

# Goldilocks and the Three Bears

Use these charming illustrations as prompt cards when telling this traditional story or to stimulate lively discussion

## Activities across the curriculum

### Personal, Social and Emotional Development

- Explore the picture cards together and invite the children to decide who they would most like to be and why. Make a list describing positive characteristics, for example, 'happy', 'funny', 'kind', 'brave', 'strong' and so on. Can the children attribute any of these characteristics to themselves or people they know?
- Create a cosy den where the children can go with a friend and use the cards as prompts to retell the story to each other.

### Communication, Language and Literacy

- Ask four children to hold a picture card showing a single character. Encourage them to take turns to name the character and say something about the part that they play in the story. Extend the discussion by talking about characters from other well-known stories.
- Tell the story of 'Goldilocks and the Three Bears' to the children using the picture cards as prompts, or for language stimulation. Invite the children to take turns to retell the story, using the cards to help them.

### Problem Solving, Reasoning and Numeracy

- Put three small-world chairs, beds and bowls of different sizes in a drawstring bag, and arrange the picture cards depicting these objects in front of the children. Invite them to take turns to pull something out of the bag and put it beside the appropriate card. When the bag is empty, count the number of objects beside each card and discuss the differences in size. Which bear will each object be suitable for? Use the objects to retell the story.
- Look at the picture cards depicting the bed, bowl and chair and ask the children

if they can tell who might use each one. Why is it impossible to be sure? Would they be able to tell if they had one more card showing, for example, a smaller chair? What if they had two more cards showing a bigger and a smaller chair? Make actual examples of these cards to help any children who need more support.

### Knowledge and Understanding of the World

- Look at the picture card showing the Three Bears' house and talk about similarities and differences between this house and the children's houses.
- Talk about the picture card depicting the bowl of porridge. Do the children think it is cooked or raw? Suggest making some porridge to share following the instructions on the 'Porridge for breakfast' photocopyable sheet (back of 'Mix and match' poster). As you make it, discuss changes, for example, between raw and cooked oats.

### Physical Development

- Look at the picture card of the bed. Provide a range of recyclable boxes and encourage the children to work together to create beds for three teddy bears of different sizes. Let them use fabric scraps to make bed covers.
- Explain that the picture cards showing the characters have been drawn by an illustrator. Invite the children to work with a partner to adopt the pose of one of the characters while the other draws an action portrait of them.

### Creative Development

- Look at the picture card of the Three Bears' house and consider what it would



## Using the poster

Create a set of cards by cutting out the individual images and laminating them. Leave the cards in the story corner or role-play area, together with different versions of the story of 'Goldilocks and the Three Bears', to support child-initiated language and play based on the story.

be like to live in the middle of a forest. Create an indoor or outdoor role-play bears' house, adding props suggested by the other picture cards, the story content and the children's own ideas.

- Make a story bag using the picture cards; a copy of the story; doll; three teddy bears; three small-world bowls, chairs and beds of different sizes. Leave the story bag in the story corner for the children to explore and use when retelling the story.

**Jean Evans** is an early years consultant and author.