

Family Connect

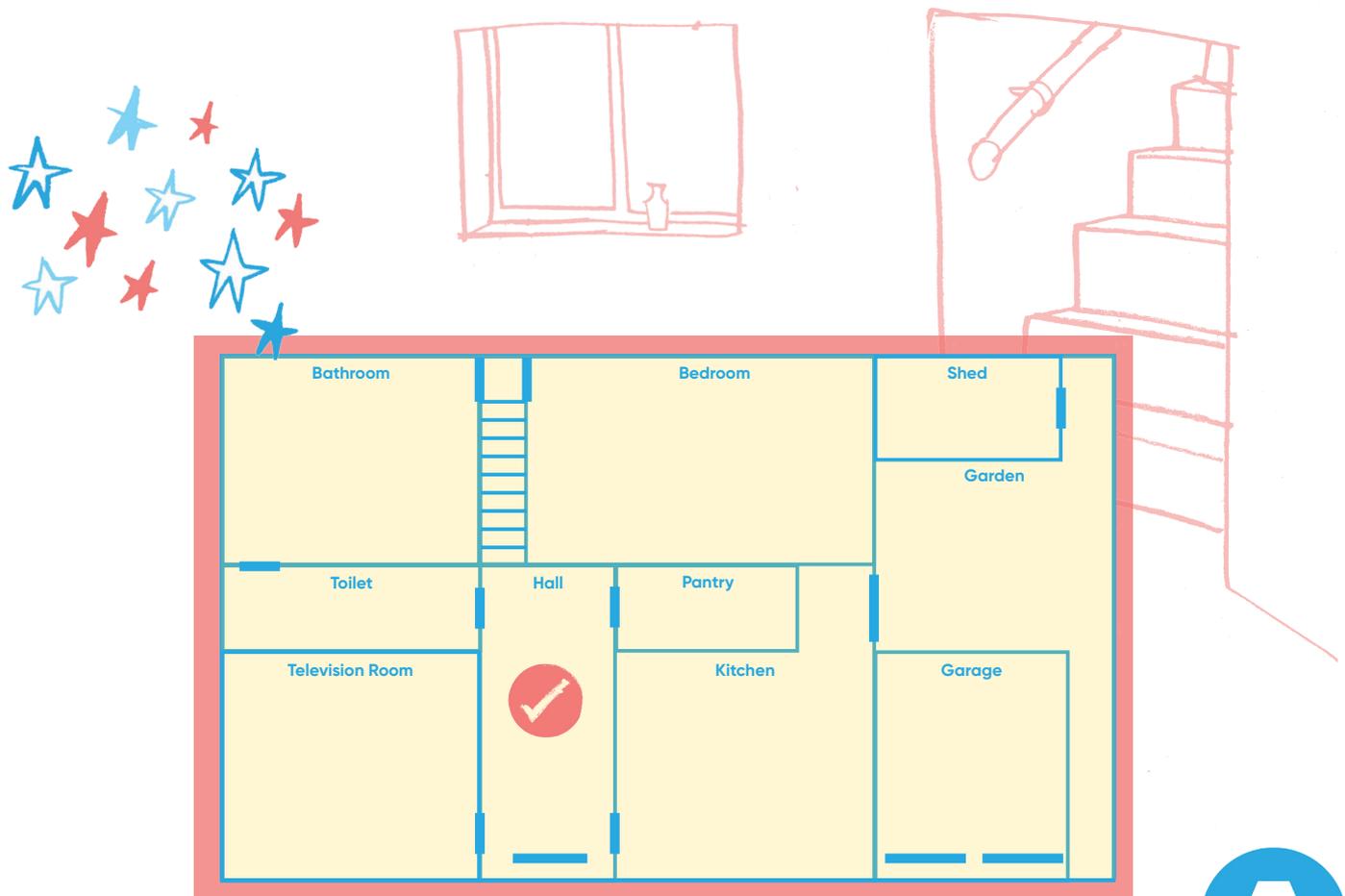
Having Fun in the Hall!



We don't really think of the hall as a learning space – but there are actually lots of opportunities!

There are four challenges here: one for children aged 4 – 6, one for those aged 6 – 8, one for those between 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!



Having Fun in the Hall!



Ages 4 - 6

Challenge 1: Literacy

Ask your child/children to imagine that Goldilocks is coming to visit. Talk about the character of Goldilocks – what sort of person is she? What message would they like to send to her on her arrival – a message that would make her feel welcome, but discourage her from some of her less thoughtful actions?

The challenge now is to design – and make – an appropriate **"Welcome"** sign for the front door!

