7-11 yrs

MY ACTIVITY BOOK

A curriculum-focused independent learning resource

Draw a picture of yourself!

This book belongs to:

Class:

Diary

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

The Chocolate Factory

"How lucky are we?" asked Tom as he and Leah entered the chocolate factory. "I know!" replied Leah. "I can't wait to get to the tasting part!"
Tom and Leah had won a prize in their school fair raffle, which was to visit the local chocolate factory. After putting on hairnets, to keep the chocolate hygienic, they were shown how the chocolate starts as cacao beans. The beans were roasted in ovens to bring out the flavour and the colour. Then the beans were processed to remove the shell and make the cocoa powder and the cocoa butter.
Leah and Tom watched in amazement as these were mixed together with the sugar, vanilla and milk. The melted chocolate was then put into moulds, to solidify into bars and chocolates. Then the tasting began. "Hmm, delicious!" said Leah happily. "Definitely worth the wait!"



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The Chocolate Factory Questions

1. How did Leah and Tom feel as they entered the chocolate factory? How do you know?
2. Why were they visiting the factory?
3. Find the word '*hygienic*' in the text. What does this mean and why is it important to making chocolate?
4. What is the first stage in the chocolate process?
5. What else is added to the mixture?
6. Which scientific process is mentioned in the text?

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1 .....

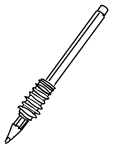
2 .....

3 .....

4 .....

5 .....

6 .....



Draw your ideal chocolate and label with ingredients

Learn to Fingerspell

What is fingerspelling?



Fingerspelling is a way of spelling words using hand movements and is a part of learning sign language. Each letter of the alphabet has a different sign. British Sign Language (BSL) uses a two-handed version, whereas others, such as American Sign Language (ASL) use only one.

Why should we learn it?

It would be wonderful if all children were taught to fingerspell. Firstly, it can be picked up very quickly and is great fun! Everyone loves the idea of secret codes and this is like learning a code. The vowels, for example, are indicated by pointing to each finger in turn, starting with the thumb – a, e, i, o, u.

Secondly, it is a new and different way to learn the alphabet and practise spelling. Children will have better understanding of the fact that words are made up of vowels and consonants.

Last, but not least, children will be able to communicate in a small way with a deaf or hearing impaired person and would better appreciate the communication difficulties they face.

Fingerspelling is only a part of learning sign language, but getting children to try it might encourage them to want to know more.

Questions:

1. What is fingerspelling?

.....

2. What does the acronym BSL stand for?

.....

3. Name the 5 vowels in the English language.

.....

4. What are the final 5 consonants in the alphabet?

.....

5. Look carefully at the fingerspelling alphabet opposite. First, practise signing your name then try other words and perhaps a whole sentence.



The Burning of the Rice Fields

Once there was an old man who lived high up on a mountain far away in Japan. All around his little house the ground was flat and the soil was good. Here were the rice fields belonging to all the people who lived in the village at the foot of the mountain. Beyond the village was the blue sea, so close that there was no room for anything but houses.

The old man lived with his grandson, Yone. The child loved the rice fields and he often helped his grandfather to watch over them because he knew that all the good food for the villagers came from there.

One day, the grandfather was standing on his own looking down at the village and the people going about their business. He was thinking how beautiful the scene was when something caught his eye far out to sea. It was as though a huge cloud was rising and as if the sea itself was lifting into the sky. The old man put his hands to his eyes and looked again as hard as he could. Then he turned and ran to the house shouting, "Grandson, grandson! Come quickly! Bring a burning stick from the fireplace!"

Yone could not imagine why his Grandfather wanted the fire, but he always did as he was told without question, so he quickly and carefully got the burning wood.

The old man grabbed the fiery wand and ran to the rice fields. Yone ran after him and was horrified to see his grandfather setting light to the dry rice in the fields. He thrust the torch in again and again as the stalks turned red, orange and yellow.

"Grandfather! What are you doing?" screamed Yone, thinking his grandfather must have lost his mind.

Very soon, the field was completely ablaze; the fire spread quickly and black smoke began to creep up the mountain side. It rose thick and dark and in no time the people in the village below saw it and knew that their precious rice fields were on fire. As quickly as their legs could carry them, they ran. Not one person stayed behind.

When they came closer, and could see that they were too late to save any of it, they cried and wailed, "Who could have done this? How could it happen?"

"I did it," said the old man.

"It's true," sobbed his grandson, "My grandfather started the fire."

The villagers gathered angrily around the old man, "Why?" they screamed, "Why?"

He turned and pointed to the sea. "Look."

They all turned to look. There, where the sea had been so beautiful, still and calm, a gigantic wall of water as tall as the sky was rolling in. The people were so aghast at the terrifying sight they could not even scream.

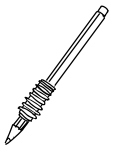
The wall of water fell on the village and destroyed every hose and building. The sound was awful. Wave after wave battered and covered the place where the village had been until it was all under the sea.

Disastrous as this was, every last person was safe.

When they realised what the old man had done, they thanked him and honoured him for his quick thinking which had saved them all from the tidal wave.

Answer the following questions:

1. Where is this story set?
2. Why did Yone not ask his Grandfather why he wanted a burning stick?
3. What was the danger coming from the sea?
4. Does the story have a message? What do you think it is?
5. The Burning of the Rice Fields is a re-telling of a traditional tale. Name 3 other traditional tales.



1 .....

2 .....

3 .....

4 .....

5 .....

Write a scintillating story!

His torso was covered in debris as he tried to…

I'm an old man marooned on a desert island where my powers are useless…

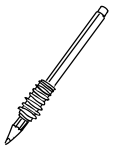
Once upon a time in the land of 'Never Forget' lived…

The water thundered through my ears as I tumbled through the waves…

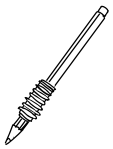
Trudging through the desert sands I had an illusion…

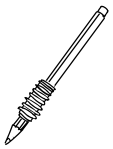
It was a lovely moonlit night…

Choose any one of the story starters above and let your imagination run wild! Take time to think about your ideas – you might want to jot down a plan or talk it through with someone. When you are ready, write your story on the next pages.



Write a scintillating story!





Tongue Twisters

Santa's sleigh slides on slick snow

Tongue Twisters

Bobby brings bright bells

Tongue Twisters

Ten tiny trains toot ten times

Tongue Twisters

She sells seashells on the sea shore

Tongue Twisters

Purple paper people, purple paper people, purple paper people...

Tongue Twisters

Bubble bobble, bubble, bobble, bubble bobble...

Tongue Twisters

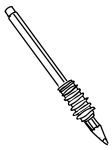
Read each of the tongue twisters out loud.

Say them quickly four or five times.

Which one is easiest?

Which is the trickiest?





