

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

Your Favourite Sport

Do you play a sport for school? Or as part of a club outside of a school? Do you watch a sport on TV or live sporting events? What is your favourite sport?



Tell me about your favourite sport, if you don't have one research one that you don't know about! What is interesting about your favourite sport? Why do you like it?



Explain the main rules of your favourite sport:



Draw a picture to show me your favourite sport:



Who do you admire that plays this sport?

Can you tell me something about them? Why do you admire them?



The Olympics

The Olympics began in Ancient Greece and ran every four years from 776BC to at least 393AD. The modern Olympic Games also began in Greece in 1896, taking place in Athens.

Over 200 nations now compete in the Summer and Winter Olympic Games which are held every four years.

The Paralympic games are also held every 4 years in the same year as the Summer Olympics and have done since 1960.

The five interlocking rings in blue, yellow, black, green and white are known as the Olympic rings and was created in 1913.

The rings represent all the colours of the flags in the world.

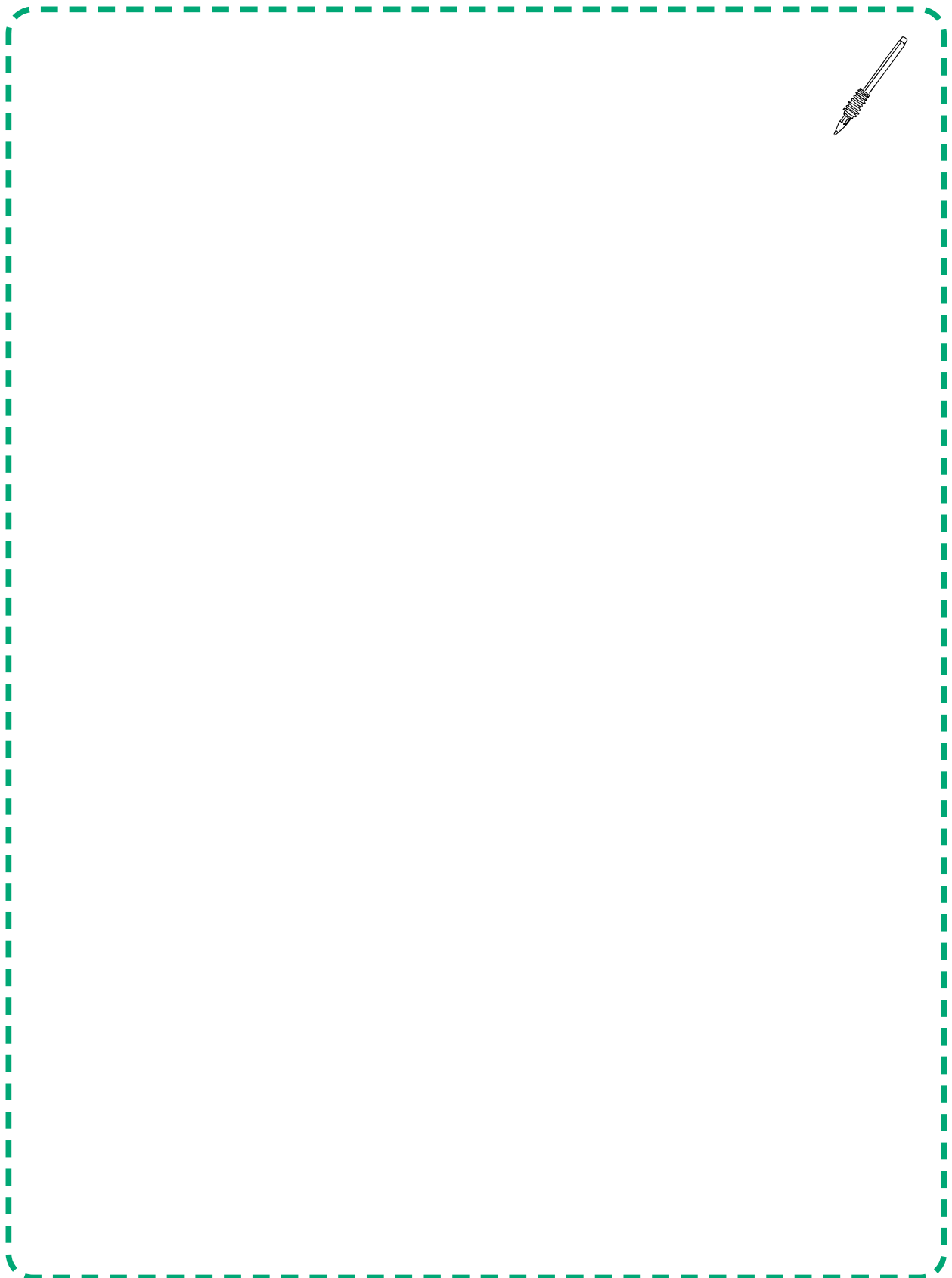


Activity

Imagine that you are a sports journalist for your local paper and have been asked to report on **an amazing day at the Olympic Games**.

Luckily you have a time machine so you can travel to **any** Winter, Summer or Paralympic Games in either the past or the future.

Write up your article in the box provided – remember to lay it out in a newspaper article format.



A large rectangular area with a dashed green border, intended for drawing or writing. A small drawing of a pen is in the top right corner.

Bee-Bot at the Zoo

Bee-Bot is having a lovely day at the Zoo! It is so hot that he has had to stop for an ice cream! But Oh-no! Bee-Bot has lost his map of the Zoo! Can you help him find his way around the animals? Start every activity at the ice cream van and draw the arrows in sequence to build your algorithm.



Forwards



Backwards



Left Turn



Right Turn



Go



Visit the Lions

Visit the Pandas

Visit the Tigers and then the Meerkats

Visit the Polar bears and then the Penguins



Use the cut-out Bee-Bot from the back of the book to help you.

**For more computer science activities check out the
Bee-Bot and Blue-Bot App**



Information Technology all around us!

Information technology is all around us in our everyday lives!



It's in our pockets....

It helps us pay for our food at the supermarket.

