

fun school

Instructions and Parent/Teacher Guide

- ▶ Atari ST
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for the Under 5s

fun school 3 under 5's

WELCOME to the Fun School 3 package for children under five years of age. Following the outstanding success of Fun School 2 we are proud to present six brand new games that will delight, entertain and, most of all, educate your child in a wide range of skills. They are all designed with the guidelines laid down by the National Curriculum in mind so your child will be well prepared for entry to a school.

Fun School 3 is all about learning, so until your child is sure of a game's objectives and the keys to be used, it is vital that he or she receives supervision whenever a new program is loaded. This will greatly reduce the possibility of frustration and tears at a later date. In fact you will be surprised by the speed at which children understand the ideas behind each program.

Fun School 3 features a wide range of impressive sound effects which not only make the games more fun to play, but also serve to distinguish between right and wrong answers.

Operation is confined to a minimal number of keys to make it as easy as possible for children to play the games - see the table opposite for details of the function of each key for your particular computer. The only additional keys used are in Counting which requires numeric input. To simplify things further you could apply coloured stickers to the major keys.

It is important that young users are taught the ground rules at an early stage:

- ▶ No poking little fingers, or Ghost Busters' proton packs, into sockets and disc drive openings
- ▶ Do not touch the power switch
- ▶ Soft drinks, sticky buns and the like are a no-no.

Where appropriate, each program begins at the lowest level of difficulty and, in most cases, will progress to higher levels in response to the child's achievement. But by pressing the **Levels** key (see table opposite), you can move immediately to the next level.

Children of any one age group can have widely differing abilities. Fun School 3 has been designed to cater for as wide an ability range as possible within its Under 5 target group. On the lower levels some games can be operated quite comfortably by a child of two or three, while others may still prove taxing to a six-year-old, especially at the higher levels. You will probably find that your children's favourite choice of program changes over a period of time as new skills are acquired.

This manual gives simple instructions for each game. They are intended to be read out aloud to the children. Towards the end there are separate parent/

teacher notes to highlight a game's objectives and make suggestions for further activities.

the keys

The following table shows the functions of all the keys used in Fun School 3, across a range of computers:

Computer	Move	Confirm	Exit	Levels	Move in (Gallery)
Amiga	Space	Return	Esc	F10	Arrows
BBC	Space	Return	Esc	F 9	Space
C64	Space	Return	Run/Stop	F1	Space
CPC464/6128	Space	Enter/Return	Esc+Esc	Keypad 9/F9	Arrows
PC	Space	Return	Esc	F10	Space
Amstrad PCW	Space	Return	Alt/Stop	Paste	Space
Spectrum	Space	Enter	Sym shift Q	Sym shift O	Space
ST	Space	Return	Esc	F10	Arrows

For the purpose of these instructions, all references to pressing the **Return** key refer to the **Enter** key if you have a Spectrum or Amstrad CPC464.

On the Amiga and ST the mouse can be used to simulate the following keys:

Return
Spacebar

Left button
Right button

Under 5s

the programs

Matching

Help BigTeddy's little friend to climb the tree and get the penny. Press the **Spacebar** to move the flashing square to one of the coloured shapes then choose it by pressing **Return**. After this use the **Spacebar** to move to the shape that matches the one you've chosen and press **Return** again.

If you are right, there is a happy sound and Big Teddy's friend climbs the tree. If you are wrong, there is a sad sound and you'll have to try again.

When Big Teddy's friend reaches the penny he will drop it into his piggy bank.

Actions

Teddy wants to play, so let's have fun finding out what he can do. The words at the bottom of the screen will make Teddy do different things.

Press the **Spacebar** until the word that you want is flashing and then press **Return**. Teddy will do what the word tells him to do. Choose another word and Teddy will do something else.

Even if you can't read a word, just try different ones. You'll soon find out what each word does.

On the hardest game (level 4) you have to find the word that says what Teddy is doing. Press the **Spacebar** until the word that you want is flashing then press **Return**.

If you are right, part of Teddy's new house will be built in the garden. If you are wrong, a piece will disappear. After each turn press a key to continue. When you have done this you are ready to guess the next word.

