

## Little CHARLEY Bear

# Let's imagine... THE CIRCUS



Charley loves the excitement of the circus, going into the Big Top, seeing the jugglers and the funny clowns! He would love to have a special skill that he could show to everyone. Just imagine what it would be like to perform in the circus ring!

It's amazing  
what you can do  
with your  
imagination

★ Refer to your practitioner's guide for full curriculum links for this activity sheet.

## CIRCLE TIME

Sit the children in your group in a circle and ask them if they have ever been to or seen a circus. Share some pictures of a circus Big Top and circus performers with them. Ask them what they notice – they may notice the people wear bright coloured clothes and they have lots of props.



Do they know?

- ▶ A circus takes place in a big tent called a Big Top.
- ▶ All the people in a circus have a special skill, some can juggle, some can do tricks and some are funny, like clowns.
- ▶ People who do tricks on trampolines and high swings called trapezes are called acrobats.
- ▶ Some circuses have animals in their show too. Circus animals include horses, elephants and even lions!
- ▶ Circuses travel around in big lorries and when they have finished a show in one town they pack up and move onto the next one.



## MAKE

## Let's make a... CLOWN HAT!

Charley's friend Frozo loves to make Charley laugh and likes to dress up as a clown and do funny tricks. See if you can act like Frozo by making your very own clown hat.



You will need:

- ★ A4 paper or card
- ★ Sticky tape
- ★ Colouring pencils, pens, crayons or paints
- ★ Ribbon, pom-poms, glitter (optional)
- ★ Lengths of elastic

## What to do:

- Provide each child with a piece of paper and ask them to decorate it using paint, pens, pencils or crayons. They may like to draw some spots or stripes.
- Once the paper is decorated curl it into a cone shape and secure with sticky tape.
- Now the hat can be decorated with ribbons, pom-poms and glitter.
- Make two holes opposite each other at the base of the cone and thread through a length of elastic which is long enough to go under the chin of the child who has made it.

Encourage the children to wear their hats and do some funny clown actions. Do they know any jokes? Can they juggle with balls or bean bags?



## PLAY

Let's Play...

# CLOWN, CLOWN, LION!



What to

do:

This is a simple game based on the old favourite *Duck, Duck, Goose*. It is a great game to play as a whole group involving concentration and lots of running around!

- Sit the children in a circle.
- Choose one child to walk around the outside of the circle, tapping the head of each child as they go and calling out the name 'clown' (you may wish to demonstrate the game to help the children understand how to play).
- Then after a while and without warning, they should tap someone's head and say 'lion'.
- The 'lion' should jump up out of their seat and chase the tapping child round the outside of the circle roaring like a lion.
- If the child whose turn it was to tap gets all the way round the circle without getting caught, they can sit down in the empty spot.
- The child who is left standing is the new tapper.

DO

Let's go on a...

# TRIP TO THE CIRCUS

Charley would love to take Midge on a trip to the circus, he knows that Midge would love to see the acrobats and the clowns and especially a lion in the circus ring.

Charley would have to look out for him though as he might get a bit scared!



Use imagination and role play to bring the circus to the children in your setting. Let them experience all the fun of the circus and be part of the performance!

Create a circus ring in your setting by using a thick rope or skipping rope to create a circle on the carpet.

- Explain to the children that this is the circus ring and anyone who steps inside it will have the chance to perform for the audience.

## SING

Let's sing about...

# THE CIRCUS!



The following song fits to the same tune and rhythm as "Here we go round the mulberry bush".

Let's all go to the circus today  
The circus today, the circus today  
Let's all go to the circus today  
And see the giant Big Top



Watch the clowns make you laugh  
Make you laugh, make you laugh  
Watch the clowns make you laugh  
With their funny faces



See the acrobats swing through the air  
Through the air, through the air  
See the acrobats swing through the air  
High up in the Big Top



Hear the lions and tigers roar  
Tigers roar, tigers roar  
Hear the lions and tigers roar  
As they parade around the ring



- Set up a selection of activities for the children to try, for example; singing a song, bean bag toss – throwing a bean bag into a bin or container, skipping – with a skipping rope, juggling – with bean bags, balls or small cuddly toys. The children could also tell jokes and play at being a clown. Some children may also like to act like an animal in the circus, perhaps a lion or an elephant!
- Step into the ring as the ring master and introduce the acts or perform yourself to encourage the children. You could also have music playing in the background.
- Those who sit on the outside of the circus ring are the audience and get to watch the acts perform.
- Encourage the children to take turns in and out of the circus ring and when you feel the show is over give everyone a big round of applause.

