

Goldilocks and the Three Bears - Home learning activities

1. Read the story using the story cards. Talk about what happened in the story, who were the characters? What was the setting? Talk about the setting (woods), what other settings can you think of?
2. Read the story again. Complete the story map activity to sequence the story.
3. Retell the story using the story map. If you have a copy of the book at home read this and talk about how it is the same or different to the version provided.
4. Describe the setting of the story, what might you see in the woods? Can you describe the woods? Can you draw a picture of the woods and some of the creatures you might see? Can you label your picture or write a caption?
5. Goldilocks went to the bears' house. Can you remember which rooms she went in? Choose one of the rooms in your house, can you draw a picture of it? Can you add labels? Can you write a caption to describe the room?
6. Can you make a list of objects in your bedroom?
7. Read the story again. Can you think of a new setting such as the beach, rainforest or a desert? What might you see at this setting?
8. Can you retell the story but using your new setting.
9. Can you change the characters from the bears to a new type of animal or creature? Can you retell the story using these new characters and the new setting? Can you draw a picture of your characters?
10. Can you retell your new story? Can you write part of your story?

Goldilocks and the Three Bears



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Once upon a time lived Goldilocks and
The Three Bears.



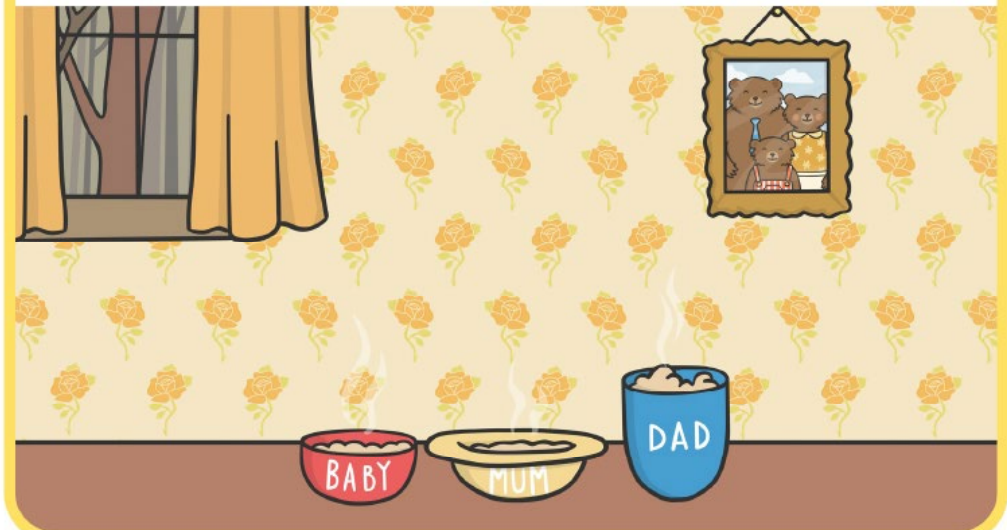
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One day, Goldilocks went for a walk in the forest and found a house. She knocked, and when nobody answered, she decided to go inside.



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At the table, there were three bowls of porridge. Goldilocks was hungry.



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She tasted the porridge from the large bowl.
"This porridge is too salty!" she said.



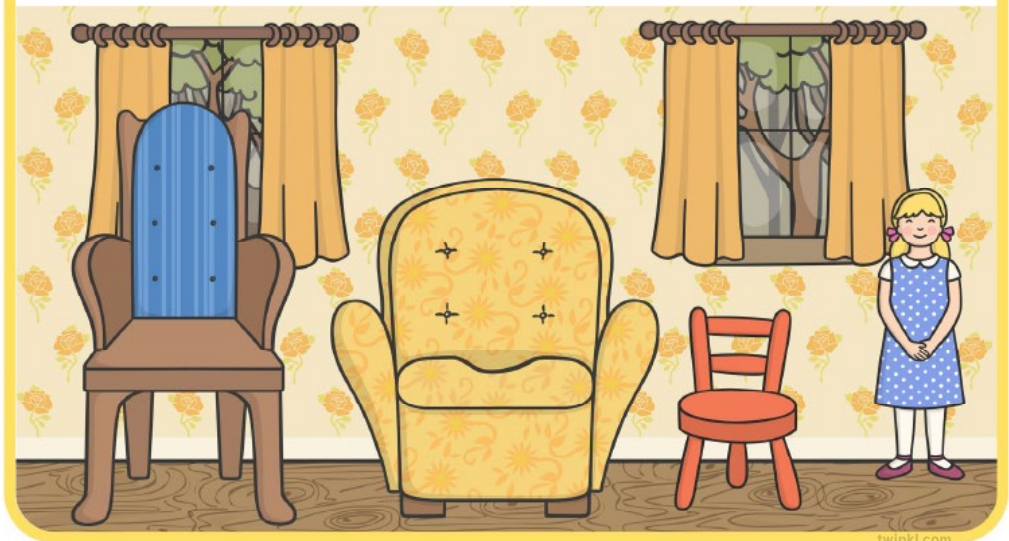
She tasted the porridge from the medium sized bowl.
"This porridge is too sweet!" she said.



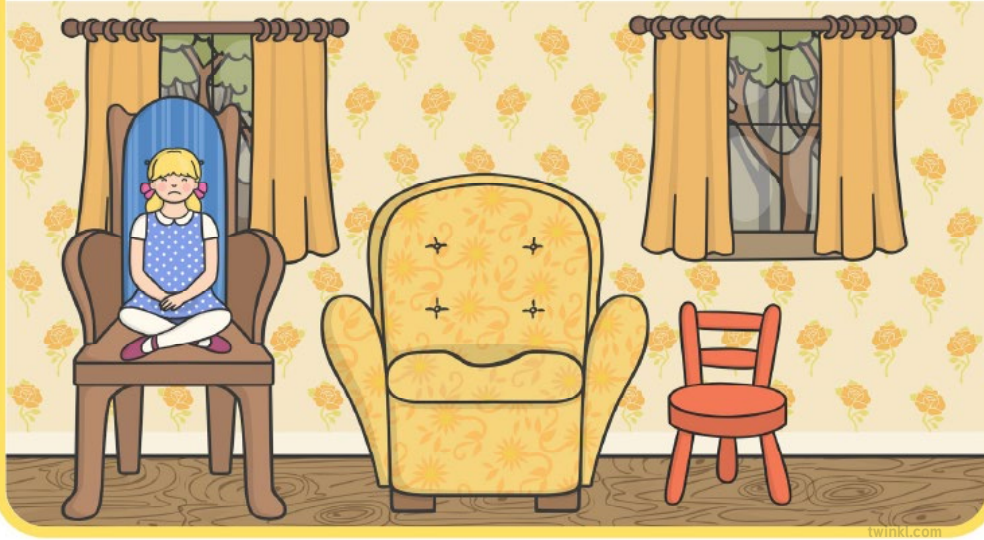
She tasted the porridge from the small bowl.
"This porridge is just right" she said and she ate it all up.



Goldilocks felt tired, so she walked into the
living room and saw three chairs.

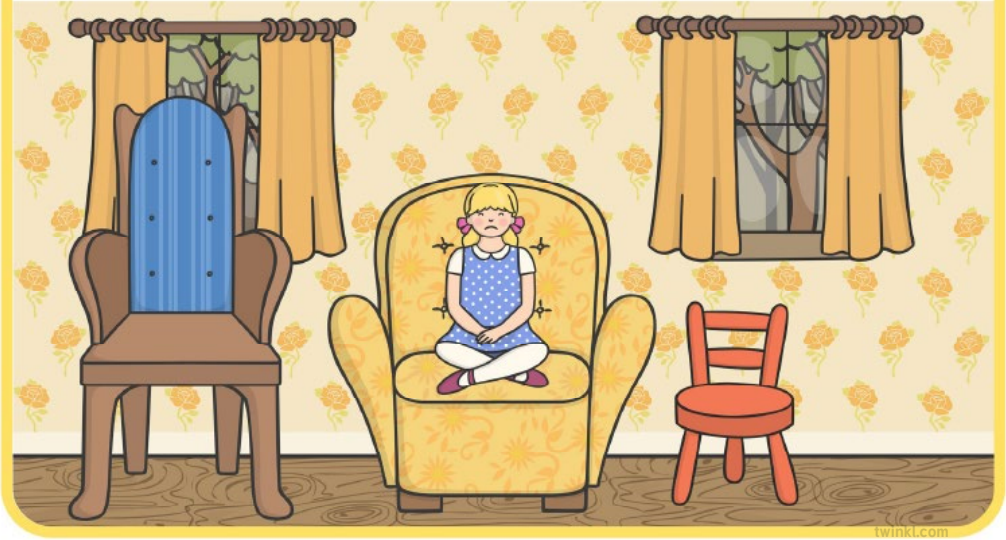


She sat in the large chair to rest her feet.
"This chair is too big!" she said.



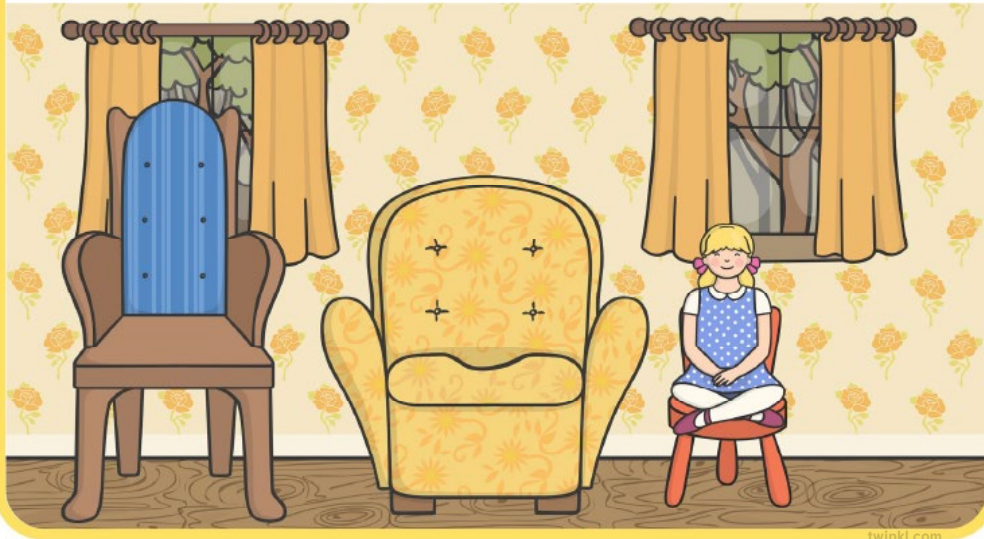
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She sat in the medium sized chair.
"This chair is too big, too!" she said.



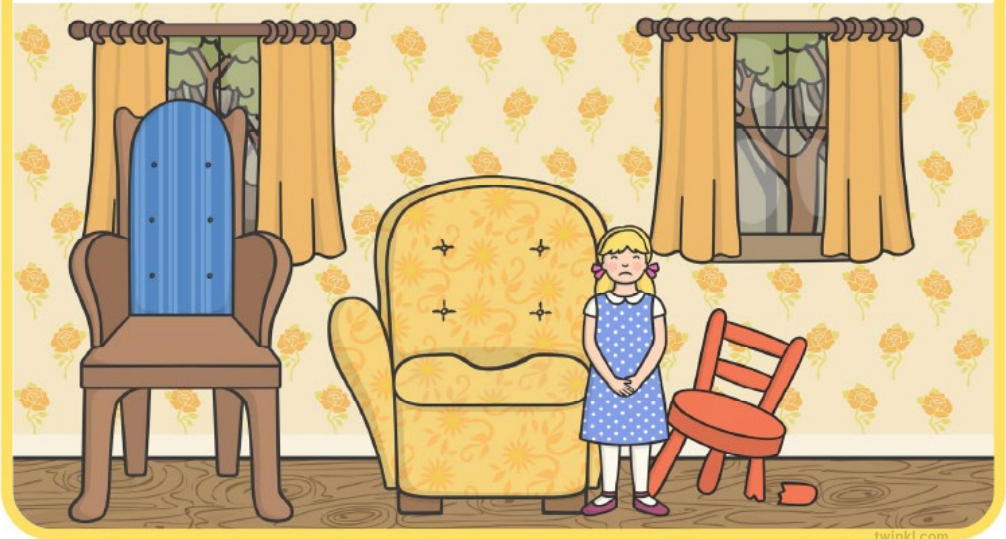
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She sat in the small chair.
"This chair is just right" she sighed.



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Just as Goldilocks settled down into the
chair to rest, it broke into pieces!

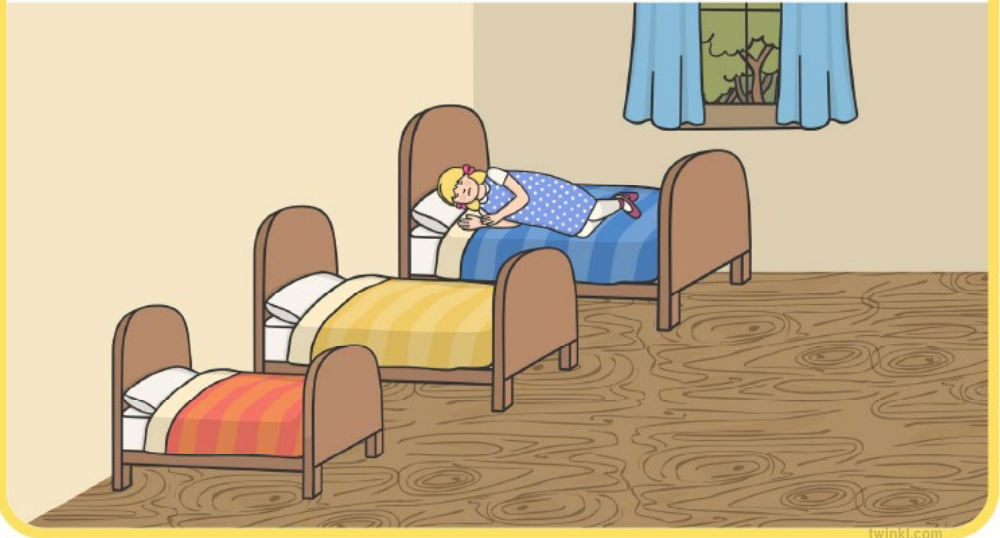


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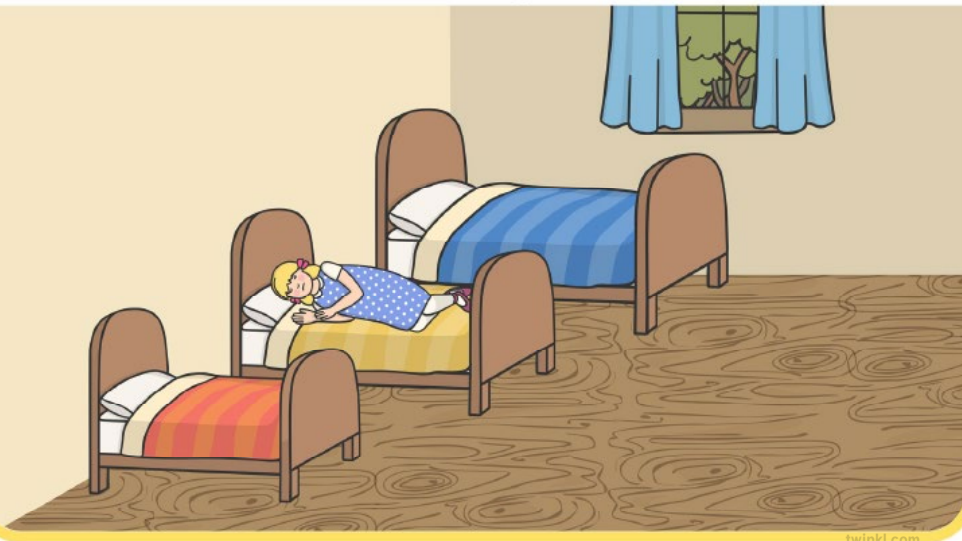
By now, Goldilocks was very tired, so she went upstairs to the bedroom.



She lay down on the large bed.
"This bed is too hard!" she said.



Then she lay on the medium sized bed.
"This bed is too soft!" she said.



So she lay down on the small bed. "This bed is just right" she said, and Goldilocks fell asleep.



As she was sleeping, the three bears came home.



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"Someone's been eating my porridge"
growled Daddy Bear.



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"Someone's been eating my porridge"
said Mummy Bear.



