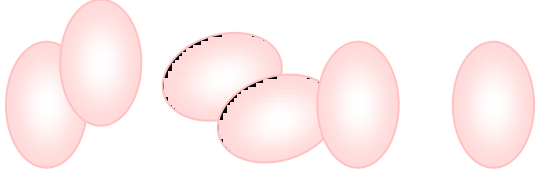

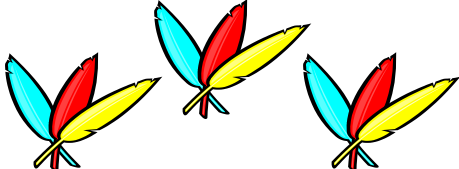



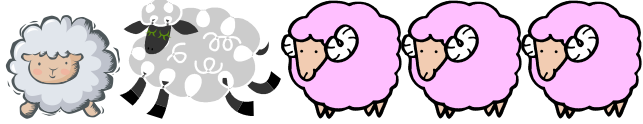

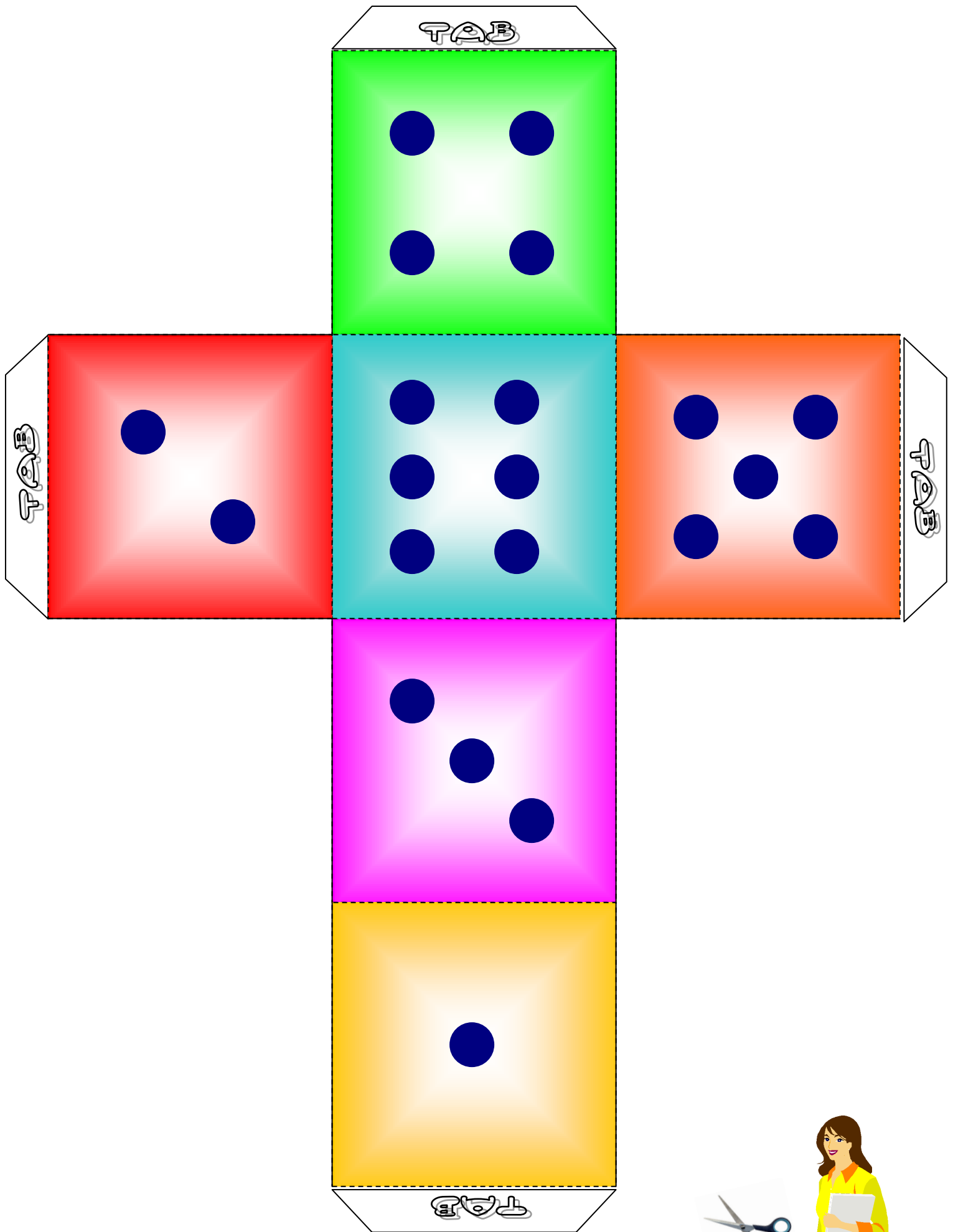


 iggle 
  aggle 
  orkshop™ **1**  
*Farmyard Frolics*

<p>How many eggs are there?</p>		
<p>What should come next?</p>		
<p>How many <b>RED</b> feathers are there?</p>		
<p>How many Trixies are there?</p>		
<p>How many things belong on a farm?</p>		
<p>Which food from the farm comes next?</p>		
<p>What colour are <b>MOST</b> of the sheep?</p>		
<p>Can you count all these little bees?</p>		



## Parents' Guide - Workshop 1 Farmyard Frolics

- **Workshop Themes:** Countryside, Farms
- **Dance/Drama Styles:** Jazz, Ballet
- **Physical Skill Focus:** Fine Motor Dexterity
- **Thinking Skills Focus:** Number; addition/subtraction



### Using Worksheet 1

This Worksheet comprises 2 activities over 2 pages:

1. **Farmyard Quiz (Page 1)**
2. **Dice Game**

### Activity 1

### Farmyard Quiz

#### **AIM:**

To further practice the mathematical skills from Workshop 1, using similar themes, language and imagery.

- Help your child by either; writing the correct answer lightly, and encouraging him/her to trace over it, writing the answer with your child placing his/her hand over yours, encouraging a 'writing' child to fill in the correct answer for themselves.
- To extend the challenge, 'sequence' questions are included. Understanding sequence is very helpful when working towards KS1 mathematics.
- Younger children may find it difficult to find the correct answer to the sequence questions, preferring to talk about the pictures. This is perfectly fine, and to be expected. A great deal of learning will take place by being exposed to the concept – and watching you enjoy the process. You will find that the more you come back to these questions, the greater your child's understanding will be.
- If your child understands this activity well – you can further extend the learning by introducing a 3<sup>rd</sup> item into the sequence (you could draw this or find physical items such as coins).

#### **Example 1:**



You might say: "I like this pattern; it has Spoons and Chickens. So the pattern is: Spoon, Chicken, Spoon, Chicken....I wonder what should be next? Let's say it together again and see if we can work it out..."

