



Nursery – Summer 1 Bears



The Big Question ...

What do you know about Bears?

The Big Idea (overview)...









- Children will learn about the features of a bear
- Children will learn about the types of bear
- Children will compare sizes
- Children will learn about textures and colours
- Children will learn about a bears habitat
- Children will discuss food chains
- Children will discuss the similarities and differences between bears
- Children will explore materials and use their fine and gross motor skills
- Children will communicate their ideas to their friends in small groups and in class discussion
- Children will work together in a team to complete tasks

Deep conceptual learning:

The children will develop curiosity around all aspects of a bear. They will become more knowledgeable about their environment, way of living and food sources. The children will develop their communication skills by sharing their ideas and experiences in small groups and to the class.

Why is this important to an RCPA child?

We believe it is important for children to become curious learners by opening their eyes to the wider world. It is important for children to be aware that humans and animals are all different, to respect others and listen to other people's experiences and ideas. The activities will develop a sense of self and build self-worth.

Termly Global Goals for Sustainable Development focus:	Global Goals for Sustainable Development previously studied:
<div data-bbox="65 269 338 394">   </div> <p data-bbox="65 456 961 711"> <u>Summer 1</u> School grounds – recreate different habitats Explore the forest area for role play and bear hunts (relating to topic story – Were going on a Bear Hunt) Biodiversity – discuss food chains, changes in environment </p>	<div data-bbox="1104 269 1976 407">       </div> <p data-bbox="1045 451 2039 1312"> <u>Aut 1</u> Transport – children will talk about how they travel to school. They will talk about their favourite transport and their experiences. Biodiversity – children will have lots of opportunities to learn about their favourite food, animals and habitats, focusing on key vocabulary. Litter / Waste – we will discuss how our clothes and packaging can be recycled. Water – we will talk about healthy living and the importance of water. <u>Aut 2</u> Transport - Children will learn about different types of transport through nursery rhymes, such as ‘The Wheels on the Bus’ Healthy Living – children will learn about living a healthy lifestyle through colour and the Mr. Men attributes, such as Mr. Strong – what does he eat to stay healthy? </p>



Global Citizenship – children will learn about different cultures and traditions through celebrations, such as Diwali, Christmas, Guy Fawkes, Remembrance, Halloween.

Spring 1

School grounds – Children will work together to create a dinosaur den using natural materials.

Children will be involved in an outside archaeological dig. Children will be encouraged to create recipes in the mud kitchen

Biodiversity – children will have lots of opportunities to learn about food, animals and habitats, focusing on key vocabulary

Transport – children will use their imagination to create their own vehicles


Spring 2

School Grounds – we will use the school grounds to extend their learning for physical activities, mark making, developing gross motor and focusing on senses and seasons.

Transport – we will discuss forms of transport on a farm and their uses

Biodiversity – children will have lots of opportunities to learn about animals and habitats, focusing on key vocabulary.

Healthy Living – children will learn about food sources from a farm, healthy food, and how we use these in recipes.

<p>Building the Community:</p> <p>Children will be encouraged to complete creative tasks at home with their parents. Children from other years groups will be invited in to share topic related stories and showcase any farm related work/designs. Share experiences via Tapestry and socials – zoo visits, holiday visits</p>	<p>Change / Personal Growth:</p> <p>Changes in environment Life cycle of a bear Name of the young To be mindful of animal habitats Develop their teamworking skills</p>
<p>Key Questions:</p> <p>What body parts do bears have?</p> <p>Can bears climb?</p> <p>What do bears eat?</p> <p>What do bears do in water?</p> <p>Where do bears live?</p> <p>What are the different types of bears?</p> <p>Who are the characters in the story?</p> <p>Why was the girl called Goldilocks?</p> <p>Where is the story set? How do you know?</p> <p>Why didn't Goldilocks like daddy bear's porridge?</p> <p>Whose porridge did Goldilocks like best and why?</p> <p>What did Goldilocks do to baby bear's chair?</p>	<p>Metacognition:</p>  <p>The learning powers are used every day in Nursery. We go over the non-negotiables every morning and afternoon. Children will be encouraged to spot these characteristics within themselves and their friends e.g. Teamwork Tallulah when they are tidying up, Communicating Claude when they answer questions in full sentences, etc. Adults will model this and be praised when they notice pupils showing these skills.</p>

How do you think baby bear felt when he found his broken chair?