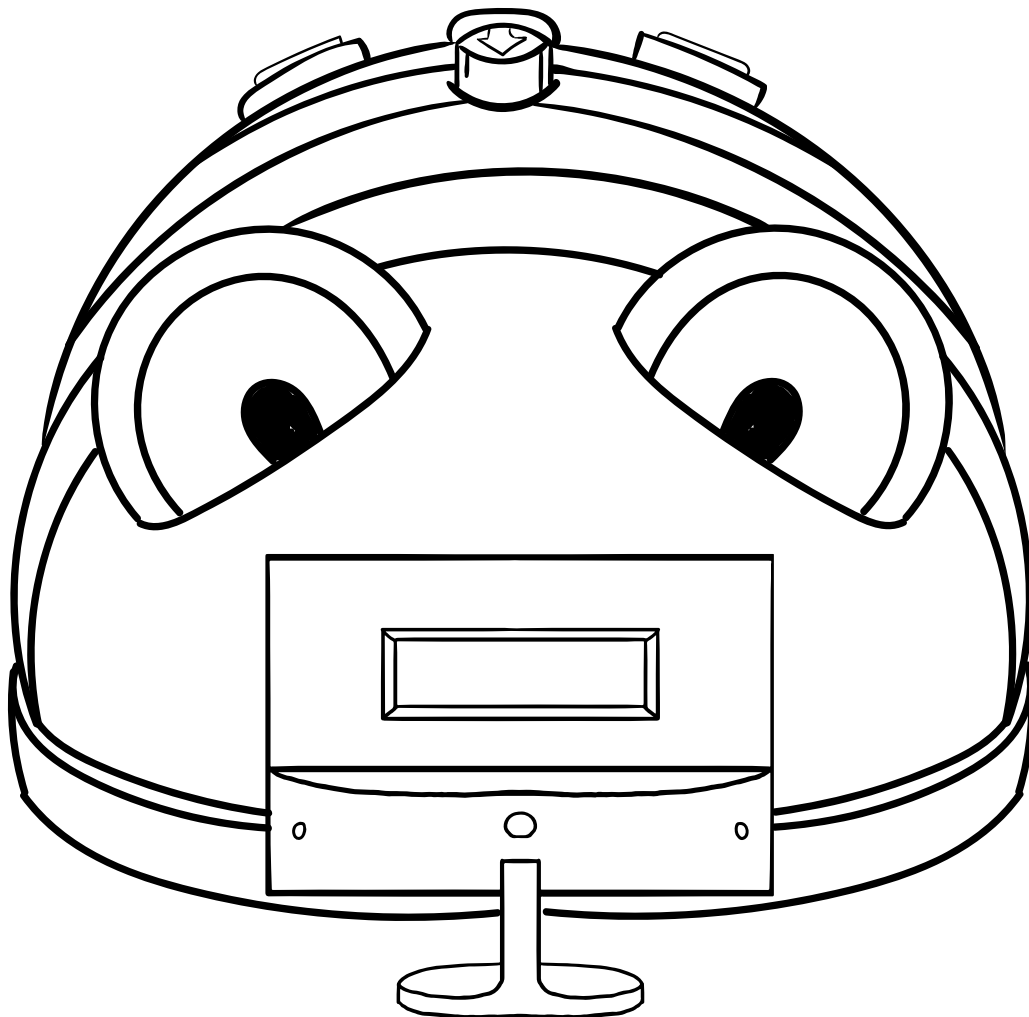
We take it on holiday to take photos and record our memories digitally...



What examples of information technology do you have in your house?



Draw and label some of the technology found in your home:



Bee-Bot loves to use the internet. He loves playing games and watching videos of flower gardens. He knows that to stay safe he should follow some simple rules.

- 💡 If he is going online he makes sure that someone knows – like his big brother Blue-Bot.
- 💡 He only talks online to people he knows in real life – not strangers.
- 💡 If something doesn't seem right or upsets him he lets Blue-Bot know straight away.
- 💡 If he needs more information he looks online for more information at www.thinkuknow.co.uk/

Create an e-safety poster which could be used in school to help keep your friends safe online:

Our World - Night and Day

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

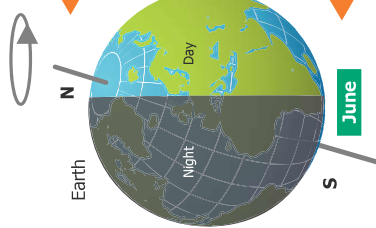
1. Make a table comparing differences between night and day where you live: for example, think about what people and animals do.
2. Write a short diary of your day and say what the time is.
3. Work out what time it is in New York when you start and finish school.

Key words

- Axis
- Earth
- Orbit
- Sun

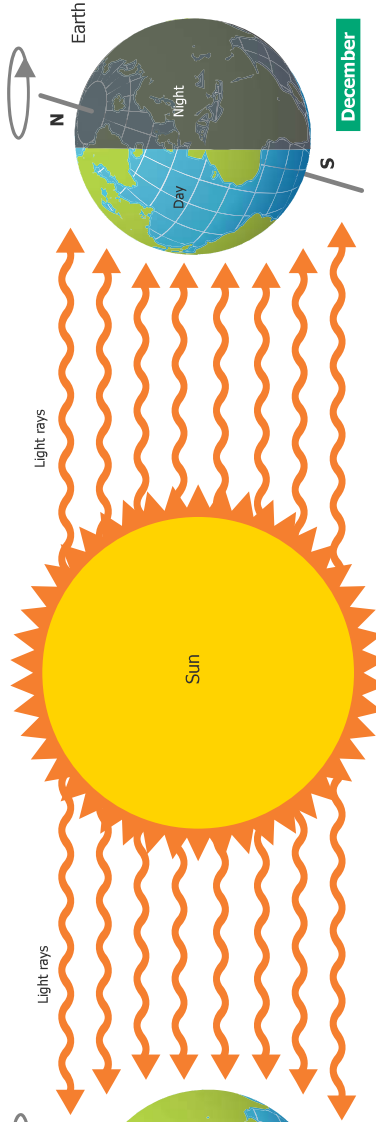
Night and day

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.



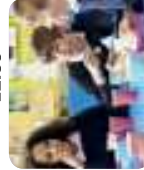
Los Angeles
04:00
(-8 hours)



New York
07:00
(-5 hours)



London
Midday
12:00



Tokyo
20:00
(+8 hours)





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. 🌍

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?



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.

Key words

- Continent
- Country
- Border
- International



The Darién Gap

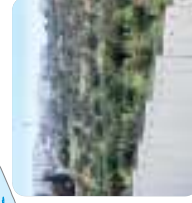
With no road, only forest and marshland, the 100-kilometre-wide Darién Gap, between the countries of Panama and Colombia, makes travel hard for people and goods.



0 1000 2000 3000 4000 5000 km
Scale

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.



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.



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.



Questions

- 1 Which continent do we live on?
- 2 What would happen if the world didn't have any borders?



