

Teaching Notes & Resources

Key Stage 1

Themes: Family | Starting school | Growing Up | Empathy

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SCAN ME

ANIMAL FACT FILE

THE
CAMEL
WHO HAD THE HUMP



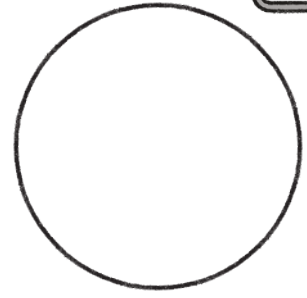
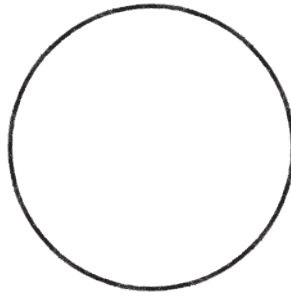
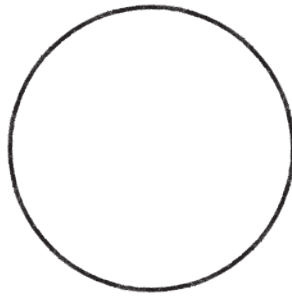
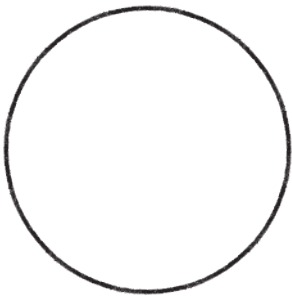
Name of animal:

Location:



Diet:

Find four foods this animal eats and draw them inside each circle.

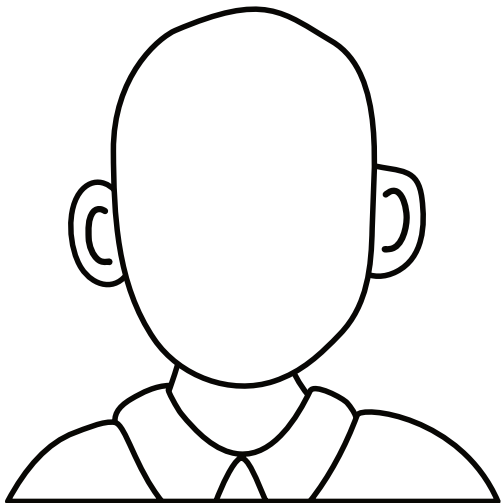
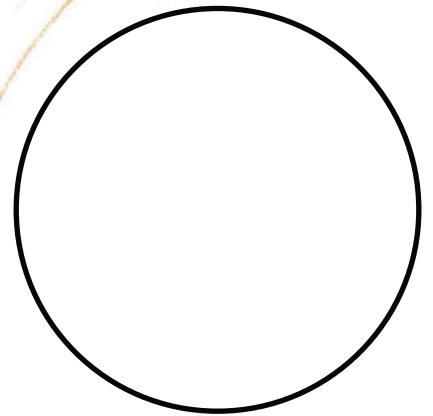
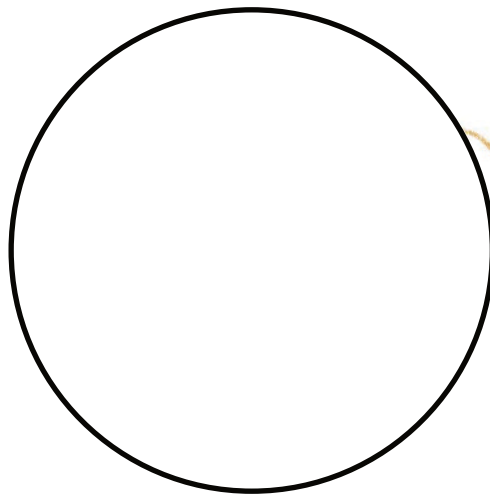
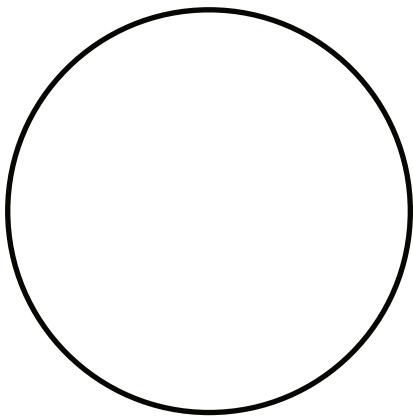


Did you know?

LET OUT YOUR HAPPINESS

I choose
happiness

These things bring me joy...



I can bring joy to others by...







My happy face!



WHERE IS THE STORY SET?

THE
CAMEL
WHO HAD THE HUMP



WHAT CAN YOU SEE?

WHAT ANIMALS CAN YOU SPOT?

WHAT COLOURS ARE USED?