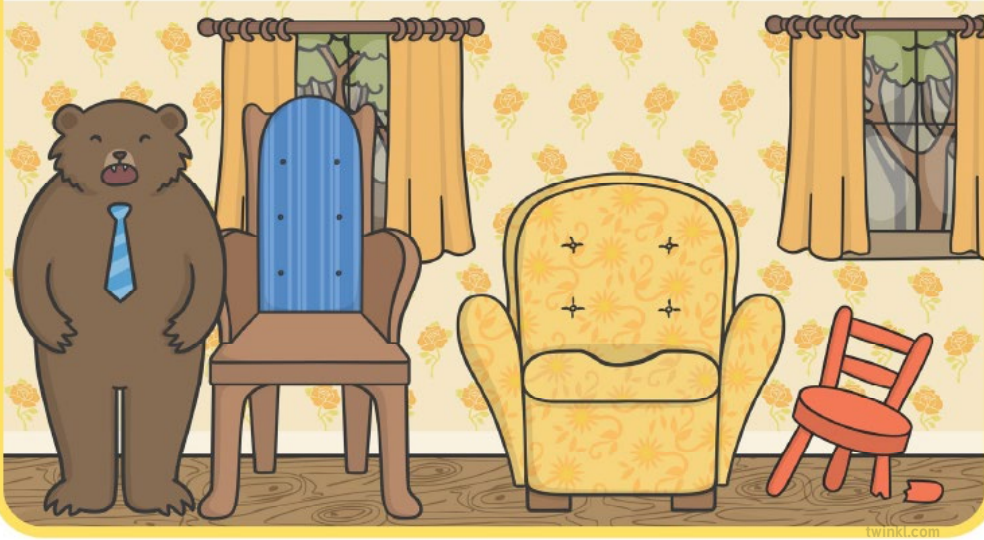
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"Someone's been eating my porridge and
it's all gone!" cried Baby Bear.



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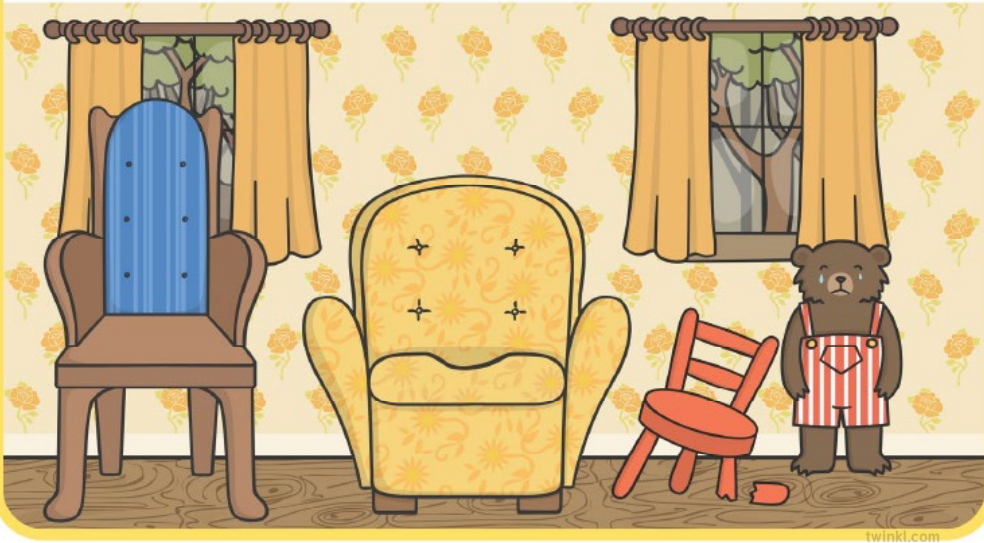
"Someone's been sitting in my chair!"
growled Daddy Bear.



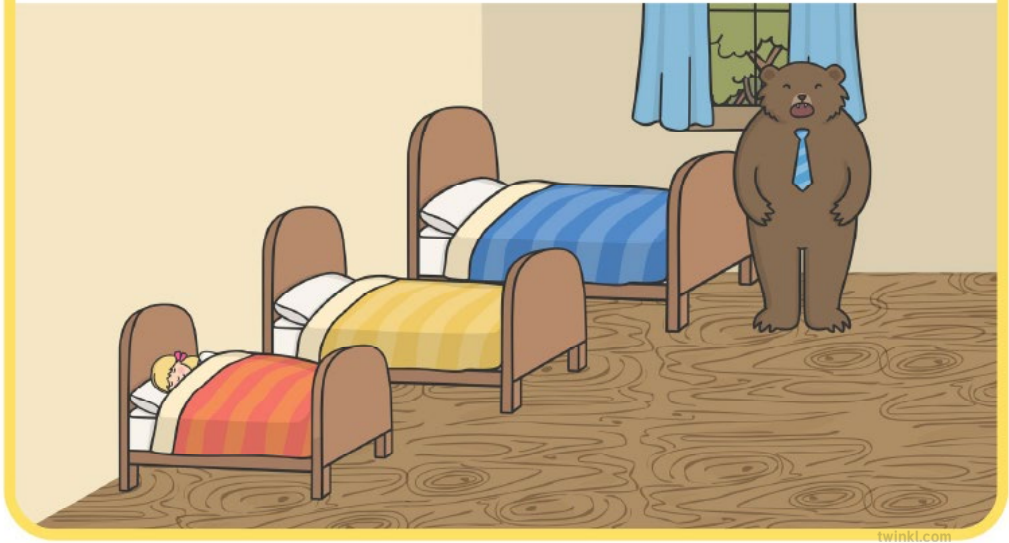
"Someone's been sitting in my chair!"
said Mummy Bear.



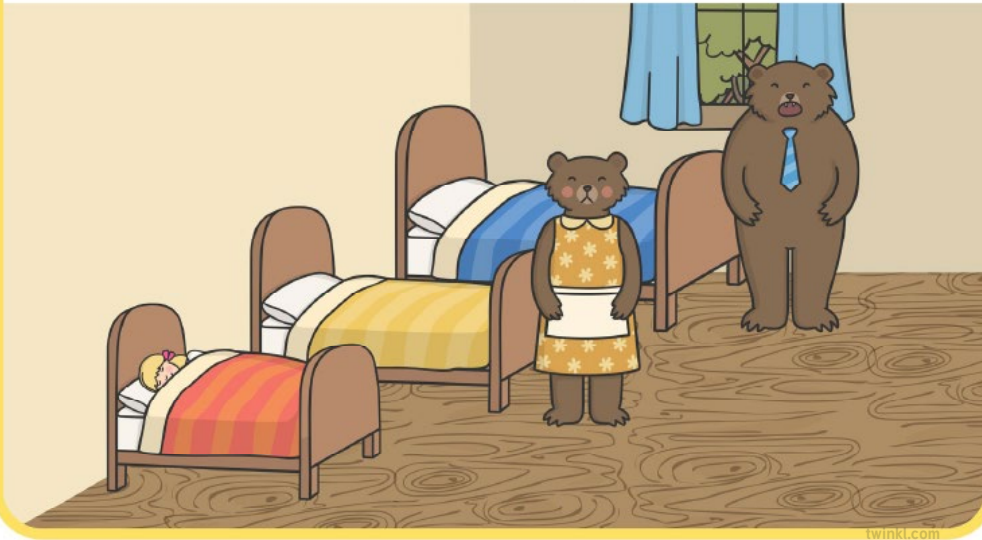
"Someone's been sitting in my chair and
it's broken!" cried Baby Bear.



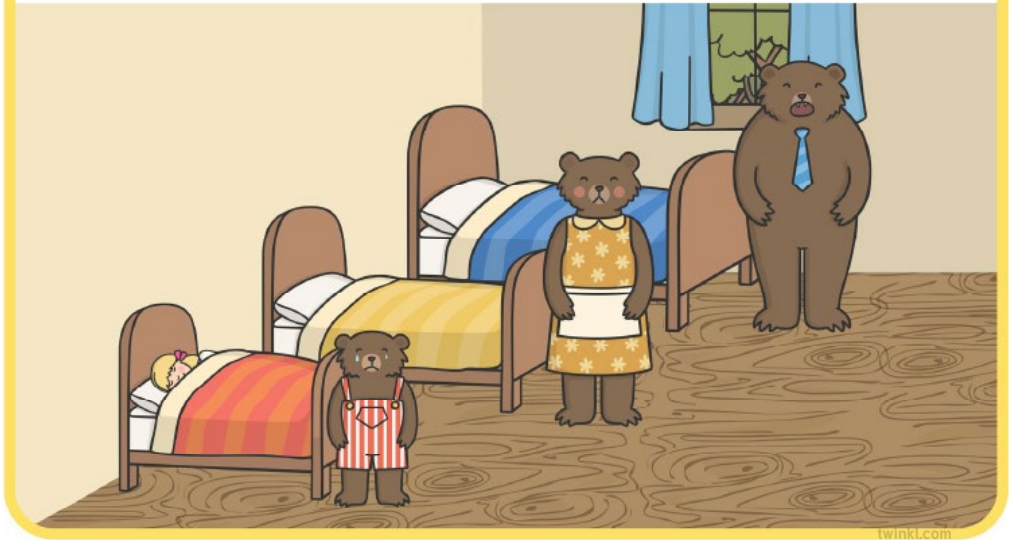
When they got upstairs to the bedroom, Daddy
Bear growled, "Someone's been sleeping on my bed".



"Someone's been sleeping on my bed, too"
said the Mummy Bear.



"Someone's been sleeping in my bed, and
she's still there!" cried Baby Bear.



Just then, Goldilocks woke up and saw the
three bears. "Help!" she screamed.



Goldilocks ran down the stairs and into the forest.
And she never went back into the woods again.



The End.





Can you draw a picture of the woods with some of the creatures you might see? Can you label your picture? Can you write a caption?

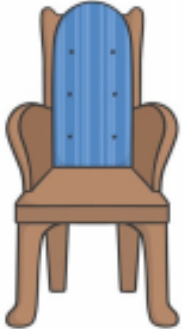


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Goldilocks went to the bears' house. Can you remember which rooms she went in? Choose one of the rooms in your house, can you draw a picture of it? Can you add labels? Can you write a caption to describe the room?





Can you make a list of objects in your bedroom?

1.

2.

3.

4.

5.

6.

7.

8.



My new characters

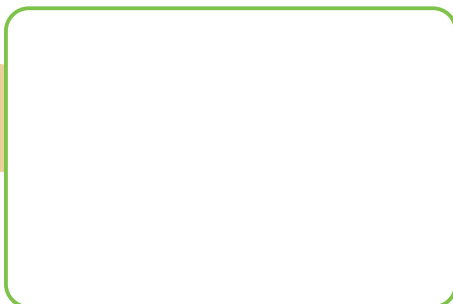
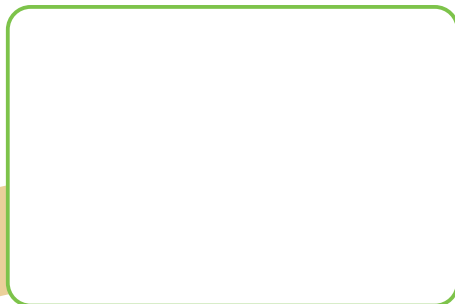
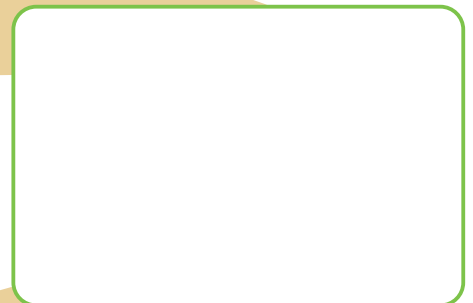
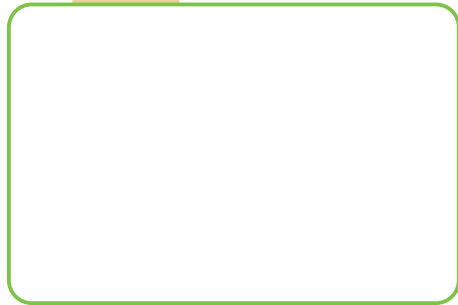
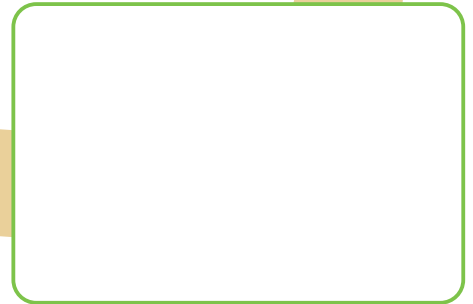
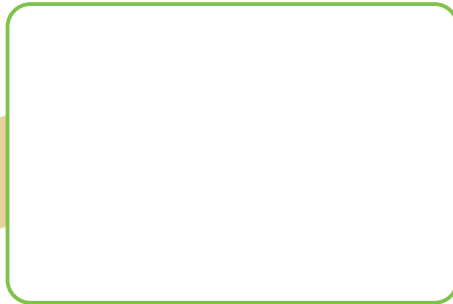
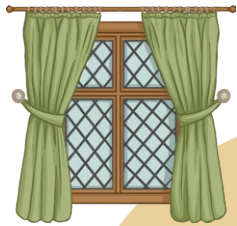


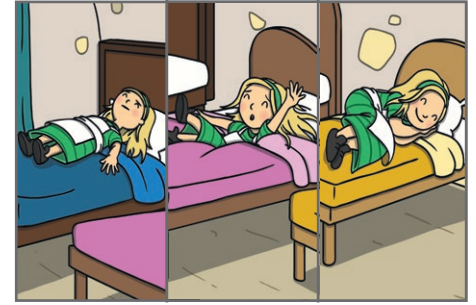
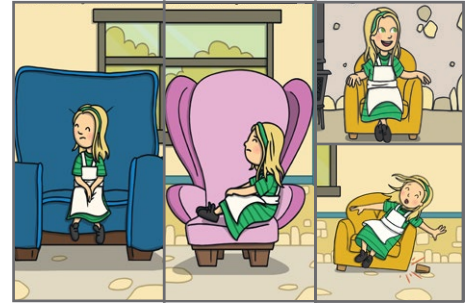
My story

My story

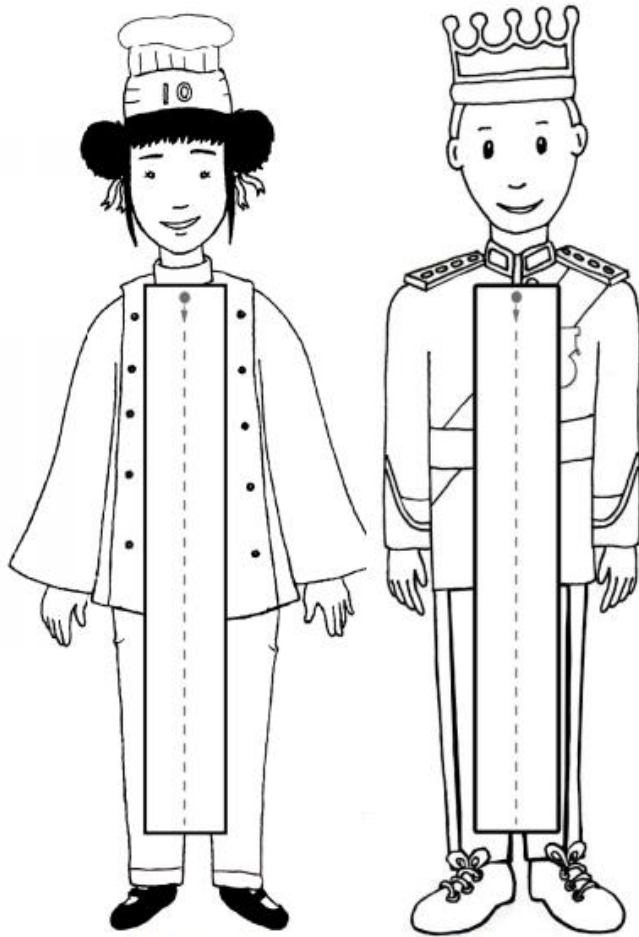
Goldilocks and the Three Bears Story Map

Cut out the different events that happen in the story of Goldilocks and place them in order.