At the end of the circus ask the children which act they liked the best and what they liked performing best.

## Extension activities

- ★ Ask the children to draw a picture of the circus show with them and their friends performing in it.
- ★ Encourage the children to continue practising their circus skills with their friends and family.
- ★ Encourage the children to dress up as different members of the circus.

[www.littlecharleybear.com](http://www.littlecharleybear.com)

## Little CHARLEY Bear

It's amazing what you can do with your imagination

# Let's imagine... THE JUNGLE!



Charley loves thinking about the jungle and all the animals that live there. He tries to imagine what sounds all the jungle animals make and what it would feel like to be in the hot, steamy jungle!

Note: the Little Charley Bear DVD which accompanies this pack contains an episode of Little Charley Bear called 'Charley On Safari', which can support some of the following activities. It may be something you would like to share with the group before or during this activity sheet.

★ Refer to your practitioner's guide for full curriculum links for this activity sheet.

## CIRCLE TIME

Sit the children in your group in a circle and share with them some pictures of the jungle or rainforest and some pictures of the animals that live there such as elephants, monkeys, tigers or snakes.

Ask the children if they recognise any of the animals and if they can remember what they are called.

Share with the children some facts about the jungle.

### Do they know?

- 🍃 Jungle vines can be as thick as your leg!
- 🍃 Trees in the jungle make oxygen for us to breathe!
- 🍃 Lots of different animals live in the jungle like elephants, monkeys, frogs and snakes!
- 🍃 Because there are so many trees in the jungle and it is sometimes hard to see each other, many animals keep in touch using different sounds – they call out to each other to let their friends know where they are!
- 🍃 To get around monkeys jump from tree to tree so they don't have to walk on the ground!



## MAKE

Let's make an...

## ANIMAL MASK!

Charley's friend Caramel likes to pretend that she is not a cow but an exotic animal from the jungle, what animal would you choose to be?



You will need:

- ★ Paper plates
- ★ Lengths of elastic
- ★ Colouring pencils, pens and crayons
- ★ Fabric, feathers, fake fur (optional)
- ★ Glue or sticky tape
- ★ Safety scissors

### What to do:

- Explain to the children that you are going to be making masks of different animal's faces. It may be useful to have some images of different animals on hand to inspire the children.
- Decide with the children which animal they would like to make a mask of, suggestions could be a monkey, tiger, elephant, parrot, etc.
- Give each child a paper plate to turn into an animal face mask. Before the children start decorating, cut out two eye holes for them to be able to see through the mask.
- Help the children decorate their paper plate mask to represent the animal they have chosen. Ask them which colours they will need to use and if they need to add any fabric, feathers or other decorations to their mask.
- Once the masks are complete, leave them to dry and then make a hole on each side of the plate.
- Measure out a length of elastic that will fit comfortably around the child's head and then attach to the two holes on the plate.

Once the masks are made, encourage the children to wear them. Ask the children what sounds they think their chosen animal makes and how they move around. Encourage the children to act out their animals movements and to make the correct sounds for them. You could even play a guessing game to see if the children can guess which animal each child is pretending to be.

Once the children have enjoyed playing with their masks make a jungle display board using green paper to create plants and trees. The masks can be hidden behind the leaves and then ask parents and children to look hard to spot them hiding there.

## PLAY

### Let's Play...

# ANIMAL CHARADES!

Nibblit is Charley's bunny friend who loves to play games and always wants to win. See how you get on with this fun game of charades.

This is a simple game to prepare for the children in your setting and can be played as a whole group or in smaller groups.