What do you notice about how the tongue twisters are written? Can you think of a good tongue twister of your own? Make it really hard to say.

William Shakespeare

One of the most well-known English writers is William Shakespeare. He lived in the 16th and 17th Century and many of his plays are still performed today.

William Shakespeare was born at his home in Stratford Upon Avon. We do not know his exact birth date but it is usually said to be 23rd April 1564 because we know that he was baptised on 26th April 1564. He was the third child of John Shakespeare and Mary Arden. His father was a leather merchant and his mother's family owned land nearby. We do not know exactly where or if he went to school but it is likely that he went to the King's New School in Stratford to learn reading, writing and the classics.



On 28th November 1582, William married Anne Hathaway. William was just 18 years old at the time. They had a daughter and later they had twins. After this, little is known about the next seven years of Shakespeare's life. These are called the 'lost years'.

By 1592, William Shakespeare was living in London and working as an actor and playwright. By 1597, 15 of his 37 plays had been published.

Many people believe that William died on his birthday, 23rd April 1616 but we don't know this for certain.

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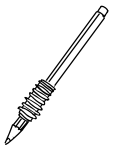
William Shakespeare Questions

1. Where and when was William Shakespeare born?
2. Who were his parents and what did they do for a living?
3. What is known about his schooling?
4. What have been called the lost years? What do you think that Shakespeare might have been doing in this time?
5. What did Shakespeare do in London?
6. What mysteries surround the life of Shakespeare? What do you think about these uncertainties?

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What else do you know about Shakespeare? What plays did he write?

Find out more information and make a fact sheet or a presentation about him to share with your class.



1 .....

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2 .....

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3 .....

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4 .....

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5 .....

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6 .....

.....

The Aliens Have Landed

Do you believe aliens exist? What would happen if they landed on Earth?

Read the poem below inspired by the book 'Aliens Love Underpants' by Claire Freedman and Ben Cort.



The Aliens Have Landed

The aliens have landed
Everyone beware!
I saw their spaceship in the field
The one just over there.

They jumped out very quickly
In groups of three and four
There must have been a hundred of them
Maybe even more!

I wonder why they've chosen Earth
And where they're going now?
I hope they're feeling friendly
But they seemed upset somehow.

They shivered as they moved along
And very strange but true...
Their bodies were a shade of green,
Their feet a deepest blue.

I heard a brrrr and chattering,
A strangely chilly sound,
Could it be the Earth's too cold
For them to hang around?

But wait, they're back already
And what is this I see?

Their feet no longer deepest blue,
But stripy like a bee...
And patterned red with fluffy stars,
All kinds of different shades,
They're wearing socks and marching fast
Like soldiers on parade.

So many socks are passing by,
They're wearing 3 pairs each,
Yellow, purple, indigo,
Turquoise, pink and peach.

There's long and short ones, old and new
And some with toes built in,
Some are mighty woolly
And some are wearing thin.

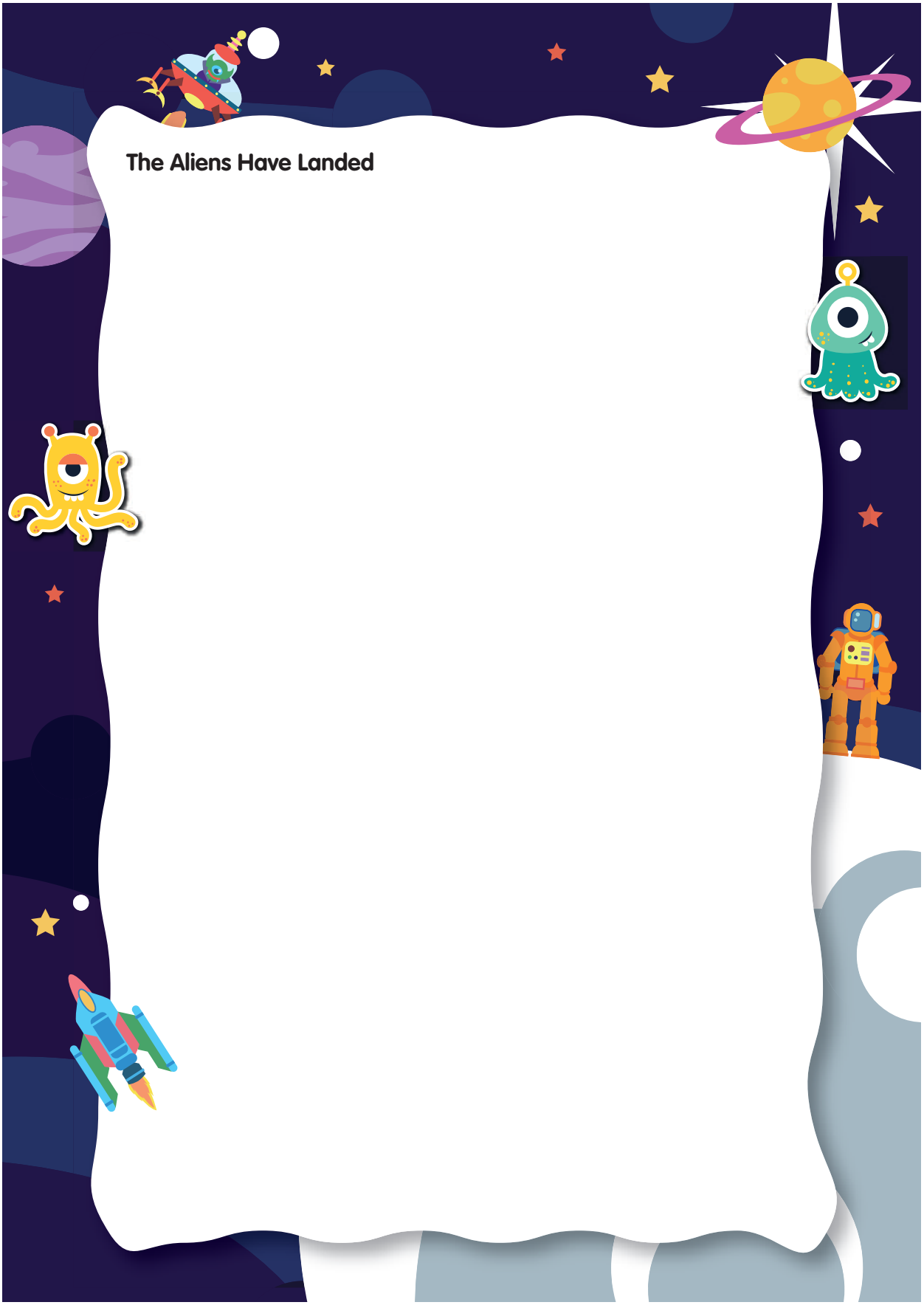
I wonder where they got them
Did they buy them from a shop?
Or steal from people's houses
I wouldn't tell them "stop"!