Gallery

Teddy has been very naughty and has moved the labels from the pictures in the Art Gallery. Now he's run away and you have to hang the right labels below the pictures.

Using the **Move** key(s), indicate the label that you want to use and press **Return**. Now move the label to the dark shape below the correct picture and press **Return** again.

If you are right, the computer will make a happy sound. If you are wrong, you will hear a sad sound and should move the label to another picture.

Counting

Teddy wants his supper and if you can do some counting he can have some honey.

At the bottom of the screen a caption tells you what to count. Don't worry if you can't read this as the little box in the corner of the screen shows you a picture of what to count. You might have to count Teddies, trees, flowers or something else. When you have counted how many there are, press the appropriate number on the keyboard and then press **Return**. If your computer has a separate keypad, you might find the numbers on this easier to use. The PCW requires you to press and hold the **Extra** key first to enable the use of the keypad.

If you are right the computer asks you to count something else. If you are wrong you will see the computer count them and you can try again. Once you've got a few answers right Teddy will climb up one of the stairs towards the honey.

Letters

Teddy and his friends have gone to the fair. They all want some ice cream, but first Teddy must ring the big bell and for this he needs your help.

All you have to do is find the letter that looks like the one in the big rectangle. You do this by pressing the **Spacebar** until you have found the right letter; you then press **Return**.

If you are right, Teddy will swing the hammer and light up one of the squares on the pole. After six right answers the bell will ring and one of Teddy's friends will get an ice cream.

Painting

Teddy wants to draw a picture and needs you to help him to paint the farm.

He asks you what colours (shades on the Amstrad PCW) he should use and you tell him by pressing the **Spacebar** until the colour that you want is flashing at the bottom of the screen. Press **Return** when you have chosen the colour/shade.

After you have coloured the picture you can add some animals. Teddy asks you how many you want and shows you some numbers. Press the **Spacebar** until the number that you want is flashing and press **Return**. On most computer formats you can now colour the animals in the same way you coloured the picture and also colour the tractor.

notes for parents and teachers

Fun School 3 has been designed to take full account of the new National Curriculum. This outlines much of the core material which will now be taught in schools. The lowest level of study is called Key Stage 1 and is intended for children below the age of 7. Although this package has been produced, in the main, for children of pre-school age, some aspects of Key Stage 1 (in Mathematics, English and Information Technology) are introduced. It is naturally expected that the skills covered in Fun School 3 will be reinforced in other ways (a number of suggestions, or further ideas are given in this manual).

Fun School 3 is a highly versatile package. Because most games can be played on a number of levels it lends itself to a wide age and ability range. The programs can be used to introduce very young children to colours, shapes, letters, numbers and so on. They will help four year-olds to acquire important early learning skills. Slightly older children will be able to use the games in this package at their highest levels to supplement more formal classroom studies.

Some important words of advice: Young children achieve most when they are able to learn at their own pace. Learning should be fun. Do not expect too much from any child. Give praise where it is due and try not to be critical of what may appear to be silly mistakes.

Matching

In Matching the children have to identify not just pairs of shapes but shape pairs of the same colour (shaded on the Amstrad PCW). As no knowledge of the names of shapes or colours is required, the game can be played by very young children with minimal assistance. With older children the game can be used to encourage colour and shape recognition.

There are three levels of difficulty but the computer does not automatically progress up the difficulty scale as with the other programs. Press the **Levels** key (see page 3) to progress between levels.

Further ideas

- ▶ When first using the program, encourage the children to describe their matches. Very young children may need the shapes and colours to be described for them. This will help in shape and colour recognition.
- ▶ Use the shapes in the game to make a series of Snap cards. You (or the children) should produce 12 cards for each shape. Colour three of each red, three blue, three yellow and three green. When playing with the cards, instead of saying *snap!* shout out the colour and shape to win the pile - for example *blue square*.

The three levels of difficulty are as follows:

Level	Number of shapes
1	6
2	12
3	18

Actions

At first glance this game may appear to be one of the most complex inclusions in this Fun School 3 package. Yet children as young as two may begin to recognise the shapes of words, and associate them with their corresponding actions.