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

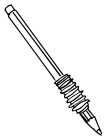
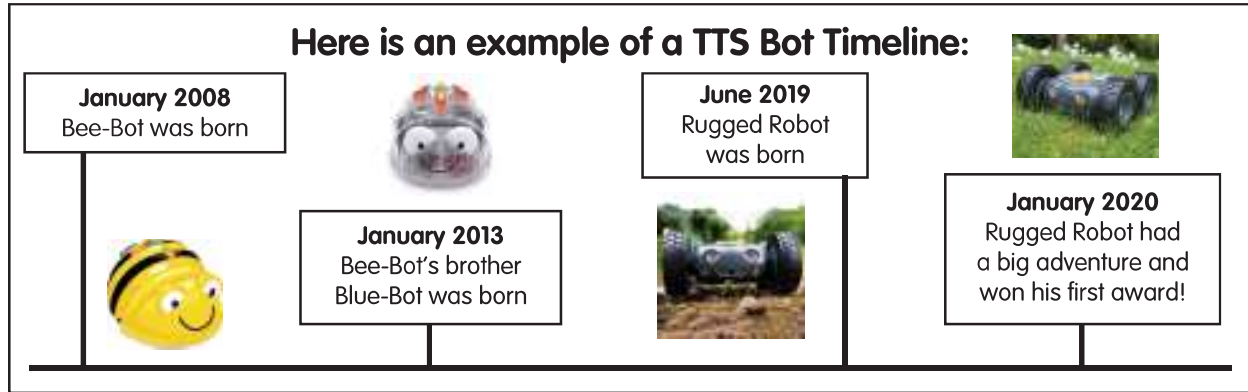
X

Y

Z

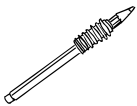
My Timeline

A timeline is a listing of events in **chronological order**. This means that the events are shown in the order that they happened.



Think about your life and write a list of key events that have happened, for example when you were born, a special birthday, starting school.

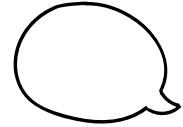
- Draw a timeline showing the key events in your life.
- Draw pictures for each key event and remember to include the date.



Learning About The Past

Lots of things about life change very quickly. A great way to find out about the past is to ask people about their lives and compare this to our own.

- Interview someone in your family who is older than you and ask them all about their life growing up.
- Record what you learn in the box below by either sticking in photos, drawing pictures or writing facts



Remember to use the W questions:

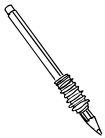
Who?

What?

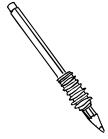
Where?

When?

Why?



Think about everything you have learnt about life in the past and write down 3 things that are the **same** and 3 things that are **different** to life now.

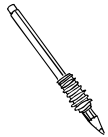


Same

1

2

3



Different

1

2

3

Past, Present, Future

We can learn a lot about the past by looking at artefacts and thinking about how they were used.

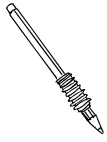


Look at these images of artefacts from the past.

For each artefact think about and discuss these questions:

- What do you think it was used for?
- Who may have used it?
- How long ago do you think it was used?





Now look at objects in your home.

- In the first box draw a picture of what it looked like in the past.
- In the middle box draw a picture of what it looks like now (present).
- In the last box draw what you think it might look like in the future.

Television

Past	Present	Future

Washing Machine

Past	Present	Future

Telephone

Past	Present	Future

Mona Lisa

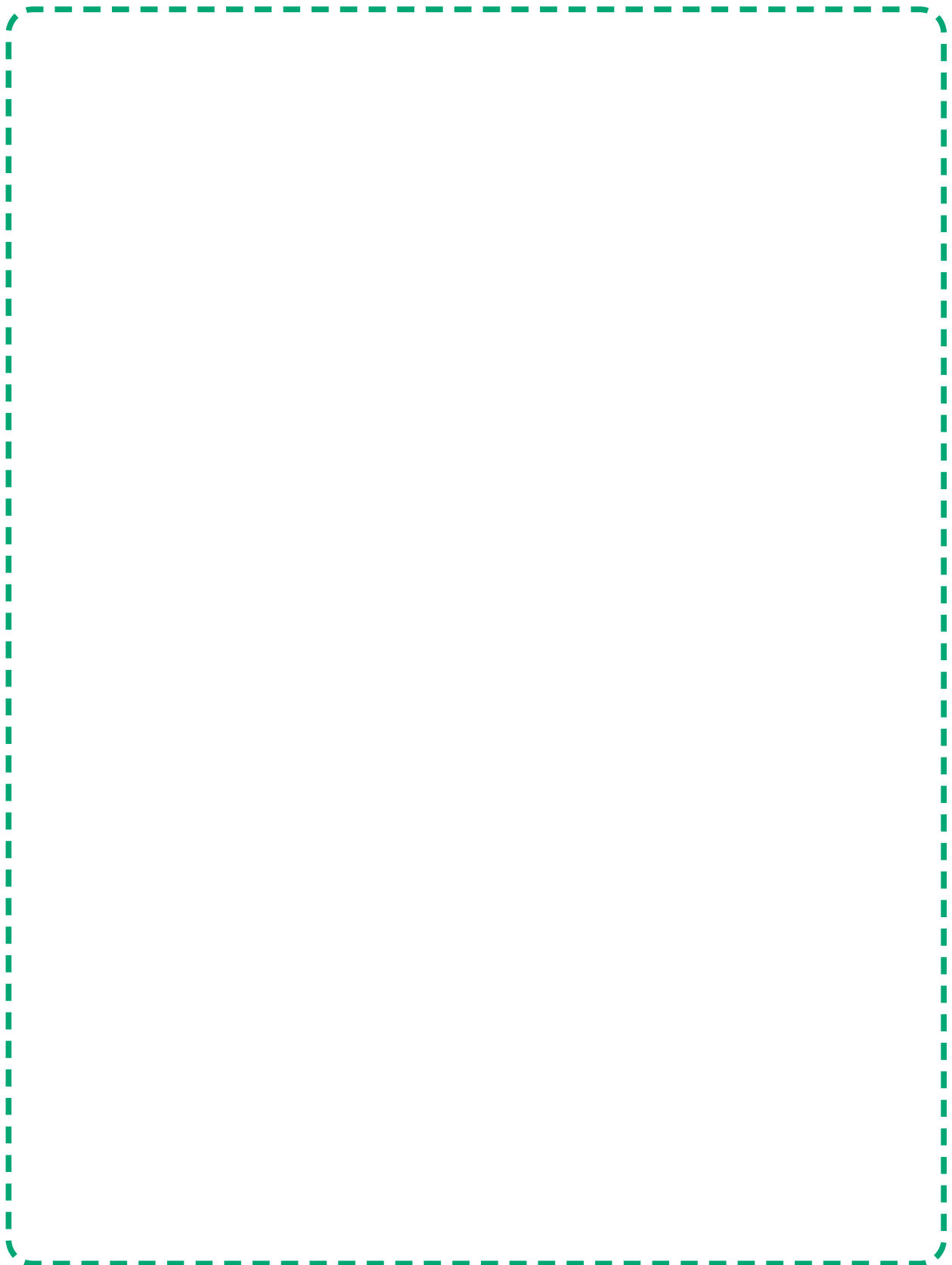


The Mona Lisa (La Joconde) is a very famous painting by the Italian artist Leonardo da Vinci. It is thought to have been painted between 1503 and 1506.

