

# EYFS Unit Plan

## Transforming the Teaching of Writing



Based on the book:

We're Going on a Bear Hunt  
by Michael Rosen

Text type:  
Narrative



EYFS

# Instructions

To achieve maximum impact in the classroom, we recommend purchasing the following books to support the teaching of this unit:

- **The Write Stuff - Transforming the Teaching of Writing** by Jane Considine, which fully explains her progress-boosting teaching methods [www.thetrainingspace.co.uk](http://www.thetrainingspace.co.uk)
- **We're Going on a Bear Hunt** by Michael Rosen.  
<https://www.amazon.co.uk/Were-Going-Bear-Michael-Rosen/dp/0744523230>



**This plan covers 5  
Sentence Stacking sessions.**

We recommend these structured days are followed by an independent pupil writing task.

The following resources will also support the teaching of this unit:

- **The EYFS Rainbow** - available from our website [HERE](#)
- **The EYFS Symbols** - available from our website [HERE](#)

We love to hear your success stories and see your pupils' work examples. Please get in touch by:

email: [info@thetrainingspace.co.uk](mailto:info@thetrainingspace.co.uk)

Facebook: [janeconsidineeducation](#)

Twitter: [@janeconsidine](#)

Instagram: [janeconsidineeducation](#)

Watch training sessions on YouTube to understand how this unit of work supports teaching and learning.

YouTube: [thetrainingspace](#)  
[www.thetrainingspace.co.uk](http://www.thetrainingspace.co.uk)

# Overview of Unit

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Introduce your pupils to the story map. It should be created, displayed and shared with your pupils. This story map is used to focus children's thinking on the plot points. A plot point is used to summarise key moments in the narrative.

All of the EYFS plans cover 5 sessions, story maps include 5 plot points and non-fiction maps cover 5 waypoints. Plot points should be slowly revealed and added to the story map as they become the focus for the session. As plot points are added, use the sad and smiley face to scale and discuss the impact on the central character.

## Sentence Stacking



The chosen plot point will generate one session with the focus being one well-crafted sentence. A session concentrates on the teaching of writing with a sharp focus on the construction of a sentence. Each Sentence Stacking session is organised into six distinct learning chunks. Sentences created by pupils should be celebrated and examples used to form a large class Sentence Stack. This Sentence Stack should build over the duration of the unit to display the whole piece of text. See appendix for example of complete teacher model for this unit.

# An EYFS Journey

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## Fantastic Lens:

Every communication, language and literacy session will focus on one of the FANTASTICs lenses. There are nine ideas for writing and these feature on the top tier of the EYFS Rainbow.

## Initiate

This part of the session is where the teacher acts as a narrator to introduce a plot point and with rich story-telling skills, cohesively joining plot points together in talk.

## Meaningful Moment

This is a physical bag that includes real objects, artefacts and photographs to bring the children's thinking into focus. The objects inside the bag are relevant to the content of the sentence the children will be writing. The clue clicker is used to introduce more technical inspiration eg. sound clips, film or animations.

## Grandma Fantastic

Grandma Fantastic is a puppet, with a basket, who brings words into the classroom that have been sorted into the nine ideas for writing. The words are grouped into feelings, asking, noticing, touching, action, smelling, taste, imagining and checking sounds. She always brings the most challenging words, that pupils will probably not be able to suggest themselves. Her function is to furnish pupils with more ambitious words, that are related to the ideas you are generating.

## Chotting

'Chotting' is when pupils chat about words and jot their ideas down at the same time (chot). During the chotting section, pupils also borrow some words from Grandma Fantastic and make a note of their favourites.

