

A 5x6 grid board game with numbers 1 to 24. The board is divided into orange and green squares. The starting square is 1 (orange) with a bear trophy. The finish square is 24 (orange) with a bear trophy. The board contains several snakes and ladders. The numbers are arranged as follows:

Finish 24	23	22	21	20	19
13	14	15	16	17	18
12	11	10	9	8	7
Start 1	2	3	4	5	6

The board features the following elements:

- Snakes:** A grey snake on square 24, a green snake on square 19, a green snake on square 13, a green snake on square 10, and a grey snake on square 5.
- Ladders:** A yellow ladder on square 15, a yellow ladder on square 17, a yellow ladder on square 9, and a yellow ladder on square 4.
- Start/Finish:** A bear trophy on square 1 and square 24.

British Values

27th April – 3rd May

Respect

The government has asked us to stay at home and we must all respect what they say. Playing computer games will keep us busy and will also help us to learn whilst we are not in school.



Use this sheet to let a grown-up write down all your thoughts on this week's story.

- Do you play computer games at home?
- What can you play games on?
- What games do you play?
- Which is your favourite? Why?
- Why do you think people are spending more time on computer games at the moment?





POS
1/8
2:49.898

Laura Walker
Rodrigo Martinez

1,932

69%

- ★ Top 3 finish
- ★ Reach 125MPH

27th April - 3rd May

**What can we learn from
playing computer
games?**



Picture News

In the Early Years

Speaking and Listening

EYFS Framework: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Look at the Picture News poster: What can you see? What do you think this person is doing?

Discuss that this person is playing a video game.

Think about: Do you play video or computer games at home? What can you play games on? Discuss that games can be played using lots of different technology like tablets, phones or on games consoles. *What games do you play? What do you use to play your game? Which game is your favourite, why?*

It has been in the news that The World Health Organisation has joined together with video game companies to help get people to stay at home whilst we are in lockdown. People have been playing video or computer games at home a lot more since the coronavirus began.

Think about: Why do you think people are spending more time on computer games? What other games apart from computer games do you think people could play together at home?

Question: What can we learn from playing computer games?

Computer games can help us learn lots of different things. Look at the pictures on the **EY resource**.

Think about: What do you think each of these games teach you to do? What do you learn when you play the games you play?

Useful Websites

Topmarks

<https://www.topmarks.co.uk/maths-games/3-5-years/>

Crickweb

<http://www.crickweb.co.uk/Early-Years.html>

Being Imaginative: Can you design or make your own computer game character?

EYFS Framework: Creates simple representations of events, people and objects. Selects appropriate resources and adapts work where necessary.

Think about: Can you think of any computer game characters you know? (You could search the internet together for famous computer game characters.) Can you draw or make your own computer game character? Will it be a person/an animal/ a monster? What will your character do in his/her game? Where would you like your computer game to be? Could it be for e.g. in a beautiful garden, a jungle, in a house or on a desert island?

Resources: To draw: Paper, colouring pencils/crayons; To make: Junk modelling materials, glue sticks, tape, children's paint/brushes or any construction materials

Maths: Can you play snakes and ladders?

EYFS Framework: Realises not only objects, but anything can be counted, including steps, claps or jumps.

Talk about how we can also play other games, that are not computer games, at home to keep us busy and they help us to learn too.

Think about: Have we played snakes and ladders before? Where do we start from? Where do we finish? Can we take it in turns to roll the dice and move our counter? What happens if we land on a snake? What do we do if we land on a ladder? Can you count your number of jumps carefully?

Resources: Snakes and ladders game or see EY Additional Resource 2, dice, counters

Writing: Can you write some instructions for how to play snakes and ladders?

EYFS Framework: Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

Some people have never played snakes and ladders before! Can you help them learn how to play?

Think about: How do you play snakes and ladders? Can you write down the instructions? What things do you need to play? What do you need to do first? What happens if you land on a snake or a ladder? How do you win the game?

Resources: Instruction writing proforma (see EY Additional Resource 1), pencils, letter/sound mats

Outdoor: Can you make up your own throwing and catching game?

EYFS Framework: Shows increasing control over an object in pushing, patting, throwing and catching it.

We can also make up our own games that will help us to practise our throwing and catching skills.

Think about: What could we practise first, throwing or catching? What can we use to practise throwing/ catching? Where are we going to throw from/to? Should we mark where we need to start from? Do we get any points for where we throw to?

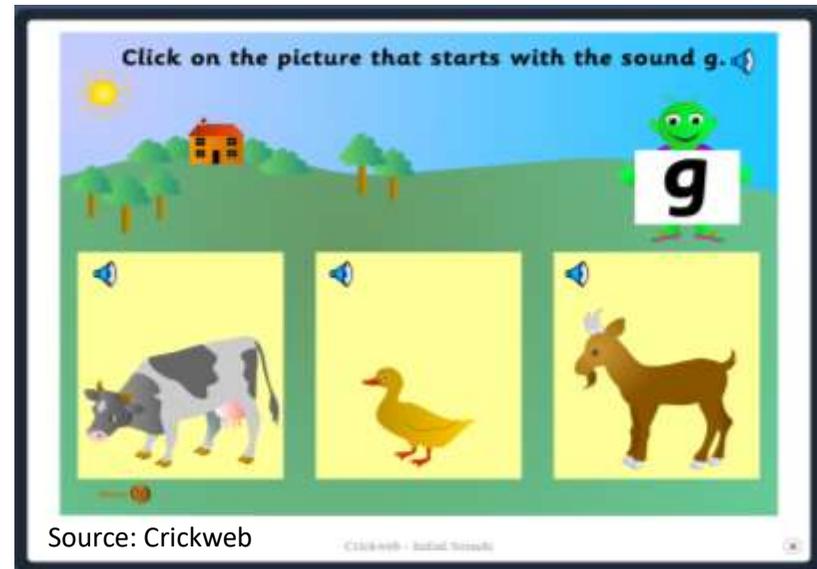
Resources: Soft balls or something else that is easy and safe to throw, buckets or drawn areas to throw to

