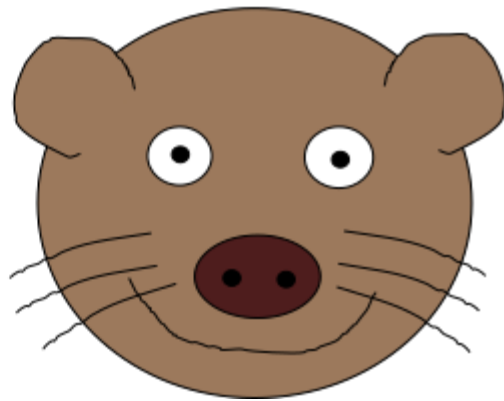
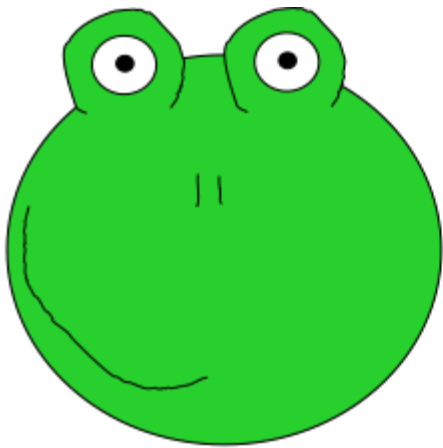


# Frogotter Primary Box Activity Book



© 2020 Morgan Electronics  
First Imprint Rosemary Morgan 2020

No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the publisher, except in the case of brief quotations embodied in critical reviews and certain other noncommercial uses permitted by copyright law. For permission requests, contact:

Frogotter  
Morgan Electronics  
4 Neeps Terrace  
Marshland St James  
PE14 8JT

[www.instagram.com/frogotter/](https://www.instagram.com/frogotter/)

Youtube : Frogotter

Please note that this kit is not a toy.  
It is a box of products intended for educational purposes  
in a pedagogical context under the surveillance of an adult instructor.

Please don't allow your child to play with the contents of this kit unsupervised.

The adult instructor should ensure they understand any potential hazards associated with the activities and determine whether they are suitable to use with the child under their care.

This kit contains small parts, which could be a choking hazard.

There is a small risk of burning if you short circuit the electronics kit, please take care.

## Introduction

The aim of this kit is to cover the National Curriculum for Key Stages One and Two. It is designed to be easy for any adult to facilitate, with very little preparation (you will need AA batteries to complete E039 - Electricity One, and E044 - Electricity Two; everything else is in the kit).

We very much hope that you will enjoy using this kit with your child.

The Frogotter Method of learning is centred on the Three R's: Relax, Relate, Repeat.

**Relax** - try to start the activity in a good mood yourself. Sit somewhere comfortable. Be encouraging and calm.

**Relate** - there are lots of opportunities during the activities to learn about each other. Children learn well if they are sharing their learning with an adult they trust. Bring your own relationship into the learning.

**Repeat** - learning takes time and repetition is incredibly helpful. All of the activities in the box are designed to be enjoyed several times. It is particularly important to repeat activities that your child finds tricky.

Some of the Extension Activities require additional items not included in the box, such as pencils and paper, tin foil or a torch. These activities are all optional, not required to cover the curriculum, but would help to consolidate learning.

We have tried to include equipment in the box that will be fun and engaging as well as educational. But, the most important resource is the adult working with the child. Children learn a great deal through conversation and play with adults. Much of the National Curriculum focuses on children expressing their ideas and listening to other people's ideas. The conversations that you have whilst completing the activities are a key component of education. You can model attentive listening and insightful questioning by taking an interest in your child's ideas.

Though it can be fun to have a bit of a challenge, attempting activities that are far too hard is likely to demoralise your child and not to help them master new skills. Pay attention to non-verbal cues as well as what they're saying, so that you know when things are getting too tricky.

It is, of course, fantastic to supplement any curriculum with trips, cooking, crafts, sports, and socialising. This kit is only intended to cover the basics. Supplement it with things that interest you and your child.

If you get a chance to read through the activities before attempting them with your child, that might make the activities run more smoothly. If you have any questions or find the instructions unclear, there's a Frogotter Youtube channel with the activities demonstrated. You might find it helpful to watch the short video with your child if you get stuck.

