

# Using our imagination

## Learning objectives

- ELG: Use their imagination in art and design, music, dance, imaginative and role play and stories.
- ELG: Respond in a variety of ways to what they see, hear, smell, touch and feel.
- ELG: Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play.
- Development matters (5): Explore and experience using a range of senses and movement.

## Resources

*We're Going on a Bear Hunt* by Michael Rosen (Walker Books); prepared letter from the bear (A3 size); dark blankets; strips of brown crêpe paper; large construction equipment; sand tray; outline pictures of bears; small-world figures.

## Links to other ELGs


### PD


Handle tools, objects, construction and malleable materials safely and with increasing control.

- Invite the children to make play dough caves for small toy bears.


## Whiteboard tools

Use the Floating keyboard to list the children's ideas, and the Pen tool to write their letter to the bear. Use the Highlighter tool to emphasise capital letters and full stops. Use images from the Resource library to illustrate the children's letter.

 Floating keyboard

 Pen tool

 Highlighter tool

 Resource library

## Introduction

Before you start this activity, set up your role-play area as a bear cave. Drape a screen or table with dark blankets and add overhanging branches or strips of brown crêpe paper for a simple effect.


Say to the children that you wonder if the bear has been back to your role-play cave lately. Ask a child and their partner to go and find out if there is any sign that he has been for a visit. (You will have previously placed a letter from him in there!)

When the children find the letter, ask them to bring it to you quickly so that you can read it out to the class.


Read out the letter and discuss it. The letter should persuade the children that the bear is a friendly bear who only wanted to play and didn't want to hurt anyone. Say in the letter that the bear has now run away because he is upset.

Scan the bear's letter onto the whiteboard and display it. Highlight the important points.

## Adult-focused whole-class activity

- Ask the children to discuss the problem with their talk partners. Encourage them to come up with a solution to find the bear and make him come home.
- Use the Floating keyboard  to list the children's ideas on a blank flipchart page.

## Adult-focused group activities

- Invite the children to write a group letter to the bear using the whiteboard tools on a new flipchart page.
- Discuss how to set out the letter and include mention of any simple punctuation that the children encounter.
- Select the horizontal line grid and fine black pen tool to create a template for the letter.
- Encourage the children to think of all the ideas and act as their scribe to put the ideas down on the page.
- Suggest that they illustrate their letter with images from the Resource library. 
- Print out the children's letter, place it in an envelope and post it to the bear by putting it in the bear cave.

## Planned independent activities

- Provide the children with different outline pictures of bears. Let them choose one, colour it in and write a simple description. For example: *The bear is wearing a blue hat.*
- Provide large construction equipment and challenge the children to make a cave big enough for a teddy bear to fit into.
- Encourage younger or less confident children to retell the story using play figures in the sand or tactile tray.

## Plenary

- Ask each group to read their letter to the class, displaying it on the whiteboard.
- Discuss capital letters, full stops and finger spaces. Highlight the capital letters and full stops in different colours.
- At a later session, reply to the letters that the children leave in the cave and read them out to the class.