

5-7
yrs

MY ACTIVITY BOOK

A curriculum-focused
independent learning resource

Draw a picture
of yourself!

This book belongs to:

Class:

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Introduction

We hope that you enjoy the lessons in this book which have been carefully planned by our TTS Teachers. We have created these to support and compliment the home learning provided by schools. It is in no way intended to replace the brilliant curriculum materials your child's school will have created – but as a little something from us to you to support your child when learning at home.

All resources have been written by qualified teachers and using TTS resources. Please respect our intellectual property by keeping this pack together as it was intended and not republishing it in any way for commercial gain. Please feel free to share the free download with anyone who may benefit from it!

It is recommended that children undertake a Literacy and Numeracy task everyday plus one other lesson from another subject area. The lessons have been designed to be “pick and mix” so you do not need to follow any particular order.

Try to find a quiet place for your child to work, ideally at a table, with limited distractions.

Remember that all children work at a different pace and if you feel they are getting restless move on to another task and you can always revisit an activity later.

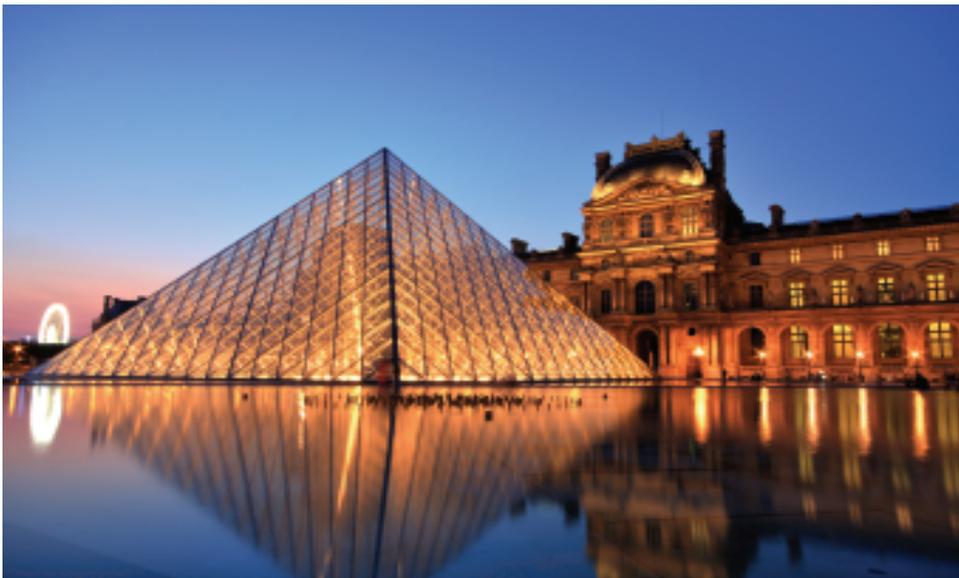
Encourage your child with their work and ask lots of questions, some of our lessons offer a great opportunity to learn together and share the experience. Remember to encourage your child to hold their pen/pencil correctly, think about the presentation of their work and take their time.

Use the opportunity of working at home to develop independence, perseverance, problem solving skills and creativity. Children will love the opportunity to show you what they are capable of as they work through the activities in this book. Remember, the most important thing is for children to enjoy these activities and have fun!

