**Nursery Planning- Rumble in the Jungle  
Week 5: Summer 1  
(don’t forget to scroll down for additional activities and daily phonics)**

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|  | **Literacy** | **Maths** |
| **Monday 11th** | This week we are looking at the story of ‘Rumble in the Jungle’. Ask your child about the book “Have you read this story before?” “What do you know about a jungle?” “Can you tell me what animals you might find in the jungle..?” “What are the animals like?” If you log onto your Tapestry account I have recorded a video of me reading the story or you can listen to it on Youtube. <https://www.youtube.com/watch?v=jBi2tsD2iUQ> | **Numberblocks:** **Video:** The One Song (found on Cbeebies) <https://www.bbc.co.uk/cbeebies/watch/numberblocks-the-one-song>  **Activity:** Watch the video first.Ask your child about the single items (items on their own) they saw on the video. Can they find any items in the house that there is just one of? Can you show me 1 finger? Can they follow these instructions by just doing it once-Hop, jump, clap, click, step, stamp? ‘  **Challenge:** Go on a number hunt, can you find any number 1’s in your house? |
| **Tuesday  12th** | Listen/read (if you have the book) again. Ask your children which is their favourite part of the story and why? Can they describe to you what the animal is like? What does it look like? What sound does it make? Which part of the jungle does it live in? Now, can you draw a picture of your favourite animals? Think carefully about the colours and shapes that you can see. You may like to model how to label the picture if your child can tell you about the features e.g. sharp teeth, a mane, tail. **Challenge:** Can you use the internet to find out more about your favourite animal? What does it eat? Where does it sleep? What does it like to do? Is it afraid of any other animals? You can add this new information to your picture by drawing what you have found out. | **Numberblocks:** **Video:** Another one (Iplayer) <https://www.bbc.co.uk/iplayer/episode/b08c001f/numberblocks-series-1-another-one> **Activity:** Watch the video first. Ask your child about tennis. Have they played it before? What do you need 1 of/2 of to play tennis? Can you think of any other games you need 1 of/2 of?  Provide your child with a box of mixed up socks. Can they match them in twos? |
| **Wednesday 13th** | I wonder if you can be a jungle detective? Have a look at ‘Wed-What am I?” Powerpoint to see if you can solve the clues to work out the jungle animal. **Challenge:** See if you can remember some of the animals from the story or Powerpoint. Choose one at a time and then pretend you are that animal. Make the movements and sounds to see if your grown-ups at home can guess what you are. | **Numberblocks: Video:** Two <https://www.bbc.co.uk/iplayer/episode/b08bzgt8/numberblocks-series-1-two> (IPlayer) **Activity:** Watch the video first. Ask your child to think of things that there are two of in the house/outside. Make a collect of things that come in twos. Encourage them to count them ‘one,two’. Maybe think about things you have on your body. Can you show me two fingers? You could make a print pattern of using two hands/feet/thumbs etc.  **Challenge:** Can you make a repeating pattern using two things? For example ‘car,car,brick, brick,car, car, brick, brick’ |
| **Thursday 14th** | Use the ‘Thurs-animals and their young’ photos to explore the similarities and differences between jungle animals as babies and adults. Use the photos to encourage conversation. Ask questions like “What can you see?” “What do you know about this animal?” “Do you know the name of what it is, and the baby?” “Does it look the same as the adult- what do you notice?” “How will the baby change as it grows?”  You may find this list useful: Chimpanzee (infant), lion (cub), elephant (calf), zebra (foal), snake (snakelet or hatchling), giraffe (calf), hippopotamus (calf), crocodile (hatchling), rhinoceros (calf), gazelle (calf), gorilla (infant), leopard (cub), tiger (cub), vulture (chick).  Use your child’s interest into specific animals to spring board further learning, Draw it, find out more information, read a story with the animal in, make the animal, look at the lifecycle etc.  **Challenge:** Can you draw your favourite animal as an adult and then as a baby? Don’t forget to draw the jungle too! | **Numberblocks: Video:** Three <https://www.bbc.co.uk/iplayer/episode/b08bzgxx/numberblocks-series-1-three> (IPlayer) **Activity:** Watch the video first. Ask your child to tell you about what they saw in the video. Consider asking them if they can think of any stories that Three mentioned. You could read the Goldilocks story gathering resources to support e.g. 3 bowls.You could play noughts and crosses as it allows you to have three goes. Encourage your child to count objects ‘one, two three’. Can they show you three fingers?  **Challenge:** Can you collect three pens/pencils/spoons/pegs/bricks etc.? Can you count them? |
