

CURRICULUM CONTENT

- I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. LIT 0-01a/ LIT 0-11a/LIT 0-20a
- I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-19a
- As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. LIT 0-21b
- I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm. EXA 0-17a
- I can create and record a range of visual information through observing and recording my experiences across the curriculum. EXA 0-04a

Flipped learning

Read the book of *We're Going on a Bear Hunt* or watch the video of Michael Rosen, the author, reading the story. Can you carry out the actions with him? Listen carefully to the sounds he makes.

<https://youtu.be/0gyl6ykDwds>

In school Learning

Prior to the lesson in the outdoor area set up a 'Bear Hunt'. You might use toys, pictures, letters or a mixture of the above. Hide the objects in areas around your outdoor space 'related' to the book, for example, the letter 'm' for mud and a picture could go near some mud or dirt in your grounds.

Talk about the book *We're Going on a Bear Hunt* – who is the author? What do the children think might happen? Watch the video of Michael Rosen reading the story of **or** read the book with the children in the class, acting out the different sections.

<https://youtu.be/0gyl6ykDwds> - Michael Rosen - *We're Going on a Bear Hunt*

Talk about the different sounds that they could hear, what actions they thought the family were doing etc.

Outside

Go on your own bear hunt. Repeat the parts of the story as you explore what you have set out prior to the lesson. Can the pupils find the objects? Pupils can take photographs when they find them, could draw them or tick them off on a list. This can be differentiated to suit ability/communication of the learner.

Can pupils sequence pictures of where they went on their bear hunt or match what they found at each place? Ask pupils if they can write, or point to letters for the sounds they heard or places they were, for example 's' – swishy swashy or 'm' for mud.

Ask children if they can draw a map or a story board of their adventure. You can find a map outline here alongside an assortment of other activities:

<https://blogs.glowscotland.org.uk/ea/public/learningoutdoorssupportteam/uploads/sites/11891/2020/06/11141448/Template-Bear-Hunt.pdf>

You could also film pupils communicating their adventure – talking, signing or using symbols.

Going on a Letter Hunt – using the same premise as the book, hide the letters of pupil's names or initials around the school grounds – can they find them? Can they put the letters in order? You could ask pupils to use natural materials to create the letters as in this video: <https://www.youtube.com/watch?v=EeNwW8sKwv0&t=5s>

Making Music – Create instruments outdoors using natural materials using the guidance here for help if necessary: <https://blogs.glowscotland.org.uk/ea/learningoutdoorssupportteam/making-music/>

Can pupils use their instruments to tap a beat along to the story of *We're Going on a Bear Hunt*?

Sensory Boxes: Using each of the areas in the story – the forest, the river, the mud, the grass as inspiration, create a sensory box for your pupils to explore. You could include, for example, pine cones, some water, mud, grass, sticks, bark and twigs. Read the story to pupils as they explore the items in the box.

Out of School Learning

At home or in the community

On a walk with family, could pupils take photographs of the different areas seen in the story? A walk in the woods, through some mud, by a river, for example. When they return home, pupils could sequence these pictures to show where they went first.

Pupils recreate the bear hunt in their back garden. They could listen to the story online with parents in their home and then go outside and create their own bear hunt using their own toys in their garden or outdoor space. Pupils could draw a map for others to follow of their bear hunt.

Pupils could also create their own adventure in their back garden for example, a hunt for a super villain, searching for a lost toy, a knight travelling to a castle, explorers in the jungle. On their adventure, pupils should be encouraged to use their senses – what can they see, hear, smell, taste and feel?

Online learning

Use the computer to write using Microsoft word or draw using paint about the adventure created in their outdoor space or to write or draw about where they went on their walk.

Learning at School Outdoors

<p><u>Experience and Outcomes</u></p> <p>I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. LIT 0-01a/ LIT 0-11a/LIT 0-20a</p> <p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-19a</p> <p>As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. LIT 0-21b</p> <p>I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm. EXA 0-17a</p> <p><u>Learning Outcomes</u></p> <p>To explore sounds and letters by being able to find, hear and say them</p> <p>To participate actively in the story</p> <p>To contribute to discussions about events in the story and make predictions</p> <p>To explore and use different materials for writing and printing.</p> <p>To use different materials to make noises and sound patterns</p>	<p><u>Resources</u></p> <p><u>Activity 1 – Bear Hunt/Adventure</u> You will need: physical letters sensory materials – grass, sticks, water Bear Hunt Map OR Storyboard sheet Optional: A scavenger hunt sheet – what can pupils find?</p> <p><u>Activity 2 – Letter Hunt</u> You will need: Physical letters – e.g. wicker, mirror, plastic etc</p> <p><u>Activity 3 – Making Music</u> You will need: natural materials Tubs or containers Sticks Stones</p> <p><u>Activity 4 – Sensory Boxes</u> Sensory and natural materials as applicable for your pupils, relating to the story</p> <p><u>Activity 5 – Sound Map</u> Paper Clipboards Pencils</p>
<p><u>Activity</u></p> <p>Full details given in the planner sheet on how to carry out each activity.</p> <p>Storyboards could be created back inside the class to tell of their adventures outside.</p>	<p><u>Assessment</u></p> <p>Observation and discussion with pupils when outside</p> <p>Photographs of pupils during the activities</p> <p>Videos of pupils</p> <p>Storyboards/maps/scavenger hunts created</p> <p>Follow Up Activity/Homework – Bug Hunts Taking photos of areas from the story in their local community at Recreate bear hunt at home with family/toy/teddies Create own adventure in back garden to retell in school</p>