

## MICHAEL ROSEN EXHIBITION - FOLLOW-UP LESSON PLAN

We're Going on a Bear Hunt

FOR:

EYFS (Reception)

SESSION TITLE:

**It Feels Like...**

### Introduction

Following on from your Bear Hunt workshop at Discover, this activity focuses on the idea of **similes** - what things are like - encouraging children's self-expression and understanding of language, and connecting ideas and concepts.

### Learning aims

#### **Communication and language**

- **Listening and attention:** children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- **Understanding:** children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- **Speaking:** children express themselves effectively, showing awareness of listeners' needs. They develop their own narratives and explanations by connecting ideas or events.

#### **Expressive arts and design**

- **Exploring and using media and materials:** children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- **Being imaginative:** children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

### Preparation

Set up the classroom with different sensory stimuli on tables: spaghetti in paint, jelly, pebbles, silky material, etc., in covered trays. Ideally they will be covered with a cloth and managed by an adult so that children can put their hands in but not see what they're touching.

### 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/Ogyl6ykDwds>) Talk about how fun it was to explore the Bear Hunt together at Discover.

Talk about how in the workshop the children were asked to think about what things were like: what the grass was like, what the squelchy mud was like. Refresh some of the ideas from the workshop with the children.

Explain that you're going to do a "what is it like?" activity where children will take turns touching a series of mystery stimuli, and you would like them to imagine what the thing feels like.

### In groups

At each table have an adult asking, 'What does it remind you of?' and, 'What does it feel like?' but also giving examples, e.g., "does it feel slimy like a snake, or dry like a feather...?" to guide the children into making an association.

Record - write down or sound record - the children's responses and reveal to them what was in the trays. Are there any more similes the children can think of now that they can see the spaghetti, etc? It looks like - worms, snot, brains, etc.

### Whole class

Share everybody's similes with plenty of praise.

Explain that you are going to use the simile descriptions and combine them into a poem called 'It Feels Like...'

Combine all the similes onto a large piece of paper with the title at the top. This will be a class poem you'll display in your room. Discuss the order of the lines with the children; see if you can make any of them rhyme, either by making rhyming couplets of the existing similes or slightly rewriting them.

If you have a big enough piece of paper, encourage the children to decorate the poster. You could also produce one poster per group.

Alternatively, make children's similes into signage or decoration for a wall display.

### Plenary

Read children some Michael Rosen poems containing funny similes - perhaps from *A Great Big Cuddle* (Michael Rosen and Chris Riddell) which has age-appropriate, simple and fun poems.

### Resources

- IWB
- Large poster paper and coloured pens
- Book of poems, or Michael Rosen performing poems suitable for Early Years here: <https://www.youtube.com/playlist?list=PLWG1xL3iHZspP-BRjkGjfhW3XDy6IDKmJ>
- Materials for sensory stations, trays and cloths
- Hand wipes