

## CROSS CURRICULAR DEVELOPMENT/EXTENSION ACTIVITIES

The theme of a multisensory, immersive theatre workshop can always be used as an inspiration for developing other skills in a classroom setting. The examples below demonstrate how to extend these ideas in the areas of literacy, numeracy, social skills and visual art across a variety of topics:

1. Spring
2. Summer
3. Autumn
4. Winter
5. Africa
6. Egypt
7. Australia
8. Japan
9. Morocco
10. Upriver
11. All aboard
12. Ship Life
13. Beach Hut
14. Underwater
15. Jungle Journey

## CROSS-CURRICULAR DEVELOPMENT

### **Spring**

**Visual Art** – Decorate a space with your own branches of blossom, made with scrunched pieces of tissue (shades of pink and white) stuck on twig branches.

Gather delicate twigs i.e. silver birch. Lay on paper or cloth and spray/sponge print over to leave patterns.

Make a giant (or several small) butterflies, creating the shape with garden wire and overlaying with layers of torn pieces of coloured tissue and well diluted PVA. Attach to string and bamboo rods to animate. Explore the texture and sounds of tearing and scrunching tissue

Decorate flowerpots with paint or glaze (could make your own) then hang on a frame and play – listening to different tones from different sized pots.

### **Social/Communication**

Decorate a 'May King/Queen' throne with ivy and blossom. (could decorate wheelchairs if appropriate). Encourage the group to choose something positive about each person, i.e. kind, beautiful, funny, lovely voice. Take it in turns to be celebrated on 'throne'.

Walk through woods and gather sticky buds/catkins for use in workshop.

Visit a garden centre and find examples of spring flowers. Extend vocabulary as you discover pots, compost, seeds, bulbs, tools etc. May be given some labels to take away, describing how to plant, care for flowers.

### **Literacy**

Grow flowers from bulbs, using a large tray of compost for exploring the feel/ smell of the earth as you fill the pots (volume). Design your own labels for plants – using words and/or pictures of colours, smells, leaves, size of plant.

Make a flower magazine – using words, pictures and Makaton symbols.

Imagine you are a bulb, buried deep in the dark earth, safe and warm. What happens to you when the sun shines and it rains? Write a poem, story or pictorial representation of what happens to you. Mix up pictures and encourage student to sequence appropriately.

### **Numeracy**

Using different sized/shaped/coloured seeds or beans, sort into sets

Count as you plant in seed trays – label and see if you get same no. of plants.

Make seed pattern pictures, using straight lines and curves

(Large bags of rabbit food are cheap and contain different kinds of seeds)

**Workshops:** May Queen, Bluebell Woods, Head in the Clouds

## CROSS-CURRICULAR DEVELOPMENT

### Summer

#### **Visual Art**

Decorate straw hats with flowers for workshop

Use a bale of hay to make a scarecrow. First enjoy textures, smells etc of hay, then use to stuff clothing etc. (Beware allergies)

Create textured pictures using hay, straw, flour.

#### **Social/Communication**

Visit (or create) a pub. Make a list of everyone's drinks. Delegate responsibility for ordering, paying for, collecting, sharing out drinks and clearing away.

Learn Makaton signs for please, thank you, more, enough, drink, hungry, thirsty, help. Could point to relevant Makaton symbols if preferred.

Learn to play 'cricket', taking on different roles; bowler, batsman, fielder. Take turns, keep scores, make refreshments.

Talk about rules, in games and otherwise – why do we have them, are some rules silly – give examples and make up your own set of group rules.

#### **Literacy**

Using words or making pictures, show all the activities you can enjoy during the summer. Hang these on a parasol along with objects you might use – swimming rings, bats and balls, kite etc.

Make a giant sun and add to it pictures or words beginning with sun; sunburn, sunglasses, suncream, sunshade, suntan, sunstroke, sunglasses etc.

#### **Numeracy**

Run your own pub – make price labels for drinks, exchange real money.

Match bats to balls i.e. tennis, hockey, ping pong, badminton, cricket.

Using different sized triangles, make a kite with triangle shaped bows on the tail.

See how triangles fit together, the patterns they make when mixing two colours.

#### **Workshops:** Seaside, Chesil Beach

## CROSS-CURRICULAR DEVELOPMENT

### **Autumn**

#### **Visual Art**

Use autumn leaves to create the floor of an Autumn collage. Turn it into a forest with bare twiggy branches. Hide hibernating animals and birds within picture, occasionally peeping out of leaf pockets to look for food, add seeds insects etc.

