

We're Going on a Bear Hunt

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Key Questions / Prompts:

What is the title of the book?
Who is the author?
Who is the illustrator?
What is the blurb? Where would we find it?
What do you think the book is about?

Descriptive language:

Long wavy grass, a **deep cold** river, **thick oozy** mud, a **big dark** forest, a **swirling, whirling** snowstorm, a **narrow gloomy** cave, **shiny wet** nose, **furry** ears, **big googly** eyes.

Activity 1: Sensory Walk

Vehicle for Learning / Activity:

Use the outdoor environment to go on a bear hunt. What about using the forest school area and taking advantage of the **long wavy grass**. And making use of the willow tunnel as the **narrow gloomy cave**. Plan your route out before starting the activity. You may need to add in some resources depending on the season, for example you may need to hang some white ribbon from the tree to represent a **swirling, whirling snowstorm**. What might you find at the end? Will the bear be hidden in his cave?

Throughout the activity focus on the language being used to describe the weather. Can you think of any other language as you explore the different environments and elements?

Learning objectives (what the children will learn):

- To repeat the rhyme "We're going on bear hunt!"
- Follow instructions
- Positional language "We cant go over it, we cant go under it.."
- Developing listening skills.
- Acting out a story.

Links with Letters and sounds:

- Environmental sounds.

Vocabulary:

- Positional language: over, under, through.
- Descriptive language.
- Where do we go **next**?

Resources:

- Copy of the book for reference.
- Use the outdoor natural environment as much as possible, maybe arrange some sticks in a pile to represent the forest, create a mud patch, find the longest grass in the garden

Activity 2: Music and movement.

Vehicle for Learning / Activity:

Create a clear open space with the opportunity to play some environmental sounds. These sounds can be found using Spotify or using the website www.soundfinder.co.uk (note sound finder only gives short clips of the sound, spotify will play you a longer piece of music/sound).

You will need to have researched some songs that represent the sounds your after – grass, mud, water...

As a group sit in a circle and listen to the piece of music;

- What weather does it sound like?
- How might you move to this music?
- Can anyone share their ideas?

Then as a group play the music again and move around the room to the music, as the group does this, introduce new vocabulary to describe the way they are moving. Try a different piece of music that represents a different part of the story, how do you move differently to this?

Learning objectives (what the children will learn):

- Describe where the family go while on a bear hunt.
- Taking turns
- Moving bodies in different ways
- Balance

Vocabulary:

- Words to describe the movement:
Swish, whoosh, glide...

Resources:

- Clear space
- Ability to play music so the group can hear it clearly.

Activity 3: Using instruments to represent sounds in the book.

Vehicle for Learning / Activity:

Using a variety of instruments to recreate the sounds that are described in the book.

- What words can you use to describe the sounds?
- Which instrument do you think is the best to represent the different weather in the book?
- Teach the correct names for the instruments. (These can be seen on the next page)

Read the story to the children and add in the different instrument sounds as you get to the different stages of the story.

Learning objectives (what the children will learn):

- Learn the correct names for the instruments.
- Taking turns
- Differentiating between different sounds.
- Learning new vocabulary to describe sounds they hear.

Vocabulary:

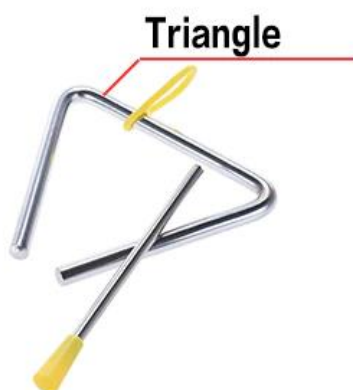
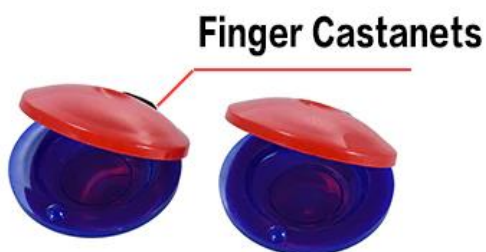
New vocabulary to describe the sounds being made e.g:

- Scratchy
- Loud
- Smooth
- Quiet
- Long sounds

Resources:

- Variety of different instruments

When using instruments it is important we use the correct language and names.



Activity 4: Mr Bear feels sad

Vehicle for Learning / Activity:

At the end of the book, on the last two pages, there is a picture of the bear with his head down walking back to his cave. Have a discussion with the children:

- How do you think the bear feels?
- Why do you think he feels like that?
- How could we cheer him up?