They're heading back now into space
I suppose it's a relief
What if they'd stayed and we found out
They all had smelly feet!

The author has changed the theme so the aliens love socks rather than underpants.

On the next page, write your own short story about aliens using the same title as the poem - 'The Aliens have Landed'.

You might think of something else the aliens are obsessed by….perhaps hats, chocolate or cheese!


The Aliens Have Landed

Learning Tips



- March like a soldier and chant the multiplication tables e.g. 1x3 = 3, 2x3 = 6…
- Play multiplication ping pong with one person batting the question and the other batting back the answer.

Quick Questions

1. 2 x 3 = ...

2. 5 x 6 = ...

3. 7 x 4 = ...

4. 6 x 8 = ...

5. 2 x 4 = ...

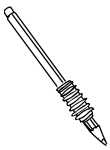
6. 3 x 3 = ...

7. 8 x 8 = ...

8. 1 x 6 = ...

9. 12 x 4 = ...

10. 4 x 3 = ...



Now try making your own 'quick 10' and test yourself or someone else!



Try practising your times tables every day!

Learning Tips



- March like a soldier and chant the multiplication tables e.g. 1x9 = 9, 2x9 = 18…
- Play multiplication ping pong with one person batting the question and the other batting back the answer.

Quick Questions

1. 5 x 9 = ...

2. 3 x 12 = ...

3. 7 x 7 = ...

4. 8 x 9 = ...

5. 4 x 11 = ...

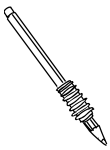
6. 2 x 7 = ...

7. 3 x 9 = ...

8. 10 x 7 = ...

9. 8 x 12 = ...

10. 9 x 11 = ...



Now try making your own 'quick 10' and test yourself or someone else!

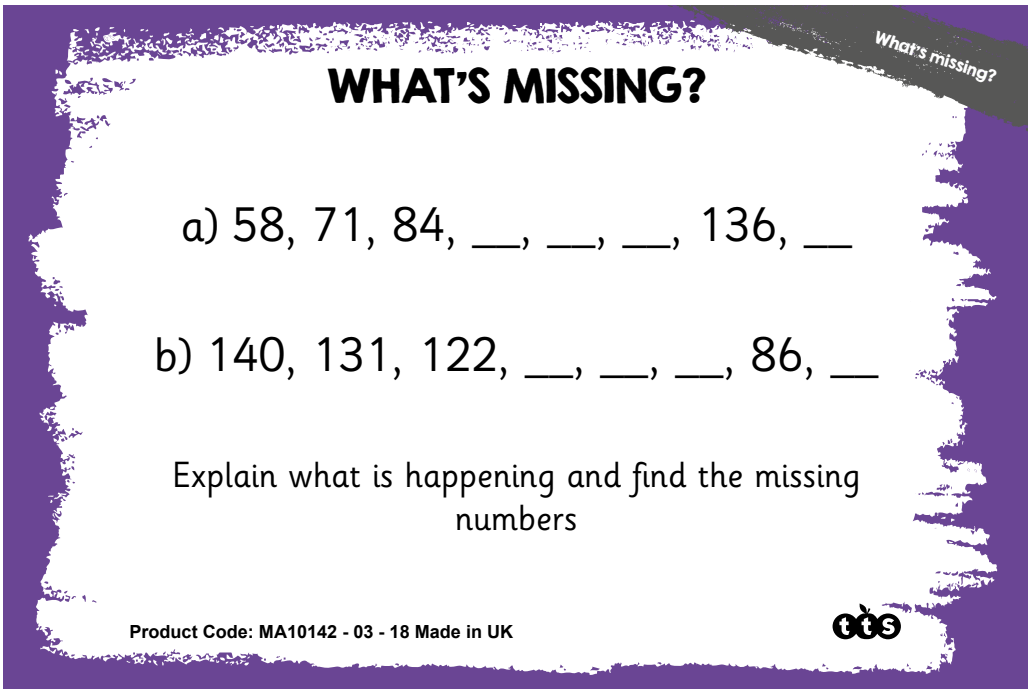


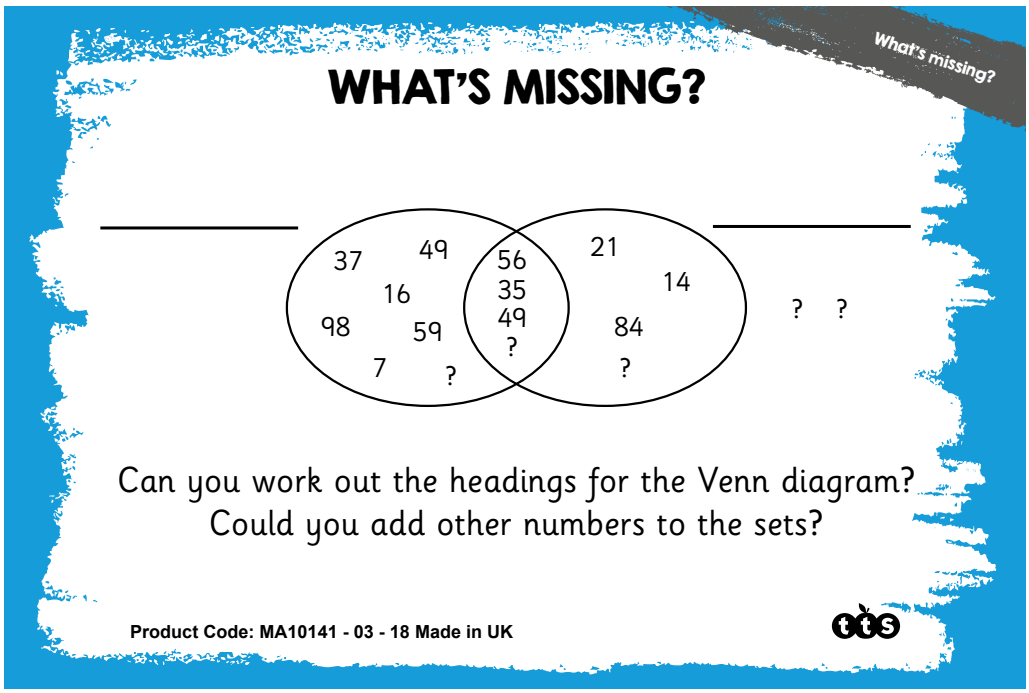
Try practising your times tables every day!

What's Missing?

Blue-Bot has been cheeky and stolen lots of numbers and operations. Become a maths detective and see if you can solve these problems and fill in the missing gaps.









WHAT'S MISSING?

What's missing?