Create beautiful hanging curtains by threading conkers, acorns, chestnuts and seedpods onto long strings – play the sounds.

Thread shiny brown conkers to make necklaces, or make animals (joined with cocktail sticks) and people.

Make giant leaves for workshop using fibre glass rods, coloured tissue, diluted PVA

#### **Social/Communication**

Look at topical celebrations that occur in autumn – Harvest festival, Halloween, Bonfire night; how they celebrate different things, what activities are associated with each. (Could extend with art work, poetry and song)

Visit an allotment – help with the harvesting of the last vegetables, identify and look at how they can be stored/preserved

Choose some vegetables and prepare a meal for the whole group.

Help each other to build a bonfire, gathering wood, clearing rubbish, piling it up, making it safe.

#### **Literacy**

Explore leaf sounds, colours, textures, introducing new vocabulary where appropriate – brittle, crisp, crackle, crunch, amber, ochre. Paint your own autumn leaves and add word to each, then suspend in front of collage

Sample or tape sounds creating a walk in the woods in Autumn – walking (or rolling wheelchairs) over crunching leaves, snapping twigs, wind in the branches, conkers falling, birds calling, chattering squirrels.

#### **Numeracy**

Use sticks for counting games, shape making, size sorting and so on.

Using scales, balance a bowl of conkers with a bowl of acorns, leaves, twigs – find out which objects are heavier, how many acorns you need to balance 3, 5, 7 conkers, play around with weighing extremes – a hazelnut, a pumpkin etc.

**Workshops:** Autumn Watch, Harvesters, Bonty Neet

## CROSS-CURRICULAR DEVELOPMENT

### **Winter**

#### **Visual art**

Draw round a student and create a life-sized, textured snow character using tinsel, cotton wool, white polystyrene chips, doyleys, tissue, silver sparkles. Explore the qualities of each. (Could have wings made of white feathers!) Make a removable mask and head-dress (see photo) for use in the workshop.

Make ice castles by filling plastic milk bottles, ice cream cartons etc. with water and freezing. Simply ease out the shapes to create a city of ice.

Blow up balloons, spray with fabric starch, then wind silver yarn around. When dry, pop balloon and you're left with beautiful hollow silver thread shapes.

Use shaving foam on a tray to create your own snowscapes. Messy and fun!

#### **Social and Communication**

Winter games – find out about winter sports, equipment used, clothes worn, famous participants, countries where they take place. Visit an ice-rink if poss.

Look at eskimos – how they survive in the ice and snow – igloos, sledges, dogs, clothing, food etc. Learn how to say hello and goodbye.

Explore communicating without speaking; writing, drawing, signing, body language, gesture, wearing of particular clothing i.e. black for mourning

#### **Literacy**

The Inuit have many words for different kinds of snow. Think of as many words as you can describing snow and stick them onto transparent sparkly snowflakes made from clear and blue tinted plastic document holders and hung to make snow-word mobile.

Write a winter haiku poem (Japanese) = 3 lines of text with 5 syllables on first row, 7 on second and 5 on the last – not rhyming – very simple.

#### **Numeracy**

Throw the wellie - as far as you can and then measure the distance achieved by each student and transfer to graph form if appropriate

Use white painted foam balls of a variety of sizes, for any number of throwing/catching 'snowballs' games, counting and sorting.

**Workshops:** Snow Dome, Pingu, Igloo

## CROSS-CURRICULAR DEVELOPMENT

### Africa

#### **Visual Art**

Make raffia bottle shakers for the workshop using green 2 litre water bottles, containing beads and seeds and decorated with raffia and tiny bells

Use hoops to draw giant circles on which you can mount artwork or use to stand on for games. Decorate hoops with twists of raffia.

Show an example, then decorate cloths with printed patterns, using vivid colours and strong, geometric shapes

#### **Social/Communication**

Discuss tribal roles: chief, medicine man, hunters, cooks, gatherers, (male/female roles). Use an object to denote each role (i.e. spear for hunter, wooden bowl for cook, then take it in turn to choose and role play.

Look at costume – cloths, jewellery, headwear, how it often denotes position/status, i.e. whether married/single, in mourning, outcast etc.

Offer examples of African fruit and vegetables. Experience the taste, smell, texture and taste of different items. Make a simple 'scape showing where they grow i.e. underground, on bushes or trees and so on.

#### **Literacy**

Present different African instruments and look at the materials used to make them, how they sound and feel. Play a circle game, placing instruments in the middle, then giving each person a picture of one of the instruments which they must then identify and play. Build to a group musical piece.