Maybe you could invite Mr Bear for snack? How will he know where to come? Could you make him an invitation? As a group work together on a large piece of paper to create an invitation for Mr Bear.

Think about what information he needs to know (where to come, on what date and what time he needs to arrive) Ask the children to each contribute to the invitation, drawing, writing, making marks.

Using a second piece of paper fold the paper to create an envelope. Fold the invitation inside and write on the front of the envelope Mr Bears address: (you can make this up - 1 Dark Gloomy Cave, Beach Front, Bearville)

Create a lovely picnic snack time that Mr Bear will visit for.

Learning objectives (what the children will learn):

- Thinking of feelings and how to describe them.
- Interpreting a picture and talking about what it tells you.
- Writing for a purpose (Invitation)

Vocabulary:

- How does he feel? Sad, angry, upset, scared...
- Invitation
- Envelope
- Address
- Stamp

Resources:

Large pieces of paper
Crayons/Pencils
Tape

Mr Bear
Snack (food, cups, plates)

Activity 5: A deep cold river!

Vehicle for Learning / Activity:

How could they get over the river instead of walking through it? As a group brainstorm some ideas, you could record these as a spider diagram on a large piece of paper.

Use the construction equipment to create some of the different ways to get across the river – boat or bridge maybe? Follow children's lead. Lay a large piece of blue material on the floor to represent the river. Help children work together to create the structure. As well as using the wooden community blocks are there any other resources you could use? For example: tape, cardboard tubes, paper, crates, string ...

Learning objectives (what the children will learn):

Active learning – being involved and trying, persisting with activities, satisfaction when goals are achieved.

Creating and thinking Critically – Having their own ideas, making links, choosing ways to do things.

- Working together as a team to create something.
- Building a safe structure.

Exploring using media and materials:

- Joins construction pieces together to build and balance (30-50 months)
- Constructs with a purpose in mind using a variety of resources (40-60 months)

Vocabulary:

- Length – long, short
- Size – tiny, small, big, huge
- Connect (How will we connect them pieces of material?)
- Is the structure **safe**?

Resources:

- Community play wooden blocks
- Pipes
- Crates
- String
- Tubes
- Scissors

Activity 6: Describe the sound.

Vehicle for Learning/Activity:

Use the spinner (on the next page – you will need to create this prior to the session)
Taking it in turns, spin the spinner and see where it lands.

Can the child make a sound or use descriptive language to describe the environment they have landed on?

The adult will need to support and model this first. For example the spinner lands on forest; crunch, crack the sounds as you walk over the twigs and leaves on the ground.

Learning objectives (what the children will learn):

- Expanding descriptive language and widening vocabulary
- Taking turns and waiting within a small group.

Links with Letters and sounds:

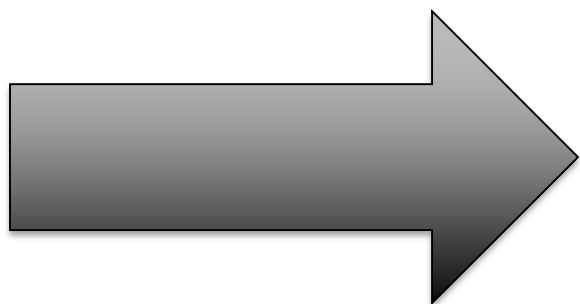
Phase 1 – Environmental sounds
Activity; Describe and find it.

Vocabulary:

- **Swish, woosh,...**
- **Crunch, Crack**
- **Splash, Plop, Splosh**
- **Creep**

Resources:

- The spinner.
(Please note the paper behind the spinner is the original. If the spinner is broken or needs replacing please photocopy the paper before beginning to make it.)



Activity 7: Find out about bears.

Vehicle for Learning/ Activity:

Use the laptop or I Mac to research bears. What program do you need to access to find out more information about bears? Can the children find and open this program? Think of some questions you want to find out or something you want to know more about. Use a search engine to find out your information. You could maybe print this and collect it from the printer.

As a follow up to this you could create a fact book about bears and draw pictures or write down the information you have found out.

Learning objectives (what the children will learn):

Technology:

- Acquire basic skills in turning on and operating ICT equipment (22-36 months)
- Knows information can be retrieved from a computer (30-50 months)
- Completes a simple program on a computer (40-60 months)

Writing:

- Distinguishes between different marks they make (22-36 months)
- Gives meaning to marks they make (30-50 months)
- Uses some clearly identifiable letters (40-60 months)
- Writes own name and other things like labels and captions (40-60 months)

Vocabulary:

- Internet
- Search engine
- Research
- Facts

Resources:

- Access to the internet.
- A3 paper to fold into books
- Scissors
- Pencils
- Crayons

Activity 8: Grow your own Swishy Swashy grass.

