

We're Going on a Bear Hunt Writing Sequence

Year 1/2

HIAS English Team
Spring 2020
Final version

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Using the Home Learning Materials

The materials

- Each writing booklet contains a sequence of 5 lessons.
- You should set aside time to complete each of the lessons in order.
- Each lesson will take no more than 30 mins to complete.

How to use

- Read the instructions carefully before you start a task.
- Each lesson has a simple explanation and examples to get you started.

How can parents, carers and siblings help?

- Read the extracts/text aloud with your child
- Collect interesting words and phrases on paper / post-its as they read
- Talk to your children about their ideas before they write
- Adapt any of the resources and materials as you feel necessary to support your children's needs

5 day writing sequence

This sequence is developed around the book: 'We're Going on a Bear Hunt' by Michael Rosen and Helen Oxenbury.

Children will sequence and retell the story.

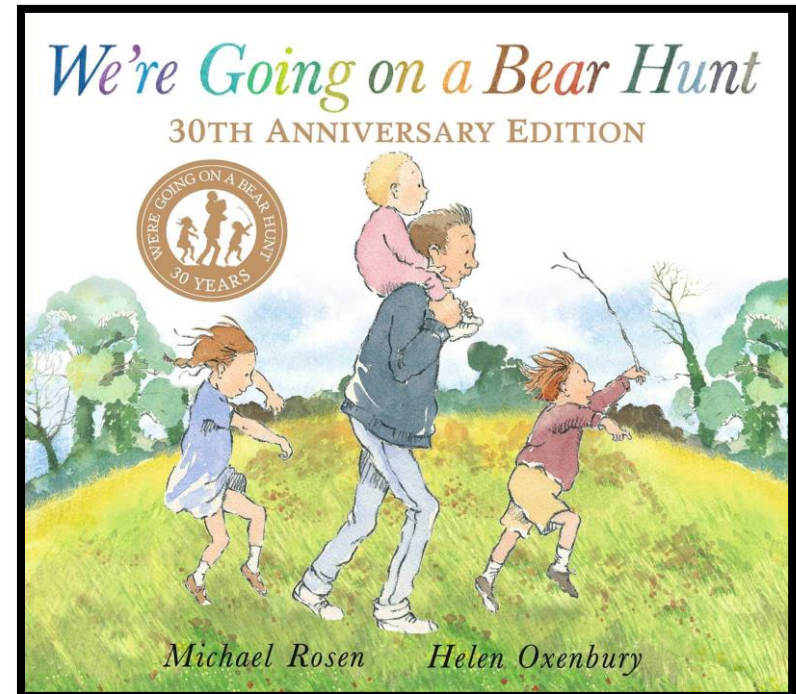
Teaching sequence:

- 1) Response to Reading
- 2) Developing Vocabulary
- 3) Exploring the Writing
- 4) Grammar Practice and Play
- 5) Writing Challenges

We're Going on a Bear Hunt

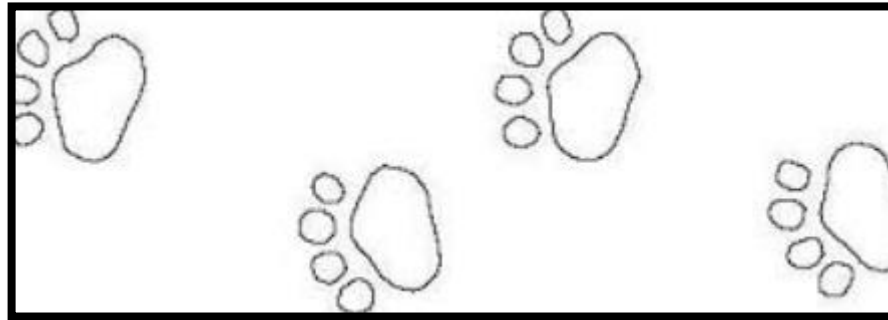
If a copy of the book is unavailable, please explore these other useful links:

- <https://www.youtube.com/watch?v=0gyl6ykDwds>
- <https://www.youtube.com/watch?v=kL36gMrHJaI>



Lesson 1 – Response to Reading

Read the story together, join in with familiar or repeated parts of the story. Explain that the children are going on a bear hunt. Follow bear footprints through the school grounds, local park/woods or garden (footprints made from paper/card, or drawn in chalk).