The activities are presented in an order that's intended to build skills as you work through them. Regardless of your child's age and ability, you should start at the very first activity and move on from there. All the activities are useful for consolidating learning. We have split them into three broad categories: Literacy, Numeracy and Exploring the World. There is some overlap, many of the activities are cross-curricula. To keep learning varied and interesting, you should work through all the sections in parallel. A typical start might be:

Day	Activities
One	L001, N001, E001
Two	L002, N002, E002
Three	repeat L001, repeat N001
Four	L003, N003, E003

It is best to leave a break between repeats of the same activity to avoid frustration and boredom. Try not to repeat an activity on the same day or the next day. Do a different activity and return to tricky ones after a couple of days. You can use the tracking sheets at the end of the book to help plan which activities to repeat and when.

### How to Use the Kit

- ★ Start slow. You might want to take a break after each activity.
- ★ Find somewhere comfortable - ideally with a flat surface to lay out all your equipment.
- ★ Read through the instructions and begin with the first one.
- ★ Try not to worry about getting everything 'right first time'. Exploring and making mistakes is a very important part of learning.
- ★ You need not complete all the steps of an activity at a sitting. Go as far as you can comfortably, then stop for the day.
- ★ When you've done an activity, fill in the record sheet (at the back of the book) so that you know how far you got.
- ★ You should try to repeat the activities a few days later. You might get a bit further on your second try. Or it might take four or five repeats before your child finds the games easy. Once your child can easily complete the activity, you're ready to move on.
- ★ It's more important to consolidate learning than it is to finish the book, so don't rush your child through the activities. Try not to set yourselves any deadlines or aim to complete any particular number of activities.
- ★ Success looks like children engaging enthusiastically, contributing their own ideas and questions, and incorporating some of the ideas into their own play. Academic progress will follow these signs.

### Using the Record Sheets

- ❖ Find the correct row for the activity you have completed. Fill in the date.
- ❖ There are three boxes after each date. You should tick to show whether your child found the exercise 'Hard', 'Fun' or 'Easy'.
- ❖ Finally, there is a column for noting the point in the activity at which you stopped.
- ❖ If your child found an activity 'Hard', you should aim to repeat it in a few days' time. Start at the beginning of the activity.
- ❖ If your child found an activity 'Fun', you should consider repeating the activity as a way of unwinding after you repeat a 'Hard' activity.
- ❖ If your child found an activity 'Easy', you might want to start from where you left off. If you have completed the entire activity and your child found it 'Easy', then you probably won't repeat it.
- ❖ Hopefully, after a few repetitions, you will be able to tick 'Easy' on activities that were originally 'Hard'.
- ❖ Try not to have too many ongoing activities at once, or you may find it hard to schedule repeats. Starting with three from each category is plenty. Introduce new activities as you complete the earlier ones.

# Literacy

L001  
Letter Families

Equipment:

Box of foam letters

White board

White board pen and eraser

- 1) Get one of each letter out of the box. Lay them out in the order of the alphabet to check they're all there. (You can use the Anatomy Sheet to match the order of the alphabet).
- 2) Look at the shapes of the letters and say their sounds together.
- 3) Sort the letters into groups, following the table below:

Curly Family	Tall Family	Tails Family	Sharp Family	Dots Family	Humps Family
a	b	f	v	i	m
c	h	p	w	j	n
d	k	y	x		r
e	l		z		u
g	t				
o					
q					
s					

- 4) Can you make any words using letters from only one Letter Family? For example the word 'age' only uses letters from the Curly Family.
- 5) Make your own groups of similar letters. Talk about why letters belong in a group together. What would you call your Letter Families? (NB. It doesn't matter how the children sort their letters, whether they sort them by sound, shape, or familiar words that they contain - the aim of this exercise is to look at the letters and talk about them together.)
- 6) Use the white board to write your letters in their family groups.
- 7) Can you make any words using letters from only one of your Letter Families?
- 8) Try sorting capital letters into Letter Families. Do you put the same groups of letters together?

Extension:

Using a ruler, you could make a table like the one above, to show the Letter Families that you have chosen, with their names.

If you have some colouring pencils, or crayons, you could try to make a picture using letters. Can you make one picture using each letter family?

# Numeracy

N001  
Investigating Scales

Equipment:

Frog Scales

Wooden Animals

- 1) Get out the Frog Scales. Pick any number from the plastic number shapes and put it on one side of the scale. Count how many frogs it takes to balance the scale.
- 2) Pick two numbers and count out how many frogs it takes to balance them both.
- 3) Put one of the wooden animals on one side of the scale, count how many frogs it takes to balance the wooden animal. Do you have enough frogs to balance all the wooden animals?
- 4) Take it in turns to put frogs on one side of the scale, and see if your partner can put down the right plastic number or numbers to balance the frogs.

Extension:

Find some small toys or items of stationary around the house. Guess how many frogs they will weigh, then experiment to see if you were right.