Diary

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Mona Lisa

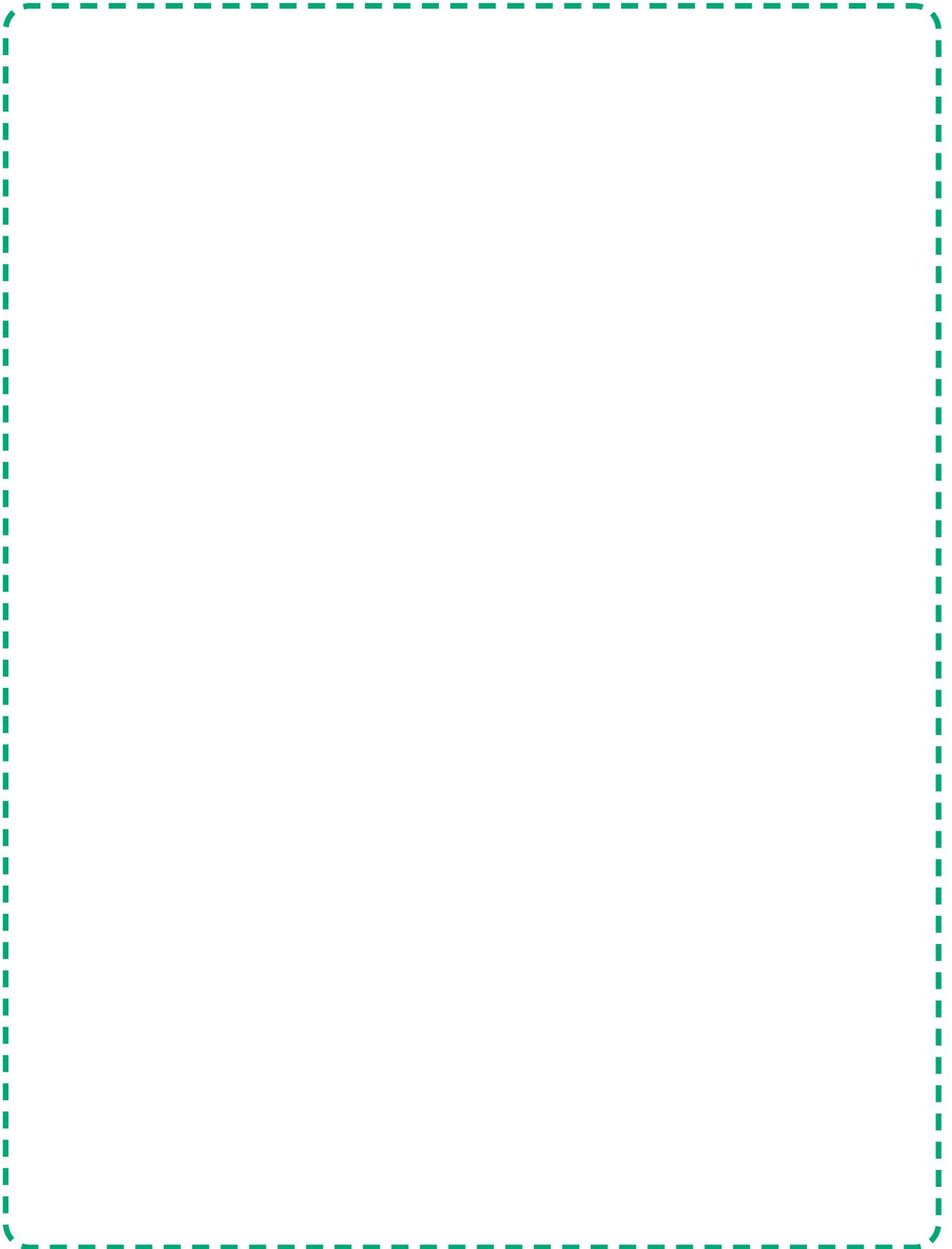


The Mona Lisa (La Joconde) is a very famous painting by the Italian artist Leonardo da Vinci. It is thought to have been painted between 1503 and 1506.

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!

