

Outdoor Classrooms Ltd is dedicated to offering innovative and engaging outdoor educational experiences for you and your children. Our goal is to create captivating environments that foster creativity, encourage curiosity, and promote a love of nature and learning. Our unique approach encourages children to explore and learn in a natural setting, where they acquire important skills and a deeper understanding of the world around them. All our timber is harvested in Yorkshire by our team of woodland and wildlife experts.

We have a huge range of products—here is a small sample:



- Bespoke Outdoor Solutions
- SEND Care Cabins
- Sensory Learning Gardens
- Outdoor Seating
- Physical and Imagination Areas
- Shelters & Outdoor Classrooms
- Organic Food Growing Systems
- Wildlife Areas
- Forest School Resources & Furniture
- Outdoor Provision Resources
- Maths & Language Resources

For further information or to order, please contact us:

Website: www.outdoorclassrooms.co.uk
 Email: orders@outdoorclassrooms.co.uk
 Instagram: @outdoor.classrooms
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The Three Bears



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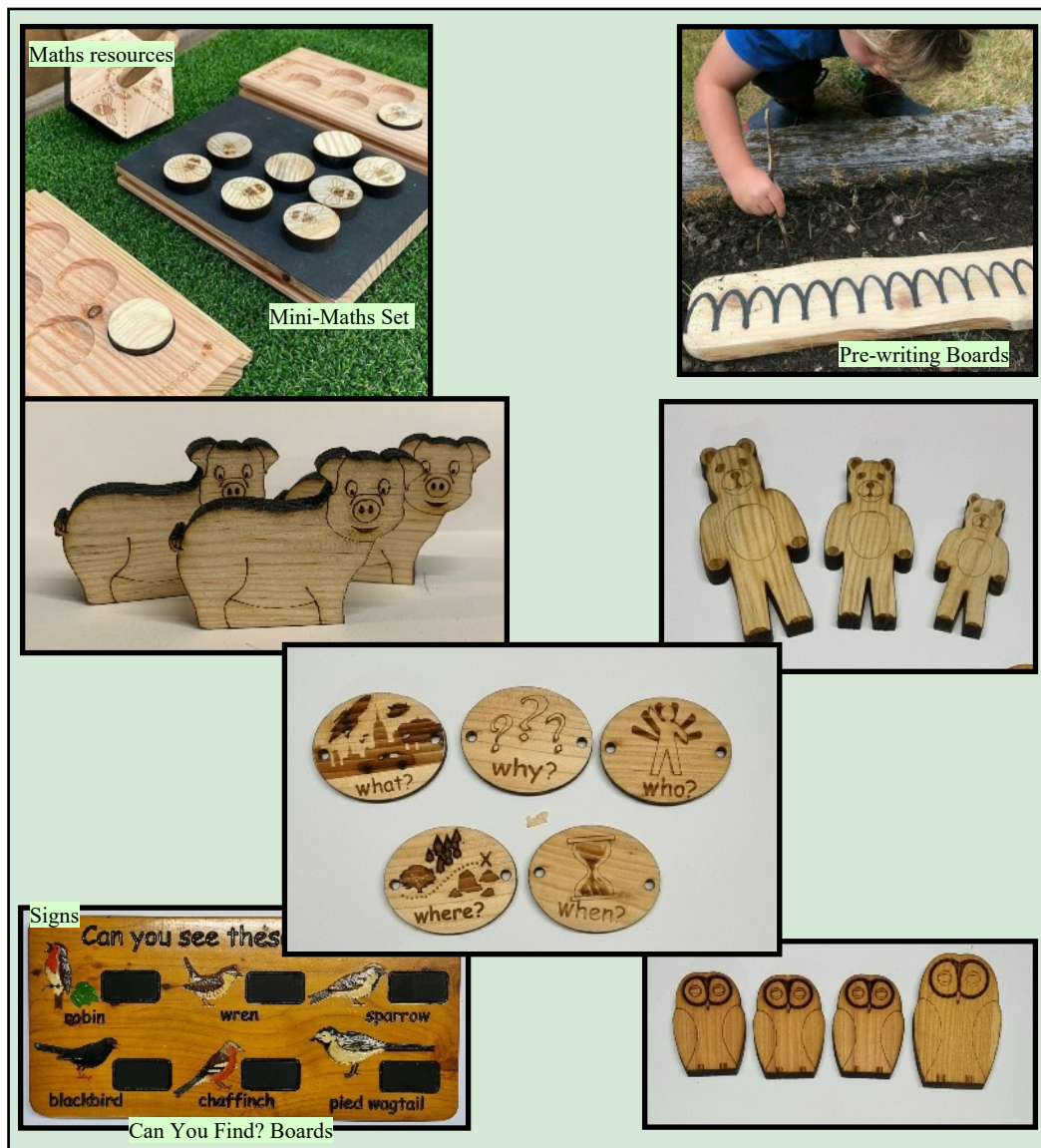




