





jungle	animals	plants	zebra	tiger	monkey
rhinoceros	snake	bird	toucan	vines	trees
insects	giraffe	butterfly	beetle	leaves	branches
sloth	frogs	lion			

### THEME STARTER QUESTIONS:

- What is this place?
- What animals can you see in the picture?
- Where are the animals? What are they doing?
- What plants can you see in this picture?
- Where are the plants? What are they doing?
- What insects can you see?
- Where are the insects? What are they doing?
- What other objects can you see?



## THEMED ACTIVITIES

### FOCUS OUTCOME: Social conventions and awareness of others

#### ACTIVITY 1: CIRCLE THE JUNGLE (small groups with an adult helper)

- Point to the animals, plants and insects and name them.
- Form small groups of three or four then assign each group an animal or insect name. One child in the group starts by stating one fact they know about the animal or insect. Children in turn must give a new fact, so must listen carefully to others. Each child in turn around the circle adds another fact.
- If time allows, groups swap creatures.

### FOCUS OUTCOME: Sentence structure and grammar

#### ACTIVITY 2: FINISH THE RHYMING SENTENCE (whole class or small groups with an adult helper)

- Look at the picture and name the animals, insects and plants.
- The teacher gives the rhyming sentences below and completes it using any vocabulary from the picture. Then individual children complete their own.

In the jungle I can see a \_\_\_\_\_ looking at me.

Jungle, bungle, you and me. What a place to be!

### FOCUS OUTCOME: Acquisition and use of vocabulary

#### ACTIVITY 3: RUMBLE IN THE JUNGLE by Giles Andreae (whole class)

- Look at the picture and name all the animals, plants and insects.
- Display the book\* and begin to read. As children see an animal on each new page, they name it before the page is read.
- After reading, if time allows, children make an animal noise for each animal in the book and describe the animal.

\* A reading of the book can be found at <<https://www.youtube.com/watch?v=wRplFz5SGz0>>. This version has animal noises to listen to.

### FOCUS OUTCOME: Categorisation

#### ACTIVITY 4: SPIN A CATEGORY (small groups or pairs)

- Look at the picture and name the animals, plants and insects.
- Form pairs or small groups. Children take turns to spin the arrow of the spinner on Resource sheet 1. The arrow will select an animal, a plant or an insect. Children look at the category selected, then look at the picture and name something that fits that category. They also say some words to describe the animal, plant or insect.

### FOCUS OUTCOME: Description, prediction and reflection

#### ACTIVITY 5: VISUALISE AND PREDICT (whole class or small groups with an adult helper)

- The class/group looks at the picture.
- A number of children are selected to identify an animal, plant or insect. They close their eyes and imagine what they think the animal, plant or insect will do next, then they make a statement about it. Will they pounce on some prey? Will they run away and hide from an enemy? Will they eat food? Will they go to sleep?

### FOCUS OUTCOME : Retelling and elaborating

#### ACTIVITY 6: VISUAL SEQUENCING (whole class then pairs)

- Look at the picture and name the animals, plants and insects.
- Select one animal, plant or insect and, as a class, make up a simple story about it. For example, Jerry Giraffe stretched up his neck. He grabbed some leaves at the top of a tree with his mouth. He ate them.
- Form pairs. Each pair will need a copy of Resource sheet 2, which should be photocopied onto cardboard, laminated and cut out. One child sequences the three cards in the correct order and tells the story to their partner. The cards are then mixed up and the other child retells the story and places the cards in the correct sequence.
- Swap roles for the second set of cards.

## Instructions

Colour, laminate and cut out the spinner base and arrow.

Join the arrow to the base using a split pin.