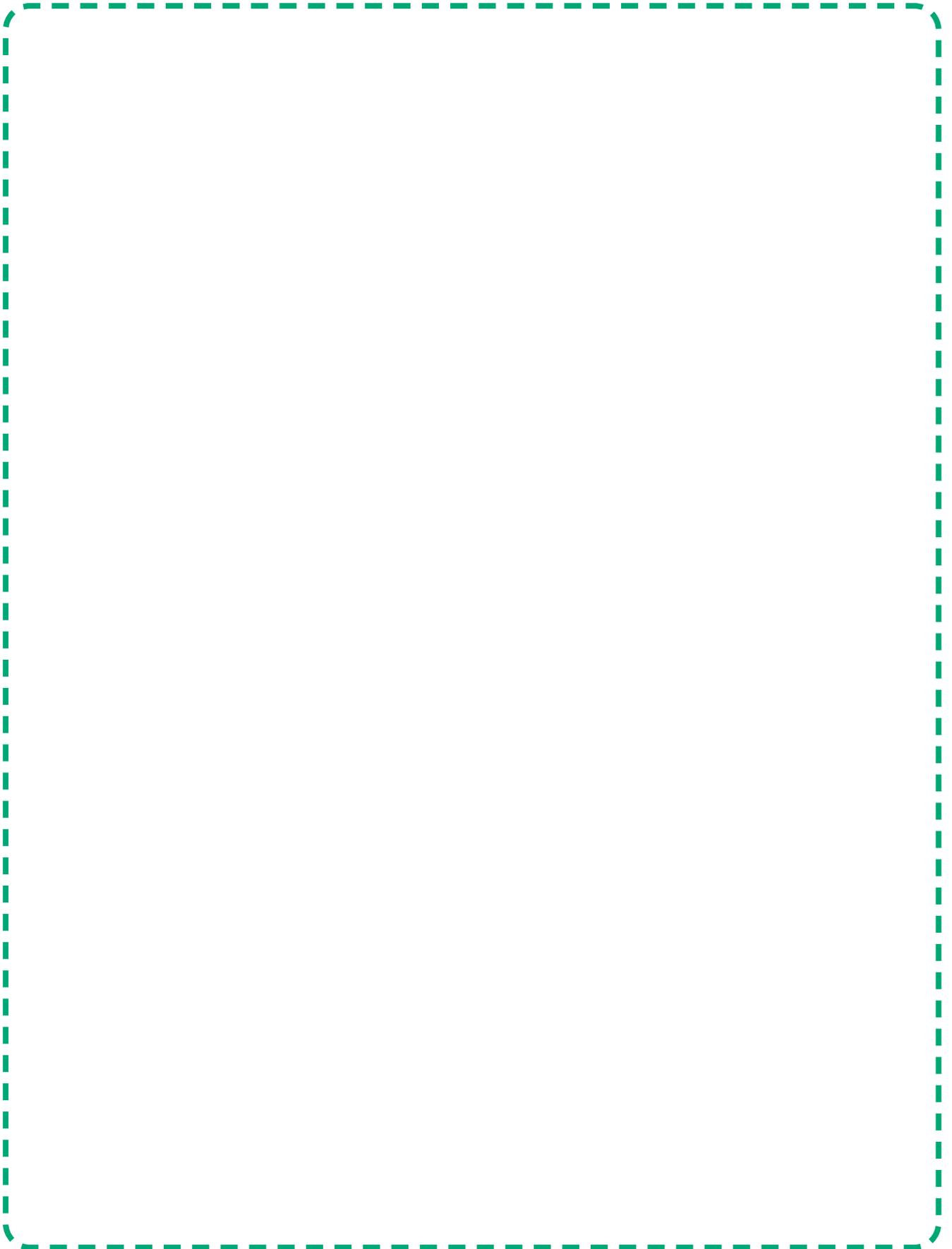
On the page opposite can you draw a self-portrait of yourself in the style of the Mona Lisa?



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

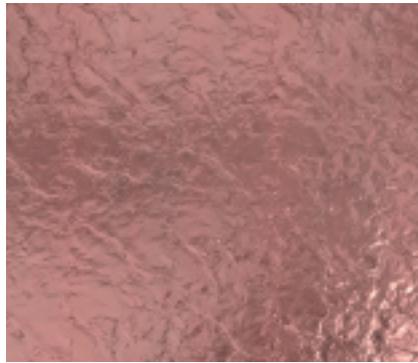
Cardboard

Design & Technology Activity 1

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 Columbia 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?



Honey and dairy from Ireland

More than half of our imported milk and cream comes from Ireland, which also supplies us with eggs and honey.



