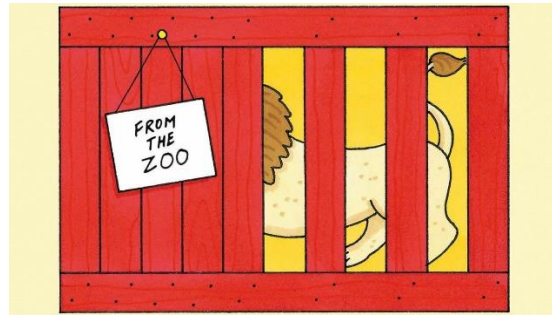


Core Book - 'Dear Zoo'



Our Songs and Poems

Animals Live in the Jungle

Animals live in the Jungle

Animals live in the Zoo

I met a tiger at the nursery school

And this is what she told me to do!

RA, RA, RA, RA, RA.

Add different animals for each verse.

e.g. I met an elephant at the nursery school.

I met a snake at the nursery school.



Down in the Jungle

Down in the jungle where nobody goes
There's a little baby elephant washing his clothes
With a rub-a-dub here
And a rub-a-dub there.
That's the way he washes his clothes.

Down in the jungle where nobody goes
There's a little baby lion washing his clothes
With a rub-a-dub here
And a rub-a-dub there
That's the way he washes his clothes.

Down in the jungle where nobody goes.
There's a little baby monkey washing his clothes
With a rub-a-dub here
And a rub-a-dub there
That's the way he washes his clothes.



Makaton

We are learning these Makaton signs:

Toilet



Cold



Expressive Arts and Design

Children will be supported to make noisy animal puppets. These puppets made from paper plates will encourage children to act out the animal that they have made and to interact with the other 'animal friends' in class using the sounds of their animal.

Copying and mimicking animal sounds supports children to be confident in using their voice and supports them to become aware of the dynamics of sounds e.g. quiet, loud, the pitch of sounds and also the phoneme sounds being created e.g. the 'eeee' of a monkey or the 'grrr' of a tiger.



Counting

Children's mathematical skills are being developed as they join in the activities of our curriculum. As we make music and sing and dance, children learn about order and repeating patterns. Children learn about shape, dimension and size as they play with sand and water and build with a wide variety of building blocks. Through role-play and through their 'small-world play' children are supported to understand size and quantity.

During this block of learning we will continue supporting children to recite numbers in order. As we move and use percussion instruments, we support children to understand that number 1 represents one action, number 2 represents two actions, etc. e.g., 1 clap, 2 claps. 1 shake, 2 shakes, 1 jump, 2 jumps.

Link on counting in order

<https://www.youtube.com/watch?v=yrIV15k1dco>