The Three Bears

A specially selected set of natural resources designed to engage children's imagination and sense of curiosity. It's fun to use - providing an interactive way to learn across a wide subject range. This pack includes activity suggestions and 'learning goal' links.

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Natural, Beautiful, and Sustainable,
SEND friendly resources!





AIMS:

- ◆ To offer every child the opportunity to reach their own personal potential.
- ◆ To support all children's health and development through environmental improvements. Healthy learners are better learners.
- ◆ To make primary education provision 'SEND-friendly'.

Objectives:

1. To promote the use of natural resources instead of those made from artificial, synthetic or chemically-treated materials.
2. To promote healthy garden practices to complement individual SEND children's ability to thrive.
3. To empower SENCO practitioners and supporting them to :-
 - ◆ Reduce environmental toxins in educational gardens, i.e., weedkiller and treated chemically timbers.
 - ◆ Reduce exposure to man-made chemicals and heavy metals, like those in plastic grass, rubber crumb fall surfaces and treated timber. Doing this all to provides a healthier educational environment.
 - ◆ Aid healing, growth and repair for optimal development by reducing the work our bodies need to do to clear extra unwanted an unnecessary chemical toxins.
 - ◆ Allow nature and life to flourish in a healthy environment for us all to share.
4. To provide the information and resources needed to demonstrate best practice i to the wider community.
5. Provide well thought-out educational resources made from natural, sustainable UK wood and tested to high CE/CA Toy Standards.

The Three Bears Pack Contains:

- 1 x Daddy Bear**
- 1 x Mummy Bear**
- 1 x Baby Bear**





Outdoor Classrooms Ltd



The Three Bears

Care and Safety Instructions:

Please keep these instructions for further reference.

Warning: Contain small parts

Not suitable for children under 36 months

For children aged 3 -12 years

Do not allow the children to put any of the loose parts in their mouths.

The adult is responsible for risk assessing each pack, making a judgement relative to the age and developmental stage of the child – and either removing any small wooden pieces from the child's reach or supervising appropriately.

This is a natural product which may (or may not) contain bark. If the bark peels off, remove it completely and check that the surface underneath is smooth. If necessary, use sandpaper to smooth it over. Should any pieces become damaged or broken, these must be removed immediately, discarding any small pieces. Those with sharp edges must be discarded, or the wood smoothed over with sandpaper.

Do not allow the children to throw the pieces

These sets are made from natural and durable UK-grown wood – pine, ash, oak, larch or western red cedar – containing *no* poisonous chemical treatments. All the wood has been passed to stringent toy standards CA/CE EN71-2 and EN71-3. The sets have also passed EN71-1.

It is not advisable to put the equipment away wet, damp, or in a wet bag, especially for long periods of time, e.g., holidays. It is also recommended that the components are not placed on or near excessive heat, e.g., next to a heater, as this can stress and damage the wood.



12. Snapshot Scenes -

Activity: Children create a snapshot of a particular scene lifted from a story. They role-play and act out that scene. Others describe the scene. Should some children not feel confident enough (or not be physically able to), then use 'The Three Bears' and any helpful props.

