

**Episode:
BARREL OF
LAUGHS**

Opportunities offered for curriculum development/reinforcement

**Links to
website
activities**

**Examples of
educational
values and**

Principal curriculum areas covered: PSED; KUW

Personal, social and emotional development

values and principles.

Demonstrates the value of diversity – how everyone’s strengths and talents are different but equally useful.

Valuing self and others (similarities and differences)

Emotional knowledge and understanding (managing feelings of impatience/ delaying gratification)

(understanding feelings)

Developing persistence

Bodkin and Ruddle are in the boat with Yam Yam on their fishing trip. Explore how they are different, for example comparing Bodkin’s calmness (‘You have to wait’; ‘As long as it takes’) with Yam Yam’s impatience (‘Are we there yet? Are we there yet?’; ‘I can’t wait to start fishing – what is fishing?’; ‘How much longer?’). How do the children know that Yam Yam is impatient? Link this to the children’s own experiences by asking the children to talk about times when they have felt impatient and what it is like. What can they do when they feel like this? Ask the children to mime different feelings like excitement or calmness.

A range of feelings are apparent in this episode. You could use parts of the programme to ask children what they think the characters might be feeling. Examples include Yam Yam feeling excited by the story and the fishing trip, Yam Yam feeling bored on the fishing boat and embarrassed when he makes the hole in the pirate ship.

When they are rowing, Bodkin says ‘I’d forgotten what hard work rowing is’ and Ruddle replies, ‘Yes, it’s hard work but it’s worth the effort’. Relate this to children’s own experiences of having to work hard to achieve something good.

Making things fair

When Yam Yam makes a hole in the side of the boat, Ruddle offers to mend it. Use this to talk about fairness and the difference between doing something by accident and doing something on purpose – what could Yam Yam have said when he made the hole? Why do the children think he didn't say sorry? (embarrassment, excitement at meeting a pirate etc.).

Problem solving

Talk about the problems that the Boblins have to solve in this episode. They include getting back to the shore without any oars; getting onto the pirate ship; mending the hole in the ship and getting Ruddle and Bodkin out of the barrels they are stuck in. Ask the children how the Boblins solved these problems and what else they could have done. What would the children have done? Stress that the solutions involved 'thinking it through', trying out their ideas and trying again when something didn't work the first time. Point out how the Boblins always ask each other for help, and how this helps them to solve the problem together. What did each Boblin do to help solve the problems?

Knowledge and understanding of the world:

A sense of place: features of the environment (farm, sea, desert)

In this episode three different environments are featured – the Boblins’ farm, the desert like sea-shore and the sea. Talk to the children about the features of these different environments and what they can see in each and how they are different. You can explore the link that is made in the programme about the foods that come from each, for example, eggs from the chickens on the farm, and fish from the sea. Explore their ideas about where other foods come from.

Why things happen and how things work (floating and sinking/ movement across water/ plugging a hole)

The ‘boat’ theme of this episode offers many opportunities for follow-up activities. These include exploring what floats and what doesn’t; why a boat starts to sink when it has a hole in it (show the clip of the pirate ship beginning to sink) and the different ways of making things move across water (in the programme Bodkin and Ruddle use oars and a sail). Experiment with wind power, for example, blowing table tennis balls across water. Who can blow theirs the furthest?

Designing and making skills
(tools and safety)

Ruddle is shown using a hammer and a saw in this episode to mend the hole in the pirate ship. Tell the children the names of these tools and talk about what they are for. Emphasise the need for safety and show what happens when Ruddle sits on the piece of wood he is sawing in half!

Further follow up could include designing and making things to 'plug a hole', as the Boblins do in this episode. You could use the song 'There's a hole in my bucket' and encourage the children to explore what would make an effective plug. They could cut out different shapes to cover different sized and shaped holes.

Links and ideas for curriculum development in other areas:

Communication, language and literacy

Reading: understanding and enjoying stories (pirate theme)

At the beginning of the episode, Onny is reading a story about pirates to Pinny and Yam Yam. This could be used as a springboard to explore the children's favourite books and stories, and for the children to make their own 'books' about the Boblin episodes or about any pirate stories that you can share with them.

Language for communication (descriptive and social)

To support the development of children's descriptive and social language skills, you could use a treasure chest with interesting pirate items e.g. coins, necklaces and other jewellery, eye patches etc. and play games such as, 'What's in the chest?' where children can choose an object and describe it to the group, feel objects in a bag and use language to describe them, or choose an object and say why it is their favourite.

Writing

The chest could also be used as a stimulus for creative writing, where children 'hold a sentence' such as, 'In my treasure chest there is.....' and then write a sentence or a list using emergent writing.

Physical development

Opportunities to move in different ways

This programme shows many different ways of moving that the children can be encouraged to explore, for example:

- The crocodile moving along on his stomach and rolling on his back
- 'Maurice' the parrot hopping around
- Bodkin swinging on the rope of the pirate ship
- Bodkin and Ruddle rolling in the barrels
- Yam Yam bouncing off the ship's gangplank
- Ruddle losing his balance while carrying a large piece of wood

Games could include 'Who am I?' with different children choosing one of the characters and moving around the room 'in role' or 'follow my leader'.

Creative development

Imaginative play (focus: pirates/ boats)

Yam Yam is shown enjoying his game of 'Pirates' after hearing Onny's story. Talk about what imaginative play the children enjoy, and use the home corner to encourage them to act out their ideas. If a group would like to play 'Pirates', talk about what they could use as a hat, a sword etc.