

MICHAEL ROSEN EXHIBITION - FOLLOW-UP LESSON PLAN

We're Going on a Bear Hunt

FOR:

KS1 (Years 1&2)

SESSION TITLE:

We're Going on a School Hunt!

Introduction

Following on from your Bear Hunt workshop at Discover, make a discovery trail in the school grounds for children to use as the inspiration for their own rhyming 'School Hunt' poem, then walk the trail again with the children, performing their new version.

Alternatively, ask families to come and take part at the end of the day.

Learning Aims

Spoken language

- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- participate in discussions, presentations, performances, role play, improvisations and debates

Reading - comprehension

Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

Preparation

If you're doing the School Hunt in bad weather, you could send a note home to parents asking children to bring wellies in on the day.

If you decide to include some unlikely creatures in your Hunt - such as exotic wild animals or the totally imaginary - you may also want to prepare some prompts to be found by the children on the Hunt. These could be things like blue or otherwise unusual looking eggs in a nest that *could* belong to a bird of prey; some exotic "fur" (craft fur or wool fibre) belonging to a jaguar or bear; some feathers (collected outside, or, again, craft shops have good selections of unusual colours) from a parrot, eagle or falcon, etc.

Whole class

Re-read *We're Going on a Bear Hunt* to the children and encourage them to do the actions (or watch Michael perform it here, and chant along! <https://youtu.be/0gyl6ykDwds>) Talk about how fun it was to explore the Bear Hunt together at Discover.

Talk about how today you are all going to create your own School Hunt. You're going to get your shoes (or wellies) on and explore the school grounds together, looking for real (or imaginary - staff should decide this beforehand) creatures that can feature in your School Hunt. Then, explain that you're going to come back inside and make up a poem together so that you can perform it when walking around the grounds later (or on another day) with families.

Give each child a simple worksheet and clipboard so they can record the real or suspected creatures or clues they find. The clues can be the things you might have 'planted' but also real clues like crow feathers, snail shells or slug trails.

In groups

Go outside with one adult per group. Take 20 minutes or so to explore the school grounds, noticing small details but also big things of interest, and especially anything that could feature in your School Hunt poem as an obstacle that has to be got around, like in *Bear Hunt*. Big things might be certain trees, a gateway, a door, a mural, shape or illustration painted on the playground. Try to ensure that children have noticed as much as they can - insects, plants, features of the building etc, as well as any specific prompts you have set up. The adults in each group can act as scribes if preferred, or the children can write down their observations, depending on age and ability.

Whole class

Go back inside and share all the 'sightings' you have as a class, making a list on the whiteboard or a flip chart.

Now, give the children the framework of the rhyme. You can of course make up any simple rhyme with a repeating chorus and a verse section but here's one to start with:

Chorus:

We're going on a School Hunt,
We're going to meet some creatures!
What a beautiful day! (you could change 'beautiful' for 'rainy' or 'blustery' etc. if required)
We're so excited!

We're going on a School Hunt,
We're going to see their features!
What a beautiful day! (you could change 'beautiful' for 'rainy' or 'blustery' etc. if required)
We're so excited!

Verses:

So, for each creature or element you're using (maybe no more than 6 verses or however many you think your class will remember), make a rhyming line. You could use lines like:

Hello crow, what do you know?

Hello bee, what do you see?

Hello bear, why are you there?

Or you can be more descriptive:

Hello snail, you look pale!

Hello eagle, you look regal!

Use the parts of the building too, with rhymes like:

Hello door, Show us some more! (you can say this as you open the door)

Hello tree, thanks for sheltering me!

If you want to add more challenge to the rhyming, ask children to write two-line rhyming verses, perhaps expanding on the one-liner they already came up with, e.g.:

Hello snail, you look pale!

Is it because there's a house on your tail?

In expanding the rhyme, you can either use the second line to pose a question inspired by line 1, or to answer the question in line 1, such as:

Hello bee, what do you see?

I can see a hive, up in that tree!

You could either: assign groups of children two or three creatures / features each and have an adult help them make up their rhyming lines in groups, then add them all together into the poem; or work together as a class, calling ideas for rhymes out and with the teacher making suggestions.

When you've all decided on the script, you can produce the whole poem on a sheet for each child (with the chorus printed between every verse) and take it outside together to practise it. The chorus can be said as you walk from one sighting area to another. See how it works in the space. Do you need to make any of it shorter or longer? Do you need to say the chorus twice between every verse?

Plenary

When pupils have learnt the School Hunt poem, perhaps over a couple of days, they can practise taking each other on the trail in preparation for leading their families around at school pickup time. Children could take their own families around or go in small groups.

Resources

- IWB / flip chart and markers
- Poem sheets for the children
- Props as detailed above if required