

Jungle



This resource comprises of the following:



Jungle back drop



Jungle mat



Jungle cubes



25 piece puzzle (age 3+)



24 piece puzzle board puzzle



Sound peg puzzle



Animal role play capes



Animal hand puppets



Jumbo animals



Soft touch small animals

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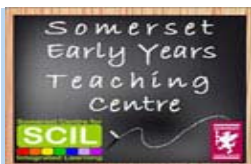


Resource Information



Areas of Learning and Development – possible activities	Aspects Covered	Characteristics of Effective Learning
<p>Personal, Social and Emotional Development:</p> <p>Turn taking during activities.</p> <p>Group time –</p> <p>Talking about own knowledge and understanding of jungles and forests.</p>	<p>Making relationships:</p> <ul style="list-style-type: none"> Engaging in group activities. Exploring resources and interacting with others. Responding to what others are saying or doing. <p>Self-confidence and self-awareness:</p> <ul style="list-style-type: none"> Showing greater confidence in new or unfamiliar situations and with different people. Interacting in various ways to engage with others. Demonstrates independence and expresses own preferences, needs and abilities. <p>Managing feelings and behaviour:</p> <ul style="list-style-type: none"> Showing various emotions and aware of others feelings. Beginning to understand and respond to boundaries. Beginning to manage own behaviours. 	<p>Playing and exploring:</p> <ul style="list-style-type: none"> Trying new activities. Including own knowledge during play and discussions. <p>Active learning:</p> <ul style="list-style-type: none"> Being involved in the activities – showing interest and participating in conversations. <p>Creating and thinking critically:</p> <ul style="list-style-type: none"> Having their own ideas and extending their play – using own knowledge and understanding. Linking play to own understanding and knowledge gained from others and making decisions on how the play should progress.

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<p>Communication and Language:</p> <p>Talking about the activities, resources available and own experiences e.g. safari parks, zoo visits - during play.</p> <p>Small group time - talking about the activities undertaken. -jungle stories and rhymes.</p>	<p>Listening and attention:</p> <ul style="list-style-type: none"> • Interacting in various ways with others during conversations and discussions. • Beginning to be able to listen during group activities for short periods of time – dependent on age/stage of development. 	<p>Playing and exploring:</p> <ul style="list-style-type: none"> • Finding out about the subject and sharing own knowledge and understanding during play. <p>Active learning:</p> <ul style="list-style-type: none"> • Involved in the activities and participating in relevant conversations. • Listening and focusing intently on discussions. <p>Creating and thinking critically:</p> <ul style="list-style-type: none"> • Linking play to own knowledge, making factual statements in context. • Making decisions on how the play should continue based on own ideas.

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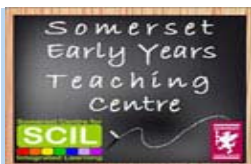


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<p>Communication and Language:</p> <p>Create games using the theme e.g. Jungle Hide and Seek/Spot the Animal (hiding animals in various places and giving clues to help find them) – using specific words to ascertain understanding.</p>	<p>Understanding:</p> <ul style="list-style-type: none"> • Beginning to understand or understands - gestures, clues, visuals, sounds and/or simple words during the game. • Beginning to understand or understands and responds to prepositions, descriptive language and simple instructions. 	<p>Playing and exploring:</p> <ul style="list-style-type: none"> • Willing to share their knowledge and understanding. <p>Active learning:</p> <ul style="list-style-type: none"> • Involved in activity and contributing own thoughts and ideas. <p>Creating and thinking critically:</p> <ul style="list-style-type: none"> • Whilst undertaking the activity, uses own ideas to achieve intended result.
<p>Communication and Language:</p> <p>Evaluating the game in small groups - discussing what they did well, what they could have done differently, what they enjoyed and what they didn't like.</p>	<p>Speaking:</p> <ul style="list-style-type: none"> • Responds/communicates in various ways, depending on stage of development. • Increasing vocabulary and extending sentences. 	<p>Playing and exploring:</p> <ul style="list-style-type: none"> • Willing to take part in discussion. <p>Active learning:</p> <ul style="list-style-type: none"> • Participating in the evaluation. <p>Creating and thinking critically:</p> <ul style="list-style-type: none"> • Linking and expressing thoughts in context.