You will need:

- ☆ Pictures of different animals
- ☆ Card
- ☆ Glue
- ☆ Safety scissors



### What to do:

- Cut out pictures of different animals and stick them on to pieces of card.

- Shuffle the cards so that they are all mixed up.
- Sit the children in a circle.
- Ask one child to come up to you and pick out an animal card.
- Ask the child to act out the features of the animal that is on the card for the rest of the children. They can make sounds and move around like this animal but shouldn't say their name (you may wish to demonstrate how to do this to the children before they have a go).
- Ask the rest of the children to try and guess which animal the child is acting out.
- The child that guesses the right answer can then come up and pick a card themselves to act out.

## DO

### Let's go on a...

# JUNGLE EXPEDITION!

Charley would love to take his penguin friend Midge on a trip to the jungle to show him how warm and sunny it is there. What will you see when you head off on a trip with your friends?

- Use imagination and role play and invite them in your setting on a safari to the jungle to see what animals they can discover!
- Create a jungle in your setting by bringing in lots of plants or by covering furniture with green fabric and sheets. Re-arrange the furniture in your setting to make more space and place some animal toys and pictures around the room.
- Sit the children in a circle and explain that today they are going on a safari trip to the jungle. Ask the children what kinds of clothes they think they will need to wear for the trip. Do they think the jungle will be hot or cold? Will they need to wear a hat? What type of shoes will they need to wear?
- Ask the children what things they will need to take with them on safari, you could suggest binoculars, bottles of water and sun cream. Tell the children to pack their backpacks and get ready for the safari (act this out with them).
- Organise the children into pairs and get them to line up behind you, you will be leading the safari. Start to walk around your setting (this could also be done in an outside space) slowly as though you are walking through a jungle with lots of plants and leaves in your way.

## SING

### Let's sing about...

# THE ANIMALS IN THE JUNGLE!

The following song fits to the same tune and rhythm as "The Wheels on the Bus". When singing along with the children, encourage them to add in actions for the different animals as well as making the right sound. You and your group can add more verses as they think of more jungle animals!



The monkey in the jungle goes Ooh, Ooh, Ooh  
Ooh, Ooh, Ooh,  
Ooh, Ooh, Ooh,

The monkey in the jungle goes Ooh, Ooh, Ooh  
All day long

The tiger in the jungle goes Grr, Grr, Grr  
Grr, Grr, Grr  
Grr, Grr, Grr

The tiger in the jungle goes Grr, Grr, Grr  
All day long

The snake in the jungle goes Hiss, Hiss, Hiss  
Hiss, Hiss, Hiss  
Hiss, Hiss, Hiss

The snake in the jungle goes Hiss, Hiss, Hiss  
All day long

The frog in the jungle goes Croak, Croak, Croak  
Croak, Croak, Croak  
Croak, Croak, Croak

The frog in the jungle goes Croak, Croak, Croak  
All day long

- Tell the children to use their binoculars (use your hands to make binoculars and demonstrate to the children looking through them) to look out for animals in the jungle as they walk along. Point out some animals that you have seen, "look over there, a monkey in the tree!". Ask the children which animals they can see, encourage them to describe the animals to the rest of the group.

Note: If you have created a jungle display board with the animal masks the children have made you could take the children to it and ask which animals they can see.

- Continue to walk around on safari, spotting different animals as you go. Make sure you stop and have a drink of water on the way. Allow the children some free time to go off and explore the jungle for themselves.
- Call them all back together and ask them what kind of things they saw in the jungle when they were looking by themselves.
- Continue the safari for as long as you feel comfortable and then tell the children you are all heading back home. Once back home ask the children what they liked about the jungle and what animals they liked seeing best.



## Extension activities

- Ask the children to draw a picture of their trip to the jungle showing all the animals they saw.
- Encourage the children to lead their own jungle safari with their friends.
- Encourage the children to act out the behaviour and sounds of some of the jungle animals they saw in the jungle.

## Little CHARLEY Bear



Let's imagine...

# THE SEASIDE



Charley loves visiting the seaside and imagining what it would be like to swim right to the bottom of the sea. Imagine all the beautiful shells you would see and all the fish and sea creatures you would meet!