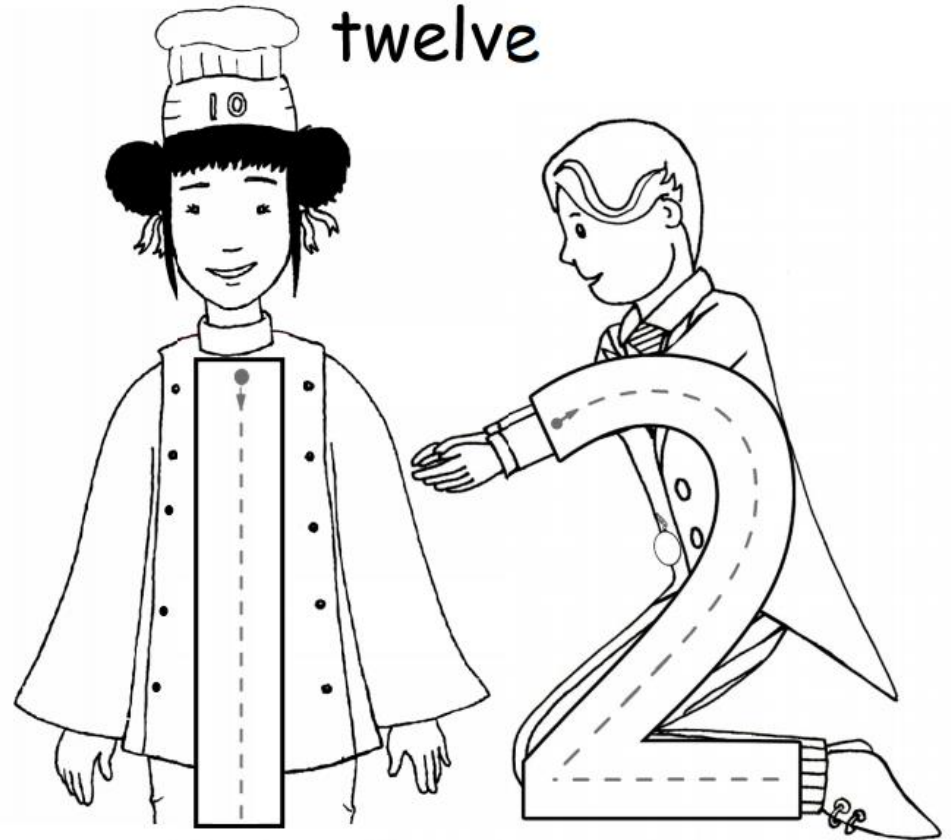


eleven



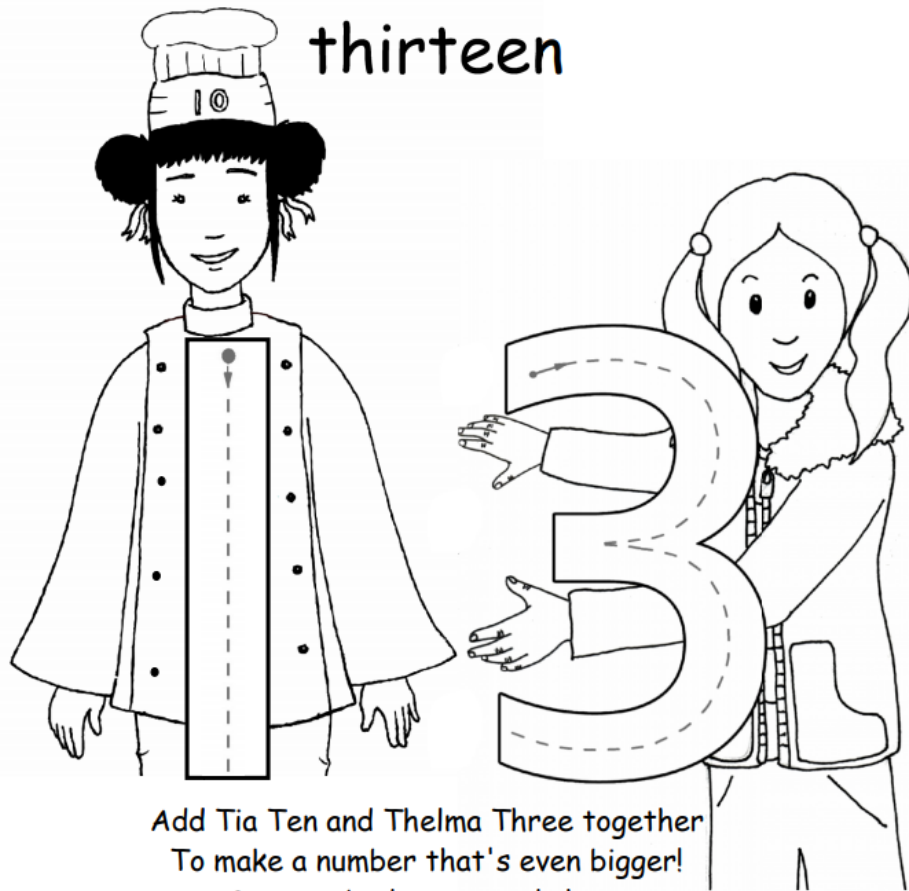
Add Tia Ten and King One together
To make a number that's even bigger!
So everybody wave and cheer
Because the number eleven is here!

twelve



Add Tia Ten and Tommy Two together
To make a number that's even bigger!
So everybody wave and cheer
Because the number twelve is here!

thirteen



Add Tia Ten and Thelma Three together
To make a number that's even bigger!
So everybody wave and cheer
Because the number thirteen is here!

fourteen



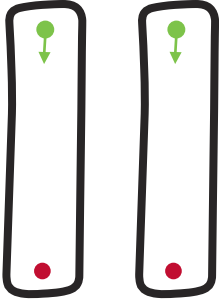
Add Tia Ten and Freddie Four together
To make a number that's even bigger!
So everybody wave and cheer
Because the number fourteen is here!

fifteen

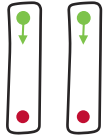


Add Tia Ten and Fiona Five together
To make a number that's even bigger!
So everybody wave and cheer
Because the number fifteen is here!

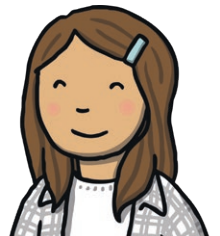
All about the Number...



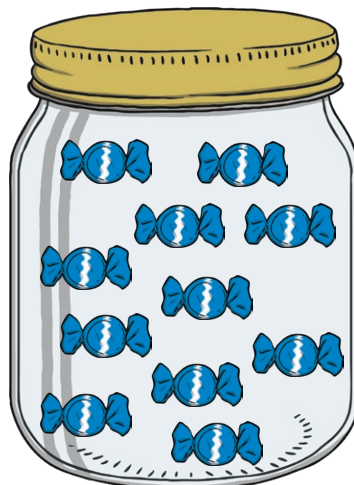
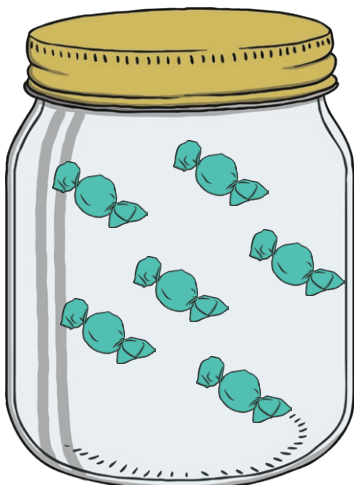
Draw 11 dots on the ten-frames.



Nancy has 11 coins. Can you draw them?



Which sweet jar has 11 sweets? Circle the jar.



All about the Number...

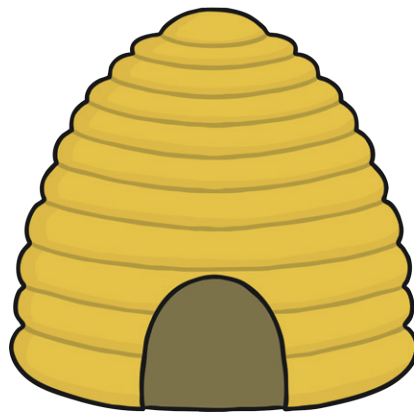


Draw 12 dots on the ten-frames.

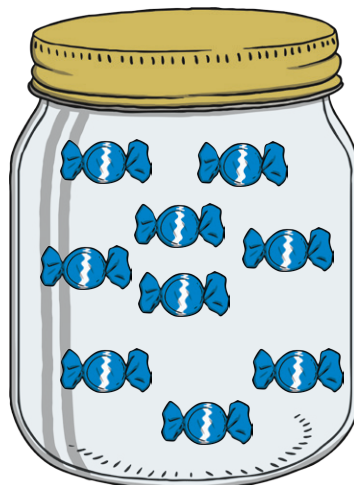
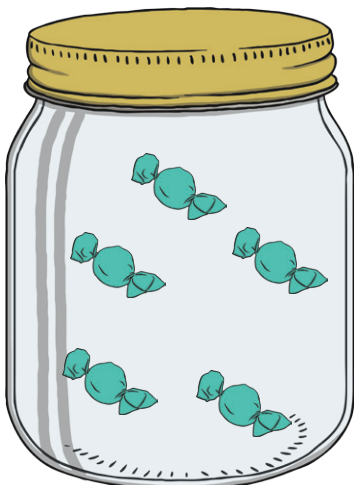


12 12 12 12 12 12

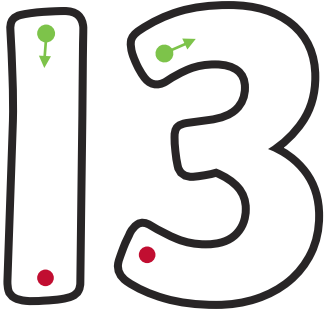
Draw 12 bees buzzing around the hive.



Which sweet jar has 12 sweets? Circle the jar.



All about the Number...



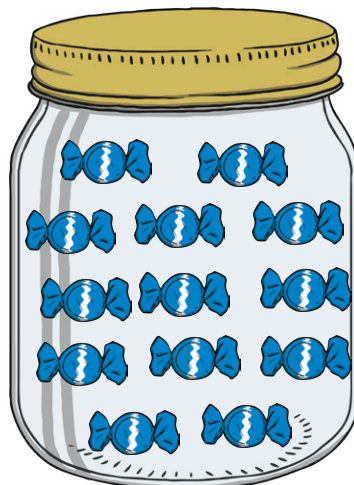
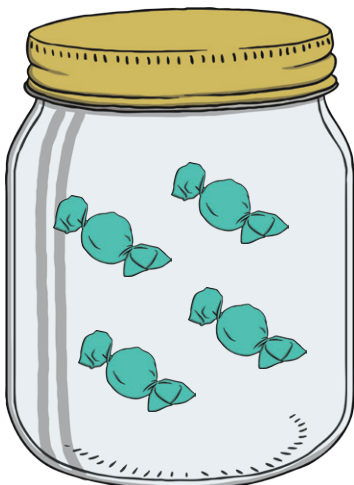
Draw 13 dots on the ten-frames.



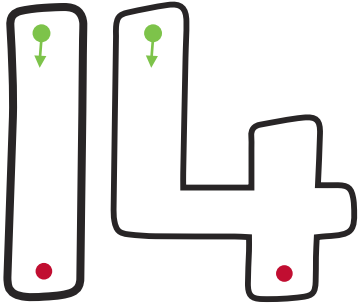
Draw 13 unicorns.



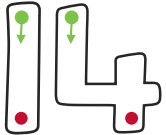
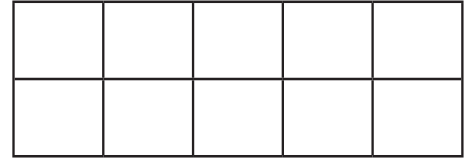
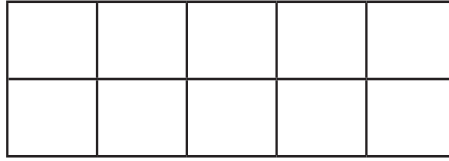
Which sweet jar has 13 sweets? Circle the jar.



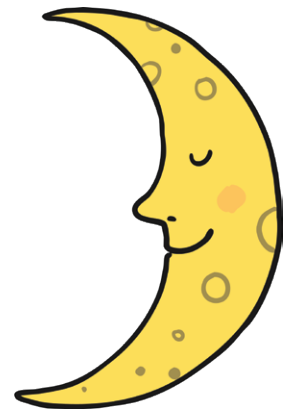
All about the Number...



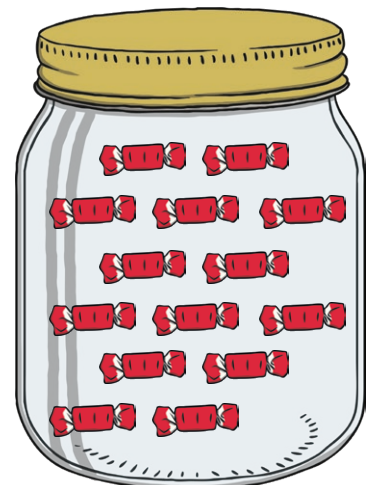
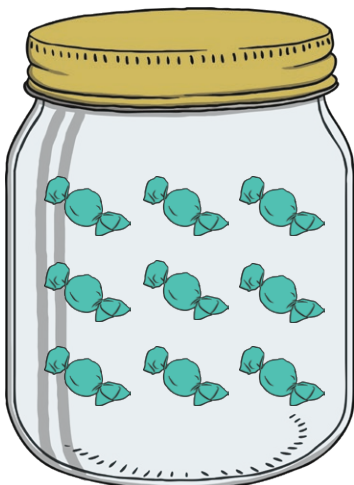
Draw 14 dots on the ten-frames.



Draw 14 stars in the night sky.



Which sweet jar has 14 sweets? Circle the jar.



All about the Number...

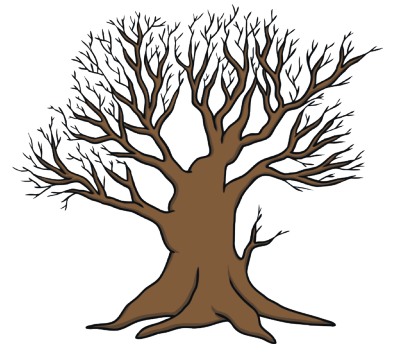


Draw 15 dots on the ten-frames.

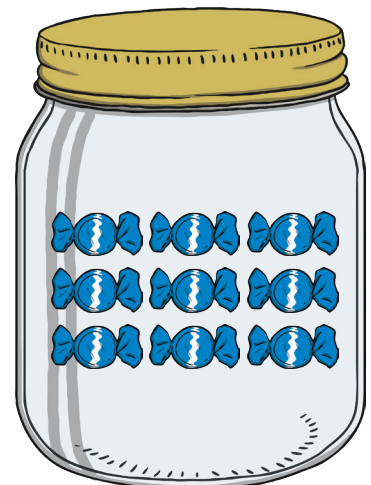
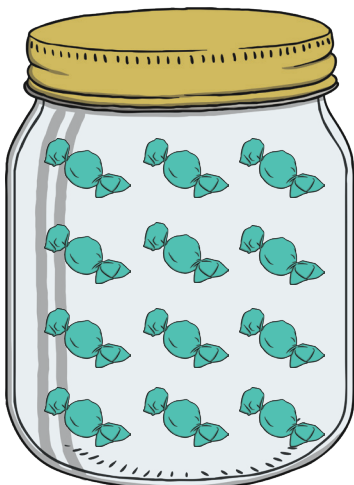


15 15 15 15 15

Draw 15 leaves that have fallen from the tree.



Which sweet jar has 15 sweets? Circle the jar.



I Spy Number Eleven

Find and circle all of the number elevens.

11

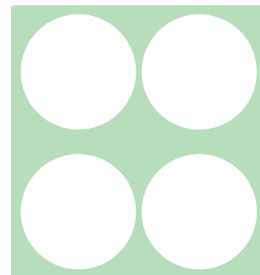
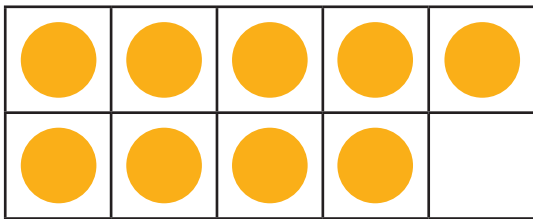
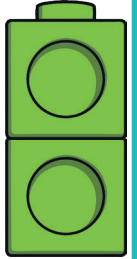
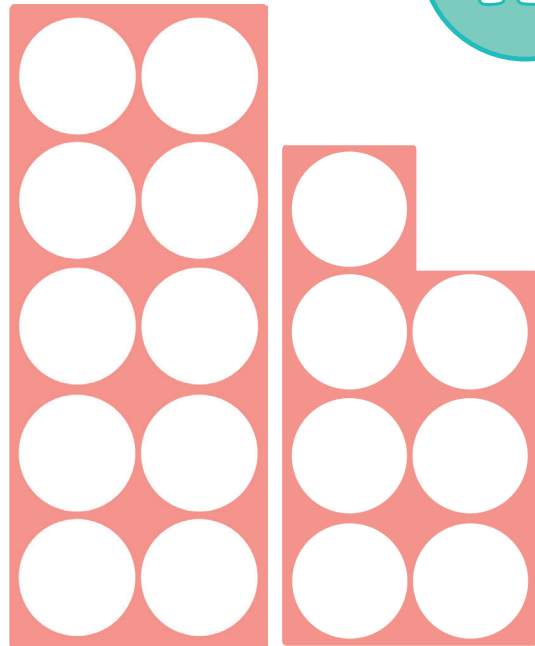
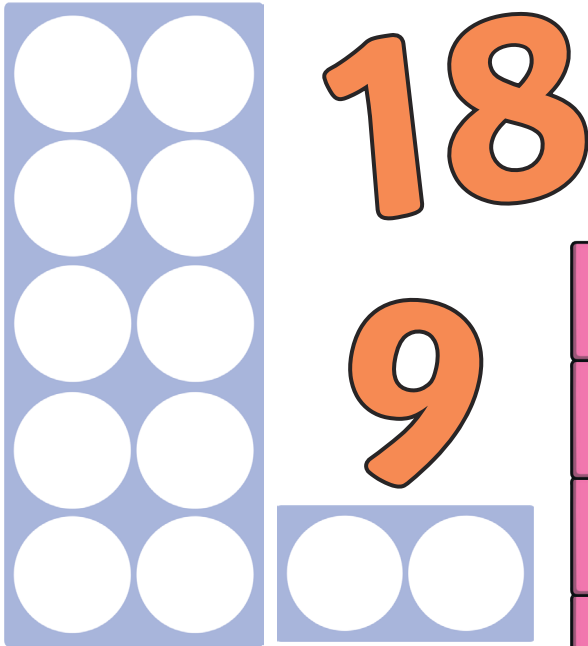
The image contains the following items:

- A vertical stack of 11 pink LEGO bricks on the left.
- A necklace with 11 blue beads at the top left.
- A 2x5 ten frame with 10 yellow dots.
- A 2x5 ten frame with 4 yellow dots.
- A vertical stack of 3 dark blue LEGO bricks.
- A vertical stack of 2 green LEGO bricks.
- The number 11 in orange.
- The number 15 in orange.
- A green square with 4 white circles.
- A necklace with 11 blue beads in the middle.
- A vertical stack of 10 white circles in a 2x5 grid.
- The number 18 in orange.
- A vertical stack of 6 purple LEGO bricks on the right.
- A yellow L-shaped shape with 3 white circles.
- A green vertical rectangle with 8 white circles.
- The number 3 in orange.
- A vertical stack of 10 white circles in a 2x5 grid.
- A small orange square with 1 white circle.
- The number 10 in orange at the bottom left.
- A 2x5 ten frame with 10 yellow dots.
- A 2x5 ten frame with 1 yellow dot.

