	<p>Homes discussion</p> <p>The Three Bears live in a cottage. Do the children know what a cottage looks like? What type of home do the children live in? Research different homes</p>	<p>Music and dance</p> <p>Challenge the children to create their own dance moves to move like Goldilocks or the different bears. Play</p>

	<p>Medium First Second Third Rough Smooth Squishy Frilly</p> <p>Learns new words very rapidly and is able to use them in communicating. (Range 4)</p>	<p>away from the bears. They could walk, crawl or skip.</p> <p>Begins to understand and choose different ways of moving. (Range 4)</p> <p>Can balance on one foot or in a squat momentarily, shifting body weight to improve stability. (Range 5)</p>	<p>e.g. Humpty Dumpty sat on a ... (Range 4)</p> <p>Begins to be aware of the way stories are structured, and to tell own stories. (Range 5)</p>	<p>quantities and use vocabulary such as 'more than' and 'less than'.</p> <p>Beginning to compare and recognise changes in numbers of things using words like 'more', 'lots' or 'same'. (Range 4)</p> <p>In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items. (Range 5)</p>	<p>together and discuss how homes differ.</p> <p>Notices detailed features of objects in their environment. (Range 4)</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (Range 5)</p> <p>Knows that information can be retrieved from digital devices and the internet. (Range 5)</p>	<p>different types of music for the children to move to. For example, loud music with drums as the children move like Daddy Bear.</p> <p>Beginning to describe sounds and music imaginatively, e.g. scary music. (Range 4)</p> <p>Experiments and creates movement in response to music, stories and ideas. (Range 5)</p>
<p>Week 3 20/1/2025 Phonics focus 'g'</p>	<p>Making porridge Children to listen carefully to instructions to make porridge using a microwave. *Ensure no allergies. Can the children select different sized utensils or bowls from a group when asked? Can they help to measure the milk? Look at the power source/switch and buttons or knobs that need pressing or turning to make the microwave work. Taste test.</p> <p>Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet. (Range 4)</p> <p>Shows understanding of prepositions such as, under, on top, behind by carrying out an action or selecting a correct picture. (Range 5)</p> <p>Kindness curriculum- self acceptance, self portraits. Discussion around what makes us special. What makes us the same? What makes us different?</p>	<p>Goldilocks musical statues Play some music and invite children to move around a large space like Goldilocks creeping into the bear's house. When the music stops, children should freeze as though the bears are coming home.</p> <p>Begins to understand and choose different ways of moving. (Range 4)</p> <p>Moves in response to music, or rhythms played on instruments such as drums or shakers. (Range 4)</p>	<p>Read the middle part of the story. Can the children remember the first section? Do the children remember key characters/adjectives? Are the children starting to remember the repeated refrains? Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ... (Range 4) Begins to be aware of the way stories are structured, and to tell own stories. (Range 5)</p>	<p>Exploring patterns Place objects linked to the story in a repeating pattern, such as a bowl, spoon, bowl, spoon. Challenge the children to extend and create their own patterns. You could also purposefully add in an error in the pattern. Can they notice and correct it? Joins in and anticipates repeated sound and action patterns. (Range 4) Joins in with simple patterns in sounds, objects, games and stories, dance and movement, predicting what comes next. (Range 5)</p>	<p>Making porridge Make porridge with the children. Give the children time to feel and explore the different ingredients. Discuss how the ingredients change when they have been heated. Look at the power source/switch and buttons or knobs that need pressing or turning to make the microwave work. Talks about why things happen and how things work. (Range 5)</p>	<p>Colour exploration Cover a table with paper and ask the children to help you paint a picture of the woods where the Three Bears' cottage was. Discuss the colours of trees, then tell the children you only have blue, yellow and brown paint. What could you do? Explore colour mixing with the blue and yellow paint to create green to use to paint the leaves on the trees. Enjoys and responds to playing with colour in a variety of ways, for example combining colours. (Range 4) Continues to explore colour and how</p>

						colours can be changed. (Range 5)
Week 4 27/1/2025 Phonics focus 'o'	<p>Favourite breakfast</p> <p>The three bears favourite breakfast was porridge. Talk about breakfasts and what the children like to eat. Invite them to describe their favourite breakfasts and give reasons for their choices. Enhance role play area with these.</p> <p>Beginning to use more complex sentences to link thoughts. Able to use language in recalling past experiences. (Range 5)</p>	<p>Cutting skills</p> <p>Provide the children with a range of materials to practise and develop their cutting skills. For example, brown felt, tissue paper, crêpe paper and cardboard. Model and guide the children who are unsure how to use the scissors. The children can then stick the materials they have cut onto a paper plate to create a bear's face collage.</p> <p>Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools. (Range 4)</p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. (Range 5)</p>	<p>Read the end of the story</p> <p>Read the story from beginning to end.</p> <p>Do the children remember all the main events and characters and order of the story? Can they recall all the adjectives used to describe the furniture/food? Do they understand the meaning of the key words?</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ... (Range 4)</p> <p>Begins to be aware of the way stories are structured, and to tell own stories. (Range 5)</p>	<p>Compare bears -Counting</p> <p>Using compare bears for counting different amounts of bears, stating numbers in order. Concentrating on each counting number being one more than the one before. Can the children count how many small bears and large bears they are? Which size group has more?</p> <p>Begins to say numbers in order, some of which are in the right order (ordinality) (Range 4)</p> <p>Beginning to recognise that each counting number is one more than the one before. (Range 5)</p>	<p>Animal Games-Technology</p> <p>Children to practice turning on and using touch screen technology.</p> <p>Look at and talk about where and how the iPads and the IWB are charged. Discussion about the power and the electricity.</p> <p>*Can they complete a game by answering the questions about the farm animals? Understanding how to use the controls and follow the directions.</p> <p>Seeks to acquire basic skills in turning on and operating some digital equipment. (Range 4)</p> <p>Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets. (Range 5)</p>	<p>Bed building</p> <p>Ask the children if they can help you to make a bed for Goldilocks to sleep in. Provide a variety of hard and soft materials for the children to investigate, such as fabric, cardboard and bubble wrap. Can the children join some of the materials together to create a bed?</p> <p>Uses 3D and 2D structures to explore materials and/or to express ideas (Range 4)</p> <p>Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces (Range 5)</p>