Where did the bears find Goldilocks?

What happened at the end of the story?

How do you think Goldilocks felt when she woke up and saw the bears?

What rooms in the house did Goldilocks go in?





Do you think Goldilocks felt when she woke up and saw the bears?

What rooms in the house did Goldilocks go in?

Do you think Goldilocks should have gone in the bear's house? Why/Why not?

What should the bears do to stop anyone going in their house?

Oracy and Communication:

 Physical	 Linguistic	 Cognitive	 Social & Emotional
I can speak clearly	I speak using the correct grammar	I stay on topic	I listen attentively and respond appropriately I take turns and wait for others to finish speaking

Ideas for Oracy and Communication
(See Communication and Language ideas below)

Join in with repeated refrains
Listening games



Simple board games in small groups
 Games outside
 Encouraging and modelling talk during play
 Circle time
 Stories used to model and develop language
 Encouraging and modelling talk during play
 Simple games to develop language
 Use talk to give meaning, to explain & to connect ideas
 Develop questioning skills
 New language through topic
 Phonics activities and stories

Suggested texts	Suggested songs / Nursery Rhymes / Shows	Key Vocabulary:
Paddington Goldilocks and The Three Bears Winne the Pooh We're going on a Bear hunt Panda Bear, Panda Bear, Where are you? Brown Bear, Brown Bear, What can you see? Whatever Next Bumblebear	Teddy Bear, Teady Bear Goldilocks went to the house of the bears We're going on a Bear Hunt Bear in the Big Blue House	<p><u>Maths</u> Subitise, recognise, total, count, positional language, rotate, move, fit, create</p> <p>Size Features Textures Colour Similarities and Differences Habitat Types of Bears</p> <p>Key Experiences: Live Feed from Zoo Sharing experiences via Tapestry from Zoo visits</p>
<p>Opportunities for revisiting learning in the future:</p>		
Our Wonderful World (Reception) Claw, Paws, Wings and Fins (Year 1)		



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Week 1: What do you know about bears?

Week 2: Brown Bear - Features of a bear – colour, textures, size, habitat, food, environment, country originates, zoo

Week 3: Panda - Features of a bear – colour, textures, size, habitat, food, environment, country originates, zoo

Week 4: Polar Bear - Features of a bear – colour, textures, size, habitat, food, environment, country originates, zoo

Week 5: Grizzly Bear - Features of a bear – colour, textures, size, habitat, food, environment, country originates, zoo

Week 6: Conclude learning – similarities and differences, compare size, compare food sources and habitats.

Area of learning	Children in Nursery will be learning to...
<p>Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> • I will be learning about getting on and falling out. • I will be learning about taking turns and sharing • I will be trying out new activities independently and selecting resources independently. • I will be dressing and undressing independently. • I will be thinking about how people have different beliefs to me. • I will be thinking about keeping safe. • Children to think about the different appearances and abilities of types of bears and then think about their own special qualities too. • Ask the children to bring their favourite teddy bear or cuddly toy from home. Ask them to talk about why they are special. • Talk about different feelings and emotions. Encourage children to talk about their own experiences when they have felt the same as the teddy bears on the posters. • Talk about how some bears who live in the wild are endangered. Think about what that word means and explain it to the children. • Consider having a fund-raising event to raise money for a wildlife charity. • Have a teddy bears' picnic! Encourage children to work together to make food and decorations for the picnic and talk about which teddy they are bringing to the picnic.

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- Provide a teddy bear and a notebook for children to take home for an evening. Encourage children to draw or write their activities with the teddy and share them with the group the following day. A great way to create a home-school link and a lovely way to encourage children to share their experiences.
- Encourage the children to work together in teams to create bear caves in the block/construction area.
- Encourage children to take turns to play a bear matching game.
- Set up a role-play bear cave area.
- During a teddy bears' picnic, encourage children to share and give out food and drink. A lovely way to practice sharing and saying 'please' and 'thank you'.

