**Mathematics (M)**

**Objective**

**22-36:** Begins to use the language of size

* **30-50:** Uses positional language. (iii) teacher led
* Shows an interest in shape by sustained construction activity or by talking about shapes or arrangements. (iv) independent focus

**Activity**

Gloop and counting bears, matching the colours and matching the correct number of bears to the number stones.

Size, matching big, medium and small bears, bowls, chairs, making bigger and smaller chairs.

Positional language goldilocks and bears in small world tray (teacher led)

Number tracing on bowls, beds and chairs

**Literacy (L)**

**Objective**

**22-36:**

* **30-50:** Sometimes gives meaning to marks as they draw and paint. (i)
* Describes main story settings, events and principal characters. (ix)
* Listens to stories with increasing attention and recall. (viii)

**Activity**

Act out the story using masks Story maps with a3 paper and characters

Porridge tray for mark making

Story sacks out for children to play

Construction tray for children to build the bed and chairs.

Story stones of goldilocks.

**Communication and Language (CL)**

**Objective**

**22-36:**

**30-50:**

**Activity**

Goldilocks hunt, adult hides and children find where the voice is coming from (listening).

Letter formation.

Musical instruments.

**Physical Development (PD)**

**Objective**

**22-36:**

* **30-50:** Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. (i)
* Can usually manage washing and drying hands. (v)
* **Activity**

Balance bears relay using spoons and cups(egg and spoon race with bears)

After playing with the messy play observing children washing hands.

**Personal, Social and Emotional Development (PSED)**

**Objective**

**22-36:**

* **30-50** Confident to talk to other children when playing, and will communicate freely about own home and community. (v)

**Activity**

Within role play, small world and teacher led activities, children to show confidence in speaking to others.

**Expressive Arts and Design (EAD)**

**Objective**

**22-36:**

**30-50:**

**Activity**

Potato printing using paint.

Beware of the bear sign using different resources

Role play with bedding and table, chairs and table settings

Talk about different ways of moving going through

Small story talking about movement. Acting out story together.

Small world cut outs of bear to decorate. Bear jigsaws.

**Independent Activities**

**Small world teddy bear tray.**

**Jigsaws**

**Building using giant polygon**

**Construction**

**Water play with tea set**

**Understanding the World (UW)**

**Objective**

**22-36:**

* **30-50:** Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (i)
* Talks about why things happen and how things work. (iii)

**Activity**

Mixing porridge and milk to make a gloop, focusing on the consistency and why this happens.

Use a feely bag with different materials to feel.

House and bears small world, talking about the bears house and where they live.

Bear jigsaws.