Levels 1 to 3 can be played on a purely fun basis. Young children will soon learn to associate the verbs with their corresponding actions. Only when children have acquired reasonable word skills (the ability to recognise at least some of the verbs) is it recommended that you allow them to progress to level 4.

To move the program to the higher levels press the **Levels** key.

Further ideas

In this program, the child is controlling Teddy. The idea of control is an important one within the National Curriculum in Information Technology. It should, however, not be introduced overtly. Here are a few ideas:

- ▶ Once the children have mastered the idea of changing Teddy's actions using the **Spacebar** and **Return** key they can use the program to develop stories. In the case of younger children, a story can be told as Teddy's actions change. First you can tell the story in response to actions selected within the game (keep it fairly active and finish with Teddy falling asleep because he is tired). Then let the children take over telling the story. You can even alternate the storyline between yourself and the children. Furthermore, you may find it appropriate to change Teddy's actions in response to the story or vice versa.
- ▶ With older children control can be used as the foundation of a game. If there is room near to the computer (be absolutely sure that there is!) this game could be carried out with the program. One child selects an action for Teddy and one or more friends have to carry out the same action. The friend's actions will change only when Teddy is instructed to change. Of course, the program is not an essential aspect of such a game which could be played

(more safely!) in an open space with one child shouting out commands and others following them.

- ▶ After such games, the children could be asked to discuss control along such lines as:

Who tells Teddy what to do?

Does Teddy always do what you tell him to do?

Can Teddy do lots of things or can he only do a few things?

Can you think of any toys that you control like Teddy?

- ▶ The final point will allow a comparison of verbal instructions (such as those used in the program) and other types of instructions, like those used with a remote-control car or a toy robot.

Actions provides a number of linguistic ideas:

- ▶ Encourage the children to think about the way that the action (for example *jumping*) differs from the root verb (*jump*):

What would you say to make Teddy jump?

Jump Teddy.

Now, what is Teddy doing?

Teddy is jumping.

- ▶ Write out a few of the actions and their root verbs. By comparing these the children can be encouraged to see that all the action words end in *ing*. As a further exercise (with older children) look at the way that the verbs are constructed. Some are created by just adding *ing* to the root word, such as *jump* and *jumping*. Others may gain letters (an extra *p* when forming *skipping* from *skip*) or lose letters (an *e* from *wave* when forming *waving*).
- ▶ Make a list (with the children) of Teddy's actions. Ask them to think of other actions that Teddy does not do that can be added to the list (keep it brief and simple!). Encourage the children to make up a story using as many actions from your list as possible.
- ▶ At the bottom of a plain sheet of paper draw three bold lines about 3 cm apart. On the top of these write clearly and boldly (in lower case) a statement such as: *teddy is sleeping*. Encourage the children to draw and colour a picture to illustrate the statement and copy your writing to the remaining two lines.

The actions covered in the game are: Dancing, eating, hopping, juggling, jumping, listening, playing, reading, sitting, skipping, sleeping and waving.

These may vary slightly across the range of computer formats.

The four levels of difficulty are as follows:

Level	Action
1	Five actions available
2	Five constantly changing actions visible from a total of 12
3	Ten constantly changing actions visible from a total of 12
4	Find the verb that describes what teddy is doing

Gallery

Gallery is designed to help children learn to associate word shapes with the appropriate pictures. On machines that use arrows to move the cursor around the screen, young children may, at first, require some help with this, and may need to be reminded to press **Return** at appropriate points in the game.

Some children may be determined to fit a word precisely into the space available for it. This could be extremely frustrating! You should remind them that when a space begins to flash, they can use **Return** to fix the word in place. (ST, CPC and Amiga only)

Further ideas

As all the words that appear in Gallery also appear in Counting and Painting, many of the ideas suggested for these games are equally appropriate here. It is suggested that Gallery is used in one of the following ways:

- ▶ It could be used before Counting or Painting as an introduction to the 14 words in its vocabulary. This option is most likely to be used with slightly older children where a more formal approach to word recognition is thought to be desirable. Children will concentrate on the words to a greater extent in Gallery as there is less to distract them from this objective.
- ▶ The game could be used to revise words already encountered in Counting and Painting. It is thought that younger children would benefit most from this approach, first using games which cover a diversity of skills before tackling word recognition as an individual skill.

