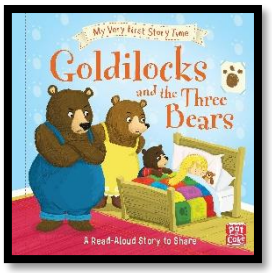
Theme: Homes Part 1: Goldilocks and the Three Bears

Week 1-3 (7th - 23rd January)



Children's House Nursery School

We will help our friends to learn to:

Communication	Physical	Personal, Social, Emotional
To listen to the story of Goldilocks and join in with repeated phrases To retell and act out key parts of Goldilocks using props, small world and relevant story language To expand vocabulary for feelings and relationships through story discussion and role play	To move in a range of ways e.g. skip, hop, stand on one leg and hold a pose To use one-handed tools with growing control (e.g., scissors, glue spreaders, paintbrushes, pens).	To be increasingly independent in with everyday self-care routines such as washing and drying hands, using the toilet, attempting to dress/undress and put their coats on To build emotional vocabulary and empathy, skills using stories. To explain feelings using short reasons (I'm sad because…).

Literacy	Number
To count or clap syllables in a word To name the characters in a story and start to sequence events correctly. To begin to write for a purpose (e.g., a letter to say sorry to the bears, a shopping list for the porridge ingredients) https://www.bbc.co.uk/cbeebies/watch/something-special-tumble-tales-goldilocks-and-the-three-bears	Say one number for each item in order: 1,2,3,4,5. To make comparisons between objects relating to size and length To understand positional language (e.g., in, on, under, next to) using words.

The World	Expressive Arts
To identify pets (cat, goldfish, budgie, lizard) To understand the body features of these different animals and where they live (habitats/homes). To be aware of dangers e.g. 'stranger danger'	Begin to develop stories using small world equipment To decide which materials to use and how to join them together to create props https://www.youtube.com/watch?v=UaulRHrJGeU

Key experiences:

Role play Goldilocks and the Three Bears using a story basket
Children will explore the story through real objects (e.g., bowls, spoons, bears, beds/chairs). They will act out key parts of the story, take turns to be different characters, and use repeated phrases to help them retell the story in their own words.

Write a letter to say sorry
Children will talk about feelings and create a simple "sorry" letter (mark making, drawing, or attempting forming letters), learning to understand writing for a purpose.

Making Porridge
Children will take part in making porridge and talk about the changes they notice as the ingredients are mixed and warmed. They will follow simple instructions (e.g., pour, stir, scoop), and use mathematical language such as full/empty, more/less, hot/cold, and big/small spoonfuls.

Making Playdough Pet Animals
Children will use playdough to create their own pet animals by rolling, pinching, squeezing, and shaping. Children will talk about their pet, describing what it looks like. They will also explore early maths concepts such as shapes, sizes, and counting (e.g., "four legs", "a long tail", "two ears").

Key Vocabulary

Goldilocks, bears, porridge, bowl, spoon, chair, bed, hot, warm, cold, big, medium, small, props, hard and soft

Adaptive teaching and a Total Communication approach will include:

Visual support / real objects (e.g., story props, bowls/spoons, mark making resources)

Gestures / actions (e.g., acting out walk, knock, taste, sleep, run)

Signing (BSL) (key signs linked to the story, e.g., bear, hot, cold, sorry)

Ways to help at home:

Active: Make a home obstacle course that includes a hop, skip and balance
Creative: Make masks of for characters from Goldilocks and act out the story together
Encourage: Involve your child to help and prepare food for cooking.
Share: Please send in photos of your child with their pet(s).

Reminders

Book bags
Please remember to return your child's book bag on Thursdays. We will change books on Friday, so children can take home a new book to enjoy and share with you over the week.

Healthy snacks

As a Healthy Eating School, we encourage good habits from an early age. Many parents like to bring a snack at pick-up time, and we kindly ask that these are healthy options such as fruit, vegetables, or a small wholegrain snack. Thank you for your continuous support.

Walking or scooting

We encourage our children to walk or scoot to nursery whenever possible. This is a great way to support physical development, helping children build balance, coordination, and confidence. Walking to nursery can also support learning in other ways, it gives you time to talk together, notice what's happening around you, and develop your child's communication and vocabulary (for example, talking about what you can see, hear, and do on the way).

Key dates:

Supporting Learning at Home Sessions: Thursday 15th January/Thursday 29th January 9am-10am

Child Development for Parents: Tuesday 13th January 9am - 10am

Sensory Explorers Workshop: Tuesday 20th, 27th January and 3rd February 9am–10am

Trip to the Docklands Museum Tuesday 22nd January 9.45am-2pm. (This trip is for a small group of children. Staff will speak to you if your child is taking part on this occasion. All children will have opportunities to attend trips throughout their time at nursery.)

World Book Day: Thursday 5th Mar 2026 children can come dressed as their favourite story character