Pick a simple African phrase, learn it's meaning, then use it to play around with vocally, chanting, singing rounds, separating syllables and using repetition.

Show a dreamcatcher – encourage verbalising or writing/drawing your dream.

#### **Numeracy**

Use circles as a basis for sorting, overlapping sets, pie charts etc.

Encourage work rhythms i.e. chopping wood, pounding grains to initiate singing counting rhythms; 1 2 3 CHOP and so on.

Explore properties of circles (could use drums), looking at diameter, circumference, radius, measuring either with lengths of string or rulers.

Play one drum beat into microphone with echo effect – count echoes.

**Workshop:** Zulu, Stella, The Cape

## CROSS-CURRICULAR DEVELOPMENT

### **Egypt**

#### **Visual Art**

Decorate shoe boxes with black printed hieroglyphs (based on names in group) and simple line drawings of people and sacred animals and build your own pyramid.

Practice line drawing in trays of sand. Explore qualities of wet and dry sand

Use sandpapers of different coarseness to make triangles of various sizes – create pyramid collage.

Use blue/green material to create a River Nile – add egg-carton crocodiles.

#### **Social/Communication**

Design pictorial symbols which are representative of each member of group, i.e. cat/dog/ibis/monkey etc. Discuss qualities of individuals that associate them with each design – birdlike movements, playful character, serene.

Gently address 'death'. Have group experienced such a loss – how does it make you feel? Look at different funerals across cultures – cremation, burial, set adrift on rivers. How do we remember those who have died- photos, objects, music, stories and so on?

#### **Literacy**

Secret codes –make up a new alphabet with your own squiggles, relating letter for letter to ours.

Pass secret messages around group and help each other decipher them.

Work out your own and others' names in code. Make a new register.

Using words, vocal sounds or instruments create a 'funeral song' about saying goodbye – how you feel, what you remember, what you will miss, using pictures to conduct, for example for a dead friend: Picture 1, seaside holiday- sound of ocean drum, favourite hat-laughter, other friends – chitter, chatter, hospital – gong. If appropriate each picture could inspire a sentence.

#### **Numeracy**

Use pyramid blocks for counting, building columns of different heights and measuring against own height or with rules. Discover volume of boxes; either measuring, or just filling with different sets of tactile objects.

Look at sand-timers and sundials – make your own if appropriate.

Play around with shadows – when in front, when behind, altering size by distance from light source, when they disappear.

#### **Workshops: Pyramid, Bastet**

## CROSS-CURRICULAR DEVELOPMENT

### Australia

#### **Visual Art**

Look at examples of aboriginal rock art –make your own drawings using their designs and techniques – finger painting, basic colours – red/yellow/white/ black, how animals are used in artwork. Paint on material or pieces of wood or rock. Include face and body painting if appropriate.

Using a simple template, make card boomerangs, decorated on both sides and hang as mobiles around the space.

Decorate simple claves made from dowelling of equal lengths. (Could burn patterns with soldering iron if able.)

#### **Social Communication**

Introduce the Aborigine's respect for the land, his environment, other living things; his way of life and his closeness to nature. Use pictures to reinforce.

Find ways in which students can protect their own environment – recycling, litter collection, saving water/electricity, showing respect for each other and other living things – how do you do this? Use role play to explore issues.

Have a 'shared lunch' - everyone brings a contribution and it is shared out.

Listen to a variety of aboriginal music – some trance-like, some animated and rhythmic – respond with gesture, movement or dance.

#### **Literacy**

Make charcoal line drawings of an activity – a hunt, a dance round the fire, a meal, a funeral procession, a walkabout, the Australian outback, then extend vocabulary through description and discussion, or create a narrative with sounds – sunset, crackling fire, dingo, rhythm of clapsticks,

Imagine you are alone, on walkabout – write a poem, or make a sequence of pictures or sounds to describe what you might feel, hear, smell.

Make a list of Australian animals – match pictures/models/sounds

#### **Numeracy**

Collect corks – use for counting and measuring.

Using a tray of water look at floating properties, make small cork boats.

Explore other objects that float or sink – categorise and make a visual chart.

Make hanging cork hats – stick number of dangling corks on crown.

**Workshops:** Songlines, Gold Mine

## CROSS-CURRICULAR DEVELOPMENT

### Japan

#### **Visual Art**

Make simple origami shapes with folded paper. Ideas- [www.britishorigami.org](http://www.britishorigami.org)  
Easy to make Japanese flags (red circle on white background) could be strung together to make a fluttering banner across the space.