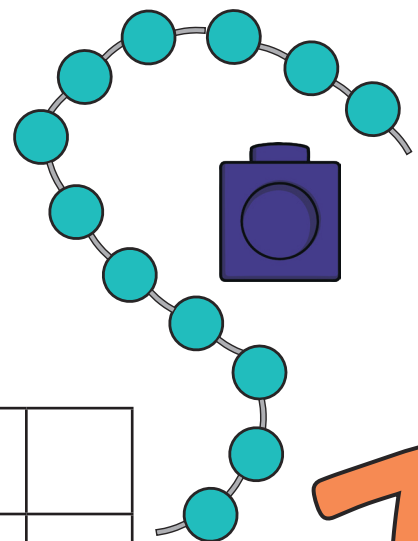
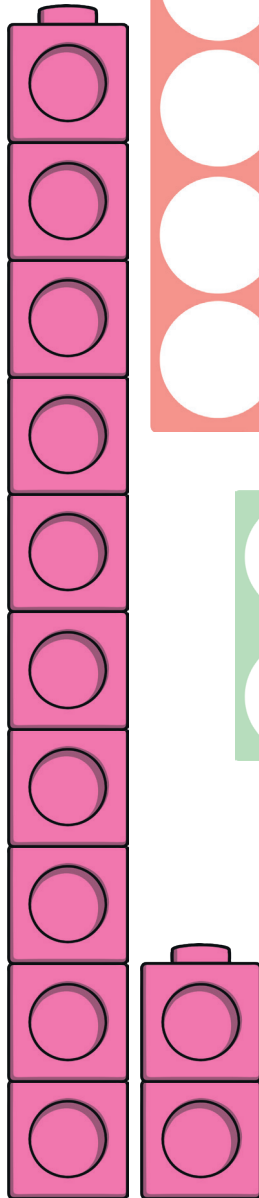
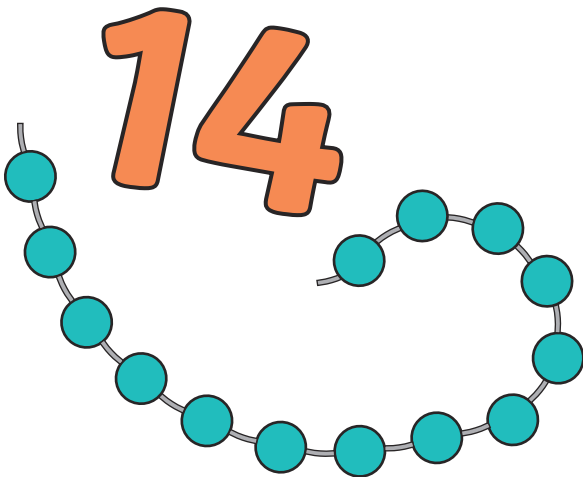
I Spy Number Twelve

Find and circle all of the number twelves.

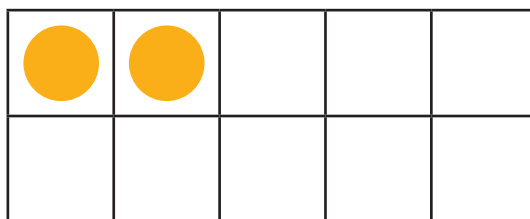
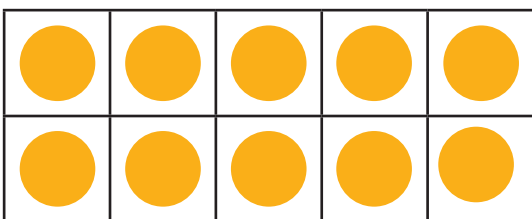
12



12



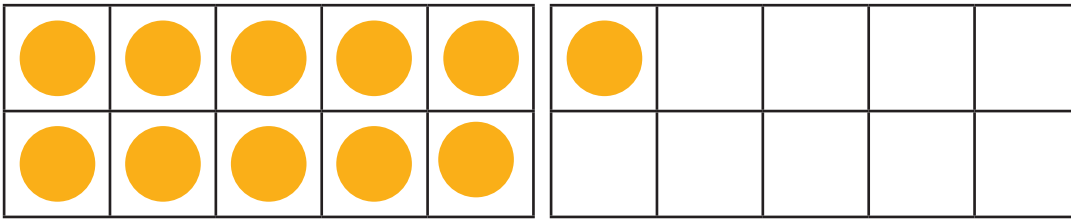
7



I Spy Number Thirteen

Find and circle all of the number thirteens.

13



20

2

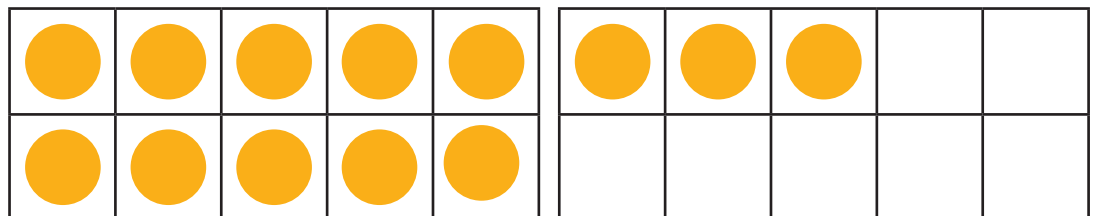


3

6



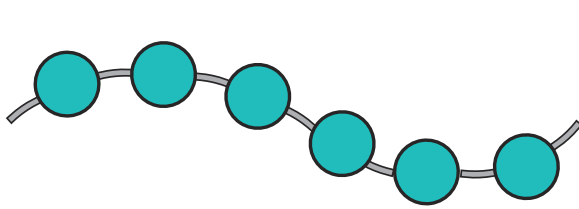
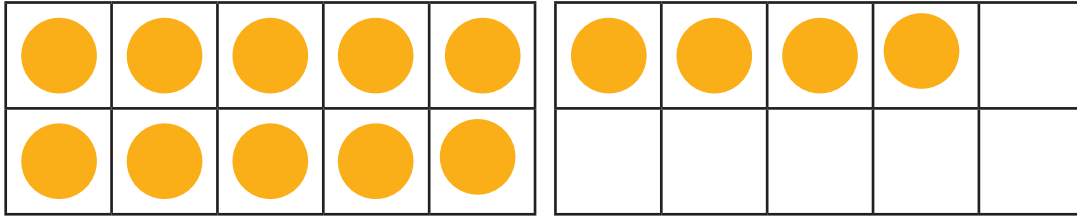
13



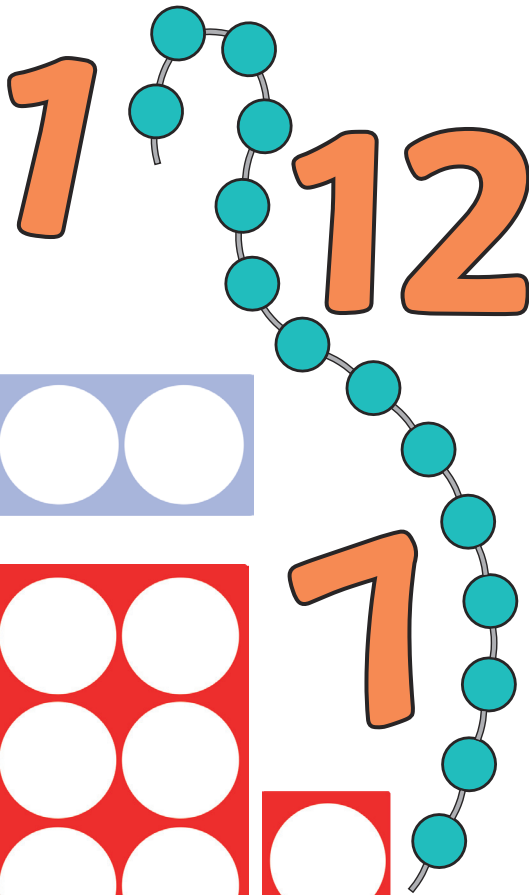
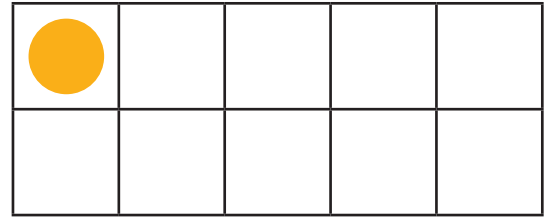
I Spy Number Fourteen

Find and circle all of the number fourteens.

14



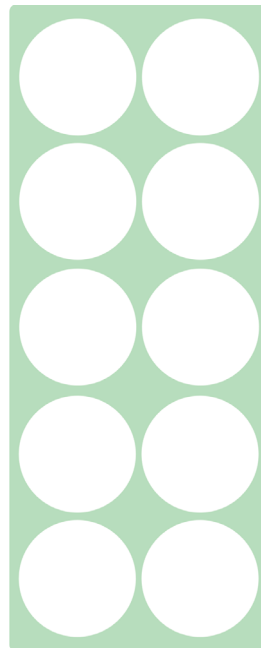
8



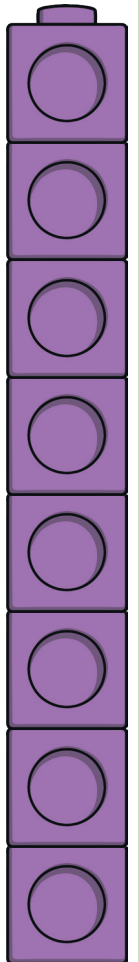
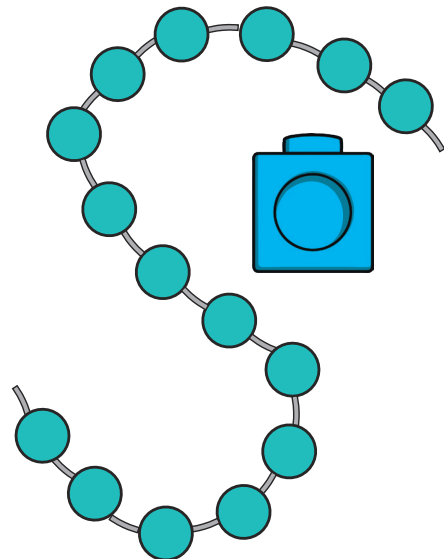
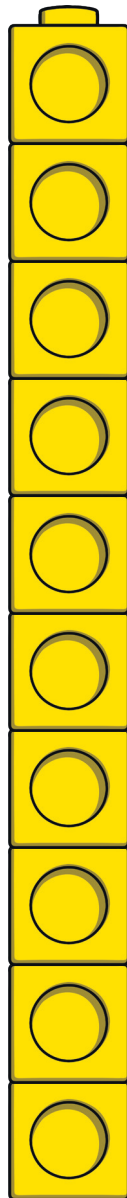
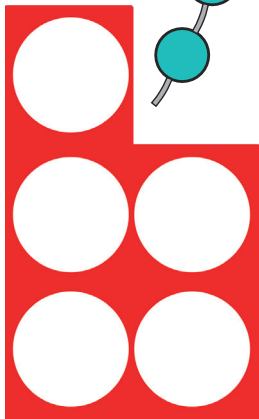
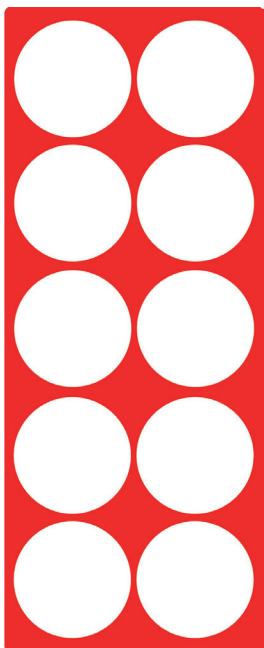
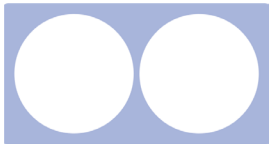
1

12

7



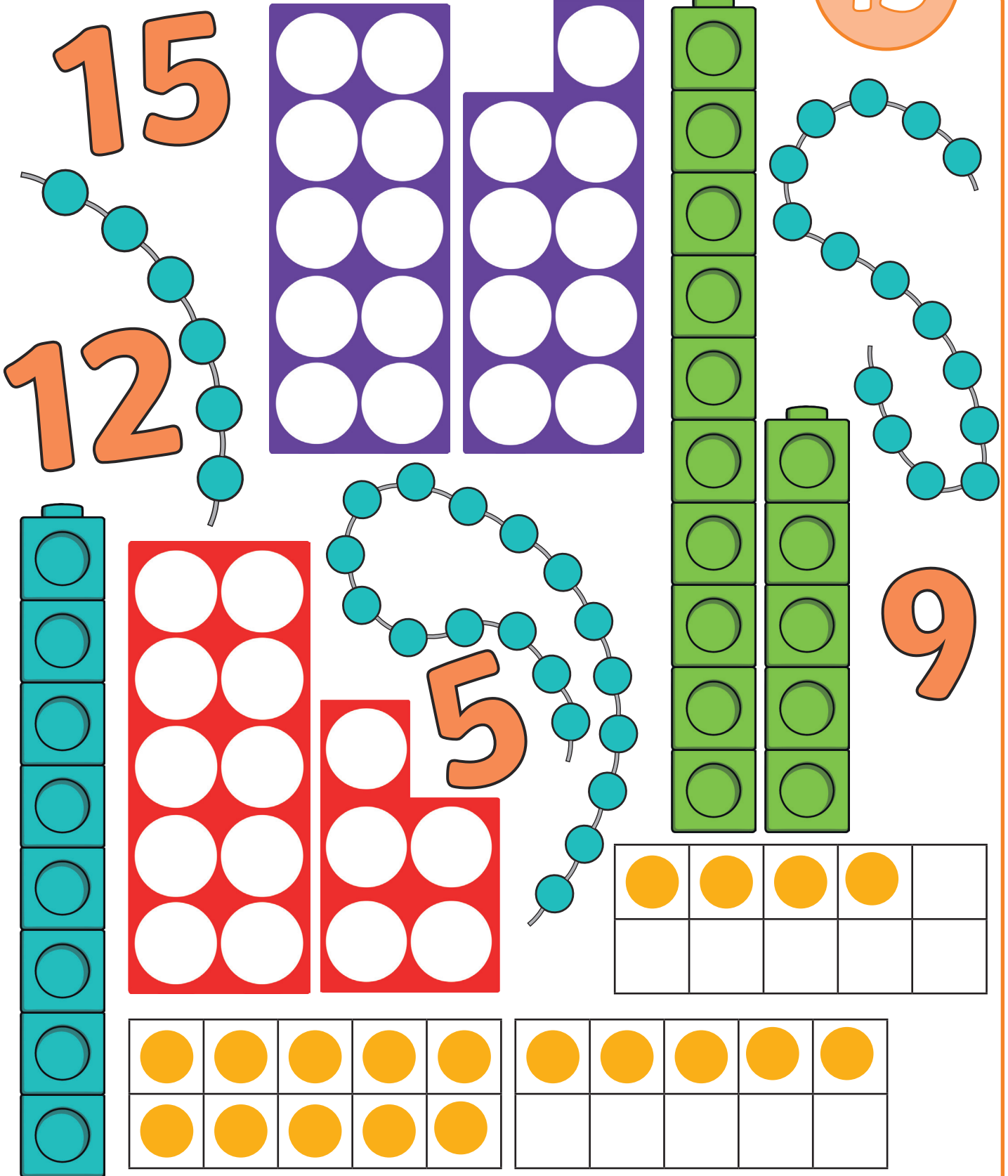
14



I Spy Number Fifteen

Find and circle all of the number fifteens.

