

Introduction

This topic has been written to support teaching on 'We're Going on a Bear Hunt', by Michael Rosen. The children take on the roles of cave experts in order to explore this popular children's picture book. They will learn and retell this story with repeating parts and then plan and write their own versions, but with a few unexpected twists! They will learn how to write letters and plan an exploration.



Health & Safety

Ensure children handle scissors and other modelling equipment with due safety.



Home Learning

Cave Facts Reading Comprehension : In this task, children will read a short text about caves and demonstrate their knowledge through answering simple questions or a true/false finding activity.

WANTED! In this task, children will create a Wanted poster about the bear, for Mayor Trembull.



Educational Visits

There are many caves to visit around the UK, which would enhance the learning in this topic. Here are some examples of places that are open to the public:

[Whites Car Cave](#), [Chislehurst Caves](#), [Mother Shipton's Cave](#), [Ingleborough Cave](#), [Poole's Cavern](#), [Kent's Cavern](#), [Show Caves](#), [Edinburgh Zoo](#)



Weblinks

[NG Kids - Black bear facts](#)

[Kids Connect - Bears](#)

[Fun Facts - Bears](#)

[Science For Kids Club - Caves](#)

[Kids Connect - Caves](#)

Assessment Statements

By the end of this unit...

...all children should be able to:

- identify the repeating parts of a story;
- join in retelling the story verbally;
- begin to sequence sentences;
- recognise and write simple letters for a variety of reasons;
- retain some key information about caves.

...most children will be able to:

- identify the structure of a story with repeating parts;
- retell the story in pictures and words;
- Identify and use adjectives in simple descriptions.

...some children will be able to:

- use the structure of the book to create their own version of a story with repeating parts;
- Confidently use adjectives to describe appearance, feelings and personalities;
- assume different roles and write for a variety of purposes according to this persona.

To find out more about PlanIt download our [free guide here](#).

Lesson Breakdown

Letter Writing (1)

Danger : Keep Out!

Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond which they can read independently.

I can talk about and use new words from the topic.

Story Writing (1)

Describing the Setting

Composing a sentence orally before writing it.

Discuss what they have written with the teacher or other pupils.

I can describe the cave and talk about my ideas.

Letter Writing (2)

Dear Mayor

Using a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.

Beginning to punctuate sentences using a capital letter and a full stop, question or exclamation mark.

I can check a letter, making sure there are proper sentences with capital letters for names and places and full stops.

Storytelling

All Join In!

Recognising and joining in with predictable phrases.

Learning to appreciate rhymes and poems, and to recite some by heart.

I can learn the story off by heart and perform it.

Story Writing (2,3)

Describing the Characters

Making inferences on the basis of what is being said and done.

I can make guesses about the characters and identify the adjectives used to describe them.

Describing the Bear

Predicting what might happen on the basis of what has been read so far.

Being encouraged to link what they read or hear read, to their own experiences.

I can talk about the bear's feelings and actions, and link this to my own experiences.

Letter Writing (3)

A Lonely Bear

Beginning to punctuate sentences using a capital letter and a full stop, question or exclamation mark.

Reading aloud their writing, clearly enough to be heard by their peers and the teacher.

I can write a letter to an animal and read it aloud.

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Lesson Breakdown

Story Writing (4,5,6)

Planning the Animal Hunt

Saying out loud what they are going to write about.

I can plan a story with repeating parts.

Writing the Animal Hunt

Sequencing sentences to form short narratives.

I can write my own story with repeating parts.

Editing the Animal Hunt

Rereading what they have written to check it makes sense.

I can check sentences make sense and follow the pattern of a story with repeating parts.

Writelit

Our Writelit lessons and resources have been specially designed to create an independent writing opportunity for children, with minimal teacher input. The activity sheets are not differentiated because they have been created for writing assessment purposes. These packs are structured to deliver lessons mirroring the learning that has taken place within this topic, whilst providing assessment opportunities and checklists for teachers.

Writelit

Letter Writing

Sequencing sentences to form short narratives.

Rereading what they have written to check it makes sense.

I can write a letter.

Story Writing

Sequencing sentences to form short narratives.

Rereading what they have written to check it makes sense.

I can write a story with repeating parts.

Aims

Reading

- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond which they can read independently.
- Recognising and joining in with predictable phrases.
- Learning to appreciate rhymes and poems, and to recite some by heart.
- Being encouraged to link what they read or hear read, to their own experiences.
- Making inferences on the basis of what is being said and done.
- Predicting what might happen on the basis of what has been read so far.

Writing

- Saying out loud what they are going to write about.
- Sequencing sentences to form short narratives.
- Discussing what they have written with the teacher or other pupils.
- Reading aloud their writing, clearly enough to be heard by their peers and the teacher.
- Rereading what they have written to check it makes sense.

Spelling, Punctuation and Grammar

- Beginning to punctuate sentences using a capital letter and a full stop, question or exclamation mark.
- Using a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.
- Knowing how words can combine to make sentences.

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National Curriculum Aim Lesson Context Child Friendly