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 Guinness World Record for the highest insurance valuation in history!

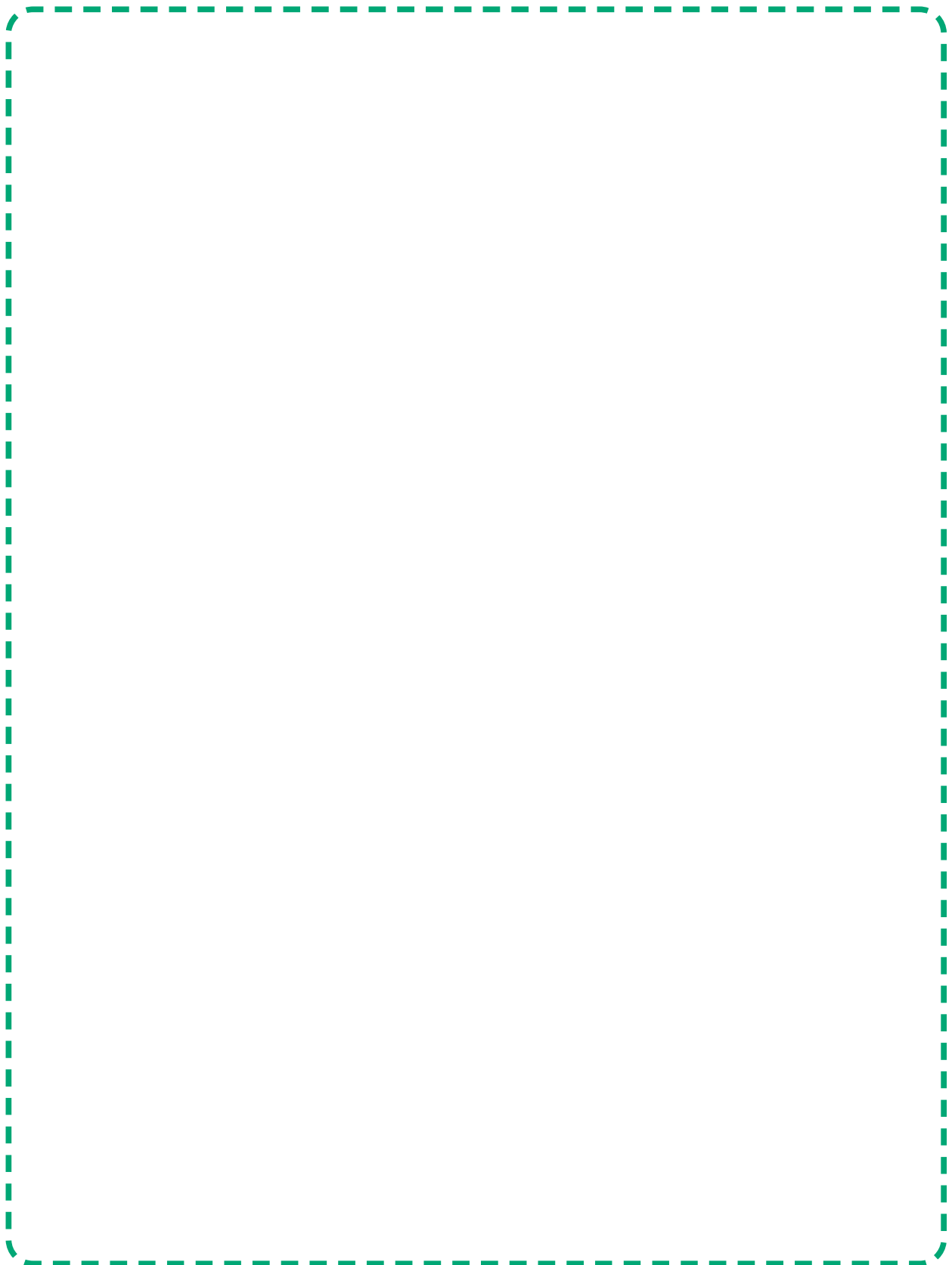
On the page opposite can you draw a self-portrait of yourself in the style of the Mona Lisa?



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?





Materials

The items in our house are made from different materials! Can you draw a line to match the product to the material it is made from? (There might be more than one on each picture!)



Wood



Metal

Fabric

Plastic



Glass

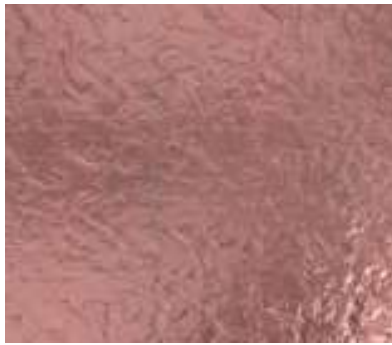
Cardboard

Design & Technology Activity I

Can you go on a material hunt around your house? Tally up in the boxes below the amount of items made of each material:



No. of wooden items:



No. of metal items:



No. of cardboard items:



No. of fabric items:



No. of glass items:



No. of plastic items:



Which material is there most of in your home?

Where Food Comes From

We live in a global, connected world where we rely on people and things in other countries. In the map we can see where some of our food comes from. Have a look in your fridge and kitchen cupboards and use the box below to write a list of all of the different countries your food comes from.

**What's in my kitchen?
Where did it come from?**



Strawberries

Strawberries and soft fruit don't grow all the year around in the UK. We grow some of our own but also import strawberries from other countries like Spain.



Cereals from India, France and Canada

Many different types of cereals are imported to the UK that are used to make your breakfast cereal or the daily bread that you eat.



Bananas from Colombia and Ecuador

We import a lot of bananas. On average each person in the UK eats 10 kilograms of bananas a year – about 100 bananas! Most of our bananas come from Colombia and Ecuador.

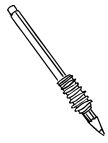


Cocoa beans from Cote d'Ivoire



Can you add the items on your list to the correct country on the map?



