

# Jungle

## Ideas for Parents - Class 4

### Week 1 – Animal Names

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#### **Communication, Language and Literacy**

Find any story books about the jungle and animals in the jungle. Visit the library and/or a book shop.

Animal names:

- Find pictures of jungle animals. Write names on card.
- Match pictures to names.

#### **Mathematical Development (Problem Solving, Reasoning and Numeracy)**

Learn to sing '5 little cubs went out one day'. Use fingers to count.

Animal sizes:

- If you have some small world animals at home let children sort them for size. Use words such as big, little and tall, short.
- Look at pictures of animals and talk about six of them, whether they are big, small, etc.

Small world jungle play:

- Create a line of animals, use words like 'in front of', 'next to' and 'behind'.

#### **Personal, Social and Emotional Development**

Select a soft toy animal and pretend that it is going on an adventure. Make up a story each day for a week. Encourage the children to contribute to the stories.

#### **Knowledge and Understanding of the World**

Adults should gain knowledge of jungle animals (from books or internet) so that questions can be answered. Which animals live in the jungle?

What are baby animals called? Try to find pictures or maybe watch a DVD showing animals with their young, e.g. lions and lion cubs. Talk about how Mothers look after their baby animals.

### **Physical Development**

Play a game pretending to be an animal and the adult has to guess what is being mimed.

### **Creative Development**

Sing 'Nellie the Elephant'. 'Daddy's taking us to the zoo tomorrow.'

Paint a picture of your favourite jungle animal.

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## Ideas for Parents - Class 4

### Week 2 – Animal Movements and Sounds

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#### **Communication, Language and Literacy**

Animal Alphabet:

- Look at the list of animal names from previous week. Concentrate on initial sound e.g. 'L' for lion. Remember to say the sound!

Animal Movements:

- Talk about how animals move e.g. lions run, elephants stamp.

#### **Mathematical Development (Problem Solving, Reasoning and Numeracy)**

Small world animals:

- Put animals in height order, tallest first.

Weighing:

- If you have some balancing scales then introduce heavier than, lighter than. Otherwise use hands, one animal in each hand. Ask questions, 'which is heavier?'. 'Which is lighter?' 'Which are the same?'

#### **Personal, Social and Emotional Development**

With a group of friends ask the children to play the game 'sleeping lions'.

Talk about caring for animals. If they have a pet discuss how it is looked after.

#### **Knowledge and Understanding of the World**

If possible listen to a tape of animal noises otherwise watch a video/DVD showing animals. Listen for the sound that they make.

## **Animal Play Dough**

Make some animals that have distinctive characteristics, e.g. a giraffe, an elephant, a zebra.

## **Physical Development**

Move around outside or at least in a large space pretending you are an animal, e.g. run fast like a lion, stamp like an elephant.

## **Creative Development**

If there are any musical instruments available, try to make noises like animals. Encourage loud bangs for elephants, triangles or bells for birds.

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## Ideas for Parents - Class 4

### Week 3 – Colours, Patterns and Textures

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#### Communication, Language and Literacy

Read together:

- Find the story of Elmer the Patchwork Elephant by David McKee. This is a good example showing colours and patterns on an elephant.

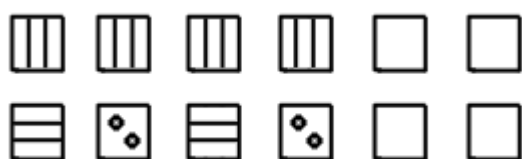
Animal templates:

- Let the children draw round animal templates (plastic or card) and then crayon or paint the shape afterwards. Alternatively, trace some animals then colour afterwards.

#### Mathematical Development (Problem Solving, Reasoning and Numeracy)

Animal patterns:

- Look at the different patterns that animals have. Some have spots, some have stripes. Draw some patterns that the children can finish, e.g.



Snake patterns:

- Use beads or buttons and thread with wool or laces. Talk about making a snake and the pattern that its going to be, e.g. red, blue, red, blue.

## **Personal, Social and Emotional Development**

Talk about how we recognise animals. The giraffe has a long neck, the leopard has spots. Continue to talk about adult characteristics e.g. in the family.

Look at patterns in the home, in each of the rooms and on clothes. Try to find some dressing-up clothes for the children to wear.

## **Knowledge and Understanding of the World**

Talk about male and female animals, e.g. lion and lioness and the differences in their appearances. Others are leopard and leopardess, tiger and tigress.

## **Physical Development**

Junk modelling:

- Collect a variety of boxes. Decide on an animal to make. With the help of an adult glue/stick boxes together then paint them.

## **Creative Development**

Make a collage picture of the jungle. Use fabric and paper of different textures. Talk about how you can make stripes and spots on the animals.

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## Ideas for Parents - Class 4

### Week 4 – Homes and Habitats

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#### **Communication, Language and Literacy**

Watch Jungle Book and/or The Lion King. Talk about where the animals live and what their homes are like.

#### **Mathematical Development (Problem Solving, Reasoning and Numeracy)**

Sing 'Who built the ark, Noah, Noah' and 'The animals went in two by two'. Sing any animal songs that you know and count all the animals in each song.

#### **Personal, Social and Emotional Development**

Talk about jungle animals 'going to bed'. Do they sleep at night or during the day?

Discuss the differences between the animals' bed time and children's bed time.

#### **Small World Play**

Pretend that the small world animals are in a zoo. Use a mat or carpet and decide where the animals will go. You could use a small container water in for crocodiles.

#### **Knowledge and Understanding of the World**

Animal homes:

- Find out where jungle animals live, e.g. a monkey lives in a tree.

The Zoo:

- A visit to a Zoo is a good idea if there is one nearby. Explain to the children what a Zoo is and why animals are kept there.

## **Physical Development**

Using boxes, straws, fabric and any other bit and pieces try to build/make an animal shelter for one of your animals.

## **Creative Development**

A good action song to sing is 'The Crocodile' by Eileen Diamond.

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## Ideas for Parents - Class 4

### Week 5 – Jungle Explorers

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#### **Communication, Language and Literacy**

Create a corner where children can pretend they are looking for animals. Use a sheet over a chair (or something similar). They can make a pair of binoculars from cardboard tubes. Talk about what they can see.

#### **Mathematical Development (Problem Solving, Reasoning and Numeracy)**

Sorting animals:

- Sort plastic animals, e.g. ones with 4 legs and ones with 2 legs, or ones with fur and ones without fur.

#### **Personal, Social and Emotional Development**

Camouflage:

- If possible let the children dress up in clothes that will be camouflaged in the jungle. What colours would they be?
- Explain what camouflage is.

#### **Knowledge and Understanding of the World**

Choose a range of green colours by mixing blue, yellow, green and white. Paint a jungle picture using just those colours. Be sure to put some animals in the picture, when the painting is finished. Can you find the animals or are they camouflaged?

## **Physical Development**

Make some binoculars from tubes. These can be used for exploring.

Snakes slither along the ground. See if the children can make the same movements on the ground. How else can they move e.g. rolling front to back, sideways, on their backs?

## **Creative Development**

Make a camouflage collage of the jungle using the same range of colours as in knowledge and understanding of the world.

# Jungle



***Have fun in the Jungle!***