

# Family Connect

## Going for it in the Garden!

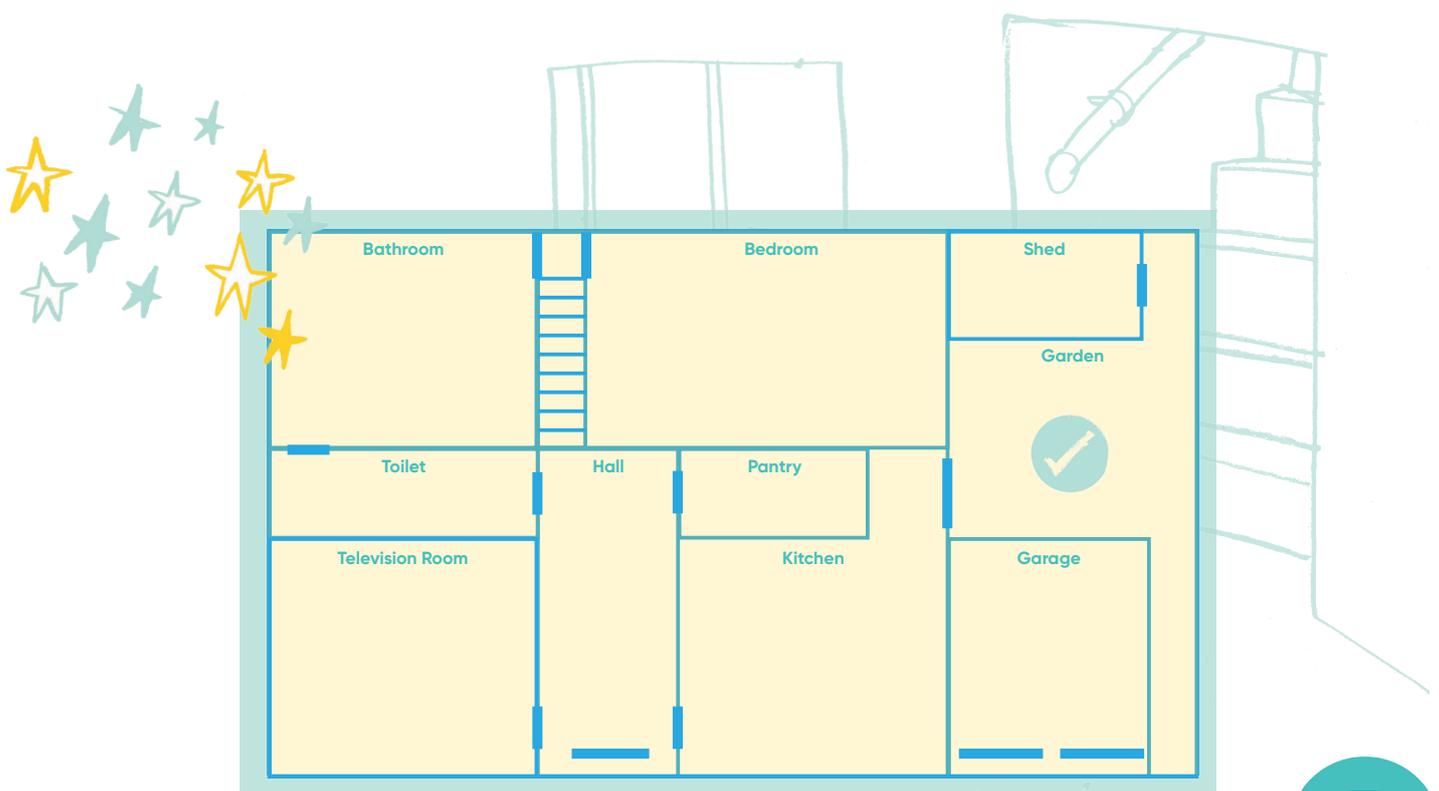


Outdoor spaces are superb for contextualised learning – but please do make sure you and your family practise social distancing while you're about it!

There are four challenges here: one for children aged 4 – 6, one for those aged 6 – 8, one for those 9 and over – and one for the whole family. We'd suggest that your children tackle the age-appropriate challenges as independently as possible – before all settling down together for the Family Challenge.

Your children can write their responses on anything – but if it helps, there are printable worksheets at the end of this document. In fact, you can type directly onto these on your device, too, if you want to cut down on printing!

You can still tackle these challenges even if you're not lucky enough to have a garden, of course – by taking yourselves to the nearest park and combining learning with your daily dose of exercise!



# Going for it in the Garden!



Ages 4 - 6

## Challenge 1: Literacy

Before you start, ask your child/children to spend a good ten minutes exploring the garden/ outdoor space.