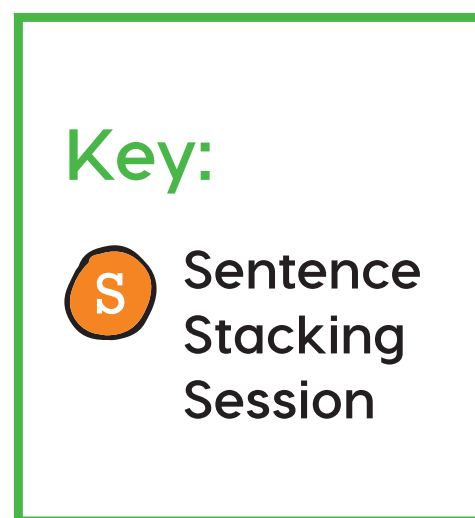
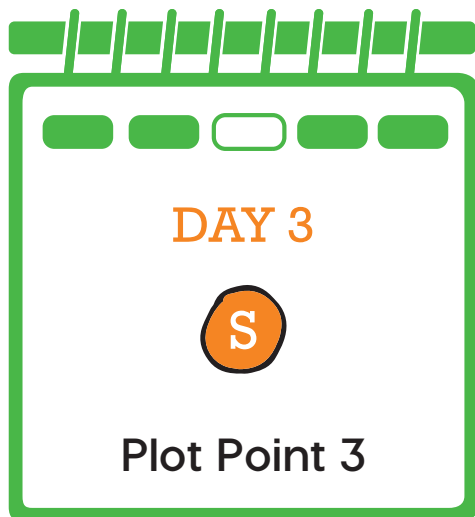
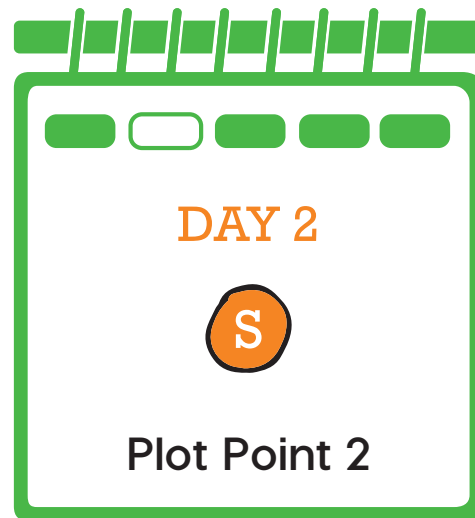
## Model

The teacher always models a complete sentence, showing the writer's brain in action. The teacher changes their mind, improves and rejects some of the vocabulary, to settle on a final sentence. This sentence guides the pupils' own thinking, as they set out to write their own.

## Sentence

Pupils are challenged to build a sentence that captures the plot point/way point focus for that session.

# Teaching Sequence



# Narrative Map

Highs



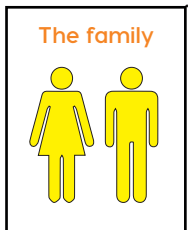
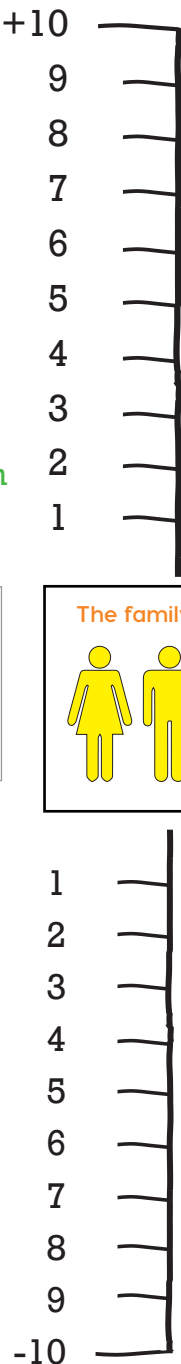
We're Going on a Bear Hunt



Model inspired by this book.



Lows



1



2



3



4



5



X



X

X



X



X



## The Write Stuff EYFS Unit Plan

We're Going on a Bear Hunt - by Michael Rosen

To understand how to use this map, please read the page titled 'EYFS Journey'.



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## FANTASTICS Lens:



### Initiate

- Show key images from the text, where relevant, as you say the narration to fill in story gaps. Teacher acts as narrator to introduce plot point 1.



#### TEACHER AS NARRATOR

- It was a beautiful sunny day. The family decided to go on a walk to find a bear. They were not scared and they didn't mind where their adventure took them. They were really brave and they decided to walk to the far field.
- Clip on IWB of a sunny day, also play a sound clip of sunny nature sounds e.g. birds tweeting, hum of crickets.

