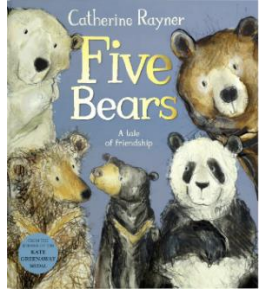


## Suggested learning opportunities for *Five Bears* by Catherine Rayner



### Mathematics and numeracy

- Reading the story together, count the bears as they appear. Which bear is number one, two, three and so on? Use notes to keep track. **(MNU 0-02a)**
- All the bears are different sizes. Can you estimate which is the smallest and which is the biggest? You could also look up the different bears to see their different sizes. **(MNU 0-01a/1-01a)**
- Research hibernation and the seasons together and create a calendar to track when bears hibernate. **(MNU 0-10b)**
- One of the bears in the book is a Malayan sun bear. [Their tongues can reach up to 25cm!](#) Using a measuring tape, find different objects around your classroom to create a chain of objects measuring 25cm. **(MNU 0-01a/1-01a)**

### Sciences

- Can you identify all the different types of bears in the book? Look them up together, see where they live on a map and learn about their different habitats. **(SCN 0-01a/1-01a, TCH 0-02a/1-02a)**
- Some of the bears in the book are protected species. Look up some other protected or endangered animals and what we can do to look

after them. **(SCN 0-01a, TCH 0-02a/1-02a, SOC 0-08a/1-08a)**

- Did you know that koala bears aren't bears? Look up different types of bears – what characteristics are necessary for an animal to be categorised as a bear? **(SCN 1-01a)**
- Read the story of Ursa Major and Minor then look up the constellations on a map and see if you can spot them when it gets dark! **(SCN 0-06a)**

### Technology

- Plan a Teddy Bear's Picnic! Research some picnic food you can make and bring with you. You could bring in numeracy by exploring sharing and dividing food equally. **(TCH 0-04a/1-04a, MNU 0-07a/1-07a)**
- The bears all have different textures of fur. Use a range of materials and fabrics to collage bear pictures – explore textures that are smooth, furry, soft, rough etc. **(TCH 0-04b/1-04b)**

### Literacy and English

- Look up one of the species of bear in the story (e.g. polar, grizzly, sun, panda) and create a fact file about them. **(LIT 0-14a/1-14a, LIT 0-21b)**
- The end of the story tells us that the bears had a really nice day. In pairs, talk about your idea of a perfect day.

- **Science, technology, numeracy and mathematics**
- **Literacy and English**
- **Health and wellbeing, and social studies**
- **Expressive arts**

What would you do? Who would you have with you? **(LIT 0-26a)**

### Health and wellbeing

- Even though the bears are all different, they all get along and work together. Go through the story together and ask the pupils to identify some examples of the bears being good friends to one another. **(HWB 1-05a)**
- Unstuck Bear tells the other bears he's nervous about talking to other bears and making friends. Make a list of some of the people you can talk to when you feel nervous. **(HWB 1-03a)**

### Social studies

- Look at [the evidence that bears lived in Scotland in the past via this article from the BBC](#). What evidence is there and how trustworthy is it? Where did bears used to live? Why don't we have bears anymore? **(SOC 1-02a)**

### Religious and moral education

- In the story, the bears look after and care for one another. Discuss why sharing and caring are important. You could extend this activity by linking it into a specific religion you're studying. **(RME 0-09a, RME 1-08a)**

### Art

- Create your own bear face using a paper plate. You could explore how

different emotions look and talk about how your bear is feeling. **(EXA 1-05a)**

### Music

- Use the Bookbug Song and Rhyme library or the Bookbug app, to listen to ["Teddy Bear is Up"](#) and learn all the actions. **(EXA 0-17a/1-17a)**
- Explore different musical instruments to try and make your own bear or forest sounds. **(EXA 0-19a/1-19a)**

### Drama

- Play a game of Sleepy Bears. Play music and when the music stops, everyone has to do their best impression of a sleeping bear. If you giggle or move, you're out! **(EXA 1-13a)**
- Play a forest soundscape and pretend to be bears. How do the different bears in the story move or walk? You could watch some footage of different bears (e.g. compare a sun bear with a polar bear) for inspiration! **(EXA 0-12a/1-12a)**

### Other books to read together...

- *A Beginner's Guide to Bearspotting*, Michelle Robinson and David Roberts
- *Two Bears*, Patricia Hegarty and Rotem Teplow
- *The Friendship Bench*, Wendy Meddour and Daniel Egnéus