

Using playdough, we created new hair styles for Goldilocks. Some of Red Room enjoyed squeezing the playdough as a way of exercising their fine motor skills and building the strength in their fingers. Some children made curls of different lengths that they added onto Goldilocks. Some of the children even made eyebrows and ears for Goldilocks as well, and used the playdough to give her glasses! We discussed how we do not look the same, but that we are all beautiful in our own way!

Making Hair for Goldilocks

Red Room have been looking at the story, Goldilocks and the Three Bears. One of the things we discussed during our language session is that Goldilocks is named so because of her beautiful golden hair. We discussed our own hair, talking about different lengths it can be such as 'long', 'short' or 'medium' length. Then we talked about the texture of our hair, and whether it was 'straight', 'wavy' or 'curly'. Some of the children compared the colour of their hair to their friends; we acknowledge that some of us have black hair and some of us have brown hair.



Key Questions:

- How long is your hair?
- What colour is your hair?
- Is your hair curly or straight?
- Can you describe your friend's hair?

Key words:

- Wavy
- Curly
- Straight
- Long
- Short
- Medium

Goldilocks and Three Bears

In Red Room, the children have been learning about the story Goldilocks and the Three Bears. We created a themed small world area where the children acted out the story using a toy house, teddy bears, stick puppets, and related props. The children thoroughly enjoyed engaging in imaginative play and retelling key events from the story.

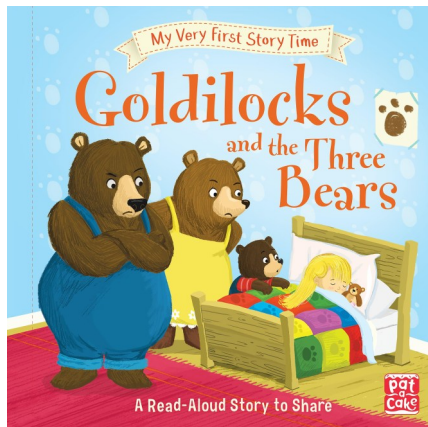
As part of our learning, we explored the concepts of big, medium, and small by setting up trays. The children were encouraged to sort and match objects to the correct bear—for example, identifying that the big bowl belonged to Daddy Bear. This activity helped develop their understanding of size, comparison, and vocabulary related to measurement.

This activity supported the children's communication and language, mathematical development (comparing sizes), and understanding of the world through storytelling and sensory play. It also encouraged personal, social, and emotional development as the children worked cooperatively, shared resources, and expressed their ideas confidently.



The children were very engaged and demonstrated a clear understanding of the story and key concepts:

- Hunter said, "Daddy Bear is big, the big cup goes to Daddy Bear."
- Metkel said, "Goldilocks broke Baby Bear's chair."
- Esme said, "Daddy Bear is big, Mummy Bear is medium, and Baby Bear is small."
- Makhissa said, "Goldilocks is going to the bears' house to eat the porridge."
- Rowand said, "Oats are soft."
- Angolalowa said, "The spoon is medium, and it is Mummy Bear's spoon."



Goldilocks and the Three Bears - Storytelling and Role Play

The children re-enacted and retold the story *Goldilocks and the Three Bears*. They took on different character roles and confidently spoke key phrases from the story. Using the outdoor area, the children worked together to sequence the story using picture cards, identifying what happened first, the problem, and the solution.

The children were highly engaged and interactive throughout the activity. They showed great enthusiasm for retelling the story, demonstrating their understanding of story structure, character roles, and key event



Children's comments:

Ahmir: "Goldilocks broke Baby Bear's chair!"

Ayaa: "Daddy Bear is big, Mummy Bear is medium, and Baby Bear is small."

Raghad: "Goldilocks was sleeping in Baby Bear's bed."

Somtochkuwu: "Goldilocks went to the bears' house to eat the porridge."

Tamima: "The porridge is too hot!"

Nazawari : "This is Baby Bear's bowl — it's small!"