EY Resource

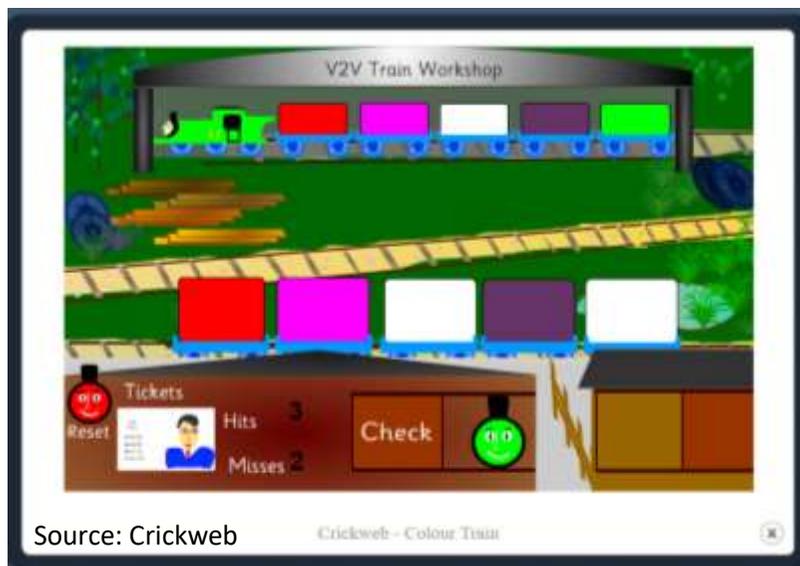
Look at the pictures below, which are taken from different computer games. What do you think these games teach you to do? What do you learn when you play the games you play?



Source: Topmarks



Source: Crickweb



Source: Crickweb



Source: Topmarks

 <p>Provision Area challenge:</p>	<p>Can you design or make your own computer game character?</p>
<p>Provision Area:</p>	<p>Making Area</p>
<p>EYFS Framework:</p>	<p>Creates simple representations of events, people and objects. Selects appropriate resources and adapts work where necessary.</p>
<p>Key Questions (for adults supporting play):</p>	<p><i>Can you think of any computer game characters you know? (You could search the internet together for famous computer game characters). Can you draw or make your own computer game character? Will it be a person/an animal/a monster? What will your character do in his/her game? Where would you like your computer game to be? Could it be for e.g. in a beautiful garden, a jungle, in a house or on a desert island?</i></p>
<p>Key Vocabulary:</p>	<p>computer character, design, make, internet, person, animal, monster, live, home, play, hide, garden, path, road, jungle, desert island</p>

 <p>Provision Area challenge:</p>	<p>Can you play snakes and ladders?</p>
<p>Provision Area:</p>	<p>Maths Area</p>
<p>EYFS Framework:</p>	<p>Realises not only objects, but anything can be counted, including steps, claps or jumps.</p>
<p>Key Questions (for adults supporting play):</p>	<p><i>Have we played snakes and ladders before? Where do we start from? Where do we finish? Can we take it in turns to roll the dice and move our counter? What happens if we land on a snake? What do we do if we land on a ladder? Can you count your number of jumps carefully?</i></p>
<p>Key Vocabulary:</p>	<p>board game, play, take turns, roll, dice, snakes, ladders, up, down, start, finish, jumps, counter, count, land</p>

 <p>Provision Area challenge:</p>	<p>Can you write some instructions for how to play snakes and ladders?</p>
<p>Provision Area:</p>	<p>Writing Area</p>
<p>EYFS Framework:</p>	<p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>
<p>Key Questions (for adults supporting play):</p>	<p><i>How do you play snakes and ladders? Can you write down the instructions? What things do you need to play? What do you need to do first? What happens if you land on a snake or a ladder? How do you win the game?</i></p>
<p>Key Vocabulary:</p>	<p>instructions, play, snakes, ladders, first, then, next, rules, you need, roll, dice, counter, up, down, start, finish</p>

 <p>Provision Area challenge:</p>	<p>Can you make up your own throwing and catching game?</p>
<p>Provision Area:</p>	<p>Outdoor Area</p>
<p>EYFS Framework:</p>	<p>Shows increasing control over an object in pushing, patting, throwing and catching it.</p>
<p>Key Questions (for adults supporting play):</p>	<p><i>What could we practise first, throwing or catching? What can we use to practise throwing/ catching? Where are we going to throw from/to? Should we mark where we need to start from? Do we get any points for where we throw to?</i></p>
<p>Key Vocabulary:</p>	<p>throw, catch, long, short, nearer, further, next to, harder, softer, land, from, to, start, points</p>