RECEPTION / TEACHER SUPPORT PACK

Fidget’s Sound-and-Seek

Find it. Say it. Map it.

Ages 4-5 · 35-40 minutes



A story. A question. Something to create.

Follow Fidget’s clues, discover little treasures and make a map for another explorer.

Includes a session plan, story starter, adaptations and six pages to read, print or share.

Use in class or alongside an author visit. No sign-up, screen or purchased book required.

More stories, games and colouring

BearwolfWorld.com

At a glance

Curiosity, early sounds and positional language

Learning intentions

• Follow a short instruction using under, over, around or behind.

• Name a discovery and listen for its first sound; try oral blending where appropriate.

• Draw a simple map and explain where a treasure is hidden.

You will need

• One pack for the teacher; pages 6-7 for treasure cards; page 8 per child or pair.

• Pencils, crayons, a bag, a chair, a box and six familiar classroom objects.

• Use hat, cup, pen, bag, sock and map first. Add other cards only when useful.

• Optional: a toy frog and a large sheet for a shared map. No screen or purchased book is needed.

Before the session

• Choose three to six objects. Agree each name before asking about its sounds.

• Check words and sounds against the class’s phonics programme. This is extra practice, not a replacement lesson.

• Place treasures at accessible heights in one visible area. Do not hide things on climbing furniture.

• Print cards single-sided at 100% on A4. Adults cut out the cards before the session.

EYFS: Communication and Language; Literacy; Mathematics. Connections are suggested for England; adapt to your setting.

Run the workshop

Flexible timings for one class. Keep talk, action and reflection in balance.

0-5 min / Meet the explorer

Read the verse on page 5 and retell the setup: Fidget is curious while Bearwolf snoozes. Invite children to act under, over, around and behind with their hands. Ask: ‘What might Fidget find?’

5-10 min / Listen and notice

Pull three objects from the bag and agree their names. Say each naturally, then model its initial sound. For children ready for blending, use familiar words such as /m/ /a/ /p/. Keep pronunciation aligned with the school’s phonics teaching.

10-20 min / Sound-and-seek

Pairs follow one spoken clue at a time: ‘Find the pen behind the box.’ One child looks while the other repeats or points to the clue. Swap roles. Ask ‘Where was it?’ Accept speech, gesture or pointing, then model the full phrase.

20-30 min / Make a map

Give out page 8. Children draw two familiar places and a treasure, then explain the hiding place. An adult can scribe. A map shows where things are; it need not be an accurate plan or use compass directions.

30-35 min / A clue for a friend

Partners use their maps to give and follow a clue. Notice whether the clue is clear enough. Model changing ‘over there’ to ‘behind the box’.

35-40 min / Share the discovery

Use page 9 to draw or dictate first, next and last. Invite a few volunteers to share. Finish together: ‘We looked closely. We listened carefully. We found something!’

Make it work for your class

Adjust participation, language and writing to pupils' needs.

Support and access

- Show the object as you name it; offer two choices and time to respond.
- Model one positional word at a time before combining an action and place.
- Allow pointing, partner talk, home-language rehearsal or adult scribing.
- Offer a tabletop hunt with visible objects for children who prefer a smaller space.

Take it further

- Give a two-step instruction and ask the child to repeat it before moving.
- Invite children to give their own clue or orally blend a word containing taught sounds.
- Write a label only using the letter-sound correspondences already taught.

Listen and look for

- Can the child follow one positional clue?
- Can they name an object and notice a sound, with the agreed level of support?
- Can a partner locate a treasure from their map or spoken clue?

Keep the learning going

Keep a small exploration basket in provision. Change the objects, revisit the same positional vocabulary and let children invent clues. Collect maps into 'Fidget's Class Discoveries'.

Observe these intentions during the activity; one workshop is practice, not evidence of secure mastery.

RECEPTION / READ ALOUD / PROJECT

Meet Fidget

A short story starter. An adult reads; pupils can join in.

Late one morning,
Bearwolf was snoring.
‘That’s boring!’ said Fidget,
‘I’m going exploring!’
Under and over,
Around and behind,
‘I wonder,’ said Fidget,
‘What will I find?’

The story around this moment

Fidget finds a strange telescope that shows a huge wave. She and Bearwolf travel to find out why it is coming. Each discovery raises another question. Their adventure eventually reveals that Bearwolf’s own bubbles started the trouble.

Wonder together

Where could we look? What might we find?

Extract: Author’s longer 2020 collection: Bearwolf and Fidget, printed page 12. The current picture-book title is Bearwolf and the Bubbles.

RECEPTION / CUT-OUT RESOURCE

Treasure cards

Set 1: familiar objects. Use names and sounds already taught.



hat



cup



pen



bag



sock



map

Adults cut along the dotted borders. Cover labels for listening-only games; use printed words only when appropriate.

RECEPTION / CUT-OUT RESOURCE

Treasure cards

Set 2: extra discoveries. Agree the picture names before using.



shell



leaf



key



rock



button



feather

Adults cut along the dotted borders. Cover labels for listening-only games; use printed words only when appropriate.

RECEPTION / PUPIL PAGE

My treasure map

Draw two places and a treasure. Tell a partner where to look.

Name (optional):

My places and my treasure

My clue: The treasure is…

I can point, tell a partner, write or ask an adult to scribe.

RECEPTION / PUPIL PAGE

My little expedition

Draw or tell what happened. Use first, next and last.

First, we…

Next, we…

Last, we…

One thing I noticed: _____

RECEPTION / DISPLAY / CLUE RESOURCE

Fidget’s looking words

Try the words with a toy and a box, then give a clue to a friend.

UNDER

Look under the chair.

Show it with a toy. Say it in a clue.

OVER

Move the toy over the box.

Show it with a toy. Say it in a clue.

AROUND

Move the toy around the box.

Show it with a toy. Say it in a clue.

BEHIND

Look behind the bag.

Show it with a toy. Say it in a clue.

Explorers look after their discoveries

Look closely. Handle classroom objects gently. Put them back for the next explorer. Outdoors, leave living things where they belong.

Print page 10 for a classroom display or use it as a teacher prompt.