★ Refer to your practitioner's guide for full curriculum links for this activity sheet.

## CIRCLE TIME

Sit the children in your group in a circle and share with them some pictures of the seaside, the sea and the sea creatures who live there such as fish, whales, turtles and seals. Ask the children if they recognise any of the animals and if they can remember what they are called.

Ask the children if they have been to the seaside and what they can remember about it.



### Do they know?

- ☁ Shells are the empty homes of sea creatures, they wash up onto the sand when the creatures have moved out!
- ☁ The blue whale is the biggest creature in the sea!
- ☁ Some beaches are made of sand and some are made of pebbles!
- ☁ More of the earth is covered by sea than by land! (71% covered by oceans)
- ☁ You can sometimes find starfish and jelly fish at the seaside!

Use the following activities to help the children in your setting use their imaginations to explore more about the seaside!

## MAKE

## Let's make an... UNDERWATER PICTURE



Charley's friend Midge loves to swim and imagines diving down beneath the waves. See if you can create an underwater picture showing the sea creatures he would see.

You will need:

- ★ Paper
- ★ Wax crayons (suggest a selection of colours)
- ★ Poster paint (suggest blue)
- ★ Paintbrushes
- ★ Jug/container of water

### What to do:

- Help the children to draw pictures of fish and sea creatures on to a piece of paper using wax crayons. You may wish to supply a selection of images for them to look at and work from.



- Encourage the children to use a selection of crayons to draw the different types of fish and sea creatures they imagine live under the sea.
- Mix up some of the poster paint with water to make a thin paint wash.
- Help the children to use a paintbrush to paint the thin paint wash over their wax pictures.
- The wax should resist the watery paint and will make the fish and sea creatures stand out from the blue background!

★ Show what you have all learned about the sea and the animals who live there. Use the children's pictures to create an underwater wall display.

## PLAY

Let's Play...

# CATCH THAT FISH

Caramel likes to play games with her friends, see if you can play this fun game and escape from Mr Shark!



You will need:  
★ A shark mask or fin (optional)

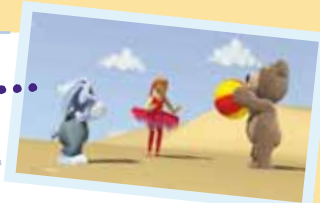
## What to do:

- Choose one child or an adult to be Mr/Mrs Shark, you may wish to wear a mask or fin to represent this.
- The person who is playing Mr/Mrs Shark needs to stand at one side of the room, facing the wall.
- The rest of the group are fish swimming in the sea!
- The group all stand at the opposite end of the room from Mr/Mrs Shark, facing him/her.
- The group ask "What's the time Mr/Mrs Shark?"
- Mr/Mrs Shark tells them a time ranging from 1 o'clock to 12 o'clock.
- Depending on the time given the group take that many steps towards Mr/Mrs Shark (e.g. 5 o'clock would be 5 steps), it would be good to add in swimming actions here.
- At some point when Mr/Mrs Shark is asked the time Mr/Mrs Shark will respond "It's dinner time!" At this point Mr/Mrs Shark turns around and chases the fish and tries to catch one. If someone is caught they then become Mr/Mrs Shark and the game begins again.

## SING

Let's sing about...

# THE SEASIDE



The following song fits to the same tune and rhythm as "Twinkle, Twinkle, Little Star". You and your group can add more verses as you think of more sights at the seaside!

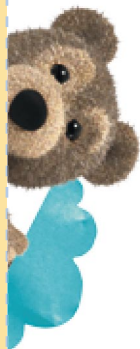
- A day at the seaside, what do you see?  
I see a fish swimming close to me  
Bright and shiny, with scales and a tail  
His fin standing up like a sail boat sail  
A day at the seaside, what did you see?  
I saw a fish swimming close to me
- A day at the seaside, what do you see?  
I see a sandcastle made by me  
Standing tall with a flag in the top  
A moat all around so the water will stop  
A day at the seaside, what did you see?  
I saw a sandcastle made by me
- A day at the seaside, what do you see?  
I see a crab running fast past me  
With 6 crab legs and a big sharp claw  
I hope that I don't see any more!  
A day at the seaside, what did you see?  
I saw a crab running fast past me
- A day at the seaside, what do you see?  
I see an ice cream melting on me  
White and soft with sauce and a flake  
Yummy and sweet, it tastes just great  
A day at the seaside, what did you see?  
I saw an ice cream melting on me
- A day at the seaside, fun for me  
When you go what will you see?