If, on your computer, control is by the **arrow keys**, encourage the children to consider the names of the directions that they use. As the children press, say, the **right arrow key**, encourage them to state in which direction the cursor is moving.

The words used in gallery are: Barn, cake, cloud, cow, cup, flower, hen, house, pig, sheep, teapot, teddy, tractor and tree.

The four levels of difficulty are as follows:

Level	Number of words and pictures
1	One word and one picture
2	Two words and two pictures
3	Three words and three pictures
4	Four words and four pictures

Counting

Counting is one of the more flexible programs in this Fun School 3 collection. Look at it closely and you will find that, in addition to counting, it covers:

- ▶ **Number recognition:** Having counted any objects, the children must then recognise and press the correct number key.
- ▶ **Word recognition:** You can point out that the final word at the bottom of the screen is indicating what to count.
- ▶ **Plurals:** Whereas most of the words are made plural with the addition of a letter s, you can highlight *Teddies* as an example of an exception to this rule.
- ▶ **Object groups:** When counting trees and flowers, the shapes and colours displayed on the main picture are not always identical to the object in the box, but they are still trees and flowers.

As suggested in the Program Notes, if your computer has an additional keypad, encourage the children to use it. Not only are these keys easier to reach, they are also visually easier to recognise.

One important point to note with Counting is that a single wrong answer will, on that occasion, prevent Teddy from climbing the stairs - he will just stubbornly sit there. This may seem a little harsh, but the effect of any reward is diluted if Teddy climbs the stairs regardless of the accuracy of the child's answer.

Further ideas

Counting and number recognition:

- ▶ It is essential that very young users receive adult help when first playing this game. You should point to the object and count the number aloud with them. The number can then be located on the keyboard (or keypad) by again counting out loud through the digits until the correct number is arrived at. Children should soon be able to repeat this process for themselves.

- ▶ You could draw simple objects from the game onto a sheet of paper (you don't have to be a Rembrandt to draw a few clouds or trees!) and encourage the children to count the number of each type of object. Once they have arrived at the correct answer they could (at first with assistance) write in the number of objects at the bottom of the sheet. The picture could, finally, be coloured with crayons.

Word recognition:

- ▶ When playing the game, make the children aware that the word of the objects to be counted appears at the bottom of the screen. You could first read the caption out loud to the children. After they have been made aware that a picture also appears in the corner of the screen, encourage them to read the caption aloud themselves (at first they will base *how many?* on memory and the object description on the picture). As they progress with the game they should begin to associate the shape of the word with the picture. At this stage it should be possible to cover up the bottom left corner of the screen, encouraging the children to read the word rather than use the picture.
- ▶ Make large bold flash cards for each of the objects used in the game. Ask the children to draw large pictures for each of these objects and colour them in (children may need help to produce reasonable pictures). Lay out the pictures and present the children with each flash card. Ask them to read the word and place it on the appropriate picture. You could, finally, encourage them to carefully copy the word from the flash card to the picture.

Object groups:

- ▶ While playing the game, encourage the children to look at the shape and colour of each object. Get them to look for similarities and differences between each object with the same name.
- ▶ Collect a number of objects (maybe a few coins, a few building bricks, some cutlery and so on) and ask the children to sort them out into groups. Discuss with them why each object has been placed into each group. You could extend this idea to a family visit to the seaside where the children could collect pebbles, sea shells and so on.
- ▶ Encourage the children to draw a picture with, say, *four different cars* or *three different flowers*. Again, encourage them to talk about similarities and differences between the objects.

Finally:

- ▶ As a special reward for completing this game, let a group of children play the game for real. The scene can be repeated in a garden or park. The children will simply be involved in a picnic. Allow them to bring Teddies along if they wish to. Have a simple game at the beginning of the picnic where the children (either one at a time or together) are asked *How many ...?*

The nouns used in Counting are: Cake, cloud, cup, flower, teapot, Teddy and tree.

On the Amiga and ST versions, at any point during the game you can flip between the picnic scene and the one with Teddy on the stairs by pressing the * key on the numeric keypad.

