

“We’re going on a Bear Hunt”

Based on the story by Michael Rosen

We’re going on a Bear Hunt

Go on an exciting outdoor adventure through the forest following the bear’s footprints splish splashing in the stream and squelch squerching in the mud. Find the Bear and make your own cave using natural materials.

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 recalling order of story in Epping Forest.
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 Bear Hunt"

Carried out by: Suntrap staff

Date: December 2019

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	It is school's staff responsibility to ensure they bring and administer medication needed for any particular children. 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 and mobile phone.
Getting lost	Suntrap staff to instruct children to keep within sight of teacher/adult & observe boundaries as directed.
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 safe procedures (and follow instructions) for crossing roads (Suntrap Line- behind white line). No one to walk across the cattle grid.
Injury through falling & throwing	Climbing of trees and throwing sticks/stones prohibited.
Getting wet/cold	Clothing should be appropriate for weather conditions, i.e. hat, coat and gloves. Wellies should be worn when walking through the 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 should only pick up sticks when making a mini shelter. Suntrap staff to instruct children not to pick up any sticks longer than themselves. Suntrap staff to instruct children not to swing sticks.