

# “We’re going on a Bear Hunt”

Based on the story by Michael Rosen

## **We’re going on a Bear Hunt** – half day option

The Bear Hunt story will be read to the group, encouraging the children to take part in the story with both words and actions. The children will go on an exciting outdoor adventure through the forest following the bears’ footprints. They will come across the main parts of the story such as splash splashing in the stream and squelch squerching in the mud. During their adventure, they may be given some other fun challenges.

### **Some suggestions for visit preparation**

1. Read ‘We’re Going on a Bear Hunt’ by Michael Rosen and encourage children’s familiarity through the use of actions and chants.
2. Reassure children that bears do not live in forests in this country!

### **Suggested follow on activities**

1. Make storyboards.
2. Make a collage using natural materials collected on the walk.

### **Learning Objectives**

- to have the confidence to try at least one new experience
- to be able to tell an adult about something have seen or touched in the forest

### **Early learning goal links**

#### **Communication and language**

Give children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

#### **Physical development**

Provide opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement.

#### **Personal, social and emotional development**

Help children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

#### **Literacy**

Encourage children to link sounds and letters and to begin to read. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

#### **Understanding the world**

Guide children to make sense of their physical world through opportunities to explore, observe and find out about places and the environment.

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

Enable children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through role-play.



*Uh-uh! Mud! Thick oozy mud.*



*A deep, cold river*

# EVENT SPECIFIC RISK ASSESSMENT

Visit details: "We're going on a Bearhunt"

Carried out by: Kerry Rolison

Date: Dec 2016

Issue	How to manage it
Understanding/behaviour	Class teacher to advise Suntrap staff of any children who may need extra support out in the forest to help them to follow instructions. School to ensure that there is appropriate adult: children ratios as required.
Medical conditions	Suntrap staff to check that school staff brings medication out into the forest. All adults to be made aware of any medical conditions. Suntrap staff will carry a first aid kit.
Getting lost	Keep within sight of teacher/adult & observe boundaries as directed by the staff.
Choking/Poisoning	No eating outside unless directly instructed by Suntrap staff.
Falling branches	During extreme weather conditions Suntrap staff will make an assessment to ensure it is safe to enter the forest.
Injury from horses/dogs or bikes	Group to be instructed to stand to the side, be quiet and still when horses, dogs or bikes are near.
Accident when crossing the road	Group to be instructed on follow safe procedures for crossing roads ( <b>Suntrap Line</b> ). No one to walk across the cattle grid.
Injury through falling & throwing	Climbing of trees and throwing sticks/stones prohibited.
Deep water	Group to be instructed not to cross boundary to ponds. Teaching staff to remain observant when children are near water.
Getting wet/cold	Clothing should be appropriate for weather conditions. i.e hat, coat and gloves. Wellies should be worn when walking through stream.
Soil borne disease	Children instructed not to put fingers in mouth during/after activities which include handling plants, soil and sticks. Hands should be washed with warm soapy water before eating lunch/snack.
Injury from picking up branches/sticks	Children instructed not to pick up very big sticks alone. Children should also have adequate space between others to prevent injury from long branches.