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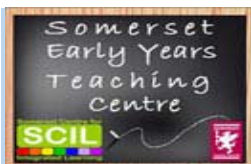


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<p>Physical Development:</p> <p>Jungle Dancing/Follow My Leader/Using 'Walking Through the Jungle'</p> <p>Making animal footprints using various materials and methods e.g. paint, ink stamps, play-dough, salt dough, clay.</p> <p>Can then be extended to create animals and or paint and decorate their models.</p>	<p>Moving and handling:</p> <ul style="list-style-type: none"> • Development of gross motor skills. • Development of fine motor skills. • Holding mark making tools/implements and developing skills in using them. 	<p>Playing and exploring:</p> <ul style="list-style-type: none"> • Having new and interesting experiences. <p>Active learning:</p> <ul style="list-style-type: none"> • Involved and participating in new or different experiences and activities. <p>Creating and thinking critically:</p> <ul style="list-style-type: none"> • Having their own ideas on how to create their craftwork.
<p>Physical Development:</p> <p>Jungle Dressing Up – using animal capes and existing resources e.g. dressing up and other materials.</p>	<p>Health and self-care:</p> <ul style="list-style-type: none"> • Shows signs of wanting to help with dressing themselves or can dress themselves with some support. • Independent is dressing themselves and shows understanding in how clothing can be fastened. 	<p>Playing and exploring:</p> <ul style="list-style-type: none"> • Will try to dress themselves <p>Active learning:</p> <ul style="list-style-type: none"> • Participates in activity and enjoys achieving the intended outcome. <p>Creating and thinking critically:</p> <ul style="list-style-type: none"> • Making decisions on what they can use to become their intended animal.

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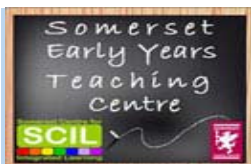


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<p>Literacy:</p> <p>See Physical Development: (Moving and Handling) Using 'Walking Through the Jungle'</p> <p>Using familiar tunes to make up jungle themed songs and include animal noises e.g. to 'The Wheels on the Bus'</p> <p>'The monkeys in the jungle go ooh, ooh, ooh' etc.</p>	<p>Reading:</p> <ul style="list-style-type: none"> • Showing interest in songs/rhymes – expresses favourites and/or joins in. • Demonstrates understanding of books/words and illustrations. • Extends learning by contributing during the activity – starting to anticipate the next part of the story/song and can match appropriate sound to animal. 	<p>Playing and exploring:</p> <ul style="list-style-type: none"> • Willing to join in with the songs and attempt matching sound to animal. <p>Active learning:</p> <ul style="list-style-type: none"> • Focused on the song or story time, concentrating on rhythm, actions, tune or words. <p>Creating and thinking critically:</p> <ul style="list-style-type: none"> • Deciding which songs to use, what the words could be and how to make the animals sounds/actions.
<p>Literacy:</p> <p>Simple mark making/drawings to represent their favourite jungle animal. Using labelling to develop fine motor and writing skills.</p>	<p>Writing:</p> <ul style="list-style-type: none"> • Talking about the marks they make and giving meaning to them. • Learning new vocabulary and experimenting with words and sounds. 	<p>Playing and exploring:</p> <ul style="list-style-type: none"> • Trying new, unfamiliar or more difficult words. <p>Active learning:</p> <ul style="list-style-type: none"> • Attempting new words and sounds - endeavouring to get it right. <p>Creating and thinking critically:</p> <ul style="list-style-type: none"> • Deciding on how to make marks and linking to own knowledge about animals.

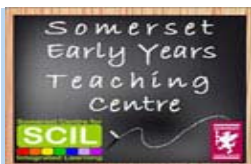
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<p>Mathematics:</p> <p>Simple counting during conversations and play.</p> <p>Number songs during song time (adapting well known rhymes to fit activity)</p> <p>e.g. '1, 2 Buckle My Shoe' Could become –</p> <p>1, 2 Monkeys go ooh, 3, 4 Lions will roar 5, 6, Better be quick 7, 8 I've just seen a snake 9, 10 What's in the den 11, 12 Look after yourselves 13, 14 Tigers are walking 15, 16 Look what I've just seen 17, 18 That's where a bears been 19, 20 Animals a plenty!</p>	<p>Numbers:</p> <ul style="list-style-type: none"> • Developing an awareness of types of animals and matching quantities to numerals. • Using numbers accurately and able to recite some in order. 	<p>Playing and exploring:</p> <ul style="list-style-type: none"> • Joining in with songs and eager to learn new versions. <p>Active learning:</p> <ul style="list-style-type: none"> • Shows focus on the activity and is involved in the process e.g. placing correct number of same type of animal on a number card. <p>Creating and thinking critically:</p> <ul style="list-style-type: none"> • Making links around animals, sounds and rhymes and using these in context during their play.