### Meaningful moment



- In the meaningful moment bag there are always artefacts and other accompanying resources. The clue clicker will be used to introduce sound clips or films or photographs on your interactive smart board. The pupils will be tuned into this by the question 'What clue is in the clicker today?'

#### ARTEFACTS AND STIMULUS

- Clue in the clicker - a clip of long grass swaying in the wind
- Long grass in Tupperware boxes.
- A bunch of long wild flowers.

### Grandma Fantastic



- Grandma Fantastic is a puppet, with a basket, who arrives in the classroom with words that are much trickier than the children can come up with by themselves. They are written on flash cards and she introduces them to the class. Then the class say them with Grandma and the teacher.

#### PUPILS AS WORD COLLECTORS

- Children say, "Grandma Fantastic, what is in your basket?"
- Provided words: wispy, luscious, emerald, jade, lush.
- Make time for children to repeat Grandma's words and enjoy saying them.

### Pupils chatting about words and jotting ideas = Chotting



- These are possible words children could suggest by themselves. Teacher models how to write on their thinking side, and pupils take a brave, writer approach on whiteboards, sticky notes, books, paper, stickers or sentence strips.

#### PUPILS AS JOTTERS

- Possible pupil words: green, long, pointy, straight, tall, spiky.

### Model



- Teacher models a sentence on the writing side. This might be a sentence strip or on the interactive smart board, but replicates as closely as possible the format that the children will be using. Ensure that children receive good quality modelling that looks inside the writer's brain and we show them our good phonic choices, things we change and improve.

#### DEMONSTRATION WRITING

- Teacher models an action sentence. They skipped through the long, lush grass.

### Sentence

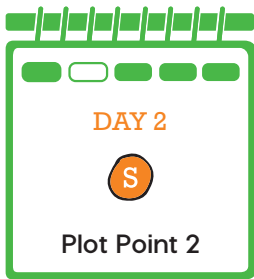


- Pupils replicate the teacher's model and either talk and/or write, a sentence that includes key vocabulary that has been collected.

#### STRIVE FOR A SENTENCE

- Talk and/or write a noticing sentence for the grass.
- Please differentiate this activity according to the needs of your children and use your professional judgement to make decisions about how to make the sentence task accessible. e.g. sentence frames, word banks. HA - Deepen the moment.





## FANTASTICS Lens:



### Initiate

- Read the favourite sentence from yesterday that a child spoke, or wrote, that is on your class sentence stack. Celebrate this sentence.
- Show key images from the text, where relevant, as you say the narration to fill in story gaps. Teacher acts as narrator to introduce plot point 2.

#### TEACHER AS NARRATOR

- Beyond the grassy fields, the family came to a river. The river was deep and cold and moving quickly. They knew that they had to go through it. It might make them shiver and it would make them wet.

### Meaningful moment

- In the meaningful moment bag there are always artefacts and other accompanying resources. The clue clicker will be used to introduce sound clips or films or photographs on your interactive smart board. The pupils will be tuned into this by the question 'What clue is in the clicker today?'

#### ARTEFACTS AND STIMULUS

- Clue in the clicker.
- A wet woolly jumper and lots of damp socks to touch.
- A bucket full of water that the children put their feet/hands in.
- A pair of welly boots with some water in the bottom.
- <https://www.youtube.com/watch?v=jwKZ-el8km0>

### Grandma Fantastic



- Grandma Fantastic is a puppet, with a basket, who arrives in the classroom with words that are much trickier than the children can come up with by themselves. They are written on flash cards and she introduces them to the class. Then the class say them with Grandma and the teacher.

#### PUPILS AS WORD COLLECTORS

- Children say, "Grandma Fantastic, what is in your basket?"
- Grandma brings 8 words and children have to sort them into dry and wet.
- Wet words: sodden, drenched, water logged, saturated.
- Dry words: warm, dry, crisp, dusty.
- Make time for children to repeat Grandma's words and enjoy saying them.