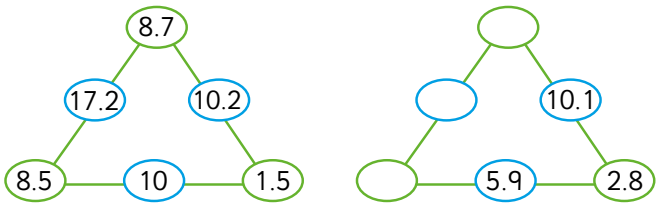
50__12__18 = 44
100__50__3 = 150
50__10__7 = 12
24__3__8 = 64
12__3__6 = 6
7__3__28 = 49

Find the correct operation signs to balance the equations, and add brackets when necessary

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WHAT'S MISSING?

What's missing?



Explain what is happening and find the missing numbers

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Dip & Pick

Have a go at our Dip & Pick problems…

1. 272 people attend a school brass band competition. There are 223 children and 16 teachers, the rest are parents. How many parents are there?
2. 286 children enter the brass band competition. There are 27 teachers who accompany them and 19 parents. How many people visit the museum altogether?
3. 272 people attend a school brass band competition. There are 223 children and 16 teachers, the rest are parents. One third of the parents are dads. How many dads are there?



1. Adult tickets on the front row at a pop concert cost £45.75. On the second to the tenth rows tickets cost £30.50. At the back they cost £15.25. Sita buys one adult ticket in each section. How much will it cost her?
2. Sita spends £137.25 on 3 tickets. How much did each ticket cost? Where in the concert hall would the seats be found?
3. Adam spends £91.50 on tickets for the Pop concert. What combination of tickets could he buy? Find all the possibilities.



Number and Place Value

Bee-Bot has been struggling with his maths.

Put your maths hats on and see if you can help him to solve these questions.



1.

Finish the sequence

36, 45, 54, 63, _, _, _

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2.

Holly say that the arrow is pointing at a number which is greater than 5,000 but less than 5,500.



Is she correct?
Explain your thinking.

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3.

Use the digit cards 2, 5,3 and 4.

2	5	3	4

How many different odd numbers can you make between 4,000 and 6,000.
Convince me you have found them all.

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4.

Which of these numbers have a seven in the ten thousands place?

637,547	796,720	375,689
76,502	870,536	607,845

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5.

Place the following in descending order.

52, -12, 21, -9, 37, -49

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6.

Using the digit cards 6, 8, 3, 5 and 2.

6	8	3	5	2

Make 5 different 5-digit numbers.
Place them in descending order.

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Record your answers and working out here.

1.

2.

3.

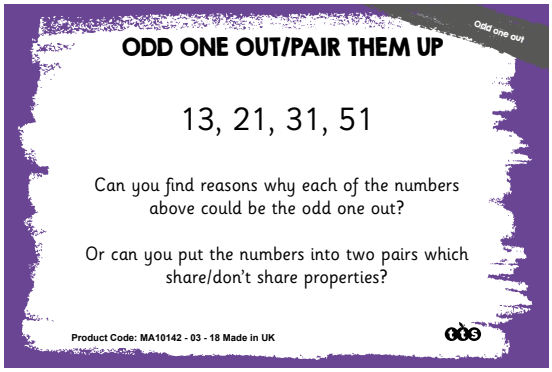
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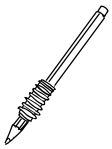
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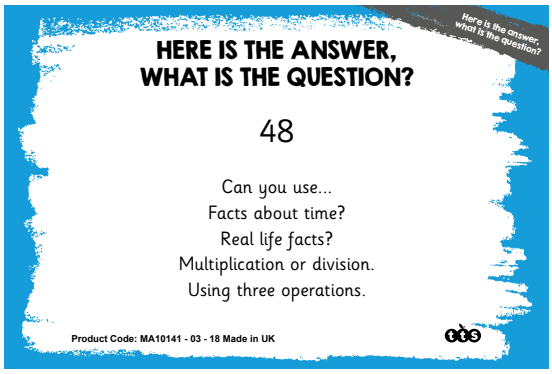
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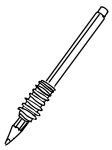
Reasoning

Test your knowledge and combine your mathematical skills to help solve these reasoning problems.









Silly or correct answer

CORRECT ANSWER

Find the correct answers for answer of 60

Which of these questions below have an answer of 60?

Half of 120, double 30, 15 + 15 + 15 + 15, 84 - 22 - 4
1/4 of 280, 600 ÷ 20, 5 x 10 + 10, 8 x 8 - 2
150 ÷ 2 - 20, 18 + 14 + 12 + 16, 1/3 of 150,
Double 15 + double 12 + double 3

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Guess my number/zoning in...

GUESS MY NUMBER/ZONING IN

My number is

A 2 digit number
An even number of tens
A multiple of 6
One digit is double the other digit
Divisible by 7
1 less than a multiple of 5

Product Code: MA10141 - 03 - 18 Made in UK

You are a Maths Superstar!

Time to put your superhero cape on and apply your learning to solve these tricky problems!



NUMBER & PLACE VALUE

I think of a four digit number.
When rounded to the nearest 1000 my number rounds to 6000.
When rounded to the nearest 100 my number rounds to 6300.
When rounded to the nearest 10 my number rounds to 6350.

What could my number be? Find all possibilities.

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ADDITION & SUBTRACTION

Using each of the digits 2, 7, 4, 5, 1, 3, can you make an addition calculation with the answer 400?

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FRACTIONS

There are 30 children in a class.

$\frac{2}{5}$ of them are girls.

How many boys are in the class?

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MEASURES - MONEY

Kerry bought 3 presents. The cheapest present cost £2.80, the most expensive present cost twice as much and the final present was exactly halfway between the prices of the other two presents.

How much did each present cost?

How much did she spend altogether?

Product Code: MA00475 - 11 - 18 Made in UK

More Problem Solving

Blue-Bot needs some help to solve these tricky problems …



1.

ADDITION & SUBTRACTION

TALK

Tim says that the number that lies halfway between 1.42 and 2.34 is 2.08 because 0.42 – 0.34 = 0.08.

Is he correct?

Explain your thinking.

Product Code: MA00476 - 11 - 18 Made in UK tts

2.

MULTIPLICATION & DIVISION

Josie and Bill both think of a number less than 100.
Josie's number is a multiple of 4 and a multiple of 6.
Bill's number is a multiple of 3 and a multiple of 5.

Is it possible for them to be thinking of the same number?

If so, what could that number be?

Product Code: MA00476 - 11 - 18 Made in UK tts

3.

FRACTIONS / DECIMALS / PERCENTAGES

Put these decimal fractions in order

0.36, 0.306, 0.036, 3.06, 3.6

Which decimal fraction is in the middle?

Product Code: MA00476 - 11 - 18 Made in UK tts

4.

FRACTIONS / DECIMALS / PERCENTAGES

TALK

Would you rather have $\frac{3}{5}$ of £10 or 70% of £10?