Gather back together – and explain that the challenge is to complete the following phrases by spotting things that match the description and writing (or drawing) them in the spaces provided on the answer sheets:

- A green ...
- A tiny ...
- A spiky ...
- A smooth ...
- A huge ...
- A beautiful ...

## Challenge 2: Maths

Go outside – and explain that this challenge explores different numbers and types of number. Tell your child/children that the first task is to find or spot something that there is only one of – and write it down or draw it (if they're struggling, and it's a clear day, look up into the sky!). They now need to find, in order, and recording their responses each time ...

- Something that there is an even number of ...
- Something that there is an odd number of ...
- Something that there are too many examples of even to count!

*Note: the last part of the challenge is a great way of beginning to explore concepts of "infinity". And, of course, you and your child/children can continue the challenge by thinking up even more tasks!*





### Challenge 3: Science

Explain that the challenge is to find living things in the garden (or wherever you are). Ask your child/children to explore the space and identify five different living things (it might help to remind them that not all living things walk, crawl, swim or fly – some are pretty static, in fact!). Explain that this is an observation exercise – it's important not to disturb the living things. And ask your child/children to record their findings, in words and/or drawings.

*Note: this experiential approach is a perfect way of cementing an understanding that there are many different forms of life, all with differing needs.*

### Challenge 4: PE

Explain that the challenge is to undertake three tasks that will support your child's/children's balance and strength ...

Task 1: stand on one leg for twenty seconds ... then the other leg ...

Task 2: sit on the ground and raise one leg for ten seconds, keeping it straight ... then repeating with the other leg ...

Task 3: walk heel-to-toe, with arms outstretched, in a perfectly straight line – for twenty seconds.

And as time goes on, of course, your child/children should be able to increase the amount of time for which they can perform each task!



# Going for it in the Garden!



Ages 6 - 8

## Challenge 1: Literacy

Before you start, ask your child/children to spend a good ten minutes exploring the garden/ outdoor space. Gather back together – and either ask your child/children to write the word **GARDEN** vertically down the left hand side of a piece of paper, or introduce them to the answer sheet that comes with this resource. Explain that the challenge is to come up with as many things as they can that (a) they can see in the garden (or wherever you are) and (b) begin with one of the letters – and to record them in the appropriate spaces. Which letter was the easiest to work with?

Are there any letters that they can't find anything beginning with?

## Challenge 2: Maths

Go outside – and explain that this challenge explores number patterns. Tell your child/children that the first task is to find sixteen small objects. Ideally the collection should actually be sixteen examples of the same thing (for example twigs, pebbles, blades of grass) – but we know that, depending on where you are and how much time you have, this won't always be possible.

Use the objects to make four piles (it's important that you do this yourself, rather than delegating it to your child/children). The first pile will contain one object ... the second pile will contain three ... the third pile will contain five ... and the fourth pile will contain seven.

Ask your child/children to explore what is in each pile to work out what the number pattern is – and to determine how many objects would be in the fifth pile. They'll then record the full sequence of five numbers.

The challenge now is for your child/children to use the objects to create four more number patterns, recording the sequences each time. Depending on the magnitude of the numbers they choose, they may need to find more objects!

*We'd love to see how you get on with this – so why not tweet photos of your towels, using @AsCreatives and #FamilyConnect*





### Challenge 3: Science

Explain that the challenge is to identify where living things sit in food chains. Ask your child/children to explore the space and identify five different living things (it might help to remind them that not all living things walk, crawl, swim or fly – some are pretty static, in fact!). Explain that this is an observation exercise – it's important not to disturb the living things. And ask your child/children to record their findings, in words and/or drawings – and then decide which of these categories each falls into ...

- Producer ...
- Prey ...
- Predator and Prey ...
- Predator ...

As an extension, challenge your child/children to identify a food chain that (a) contains at least three links ... and (b) is actually in operation in the garden/outdoor space.

### Challenge 4: PE

Explain that the challenge is to undertake three tasks that will support your child's/children's balance and strength ...

Task 1: stand on one leg for twenty-five seconds ... then the other leg ...

Task 2: sit on the ground and raise one leg for fifteen seconds, keeping it straight ... then repeating with the other leg ...

Task 3: walk heel-to-toe, with arms outstretched, in a perfectly straight line – for twenty-five seconds.

And as time goes on, of course, your child/children should be able to increase the amount of time for which they can perform each task!



# Going for it in the Garden!



Ages 9  
and over

## Challenge 1: Literacy

Before you start, ask your child/children to spend a good ten minutes exploring the garden/ outdoor space. Gather back together – and ask them to identify something they have spotted that interests them. This could be as big as a tree – or as small as a single seed on a flower!