### Pupils chatting about words and jotting ideas = Chotting



- These are possible words children could suggest by themselves. Teacher models how to write on their thinking side, and pupils take a brave, writer approach on whiteboards, sticky notes, books, paper, stickers or sentence strips.

#### PUPILS AS JOTTERS

- Possible pupil words: cold, wet, soaking, dripping, soggy, damp.

### Model



- Teacher models a sentence on the writing side. This might be a sentence strip or on the interactive smart board, but replicates as closely as possible the format that the children will be using. Ensure that children receive good quality modelling that looks inside the writer's brain and we show them our good phonic choices, things we change and improve.

#### DEMONSTRATION WRITING

- Teacher models a touch sentence.
- Their clothes were sodden and soaked.

### Sentence



- Pupils replicate the teacher's model and either talk and/or write, a sentence that includes key vocabulary that has been collected.

#### STRIVE FOR A SENTENCE

- Talk and/or write a touch sentence for the families clothes.
- Please differentiate this activity according to the needs of your children and use your professional judgement to make decisions about how to make the sentence task accessible. e.g. sentence frames, word banks.  
HA - Deepen the moment.





## Initiate



- Read the favourite sentence from yesterday that a child spoke, or wrote, that is on your class sentence stack. Celebrate this sentence.
- Show key images from the text, where relevant, as you say the narration to fill in story gaps. Teacher acts as narrator to introduce plot point 3.

### TEACHER AS NARRATOR

- The family were pleased to be out of the cold river and as the sun shone down on them their clothes started to dry out. Oh no! In front of them they could see a really muddy field, this was going to get messy. Very messy indeed.

## Meaningful moment



- In the meaningful moment bag there are always artefacts and other accompanying resources. The clue clicker will be used to introduce sound clips or films or photographs on your interactive smart board. The pupils will be tuned into this by the question 'What clue is in the clicker today?'

### ARTEFACTS AND STIMULUS

- Clue in the clicker - listen to "Mud Glorious Mud" and sing along to the song.  
<https://www.youtube.com/watch?v=2cGc8LcZn5E>
- Bring some damp compost/clay in a Tupperware box for children to put their hands in.
- Cover a doll in mud to show them how messy the walk got.
- Muddy clothes
- Add water to the sand pit and walk through it with bare feet.
- Walk small play family characters through a mini muddy scene.

## Grandma Fantastic



- Grandma Fantastic is a puppet, with a basket, who arrives in the classroom with words that are much trickier than the children can come up with by themselves. They are written on flash cards and she introduces them to the class. Then the class say them with Grandma and the teacher.

### PUPILS AS WORD COLLECTORS

- Children say, "Grandma Fantastic, what is in your basket?"
- Sort these words into smiley and sad face words: disgusting, repulsive, vile, filthy, cooling, refreshing, cleansing, glorious
- Make time for children to repeat Grandma's words and enjoy saying them.

## Pupils chatting about words and jotting ideas = Chotting



- These are possible words children could suggest by themselves. Teacher models how to write on their thinking side, and pupils take a brave, writer approach on whiteboards, sticky notes, books, paper, stickers or sentence strips.

### PUPILS AS JOTTERS

- Possible pupil words: pongy, smelly, dirty, stinky, messy, yucky, sticky, gross, squelchy, slimy, brown.

## Model



- Teacher models a sentence on the writing side. This might be a sentence strip or on the interactive smart board, but replicates as closely as possible the format that the children will be using. Ensure that children receive good quality modelling that looks inside the writer's brain and we show them our good phonic choices, things we change and improve.

### DEMONSTRATION WRITING

- Teacher models a thinking sentence.  
The family thought the mud was really, really rancid.

## Sentence



- Pupils replicate the teacher's model and either talk and/or write, a sentence that includes key vocabulary that has been collected.

### STRIVE FOR A SENTENCE

- Talk and/or write a thinking sentence for the mud.
- Please differentiate this activity according to the needs of your children and use your professional judgement to make decisions about how to make the sentence task accessible. e.g. sentence frames, word banks.  
HA - Deepen the moment.