We'd love to see your Welcome signs – so why not tweet pictures of them, using @AsCreatives and #FamilyConnect

Challenge 2: Maths

Stand or sit in the hall with your child/children – and ask them to find an example of a circle, recording (in words and/or pictures) their response. The challenge now is to independently identify four more examples of "geometry in action", recording their responses each time ...

- Two squares or rectangles ...
- Three triangles ...
- A cylinder ...
- A repeating pattern.

Note: this is a great way of helping your child understand that we are all surrounded by maths!



Having Fun in the Hall!



Ages 4 - 6

Challenge 3: Science

Explain that the first part of the challenge is to think about how different clothes are appropriate for different types of weather. Ask your child/children to go and find one item of clothing that will help most on a rainy day (wellingtons, for example). Once they have found something, discuss what features make the piece of clothing good for a rainy day. Tell your child/children to make a record of both the item of clothing and the type of weather (in words and/or images).

The next part of the challenge is for your child/children to think of four more types of weather – and identify appropriate items of clothing for each one (they should actually fetch the items, so that they can look at them closely). If they're struggling for ideas, of course, feel free to suggest the weather conditions yourself! Once again, all their responses and ideas should be recorded.

There's still one more layer to the challenge to go, though – because your child/children will have to return all the clothes to where they came from!

Challenge 4: History

Talk with your child/children about the concept of "the past" (or "history"!). The challenge is for them to find five different things in the hall that are older than they are. They should actually fetch the items, so that they can look at them closely; if your hall is tidier than ours, though, they can find items from elsewhere in the house that could reasonably end up in the hall!



Having Fun in the Hall!



Ages 6 - 8

Challenge 1: Literacy

Ask your child/children to imagine that Goldilocks is coming to visit. Talk about the character of Goldilocks – what sort of person is she? Knowing her past record of helping herself to things in other people's houses, ask your child/children to write down four House Rules – to support Goldilocks in being a better guest, while still making her feel welcome!

Challenge 2: Maths

Explain that this is a "sorting" challenge (actually, let's use the correct term – this is all about data handling!). Tell them to select ten different items from the hall, and bring them all together in one place (if your hall is tidier than ours, they can look in other rooms for things that might sometimes end up in the hall). The challenge now is to find five different ways of sorting the objects. They should record each methodology they come up with – and, for each one, which groups the different objects end up in.

There's still one more layer to the challenge to go, though – because your child/children will have to return all the items to wherever they came from!

Note: this is a great way of supporting your children in realising that mathematical problems don't always have "right" and "wrong" answers. Sometimes, it's all about deciding which is the most useful of a number of different "right" answers!

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



Having Fun in the Hall!



Ages 6 - 8

Challenge 3: Science

Explain that the challenge is to look at the different materials that make up the different types of footwear in the hall. Ask your child/children to pick five different shoes (ideally, these would be shoes you actually have – but if this isn't possible, ask your child/children to identify enough other types of footwear to get to five!).

Ask your child/children to select one of the types of footwear. Together, talk about what it is made from – and why those materials have been used for that particular shoe. For example, a running shoe is made of lightweight and flexible materials ... to make it easier to run faster and further comfortably.

There's still one more layer to the challenge to go, though – because your child/children will have to return all the shoes to where they came from! Tell your child/children to record the type of footwear and their thoughts about it, before thinking about the other four items in the same way (and recording their findings).

Challenge 4: History

Talk with your child/children about the concept of "the past" (or "history"!). Ask your child/children to imagine a child standing in the hall – but a child from a specific time in the past (the Victorian era, perhaps, or Tudor times – even the Stone Age!). What would that child's home have looked like? The challenge now is to draw a picture of that historical home!



Having Fun in the Hall!



**Ages 9
and over**

Challenge 1: Literacy

Ask your child/children to imagine that the stairs are in fact a time travelling portal. If you don't have stairs, any closed door will do! Explain that they can choose where in history or the future they would ask the stairs/door to take them. So – where would they go, and why? Explain that the challenge is to write a diary entry detailing their approach to the portal, how they are feeling – and what they see as the portal opens.

As an extension, allow your child/children to play a game of "make believe" to explore what happens when they go through the portal (you might even call this "role play" – and you might even decide to play along with them!). This, of course, will stimulate the next entry in the diary.

Note: this is a great way of demonstrating that the best writing is born from experience! We'd love to see the diary entries – so why not tweet them, using @AsCreatives and #FamilyConnect

Challenge 2: Maths

Ask your child/children to select any three objects to be found in the hall, together with a scarf. If your hall is tidier than ours, they can look in other rooms for things that might sometimes end up in the hall – and if there isn't a scarf in the house, a pair of trousers will do!