Try Japanese flower arranging – very simple, using a small number of flowers and twiggy branches (preferably blossomed), paying particular attention to colour/texture of container (could decorate themselves?) and where plants are placed to create unusual shapes in space or against a backdrop.

Make 'carp' banners for celebration days.

#### **Social/Communication**

Introduce the subject of 'politeness and manners'. Think of examples of language: please, thank you, after you, may I, you're welcome, (use Makaton symbols if needed) as well as actions: taking turns, offering others first, opening the door for someone.

Hold a 'tea ceremony' as a vehicle for practising all the above.

Play the Fuku Warai game – a large face with no features is pinned to the wall and blindfolded players have to attach paper cut out eyes, nose, mouth. You could add moustache, glasses if appropriate, or have several sets of each, signifying different expressions: happy, sad, angry etc.

#### **Literacy**

Earthquakes are common in Japan. Describe what it might be like during an earthquake: sights, sounds, smells, experiences.

Kabuli – Japanese classical theatre incorporated extravagant costume, flamboyant make-up (often accentuating characteristics) and mechanical devices for special effects. Explore one of these areas

Kanji – Japanese writing was initiated with pictures i.e. sun, person, tree and these shapes gradually transformed into letters/words. Design a kanji symbol for your own name.

#### **Numeracy**

In Japan, homes are made of wood and measured in 'mats' (tatami). Use carpet tiles, gym mats, coypu mats (for texture), to measure spaces in your building. Could also use 'bodies' lying head to toe

#### **Workshop:** Temping in Tokyo

## CROSS-CURRICULAR DEVELOPMENT

### Moroccan market

#### **Visual Art**

Using 3 or 4 bright colours, encourage students to dye old white sheets, either using a washing machine, (reading, listening to and following instructions) or in bowls outside. When dry these can be cut into sashes or scarves and painted or printed with strong geometric designs.

The Moroccan flag, a green star on a red background, make lovely t-shirt prints.

Explore different ways of making, or just decorating candles – using natural objects like leaves, grasses, feathers.... or beads, sequins and buttons.

Decorate hands and feet with henna patterns and eyes with kohl.

#### **Social/Communication**

Moroccans prefer to eat with their fingers. Discuss (using pictures and signs where appropriate) foods that we eat with our fingers: sandwiches, cakes, crisps etc. Prepare a meal and share sitting on fancy rugs, with sweet mint tea, listening to Moroccan music.

Souks (markets) are an important part of Moroccan life. If possible, visit a local market. Take a Dictaphone or recorder and sample sounds. Listen to and identify sounds

Experience the 'Awash' (dance) – men sit round a fire in a circle with Bendirs (drums), women stand behind. At a signal, men begin playing slowly, women start to sway. This gradually builds momentum and speed increases to finale.

#### **Literacy**

Discuss stalls you find on a market, the kinds of produce sold, the calls of the market vendors. Make your own 'market sounds' recording. Can just use vocal sounds from some students, repeated or with echo.

Investigate proverbs – what are they? Examples of Moroccan proverbs are: 'You can't catch 2 frogs with one hand', 'Nothing dries sooner than a tear', or 'Believe what you see and lay aside what you hear'. Make a group proverb.

#### **Numeracy**

Make a simple mosaic board game, each student drawing a grid and cutting out squares from sheets of coloured card. They then take turns sticking on pieces in a random pattern of their choice, apart from a pathway of white squares. Roll a dice and move along pathway to the end, where you receive a prize of a piece of a Moroccan orange. Enjoy.

## CROSS-CURRICULAR DEVELOPMENT

### Upriver by Moonlight

#### **Visual Art**

With swirling blues and greens, spread paint across large (cheap) sheets of polythene (12' x 12'), using brushes, rollers, mops or brooms if wheelchair users, hands and feet if really adventurous! When dry, these can be crumpled and draped to create a river running through space.

Flatten silver baking trays with hands, feet, hammers, rollers, (a fun activity in itself!), on which students can draw large fish. Cut out shapes and hang at different heights over the river as flying fish, or dangle from rods for a fishing game.

#### **Social/Communication**

Practise doing things together, thinking about how important timing is for an activity, i.e. in pairs – rowing, pushing on a swing, see-saw, carrying an object.

See how a steady rhythm helps keep people together, in time.