## FANTASTICS Lens:



### Initiate

- Read the favourite sentence from yesterday that a child spoke, or wrote, that is on your class sentence stack. Celebrate this sentence.
- Show key images from the text, where relevant, as you say the narration to fill in story gaps. Teacher acts as narrator to introduce plot point 4.

#### TEACHER AS NARRATOR

- Eventually they squelched out of the muddy, disgusting and filthy field. Their clothes were filthy. They felt unsure, they wanted to find a bear after all. Why had they gone on this bear hunt? They had travelled so far and they felt like they shouldn't give up. In front of them they could see a big dark forest. "Shall we turn back?" said Dad.
- "No," said the children. They decided to go through the woodland.

### Meaningful moment

- In the meaningful moment bag there are always artefacts and other accompanying resources. The clue clicker will be used to introduce sound clips or films or photographs on your interactive smart board. The pupils will be tuned into this by the question "What clue is in the clicker today?"

#### ARTEFACTS AND STIMULUS

- Clue in the clicker - Listen to sounds of a British woodland.
- Introduce 5 photographs of noisy things in the woods and 5 sounds. Children pair them together.
- Owls: hooting.
- Leaves - crunching,
- Twigs: snapping.
- Wind: whistling,
- Frogs: croaking
- <https://sounds.bl.uk/Environment/British-wildlife-recordings>

### Grandma Fantastic

- Grandma Fantastic is a puppet, with a basket, who arrives in the classroom with words that are much trickier than the children can come up with by themselves. They are written on flash cards and she introduces them to the class. Then the class say them with Grandma and the teacher.

#### PUPILS AS WORD COLLECTORS

- Children say, "Grandma Fantastic, what is in your basket?"
- Provided words: leaves - rustling, owls - screeching, twigs - cracking, wind - whining, frogs - ribbetting.
- Make time for children to repeat Grandma's words and enjoy saying them.

### Pupils chatting about words and jotting ideas = Chotting

- These are possible words children could suggest by themselves. Teacher models how to write on their thinking side, and pupils take a brave, writer approach on whiteboards, sticky notes, books, paper, stickers or sentence strips.

#### PUPILS AS JOTTERS

- Gather sound words for other woodland animals: fox - barking, hedgehogs - snuffling, mouse - squeaking, bats - flapping, horses - clip clopping, insects - buzzing, wind - howling, nuts - cracking.

### Model

- Teacher models a sentence on the writing side. This might be a sentence strip or on the interactive smart board, but replicates as closely as possible the format that the children will be using. Ensure that children receive good quality modelling that looks inside the writer's brain and we show them our good phonic choices, things we change and improve.

#### DEMONSTRATION WRITING

- Teacher models a sound sentence. As they entered the woods, they heard birds squawking and trees creaking.

### Sentence

- Pupils replicate the teacher's model and either talk and/or write, a sentence that includes key vocabulary that has been collected.

#### STRIVE FOR A SENTENCE

- Talk and/or write a sound sentence for the woodland.
- Please differentiate this activity according to the needs of your children and use your professional judgement to make decisions about how to make the sentence task accessible. e.g. sentence frames, word banks. HA - Deepen the moment.



## Initiate



- Read the favourite sentence from yesterday that a child spoke, or wrote, that is on your class sentence stack. Celebrate this sentence.
- Show key images from the text, where relevant, as you say the narration to fill in story gaps. Teacher acts as narrator to introduce plot point 5.

### TEACHER AS NARRATOR

- They were feeling much braver, they had managed to make it through the long grass, the treacherous river, the dangerous, muddy field and the terrifying woodland. The sun shone down on them, and their journey was now going well. In front of them they saw a cave. They didn't feel scared, they were not one bit afraid. They decided to go into the narrow, gloomy cave. The baby wasn't so sure.

## Meaningful moment



- In the meaningful moment bag there are always artefacts and other accompanying resources. The clue clicker will be used to introduce sound clips or films or photographs on your interactive smart board. The pupils will be tuned into this by the question 'What clue is in the clicker today?'