<p>Week 5 3/2/2025 Phonics focus 'c'</p>	<p>Retell the story Small world characters in a tray. Can the children retell the story? Do they recognise any words in the story, such as daddy or mummy? Begins to be aware of the way stories are structured, and to tell own stories. (Range 5)</p>	<p>Bear prints Use chalk to create a trail of bear prints outside. Children to explore different ways of following the bear prints. E.G. crawl, run, skip, hop and jump from one paw print to another. Begins to understand and choose different ways of moving. (Range 4) Can mirror the playful actions or movements of another adult or child. (Range 5)</p>	<p>Large scale mark making To do outside on the floor or in the soil or the walls of buildings or the large wooden easel areas. Using different tools including large chinks, paints and water pots to create circles, lines, patterns, shapes or letter type shapes. Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. (Range 4) Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right. (Range 5)</p>	<p>Spatial awareness Provide the children with three teddy bears. They can work with a partner and take turns to hide the teddies in different positions. When they find the teddy, can they use spatial words to say where the teddy was, such as 'in', 'on' or 'under'? Responds to some spatial and positional language (Range 4) Responds to and uses language of position and direction. (Range 5)</p>	<p>Exploring natural world Gather together a selection of hard and soft materials, such as a pebble, a petal, some cotton wool and a small piece of wood. Explore the meaning of the words 'hard' and 'soft' and allow the children time to feel, talk about and sort the different materials Notices detailed features of objects in their environment. (Range 4) Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (Range 5)</p>	<p>Rhythms with percussion instruments Encourage the children to tap out simple repeated rhythms using drums, tambourines, maracas and wooden instruments. Creates sounds by rubbing, shaking, tapping, striking or blowing. (Range 4) Explores and learns how sounds and movements can be changed. Taps out simple repeated rhythms. (Range 5)</p>
<p>Week 6 10/2/2025 Phonics focus 'k'</p>	<p>Ball skills-name game/talking about likes/interests Can children roll the ball or throw the ball to different children in the class/group, stating and remembering the children's names? Can they children talk about something they like to do at school/Nursery or say who they like to play with and possibly why? Throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it. (Range 4) Can grasp and release with two hands to throw and catch a large ball, beanbag or an object. (Range 5) Kindness curriculum- Humility.</p>	<p>Ball skills-name game/talking about likes/interests Can children roll the ball or throw the ball to different children in the class/group, stating and remembering the children's names? Can they children talk about something they like to do at school/Nursery or say who they like to play with and possibly why? Throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it. (Range 4) Can grasp and release with two hands to throw and catch a large ball, beanbag or an object. (Range 5)</p>	<p>Mark making tray Add a thin layer of oats to a large activity tray. The children can practise writing their names in the oats. Model doing this. Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. (Range 4) Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right. (Range 5)</p>	<p>Problem solving Maths –Three Bears Cottage-Role play area Children in small groups to play in 'The Three Bears Cottage', adult to play alongside to prompt questions to see if they can solve different numerical problems. Children taking it in turns pretending to be either Goldilocks or one of the three bears working on counting/sharing food items. Look at comparing how to share different food items or drinks, can the children discuss if someone has more or less or if it is equal in amounts and fair? Beginning to use understanding of number to solve practical problems in play and meaningful activities. (Range 5)</p>	<p>Valentines day card making. Children to decorate heart with thumbs dipped in paint.  Enjoys and responds to playing with colour in a variety of ways, for example combining colours. (Range 4) Continues to explore colour and how colours can be changed. (Range 5)</p>	<p>Valentines day card making. Children to decorate heart with thumbs dipped in paint.  Enjoys and responds to playing with colour in a variety of ways, for example combining colours. (Range 4) Continues to explore colour and how colours can be changed. (Range 5)</p>

	<ul style="list-style-type: none">• Play Tape the Tail on the Bunny. Print or draw a picture of a rabbit on some poster paper (minus the fluffy tail). Put tape on some cotton balls and have your children take turns trying to accurately tape a tail on the rabbit while wearing a blindfold. Sight is something that lots of us have in common – but not everyone is lucky enough to have this sense...• How hard was this task without being able to see?• Why does our sense of sight make it easier?					
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