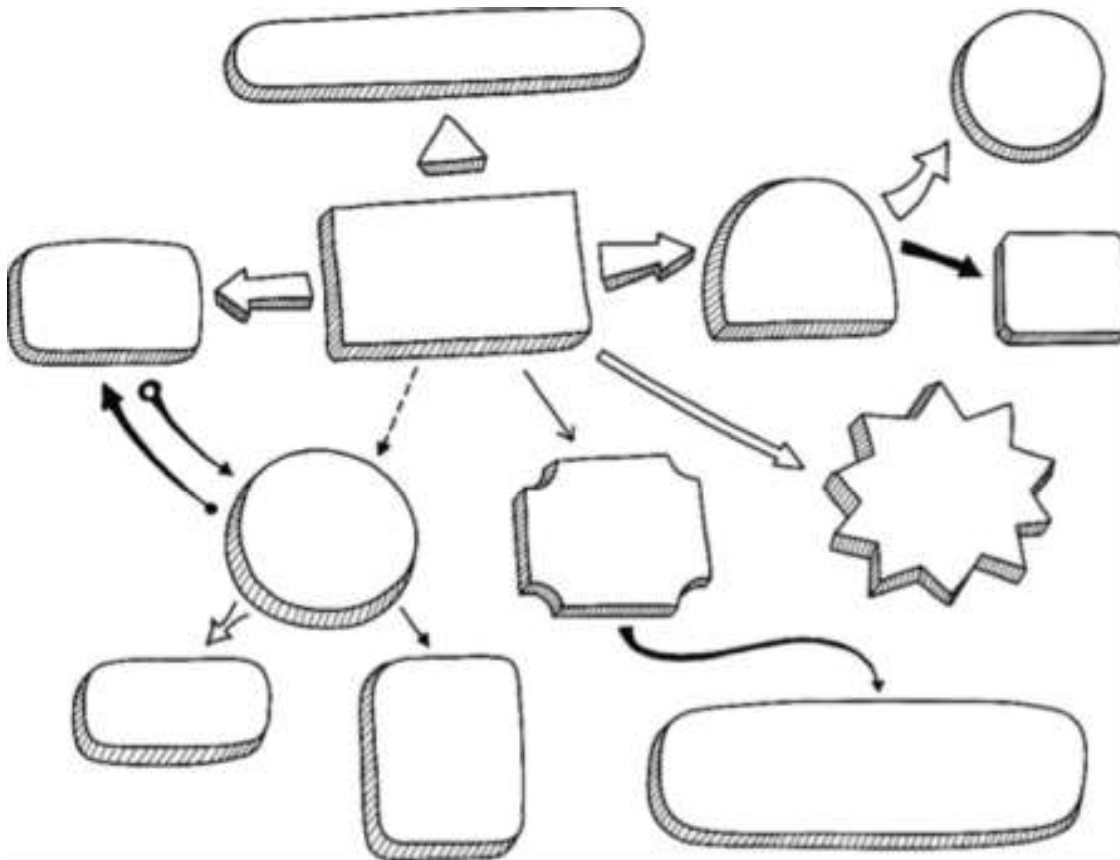


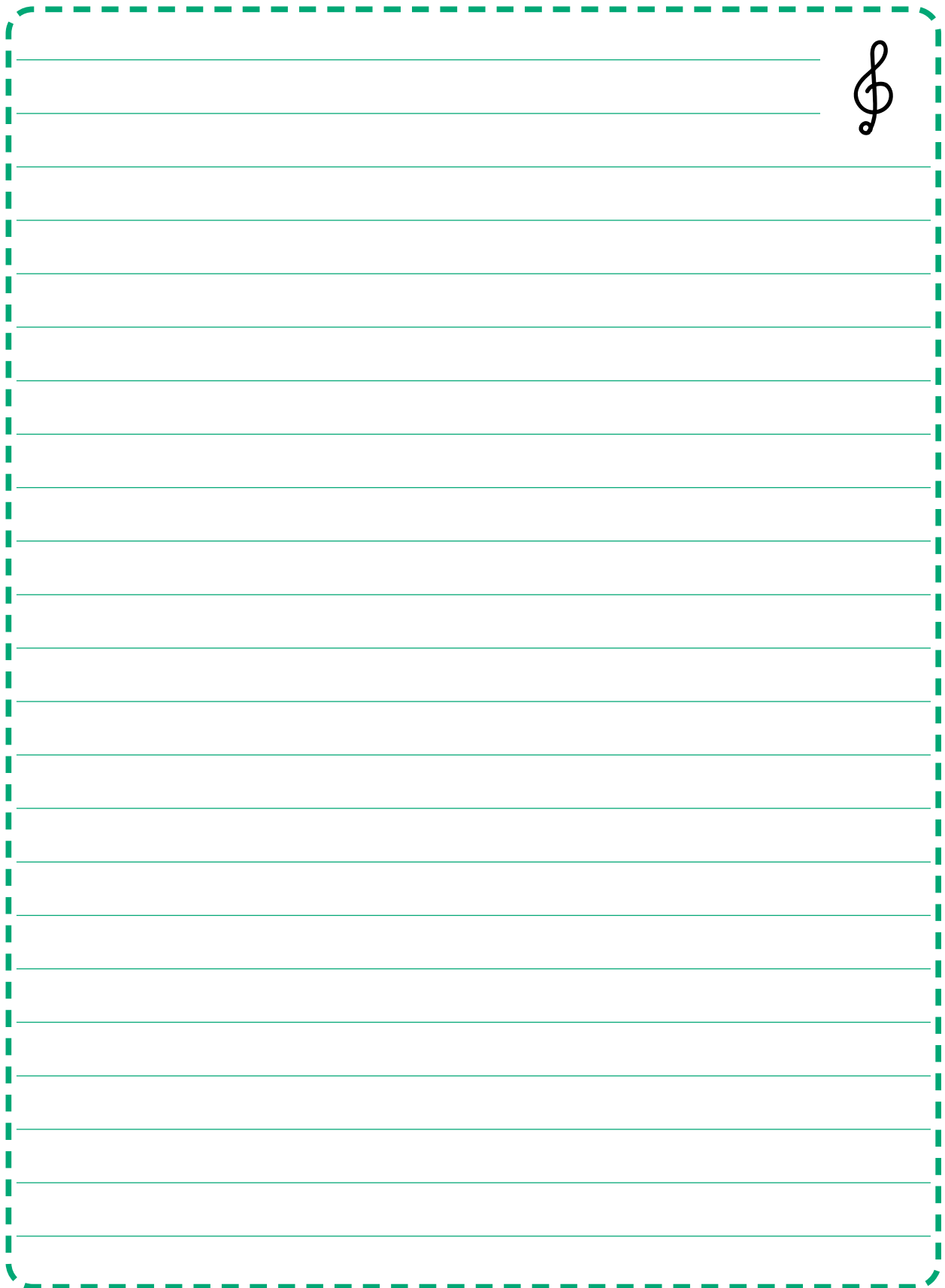
Can you create a tally of how many items in your cupboard come from the country you live in below?