Become a marching band. Using marching music, try walking together, turning, walking on the spot, round in a circle. Enjoy the 'swing' of the movement and travelling across the space in unison.

Go swimming. Practise dressing/undressing skills, address safety issues – not running, wearing armbands, using floats, being aware of others, not swallowing (or peeing in) water. Have some fun!

#### **Literacy**

Discuss work activities (verbs) that you have seen – hammering, sawing, raking, sweeping. Create a chant with each student using the natural rhythms of each word i.e haa-mmer, chop-chop-chop, swe-e-e-e-p, building until all actions are being repeated and overlaid.

Show and discuss pictures of the moon.

Add words or pictures to a large, white ball/circle, describing its properties.

Write a 'moonlight' poem, using its letters as first letter of each line.

#### **Numeracy**

Create your own constellations – either drawing or using a chosen shape (i.e. animal, figure, object). Stick or draw stars at certain points around the shape and join by drawing lines with a ruler. Alternatively, using black paper and a toothpick, make holes around your shape, then place on OHP in a darkened room.

#### **Workshop: The Kraken**

## CROSS-CURRICULAR DEVELOPMENT

### All Aboard

**Visual art** – Make simple sailors’ hats by folding white card.

Decorate neckerchiefs with patterns using different printing techniques.

Try rope, wool, string and net printing, overlaid, to create abstract art, perhaps on empty boxes (for workshop).

Experiment with water, oil and paint in trays making shifting oceans then print on paper or material.

**Social/Communication** - Experiment with lifting heavy things, on own, with partner/group, using ropes/pulleys/trolleys/levers – helping each other, working as a team.

Learn Makaton signs for: pull, push, help, lift, give, take, etc.

Look at your own peer/friendship groups – boys/girls, teenagers, OAPS

Hierarchies – Captain, fist mate, crew, cabin boy

Headteacher, deputy, caretaker, students etc.

Own peer group

**Literacy** – Create a ‘sea shanty’ using vocal sounds, sea sounds, rhythms, words and/or instruments. Could be a ‘work’ song or sailing song.

Pack a bag for a long trip – what would you need to take? Collect pictures and objects or make a list.

**Numeracy** – Make simple boats with different coloured sails to race – record whose is biggest, smallest, prettiest, fastest, slowest, first, last, equal etc.

Use sticks for counting games.

Sort and match items on board ship – according to size, material, colour etc.

Make an inventory of boxes, crates, suitcases, ropes, nets etc.

**Workshop:** The Kraken

## CROSS-CURRICULAR DEVELOPMENT

### Ship Life

**Visual Art** – Create broom, brush and mop floor paintings (can be done from wheelchairs too)

Black silhouette ships against wash of sunrise colours.

Cloud creatures. Go for a walk/find pictures and discover cloud shapes – make your own with cotton wool/tissue/paint

If possible make silk screen printed seas, on materials you can use as sea cloths in the future

### **Social/Communication** –

Create a first Aid box – look at the contents, their uses, discuss/role-play different kinds of accidents and what you should do.

Delegate weekly jobs to individuals in group – sweeping, mopping, dusting

Learn Makaton signs/symbols for cleaning equipment and helping/sharing/giving / pouring/empty/clean etc.

**Literacy** – explore different kinds of weather, increasing adjectival vocabulary. Give written words characteristics i.e. 'sunny' would be written in yellow/orange with rays coming out of it, 'rain' would be dripping etc. mount words on a large sail.

Describe a storm with sounds, words and/or pictures. Give each individual a word or picture and build a sound piece, by repeating words, starting-stopping words, simultaneous speaking and so on. Make a recording

### **Numeracy**

Make a simple, pictorial weather chart over a week/fortnight/month – then record in graphs - number of sunny, cloudy, rainy days.

Gather items of clothing appropriate for different weather conditions – hats, wellies, umbrellas, sunglasses, scarves, gloves etc.

Sort into weather groups, count and match to individuals

Ten green bottles

## CROSS-CURRICULAR DEVELOPMENT

### Beach Hut.

**Visual Art** - Look at a variety of postcards and make your own using textured materials i.e. sand, chiffon, bottle tops etc.

Paint patterns using bamboo leaves and stems (make good borders/frames)

Make flower necklaces made with coloured tissue paper for use in workshop.

Make grass skirts – with raffia/stripped tissue for use in workshop.

Necklaces/bracelets –made with shells, stones, beads.

