



School _____ Cohort _____

Spring Term W/C 10th March 2025

The Lullaby Trust: Safer Sleep Week Lesson Plan for EYFS: Goldilocks' Baby

What: Using a twist on a traditional tale, Goldilocks' Baby is a fun filled learning experience for your EYFS which shares the lifesaving principles of safer sleep.

Why: Why this matters for your families: Safer Sleep Week is The Lullaby Trust's national awareness campaign targeting anyone looking after a young baby. It aims to raise awareness of sudden infant death syndrome (SIDS) and the simple advice that reduces the risk of it occurring.

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When: Safer sleep week runs from 10th March 2025. It would be great if your setting could partake then, however feel free to use these resources as and when it will benefit your cohort best.

How: Our safer sleep week pack is designed to support learning towards the ELGs (shown in purple). It consists of adult led activities, and ideas for continuous provision which will fit alongside your planned areas of learning.

LITERACY LINKS: Traditional Tales: *Goldilocks and the Three Bears*.

NUMBER OF THE WEEK: 10

SONGS OF THE WEEK: *When Babylocks Went to The House of The Bears; There Were 10 in The Bed*

OPTIONAL VISITOR TO NURSERY: *People who help us: Health Visitor, Midwife, Parent with a baby.*

Note: Throughout all activities this week place the baby doll in the feet to foot position (baby's feet at the foot/bottom of the cot/crib) and lying on its back. Verbalise what you are doing. Eg "We always put baby feet to foot and back to sleep!"

WOW EVENT



Resources: *Goldilock's letters*

A baby has been left in nursery! But whose baby, is it? And, how do we look after it?

- During the first carpet session of the day, have one member of staff hide the baby doll away from the carpet area, and hide Goldilock's letter on or around it.
- Play the environmental sounds of a baby laughing/crying.
- Member of staff on the carpet engage with the children. "What is that Sound?" Are children able to identify the sounds? Can they identify which direction it is coming from?

As a group, or sending a pair of children, quietly explore the source of the sound allowing the children to find the baby and bring it back to the carpet area to find the letter. Are the children able to identify key features of the letter: envelope, stamp, address.

3 Bears Cottage,
The Woods,
Nursery Rhyme Land.

Dear Children,

Please look after my baby brother, Babylocks, for me.

Little red riding hood needs my help. She is having terrible trouble with a big bad wolf, called Susan!

Keep Babylocks safe, and I will come back for him at the end of the week.

From your friend,

Goldilocks.

P.S. I forgot to bring his bed. Can you find a safe space for him to sleep. x

Include a Lullaby Trust easy read card for safer sleep in the envelope to give clues to safer sleep, the first of which will be clear sleep space. [How to reduce the risk of SIDS for your baby - The Lullaby Trust](#)

What else do baby's need? Invite children to share experiences of their baby siblings/cousins/family friends.

Links to ELGs:

Communication and Language: Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding;

People Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;

Building Relationships: Work and play cooperatively and take turns with others; Show sensitivity to their own and to others' needs.

There Were 10 (toys) in The Bed - Adult led circle time.

Resources: *Picture of Safer Sleep*

There were 10 (toys) in the bed will give your cohort a chance to focus on counting to and from 10; and practicing the concept of one less, whilst exploring the clear cot principle of safer sleep.

In circle time, start with baby in the bed with 10 toys/objects. Look at the Safer Sleep picture of a **clear** sleep space.



Explore with the children:

“Oh No! Something looks different with Babylocks’ bed.”

“Can you spot the problem?”

“Let’s help Babylocks to have a safe sleep space by **clearing** his bed.”

“How many toys/objects are in baby’s bed?”

10: “show me 10” on hands

“Baby needs zero: show me zero”.

Together sing *There Were Ten in The Bed* and choose a child to remove an object each time, until the sleep space is clear - focussing on turn taking and following setting expectations.

I can confidently count the number of bears and find the corresponding numeral using a number fan.

I can join in as we count and show the correct quantity on my fingers

I can join in as we count and copy 1, 2, 3 on my fingers.



After the activity: Leave the resources in the music corner so that children can recount and adapt song/activity whilst in provision. Adult scaffolding clear sleep space message and building on understanding of number.

Links to ELGs:

Communication and Language: Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Personal, Social and Emotional Development: Self-Regulation: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Building Relationships: Work and play cooperatively and take turns with others; Show sensitivity to their own and to others' needs.

Literacy: Comprehension: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Mathematics: Number: Have a deep understanding of number to 10, including the composition of each number: **Numerical Patterns** Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity

People Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.

Expressive Arts and Design: Make use of props and materials when role playing characters in narratives and stories; Being Imaginative and Expressive; Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

When Babylocks Went to The House Of The Bears

To the simplified tune of When Goldilocks Went to The House of The Bears

Resources: *'When Goldilocks Went to The House of The Bears' lyric sheets*

Using repetition, this song will build on and consolidate the Safer Sleep understanding throughout the week: helping children to build reasoning into their play and exploration.