Goldilocks and the Three Bears

- Provide children with role-play props, costumes and Goldilocks and the Three Bears Story Role-Play Masks, so that they can play together, retelling the story and extending their ideas through play.
- Using a small teddy bear as Baby Bear, talk about how he might have felt when Goldilocks ate his porridge, broke his chair and slept in his bed. Encourage children to share experiences when they have felt these emotions.
- Talk about rules we have at nursery to keep us safe. What are these rules and why do we have them? Encourage talk about Goldilocks' behaviour in the story. Is Goldilocks being safe by going into the bears' home? What rules could we write for Goldilocks?
- Daddy Bear is very cross that Goldilocks is in his house. Explore how Daddy Bear may act when he is cross. What would his face look like? Explore techniques Daddy Bear could use to calm down, such as deep breaths or sitting in a quiet space.

We're going on a Bear Hunt

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	<ul style="list-style-type: none">• Set up a 'bear hunt station'. Provide backpacks, torches, binoculars, camouflage, walkie-talkies and so on. Invite children to investigate the station and prepare for going on a bear hunt with their friends.• Using a toy bear or a bear role-play mask, discuss how the bear might be feeling throughout the story. Children can take turns to give the bear a voice to say how they thought he was feeling and discuss.• Use the bear from the story as a springboard for talking about being a friend. If the bear wanted to make friends with the family, what could he do? Encourage children to talk about being a good friend and share ideas. Provide some paper paw prints and encourage children (or they could ask an adult) to write on one when someone has been a good friend. These could be used for a display or sent home.• Set the children the challenge of working together to build a cave for the bear using a variety of materials.
Communication and Language	<ul style="list-style-type: none">• Play the name game - "I went to the teddy bears' picnic and took a _____". Each child suggests something to take to the picnic that matches the initial letter sound of their name, e.g. Sammy took a sandwich, Leon took some lemonade.• Use a teddy bear to introduce prepositions. Hide a teddy bear or small world bear around different pieces of equipment and introduce and explore different positional language such as 'under', 'over' and 'behind'.• Make some simple biscuits with the children. Encourage them to listen to and follow the recipe instructions and help to measure and weigh the ingredients. Bear-shaped cutters could be used to make bear biscuits. The biscuits could be made using cocoa powder to make them brown or dipped in melted chocolate.• Play a listening game where one child is blindfolded in the middle of a circle. The children in the circle take it in turns to say, "It's only me, a friendly bear!" in a gruff voice. The blindfolded child guesses who was speaking/where in the room the child was.

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- Play a listening game - Choose a child to close their eyes and then the rest of the group hide a toy bear around the setting. The group then give audible clues to the seeker to find the hidden bear. When the seeker is near the bear, the group make loud 'growl' noises. When the seeker is far away, the group make quiet 'growl' noises.
- Set up a small world scene of bear habitats to encourage children to create stories.
- Hide these Positional Language Story Stones in a tray of sand and encourage children to uncover and talk about the different pictures and where the bears are hiding.
- Provide Teddy Bear Positional Language Posters and encourage children to talk about where the teddy bears are.

Goldilocks and the Three Bears

- Encourage listening by sharing the story of 'Goldilocks and the Three Bears'. Encourage conversations about the events and characters.
- To encourage new and descriptive vocabulary, share this Goldilocks and the Three Bears Nursery Sensory Story, encouraging children to use vocabulary related to their senses.
- Set up a Goldilocks small world scene in a large activity tray, using these Goldilocks and the Three Bears Small World

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Characters, small world trees, a play cottage and a path.

During play, encourage the children to understand and follow instructions, such as "Can you put Goldilocks on the path?",

"Can you please give me Daddy Bear?"

- Sing a range of songs and rhymes, such as these lovely

Goldilocks and the Three Bears Songs and Rhymes.

- Through role play and storytelling, encourage children to answer 'why' questions, such as "Why is Baby Bear sad?", "Why did Goldilocks get into bed?"