| **Friday 15th** | It’s time to sing! Have a look at the ‘Fri-jungle song’ to sing about all of your favourite jungle animals to the tune of the wheels on the bus. The Powerpoint has a backing track with it and you don’t need to click through each slide (its runs itself).  **Challenge:** You could make some animal costumes or create a jungle as a stage with green material/paper to perform the jungle song. You could film it and record to a family or friend. | **Numberblocks Video:** One, Two Three(IPlayer)  <https://www.bbc.co.uk/iplayer/episode/b08bzh11/numberblocks-series-1-one-two-three> **Activity:** Watch the video first. What was One and Two’s problem in the beginning? Prepare three cups/buckets and label them with 1,2 and 3. Hide an object under 1 cup. Allow your child to take guesses to find the objet. As they find the object ask them to tell you which cup/bucket the object was hiding under. Repeat the activity choosing different cups/buckets. As your child becomes confident with the number names introduce ‘first, second, third’ and model the language ‘the brick was under the second cup’  **Challenge:** Make number cards ‘1, 2 and 3’. If you muddle them up can your child put them in the correct order? Can they then count out objects to match the number? |

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| **Additional activities** These are some further ideas that link to the story on each day. They are a great way of extending your child’s learning or to develop their interests further. The instructions can be found in separate named documents. | | | | |
| **Monday 11th** | **Tuesday  12th** | **Wednesday 13th** | **Thursday 14th** | **Friday 15th** |
| If you have bricks/blocks/small world animals you could make your own jungle and make up stories about the animals from the story? | Listen to the song ‘Down in the Jungle’ BBC School Radio. Could you make up a dance/movements to go along with the music? <https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-down-in-the-jungle/zfqgscw> | I wonder what you can hear in the jungle? Have a listen to this jungle story ‘EYFS Listen and Play: Down in the Jungle’  <https://www.bbc.co.uk/teach/school-radio/listen-and-play-down-in-the-jungle/zfysxyc> | Make some animal masks! Yu could use these to re-tell the story or make up your own animal game. | Maybe you use junk modelling to create your own jungle at home? Think about what the trees would be like? What colours would you see? |
|  |  | Can you guess what animal I am describing by playing ‘Wed-jungle I spy’? You might describe what it looks like, how it moves, what sound it makes or what the word starts with. |  |  |
| **Phonics** Below are some daily phonics ideas that will enable your child to practise and develop the skills they have learnt so far this year  **Please visit phonicsplay.co.uk- Parents- Pre-school children for some really helpful support about how what phonics is, how it is taught and further ideas.** | | | | |
| **Monday 11th** | **Tuesday  12th** | **Wednesday 13th** | **Thursday 14th** | **Friday 15th** |
| **I Spy** Place on the floor or on a table a selection of objects with names containing two or three phonemes (e.g. zip, hat, comb, cup, chain, boat, tap, ball). Use a toy/puppet to say I spy with my little eye a z-i-p. Can your child guess what it is? Get your child to repeat back the individual phonemes and blend them together ‘z-i-p, zip’. When they become familiar with this game use objects with names that start with the same initial phoneme (e.g. cat, cap, cup, cot, comb, kite). This will really encourage your child to listen and then blend  right through the word, rather than relying on the initial sound. | See Tues  ‘Gorilla Beat Activity Card and ‘Gorilla family posters’ | See Wed  ‘Whos Hiding in the Jungle Activity Card and  ‘Whos Hiding in the Jungle PowerPoint’ | See Thurs ‘Jungle Sounds Actvity Card’  and ‘Whats that Jungle Sound Powerpoint’ | Enjoy the story of ‘Ronald the Rhino’. Can you spot any rhyming words? |
| **Oral segmenting and blending: Robotic talking**- Words are made up from sounds (called phonemes) and children need to be able to hear these sounds individually. Sometimes when you are playing you can say words as if you were a robot (saying the sounds separately) and see if your child can work out what you are saying. Stick to short simple words that only have a few sounds in them. Make sure you are saying the letter sounds (p-i-g) not the letter names (pee-eye-gee). If you aren't sure what the sounds are or how to break that word down then just miss out that word and pick something easier. E.g.  Pass that p-i-g to me. Sit d-ow-n. Point to your t-ee-th. Hop like a f-r-o-g As your child becomes familiar with this robot talking, see if they can say words in robot talk themselves? | | | | |