15

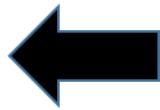


One more and one less

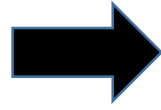
Using objects count out the number shown in the middle. Then add one more or take one away. Then write your answers

One less

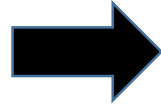
One more



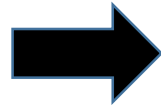
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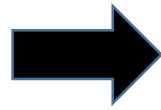
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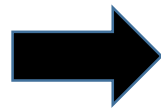
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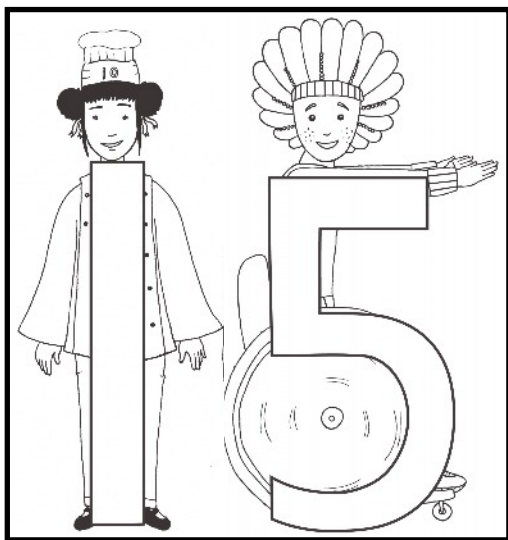


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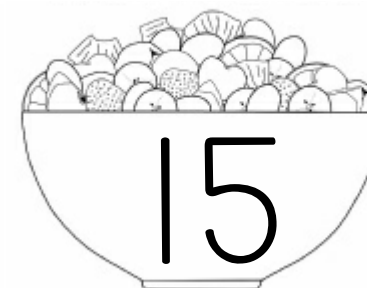
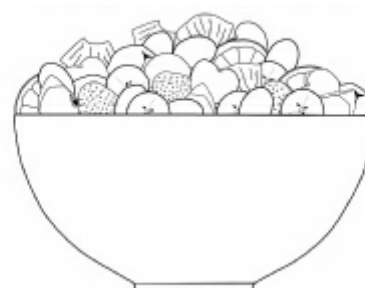
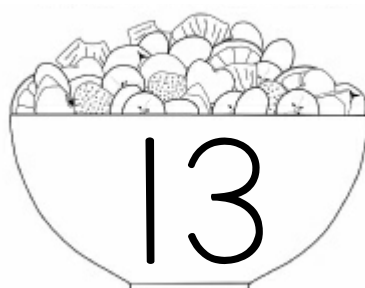
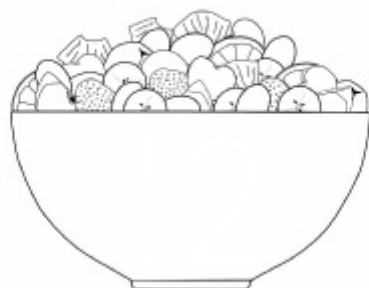
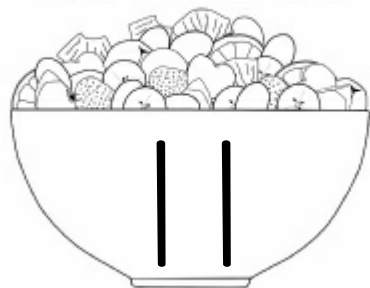
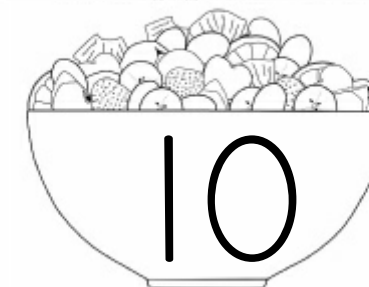
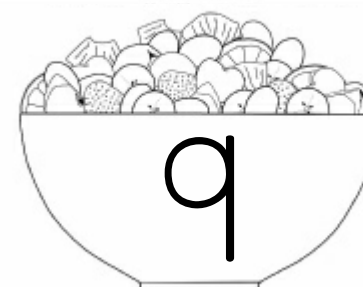
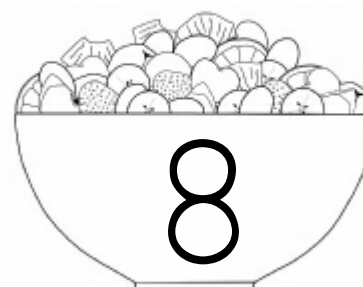
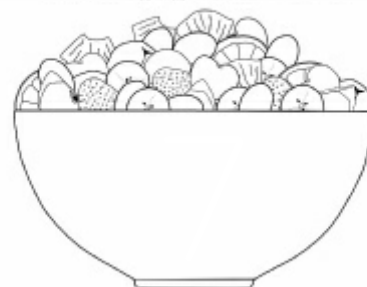
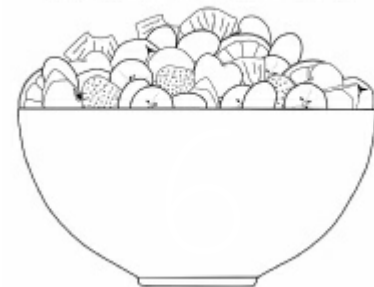
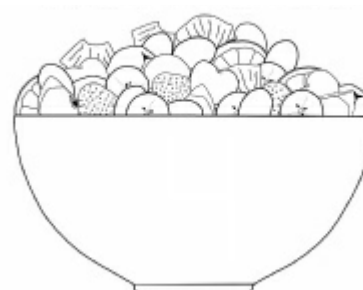
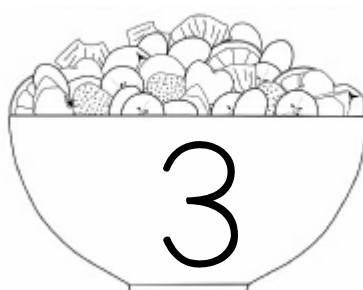
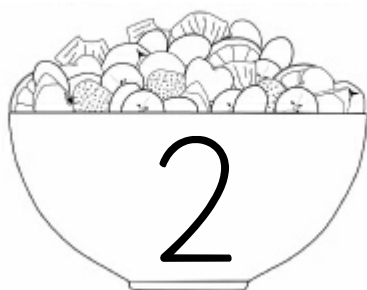
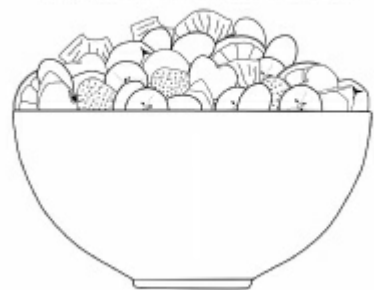


15





Tia Ten and Fiona Five make 15 bowls of fruit salad.
Fill in the missing numbers on the fruit bowls.



sh sh sh sh sh sh



Write the word to go with each picture.

Then have a go at writing a caption to go with the bottom picture e.g. she ran to the shop.



ng ng

ng ng

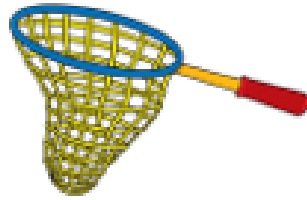
ng ng

ng ng

ng ng



Match the words to the pictures



sun

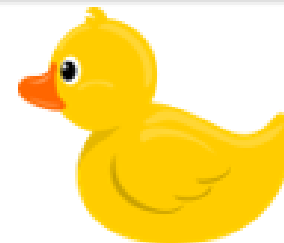
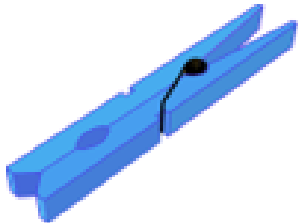
net

duck

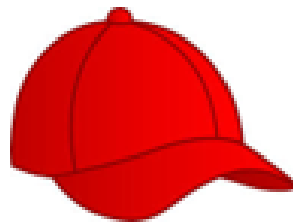
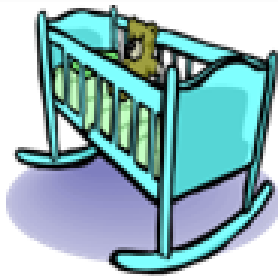
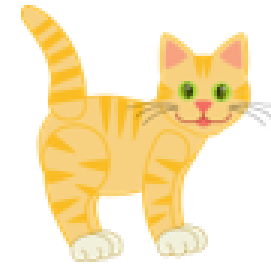
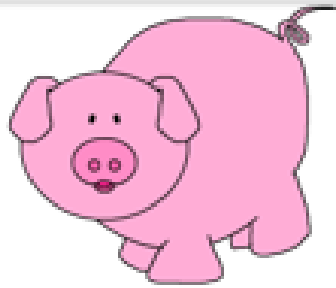
peg

pen

sock

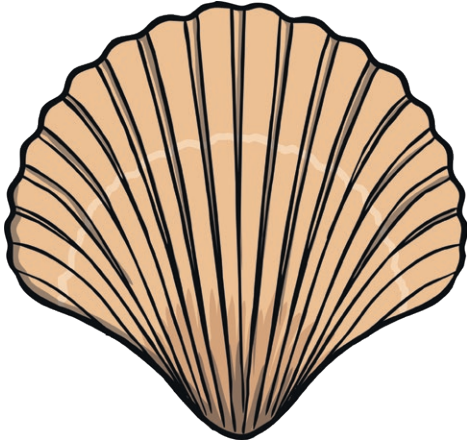


Write the CVC word to go with the picture



Phase 3 - Circle That Word!

Circle the word that matches the picture.



well

chell

bell

shell

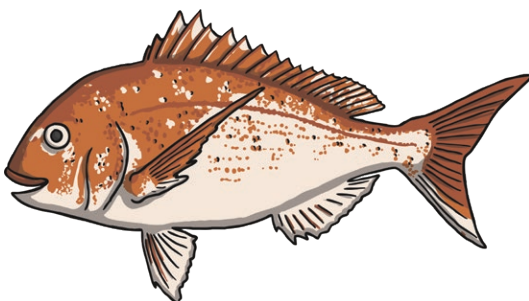


ting

sing

ling

ping



kish

fish

tish

wish

Phase 3 - Circle That Word!

Circle the word that matches the picture.



jath

lath

path

bath



sing

bing

ling

king



thair

shair

chair

fair

Phase 3 - Circle That Word!

Circle the word that matches the picture.

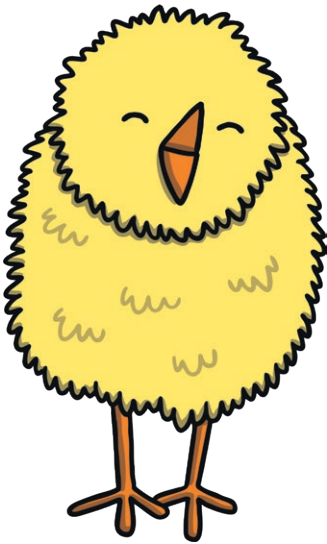
3

tree

three

shee

flee



thick

kick

chick

wick



ding

ring

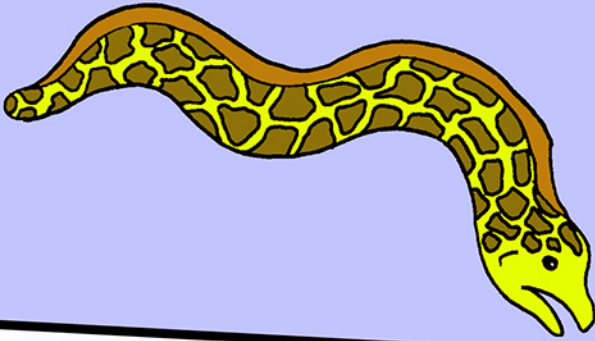
thing

wing

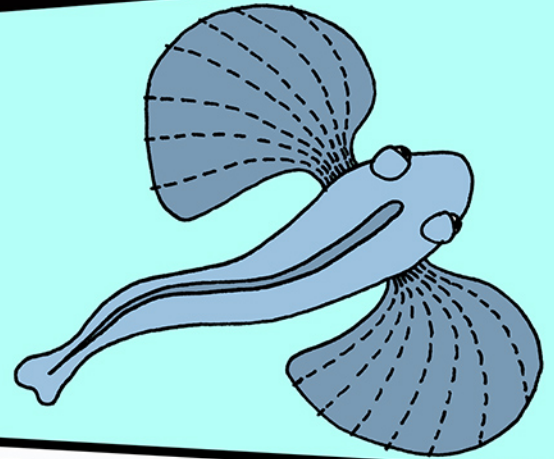
I can spot...

sh
ch
th
ng
Phase 3

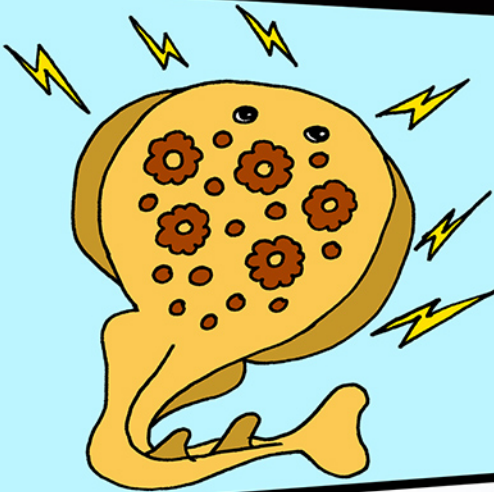
a fish that is long and thin



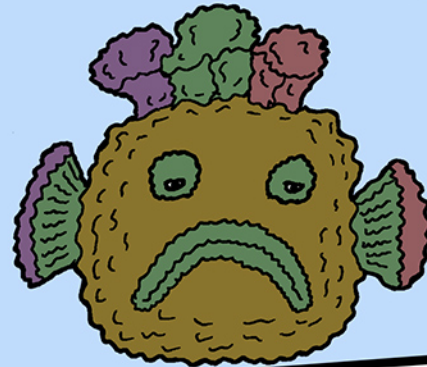
a fish with wings



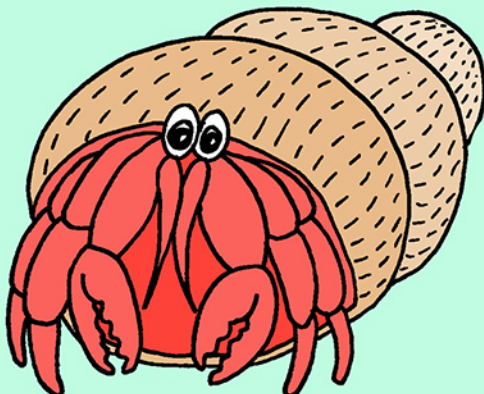
a fish that can shock



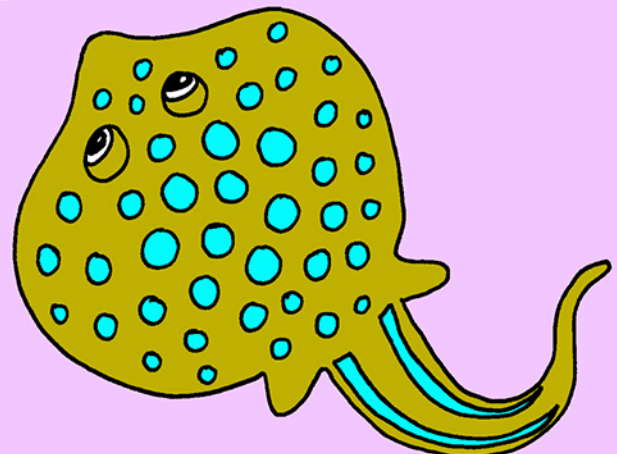
a fish that can kill



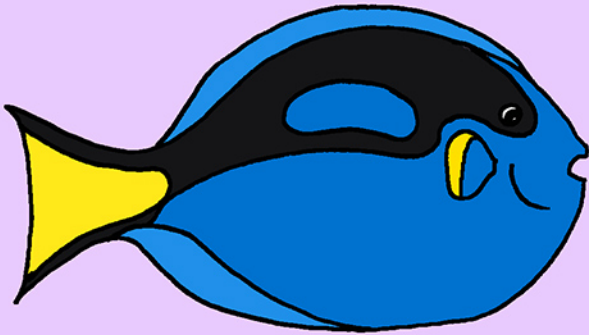
a shell that can run



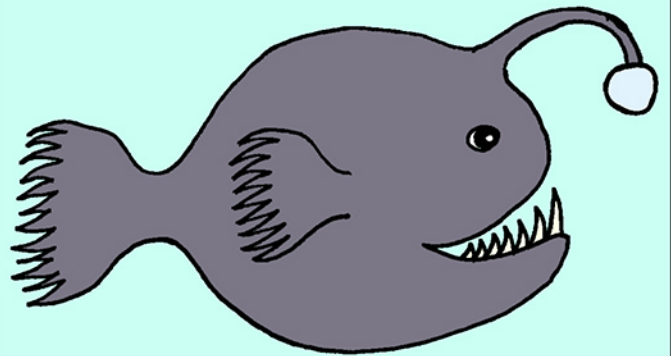
a fish with spots



a tang

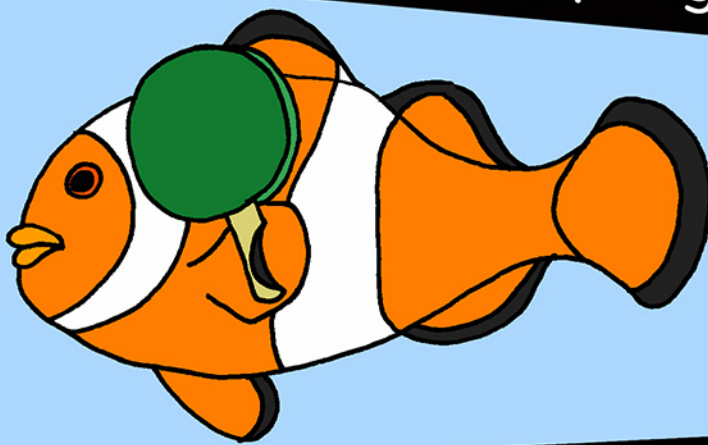


an odd fish with fangs.