Explain your thinking.

Product Code: MA00476 - 11 - 18 Made in UK tts

5.

MEASURES - MONEY

Joel emptied his moneybox.

He had twenty 50p coins, thirty 20p coins and sixty 10p coins.

How much money did he have altogether?

Product Code: MA00476 - 11 - 18 Made in UK tts

6.

MEASURES - MONEY

Shoppers earn one voucher for every £15 they spend in the shop. I spend £68 on my shopping.

How many vouchers do I get?

I need ten vouchers to get a free gift.

How much more money do I need to spend?

Product Code: MA00476 - 11 - 18 Made in UK tts



Record your answers and working out here.

1.

2.

3.

4.

5.

6.

Mini Lava Lamps

This science activity will require a few items from your kitchen and an adult to help. Many thanks to **Sue Martin** for this amazing kitchen science lesson.

For the grown ups

Making 'lava lamps' seems like a difficult proposition for a group of primary school children – but it couldn't be easier! Gather together some readily available materials and they will be up and running in minutes. Now your children are learning about immiscible liquids, chemical reactions, dissolving; and having fun!

What you need

- Large jar or bottle with screw lid
- Cooking oil
- Alka-seltzerTM or effervescent vitamin C tablet
- Food colouring (optional)
- Water

What you do



1. Pour cooking oil into the test tube until it is approximately ¾ full.

2. Top up the tube or beaker with water. Leave about 1cm of space at the top to prevent overflowing. Notice that the water falls to the bottom of the bottle.

3. Break an Alka-seltzer or effervescent vitamin C tablet into around 6-8 small pieces and drop a piece into the test tube. Again, watch as it travels through the oil and into the water at the bottom. The water will begin to fizz and your mini lava lamp erupts into action.

4. As fizzing stops, add further pieces of tablet, until all bubbling ceases.

5. With a lid screwed on you can tip the jar or bottle back and forth, watching waves appear. (Be careful not to screw a lid onto the bottle or jar when the tablet is still active as pressure will build up in the container, either forcing the contents out as you open it or blowing the top off).

What's happening?

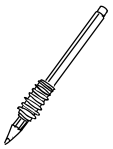
Water and oil are immiscible (they don't mix). Water is also denser than oil (i.e. for the same volume of each, water is heavier than oil). So the water sinks below the oil, which floats on top. Alka-seltzer and effervescent Vitamin C tablets contain chemicals that can only react together when they are wet. They are denser than both oil and water, so fall to the bottom of the test tube.

As soon as a piece comes into contact with the water layer, a reaction occurs between the chemicals, producing carbon dioxide (CO_2) gas. These CO_2 bubbles attach themselves to 'blobs' of the water like floats, causing them to rise to the surface, through the oil layer. There, the gas bubbles pop, the water loses its float and sinks back through the oil to the bottom of the test tube.

This process can continue whilst the tablet continues to react and produce CO_2. When the reaction stops, the two layers settle back. If you use Vitamin C tablets, dye (food colouring) is often also present in the tablet. This dissolves in the water layer and produces coloured 'lava'. The children may observe that this occurs over a short period of time rather than immediately. Dissolving is a physical change, which is reversible. The dye is simply dispersed in the water. A few drops of any food colouring may also be added to the bottle if colourless tablets such as Alka-selzer are used and will be observed to dissolve only in the water layer, to create coloured 'lava'.

Once the reaction is over, with a lid on the test tube you can observe the motion of oil and water as you rotate the test tube – the oil layer remains above the water. Even if it is shaken, mixing only occurs

Draw and label how you set up your experiment in the step boxes below:



Step 1

Step 2

Step 3

Step 4

Results – What happened? What have you learnt from this experiment?

STEM Activity

ACTIVITY 1 | SAILING BOAT

KS1/2



STEM Learning Objectives:

Science:
Explore resistance in water by making and testing a boat.

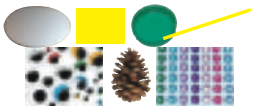
Technology:
Use a range of tools, equipment, materials and components.

Engineering:
Understand the forces acting on a sailing boat.

Maths:
Measuring and marking out.

WHAT YOU NEED:

Materials:
- Polystyrene foam pizza disc
- A4 coloured card
- Plastic milk bottle lid
- Wooden skewer
- Decorations



Tools:
- Low melt glue gun
- Ruler
- Felt tip pens
- Large scissors
- Lump of poster tack
- Pencil
- Hole punch
- Water tray



Can you spot any hazards? How can you reduce the risks?

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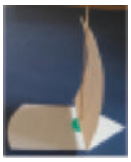
WHAT YOU DO:

1. Use the felt tip and ruler to draw a boat shape on your pizza disc. Make it as long as the disc and quite wide to help prevent the boat capsizing. Cut out the boat base.
2. Place the poster tack on the table and press a bottle lid onto it with the open side downwards. Press down with the pencil to make a small hole in the middle. Don't make the hole too big as it needs to be a tight fit on the skewer.
3. Take out the poster tack and glue the lid down towards the front of the boat base. Push the pointed end of the skewer down through the hole in the lid and into the base.
4. Cut the sheet of coloured card so that it is shorter than the skewer, and trim it to your preferred shape. You can decorate it with a felt tip pen. Punch a hole in the middle of the top and bottom, then slide the sail onto the skewer.
5. Place the boat in the water tray and blow into the sail to make it move across the water. You can customise your boat by adding a sailor, flag, decorations etc. You could try to help it move faster, for example by changing the shape of the base to make it more streamlined.











STEM Explanation:



Gravity acts downwards on the boat, pulling it down onto the water.

The boat base is made from polystyrene foam pizza disc; this contains lots of little air pockets, making it buoyant so that it doesn't sink.

When you blow into the sail the boat moves across the water.

The resistance of the water (drag) slows the boat down.

If you make the boat more streamlined (e.g. by making the front pointed and rounding off the corners) this reduces the drag so the boat can go faster.

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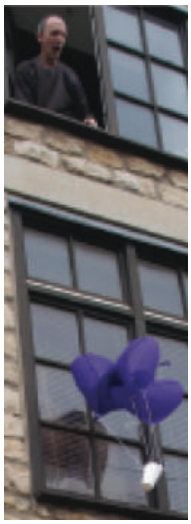
Draw and annotate your sailing boat here:

Explain two improvements you could make to your boat:

STEM Activity

ACTIVITY 5 | EGG PARACHUTE

KS1/2







STEM Learning Objectives:

Science:
Explore falling objects and the effects of air resistance.

Technology:
Engage in an iterative process of designing and making.

Engineering:
Design, make, test and improve a product.

Maths:
Measure time; compare duration of events.

Can you spot any hazards? How can you reduce the risks?