The three levels of difficulty are as follows:

Level	Numbers
1	Up to 3
2	Up to 5
3	Up to 9

Letters

Letters deals with the recognition and matching of all combinations of upper and lower case letters. On the first two levels the children have to recognise and match identical letters of either upper or lower case. Levels 3 and 4 involve the more difficult task of matching upper and lower case variants of the same letter. The rules are simple:

- ▶ There are three turns per level. A turn ends when one teddy receives an ice cream.
- ▶ Letters are introduced in the groups A to M, N to Z, and finally A to Z.

Further ideas

This game can be played with the minimum of assistance to introduce the shape of each letter which makes up the alphabet.

You may wish to carry out some, or all, of the following sequence of suggestions in order to introduce young users to the names (sounds) of each of the letters. Most teachers now use the phonetic alphabet to name letters and only when this has been fully mastered is the standard alphabet introduced. It is strongly suggested that you use the same approach when naming each of the letters. This alphabet is listed below.

- ▶ With young children confine play to level 1 at first. (If the game moves beyond this level, you can move through the other levels, returning to level 1, using the **Levels** key.) For the first few sessions allow the children to concentrate on matching the shapes of the letters. Do not worry, at this stage, about using the names of the letters. Let the children become used

to playing the game and familiar with the shape of each letter.

- ▶ When they have become reasonably proficient at the game, read out the name of the letters that have to be matched. Spend some time over this, possibly pointing to the letter and asking the children to repeat the name. Furthermore, suggest that they point to the match on the screen (from the two rows of letters at the bottom of the screen) and again repeat the name of the matching letter. As they use the **Spacebar** to arrive at this letter, you may wish to read out the name of each letter as the cursor moves over it.
- ▶ As the children become familiar with certain letters ask them to read out the names of letters to be matched and, possibly, the name of each letter as they search through the alphabet.
- ▶ After developing an understanding of lower case letters, allow play to progress to level 2. At this stage, you should point out that the relative position of, for example, A is the same as a and that the former is simply a *big* version of the latter. To reinforce this idea you could use various *landmark* letters which are virtually the same in upper and lower case: C, I, J, K, M, O, P, S, U, V, W, X, Y and Z.

You might also consider helping the children to produce a large wall-chart. Draw onto it 26 boxes. With the game at level 1 copy each of the letters, in order, onto the chart so that each occupies no more than half of each box. Press the **Levels** key to progress the game to level 2. Again, copy out the (now upper case) letters into the remaining halves of their relevant boxes. Colour the letters using crayons. This chart will be of particular use as the children progress to the higher levels of the game. (As an alternative a number of excellent charts are available from bookshops and educational suppliers).

- ▶ Allow the children to play through the game on level 2 in much the same way as they approached level 1.
- ▶ Once they have mastered the lower levels of this game, you should allow them to play levels 3 and 4 at their own pace. It is suggested that the chart made above be pinned onto a wall near to the computer.

Other ideas that could be carried out with Letters include:

- ▶ Encourage the children to copy letters from those on the screen to sheets of paper. Using different levels of the game it should be possible to copy upper and lower case variants of the same letter onto single sheets. Using these sheets you could encourage the children to think of words that have the same *beginning sound* - the sound of the letter. They could then draw a picture of an appropriate word onto the sheet.

- Think about adding sounds of individual letters and writing these down. In this way you can form simple words which will encourage the rudiments of reading. Initially, use the words that are encountered elsewhere in this package. Again, after the children have written the word they could produce a drawing to illustrate it.

The Phonetic Alphabet

The phonetic alphabet names each letter in terms of the sound that it makes in many commonly encountered words:

Letter	As in	Letter	As in
a aa	apple	n ner	nose
b ber	bear	o ow	orange
c cer	car	p per	parrot
d der	dog	q qwa	queen
e ee	egg	r rer	rainbow
f fer	fish	s ser	soap
g ger	goat	t ter	teddy
h her	house	u ua	umbrella
i ei	ink	v va	van
j jer	jug	w wi	window
k ke	king	x ex	x ray
l ler	lip	y yer	yacht
m mer	mummy	z zer	zebra

The four levels of difficulty are as follows:

Level	Letters to match
1	Lower case
2	Upper case
3	Lower to upper case
4	Upper to lower case

Painting

Painting is about offering children choices. They will use their imagination to colour and add to a picture. A farm with a normal colour scheme is displayed when the game begins and the screen is wiped clean. The game then offers a series of choices that will affect the final outcome.