Write a song about your town

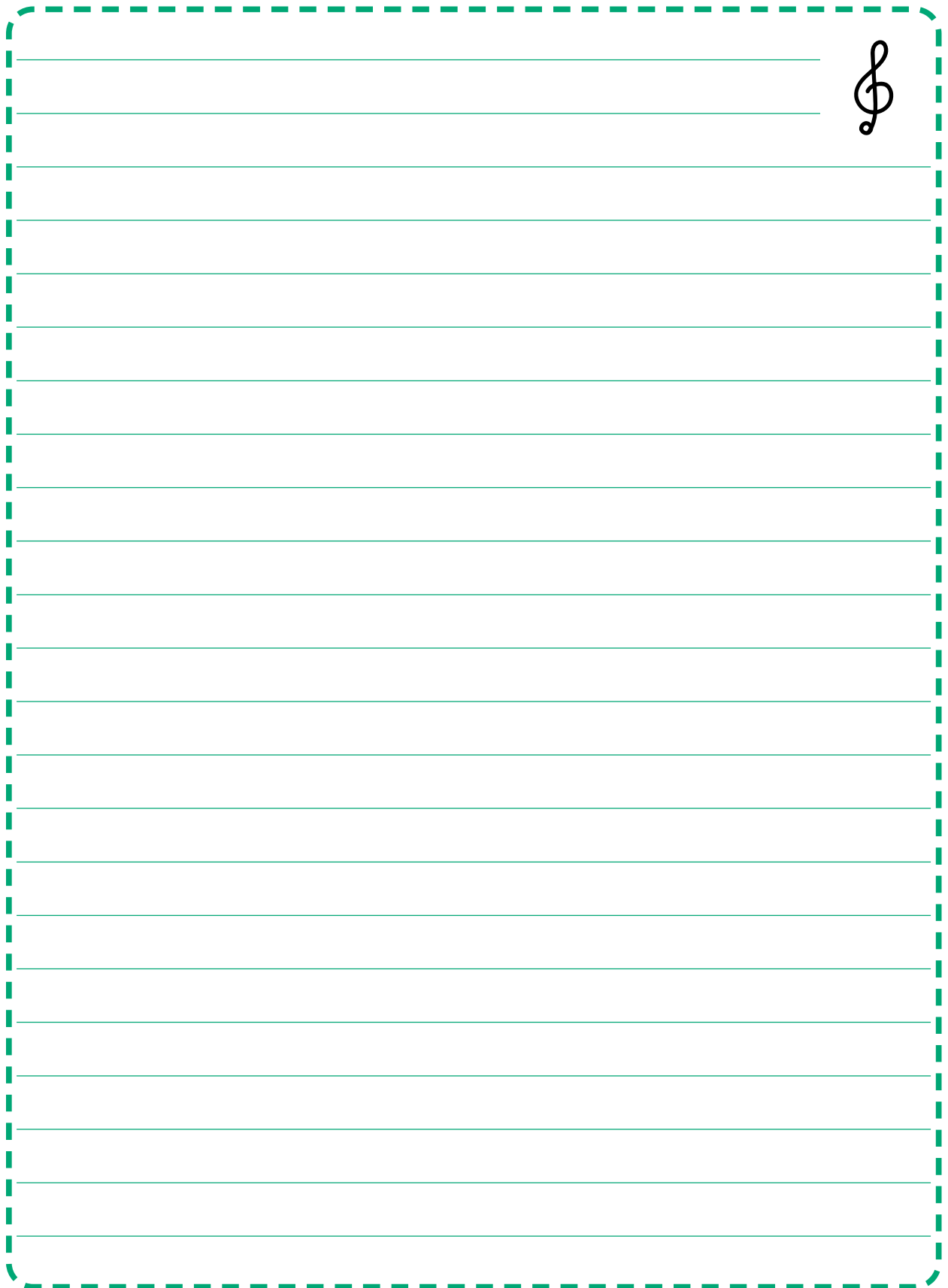
You have been asked to write a song about your local area to encourage tourists to visit. Use the space below to list all the places, festivals, landmarks etc. that could feature in your song. Think about the instruments you could use in your song – it could be to the score of a popular existing song.