Focus: *Speaking in sentences, using positional language*

Extension ideas: Children bring characters to life by 'acting out' and 'speaking' their parts.

13. How Are They Feeling?:

Activity: Read familiar stories and ask how 'The Three Bears' might be feeling in any given situation. Alternatively, hand a Bear around and ask how the Bear might be feeling today and why. Be mindful of any child protection (safe guarding) issues which may become apparent and make use of the relevant procedures for such situations.

Focus: *Emotional literacy, empathy, expressive vocabulary*

Extension ideas: 1. Children to tell you about the narrative of their play and how the characters are feeling. Children to play together in groups. (Be alert for possible safeguarding/child protection issues).

2. Link to children's own experiences, i.e., 'When have you felt left out/scared?'

We hope the children enjoy learning with the Three Bears. We are sure you can think of many more activity ideas. We would love to hear about them.

(Please get in touch by contacting 'Outdoor Classrooms Ltd', see details below.)

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7. 'Hot Seating' the Characters -

Activity: A child takes on the role of one of the Bears. The other children ask them questions, i.e., 'What are you doing?'. 'Where are you going?' ... If the children wish, they could base their questions on familiar stories, e.g. 'Goldilocks and the Three Bears'

Focus: *Speaking in role, asking/answering questions*

Extension ideas: Try 'interviewing' alternative characters, i.e., 'Goldilocks' from 'The Three Bears' or the Wolf from 'The Three Little Pigs'.

8. The Three Bears Talking -

Activity: Encourage the children to give 'The Three Bears' 'voices' so that The Three Bears can talk to each other and other characters.

Focus: *Vocabulary, sentence structure, intonation, building dialogue*

Extension ideas: 1. Add limited props to extend conversations.

2. Introduce speech bubbles for children to write/draw inside.

9. Guess the characters -

Activity: - One child hides a Bear or another characters. Others ask questions requiring 'yes' or 'no' answers to work out which character is hidden.

Focus: *Questioning, listening, logical thinking.*

10. Scene in a Box -

Activity: Use a tray/box with a scene and props (The Three Bears, door, etc.) for children to explore and describe.

Focus: *Vocabulary building, descriptive language, imaginative storytelling*

Extension ideas: Ask extension questions beyond what the children can see, feel, etc. *Why* do they think the The Three Bears are there? *What* is The Three Bears doing? Where is The Three Bears going?

11. Mystery Bag -

Activity: Fill a bag with story-related props. A child takes an item from the bag and describes its link to 'The Three Bears' e.g. *a rope The Three Bears uses to climb down the tree.*

Focus: *Questioning, inference, making connections*

Extension ideas: Invent a brand new story - using all of the props together.



Language Learning

Hi, let me introduce The Three Bears. They are are amiable fellows; They likes to be outside and have adventures. The Three Bears are 'solid wooden character', there to support the storytelling, retelling and enactment of popular, traditional tales. The Three Bears also encourages the children to explore a broad range of emotional aspects, like empathy. An 'Imagination Door' is also included to encourage learners to construct their own narratives.

'The Three Bears' can be used alongside the other resources to help the children to recall familiar stories like 'Where's my teddy?', 'We're going on a bear hunt', 'Goldilocks and the Three Bears', etc. Retelling the story enables the children to better remember the narrative, with each pertinent section located in its correct sequence of 'beginning', 'middle' and 'end'. 'The Three Bears liking to go on adventures encourages the children to compose their own stories.

'The Three Bears' can be used to share good practice with parents, carers and others. For example – take photos of your lessons during a phonics activity – listening to the sound “at”, “cat”, or “mat” – or a maths activity looking at subitising numbers to five. Take photos with The Three Bears taking part in the lesson instead of a child, and upload these child-free photos onto social media, along with explanations of the activity. The aim is to encourage parents, children and others to follow 'The Three Bears' learning adventure. Sharing good practice like this helps children with their homework, thus encouraging learning support at home. (Similar 'child-free' lessons can also be shared with other settings via Instagram by adding the hashtag '#natural.is.best').