WHAT YOU NEED:

Materials:
- Large piece of thin material, e.g. broken umbrella with the spokes removed, bin bag, part of an old lightweight raincoat
- Plenty of packaging material, e.g. bubble wrap, packaging foam, cotton wool, egg box, yogurt pot, foam cup
- Thin string
- A hard boiled egg
- A raw egg



Tools:
- Scissors
- Transparent sticky tape
- Stopwatch



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WHAT YOU DO:

The aim is to construct a parachute to allow an egg to be dropped out of an upstairs window onto a hard surface without it breaking. Here are some suggestions:

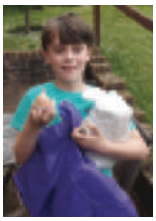
1. Tie four or more strings near the corners or edges of the piece of thin material so that it will act as a parachute.
2. Use the hard boiled egg initially. Package it well, particularly underneath, to cushion the impact when it lands.
3. Attach the other end of the strings to the egg package or basket without getting the strings tangled up!

Ask an adult to hold the parachute by the middle, with the egg package hanging down, drop it out of an upstairs window onto hard ground (e.g. concrete). Time the descent of the egg and then check whether it has broken.

Modify and improve your design as required; for example you could make a larger parachute to slow the egg down more (time the descent to see if this has increased). You could change the number of strings or re-position them to improve your parachute, and/or use more packaging underneath the egg.

Once you are happy with your design, place the raw egg in the package instead of the hard boiled egg. Once it has descended, check whether the raw egg has broken.





STEM Explanation:



The egg and parachute are pulled downwards by gravity.

As they move down the air pushes against them.

The parachute is relatively large; the air resistance gives rise to an upward pull, slowing down the descent of the egg.

The egg must be packaged well to absorb and cushion the impact when it hits the ground.

To prevent the egg from breaking, you can try increasing the air resistance, cushioning the egg better, or both.

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Draw and annotate your parachute here:

What was the result of your first test?

Explain how you improved or refined your design:

Core Movements

Work through these stretching activities every day and fill in your fitness log. Ask your Parent or Guardian to sign off your activity.

Bicycle Kick

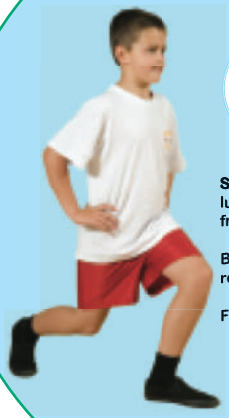
1



Lay flat on your back with your arms and hands straight and touching the floor.
Copy the motion of being on a bicycle.

Lunging

2



Stand with your legs together and then lunge forward until one leg is right out in front of you.

Bend your knee and flex your hip so your rear leg is almost in contact with the floor.

Finally, return to your starting position.

Scissor Kick

3



Lie on your side with one arm stretched out and the other supporting your weight on the floor. Have your legs stretched out and toes pointed. Slowly lift your leg as high as you can lift it and hold for 5 seconds before gradually lowering to original position.

Toe Touch

4



Keep feet and legs together. Arch your back and stretch your arms and hands to reach and touch your toes whilst keeping your legs straight. Hold for 5 seconds and slowly go back to standing position.

Squat Thrust

5



Put your hands on the floor, shoulder width apart. Thrust your legs out behind you and in one movement bring both legs back into a tuck position, bending the knees into the chest. Repeat.

Sit and Reach

6



Sit on the floor with your back upright and legs out straight. Gradually bend your back, stretching your arms and hands out to reach your toes. Hold for 5 seconds and slowly go back to starting position.

Day	Number of Reps	Signed

Our world – Night and day

Our planet Earth takes a year to orbit the Sun. As it does this, it spins on its axis once every 24 hours, giving us night and day.

Questions

1 Why does it get dark?

2 Why is it daytime on one side of the Earth when it's night time on the other?

Challenges

1 Make a table comparing differences between night and day where you live: for example, think about what people and animals do.

2 Write a short diary of your day and say what the time is.

3. Work out what time it is in New York when you start and finish school.

Key words

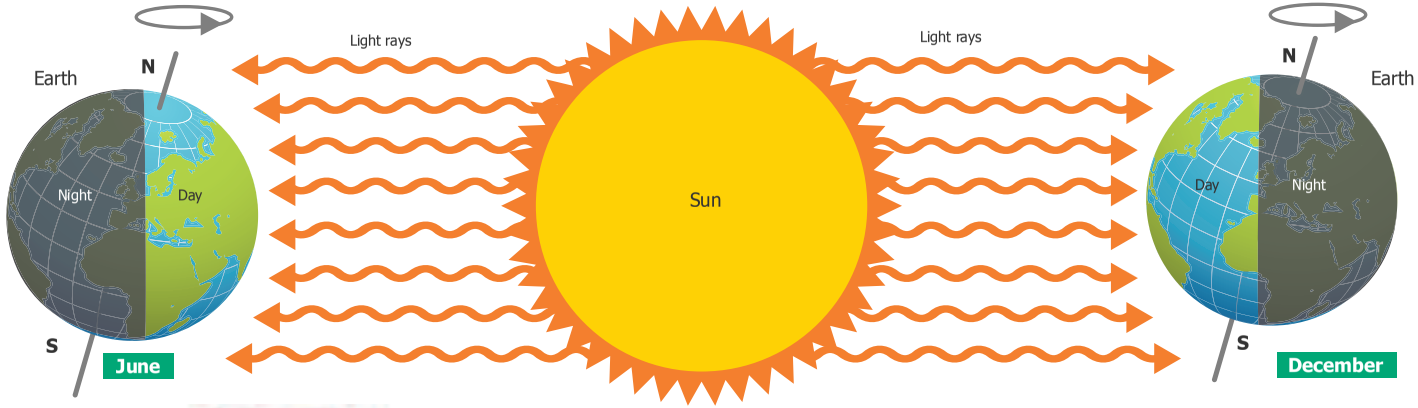
- Axis
- Earth
- Orbit
- Sun

Night and day

The Earth spins on its axis every 24 hours. Places which face towards the Sun get daylight. Places which face away from the sun get night.

Hours of daylight

As the Earth makes its yearly orbit, places tilted away from the Sun get less hours of daylight while those tilted towards it, get more.





All in a day

When you're going to bed someone else is just starting their day! These clocks show the time in different parts of the world when it is midday in London, U.K.



Los Angeles
04:00
(–8 hours)



New York
07:00
(–5 hours)



London
Midday
12:00



Tokyo
20:00
(+8 hours)









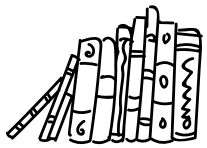
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Questions

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2 Write a short diary of your day and say what the time is.

3. Work out what time it is in New York when you start and finish school.



World – Continents

A continent is a huge expanse of land. The world is divided up into seven continents. Continents are divided up into countries.