Fire collage – sticks, coloured tissue, sparkles

**Social/Communication** – Send a message in a bottle – talk about what you would write/send. (Could use Makaton symbols) Some may just make picture of selves (i.e. sand picture) others could discuss useful information – type of island, vegetation, stars, how long they've been there, name of ship etc.

Organise a beach party – what would you need? Delegate jobs. Have a party.

Talk about fire – beautiful but dangerous. What to do in case of fire?

Fire brigade, assembly points, how to treat burns etc.

**Literacy** – Imagine you're on your favourite holiday – design and write a postcard to your best friend describing resort, activities, weather etc.

Fire poem – colours, sounds, smells.

Use water, sand, seaweed, stones and shells to create a beach – explore how things feel, smell, qualities of each. If appropriate make words out of these items. (Could do on trays for wheelchair users.)

**Numeracy** – make an abacus from stones/shells. Use for counting, sorting, sums etc.

Draw numbers in sand trays.

Calendar work – counting days on island – marks on walls/trees etc.

Develop into work on days in week/months/years. Look at dates – special days, birthdays, Xmas, bonfire night.

Make a diary (could be pictorial/Makaton symbols) of things that happen in a week. (sequencing)

**Workshops:** Aloha, Pirates of the Caribbean

## CROSS-CURRICULAR DEVELOPMENT

### Underwater

**Visual Art** – Make simple fish on sticks for workshop using material or tissue  
Create sea- creature using foam, paint, flashing light eyes etc.

Use coloured oil paint and water prints to create a sea scape – add strange sparkly fish, anemones, coral.

Make mermaid's treasure with brightly coloured beads, gold spray etc.

Make fish 'word' tank with painted polythene and sea plants.

### **Social/Communication**

Visit an aquarium (sometimes found in local garden centres) – do follow up language work, (vocabulary) and activities appropriate to level of need.

Make a fish feast – look at kinds of fish we eat – how/where it is caught, cooked.

Discuss (or watch video) on endangered species – cod, seals, whales etc.

Look at the lives of fishermen – fishing boats (different in different countries – i.e. trawlers, canoes), jobs – mending nets, making sails, dangers of the sea – lifeboats.

### **Literacy**

'Water Babies' – read extract. Write adventure story of life underwater.

Water cycle – rain → mountain stream → river → sea → rain (pictorial representation)

Find other words containing 'ea' phoneme

Play a fishing game – fish 'words' (or Makaton symbols) from tank and identify i.e. for word recognition – names, everyday nouns etc. responding with sign.

Collect any new words from project and display in 'net' on wall.

### **Numeracy**

Each person makes a pair of identical fish – mix them all up and take turns to match pairs.

Draw fish on squared paper and count no. of squares to find biggest/smallest

Fish and chip lunch – make shopping list: no.(names) of people, pieces of fish needed (some might have only half) – work out money required, go to fish and chip shop and order/pay/get change – on return, share accordingly.

**Workshops:** Orca Free, Under Over, Coral Reef

## CROSS-CURRICULAR DEVELOPMENT

### **Jungle Journey**

#### **Visual Art**

Make your own camouflage nets, using plain netting and attaching leaves and creepers (either made or found). Could also add exotic giant tissue flowers.

Paper plate snakes – paint on both sides in dazzling colours and patterns then cut in spiral from edge of plate to centre (head). Add eyes and red tissue tongue. Create a floor covering with printed leaves, sticks, insects.

Treasure maps – use ½ brown paper bag – crumple several times until wrinkled and creased, then paint with brown water colours and add your own markings, stickers and drawings. Join together to make giant wall map.

#### **Social/Communication**

How might you communicate in a jungle? Drumming? Bird calls?

Choose some instruments and decide what they might each signify

Tracking - create a trail around the school using symbols or natural objects and follow as a group, helping each other to find the signs.

Make a jungle obstacle course outside - help each other around course.

Look at where animals live, either - mountains, deserts, rivers etc or actual countries if appropriate. Match animals to their homes.

#### **Literacy**

Make an animal alphabet chart

Match written names or Makaton signs to animal pictures

Listen to and identify animal sounds

Find out which foods animals eat. Name, draw and match

Make up a jungle adventure using either pictures, symbols, sounds or words. Could add sound effects.

#### **Numeracy**

Make animal card games - Animal matching pairs, animal dominoes

Animal number chart – 1 lion, 2 monkeys, 3 giraffes

Count the spots on a leopard or snake, the stripes on a zebra.

Match animal pictures to their silhouettes

Discover insects - look at number of legs, antennae, wings.

**Workshops:** Jungle, Bush Ranger