

# Teddy bear's picnic

## Dot-To-Dot Bear

- Make a collection of childrens' teddy bears. (have available class bears for those without). Choose one bear, draw around the body, cut out/colour. Discuss/label different body parts with children.
- Children complete the teddy bear on the sheet by joining the dots/colour. With help, children use large bear with labels as reference, and join the labels on sheet to body parts, or, cut out labels and stick onto correct parts of body.
- Encourage children to talk about their bears. What is special about your bear? Here are some words to describe a teddy - cuddly, loveable, friendly. Can you think of more? Paint a picture/ write a sentence about own bears.

## All Sorts Of Bears

- Encourage the children to point out the differences in their bears. Sort into sets - fierce/gentle, shaggy/smooth. Consider size, colour, weight.
- Discuss the bears on the sheet and match.
- Make sets of colourful bears. Children have a large bear shape in white paper and sponge print in red/yellow/blue/green. Finish with a 'bow-tie' or hair bow of same colour.

## Size

- Read 'Goldilocks and the three bears'. Sort the children's bears by size. Make sets of big/medum-sized/small bears. Find the biggest/smallest bear. Choose a bear and ask "Can you bring me a smaller/bigger bear?" Label all these.
- Using the labels as a reference, children complete the activity by joining the labels on sheet to the bears, and drawing a bigger/smaller bear.
- a) Discuss other ways of measuring. Children measure their own bears using unifix cubes or similar, and record. OR b) Children draw around their own bear and write a sentence "My bear is bigger/smaller than Joe's" etc.

## Old Bears

- Look at pictures of old bears. Choose one from the display and compare with the old bears in the pictures. What differences can you see? Has anyone brought a bear that belongs to Grandma? Does it look like the one in the picture? Are there any teddies with scruffy fur/something missing? How old are they?
- Children draw in the missing parts of the bears. Draw an old bear and write a sentence.
- Read 'Old Bear', Jane Hussey. Beaver books.

## A Picnic Invitation

- Discuss invitations - when we send them, (birthday, wedding etc.) and why. Make a collection of different party invitations. Think who to invite on the teddy bear's picnic - other bears/children/teacher, etc.
- Children decide who they are going to invite and what to write on the invitation. Use as a writing exercise and copy from the board. Cut out the bear and fold arms, then legs, and head forward along the dotted line. Colour arms and legs, put features on face and colour. Put a bow on head or

neck and fasten with a small piece of blu-tak.

- Design and write a reply to the invitation.

## Clothes For The Bears

- Discuss dressing up for special occasions. Make sets of 'party' / 'play' / 'school' clothes cut from magazines for boys/girls/adults. Children draw a picture of themselves in favourite outfit and write a sentence.
- (These pictures may need to be enlarged). Talk about the clothes on the sheet. Children colour/cut out the bear and clothes of their choice. 'Dress' the bear by sticking the clothes on to it.
- Using scrap material a) Colour/cut out the bear on sheet 1 and design a picnic outfit for it OR b) Dress up own bears ready for a picnic. Give each bear a bow for head/around neck.

## The Picnic Basket

- Discuss 'What you would like to eat on a picnic?' Can you think of good items to include? How do you make sandwiches? What sort of fillings do you like? Talk about favourite cakes, biscuits, jelly flavours.
- a) Children follow the arrows/numbers 1 - 10 and join to finish the basket. Colour. b) Colour/cut out around the food shapes and glue into place inside the basket. More able children write the names of the items by the pictures.
- Make your own baskets - from plasticine, small boxes or yogurt pots with cardboard handles. Encourage the children's own ideas using junk materials.