### ARTEFACTS AND STIMULUS

- Clue in the clicker - show a clip of inside a dark, gloomy cave.
- Torches - make the room dark if possible and re-enact the family walking into the cave.
- Red paper hearts on the classroom floor with smiley faces or sad faces on. Pupils walk around the room stepping on sad face feeling hearts.
- Choose and watch a short clip of the virtual tour of this cave <https://www.youtube.com/watch?v=FOXLYpJilTE>

## Grandma Fantastic



- Grandma Fantastic is a puppet, with a basket, who arrives in the classroom with words that are much trickier than the children can come up with by themselves. They are written on flash cards and she introduces them to the class. Then the class say them with Grandma and the teacher.

### PUPILS AS WORD COLLECTORS

- Children say, "Grandma Fantastic, what is in your basket?"
- Provided words: terrified, anxious, nervous, horrified, aghast, apprehensive
- Pupils order Grandma's words for intensity e.g. horrified, terrified, aghast, anxious, nervous, apprehensive.
- Make time for children to repeat Grandma's words and enjoy saying them.

## Pupils chatting about words and jotting ideas = Chotting



- These are possible words children could suggest by themselves. Teacher models how to write on their thinking side, and pupils take a brave, writer approach on whiteboards, sticky notes, books, paper, stickers or sentence strips.

### PUPILS AS JOTTERS

- Possible pupil words: frightened, scared, afraid, worried, upset, tearful, panicky.

## Model



- Teacher models a sentence on the writing side. This might be a sentence strip or on the interactive smart board, but replicates as closely as possible the format that the children will be using. Ensure that children receive good quality modelling that looks inside the writer's brain and we show them our good phonic choices, things we change and improve.

### DEMONSTRATION WRITING

- Teacher models a dialogue sentence that includes a sad face feeling. "I'm terrified!" cried baby.

## Sentence



- Pupils replicate the teacher's model and either talk and/or write, a sentence that includes key vocabulary that has been collected.

### STRIVE FOR A SENTENCE

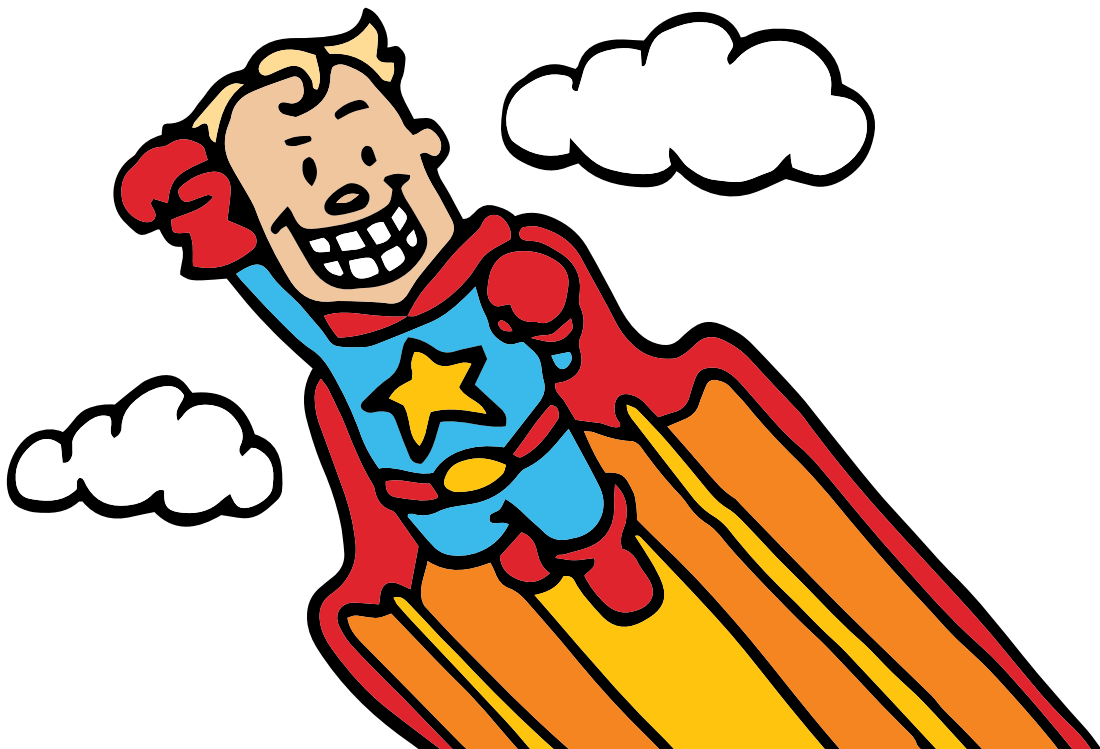
- Talk and/or write a spoken sentence that reveals the characters emotions.
- Please differentiate this activity according to the needs of your children and use your professional judgement to make decisions about how to make the sentence task accessible. e.g. sentence frames, word banks. HA - Deepen the moment.