Explain that they are going to write a Haiku about whatever they have selected, by responding to the following prompts:

- Describe it using five syllables
- Say what it reminds you of using seven syllables
- Ask a question about it using five syllables

Once refined and completed, share any haikus that have been written – you might like to have a go at writing one yourself!

*We'd love to see your Haikus – so why not tweet them, using @AsCreatives and #FamilyConnect*

## Challenge 2: Maths

Go outside – and explain that this challenge explores prime numbers. Another family member (possibly yourself) should give them a number between three and twenty-five (this is the “random number”). The child/children taking the challenge now has to find and collect a quantity of objects – bearing in mind two rules ...

The quantity will be the next prime number after the random number ...

All the objects should, if possible, be examples of the same thing (for example twigs, pebbles, blades of grass).

They should then record what they have collected – and the quantity.

Working with the same “random” number, and collecting more objects if required, they will now work through four more rounds ...



# Going for it in the Garden!



Ages 9  
and over

In Round 2, they will be looking for the last prime number before the random number ...

In Round 3, they'll need to add eleven to the random number – and find the next prime number after their new number ...

In Round 4, they'll need to add thirteen to the random number – and find the last prime number before their new number.

*Note: prime numbers are both interesting and important – and this is a great way of exploring them!*

## Challenge 3: Science

Explain that the challenge is to identify insects that are living in the garden/outdoor space – so it might be worthwhile first agreeing what constitutes an insect (three body parts, six legs). Ask your child/children to identify five different insects (ideally, these should be ones they can actually find – but you might want to relax this rule if they're struggling!).

Once they have identified (and recorded) all five, they should consider what features of each help them to survive and thrive in the garden. As an example, another minibeast, a spider (which is not an insect) is able to create webs to catch its prey.

They should write down their thoughts on each of the different insects on their activity sheet.

## Challenge 4: PE

Explain that the challenge is to undertake three tasks that will support your child's/children's balance and strength – all with their eyes shut!

**Task 1:** stand on one leg for twenty-five seconds ... then the other leg ...

**Task 2:** sit on the ground and raise one leg for fifteen seconds, keeping it straight ... then repeating with the other leg ...

**Task 3:** walk heel-to-toe, with arms outstretched, in a perfectly straight line – for twenty-five seconds.

And as time goes on, of course, your child/children should be able to increase the amount of time for which they can perform each task!



# Going for it in the Garden!



## Family Challenge

### Getting Started

Explain to the whole family that the challenge is to design, build and test a portable Crazy Golf course! It might be an idea for you all to take a look at a couple of examples of Crazy Golf in the outside world – and there are loads to see on the internet.

You'll need to make a few collective decisions first ...

- What size ball are you going to use? Any size will do, even a football (although a rugby ball might prove tricky!) – but you'll need to know beforehand, as this will affect people's design concepts. If you don't have a ball, you can make one by scrunching up paper and securing it with sticky tape.
- What will signify that a hole has been completed?
- What are you going to use for a club? An umbrella is pretty much perfect (and a telescopic umbrella has the added advantage that taller members of the family will probably have to kneel down to use it!).
- Where are you going to play? How big is the playing area? And, very importantly, are there any no-go areas?
- What household resources can you use to create your obstacles/challenges? And, more importantly, which household resources can't you use?

### Can We Build It? Yes We Can!

The next job is to assign different individuals/teams to design – and make – the different holes. Some that you might like to include could include ...

- Slalom Holes, where the ball has to be threaded around a line of obstacles (tins of food are perfect for this) ...
- Corridor Holes, where the ball has to enter and leave by a narrow corridor (easily made from building blocks, Lego or cardboard boxes) ...
- Ramped Holes, where the ball has to navigate a ramp – or even a seesaw (sheets of cardboard placed over margarine tubs really fit the bill here).



# Going for it in the Garden!

---



## Family Challenge

Once all the construction work has been completed, pack it all up (together with your club/s and ball/s), and take it out to the garden – or wherever you have chosen to play!

### Playing the Game

You might decide to simply play the game for fun – and feed back on each other's designs and constructions. If you're going to play competitively, though, we'd suggest a "handicap" system, whereby ...

- Those aged 6 – 11 add one stroke per hole to their final tally ...
- Those aged 12 and over add two strokes per hole to their final tally.

And all you have to do now is ... tee off!

*We'd love to see you trying out your Crazy Golf course – so why not tweet photos of the family in action, using @AsCreatives and #FamilyConnect*