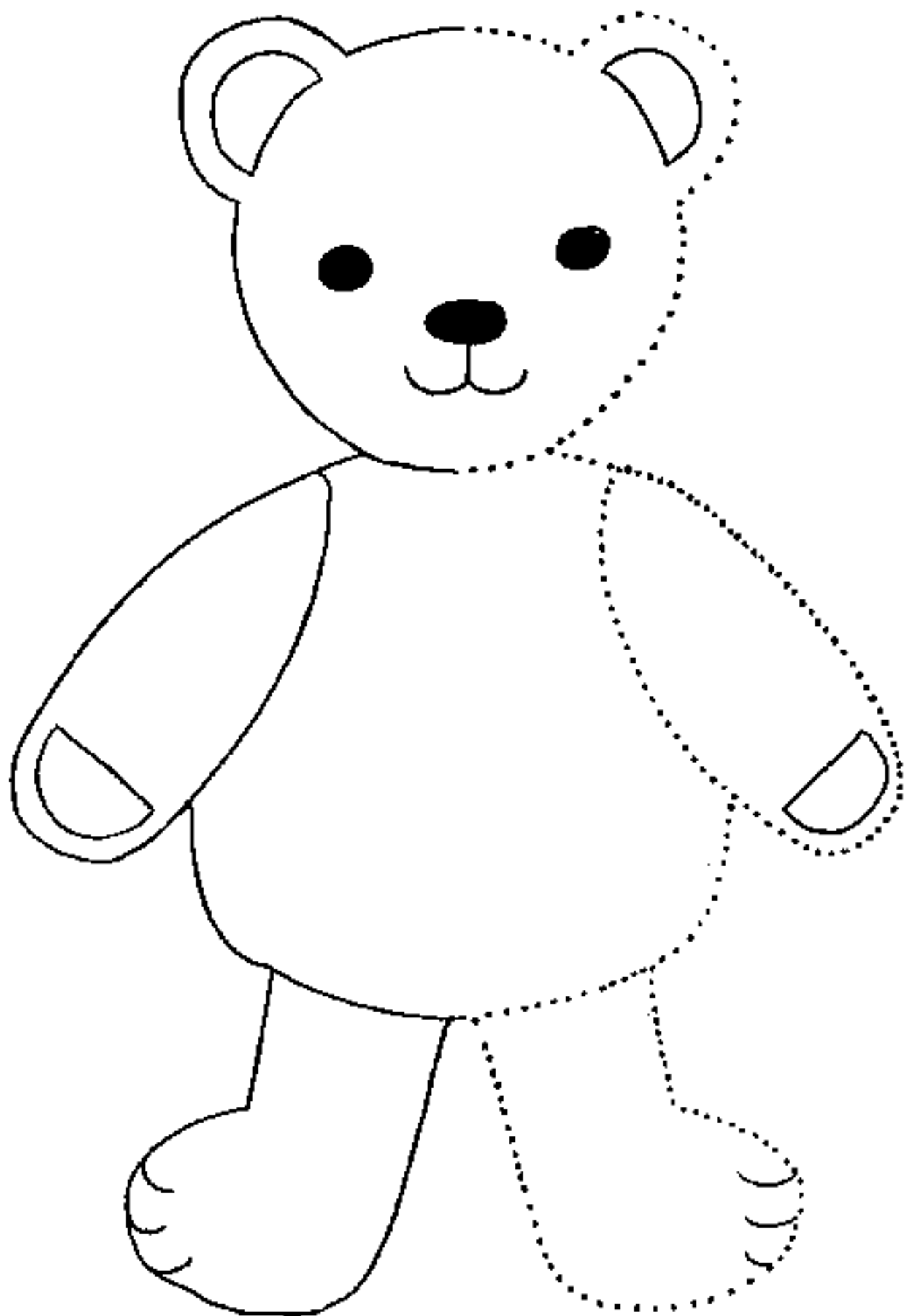
## Which Way To The Picnic

- Discuss good places to have a picnic - playground/wood/ park/garden. Where could we have a picnic if it is raining? How will we get there - walk, bike, bus?
- Discuss what the bear might see/pass on the way to the picnic in the woods, park etc. Draw in/ label trees, a cow, cottage etc. Complete tracking exercise and colour.
- Go for a walk to the park/school hall. Plan your route. Make a list of what you see/go past. Make a large collage of the journey with sentences and arrows to follow. eg. "To get to the hall we passed Class 1". "We passed the office" etc.

## There Are Lots Of Marvellous Things To Eat

- Set up a "picnic" in the play area, with cloth, tea set, cutlery, play-doh/plasticine food. Children make up individual picnic menus - draw pictures/label things they would like to take. Discuss what food the bears would like to take - make lists of things with 'b' (biscuits, bread, bananas). 's' (sandwiches, sausages, strawberries).
- Discuss the food on the sheet. "What would you like to eat first?" "What flavour is the jelly?". Match the words (join or cut out) and colour.
- Make jelly and cakes in readiness for a picnic. Make gingerbread biscuits in the shape of teddies, with currant eyes, icing for other features. Mix drinks - introduce capacity.

# Dot-to-dot bear



leg

arm

nose

ear

eye