# Exploring the World

E001

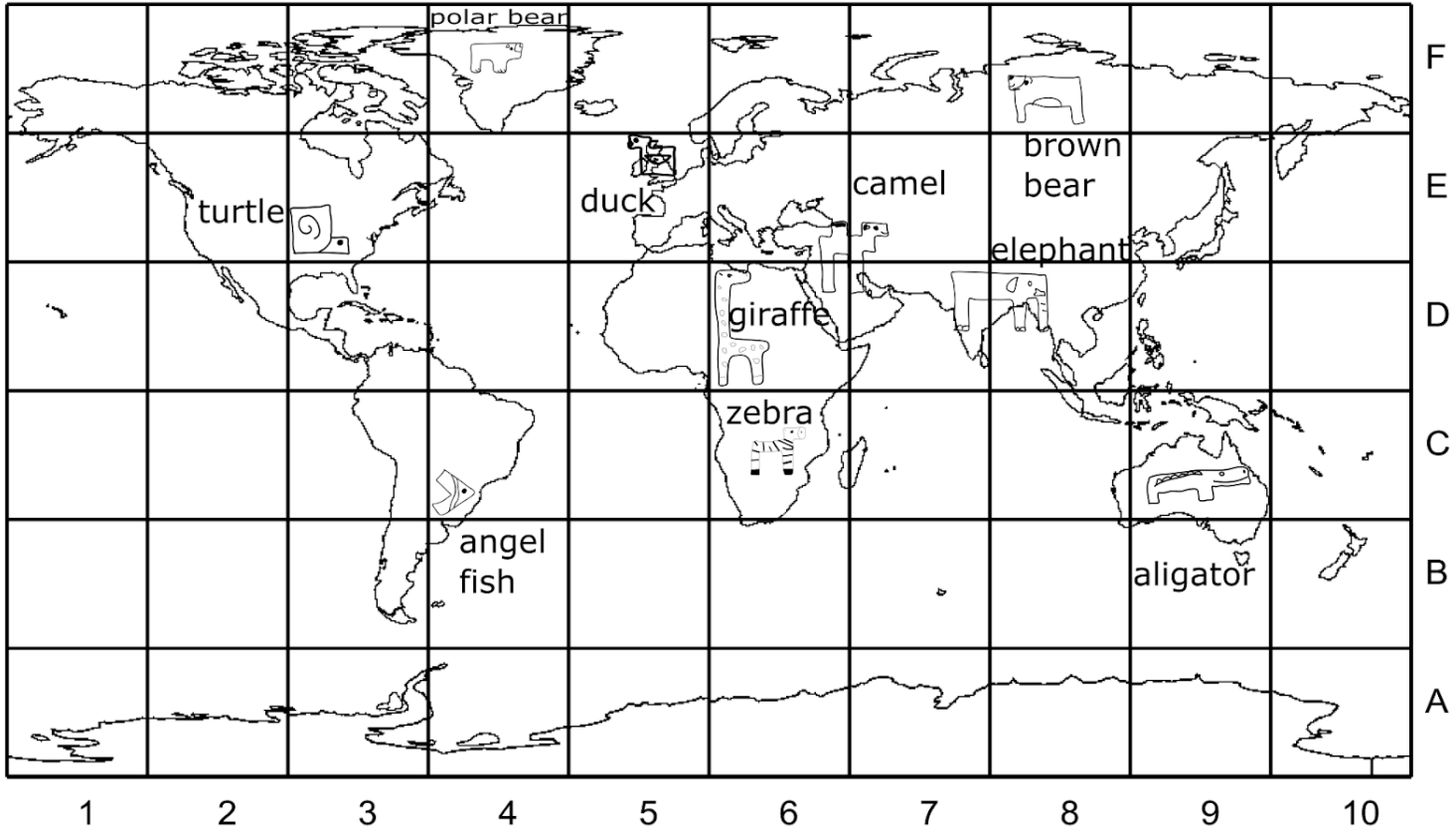
Getting the Animals Home

Equipment:

Wooden Animals

World Map

- 1) Look at the map below, it shows some of the wooden animals standing on their habitat. Put the wooden animals on your map.



- 2) Talk about where the animals are. Which animals are close together? Which animals are far apart?
- 3) Take the animals off the map, then try to put them back without looking at the map on this page. When all the animals are on your map, check this page again to see if you were right.

NB. There is some disagreement about whether the wooden animal in E3 is a snail or a turtle. Fortunately, both are common in North America.

Extension:

Go on the internet and see if you can find out more information about where the animals live. Can any of the wooden animals be found in other parts of the world?

If you have some toy animals at home, you could put them on the map too. Or you could draw some pictures of animals and lay them on the map to show where they live.

# Record Sheets