We're going on a Bear Hunt

Play a listening game with the children. Sit children in a circle and choose one child to curl up in the middle - this child is the 'sleeping bear'. Once the 'bear' is asleep, choose someone in the circle to walk up to the bear and say, "Wake up, sleepy bear!"

They then run back to their space. The 'bear' then says who they think woke them up.

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	<ul style="list-style-type: none">· Invite an adult to dress up as the bear. Children can ask the bear questions to find out more information about the character.· Each day, set up a large activity tray as one of the settings from the story (such as a snowstorm). As the children investigate, challenge them to use new vocabulary to describe each setting.· Find out more about bears and other animals that may live in a cave by exploring non-fiction books. Introduce new vocabulary, such as nocturnal and hibernation.· Hide these Story Sequencing Cards around the outside area. <p>Invite children to find them, sequence them on a washing line and retell the story.</p>
Physical Development	<p>GET SET FOR P.E planning</p> <ul style="list-style-type: none">• I will be playing ring games• I will be using tools safely• I will be learning how to hold my pencil correctly• I will be describing the changes my body after being active.• I will be moving with control and co-ordination over, under and through various small apparatus.

- I will be moving in a range of ways.
- I will be using a range of malleable materials in my play.
- Letter formation and pencil
- Spatial awareness, footwork, travelling around, under, over and through apparatus.

- Encourage children to explore drawing circle shapes to create some wonderful bear pictures!
- Teach the children to do teddy bear rolls on the floor during movement time or PE activities. These *Gymnastic Rolls Support Cards* could be useful.
- Support children to make Split Pin Bears. Encourage children to cut out and assemble the pieces to make their own bear model to use when retelling the story or small world activities.
- Provide Playdough Bear Busy Bag activity for children to use.
- Make some felt teddy bears. Cut some simple bear face templates out of felt. Provide some thread and child-safe needles for children to sew two pieces of felt together. Add in some stuffing and buttons for eyes and a nose. Felt shapes could also be stuck on for extra details such as a mouth or black patches for panda eyes.
- Play a teddy bear parachute game to explore different movements. Place a teddy bear onto a parachute and challenge the children to see how high they can make the teddy bounce!
- Finger Gym Activities are ideal to encourage children to practice and develop their fine motor skills:
 - Bear Threading
 - Don't Wake the Bear
 - Split Pin Bears
- Have some bear costumes available in the role-play area.

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- Provide some teddy bears' and dolls' clothes for children to explore different types of fastenings.
- Provide some teddy bears and lengths of ribbon for children to explore tying bows to add bow ties to the bears.
- Encourage the children to create some fingerprint paw prints.
- Provide some playdough for children to use to make bears. Add some enhancements such as googly eyes, buttons and pipe cleaners.
- Provide some white, brown and black coloured paper or card and circular templates for children to draw round. Challenge children to draw around the templates and cut out circle shapes to create bear pictures.

Goldilocks and the Three Bears

· Encourage the children's use of one-handed tools by providing Goldilocks and the Three Bears Cutting Skills activity. Provide a range of scissors, including right and left-handed scissors and spring-loaded scissors to make snips and cut out images.

· In a large space, encourage the children to be Goldilocks sneaking through the cottage. When you clap your hands or shake a tambourine, they need to freeze and hold their pose because Daddy Bear is coming! ·

Make porridge together, encouraging children to make large stirring movements with the spoon. Children can then use a spoon to feed themselves a small bowl of porridge.

· Provide the children with a range of construction materials and the challenge to build Baby Bear a new bed or chair. Can the children choose resources to carry out their own plan? Can they collaborate with others to manage and move large items?