There are no right or wrong answers, so this program can be used by the youngest of children. In fact, you will be surprised how much hilarity can evolve from such a simple game.

Further ideas

- ▶ Painting further enhances the vocabulary used in Fun School 3. As such, the words used lend themselves to the flash card/picture exercise described under *Counting: Word Recognition*.
- ▶ Get hold of some sheets of paper which are the same colours as those used in the game. Cut out the shapes of the objects used in the game in various colours and have the children construct a scene similar to the one on the screen. Using a backing sheet they can produce a changeable farm yard scene. Alternatively, the objects can be stuck down for display.
- ▶ Encourage the children to copy individual objects from the screen and colour their drawings with crayons. Write an appropriate title such as *a pink barn* on a separate sheet and have them copy these words (possibly with assistance) to the drawing.
- ▶ You can use the game to indicate simple differences between plurals. When the children choose two or three animals, the plural appearing when the colour is requested is generally the word with an added *s* (cows, pigs, and so on). There are exceptions to this: *Sheep* is both singular and plural. At the stage of the game where animals are added to the picture, ask the children to look out for how plurals (*words for more than one*) are made up.
- ▶ While playing the game, discuss with the children the colours that we see in the four seasons. Summer is easy to represent within the farm scene. Suggest that the children try to produce a Winter scene (snow may cover most things white). They could then attempt Spring and Autumn.

Painting's vocabulary is:

Colours:

Amiga/C64/CPC/ST:	Blue, brown, green, orange, pink, red, white and yellow.
BBC:	Blue, white and yellow.
PC:	Blue, brown, green, grey, pink, red, white and yellow.
Amstrad PCW:	8256/8512 - shades of green. 9512 - shades of grey.
Spectrum:	Blue, red, purple, green, yellow and white.

Animals: Cow, hen, pig and sheep.

Other nouns: Barn, door, grass, house, roof, sky, sun, tractor and window.

There are no levels of difficulty used in Painting.

Tape counter

For the convenience of tape users we have included the following chart to help you pinpoint the exact location of each game on your Fun School software. To use it, rewind each tape to the beginning and reset the counter on your cassette player to zero. As you come to the start of each program, make a note of the counter reading so that on a future occasion you can fast forward to it.

Program	Tape counter Side 1	Tape counter Side 2
Matching		
Actions		
Gallery		
Counting		
Letters		
Painting		

Note for Commodore Amiga users:

If you have an unexpanded A500 you'll find that the Amiga will need resetting after quitting from the games. This is due to the way that the Amiga uses its memory and can be solved by purchasing a memory expansion board which slots easily into the underside of your computer.

Credits:

Project Management team: Chris Payne, Peter Lee and Richard Vanner
Program design: Bob Hamilton, Ian Cheshire, Peter Davidson and Chris Payne
Atari ST version: Programmed in STOS Basic by Bob Hamilton (graphics by Ian Cheshire), and compacted using STOS Squasher
Amiga version: Converted from STOS to AMOS by Peter Hickman and Simon Cook
BBC version: Converted by Steve Turnbull
C64 version: Converted by Mark Healey
CPC version: Converted by Chris Price
PC version: Converted by Stephen Nunn
PCW version: Converted by Chris Sadler
Spectrum version: Converted by Mick Garlick and Christian Pennycote
Packaging Design: Wendy Mellor
Paste-up and typography: EIS in Dewsbury
Printing and packing: Millets and Multipac in Leeds
Instructions: Jon Revis, David Redpath and Alan McLachlan
Testing: Andrea Hamilton, Laura and Gail Blincow, Thomas and Rachel Quesnel, Peter and Kate Barratt, Lee, Robin and Beverley Meakin, Alex Blagg, Lee Fahy, Peter Lee, Richard Vanner and the children at Bebington House School in Chislehurst