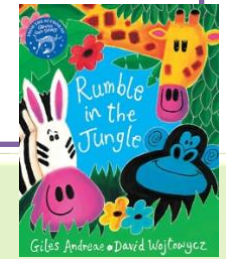


Rumble in the Jungle Extension Card for Literacy: Based on the book by Giles Andreae & David Wojtowycz



I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. **HWB 0-21a**
I am aware of my own and others feelings especially when taking turns and sharing resources **HWB 0-23a**

Suggested Learning Intentions

We are learning to move about the apparatus imaginatively and safely

Suggested Success Criteria

I can use the actions of jumping, rolling, balancing, weight on hands, swinging and climbing to travel about the floor and apparatus safely, while sharing with others and taking turns



*Start in the class by reading
the book and setting the
scene in the jungle*

**There's a rumble in the jungle,
There's a whisper in the trees,
The animals are waking up
And rustling the leaves**

**The hippo's at the waterhole,
The leopard's in his lair,
The chimpanzees are chattering
And swinging everywhere**

**Some animals are frightening
And some are sweet and kind,
So let's go to the jungle now
And see what we can find**

Lay out gym equipment randomly to create a jungle, use a selection of E.g.

- Skittles / canes
- Benches & Box tops
- Low Gym Tables
- Hurdles
- Vinyl dots & lines

1

Start with a huge stretch as all the animals are waking up

Find a variety of pathways **AROUND** the jungle floor, looking for the animal's hiding places.

Feet must stay on the floor.



2

Continue the story with the ZEBRA

Use equipment to explore how the zebra might travel; encourage galloping **AROUND** the apparatus and travelling **OVER** appropriate equipment; children should develop changes of direction and different pathways

3

Like the snake, move around the 'forest' finding places where you can **slide; slither; slip; slink**.

Think about how a snake would move:

Can you slide **UNDER**?

Can you slither **OVER**?

Can you Slip **BETWEEN**?

Which parts of your body can you slide on?

4

The gazelle can **run, gallop** and **leap**; encourage the children to; **Leap** over apparatus and '**touch the sky**' by lifting their arms high above their head to get height off the ground.

Build confidence by ensuring there are a variety of different heights of apparatus for the children to use.

Remind the children to land safely by bending their knees.

Also, only one person on each piece of equipment and a time and make sure there is no one in front of you when you leap or jump.

Use this opportunity to introduce words start with S

Snake, slither, slide, soft, silent, stretch.



Use the animals in whatever order suits the flow of the lesson, these are examples / possibilities:

Aim for contrasts in the quality of movement

e.g. fast / slow
Light /heavy
Tall / small

This allows development of a movement vocabulary that the children can transfer across the curriculum.

gazelle



Health and Wellbeing and Literacy

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible

HWB 0-16a

I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. **LIT 0-01c**

Images courtesy of 'Twinkle'