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	<p><u>We're going on a Bear Hunt</u></p> <ul style="list-style-type: none">· Create an obstacle course based on the story setting in an outside area using a variety of equipment for children to explore travelling through. You may wish to deliberately add opportunities for children to climb under, over and through.· Provide some large, white pom-poms or table tennis balls for children to use as snowballs from the snowstorm. They can practise throwing and catching the snowballs. Can they throw them into a bucket? · Children can practise their small motor skills by using spoons, large tweezers and scoops to collect and sort small items representing different parts of the story, such as glass beads (the river) and white pom-poms (snow).· Provide fine motor activities for each setting in the story around your learning environment. You could provide green spaghetti for children to cut (grass), soil and natural mark-making tools (mud), glue and silver eco-glitter in a ziplock bag (snowstorm) and water with pipettes (river).
Literacy	<ul style="list-style-type: none">• The Missing Bear activity, encourages children to practise their phonics skills to create posters about a bear that has gone missing!• In the writing area, have these Word Cards and Page Borders available.• You could also have bear-shaped paper/booklets available for the children to use.• In the reading area, put a selection of bear-themed fiction and non-fiction books.• Provide some teddy bears in a reading corner and encourage the children to read a story to a teddy bear.• Children could write name badges for their teddy bears.

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- Create a bear cave reading area! Use a small tent to create a bear cave and add some torches, teddy bears and a selection of books. Model how to use the area with small groups of children.

Goldilocks and the Three Bears

- As you read the story, or other bear related stories, draw attention to parts of the book, such as the front cover, and how the book should be handled and used.
- Provide paper for children to create 'keep out' posters to go on the role-play cottage. Children can use marks and their print and letter knowledge.
- Say the rhyme Poor Little Baby Bear Song, pausing at the end of each verse for the children to predict the rhyme.

We're going on a Bear Hunt

- Create a reading cave with torches and books about bears for children to explore.
- Invite children to write their own version of the story by changing some elements such as the settings or the characters.
- Encourage children to use their own bear hunt experience

Mathematics

Maths Objectives

- Subitises one, two and three objects without counting
- Counts up to five objects recognising that the last number said represents the total counted so far
- Responds to and uses language of position and direction
- Predicts, moves and rotates objects to fit the space or create the shape they would like
- Provide a variety of small world bears or teddy bears and a set of balance scales. Encourage children to weigh and compare the toys and encourage language such as: 'heavier', 'lighter', 'same' and 'balance'.
- Play ordering games, missing number games, matching and counting games, etc.
- Make a collection of teddy bears or small world bears. These could then be used for a variety of sorting, counting, and addition and subtraction activities.
- Sing the rhyme, Ten in a Bed and use these Ten in a Bed Stick Puppets to encourage children to explore counting.
- Cut out a variety of sizes of circles from brown paper. Encourage children to create bear pictures using the circles for the parts of the bear.
- Play a sharing game using some teddy bears. Provide some paper plates and some cakes or fruit (real or role-play). Encourage children to explore sharing the food equally between the bears. They could also explore how to share the food equally as bears leave or join the picnic.
- Have a selection of laminated Size-Ordering Pictures. Start with three of each and encourage the children to sort them into hoops - all of the small pictures in one hoop, the medium-sized in another hoop, etc.
- Provide Teddy Bear Number Ordering Cards for children to use.

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- Provide some coloured bear counters for the children to use in counting, sorting and pattern activities.
- Hide some toy bears or bear pictures around the setting. Encourage children to find and count the total number of hidden bears.
- Provide a selection of teddy bears for children to order from shortest to tallest.
- Challenge children to try this Teddy Bear Count and Match Activity.
- This Build a Bear Counting Game could be used to encourage children to practise their counting skills.
- Children could try this Shape Bear Activity.

Goldilocks and the Three Bears

- Provide this Goldilocks and the Three Bears Can You Find...? Poster and Prompt Card Pack for children to answer positional questions, such as "Can you see Goldilocks? Where is she?"
- Play games that encourage subitising to three by trying to prepare porridge for three bears. Can the children subitise how many bowls or spoons you have? Can they say whether you have three or not three?
- Use the language of size to compare the three bears, the bowls, chairs and beds. Ask the children to make comparisons.
- Explore capacity by providing dry oats and different-sized bowls and spoons in a large activity tray.