# Appendix

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Please find enclosed :

- ☒ Teacher model.
- ☒ A blank narrative journey map or a blank non-fiction journey map.
- ☒ Pupil pathway from planning to independent writing.
- ☒ Any other related materials to the teaching of this unit.



# Teacher Model

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It was a beautiful sunny day. The family decided to go on a walk to find a bear. They were not scared and they didn't mind where their adventure took them. They were really brave and they decided to walk to the far field. They skipped through the long grass.

Beyond the grassy fields, the family came to a river. The river was deep and cold and moving quickly. They knew that they had to go through it. It might make them shiver and it would make them wet. Their clothes were sodden and soaked.

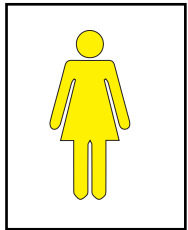
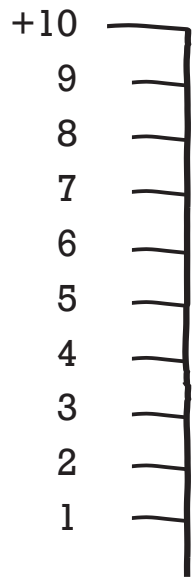
The family were pleased to be out of the cold river and as the sun shone on them their clothes started to dry out. Oh no! In front of them they could see a really muddy field. This was going to get messy. Very messy indeed. The family thought the mud was really, really rancid.

Eventually they squelched out of the muddy, disgusting and squelchy field. Their clothes were filthy. They felt unsure, they wanted to find a bear after all. Why had they gone on this bear hunt? They had travelled so far and they felt like they shouldn't give up. In front of them they could see a big, dark forest. "Shall we turn back?" said Dad. "No," said the children. They decided to go through the woodland. As they entered the woods, they heard birds squawking and trees creaking.

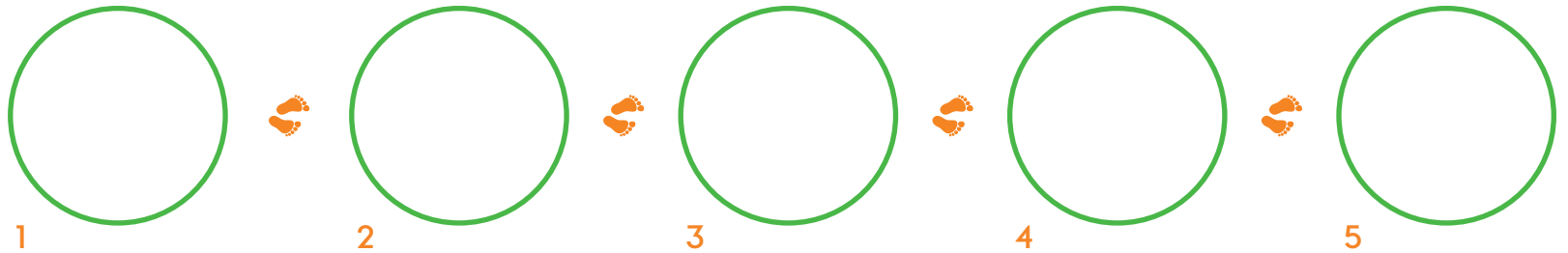
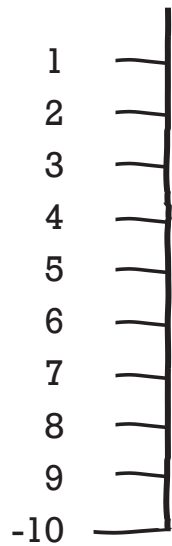
They were feeling much braver, they had managed to make it through the long grass, the treacherous river, the dangerous, muddy field and the terrifying woodland. The sun shone down on them and their journey was now going well. In front of them, they saw a cave. They didn't feel scared, they were not one bit afraid. They decided to go into the narrow, gloomy cave. The baby wasn't so sure. "I'm terrified!" cried baby.