#### **Example 2 (for older learners):**



You might say: "So what if we added an EGG to our pattern. How would it sound then? Spoon, Chicken, Egg – Spoon, Chicken, Egg – Spoon, Chicken.....? What sounds right?"

**You will need: Stick Glue, Scissors**

**AIMS:**

- To relate the number of physical movements to numbers on the die.
- To practice adding/subtracting 1-6.
- To gain an understanding that a 2D net can become a 3D shape.
- Understand the concept of 'rolling' the die, and its role in a game.



We find that some children are unfamiliar with the word 'die', but are already familiar with the plural form 'dice'.

This is a physical activity, building upon a related game played during this week's workshop.

**There are 3 parts to the preparation and playing of the game:**

1. Constructing the die
2. Arranging the stepping stones
3. Playing the Game



**1. Constructing the Die**

*N.b. This die works perfectly well with paper. However, for a longer lasting game, print onto card/photo paper or glue onto card before cutting out.*

- Cut out the purple die net (shape). Older children may be able to cut out the die net for themselves (remind them to turn the paper rather than the scissors). Otherwise – it is really important that you let your child watch the cube take shape, helping where possible.
- Fold outwards along the dotted lines. Again – if you feel that your child is able – encourage him/her to assist.
- Glue the tabs, to produce a cube (numbers should be on the outside – check before you glue)

**2. Arranging the Stepping Stones**

- Gather together your stepping stones. Suitable items are; A4 sheets of paper, cushions, tea towels - or a combination of the above.
- Choose 6-12 stepping stones and arrange them a child's stride apart across the room or garden.

**3. Play the Game – Cross the Stream**

- Child rolls the die.
- He or she must cross one stepping stone for each number on the die (e.g. Roll a 3 = take 3 steps)
- If the stream is not crossed – they roll again.

To increase the challenge try Hopping, Jumping, or going backwards. In the car or where it is not practical to play with stepping stones – take it in turns to roll and choose the action (nods, claps, blinks)

You could use 2 dice and more stepping stones for a much more challenging game.