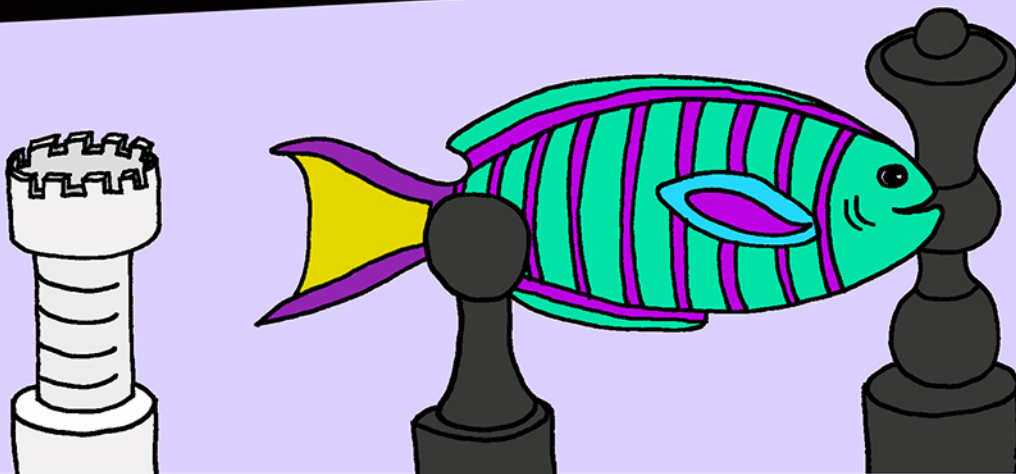


I can not spot...

a fish with a ping pong bat.



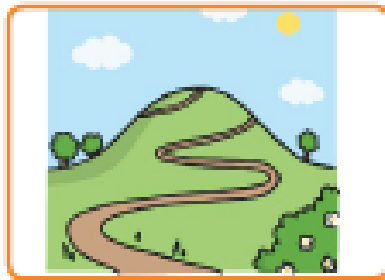
a fish that can win at chess.



Phase 2 Pictures and Captions Matching Activity

Name: _____

Date: _____



•

•

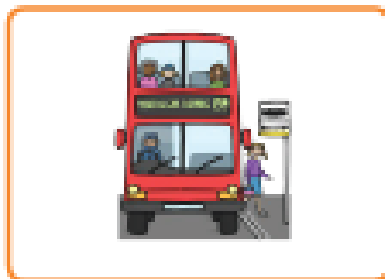
a cat on
a bed



•

•

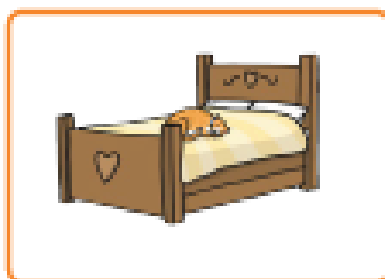
to the top
of the hill



•

•

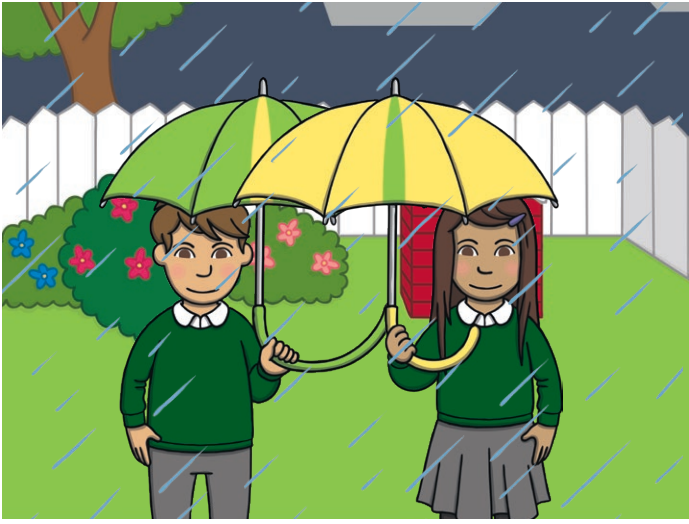
get off
the bus



•

•

no lid on
the pan



Cats and Dogs!

It's raining hard but Kit and Sam have gone out for a walk. What did they see along the way?

Supports teaching:
Twinkl Phonics Level 2 Week 4

twinkl.com



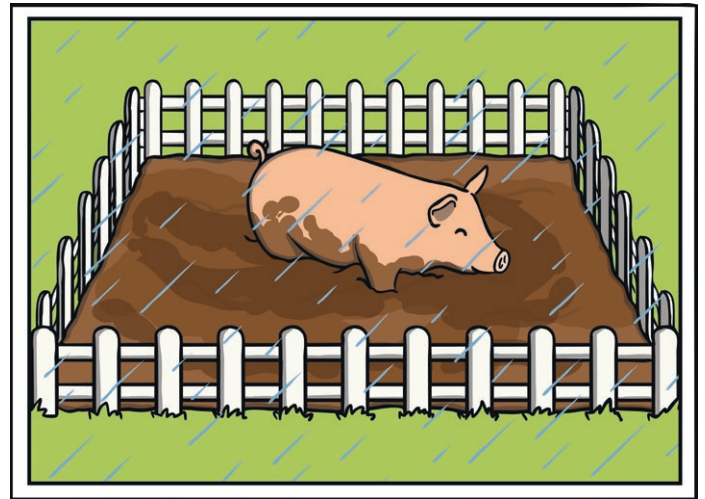
Cats and Dogs!



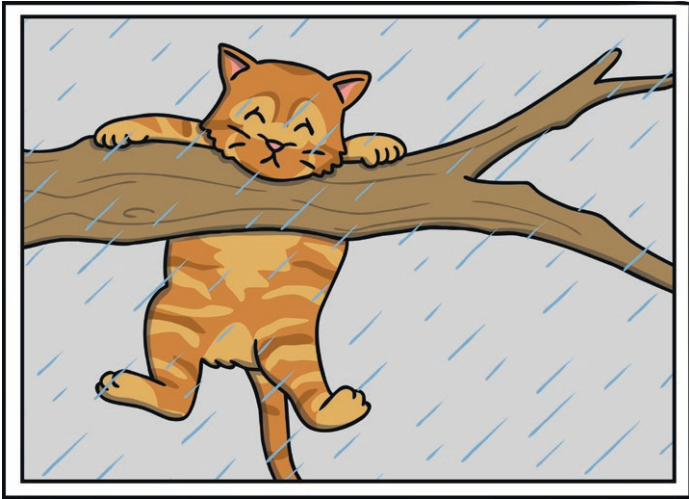
A 'Let's Read Together!' Book



a red top
• • • • •



a pig in mud
• • • • •



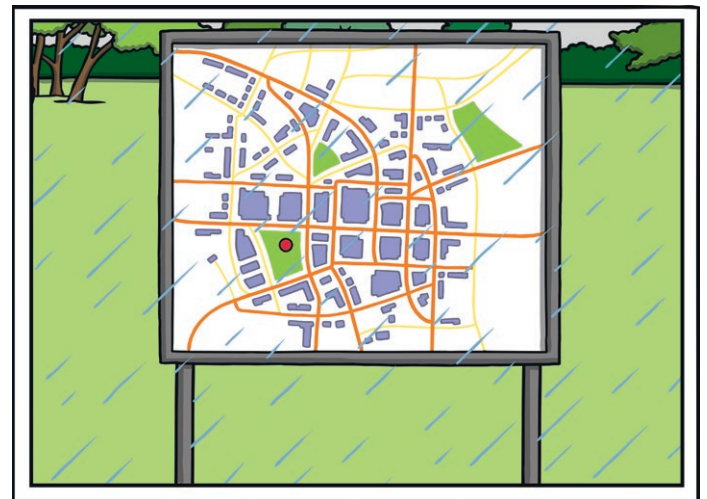
a cat
• • • •



a man and a dog
• • • • • • • • • •



men and mugs
• • • • • • • • • •



a map
• • • •

Phase 3 Early Reading

Comprehension Activity 5

Read the sentence. Add the information to the picture.

The rich man has got a bag of cash.



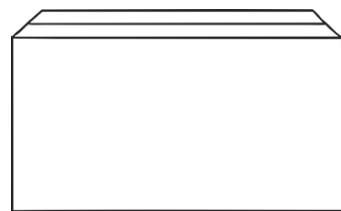
The king has a big ring.



The chicken is in the shed with a rabbit and a fox.



She got on the box to sing a song.

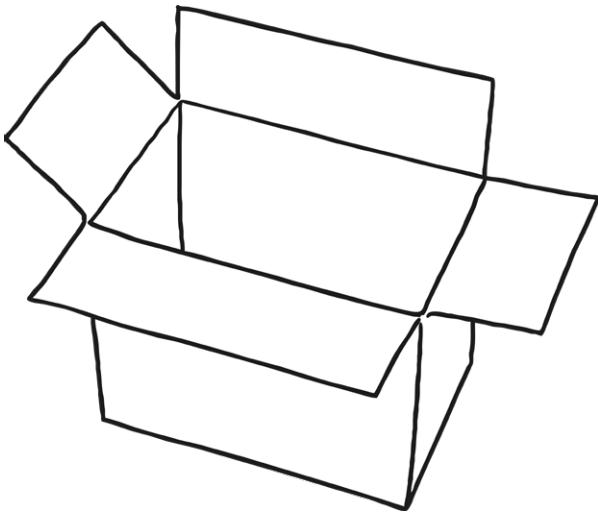


Phase 3 Early Reading

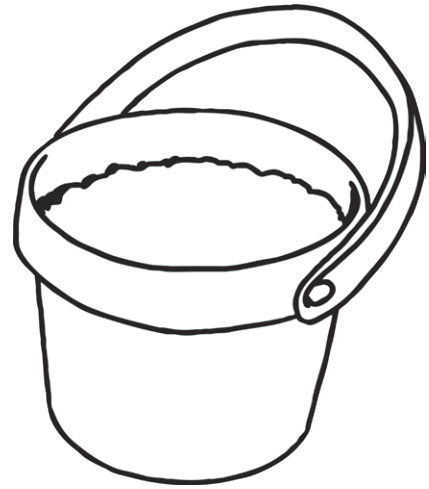
Comprehension Activity 4

Read the sentence. Add the information to the picture.

Six chicks in a box.



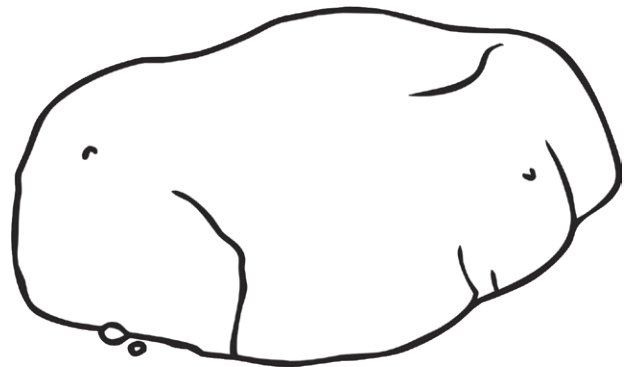
She has got a fish and a shell in the bucket.



Quick! We can jog to the top of the hill.



Look at the big moth on that rock.





Pop and Puff

Join Kit and Sam at the school fireworks display!

Supports teaching:
Twinkl Phonics Level 2 Week 6

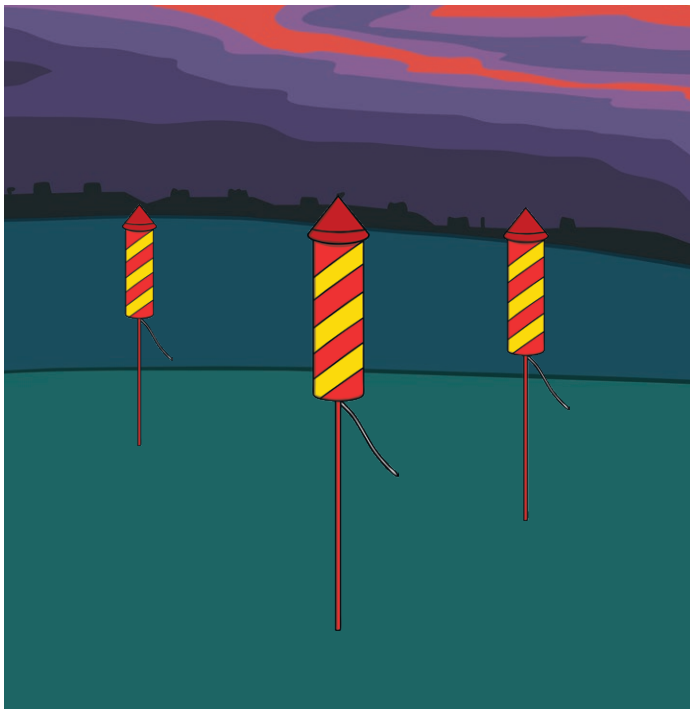
twinkl.com



Pop and Puff



A 'Let's Read Together!' Book



The rockets go up and up.



I go to the top of the hill.

twinkl.com



The rockets go hiss and hum.
 .. —



Kit and Sam go back to bed.
 — ...

twinkl.com



I go and get a hot dog.



The rockets go pop and puff.
 .. — —

twinkl.com

Chinese New Year

Home Learning Challenges

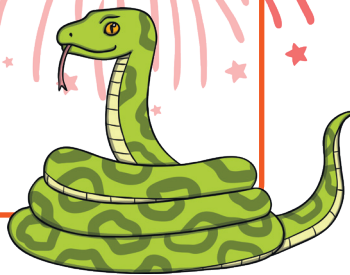
During Chinese New Year celebrations, children are sometimes given envelopes with money inside! With an adult, look at some coins and see if you can see any numbers on them. What numbers can you see? What shape are the coins? What colours are they?



There were 6 red lanterns and 3 yellow lanterns hanging in a row. How many lanterns were there altogether? You could draw a picture to help you work out the answer.

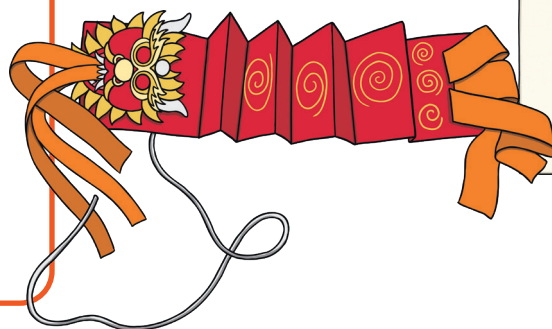
Fireworks are often seen during Chinese New Year. Paint or draw a firework picture. You could use crayons, pens, paint or glitter and glue.

You were born in the Chinese year of the _____. Draw a picture of this animal and write its name.



One of the colours often seen during Chinese New Year is red. Make a list of words that rhyme with the word red, e.g. bed.

Make a model dragon - you could use cardboard tubes and boxes, playdough, construction toys or natural materials like leaves and pebbles. Maybe you could draw a picture or take a photo of your dragon model!



The Chinese New Year Wishing Tree

Please read the information about the Chinese Wishing tree then discuss with your child what they would wish for. Use the writing template with the red border and ask your child if they can write their wish.



twinkl

The Wishing Tree

The Chinese New Year tradition of the 'wishing tree' began hundreds of years ago in Hong Kong.

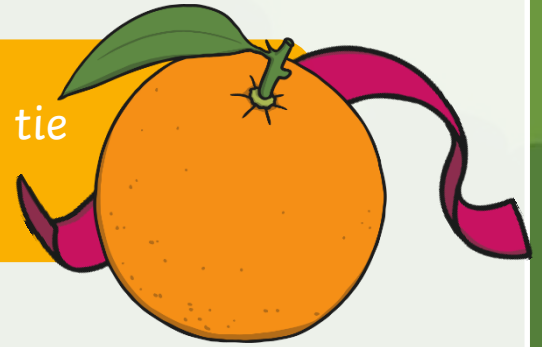
During Chinese New Year and other festivals, people travel to ancient banyan trees to leave their wishes.



Photo courtesy of michael davis-burchato, mklapper (@flickr.com) - granted under creative commons licence – attribution

The Wishing Tree

People write their wishes on wishing paper and then tie them to oranges with colourful ribbons.



People throw their oranges and wishes up into the tree.

It is believed that if the wishes get stuck in the tree and hang on one of the branches, the wish will come true.