The Three Bears - Where stories begin and voices grow.
(An oracy based resource for storytelling, re-telling and imaginative play)

How Best to use The Three Bears

Introduce The Three Bears as characters who lives behind the Adventure Door and goes on exciting adventures. The Three Bears can appear daily, weekly, or at planned points throughout the term. They can join in focused adult-led oracy, small group (or whole-class) sessions, or more freely within provision indoors or outdoors.

In Adult-Led Oracy Sessions, The Three Bears May...

- Arrive with a small object (e.g. a leaf, shell, map or tiny parcel) to spark curiosity and discussion.
- Leave a message, photograph or drawing showing where they have been.
- Ask the children for help, ideas or advice about his next adventure.
- Encourage children to predict what might happen next.
- Support children to sequence and verbally re-tell The Three Bears's adventures.

In Provision, The Three Bears May...

- Appear in different areas, i.e the small world area, book corner or role-play zone.
- Be taken by children to new places around the classroom or the outdoor area.
- Become part of imaginative play, with children creating their own adventures.
- Be used independently to invent new stories or the act out familiar ones.

Adult Role: Supporting Oracy with The Three Bears

Adults play an important role in modelling language and supporting meaningful talk when using The Three Bears. Through thoughtful questioning and shared storytelling, adults can help children develop confidence, vocabulary and narrative skills. (See below for guidance).

For example, if the children want 'The Three Bears' to climb a tree, ask, "Why is The Three Bears climbing the tree?"; "How did The Three Bears climb up there?", "What does The Three Bears see from the tree?", "Where does The Three Bears go next?" and so on.

Story Sequencing Counters, available from Outdoor Classrooms Ltd, can be used as visual prompts to create or retell the story.

4. Story Creation -

Activity: Use The Three Bears and the imagination door together to make new adventures.

Focus: Creativity, flexible thinking, narrative building

Extension: Children can perform their new story – create a puppet show area!



5. Holiday Adventures -

Activity: Take 'The Three Bears' with you when visiting a place of interest - like the beach or the countryside. **Take photos of 'The Three Bears' in the settings.** On your return, show the children the photos. Use the photos to ignite the children's imagination so they will recount their own version of what 'The Three Bears' did on his holiday adventure.

Focus: Creativity, flexible thinking, narrative building

Extension: Children draw or write down the story of The Three Bears's adventures.

6. What Goes in the Bag? -

Activity: Bring a chosen object into the classroom and encourage the children to ask questions about it, using the 'who', 'what', 'when', 'where', 'why' and 'how' format. If it's a bag, for example, "What are 'The Three Bears' going to put inside his bag?"

Focus: Creativity, flexible thinking, narrative building

Extension: Provide a bag for the children to gather a range of items to be used as prompts for The Three Bears's (or they own) imaginative adventures.



Story Characters Activity Suggestions:-

Contributions by Leona King & Instagram @ Early_years_diaries
(Primary Teachers)

Retelling Familiar stories: -

1. Reading Familiar Stories

Activity: Read familiar stories to the children, allowing them to hold the relevant 'The Three Bears' who can become the main character.

Focus: Sequencing, recall, story language

Extension ideas: The children begin to read the story along with you as you read the story - or retell it from memory. Ask the children about the beginning, middle and end of the story.



2. Story Retelling

Activity:- Place familiar storybooks and appropriate props for the children to play with. Allow the children to act out familiar stories with 'The Three Bears'.

Focus: Sequencing, recall, story language

Extension ideas: 1. Add extra props.
2. Children create their own new endings.

Story Creation:-

3. Story Adventures

Activity: Find a particular place to begin the story adventure, i.e., a garden, a room – anywhere accessible and safe. Place 'The Three Bears' in this place. Encourage the children to develop their own narrative, being careful not to steer the story along in the way that you think it should go.

Focus: Creativity, flexible thinking, narrative building

Extension: Ask open-ended questions (recalling the 'who', 'what', 'where', 'when', 'why, and 'how'). Such questioning will open new pathways, e.g., "What is 'The Three Bears' going to do?" **It's important to remember, and to emphasise to the children, that there are NO wrong answers.**

For pre-schoolers use beginning, middle & end.