We're going on a Bear Hunt

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	<ul style="list-style-type: none">· Create small world bear caves, numbered one to ten. Provide a range of small world bears for children to place the matching number of bears into each cave.· Encourage children to create a 2D bear face using a variety of 2D paper shapes in different sizes. Can children select, rotate and manipulate the different shapes to create the bear face they want?· Provide a cut-out of the bear's paw for children to use to measure the length of different items around the setting.· Hide numbered bear paw prints around the outside area for children to find, read and sequence. Challenge them to create paths leading around the setting.
Understanding the World	<ul style="list-style-type: none">• The Facts about Bears activity to learn information about different types of bears, such as, what they look like and where they live.• Have a look at pictures of different bears from around the world and discuss differences and similarities between them.• Provide some non-fiction books or use the internet to look up what the different types of bears like to eat and where they live.• Talk about different types of bears and where they live. This Matching Game could be used to further develop the children's understanding. This Bears of the World Velcro Activity could also be used to discuss countries, different types of bears and maps.• Learn about hibernation and discuss bears and other animals that hibernate.• Discuss teddy bears and how they have changed over time. Discuss how they are similar and how they are different. Encourage parents or grandparents to share photos or memories of their teddy bears. These Old and New Teddy Bears Display Photos could also be used.• Try these Bear-Themed Science Experiments to explore how polar bears and hibernating bears stay warm and what happens to gummy bears in water.• Use a paint/drawing program on the IWB for children to draw pictures of bears or teddy bears.

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- Set up some small world trays for children to use based on different habitats where species of bears live, e.g. a polar region and a forest area.
- Provide a selection of materials for children to explore to see which would be the best to use to make a cuddly teddy bear.
- Provide some large sheets of paper and encourage children to draw a forest scene - including a bear cave. Provide this Bear Bee-Bot Jacket for children to use and challenge them to program the Bee-Bot to reach the bear cave.
- Provide some different materials for children to explore to make a waterproof coat for a teddy bear.
- Provide Bear Fact Cards and Page Borders for children to create a fact card or poster about a bear of their choice.

Goldilocks and the Three Bears

- Provide children with dry porridge oats that they can scoop into smaller bowls. They can add water to their oats and describe the differences in texture.
- Work with the children to follow these The Three Bears Porridge Recipe Cards. Encourage the children to talk about how the porridge changes as milk is added and the porridge is heated.
- Explore materials with different properties to try and find 'soft' materials for Mummy Bear's bed and 'hard' for Daddy Bear's bed. Have a range of materials from wood to cotton wool. Can the children sort them into 'hard' and 'soft' categories?

We're going on a Bear Hunt

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	<ul style="list-style-type: none">· Cover a table with paper and provide children with pens to draw a map of the story. Invite them to create an area of map for each story setting, including the bear in the cave.· Invite children to explore the natural world around them on a walk to a local field, river or woodland area. Encourage the children to talk about what they can see, hear and feel during their own bear hunt.
Expressive arts and design	<ul style="list-style-type: none">• The Creative Bear Creations activity encourages children to use a variety of materials and techniques to create their own bear pictures and models.• Sit in a circle and pass a teddy around the circle whilst singing ("Sing, sing, sing, a song, teddy sing a song, sing a song that we all know and we will sing along." To the tune of 'Row, Row, Row Your Boat'). When the song ends, that child chooses a song for the group to sing together.• Provide paper plates and coloured paper for children to use to make bear masks. Support children to cut out holes to look through and attach a strip of paper or elastic to place the masks over their face.• Provide Teddy Bear Outlines Activity and encourage children to design and decorate their own teddy bear. Provide a variety of materials for children to use and encourage them to talk about their creations.• Provide a variety of materials for children to use to make houses for toy bears. Encourage them to adapt and modify their creations as they work.• Create a movement game based on bears! Children could swim like polar bears, lie down for hibernating bears, climb trees like brown bears and crunch bamboo like pandas.

