

PSED

Saying sorry (circle time)– Did Goldilocks do something wrong?
What did she do wrong? When did you do something wrong?
How did you make it right?

How Did Baby Bear feel? (Circle time) Think about what happened to baby bear. How would they feel?

Feelings- sad – worried – frightened- what do these feelings look like? Use mirrors and act out feelings. When did you feel like this?

Different Families -Circle time discussion.

Physical Development

Match with the animal through sounds.

Use play dough and tools to make bowls from the story. Make play dough bears (balls of dough).
Story playdough mats.

Healthy eating sorting different types of foods.

Make and eat porridge for snack.

Different movements relating to the story.

Scissor control – cutting out characters.

Maths

Comparing Size – Draw large scale bears of the characters, children to compare. Compare props from the story.

Mass/Weight – capacity – use porridge oats to weigh and pour.

Repeating pattern using the small bears.

2D shapes to make houses for the bears

Number – Counting 1,2,3

Understanding of the World

Where did the Bears in the story live – Where do we live - discussion around different environments – what would we see, hear, smell in the different areas.

Where else do bears live?

Celebrating Harvest. – Talking Tables, children to add to

Autumn Walk – What can we find in the woods? Who lives in the woods

Autumn – what is happening to the trees? Matching fallen leaves to the correct tree. Gather/sort leaves.

Literacy

Use props and story sacks to re-enact the story.

Who are the characters? Setting in the story. Using adjectives to describe the look and behaviour of characters.

Role Play area – create using large scale props, boxes, cushions, bowls

What do we need to make our Porridge?

Goldilocks and the Three Bears



Autumn Term 1

Communication & Language

Story maps – What do we know before and after listening to the story. Mind map to show the difference of our knowledge.

Songs/Rhymes – Goldilocks song, If you go down to the woods, Round and round the garden, Teddy Bear, Teddy bear. Discuss and choose actions.

Non-fiction text, based on bears. Discuss new vocabulary.

What happens in the story? What happens next?

Answering direct and inferred questions about the story.

Problem solving - Where will baby bear sit? What bed would you like to sleep in?

Expressive Arts & Design

Tuff tray mixing oats and water. Use spoons to fill containers.

Junk box modelling to make beds, chairs and houses.

Learn 'When Goldilocks Went to the House of the Bears song' add actions to help remember the words.

Goldilocks and the Three Bears story display.

Comparing materials, related to the story.

PSED

Travelling on a journey, who do you meet?

What journey have you been on? How did you feel? Who/What did you see?

Feelings- sad – happy – scared- what do these feelings look like? Use mirrors and act out feelings. When did you feel like this?

Magic train game – pass train round, guess favourite place.

Favourite part of the story, why?

Physical Development

Draw track, children to add their own ideas.

The train ride around the school.

Large scale mark making to draw our journey.

Chalk large scale train tracks.

Different movements relating to the story.

Creating tunnels using blankets, tables etc.. explore light/dark

Maths

Comparing Size/ordering – length of trains

2D shapes to create train scene

Number – Counting 1,2,3,4,5

2 step patterns using cubes to build trains

Positional language

Vocabulary- many, few, small, tiny, tall, short, large, next to, behind, in front, shapes

Literacy

Use props and story sacks to re-enact the story.

Extend story with other ideas, to include rhyming pairs on the train

Role Play area – create the journey/adapt using children's ideas

Non-fiction train books

Story sequence cards

The Train Ride



Autumn Term 2

Understanding of the World

Discussion around different environments – what would we see hear, smell in the different areas?

Train Station, Town, farm, countryside, seaside, market square.

Mother and baby names and matching.

Other ways to go on a journey

Different trains around the world.

Maps, Globes

Lighthouses – What are they? What do they do?

Communication & Language

Story maps – What do we know before and after listening to the story. Mind map to show the difference of our knowledge.

Songs/Rhymes – Train songs (The Runaway Train, Riding along in my bus)

Non-fiction text, based on trains - Discuss new vocabulary.

What happens in the story? What happens next?

Clapping syllables of repeated lines from the story.

Vocabulary names to explore - Train Station, Town, farm, countryside, seaside, market square.

Vocabulary from book to explore – journey, meadow, mare, foal, bumpety, shiny, load, ticket collector, tunnel, gagggle, treetops, engine, balloon, lighthouse, station.

Expressive Arts & Design

Tuff tray small world scene.

Junk box modelling to trains – Large and small scale.

Create props, tickets, binoculars, tunnels

'The Train Ride' story display.

Explore meadows – Artist- Monet

Explore colour trains using paint and sponges.

Create sounds from the story, using instruments