



Inspiring curiosity and creativity with the Bookbug Explorer Bag

Follow children's interests from the books and support them to explore concepts, themes, characters and events from the books in more detail. From open-ended provocations to practitioner-led games, the books can support learning across the breadth of the curriculum. Extending the books into play helps to deepen children's understanding and inspire a lifelong love of books and reading.

To support your planning we have developed some ideas to help you get started.

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Activities for all books



Sensory exploration

SCN 0-12a

Set up sensory trays inspired by the books for children to explore different objects' texture, shape and even sound. Encourage their curiosity by asking 'I wonder what would happen if...' and explore the properties of the objects. There's lots of scope for variety from the books including rockpools, sand, seaweed, vegetables, ponds and leaves.

Bring the book to life

HWB 0-21a, HWB 0-22a, EXA 0-08a, SCN 0-11a

Movement and sound can bring a book to life and encourage children to engage with the story. Have fun adding sound effects to *The Runaway Pea* as the pea splats, plops and pings around the house. Incorporate movement into *Don't Worry, Little Crab* and try scuttling sideways like crabs! Introduce sounds as the crabs splash across the pools and squelch through the seaweed.

Make your own book

LIT 0-26a

Creating a book is a great way to build print awareness and support children in developing a love of books. Children could co-author one big book or work independently to make their own with your support.

Songs and rhymes

EXA 0-16a

Link characters, objects and events from the books to songs and rhymes! Bookbug's online Song and Rhyme Library and free Bookbug app are packed with ideas, or find suggested songs and rhymes for each book on the following pages.

Explore outdoors

SOC 0-07a, LIT 0-07a, LIT 0-16a

Follow children's interests from the books and head outside to explore your outdoor space or the local area. What will you find on your travels? Can you read one of the books in an accessible outdoor setting which links to the story in some way? This helps to make books and stories more meaningful for children.

Read on for activities for each book ...





Don't Worry, Little Crab

**Written and illustrated
by Chris Haughton**

Little Crab doesn't want to go into the water, and would much rather stay on dry land. But with a whoosh and gulp, Little Crab bravely takes the plunge (after lots of encouragement from Very Big Crab) and finds the underwater world both magical and exciting. A brilliant book for calming fears, and with bright eye-catching illustrations this is a sweet story for sharing together.

Seaside exploring

Set up an open-ended provocation for children to explore, using items related to the sea and the seaside. You could include shells, sand, photos or pictures of fish and other sea creatures, and a book (suggestions below).

Water play

SCN 0-12a

Add items with different textures (e.g. shells, sponges, pebbles) to the water tray. Observe children's play and use careful prompting to support them to describe objects and explore their objects' properties. What happens if you bring the shell up to your ear, squeeze water from a sponge or clash two pebbles together?

Under the sea

EXA 0-02a, TCH 0-12a

Bring the story to life in your setting by creating a sea-inspired display. Support the children in planning and creating the display using a range of colours, materials and objects. Mount the display at child-height so children can interact with it and use it as a prompt for conversations, further creations and play.

Hide and seek

MNU 0-02a, HWB 0-14a

Little Crab and friends play hide and seek. Play the game indoors or outdoors with small groups, hiding objects in different places. The game gives children a chance to practise their counting skills and to co-operate with their peers.

Songs and rhymes

EXA 0-16a, EXA 0-17a

Have fun doing some water and sea-themed songs and rhymes including 'One, Two, Three, Four, Five', 'I Have a Little Turtle', 'When I Was One' and 'Seashell'.

More books and stories

LIT 0-01b, LIT 0-11b, LIT 0-14a

Follow children's interests and explore other books on similar topics. Here are some suggestions:

- *Look and Say What You See at the Seaside* by Sebastien Braun
- *Commotion in the Ocean* by Giles Andreae and David Wojtowycz
- *Steve, Terror of the Seas* by Megan Brewis
- *Off to the Beach* – illustrated by Cocoretto
- *Alfie Gives a Hand* by Shirley Hughes
- *Ruby's Worry* by Tom Percival

Follow the Trail: Minibeasts

Dorling Kindersley

From bright, stripy honey-bees to black spotted ladybirds, *Follow the Trail: Minibeasts* is full of exciting facts about your favourite bugs. Each page has a trail for little fingers to follow, and there are different shapes to discover too. Ideal for little explorers, this is a fab book for taking on outdoor adventures and learning about the natural world in a fun and accessible way.