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- Encourage the children to explore colour mixing and adding white to create different shades of paint to use to paint settings pictures or pictures of the bear.
- Provide Bear Colouring Sheets for children to decorate using a variety of materials and techniques.
- Cut some sponges into circle shapes. Encourage children to dip the sponges into paint and create bear pictures by pressing the sponges onto paper.
- Make some bear headbands using strips of brown paper and circles of paper for the bear ears.
- Provide Colour Bears Matching Connecting Brick Game for children to use and talk about the different colours they can see.
- Provide a selection of materials for children to use to create bear collages such as furry fabric, wool, felt, cotton wool, paper and sponge.
- Create a bear **cave role-play** area. Use a small tent or large cardboard box to make a cave and add teddy bears,

Goldilocks and the Three Bears

- Provide children with these Goldilocks and the Three Bears Small World Characters alongside their building blocks and construction resources. Children can build imaginative small worlds to retell the story.
- Provide children with junk-modelling materials, tapes and glues. Can they build Baby Bear a new chair and find a method of joining materials together to make the chair strong?
- Create a Goldilocks and the Three Bears role-play area using this pack and real props, such as chairs, bowls and spoons. Children can take part in pretend play and develop their own stories.

	<p><u>We're going on a Bear Hunt</u></p> <ul style="list-style-type: none">· Provide a range of materials for children to use to create their own picture of a bear. You could provide brown paint and forks, strips of brown tissue paper and soft, fluffy materials alongside glue and sticky tape. Can children describe the different techniques they used to create their bear?· Set up a 'cave stage' for children to enjoy. Alongside the stage, provide different materials for children to use to inspire imaginative play. Children can emerge from the cave and perform to their friends.· Provide a range of instruments and noisemakers for children to use to add sound effects to the story. Invite children to perform individually or as a group when retelling the story.
<p>Tuff Tray / Enhancements for Continued Provision / Home Corner</p>	<ul style="list-style-type: none">• Create a teddy bears' picnic role-play area for children to use. Provide some teddy bears, plates and role-play food along with a blanket to sit on.• Hide some teddy bears or small world bears around the outdoor area. Encourage the children to work as a team to find them.• Add some teddy bear clothes to a bowl of soapy water. Encourage children to work together to wash the clothes and hang them on a washing line to dry.• Provide some Bear Role-Play Masks in the picnic role-play area.• Hide some toy bears or bear pictures around the outside area and encourage children to describe where they are hiding.• Fine motor skills - have some Teddy Bear Outline Activity Sheets and some buttons available. Challenge children to place buttons onto the bears using their fingers or large tweezers.• Hide some small world bears in a tray of soil or mud. Challenge the children to find the bears and rescue them from the mud using their fingers or large children's tweezers.

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- Have a selection of writing tools available near the picnic role-play area along with paper on clipboards.
- Create a reading den outside, using blankets and cushions and covered with sheets or tarpaulin. Have a selection of copies of bear books available for the children to use.
- Hide a selection of letters from this Alphabet on Bears resource. Encourage children to find the letters, identify the letter sound and match upper and lower case together. They can also be used for letter recognition or word building.
- Play teddy bear hide and seek. Encourage children to find toy bears hidden around the outside area and describe where they are hidden using positional language. For example, the panda is 'under' the slide, the brown bear is 'behind' the tree and the baby bear is 'next to' the flowers.
- Provide this *Bear Caves Counting Game* for children to play in an outside area. Hide the bear pictures around the setting and challenge children to find them and count the correct number into each cave.
- Hide some small world bears or photos around an outside area. Challenge children to use cameras to take photos of the bears they find.
- Provide some polar bear small world toys in the water tray along with some ice cubes for children to explore.
- Place some large sheets of paper onto a table and challenge children to draw maps to show where bears live.
- Provide binoculars for children to use to look for toy bears hidden around an outside area.
- Use a variety of large construction materials (crates, hollow blocks, empty cardboard boxes, etc.) for children to construct a bear cave.



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- Have a teddy bears' picnic role-play area for children to use. Add a blanket, teddy bears, plastic plates and role-play food.
- Provide chalk for children to use to draw paw print trails around an outside area.
- Have a range of junk modelling available for children to create their own caves for some toy bears.
- Provide instruments and music for children to select and use during a teddy bears' picnic.