Vehicle for Learning / Activity:

Grow your own grass. This can be done in an area of the garden, in a spot tray or in smaller containers so each child can grow their own. Look on the internet how to grow grass and make a list of the things you will need. Print or write down the method so you can refer to this later on. Follow the instructions of how to grow grass, return to it each day watering it and looking for and changes. You could document these changes either as a group or individually. Children could use a homemade book (A3 folded paper, see next sheet for instructions of how to do this) each day they could draw or write what they have observed when looking at their grass and how it is growing.

Once your grass has started to grow you could measure, seeing how long it is and comparing it to the other children's. you could make some observations of who's grass has grown the longest?

Learning objectives (what the children will learn):

- Learning how things grow.
- Using the internet to research.
- Following instructions (the method of growing grass)
- Caring for something – revisiting the grass each day and watering it.
- Recording their observations.

Vocabulary:

- Method
- Observation
- Length – long, tall short, tiny...

Resources:

- Containers to grow grass in.
- Grass seeds
- Water spray bottle (not essential)
- Ruler (to measure)
- Paper, pens (to record)

Activity 9: Have a teddy bear picnic.

Vehicle for Learning / Activity:

Talk to the children about having a teddy bear picnic and inviting their favourite teddy to nursery. Does everyone have a favourite teddy bear? What do they look like? Do they have a name?

Talking to the children have they ever been on a picnic? What kind of food did they eat? What food might their bears like to eat. Create a spider diagram to record what children are saying.

Make a shopping list of the ingredients you will need.

Invite the bears to the picnic, create an invitation to tell their bears where they need to come and when to enjoy the teddy bears picnic.

Create your picnic for you and your bears, this will depend on what the children have decided they want at the picnic; it may involve baking some cakes, making sandwiches, chopping up fruit...

Enjoy your teddy bear picnic.

Learning objectives (what the children will learn):

- Writing for a purpose (creating an invitation)
- Being part of the process of planning an event (What do they need to do, what do they need to buy, preparing the food and enjoying the picnic)
- Preparing food safely, learning to cut with a knife safely, expanding their baking skills, how to prepare a sandwich.

Links with Letters and sounds:

Vocabulary:

- Picnic
- Invitation
- Safely

Resources:

- Planning paper
- Pens, paper .. (things to make invitations)
- Picnic food:

Activity 10: Explore our forest School area – What can you see?

Vehicle for Learning / Activity:

Explore the forest school area. Use your senses to explore what is around you; What can you hear? What can you see? Can you smell anything?

Create a spider diagram on the language children use. How can we explore some of these further.

Could you look at the different trees that are growing in our forest school? They look and feel different, they all have different names. Research these with the children.

Can you hear / see the birds? What birds are they take photographs of the birds and use the internet or books to research them.

Create a fact sheet about what you have found out (an example of one of these behind although feel free to create your own way to record what they children have found). Display your findings so others can see them. This way be on a display board or create a book out of the fact sheets...

Learning objectives (what the children will learn):

- Exploring the environment around us using our senses.
- Researching to find out further information.
- Recording this information to share with others.
- The names of different trees.
- The names of different birds.

Links with Letters and sounds:

Vocabulary:

- Fact sheet
- Research
- Record
- Senses
- Explore

Resources:

- Camera (take photographs of the things they find)
- Paper (record children's thoughts)
- Computer
- Non fiction books - Information books

EXAMPLE:

Species:

(What is the name of the bird)

Robin



Appearance:

(What does the bird look like)

Small Bird, grey colour with a red, orange tummy and face,.

Diet:

(What does it like to eat?)

Fruit, berries, insects, worms.

Habitat:

(What does it live?)

Builds a nest using twigs, leaves and feathers.

Activity 11: Story Map

Vehicle for Learning / Activity:

Think about the story and the sequence. After reading the story using a large piece of paper draw a story map. Draw small simple doodles to represent the story and arrows to show the flow. You can add single words if needed to support the drawing. The map should visually show the sequence of the story. See if the children can remember but you can use the book for reference if needed. Display the story map so children can try and make their own maps of the same or different stories.

Learning objectives (what the children will learn):

- Sequencing a story.
- Understanding what a story map is and how to use it.
- Writing/ drawing for a purpose.

Links with Letters and sounds:

Vocabulary:

- Story map
- What happened **next**?
- What happened **after** that?

Resources:

- Large piece of paper
- Felt tip pen
- Book for reference.

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