Sing the song with expression, emoting positively for the Safer Sleep messages, and with playful horror at the non-sleep messages.

There are two alternative endings. You know your cohort best; go with which ever feels best for them, in terms of enjoyment and ability to self-regulate.

When Babylocks went to the house of the bears,

What did his blue eyes see?

A bed that was firm,

And a bed that was soft

But the firm bed was safer for sleep.



When Babylocks went to the house of the bears,

What did his blue eyes see?

A bed that was flat,

And a bed that was not,

But the flat bed was safer for sleep.

When Babylocks went to the house of the bears,

What did his blue eyes see?

A bed that was cool,

And a bed that was hot,

But the cool bed was safer for sleep.

When Babylocks went to the house of the bears,

What did his blue eyes see?

A bed that was clear,

And a bed that was full,

But the clear bed was safer for sleep.



Keep the sleep space clear

Alternative ending 1

When Babylocks went to the house of the bears,



Use a firm, flat, waterproof mattress

What did his blue eyes see?

A waterproof bed,

And a bed that was not,

But the proofing was safer for sleep.

Alternative ending 2: managed well and with playful good humour, this ending will build motivation. It links nicely to talking about and celebrating Personal Development: Manage their own basic hygiene and personal needs, including dressing, going to the toilet- and how this differs for babies who need nappies.

- Pause, playfully shaking your head in despair. “Oh my goodness children, you don’t want me to sing you the next verse! Never in my life! That Goldilocks is so rude!” Turn to other member of staff, pretending to communicate in a way that the children won’t hear, and audibly mouth “It has the word ‘wee’ in it!” Use children’s excitement to ‘negotiate’ consolidating the expectations of the setting. Good sitting, listening etc.

When Babylocks went to the house of the bears,

What did his blue eyes see?

A waterproof bed,

And a bed that was not,

But that one was covered in wee!



Use a firm, flat, waterproof mattress

Play along in shock and disgust as children enjoy the toilet humour, and then consolidate setting boundaries again, bringing order back to the group. Repeat as required, throughout the week.






CLEAR THE COT: NUMERACY GROUP WORK- ADULT LED

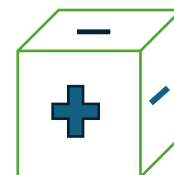
You will need:

A set of 10 frames (1 per child) ; +/- dice; Compare Bears/buttons/counters (enough for up to 10 per child)

Why: This activity consolidates the idea of the clear sleep space; whilst supporting children with numbers 0 to 10; one more/one less; subitising; and comparison of number.

How: Each child starts with 5 bears on their 10 frame. They take it in turns to roll the dice. If it lands on + they add a bear. If it lands on – they take away a bear. The first child to reach 0 bears wins Clear the Cot.



Examples of differentiated enquiry:

How many bears do you have?

How many will you have with one more/less?

Who has more/less bears, Bethan or Amir?

Who has the most/least bears?

How many more bears will you need to have 10 bears?

Whose ten frame is closest to zero?

I wonder what will happen if you roll two + or two -

Note:

Can any of the children subitise 3, 4, or 5 bears?

Do any of the children distribute their bears in non-linear ways on the ten frame eg. 2 equal groups of 3

Links to ELGs:

Mathematics: Number: Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; **Numerical Patterns:** Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other

When playing this game, see if the children can remember the clear sleep space rule.

Do they have teddies in their bed?

How many?

Comment on and consolidate how babies' needs are different because they are so small and helpless.



quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Communication and Language: Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;

- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

Building Relationships: Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.

Invitation for Safer Sleep Pyjama Party

Resources: *Goldilocks' letter, voting cards*

Use this activity to consolidate the learning from the week. Who can remember the safer sleep rules? How did we keep Babylocks safe? Etc.



Recap on the features of a letter. Are any additional children able to now identify key features of the letter: envelope, stamp, address etc?

3 Bears Cottage,

The woods,

Nursery Rhyme Land.

Dear Children,

Thank you so much for looking after my baby brother, Babylocks, and for finding him a safe place to sleep.

Susan, the big but not-so-bad wolf has discovered she loves porridge. If it isn't too hot, or isn't too cold, but is just right. She no longer wants to eat little red riding hood. Hooray!

Susan the wolf and Little Red Riding hood are now the best of friends. So, I am on my way home.

To celebrate, let's have a safer sleep pyjama party tomorrow.

From your friend,

Goldilocks.

P.S. don't forget to wear your Pyjamas. x

Read out the letter to the children. Use it as a springboard to discuss healthy eating/movement/both; and to give the children an introduction to voting and democracy. Use the resources below, and clothes pegs to help the children cast their vote.