I think this book is set in... _____

I think this because...



CAN YOU
MARK I ON
THE MAP?



HABITAT – DESERT

^{THE}
CAMEL
WHO HAD THE HUMP



Resources based on the *The Camel Who Had the Hump* by Rachel Bright and Jim Field

HABITAT – MOUNTAINS

^{THE}
CAMEL
WHO HAD THE HUMP



Resources based on the *The Camel Who Had the Hump* by Rachel Bright and Jim Field

HABITAT – SAVANNA

^{THE}
CAMEL
WHO HAD THE HUMP



Resources based on the *The Camel Who Had the Hump* by Rachel Bright and Jim Field

HABITAT – TROPICAL

^{THE}
CAMEL
WHO HAD THE HUMP



Resources based on the *The Camel Who Had the Hump* by Rachel Bright and Jim Field

HABITAT – BOREAL FOREST

^{THE}
CAMEL
WHO HAD THE HUMP



Resources based on the *The Camel Who Had the Hump* by Rachel Bright and Jim Field

HABITAT – WOODLAND

^{THE}
CAMEL
WHO HAD THE HUMP



Resources based on the *The Camel Who Had the Hump* by Rachel Bright and Jim Field

HABITAT – OCEAN

THE
CAMEL
WHO HAD THE HUMP



Resources based on the *The Camel Who Had the Hump* by Rachel Bright and Jim Field

HABITAT – OUTBACK

THE
CAMEL
WHO HAD THE HUMP



Resources based on the *The Camel Who Had the Hump* by Rachel Bright and Jim Field

CURRICULUM MAP

THE
CAMEL
WHO HAD THE HUMP

Literacy

Speech and Thought Bubbles

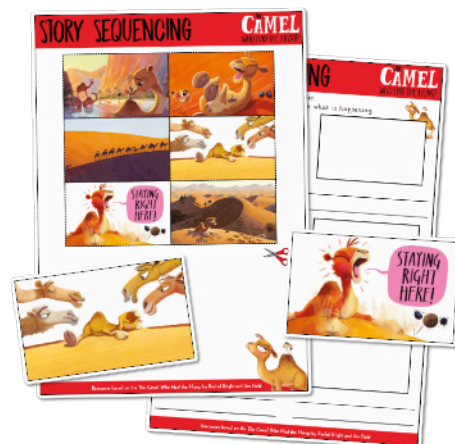
Using scenes from *The Camel Who Had the Hump* with blank speech and thought bubbles, children must come up with appropriate words and phrases that characters might say or think, helping to expand their vocabulary. By imagining what a character might say or think, children practise using language expressively, which is key to both spoken and written communication. It will also encourage children to understand the characters' emotions, motivations, and actions, deepening their comprehension of the story.

Story Sequencing

Children will be given a selection of images from the book which must be sequenced in the correct order to layout the key points of the story. By arranging pictures in the correct order, children develop an understanding of narrative structure—beginning, middle, and end. This is fundamental to their comprehension of how stories are constructed. This activity also reinforces children's ability to recall and retell a story accurately, which is a key comprehension skill.

Rhyming

This matching activity will require children to be given rhyming words from the book that are written on cards. They will need to find the words that rhyme and pair them together. It will strengthen children's ability to decode unfamiliar words by recognising familiar sound patterns. This will also expand their vocabulary as they encounter less common words that rhyme with familiar ones.



Discussion Questions

These questions will encourage children to understand the plot, characters and themes of *The Camel Who Had the Hump* more deeply.

Why did Cuthbert not want to go to the oasis?
Do you ever feel like there's something that you don't want to do?

How did Cuthbert feel when he was left behind?

How did Jon the jerboa help Cuthbert? Do you remember a time when someone did something to cheer you up?

What did Cuthbert learn from his adventure?
How do you find the joy, laughter and play in life?

Vocabulary

In The Camel Who Had the Hump, Rachel Bright uses a number of different words or phrases to describe a group of camels.

Go through the book and see how many collective nouns - different words or phrases to describe a group - that children can identify. You may spot: a clumping of camels, flock, caravan and train.

Challenge the children to think of many different collective nouns as they can for other animals. Examples include: herd, pride, shoal, swarm etc.

CURRICULUM MAP

THE
CAMEL
WHO HAD THE HUMP

Letter to Cuthbert

In The Camel Who Had the Hump, Cuthbert gets left behind when he refuses to move any further.

Ask children to write a letter to Cuthbert persuading him to get up and keep going. They will need to explain why he should keep moving and should try to include the message of the book – doing things with a smile.



Phonics

Phase 4: Consonant clusters (consonant blends or adjacent consonants)

- Make a list of consonant clusters (eg., 'st', 'bl', 'tr', 'cr') and ask children to find words that contain these in the book.
- Ask children to write down words containing these consonant clusters (For example, 'still', 'bleak', 'train', 'crank')

Phase 5: Alternative spellings for the 'ee' sound.

