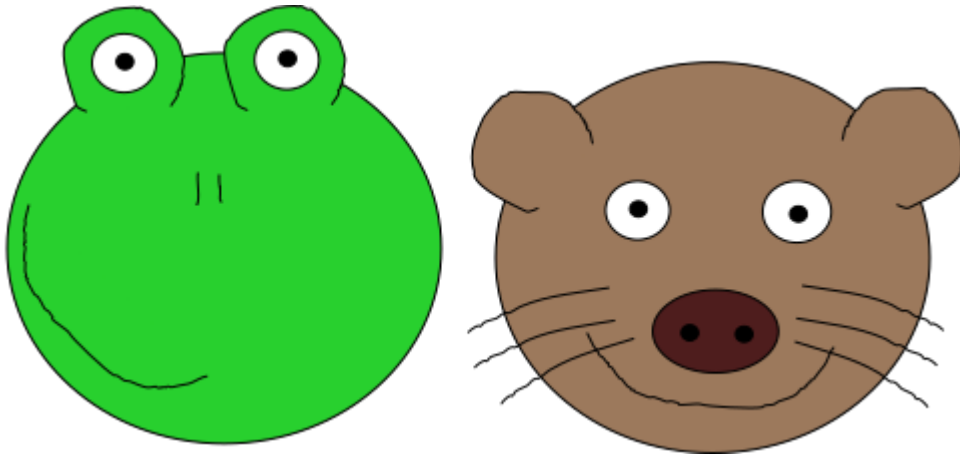


Frogotter Time Snail Activities



www.frogotter.co.uk

Introduction

I hope that you will enjoy using your Time Snail to explore the world with your child. This booklet contains a few ideas of activities that you can do with your Time Snail.

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. 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.

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 Froggottter Youtube channel with the activities demonstrated. You might find it helpful to watch the short video with your child if you get stuck.

Spot the Picture

- 1) Lay out the Time Snail sheet.
- 2) Can you find a boat?
- 3) Can you see a queen?
- 4) Can you spot a rocket?
- 5) Take it in turns to name things for your partner to find.

Extensions

Play this game with other books you own. Take it in turns to name things to spot in the illustrations. Then take it in turns to name letters for one another to spot. Try pointing at one 's' on the page and ask your child if they can find another 's'.

Make your own spotting picture. If you can, make a photo collage and spot family members and pets.

Roman Numerals

1. Look at the antenna of your time snail. There are two clocks on the end. One clock has the numbers that we usually use (Arabic Numerals) the other has the same numbers written in. Roman Numerals. Can you work out what the Roman Numerals represent by matching the clocks together? Which Roman Numeral represents twelve?
2. If you look closely, you might be able to see a bit of a pattern to the Roman Numerals. The first four are like tally marks I; II; III. But, the fourth is different, it's IV - one before V, which is five. Then the sixth is one after V: VI. When it gets to nine, it's written as IX - one before X, which is ten. Can you guess what thirteen would be?
3. Can you guess fifteen?
4. When you get to twenty, you start the next pattern; twenty is XX. Can you guess what twenty one is?
5. There are a few more special marks: L is fifty, C is one hundred, D is five hundred, M is one thousand. What number do you think this is: MDCLXVI?
6. Have a go at writing the year you were born in Roman Numerals.

Extension

If you have some clay or playdough, try to scratch the numbers one to ten in Arabic Numerals and in Roman Numerals with a skewer or the end of a paintbrush. Which one is easier to scratch?

Answers: In case you get very stuck, 12= XII; 13=XIII; 15=XV; 21=XXI; 1666=MDCLXVI.

Time Snail

- 1) This time snail represents the history of the world. The earliest part is in the centre of the snail's shell, we know the least about the time that's furthest in the past. As the spiral curves out, it gets wider; we have more information about the more recent past.
- 2) Take one finger and trace the path from the centre of the shell to the end, reading the different events that are mentioned.
- 3) Encourage your child to trace the spiral while you read the events again.
- 4) Talk about some of the events on the time snail. What happened after the Tudors? Can you find some things that happened before the Vikings?

Extension

Make your own time snail. Choose a period of time you know well, e.g. what you did last week, what happened in your favourite book. Draw a snail on a big piece of paper, start with the beginning in the centre of the shell and work outwards. When your snail is finished, tell the story to someone else, using the time snail to illustrate it. See if your listener understood the order of events by asking them some 'before' and 'after' questions.

Examining the Time Snail

- 1) Choose two pictures on the time snail and compare them. What differences can you see between them?
- 2) Now pick one of the following topics and find as many examples as you can on the snail: clothes, weapons, methods of travel, art. How has this topic changed over time? What were the first ones like? How were the next ones different? What are they like now?

Extension

Research, using books or the internet to find out more details about your chosen topic. Make a time snail of your own, focussing on your chosen topic. Choose a famous person from history and make a time snail of their life.