All good parties need party food, and active games, right? It is time for your little party planners to cast their vote to decide what the Safer Sleep Pyjama party will consist of.

- Are they able to tell you why they made their choice?
- Are they able to link nutrition and movement to healthy bodies?

Voting cards: Each child use clothes peg to cast their vote. Link to number through enquiry.

Again, look out for signs of subitising.

Which children are able to count reliably beyond 10?

How many votes does fruit have?

How many will musical statues have with one more/less?

Which party food has more/less votes, fruit or cake?

Which has the most/least votes?



How many children are left to vote?

What would happen if the remaining children all voted for _____?

Links to ELGs:

Communication and Language: Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development: Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **Managing Self:** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Building Relationships Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.

Physical Development: Fine Motor Skills: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery;

Mathematics Number: Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

Past and Present: Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling;

People Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.



Activities for Continuous Provision and Child Initiated Learning

CHILD INITIATED ACTIVITIES: Continuous, Levelled and Enhanced Provision		
<p>Investigation</p> <p>Materials and textures including firm and soft; plastic/waterproof and cotton/wool; thick and thin etc.</p> <p>Environmental sounds games.</p> <p>Answering child-initiated enquiring about babies using ITC with adult support</p>	<p>ICT</p> <p>Environmental sounds and using ITC for information.</p> <p>Environmental sounds games.</p> <p>Answering child-initiated enquiring about babies using ITC with adult support and scaffolding.</p> <p>How to reduce the risk of SIDS for your baby - The Lullaby Trust</p>	<p>Creative Table</p>
<p>Mark Making</p> <p>The Lullaby trust Pencil control sheets: time to sleep baby</p> <p>Pencil control worksheets with Safer Sleep images.</p> <p>Challenge card: can you draw a picture of you as a baby? Can you draw a picture of you now? How did you change?</p>	<p>Maths Equipment</p> <p>Compare Bears</p> <p>Comparative language of size Bigger/smaller, biggest/smallest.</p> <p>+/- dice; 10 squares; buttons/counting objects to resemble toys.</p> <p>Consolidation of carpet activity: no objects in the cot; Counting 0-10; one more one less; predicting number.</p>	<p>Role Play</p> <p>Goldilocks' baby/ Baby bear's bed, bear costumes,</p> <p>Environmental images/prompts relating to Safer sleep. Images of safe sleep space with happy face. Images of unsafe sleep space with sad face.</p> <p>Consolidation of carpet activity keeping Goldilocks' baby safe.</p> <p>Scaffolding feet to foot, clear sleep space, firm flat mattress.</p>
<p>Small World</p> <p>Three little bears Cottage</p> <p>Small work figures including home, family, baby, cot.</p>	<p>Painting</p>	<p>Malleable</p> <p>2 x Playdough: firm and soft.</p> <p>Exploring 'firm' and 'soft'</p> <p>Scaffolding comparative language and exploration appropriate to the child's developmental needs.</p>
<p>Water</p> <p>Materials with difference absorbency/ Baby dolls to wash and care for.</p> <p>Challenge card: Umbrellas are waterproof because water can't get through. Can you find a material that is waterproof, for Babylocks' Bed?</p>	<p>Sand</p> <p>Challenge card: Can you make the sand firm enough to make a sand castle house for Babylocks. What could you add?</p>	<p>Construction</p> <p>Challenge card: can you make a safe sleep space for Babylocks?</p>



Sensory/Messy Porridge oats	Book Corner Story sack prop 3 bears puppets Once there were giants My first book about me	Music 10 in the bed resources
Outside: Balancing/Climbing	Outside: Sand	Outside: Water
Outside: Wheeled Toys Include prams	Outside: Small World	Outside: Mud Kitchen Feeding baby: old baby spoons bottles.
Outside: Role Play Waterproof items of clothing. Scaffolding learning. Why/when we wear waterproof clothing. Wet/Dry "do you know babies need a waterproof cot" "I wonder why"- leaks linking to personal care: I can use the toilet by myself. I can wash my hands. Changes over time.	Outside: Mark Making	Outside: Construction Gradients with drain pipes and balls. Challenge can you balance the pipe flat so that the ball stays still. Consolidation of vocabulary and the concept of flat/tilted.
PE Equipment	Outside: Investigation Encourage children to listen for environmental sounds	

Continuous provision Links to ELGs:

Communication and Language: Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.



Personal, Social and Emotional Development: Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **Managing Self:** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Building Relationships Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.

Physical Development: Fine Motor Skills: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.

Literacy: Comprehension: Will have an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Mathematics Number: Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

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Understanding the World

Past and Present: Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling;

People Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;

The Natural World: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design: Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive; Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

Printed Resources for Continuous provision:



- Challenge cards
- Follow the line activity
- Pyjama Day poetry