Questions

1 Which continent do we live on?

2 What would happen if the world didn't have any borders?

Challenges

1 Match each continent shown on a globe with those shown on the map and say what you can see.

2 Design a passport and have a section for each continent, where you can add some important facts.

3 A new island has appeared that you can call your own! Give this new country a name, design a flag and draw a map of it to show its places and features.

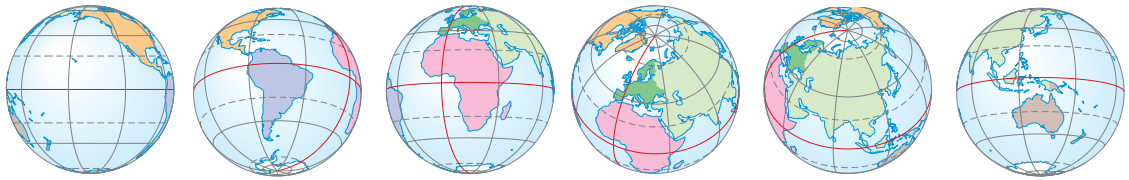
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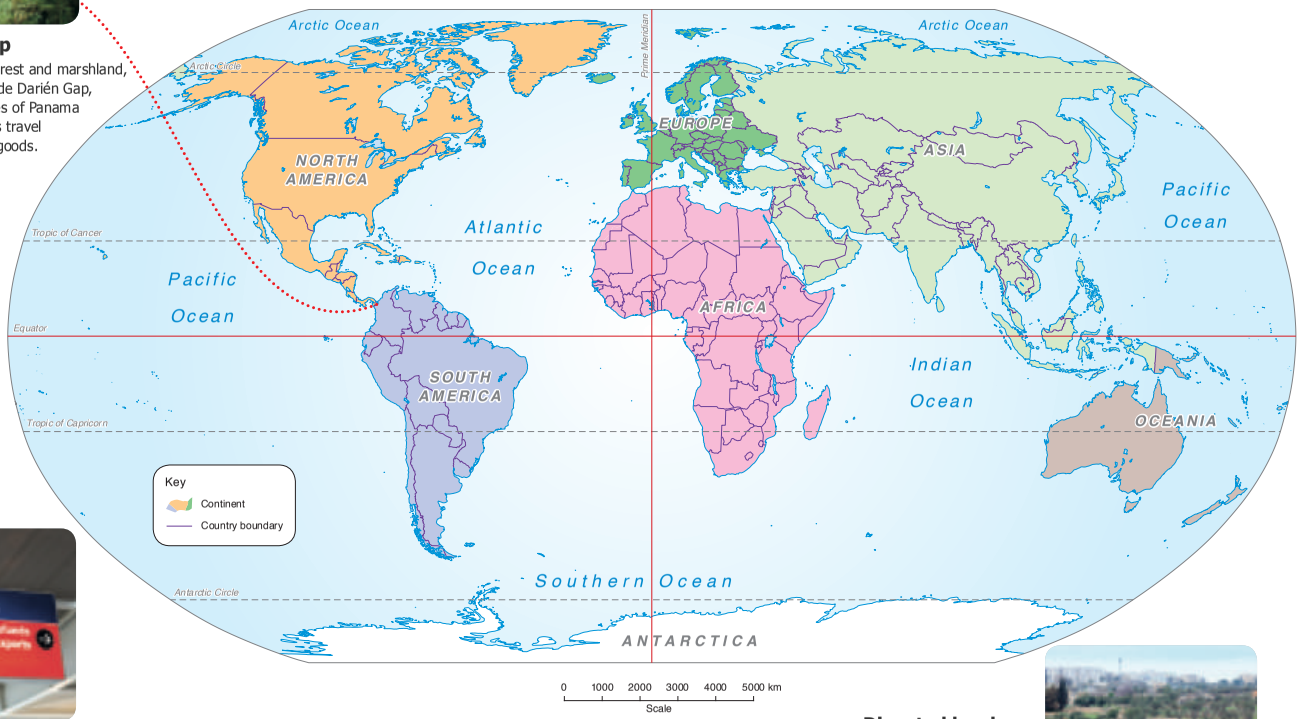
- Continent
- Country
- Border
- International



The Darién Gap

With no road, only forest and marshland, the 100-kilometre-wide Darién Gap, between the countries of Panama and Colombia, makes travel hard for people and goods.







Border control UK

A border control is where the movement of people, animals and goods in and out of a country can be monitored. People arriving from another country usually have to show their passport to get in or out.



Disputed borders

Some borders are agreed with everyone in the international community. Some borders, like that between Israel and Palestine, are argued over for many years.

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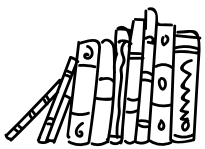
Work through the questions and challenges.

Questions

1 Which continent do we live on?

2 What would happen if the world didn't have any borders?





1. Find and list the 5 oceans:

- .....
- .....
- .....
- .....
- .....

2. Find the equator. List the countries that sit on the equator:

.....

.....

.....

3. Find the country that you live in. Which countries and oceans border your country?

.....

.....

.....



What a Wonderful World

Create an A to Z of words all linked to our wonderful world!
Why not illustrate your A to Z too!

A .....

B .....

C .....

D .....

E .....

F .....

G .....

H .....

I .....

J .....

K .....

L .....

M .....

N .....

O .....

P .....

Q .....

R .....

S .....

T .....

U .....

V .....

W .....

X .....

Y .....

Z .....

Mona Lisa





The Mona Lisa (La Joconde) is a very famous painting by the Italian artist Leonardo da Vinci. It is thought to have been painted between 1503 and 1506.

It has been on display at the Louvre Museum in Paris since 1797.

The Mona Lisa is one of the most valuable paintings in the world. It holds the Guiness World Record for the highest insurance valuation in history!

On the page opposite can you draw a self-portrait of yourself in the style of the Mona Lisa?

Aboriginal Art

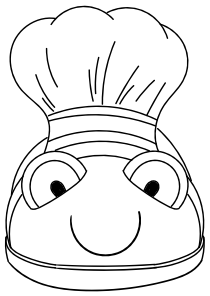
Research Aboriginal art to discover how images can be created using dots and textures. Which other artists used this technique? Can you create your own Aboriginal art in the box opposite?





No bake recipes

With the help of an adult have a go at one (or both!) of these delicious no bake recipes at home.



120 g butter
2 cups caster sugar
2 tbs cocoa (sifted)
1/2 cup milk
1/2 cup Nutella (Or any other chocolate spread)
1 tbs vanilla extract
2 1/2 cups rolled oats
2 1/2 cups Rice crispies
sprinkles

1. Line a backing tray with baking paper and set aside.
2. With an adults help: in a large saucepan melt the butter then add sugar, cocoa and milk. Whisk together and bring to the boil. Boil for one minute. Remove from heat.
3. Add the Nutella, vanilla, rolled oats and rice crispies to the pan and combine well.
4. Pour into slice pan and smooth flat with the back of a metal spoon. Scatter over your choice of sprinkles. (I used coated chocolate chips.)
5. Refrigerate until set. This will take about 3 hours. Cut into squares with a sharp knife.

