

## Understanding the world

Finding out about different types of Bears and their habitats.  
Cooking porridge, looking at the changes that occur to the oats.  
Tasting porridge with a variety of toppings.  
Weekly cooking sessions linked to the topic.  
Finding out about winter and the changes that occur when spring arrives.

## Mathematics

Ongoing practise to secure 1-1 when counting, counting food for the bears, matching quantity to numeral  
Reliably making sets of three objects.  
Ordering by size. Making a small, medium sized and big bed for the bears.  
Looking at more than and less than in a practical context.  
Looking at repeating patterns, designing a blanket for the bears.  
Singing number rhymes based on the topic, five little men in a flying saucer etc.

## Expressive Arts and Design

Role-play based on Goldilocks and the three Bears and Whatever Next.  
Observational drawings of teddy bears.  
Making beds for the three bears.  
Making a space rocket for baby bear.  
Making collages of bears using different textures.

## Characteristics of Effective Early Learning

Encouraging children to explore open-ended activities  
Support a 'can do' attitude. Work towards plan, do and review cycle. Encouraging children to adapt their ideas as required and not to give up.

## Literacy

Book making, retelling the key stories.  
Making up stories based on the original Goldilocks story.  
Practising writing names using a range of media.  
Shared writing activities to support emergent writing skills.  
Making puppets to act out familiar stories and making up own stories.  
Continue to develop early reading skills, turning the pages one by one, looking in detail at the illustrations and focusing attention to print.

## Communication and Language Development

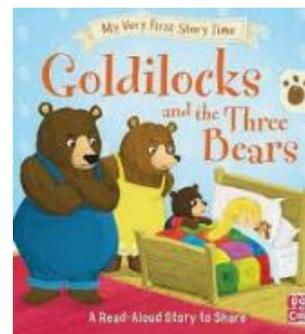
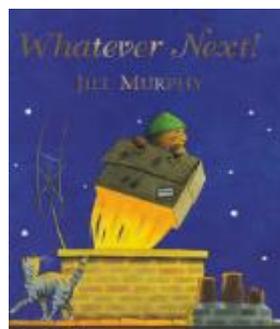
Retelling familiar stories such as 'Whatever Next' and 'Goldilocks and the Three Bears'.  
Begin to hear the initial sounds in words through playing listening games.  
Role-play based on key texts.  
Developing descriptive vocabulary to describe the different textures of the bears.

## Personal, social and Emotional Development

Finding out about emotions, using stories to talk about how and why characters feel a particular way.  
Discussing Goldilocks and her actions, what should she not have done?  
Playing board games to support turn taking skills.

## Physical Development

Continue to develop independent self-help skills  
Ongoing practise using scissors, cutting paper plates to make polar bears for example.  
Obstacle courses to support balance coordination and gross motor skills.  
Using large construction to make beds for the bears.  
Daily opportunities to support mark-making skills.



## All about bears