Say the wish together (I wish for) can your child hear and attempt to write the initial sounds of some of the words








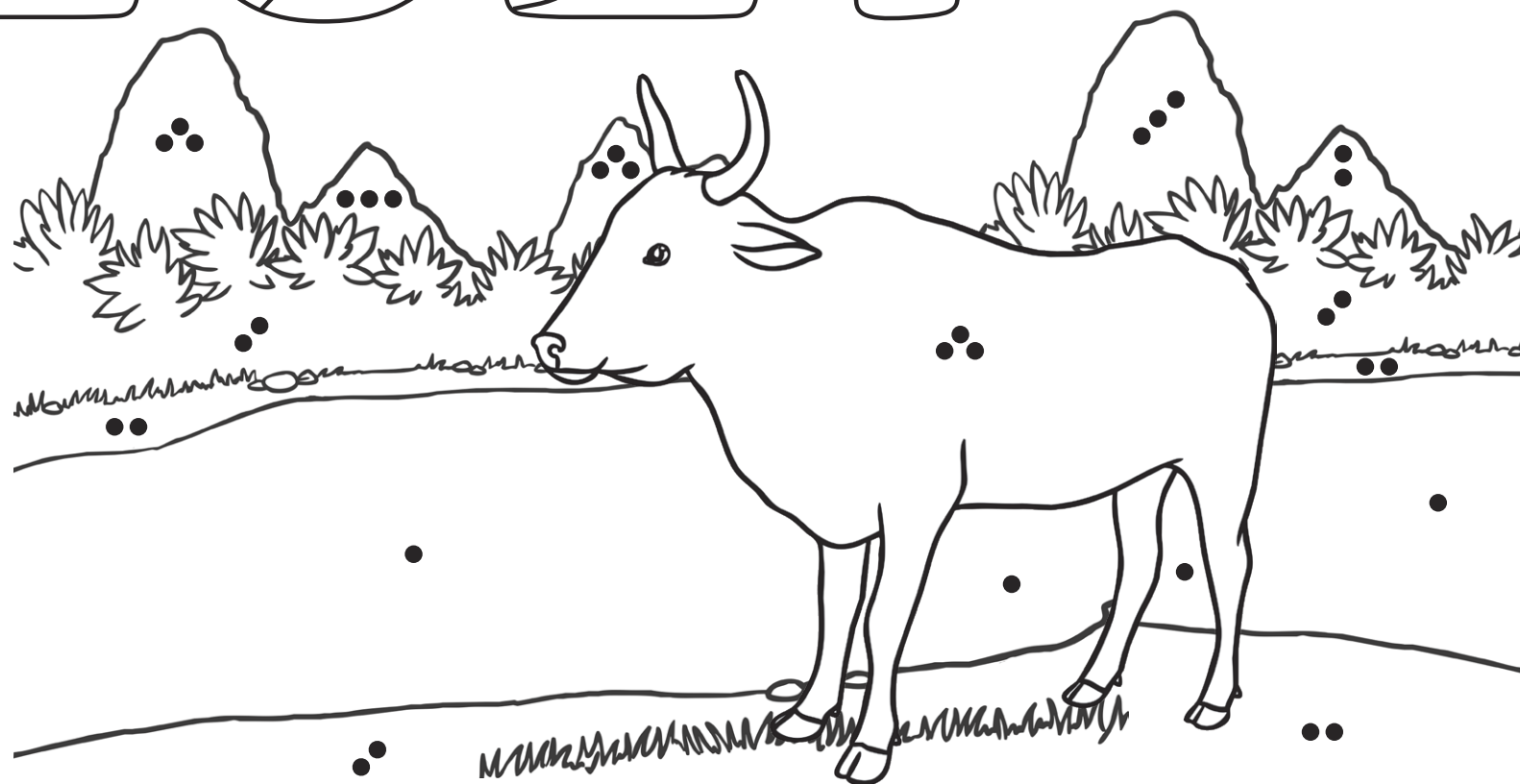
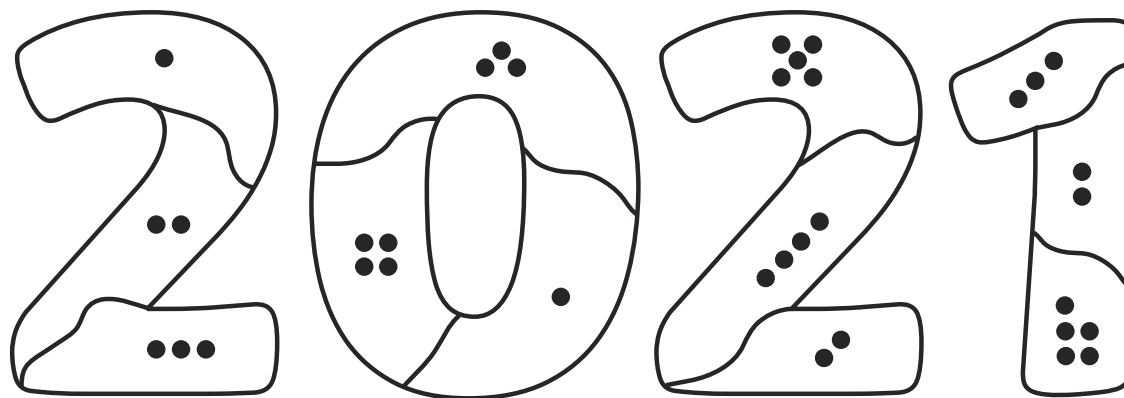
Can your child attempt to write part of their wish with some support.



Can your child write their wish independently?

Year of the Ox Colour by Subitising

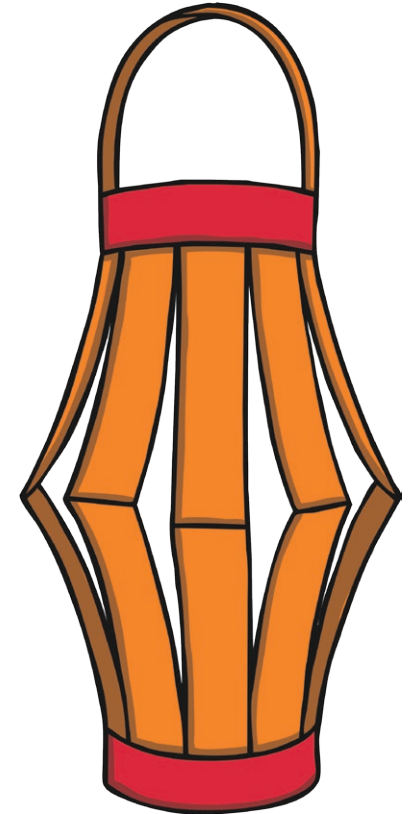
- 1 = 
- 2 = 
- 3 = 
- 4 = 
- 5 = 

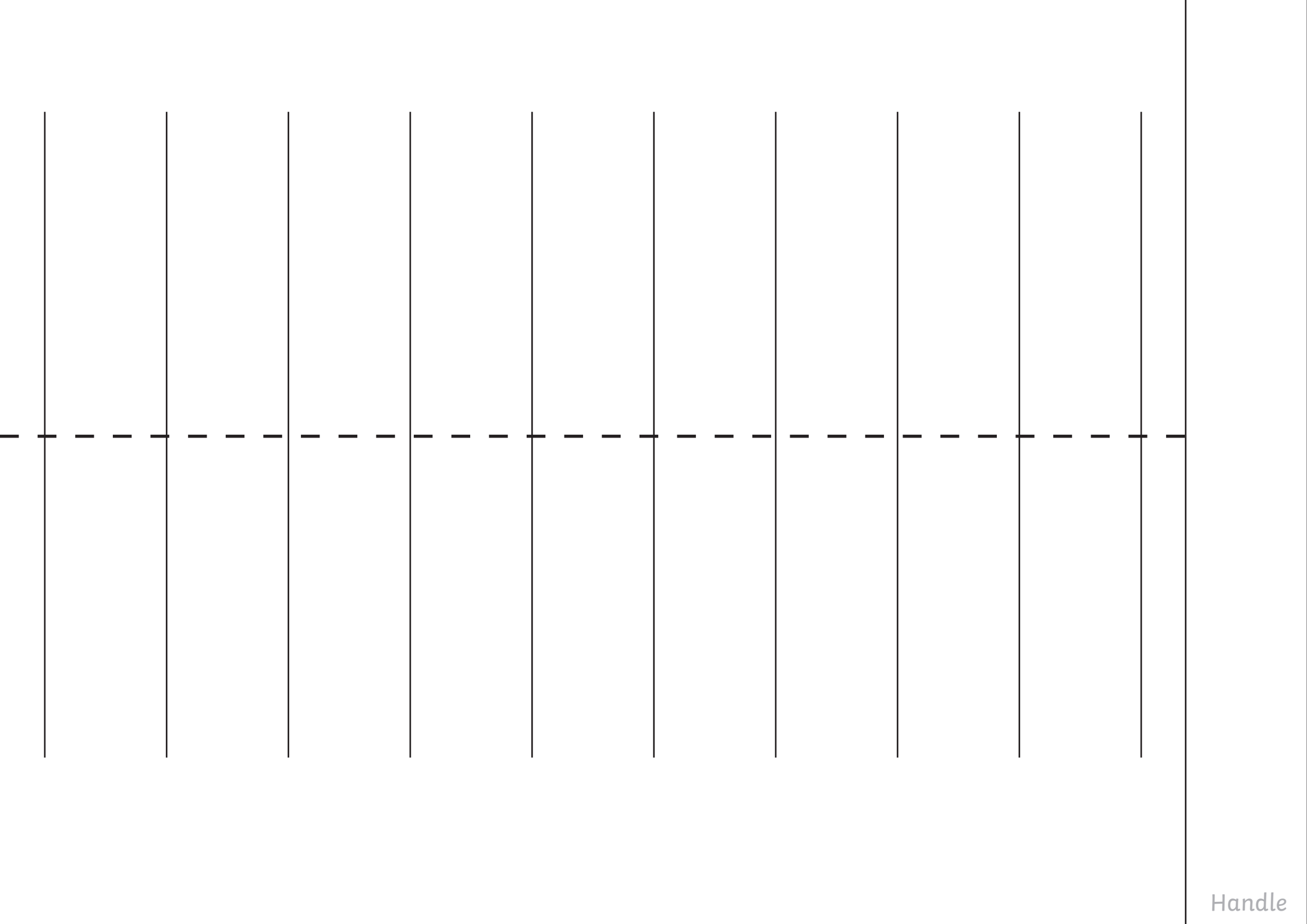


How to make a paper lantern:

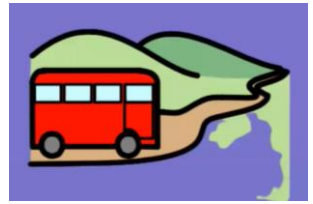
1. Cut off one end of the paper. Set aside to use as the handle.
2. Decorate the sheet using coloured pens, paint or glitter.
3. Fold your paper in half lengthwise along the dashed line.
4. Cut the marked lines along the sheet. (Do not cut to the edge of the paper).
5. Unfold the paper.
6. Match the long edges together on the lantern and use tape to hold it in place.
7. Staple the handle to the top of the lantern.

Why not try printing the template onto coloured paper?





Journeys



Talk about what a journey is and explain how it is a trip you take to get from one place to another.

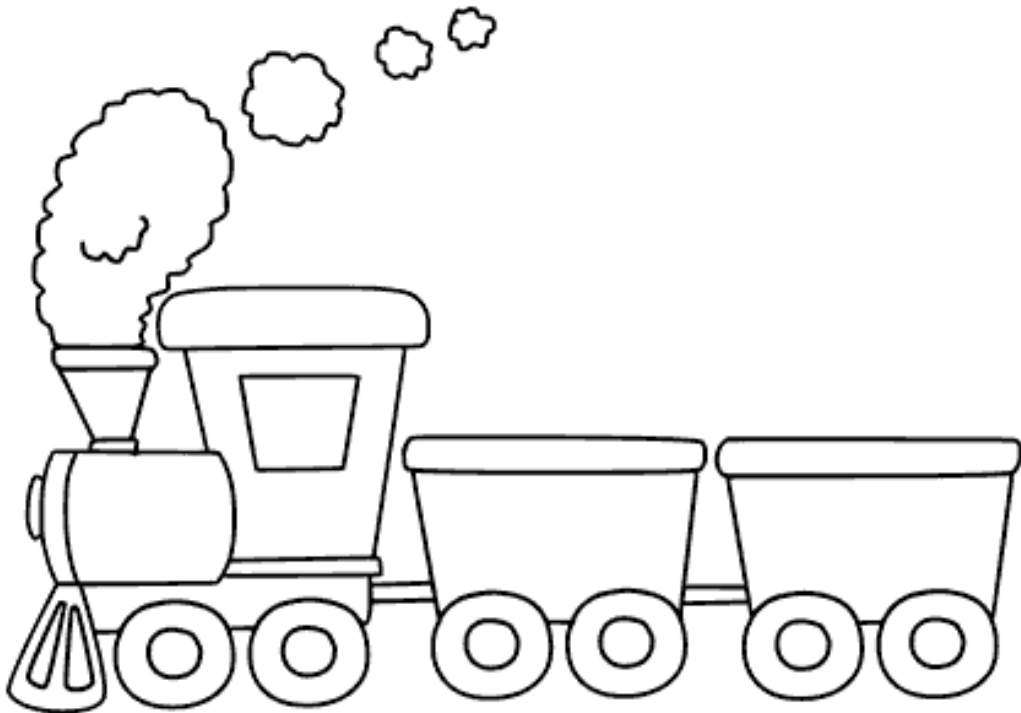
Talk about the journeys you have been on, they could be short journeys like walking to school or longer journeys such as going on holiday. How did you get there? What transport did you use?

Draw a picture of somewhere you have been or the transport that you used.

Trains - Past and present



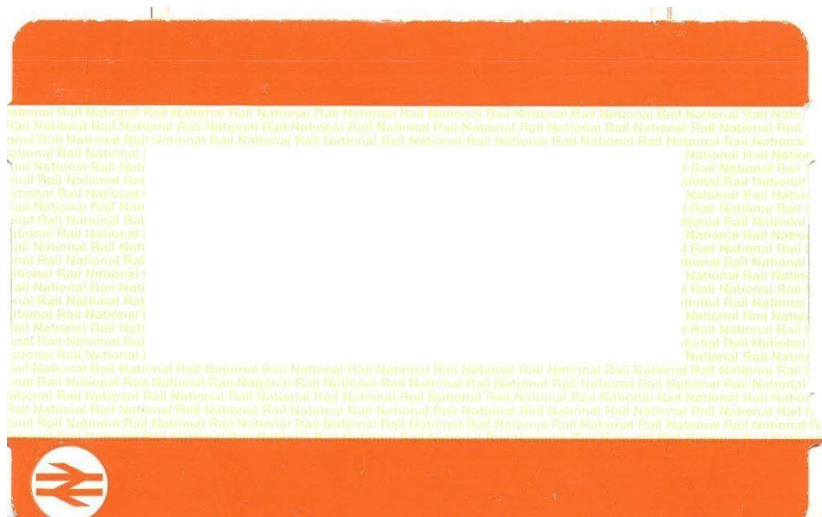
Look at the photos of the trains. What has changed and what is the same? Have you ever been on a train? Where did you go?



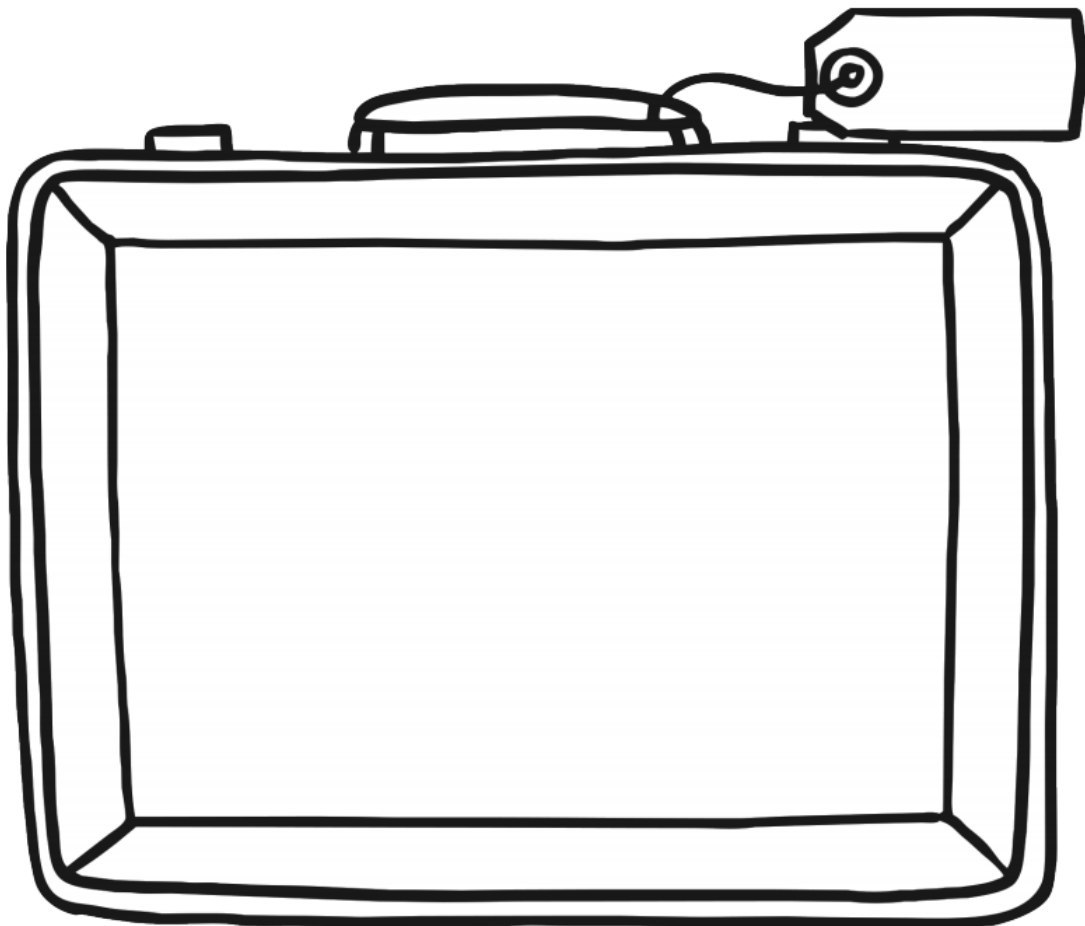
Can you colour the train in?

