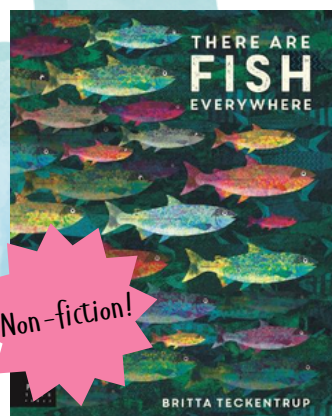
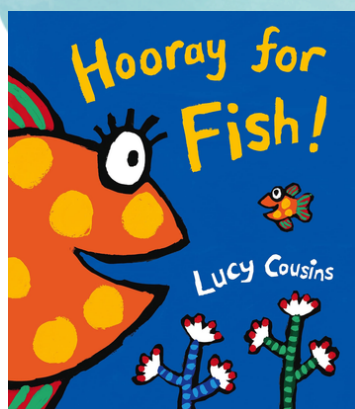
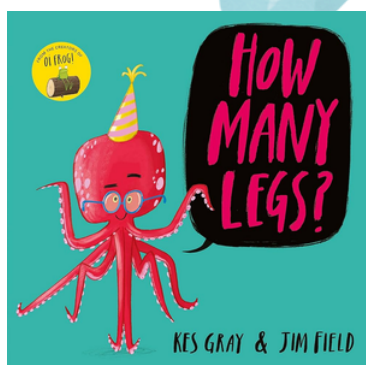
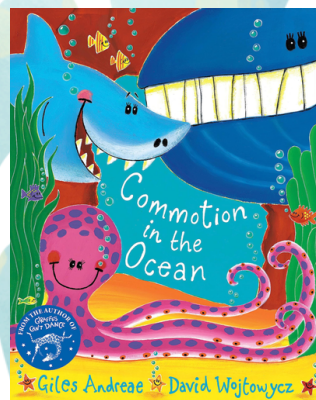
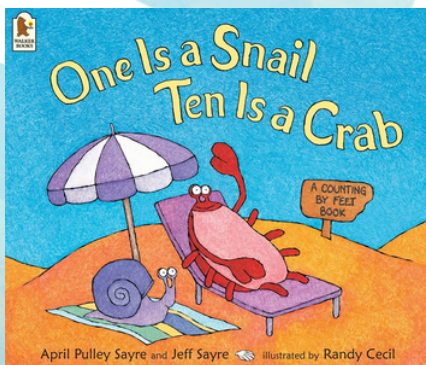
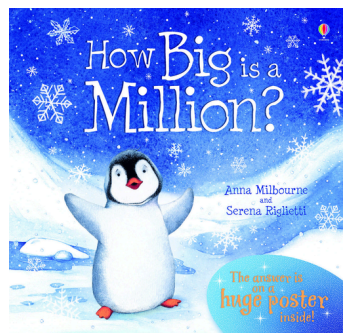


### Books to Share

#### The Jellyfish Jiggle – Caryl Hart

Scuttle with the crab, dive with the penguin, rock the pelican's boat and wiggle, jiggle and giggle with the jellyfish!

There are plenty of actions for children to join in with the fun and move about, making this a delightful rhyming story to read aloud either in a group or individual setting



Non-fiction!

Non-fiction!

Why don't you walk to the library to find a copy to borrow, did you know you can reserve a copy of the book? If you are a nursery or a childminder ask about your membership as you can borrow more books and have an extended time period.

[Find a Library – Buckinghamshire Council.](#)

1



## Monday

### Read the book

Find a comfortable place and enjoy reading the book. Remember to make sure that you have the children's attention and that every child can clearly see the pictures. Find the time to point out specific new vocabulary and the detail of the illustration. Story times are great opportunities to support children's developing Communication and Language skills. Always make sure the stories you share are good quality texts and you know the reasons for choosing the books. You may be able to use some props or visual supports to enhance the experience.

*(Some children may benefit from having read the story individually or in a small group before sharing in a larger group or having the opportunity to have shared the book at home with their parents/carers).*

2

## Tuesday

### Learn the rhyme

#### Tiny Tim (I Have a Little Turtle)

I had a little turtle,  
His name was Tiny Tim.  
I put him in the bathtub to see if he could swim.  
He drank up all the water,  
He ate a bar of soap.  
And now he's lying in his bed  
With bubbles in his throat.  
Bubble, bubble, bubble,  
Bubble, bubble, bubble,  
Bubble, bubble, bubble,  
Bubble, bubble, pop!

#### Vocabulary ideas:

turtle, soap, throat, bubble.

Tiny Tim (I Have  
a Little Turtle)  
Lyrics - Scottish  
Book Trust





## Wednesday

### Move and imagine

*PD, C&L, EAD*

Use any space - a hall, carpet area, outside space or corner!

How could you whirl and wiggle? Scuttle like the crab? Snip and snap? Swim like a dolphin, using your arms to pull your body along? Be the choppy sea? Swoop? Sway? Dance? Can you think of another way to move like a crab?

Turn into your own listening game. When you say the sea animals name (e.g. crab) or movement (e.g. skuttle) can you change into being that animal / movement?