- Ask children to find words in the book that include the 'ee' sound. (They are, sleeping, diddle-dee, yippee, been, need, keep, agreed, glee, wheeze, three, feel, tumbleweed, leave, reach, tear, each, really, bleak, squeak, leaping, please, here, even, me, be, he, belly and jelly).
- Give children cards to write down the different graphemes that can make that sound (e.g., 'ee', 'ea', 'e-e').

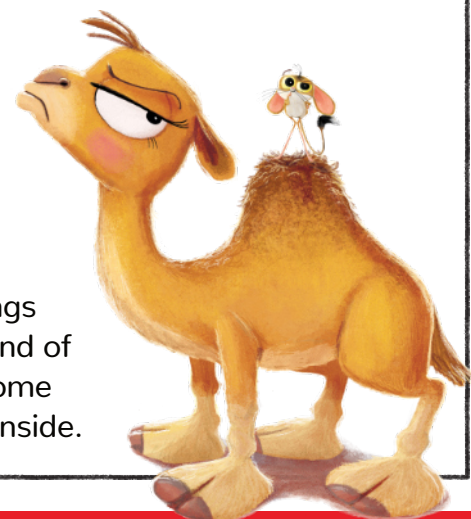
PSHE

Let out your happiness!

In this activity, children will reflect on all the things that bring them joy. They will then write about how they can bring joy to others.

The Little Things Add Up

Children can be asked at the start of the day to think about all the little things that happen throughout their school day that make them smile. Near the end of the day, you can go around the class and ask a few children to reflect on some of the little things that brought them joy today and how it made them feel inside.



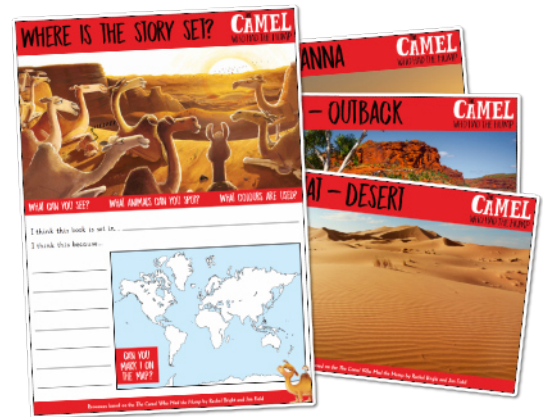
CURRICULUM MAP

THE
CAMEL
WHO HAD THE HUMP

Topics

Geography – Where is the book set?

In this activity, children will have to analyse one of the illustrations from the book and use it to estimate what kind of habitat they think it is. They should be encouraged to discuss what they see in the illustration, such as physical features and other wildlife. They will then match their location to one of the habitat cards provided and write about the evidence that's drawn them to that choice.



Geography – Come and Visit Cuthbert!

In this activity, the children will need to use the scenes from the book to reflect on what the character's habitat is like. They could write several descriptive words to describe the habitat and then use these words in sentences to create a letter from this character's perspective, inviting someone to come and visit their habitat.

Science – Animal Fact File

In this activity, children will need to research one of the main animals from within the book. They will need to find out what animal it is, where they can be found and several other interesting facts about that animal.

Science – Animal Specific Adaptation

Children need to research and find out why the animal from the book is well suited for its habitat. You could discuss their physical attributes, diet and their daily life.

Art and Design

Using different coloured dots/circles, children could create a colourful camel picture. Provide them with a blank camel template or ask them to draw the outline of the shape of a camel. They can then choose colours that bring them joy, to bring the camel picture to life.

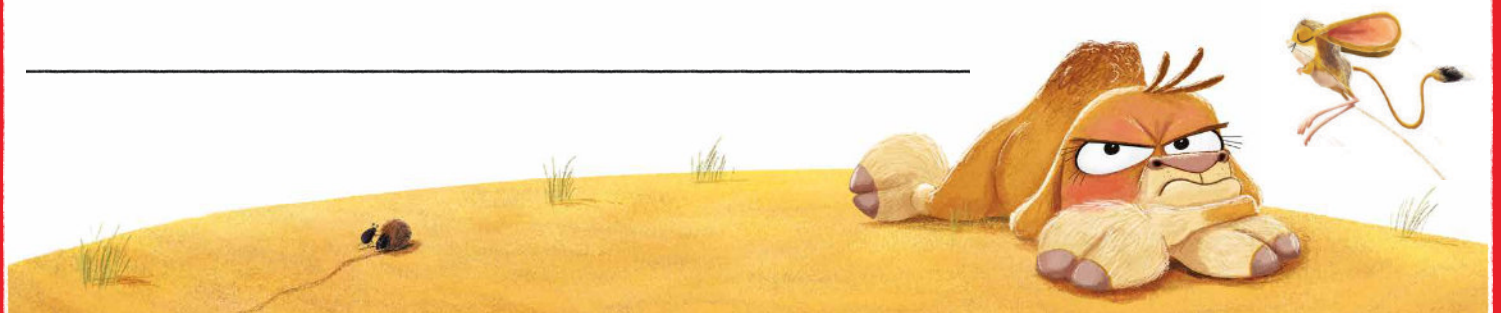
Using the art style of Van Gogh, children could create a desert scene using finger painting to add colour and movement to the scene. The swirls can add movement to the sand to echo the blowing winds across the deserts - much like Van Gogh's Starry Night painting.