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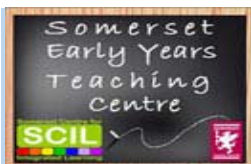


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<p>Mathematics:</p> <p>Sorting animals by type and size.</p> <p>See Communication and Language (Understanding):</p> <p>Using simple positional instructions during Spot the Animal</p>	<p>Space, shape and measure:</p> <ul style="list-style-type: none"> • Recognising, categorising and sorting animals. • Using language of size and positioning during the game. 	<p>Playing and exploring:</p> <ul style="list-style-type: none"> • Will join in with familiar activities or is willing to attempt new ones. <p>Active learning:</p> <ul style="list-style-type: none"> • Showing a sense of achievement as the animals are discovered. <p>Creating and thinking critically:</p> <ul style="list-style-type: none"> • Linking thoughts as clues and instructions are given to help find the animals, then using logic and reasoning to locate them.

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<p>Understanding the World:</p> <p>See Personal, Social and Emotional Development (Group Time).</p>	<p>People and communities:</p> <ul style="list-style-type: none"> Shows interest in special events and trips with family/friends. Has an understanding of the wider world and can relate this to others during discussion. 	<p>Playing and exploring:</p> <ul style="list-style-type: none"> Confident to contribute during group time. <p>Active learning:</p> <ul style="list-style-type: none"> Engaged and involved in discussions. <p>Creating and thinking critically:</p> <ul style="list-style-type: none"> Can communicate ideas and are starting to understand that others may have different thoughts or perceptions.
<p>Understanding the World:</p> <p>Use related interactive activities to stimulate and provoke reactions.</p> <p>Could include interactive toys and jungle themed media and materials.</p>	<p>The world:</p> <ul style="list-style-type: none"> Reacting to, looking at and exploring items and toys to see what they do and how they work. 	<p>Playing and exploring:</p> <ul style="list-style-type: none"> Willing to explore new or unusual items. <p>Active Learning:</p> <ul style="list-style-type: none"> Showing excitement during play and enjoying the learning experience. <p>Creating and thinking critically:</p> <ul style="list-style-type: none"> Making comparisons between what they see or touch and what they know.

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<p>Understanding the world:</p> <p>Using technological toys or interactive toys with mechanisms within the jungle activity.</p>	<p>Technology:</p> <ul style="list-style-type: none"> • Understands simple ICT equipment and can use appropriately. • Experimenting with various buttons/flaps or controls and observing what happens through trial and error. 	<p>Playing and exploring:</p> <ul style="list-style-type: none"> • Shows understanding of cause and effect and explores the different aspects of the toys. <p>Active learning:</p> <ul style="list-style-type: none"> • Listens to and takes account of any instructions. • Takes pleasure in the learning experience and perseveres to achieve desired result. <p>Creating and thinking critically:</p> <ul style="list-style-type: none"> • Makes links between their actions and the subsequent effect.

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<p>Expressive Arts and Design:</p> <p>Se Physical Development (Moving and handling) –</p> <p>Making animal footprints using various materials and methods e.g. paint, ink stamps, play-dough, salt dough, clay.</p> <p>Can then be extended to create actual animals and or paint and decorate their models.</p>	<p>Exploring and using media and materials:</p> <ul style="list-style-type: none"> Interested in and experimenting with mark making in various ways. Gathering appropriate materials and using resources effectively to achieve the desired effect. 	<p>Playing and exploring:</p> <ul style="list-style-type: none"> Trying new techniques during their art/craft work. <p>Active learning:</p> <ul style="list-style-type: none"> Taking pride in what they are doing and creating. <p>Creating and thinking critically:</p> <ul style="list-style-type: none"> Making decisions about how they will make their model.
<p>Expressive Arts and Design:</p> <p>Using available resources to provide opportunities for imaginative play.</p>	<p>Being imaginative:</p> <ul style="list-style-type: none"> Pretend play, whether using objects or expressing thoughts and ideas. Playing with or alongside others involved the same activity and extending the play or changing the direction of it. 	<p>Playing and exploring:</p> <ul style="list-style-type: none"> Exploring resources – learning from new experiences or relating play to what is already known. <p>Active learning:</p> <ul style="list-style-type: none"> Fully engaged in the activities. <p>Creating and thinking critically:</p> <ul style="list-style-type: none"> Linking role play ideas to real life events, experiences and knowledge.

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