## DO

Let's go on a...

# TRIP TO THE SEASIDE

Rivet the robot has never been to the seaside and he would like to go with his friends Charley and Bellarina. Imagine all the fun they could have on the beach, what would you choose to do on your trip there?

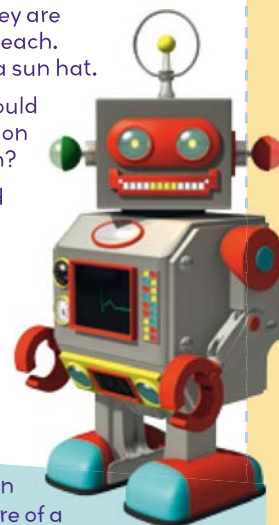


Use imagination and role play and invite the children in your setting on a jolly trip to the seaside!

Create a beach scene in your setting by using some blue and green fabric to represent the sea and some yellow fabric to represent the sand. The children's underwater pictures could be placed on the blue fabric to show all the creatures who are living there.

- Invite the children to come and sit with you on the beach. Ask the children what kinds of clothes they would wear for a sunny day on the beach. Will they need to wear a hat? What type of shoes will they need to wear?

- Ask the children what things they will need to take with them to the beach. You could suggest a beach ball and bottles of water and sun cream. Explain to the children that they are going to be pretending to spend a day on the beach. Remind them to put on some sun cream and a sun hat.
- Ask the children what kind of activities they would get up to at the beach, would they play games on the sand, would anyone have a tasty ice cream?
- Allow the children some free time to go off and play on the beach, swim in the sea and have fun with their friends.
- Once the children have had a chance to play call them all back together and ask them what they have had fun doing at the beach.



## Extension activities

- ★ Ask the children to draw a picture of a game they played at the beach or a tasty ice cream they had.
- ★ Provide the children with the outline of a postcard which they can draw a picture on to take home and show what they have been imagining today.
- ★ Encourage the children to play some of their beach games with their friends.

## Little CHARLEY Bear

# Let's imagine... SPACE



Charley loves looking out of the window at night time, when he looks into the sky he can see a big white ball surrounded by lots of tiny twinkling stars – imagine what it would be like to be up there in the darkness flying through the beautiful night sky!

★ Refer to your practitioner's guide for full curriculum links for this activity sheet.



It's amazing what you can do with your imagination

## CIRCLE TIME

Sit the children in your group in a circle and share with them some pictures of space, the moon, the sun, planets and stars. Ask the children what they can see on the pictures and help them identify the different elements of space and name them correctly.

Share with the children some facts about space.

### Do they know?

- ★ The planet we live on is called Earth.
- ★ The sun is very, very hot.
- ★ The moon is like a big mirror in the sky reflecting the light of the sun.
- ★ There are millions of stars in the sky.

Use the following activities to help the children in your setting use their imaginations to explore more about space!



## MAKE

## Let's make a... SPACEMOBILE

Charley's friend Rivet is a robot and would love to build a rocket to take him and Charley up into space. What transport would you build to travel to the moon?



### What to do:

- Provide the children with a range of large boxes and additional junk modelling materials.
- Invite the children to work together to create a vehicle which could take them up into space on an imaginary adventure.
- Begin by talking to the children and deciding what kind of vehicle they will be making – a spaceship, a boat, a flying car?
- Support the children as they work together to create their vehicle.
- Ask prompting questions to help them with this creation – e.g. will it need wheels or wings? Do you need a steering wheel? What colour will it be? Will you need headlights?
- Encourage the children to think of sounds their Spacemobile would make when it sets off into space.