Hide soft toy bears for the children to find on their bear hunt (use your garden, the playground, inside the school, the local woodland)
Encourage the children to explain verbally where the bear is, eg *It's on the branch, under the table, behind the bench.*

Lesson 2 – Vocabulary

Explore the onomatopoeia (sound words) in the story to create a **soundscape** using percussion, making use of household items or musical instruments to make the ‘**swishy swashy!**’ sounds of the grass, or the ‘**splash splosh!**’ sounds of the river.



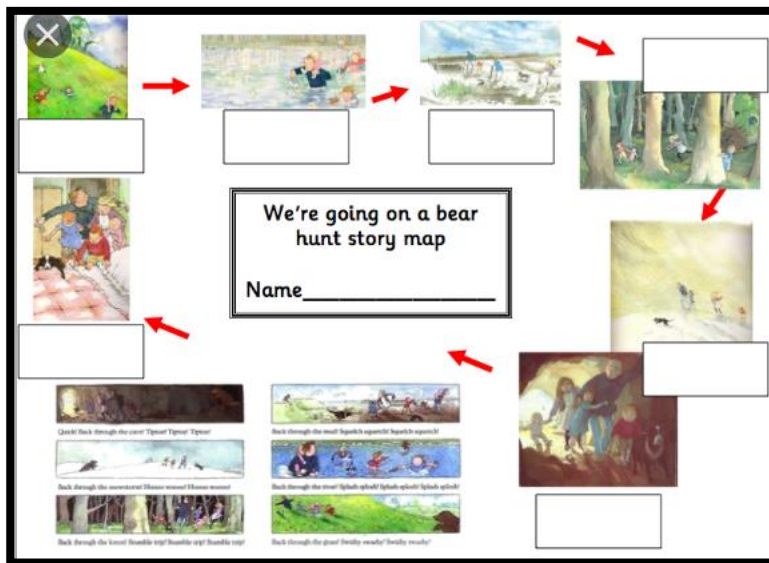
Swishy swashy!
 Splash splosh!
 Squelch squerch!
 Stumble trip!
 Hoooo woooo!
 Tiptoe Tiptoe!



What other sound words can they come up with? ***The hmmm of the fridge, the ping of the microwave, the tick of the clock....***

Lesson 3 – Exploring the writing

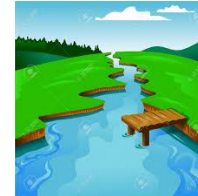
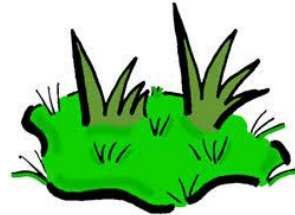
Sequence the events of the story onto a story map, in order.



Can they label their maps with key vocabulary from the text, eg the sound words from the previous lesson, or: *grass, river, mud, forest, snowstorm, cave*

Lesson 4 – Practice & Play

Teach the children how to use prepositions (words that tell us **where** something is – its position): *We can't go **under** it, we can't go **through** it, we've got to go **over** it!*



Using a soft bear toy, position it in different places in relation to their story maps. Describe the bear's position orally and make a list of all the prepositions you come up with, eg *The bear is **next to** the mud, the bear went **through** the grass, the bear jumped **over** the river, the bear is **in** the snowstorm.*

Label the different positions of the bear in relation to the key places in the story. Extend to positioning the bear in other places local to your environment (moving beyond the book). Can they write in full sentences?

Lesson 5 – Writing Challenge

Create a **story sack** to retell the familiar events, for example, use a paper bag for the sack, they can draw their book cover and title directly onto the bag. Fill the bag with props to support them in orally retelling the story, eg lolly sticks of the main characters, or masks, their story maps, a soft bear toy, any musical instruments (these could be home made) to help perform the sound words during their story retelling.

Write their own version of the familiar story, making some simple changes, eg swap the bear for another animal (We're Going on a Gruffalo Hunt, We're Going on a Spider Hunt), swap some of the places they visit for alternatives (make use of the places/objects in your local environment), change some of the sound words accordingly.



HIAS English team

The HIAS English team offer a wide range of high-quality services to support schools in improving outcomes for learners, including courses, bespoke consultancy and in-house training.

During the current school closures, we are still offering school support in a variety of ways such as video conferencing, phone calls and bespoke creation of resources remotely. Coming soon will be teacher training via virtual classrooms. We would be happy to discuss your needs.

For further details referring to English, please contact:
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For further details on the full range of services available please contact us using the following details:

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