THE CAMEL

WHO HAD THE HUMPH

A close-up illustration of a yellow camel's head, tilted downwards. The camel has a grumpy expression with a single visible eye looking down and a small, downturned mouth. It has a brown mane and a large, pinkish nose. The background is white with a red border on the left side.



LETTER TO CUTHBERT

THE
CAMEL
WHO HAD THE HUMP



RHYMING CARDS

THE
CAMEL
WHO HAD THE HUMP

Cut out the rhyming cards and see if you can find the matching rhyming words.
Can you think of any other words that they rhyme with?



dawn

Resources based on the *The Camel Who Had the Hump* by Rachel Bright and Jim Field



doubt

Resources based on the *The Camel Who Had the Hump* by Rachel Bright and Jim Field




shine

Resources based on the *The Camel Who Had the Hump* by Rachel Bright and Jim Field



divine

Resources based on the *The Camel Who Had the Hump* by Rachel Bright and Jim Field



hump

Resources based on the *The Camel Who Had the Hump* by Rachel Bright and Jim Field



yawn

Resources based on the *The Camel Who Had the Hump* by Rachel Bright and Jim Field



please

Resources based on the *The Camel Who Had the Hump* by Rachel Bright and Jim Field



grump

Resources based on the *The Camel Who Had the Hump* by Rachel Bright and Jim Field



out

Resources based on the *The Camel Who Had the Hump* by Rachel Bright and Jim Field



wheeze

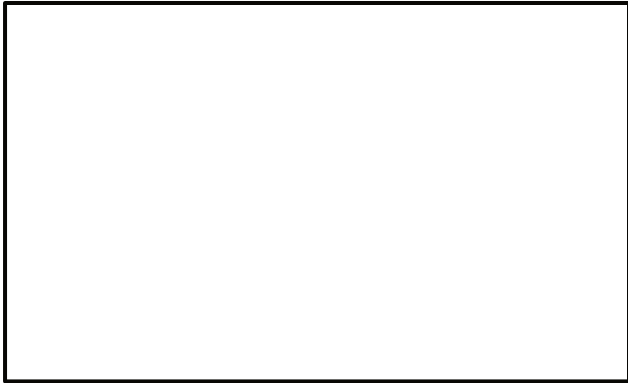
Resources based on the *The Camel Who Had the Hump* by Rachel Bright and Jim Field

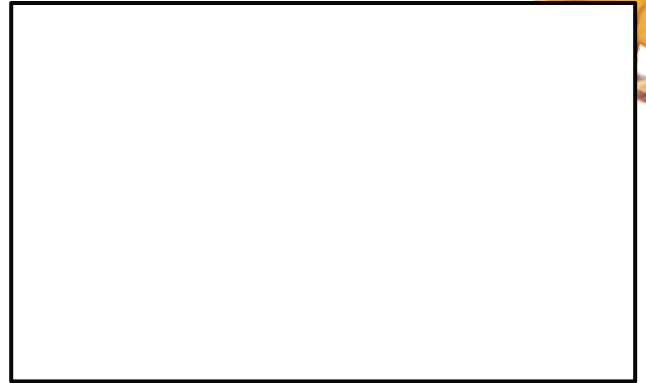
STORY SEQUENCING

^{THE}
CAMEL
WHO HAD THE HUMP

Cut out the pictures and put them in order.

Write a caption for each picture to explain what is happening.













STORY SEQUENCING

THE
CAMEL
WHO HAD THE HUMP



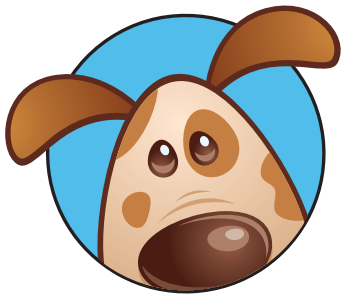
THOUGHT BUBBLES

THE
CAMEL
WHO HAD THE HUMP

Complete the thought bubbles to show what you imagine the characters might be thinking.



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Teacher's Pet



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