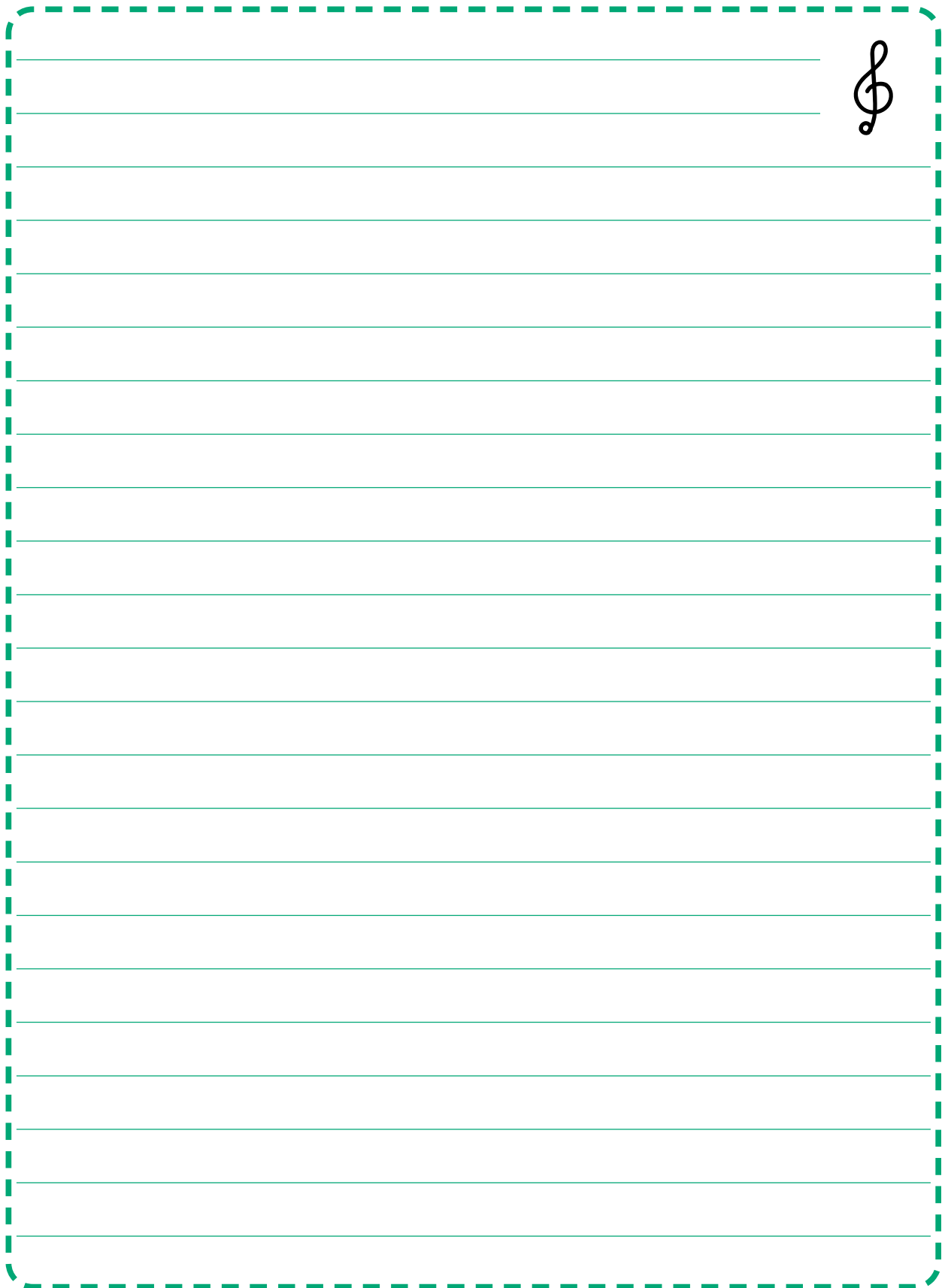


A large rectangular area with a dashed green border, containing 20 horizontal blue lines for writing. A treble clef is positioned at the top right of the area.

Write a song about your town



A large rectangular box with a dashed green border, containing 20 horizontal green lines for writing. A treble clef is positioned at the top right of the box.



A large rectangular area with a dashed green border, containing 20 horizontal blue lines for writing music. A treble clef is positioned on the top right line.

Rugged Robot le Pirate!

Rugged Robot has been on an adventure conquering the high seas! Help colour him in using les couleurs below:



rouge



orange



jaune



vert



noir



rose



violet



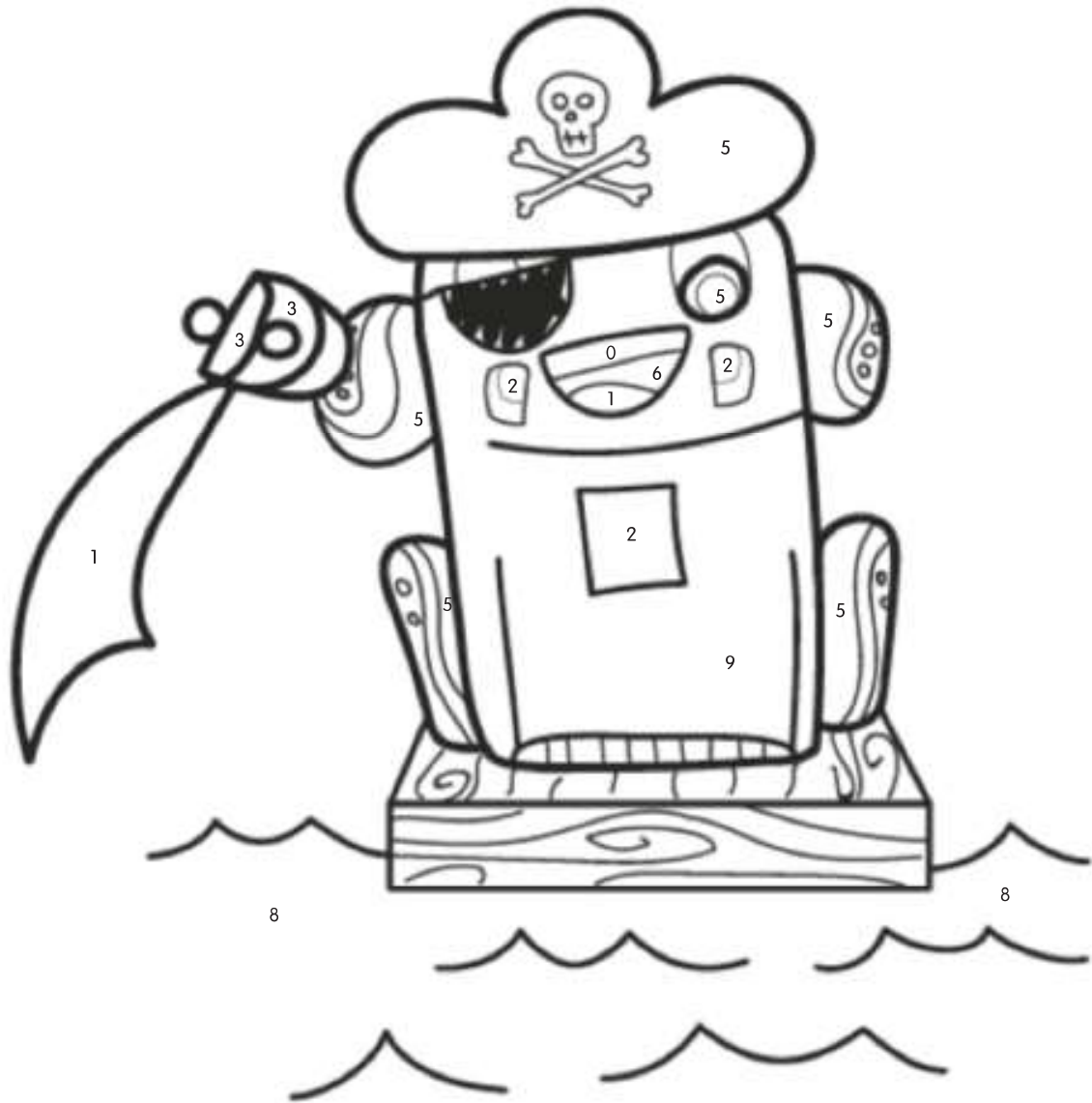
bleu



gris



blanc



Rouge	1	Orange	2	Jaune	3	Vert	4	Noir	5
Rose	6	Violet	7	Bleu	8	Gris	9	Blanc	0

Bee-Bot est le Chef!



chocolat



une crêpe



un hamburger

Draw in the correct amount of items from Bee-Bots menu into the boxes:

Une (1) glace						
Deux (2) croissant						
Trois (3) jus d'orange						
Quatre (4) chocolat						
Cinq (5) crêpe						
Six (6) hamburger						



un jus d'orange



une glace



un croissant

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 whilst building coping strategies for anxiety and stress.