**Vocabulary ideas:** skuttle, whirl, wiggle, choppy, swaying, swooping, crackling.



## Thursday

### Sea Bottle Surprise

*C&L, EAD, PD, MD, PSED*

Collect large clear plastic bottles, and invite the children to work together to make sea bottles! Colour water (for example using paint) and provide materials such as beads, buttons, reused foil wrapping, which the children can cut into pieces.

Using the funnels, the children can fill the bottles with the coloured water. Whose bottle is now full, empty, half full? How many cups of water do you think it will take to fill your bottle?

Add the small materials, using their pincer grip, like a crab! Then secure the bottles with strong tape and invite the children to explore how they could be used. For building with? Rolling? Transporting? What could your bottle be? Can you shake the bottle and watch as the sprinkles settle? You have made a great loose part resource.



**Vocabulary ideas:**  
wrap, peg, tie, imagine, pretend





# 5

## Friday Make and do *PD, EAD*

Using nonfiction books, for example those above, look at and discuss the names and different types of sea creatures. What makes them different? Which are similar?

Ask families to bring in clean materials for junk modelling, including used wrapping paper, wool / string and food boxes. Invite the children to make a sea creature. How many legs would you need for the crab? Can you look in the book to check? Encourage the children to have their own ideas – there is no right way. How could you make the body, the fins, the tentacles? The children could also paint their models. What a great display they would make.



**Vocabulary ideas:**  
tear, cut, wrap, join, stick, cover.



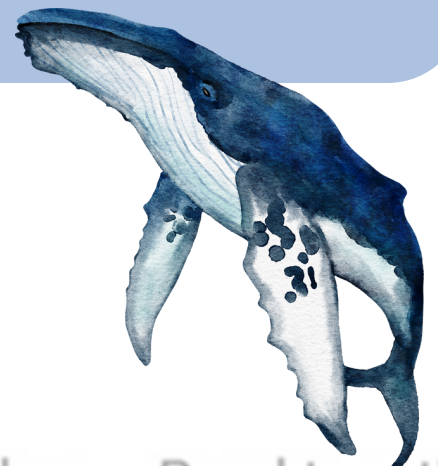
## Provision Ideas Large Scale Creative Area



Use white shower curtains (which can then be washed or reused) hanging over fences, very large, flattened cardboard boxes and provide paint for the children to paint the waves, sea or sea creatures. These large-scale movements are great to help develop shoulder muscles, needed later for writing.

### **Extra ideas:**

For extra challenge, use an old sheet or net curtain, hanging from mid-air (without a surface behind it)





## Provision ideas

### Gross Motor Skills

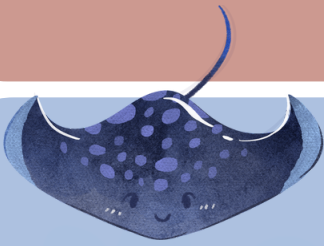
Scarves can also be used to help children to move their bodies, develop coordination and gross motor skills.

Re read The Jelly Fish Jiggle

Can you roll your scarf into a ball? Throw it up and make it flutter through the air like a floating jelly fish. Can you follow it with your eyes as it lands?

#### Extra ideas:

Sway like the sea. Use your arms to move the scarves to make waves and to fly like the pelican. How else can you use the scarves to move like the sea creatures in the book.



## Provision Ideas

### Book area

Bring any sea life related books to the front of your book area to encourage engagement. To create a calm and inviting space, drape any blue or green material to make a cosy den, inside or out. Include props, puppets etc that can enhance reading and role-play. What non-fiction books do you have about sea creatures?

**Extra ideas:** Try to plan time for an adult to be based in the book area at certain times of day, reading to the children.



## Provision Ideas

### Small World

Freeze small world sea creatures inside water filled balloons or any containers. You could even colour the water blue if you like.

The children can then spray the frozen sea creatures with warm water from squeeze bottles and spray bottles, to melt the ice. Talk about the names of the sea creatures and revisit key phrases from the Jelly Fish Jiggle as you play!

#### Extra ideas:

Once the sea creatures have started melting, you could add seashells and gems for additional interest and discussion points.

We'd love to hear about other ways you have enhanced your provision!  
Please send photos into [earlyyears@buckinghamshire.gov.uk](mailto:earlyyears@buckinghamshire.gov.uk) and/or share on your socials #chatplayreadbucks

*Remember to check children's photo permissions before submitting.*

# Parental Engagement

*How are you going to engage your families with Communication Week? Can you think of interactive challenges/events etc that will promote Communication and Language opportunities at home?*

## Some ideas:

Can families retell the story while on the park play equipment or woods? Can you skuttle like a crab, over the balance beam or log? Can you be the penguin in his boat and rock while in the swing? Jiggle like a jellyfish whilst on the seesaw and slip like a penguin down the slide?

During dinner or in the car, can each family member think of their favourite sea creature and why they like them?

What can you find around the house to help retell the story? An old delivery box for a crab shell? A blue sheet for the sea to dive in like a pelican? What could you pretend to use to help you be a jellyfish?

Can families visit their local library and find another book that links to The Jelly Fish Jiggle? One that is also about sea creatures perhaps?



## National Year of Reading 2026

The National Year of Reading 2026 is here to make that easier, offering simple, playful ideas to build stories and books into your everyday activities and routines.

[Early years settings | National Year of Reading 2026](#)

[Schools | National Year of Reading 2026 | Go All In](#)



Early Years  
Service

*At the heart of everything we do is  
a belief in the best start for children*