Explore outdoors

SCN 0-15a

Plan an outing to the garden, park or woodland. Can you find any minibeasts? Scribe as children describe what they see, and support them to record the numbers of beasties they find and take photos of their discoveries. Record their observations in a floorbook and support the children in planning what to explore next.

Habitats

SCN 0-15a, SOC 0-08a

Using the pictures in the book and websites, find out where different minibeasts live. What do they eat? What can we do to make sure their habitats survive? The RSPB website has lots of information about insects, and useful resources including guidance for making your own minibeast hotel. Why not share these ideas with families and encourage them to get involved?

Shape detectives

MTH 0-16a, MNU 0-20b

In the book children are encouraged to trace around the outline of shapes. Become shape detectives and explore the shapes of everyday objects in your setting. Cut out some large 2D shapes from card and invite children to compare them to objects in your indoor or outdoor environment. How do the objects they find compare to their template? Prompt children to describe the shapes they find and record their observations.

Making a trail

SCN 0-15a, LIT 0-21b

There are lots of trails to follow in the book. Make your own trail for children to follow, either indoors (e.g. on paper) or outside, then provide different materials for them to create their own trails. Involve them in planning the activity. Which materials will you use – water, mud, sand or paint? Which tools might be useful – sponges, sticks, brushes or feet? Provide a range of natural and synthetic materials, and get ready for messy play and descriptive language!

More books and stories

LIT 0-01b, LIT 0-11b, LIT 0-14a

Follow children's interests and explore other books

- *Whit the Clockleddy Heard* by Julia Donaldson and Lydia Monks, translated by James Robertson
- *Making Tracks: Park* illustrated by Cocoretto
- *The Bug Collector* by Alex Griffiths
- *Mad about Minibeasts* by Giles Andreae and David Wojtowycz
- *The Very Hungry Caterpillar* by Eric Carle



The Runaway Pea

Written by Kjartan Poskitt and illustrated by Alex Willmore

Dreaming of greater things, one evening at dinnertime a pea decides to make a run for it – ‘he pinged off the plate with incredible force... then slipped and went splat in a puddle of sauce.’ Full of madness and mayhem, this hilarious tale is perfect for reading aloud. Little ones will love spotting the pea as he bounces round the kitchen, and the story ends with a lovely environmental message.

Exploring taste, texture and smell

HWB 0-29a, HWB 0-30a, HWB 0-35a

Different vegetables feature in the book including broccoli, peas, carrots and beans. Involve the children in preparing and tasting different vegetables. You could include some raw and some cooked. Encourage children to describe the vegetables – the taste, smell and texture. Which ones do they like and why?

Where food comes from

SCN 0-03a

After reading the story, talk with children about how the various vegetables ended up on the plate. Where did they come from? Use books and online resources to investigate how vegetables grow, and how they get from the ground to our plates. Follow the children’s interests to plan further learning – you could grow your own vegetables or herbs, find out about farming or do some vegetable-based cooking. The BBC Good Food website has tips for growing vegetables.

Shopping for food

EXA 0-14a, SOC 0-20a

Having explored where food comes from, talk about shops, the roles staff play and how people buy their food. Create your own farm shop or market stall, giving children the opportunity to role-play buying and selling vegetables. Build children’s print awareness with a price list or name labels for each product. If you have an outdoor space, then why not set this up outside? Subject to Covid restrictions, make this activity more meaningful by visiting a local shop in small groups.

Mark-making and everyday literacy

LIT 0-21b, LIT 0-26a

Once children are familiar with the story, draw their attention to the sticky notes on the fridge as you re-tell it. What’s written on them? What are they for? Someone has written lists of things they need to do. What else are lists used for? Add some sticky notes to your mark-making materials for children to create their own lists.

Songs and rhymes

EXA 0-16a, EXA 0-17a

Have fun doing some food and vegetable-themed songs and rhymes including ‘Five Fat Peas’, ‘The Vegetable Song’, ‘Bananas Unite’, and ‘One Potato Two Potato’.

More books and stories

LIT 0-01b, LIT 0-11b, LIT 0-14a

Follow children’s interests and explore other books about food e.g.

- *Lunchbox: The Story of Your Food* by Chris Butterworth and Lucia Gaggiotti
- *Ten Fat Sausages* by Michelle Robinson and Tor Freeman
- *Would You Like a Banana?* by Yasmeen Ismail
- *Avocado Asks: What Am I?* by Momoko Abe