Lay the scarf (or whatever you're using) out so that it divides the hall into two, equal areas. Place the three objects in one of the areas, agreeing which one is A, which is B – and which is C. Explain that the challenge is to get all three into the other area – but obeying these rules ...

1. Only one object can be moved at a time ...
2. Someone must physically carry the objects between the areas ..
3. Object A can never be left alone with Object C ...
4. Object B can never be left alone with Object A.

Leave your child/children alone to tackle the challenge – and to work out the minimum number of moves they have to make!

Note: this is a great way of reinforcing your child's/children's understanding that problem solving is a key mathematical skill – even when there aren't any numbers involved!



Having Fun in the Hall!



**Ages 9
and over**

Challenge 3: Science

Explain that the challenge is to identify different forces that operate in the hall. Ask your child/children to spend some time in the hall and identify five different forces that are in play in the space. For example, there may be a drawer for gloves etc - what forces are in play when we open the drawer? This could be friction and/or applied force.

When they have identified five different forces in the hall (and how they operate), they should write their answers down.

Challenge 4: History

Ask your child/children to imagine that the front door opens – and a well known historical figure (either real or mythological) is standing there, observing social distancing, of course! Which five essential items would they have in their suitcase – and why have they chosen these? Ask your child/children to record their responses.



Having Fun in the Hall!



Family Challenge

Getting Started

This is going to take a little while, so you might want to gather somewhere that's a bit more comfortable than the hall! Explain that you're going to play a game together – but that there are a few jobs to do first ...

Resources

- Agree who is to undertake each of the following tasks – and set to work ...
- Locating paper and a pair of scissors ...
- Cutting five strips of paper for each family member ...
- Labelling the strips 1 – 5 ...
- Locating a different coloured pen/pencil/crayon for each family member ...
- Locating a container (a colander will do – or, if you don't have one to hand, a saucepan!)
- Locating a dice (if you don't have one, write the numbers 1 – 6 on separate pieces of paper, and place them in a second container ...
- If you don't have any stairs, locating ten tins/packets of food.

Once you have everything you need, settle back down together. Give each family member

(a) five strips of paper, labelled 1 – 5 ...

(b) a different coloured pen/pencil/crayon.

Make a note of who has which colour.

PSHE

You have two decisions to make as a whole family ...

1. Do you want to put a time limit on the game – or just keep going until it finishes?
2. What prize are you going to give to the winner? Exemption from a particular chore for a day always goes down well!



Having Fun in the Hall!



Family Challenge

Literacy

One family member is going to ask a question (or different people can take it in turns). After each question, everyone should write their answer down on the appropriately numbered strip of paper, fold it up – and place it in the container. People should answer honestly – and are allowed to write their own names down.

Question 1 – the Goldilocks Question: who is the greediest member of the family?

Question 2 – the Elves and the Shoemaker Question: which member of the family is the best at making things?

Question 3 – the Troll Question (from the Billy Goats Gruff): who is the noisiest member of the family?

Question 4 – the Gingerbread Boy Question: which member of the family is the best cook?

Question 5 – the Little Red Riding Hood Question: who is the most helpful member of the family?

Once all the questions have been answered, jumble them all up in the container. Then make your way into the hall – making sure you have the questions and the dice (or the numbered pieces of paper) with you. If you don't have stairs, lay out the tins/packets of food to make ten stations.

Speaking and Listening – and Maths!

One member of the family should draw, at random, a piece of paper from the container, making sure that no-one else can see it – and read out both the question appropriate to the number on it and the name of the family member who gave the answer (determined by the number). So you might say, "Who does Lola think is the greediest member of the family?"

The youngest member of the family now has to give an answer. If the answer is wrong, they stay where they are. If the answer is correct, they climb two stairs/progress by two stations. At this point, whoever asked the question rolls the dice (or picks, at random, one of the numbers marked 1 – 6) – and announces the number. The contestant now has ten seconds to complete a piece of mental maths – and to respond with an answer ...



Having Fun in the Hall!



Family Challenge

- 4 – 6 years: double the number ...
- 7 – 9: triple the number ...
- 10 – 12: multiply the number by seven ...
- 13 – 15: multiply the number by nine ...
- 16+: multiply the number by thirteen.

If the answer is correct, they move up one more stair/progress by one more station. If not, they stay where they are.

The process continues with the baton passing to the second youngest member of the family – and so on. The game will end in one of three ways ...

1. If you have agreed a time limit and reach it, whoever has progressed the furthest is declared the winner (or winners) ...
2. If you haven't agree a time limit, and one person reaches the top of the stairs/the furthest station, they are declared the winner ...
3. If you haven't agreed a time limit, and exhaust all the questions, whoever has progressed the furthest is declared the winner (or winners).

Crown the winner – and tidy up!