15 digestive biscuits
15 marshmallows
15 glacé cherries, cut in half
about 200ml condensed milk
100g desiccated coconut, to coat

1. Crush the digestive biscuits in a food processor or in a plastic bag with a rolling pin, then put them in a large mixing bowl.
2. Chop each marshmallow into 4 pieces and add to the bowl with the cherries and 175ml condensed milk. Mix until the ingredients are well combined and you have a sticky mixture. If it's too dry, add a splash more condensed milk.
3. Sprinkle most of the coconut over a large piece of cling film (or foil). Tip the mixture onto the coconut and shape into a long sausage, about 30 x 5cm.
4. Sprinkle more coconut over the top of it and wrap the cling film tightly around, twisting the ends together.
5. Leave in the fridge to chill for 4-6 hrs, then cut into 15 slices and serve. Will keep in the fridge for up to 1 week wrapped in cling film.

In the space below design a packaging for your sweet treat as if it were to be sold in the supermarket. What material would the packaging be made of? In what shape? What would your product be called? Who would your target audience be? Label your packaging with all these details.



Mindfulness

Below are some activities which can be completed at home together to promote mindful practice. Developed by Educational Psychologist, Paula Williams to help children understand their bodies reaction to feelings and how to manage them.

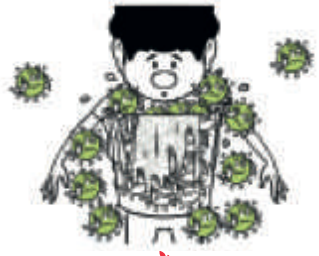
It is recommended that these activities are completed in a calm environment away from distractions. This is a perfect opportunity to bond with your child whist building coping strategies for anxiety and stress.

The coach cards are for the adult and the child cards are for the children.

Understanding 3 Child

Bucket analogy – Part 1

- Imagine your body is a bucket.
- When we get anxious or upset our stress hormones pour in and can spill over.
- If this happens we might cry or get angry.
- We need to think of the things that start to make us feel upset much earlier.
- Little things might add up or a few bigger things might fill your bucket.
- Think of worries that upset you, draw them in your bucket as water levels or pebbles. What fills up your bucket/body?



Understanding 4 Child

Bucket analogy – Part 2

- Look at your bucket and the things that worry you.
- Your Calming Cat coach will help you to think about different activities which might help you to let go of some of those tensions.
- Let it go
- Let it go





Skills

Coach 3

Lion's roar

Preparation:

- Tell the child you are going to roar like a lion. Look at the picture of the large lion and his open mouth.
- You need to signal to them by doing a loud deep roar.
- This might be an activity best carried out in an open area where you will not disturb others (the hall or a playground).

Coaching aim:

Encourage the child to:

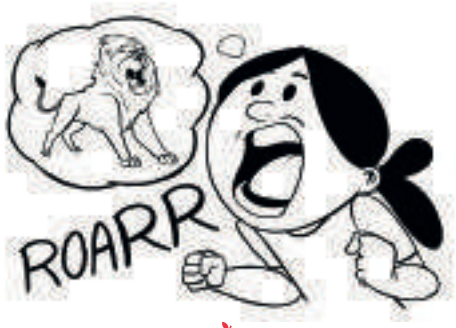
- Take a deep breath in and try and get the roar to come from the pit of their stomach.
- You are looking for controlled roaring which is deep and focused. You can position yourself several metres away. If the child does a weak roar take a step forward and act as though you are a predator sensing a weak animal. If it is a strong roar step backwards. As you move forward remind the child if they concentrate on a deep focussed roar they are more likely to move you away.

Skills

Child 3

Lion's roar

- ☆ Imagine you are a lion looking for the rest of your pride.
- ☆ Get the roar to come from the pit of your stomach as you have a long distance to cover.
- ☆ Take a deep breath in, this will make your roar more powerful.
- ☆ Don't roar just from your throat, this might signal you are weak, make a big, strong sound.



Skills

Coach 14

Sleeping lions

Preparation:

- Find a quiet place where the child can lay down comfortably.
- Take a stop watch or timer.

Coaching aim:

- Encourage controlled breathing.
- Remind the child they have to stay as still as possible.
- Time how long they are able to stay still for. Practise for 2-3 times depending on the length of time the child is able to lie for.
- If they have difficulties lying for 10 seconds remind them to keep still and praise them for staying as still as they have.

Skills

Child 14

Sleeping lions

- ☆ Lie still on the floor.
- ☆ Don't move or you are out.
- ☆ Keep very still.
- ☆ How long can you stay still for?



Skills

Coach 8

Nature's beauty

Preparation:

- Encourage the child to imagine a really blue sky – just see the colours in your mind. If the child can't do this show a picture of a deep blue sky and then tell them to close their eyes and see if they can make the same image in their head.
- Do the same for green grass, a yellow sun; orange spices.

Coaching aim:

- Teach the child the wonders of our colourful environment; encourage them to notice colours as they go out to play. What effect do they have on their mood and feelings within their bodies?
- We are helping them to look for signs within their natural environment which will give them a sense of comfort and warmth.
- Make the connection that our surroundings affect our mood; but also, our brain images can also affect them – try picturing a cloudy dark sky and then walking out into the bright sunshine of a new day. How does your mind respond?

Skills

Child 8

Nature's beauty

- ☆ Take a deep breath in and out.
- ☆ Imagine a bright blue sky; what feeling does this give you?
- ☆ How about being on green grass?
- ☆ Look at the colours. Can you make them brighter in your mind? – the brighter the bigger the sensation!
- ☆ What do you notice about how different colours make you feel?



Fun

Coach 2

Let's have FUN!

Preparation:

- Know that as stress hormones go up, our feel-good hormones come down. That's right, adrenaline and cortisol are designed to help us react; oxytocin is there to calm us and helps us to have fun! (and be socially engaged).
- This means if we are feeling worried we are likely to stop doing things that make us feel good.
- Children who live with feelings of anxiety often engage in fewer fun activities as the anxiety grows.

Coaching aim:

- Encourage as many fun and practical things as the child can do.
- Keep adding activities over time.
- Make time to engage in these activities.
- Check how they feel after they have engaged in the activity.

Fun

Child 2

Let's have FUN!

- ☆ Think about all the things that make you smile; things you enjoy.
- ☆ Draw/ write them out – we will keep adding to your list so that we have a very long list of things you can do.
- ☆ This will help the adults to arrange some fun for you.
- ☆ Let's have FUN!