# Narrative Map

Highs



Lows



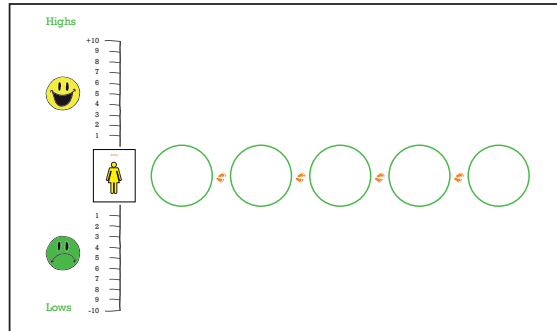
# Pupil Pathway...

## from planning to independent writing

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### Step 1: Draw their own story

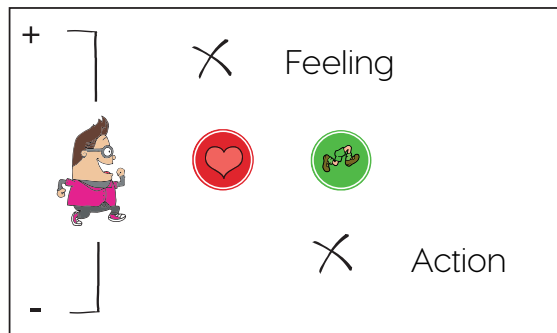
Pupils use a blank story narrative map to plan their own story.



### Step 2: FANTASTIC plotting

Position FANTASTIC with negative / positive intent on the map.

- Positive feeling
- Negative action



### Step 3: Planning sentences

Sentences can be added to the narrative map e.g.

Positive feeling

*Ruby was so happy to have a friend.*

### Steps 4 and 5: Independent writing

Children should show what they can write independently.



# The EYFS Rainbow

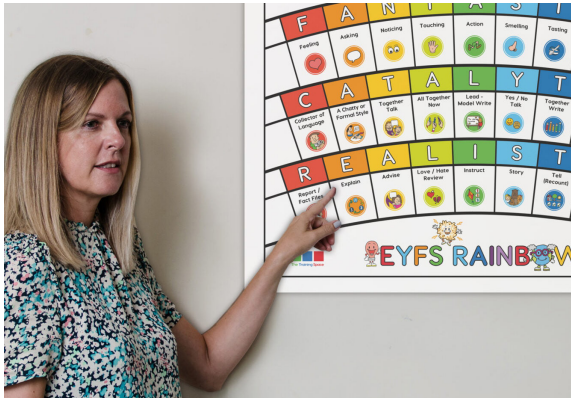
A visual display of 'Thinking, Talking and Writing.'

The EYFS Rainbow is a visual representation of the ways to develop talk and writing opportunities in the EYFS setting. This bright and colourful A1 poster is an aide memoire for both teachers and pupils. It includes the nine ideas for thinking, talking and writing. The A3 version is perfect for schools that have restricted display space.

The three layers of the EYFS Rainbow cover:

1. The ideas of talking and writing: The FANTASTICS
2. Ways to talk and write: The CATALYTICS
3. Getting children to think and write with their knowledge and understanding of the world: The REALISTICS

Available to buy from our online shop



Purchase here:

<https://www.thetrainingspace.co.uk/product/the-eyfs-poster/>



Purchase here:

<https://www.thetrainingspace.co.uk/product/small-eyfs-rainbow-symbols-copy/>