For reception children use 'Who?', 'When?', 'Where?', 'Why?', 'What?', and 'How?'

For KS1 use, 'Who?', 'When?', 'Where?', 'Why?', 'What?' and... 'Problem' and 'Solution'

Model Rich Language

Use *clear, descriptive language* when introducing The Three Bears adventures. Expand on children's ideas by adding new vocabulary and modelling full sentences. This helps children hear new words used, in meaningful contexts.

For example:

"The Three Bears found a *tiny, shiny* shell on the *sandy* beach."

"You said The Three Bears went to the forest. I wonder if it was a *dark, leafy* forest?"

Ask Open-Ended Questions

Encourage children to share ideas and extend their thinking by asking questions that have more than one possible answer. Think about using the prompts '*who, where, why, what, when and how*'. These types of questions encourage longer responses and deeper thinking.

For example:

"*Where* do you think The Three Bears have been?"

"*What* might The Three Bears do next?"

"*Why* do you think The Three Bears chose that place?"

"*How* could we help The Three Bears solve this problem?"

Encourage Turn-Taking and Listening

Support children to listen to others and take turns sharing their ideas. Model how best to respond to what others have said, e.g.... See over the page. This helps children develop confidence in group discussions.

For example:

"Let's listen carefully to what Sam thinks."

"Can anyone add to that idea?"

"Do you agree or have a different idea?"



Support Storytelling and Re-telling

Guide children to organise their ideas into simple sequences when talking about The Three Bears's adventures. Over time, this supports children to build clear and structured narratives.

For example:

"Firstly, where did The Three Bears go?" (Beginning)

"What happened next?" (Middle)

"How did the adventure end?" (End)

Celebrate Children's Ideas

Value *all* contributions and encourage children to share their thoughts, even if they are unsure. Positive feedback supports children to feel more confident to speak aloud and to share their ideas.

For example:

"That's an interesting idea."

"I like how you explained that."

"You used some great describing words."

Oracy Session Sequenced

Below is an example of how The Three Bears could be used in a small sequence of adult-led oracy sessions; -

Example

1. The Three Bears's Surprise Arrival

The Three Bears appears from the Adventure Door with a small object, i.e. a leaf, feather or tiny parcel. Gather the children and encourage them to look closely and discuss what The Three Bears might have found.

Focus: Introducing vocabulary and sparking curiosity

Oracy focus: Describing, predicting, using new vocabulary.

Adult prompts:

"What do you notice about The Three Bears's object?"

"Where do you think The Three Bears found this?"

"What words could we use to describe it?"



2. Where Has The Three Bears Been?

The Three Bears leaves a picture, map or footprint showing where they may have travelled. Children work together to imagine and share ideas about his adventure.

Focus: Imaginative storytelling

Oracy focus: Imaginative talk, sharing ideas, building narratives.

Adult prompts:

"What might The Three Bears have seen there?"

"Who could The Three Bears have met?"

"What do you think happened on his journey?"

3. Help The Three Bears Solve a Problem

The Three Bears asks for help with a simple problem, i.e. crossing a river, finding food, or getting home before dark. Children suggest solutions and explain their thinking.

Focus: Explaining ideas and reasoning

Oracy focus: Explaining ideas, reasoning, problem-solving language.

Adult prompts:

"How could we help The Three Bears?"

"Why do you think that would work?"

"Is there another way The Three Bears could solve this?"

4. Re-tell The Three Bears's Adventure

Children re-tell The Three Bears's adventure from earlier in the week - using props, drawings or small world resources.

Focus: Sequencing and narrative skills

Oracy Focus: Sequencing, re-telling, using story language.

Adult prompts:

"What happened first?" (Beginning)

"What happened next?" (Middle)

"How did the adventure end?" (End)

Following are other examples of how The Three Bears could be used in group/whole class sessions and provision time - both in and outdoors.

