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| --- | --- | --- | --- | --- |
| *I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me.*  *MNU 0-01a* | *I am developing my awareness of how money is used and can recognise and use a range of coins.*  *MNU 0-09a* | *I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods.*  *MNU 0-10a*  *Goldilocks had a busy day. Can your order all the things she did in the day?*  *Think about what you did this morning, order your morning.*  *Talk about the order of the story with emphasis on vocabulary of then, next, before, etc.* | *I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others. MNU 0-11a*  *Baby bear was the smallest bear, Daddy bear was the tallest. Who is the tallest in your group? How do you know?*  *Use the story as a context for exploring height and develop to children estimating, measuring and comparing their own bears with their friend’s bears.*  *How much porridge did each bowl contain? How do you know? Use non-standard units to measure capacity and discuss/explain your choices?*  *Estimate then measures the capacity of a variety of 3 bowls then develop to other familiar objects.* | *I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns.*  *MNU 0-13a*  *Goldilocks decided to make the bears scarves to say sorry for going into their house. She wants to put patterns on them. What can we use to make patterns? What kind of patterns can she make?*  *Using objects, shapes and numbers to make patterns. Look for patterns in the wider environment as inspiration.* |
| *I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order. MNU 0-02a*  *How many bears are in the story?*  *Using bears counting, ordering and sequencing bears and arranging in regular/non regular patterns to assist counting.* | **Potential of story**   * Position and movement * Sequencing vocabulary – first, next, then, * Ordinal Numbers * Sharing in equal groups * Forward\backward sequencing with numbers and characters * Patterns in objects, shapes and numbers * Measuring and comparing sizes * Measurement language * Sorting by criteria and displaying information in a variety of ways.   **Goldilocks and the Three Bears**  Traditional Version  A ‘Teddy’ day with children bringing in own teddies to complete some of the active learning experiences would greatly enhance the activities. | | **Key language**  over,  under  through  into  long  big  narrow  back  up  under  ***“Group E’s and O’s together in ways which suit learners”***  Education Scotland (CfE) “A Statement for Practitioners from HM Chief Inspector of Education” (August 2016) | *I enjoy investigating objects and shapes and can sort, describe and be creative with them.*  *MNU 0-16a* |
| *I use practical materials and can ‘count on and back’ to help me to understand addition and subtraction, recording my ideas and solutions in different ways. MNU 0-03a*  *How many teddies do we have? When we line them up - Who is 1st, 2nd, 3rd etc. in each.*  *Explore counting forwards and backwards with compare bears of children’s own teddy bears. Explore ordinal numbers using the story as a guide and extend to real-life experiences with the children.* | *In movement, games, and using technology I can use simple directions and describe positions. MNU 0-17a*  *Can we make the journey the three bears took through the forest?*  *Understands and correctly uses the language of position and direction. Use the journey through the wood as inspiration. (A good opportunity for outdoor learning).*  *Can you create your journey using Bee Bot?*  *Promote language such as in front, behind, above, and below, left, right, forwards and backwards to solve problems.* |
|  | *I have had fun creating a range of symmetrical pictures and patterns using a range of media.*  *MNU 0-19a* |
| *I can share out a group of items by making smaller groups and can split a whole object into smaller parts.*  *MNU 0-07a*  *How can we share all our teddies?*  *Share out a group of bears/items equally. Opportunities to link with setting the table for the bears breakfast.* | *I can collect objects and ask questions to gather information, organising and displaying my findings in different ways.*  *MNU 0-20a Look at the bears we have collected. What questions can we ask to sort them? How can we organise this information.*  *Gather information to construct a pictogram then discuss information found out, e.g. most/least favourite.* | *I can match objects, and sort using my own and others’ criteria, sharing my ideas with others. MNU 0-20B*  *Can you sort the table ready for the bear’s breakfast?*  *Role play of setting table for bears then sort objects using own criteria based on properties. Use a Carroll diagram and talk about what belongs in each part* | *I can use the signs and charts around me for information, helping me plan and make choices and decisions in my daily life. MNU 0-20C* | ***Based on an idea from Lynda Keith Education and developed by Numeracy Sac Team, East Ayrshire Council***  cid:image001.jpg@01D1DE7A.690FE200 |

**Goldilocks and the Three Bears**

Traditional Version

Resources

Variety of Teddies

Children’s Teddies

Bowls, spoons, cups, etc. to set a table for the three bears

Items to recreate Bears journey in the wood

Beebots

Hoops for sorting

Non-standard units for measuring