My train journey

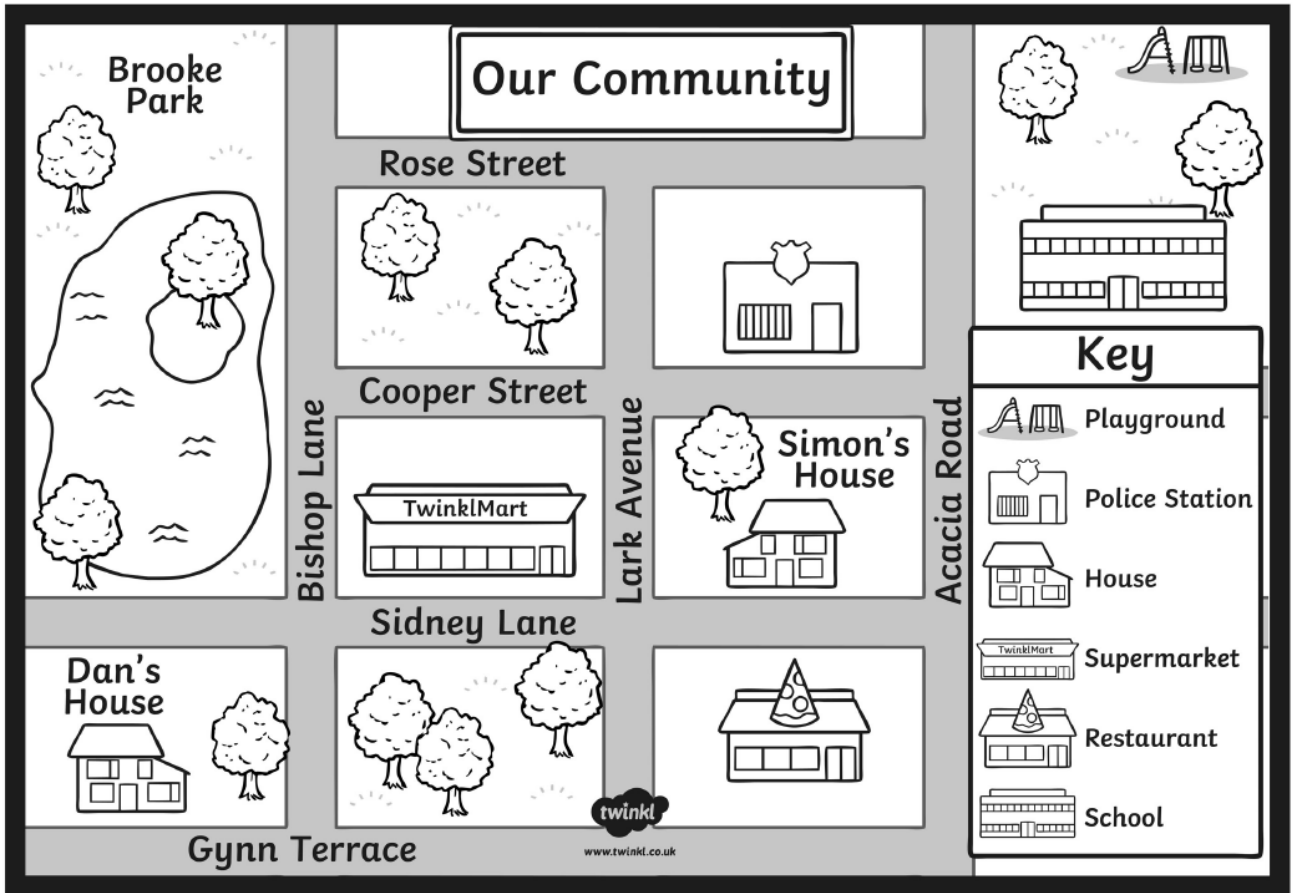
If you could go on a train journey where would you go? Write your destination on the train ticket.



What would you need to take with you? draw pictures or write a list below.



Maps



Look at the map. What can you see? Can you draw a map of your local area together, you can use the box below or a big piece of paper.



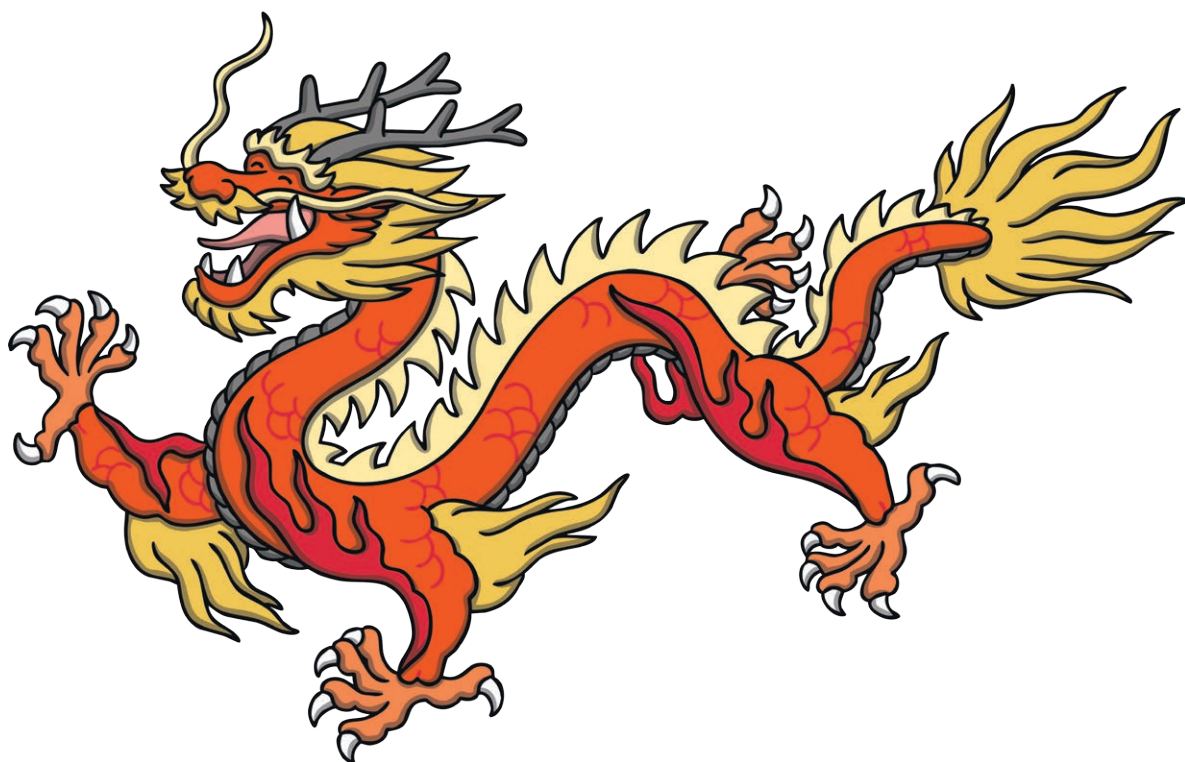
Chinese Dragon

(Sung to the tune of 'Frère Jacques'.)

Chinese dragon, Chinese dragon,
Breathing fire, breathing fire.

Happy, happy New Year,
Happy, happy New Year.

Kung Hei Fat Choy,
Kung Hei Fat Choy.



Foundation PE (Reception) - Action Songs

Home Learning Challenge Sheet

At school we are learning to dance and move to action songs well. The following activities will help us to improve.

Activities to Support Learning

If You're Happy and You Know It

Make your own actions up for the song 'If You're Happy and You Know It.' Who can make up the most interesting actions? Take it in turns with a friend to think up different actions.

Can you...?

Have fun making up your own action song. Instead of saying 'clap your hands', can you think of your own actions to this simple rhyme: 'Can you clap your hands, clap your hands, clap your hands? Can you clap your hands on this lovely day?' (Sing to the tune of Mary Had a Little Lamb.)

Heads, Shoulders, Knees, and Toes

Sing the song 'Heads, Shoulders, Knees and Toes'. Keep repeating the rhymes but miss out the word to one body part each time you repeat a verse. Make sure you do the action but don't say the words e.g. *Blank* (touch head), shoulders, knees and toes, knees and toes; *Blank* (touch head), shoulders, knees and toes, knees and toes and eyes and ears and mouth and nose; *Blank*, shoulders knees and toes, knees and toes. Keep repeating this until you are not saying any words, just doing the actions.

Guess What Mood I'm In?

Sing your favourite action rhyme. You could teach it to a friend. Perform your action song in different moods e.g. happy, sad, angry or excited. Can your friend guess what mood you are in?

How to move to the Action Songs:

1. Learn the words to the song/rhyme.
2. Learn the actions to the song/rhyme.
3. Make sure your words and actions match.
4. Be confident when performing your action song/rhyme.
5. Enjoy performing your action song or rhyme.

You could take a photo or draw a picture of you practising the different activities to show us at school. You could tell us about how you have improved your performance skills!



Head, Shoulders, Knees and Toes

Head, shoulders, knees and toes,
Knees and toes.

Head, shoulders, knees and toes,
Knees and toes.

And eyes, and ears, and mouth,
And nose.

Head, shoulders, knees and toes,
Knees and toes.

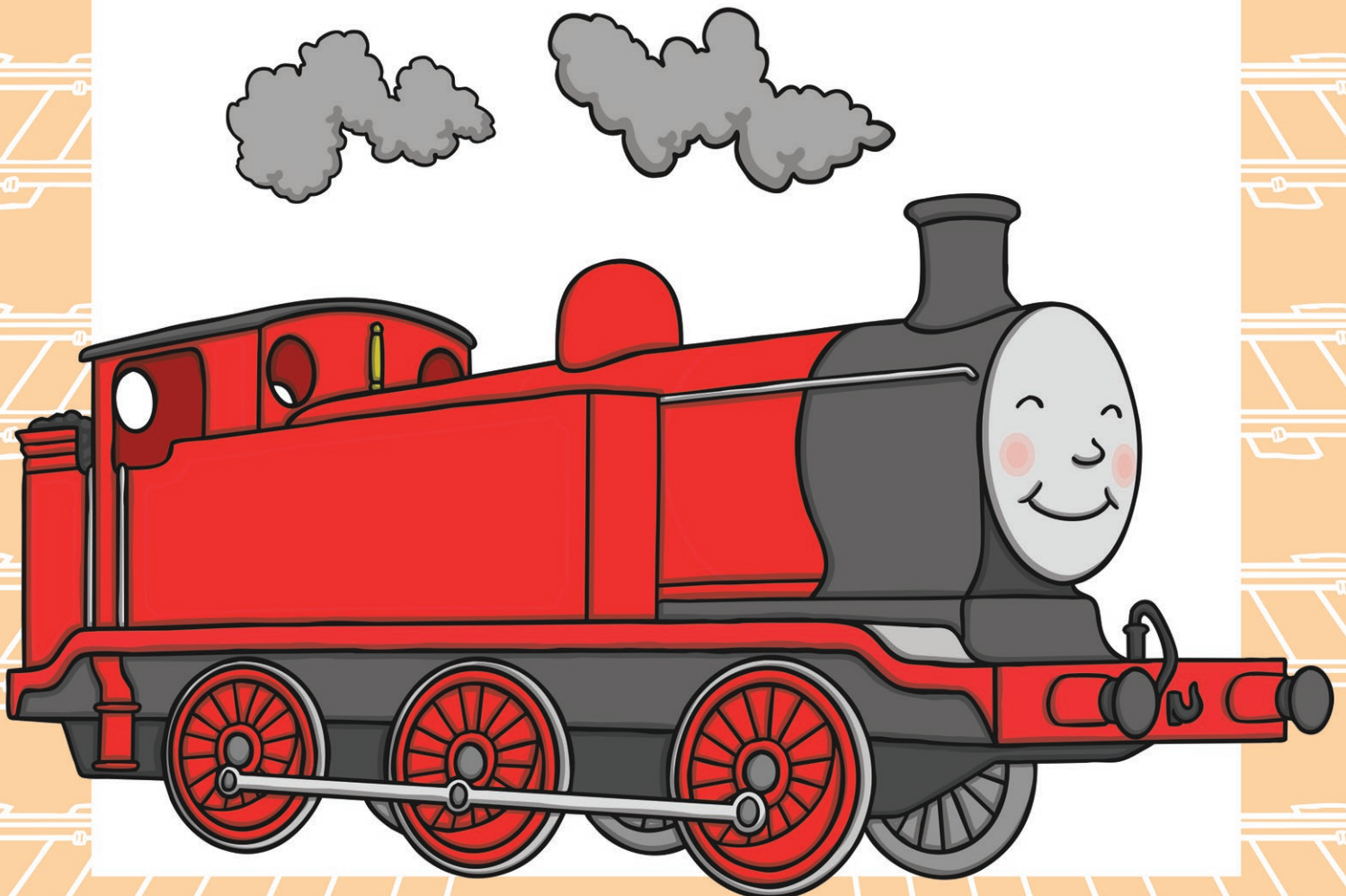


Chugging Down the Track

*(Sing to the tune of
'Jumping Up and Down on a Big Red Tractor'/
'In and Out the Dusty Bluebells'.)*

Chugging down the track in a red train carriage,
Chugging down the track in a red train carriage,
Chugging down the track in a red train carriage,
Choo! Choo! Choo!

(Repeat, letting the children take turns to choose
the colour of the train carriage.)



Down at the Station

(Sing to the tune of 'Alouette'.)

Down at the station, early in the morning,
See the little puffer trains, all in a row.
Here comes the driver to start up the engine,
Puff, puff! Peep, peep! Off we go!
Puff, puff! Peep, peep! Off we go!
Puff, puff! Peep, peep! Off we go!



My Community

WALT: Identify places we live and belong to.

Places I Shop

Places I Visit

My House

My School

My Friends

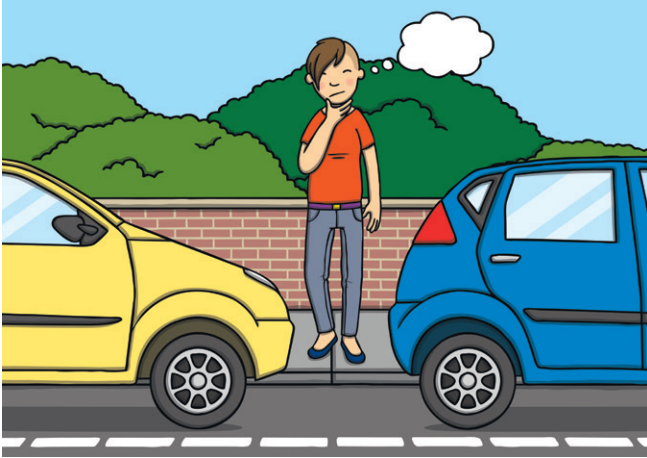
My Team/Clubs

Places I Eat

I like where I live because _____

Who Can Help Me?

I need to cross the road.



I need help with my work.



I am lost.



There is a fire.



I have hurt my knee.



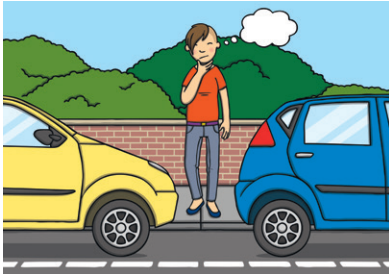
Blank writing area for the first sentence.

Blank writing area for the second sentence.



Who Can Help Me? Answers

I need to cross the road.



I need help with my work.



I am lost.



There is a fire.



I have hurt my knee.



Who Are Community Helpers Sorting

Do you know who are trusted strangers in your community? Look carefully at the pictures and then cut and paste them in the correct boxes.



Strangers

People I don't know.

People I shouldn't talk to.



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Community Helpers

They wear a uniform and a name badge.

They help people. I can talk to them, if I am lost or need help.



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