### You will need:

- ★ A selection of large cardboard boxes
- ★ A variety of junk modelling materials such as: coloured paper, ribbon, glitter, shiny paper or foil, bottle tops, pipe cleaners, paint and fabric
- ★ Glue and sticky tape
- ★ Safety scissors (optional)



## Be safe!

- ★ Help the children with any cutting or sticking of items as part of the creation of the Spacemobile. Never leave children unattended with glue or scissors.

## PLAY

### Let's Play... MOON STEP STATUES

Ballerina loves to play creative games and use her dancing skills to move around the room. See if you can move like Ballerina while playing this game.



- Talk to the children about being on the moon.
- Ask them if they have ever seen how people move on the moon. You may like to share some pictures or video with the children to show people on the moon.
- Demonstrate to the children how people walk on the moon with big exaggerated strides and slow movements. See if the children can copy you!
- Why not play the game below using your newly learnt moon steps?

## How to

### play:

- Gather the children together and explain that you have some music to play and when the music starts they have to move around the room using their moon steps.

- When the music stops they have to freeze like a statue.
- Anyone who moves is out and will be sent back to earth and must sit out of the game.
- The winner is the last person left in the game.
- Remind the children that they are on the moon and must remember their slow, steady steps!

## SING

### Let's sing about... PLANETS

The following song fits to the same tune and rhythm as "10 Green Bottles" and works its way through the numbers from 8 - 0.

When singing along with the children, encourage them to hold up the correct number of fingers to show the number of planets left on each verse.



Eight little planets, spinning round the sun  
 Eight little planets, spinning round the sun  
 A rocket blasted off and off a planet spun  
 Now there's 7 little planets spinning round the sun

(Continue the song working through the numbers until you reach zero)



[www.littlecharleybear.com](http://www.littlecharleybear.com)

## DO

### Let's go on a... TRIP TO THE MOON



Fancy heading up into space just like Charley Bear to see what the moon is like? Using your imagination you can travel there and see it for yourself!

Use imagination and role play and invite the children in your setting on a trip to the moon to see what they can discover!

- Create a space corner in your setting using fabric, pictures of planets and the moon, you can also display the space vehicle which the children have made. Consider going on an expedition outside to the nursery garden or the local park to look for – knobbly rocks which the children think could be found on the moon.
- Sit with the children in the space corner and ask them to imagine they are heading off on a trip to the moon. What do they think they would need to take with them? Talk to the children about the types of clothes they would take – do they think it would be warm or cold, sunny or rainy?
- Sit the children in two lines and ask them to imagine they are on a space rocket. Ask them to put on their seat belts and hold on tight!
- Do a count down with the children to blast you off into space – 10, 9, 8, 7 etc...blast off! Demonstrate to the children it may be a bumpy ride up into space!
- After your rocket ride let the children know you have arrived on the moon! Ask them to undo their seat belts and put on their moon boots and space helmets, you are going outside!

Note: as an optional extra you could ask the children to bring in a pair of wellies and a helmet too as an outfit for moon travel. Your setting may have a fancy dress box which the children could find appropriate items in for their moon trip.

- Demonstrate opening the rocket door and stepping outside, remind the children they need to do their moon walk now that they are on the moon!
- Ask the children what they can see on the moon, can they see the earth? Can they give the earth a wave? Allow the children to explore and suggest things they may be able to see like moon rocks, craters and stars all around them.
- After your exploring time, tell them that it is time to travel back to earth. Take the children back onto the space rocket, ask them to remove their moon boots, their helmets and put their seat belts on. The journey back to earth may be a bit bumpy!
- Once back on earth let the children out of the rocket. Ask the children what they liked about their trip to the moon and what they missed from their home on earth.
- Ask the children to imagine what it would be like to travel to other planets! Where would they like to go next?

## Extension activities

- ★ Encourage the children to head off on their own trips to space with their friends.
- ★ Ask the children if they think any people or creatures live in space and ask them to draw a picture of what they think these people or creatures may look like.
- ★ Encourage the children to go home and look at the night sky to see the stars and see if they can see the moon. Ask them about the different shapes the moon can be.