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

Understanding

Child 3

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?



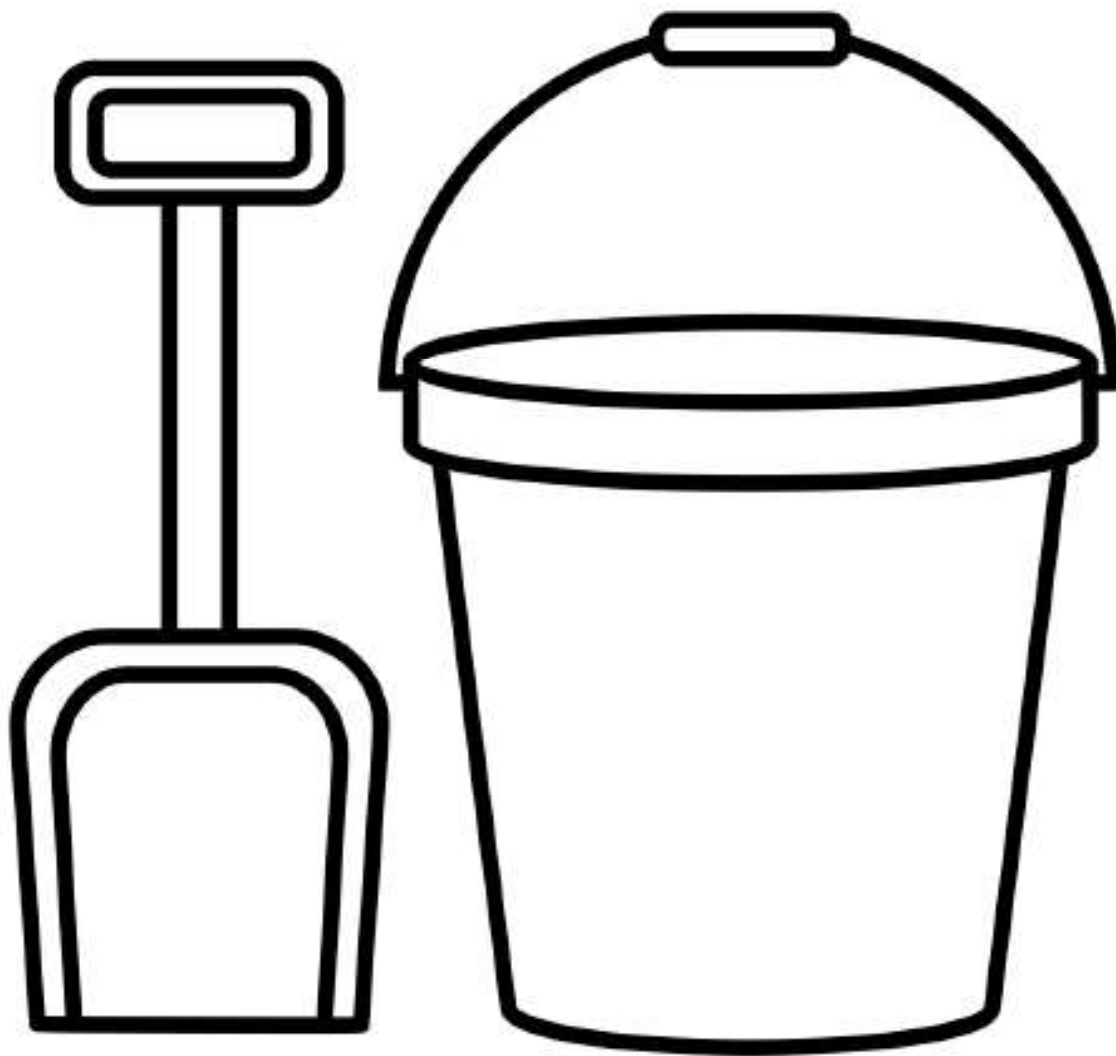
Understanding

Child 4

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

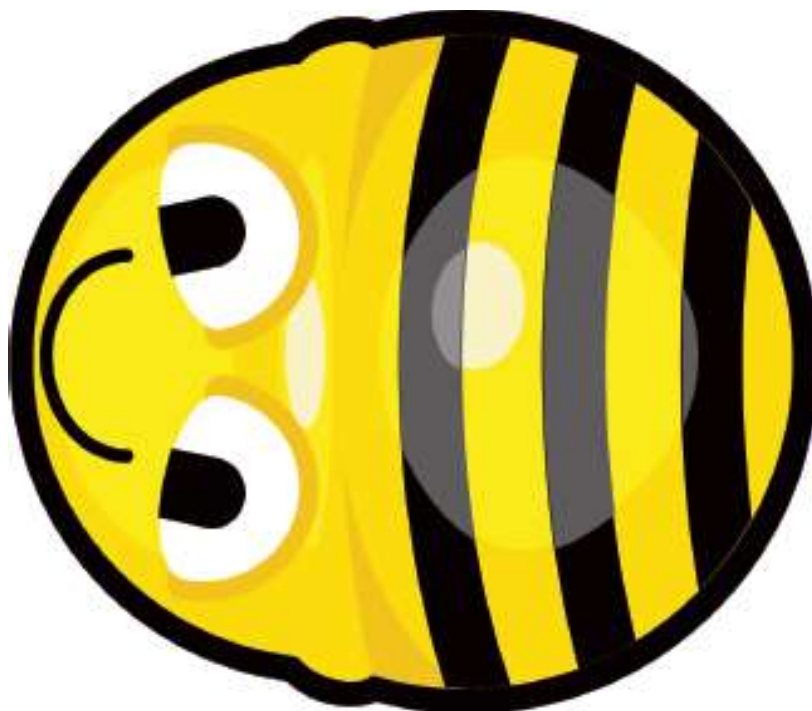
Child 2

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!



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Timeline

(for pages 74 and 75)

Anglo-Saxons

AD 410 – AD 1066

World War 2

AD 1939 – AD 1945

Roman Britain

55 BC – AD 410

Vikings

AD 789 – AD 1066

Iron Age

800 BC – AD 43

Bronze Age

3000 BC – 1500 BC

Victorians

AD 1837 – AD 1901

Tudors

AD 1485 – AD 1603

Stone Age

12,000 BC – 2500 BC



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