Potatoes from Israel, Belgium and the Netherlands



Sugar from France and Guyana



Electronic equipment and games from China

China is a leading supplier of electronic goods and children's toys.



Green beans from Kenya

Farmers in Kenya benefit from trading their beans with the UK. Green beans, flown in from Kenya, can have a lower carbon footprint than beans grown in the UK because of the difference in farming methods.

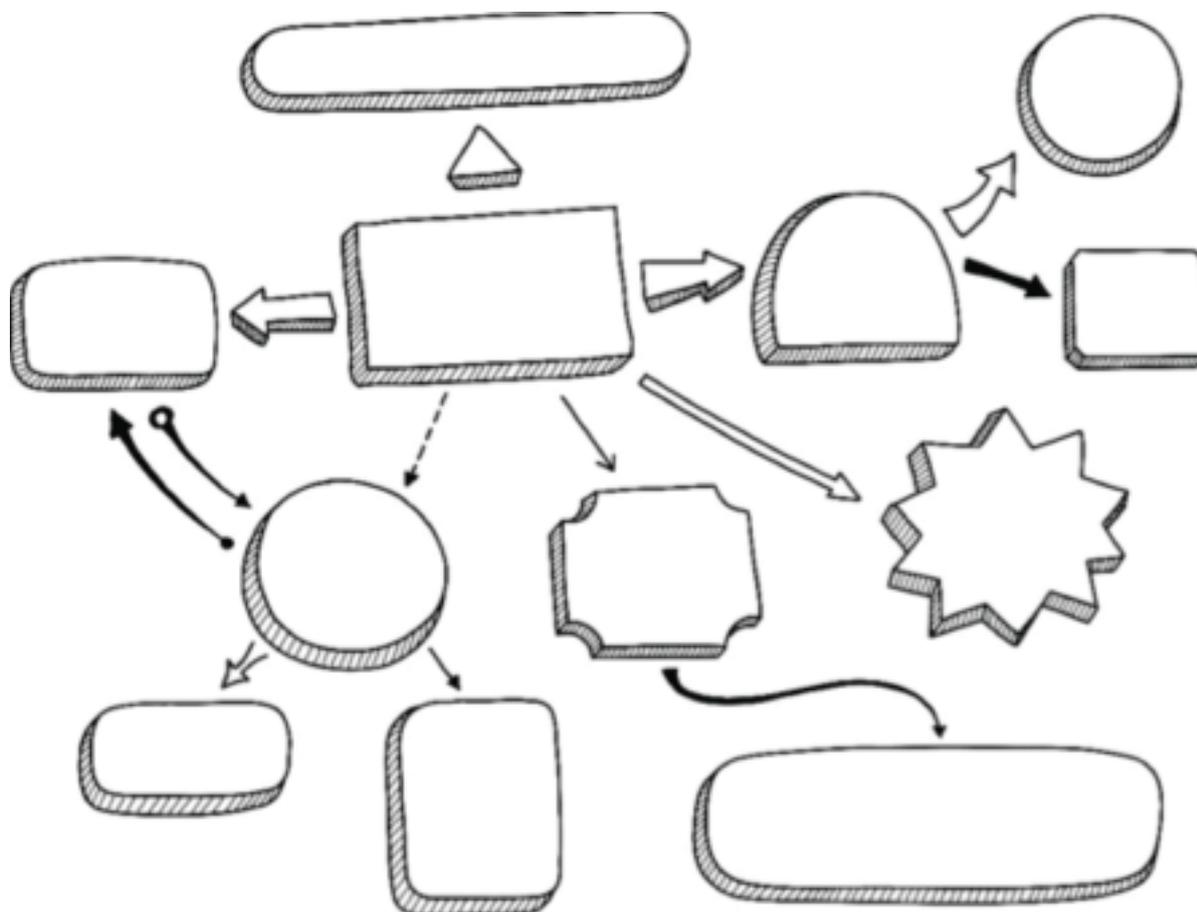


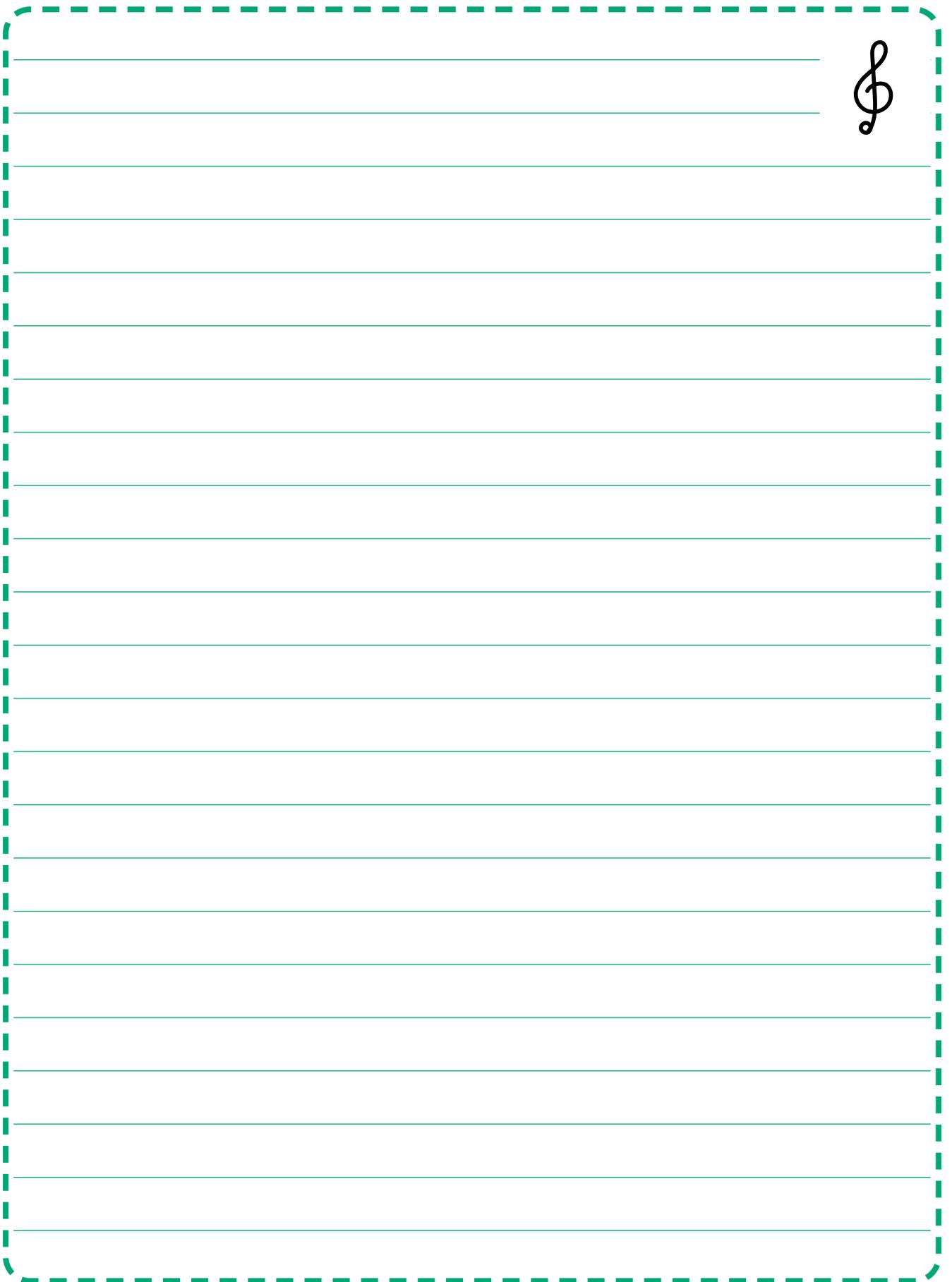
Rice

We import rice from lots of countries around the world, but mostly from India. Other countries include Italy, Spain and Pakistan.

Write a song about your town

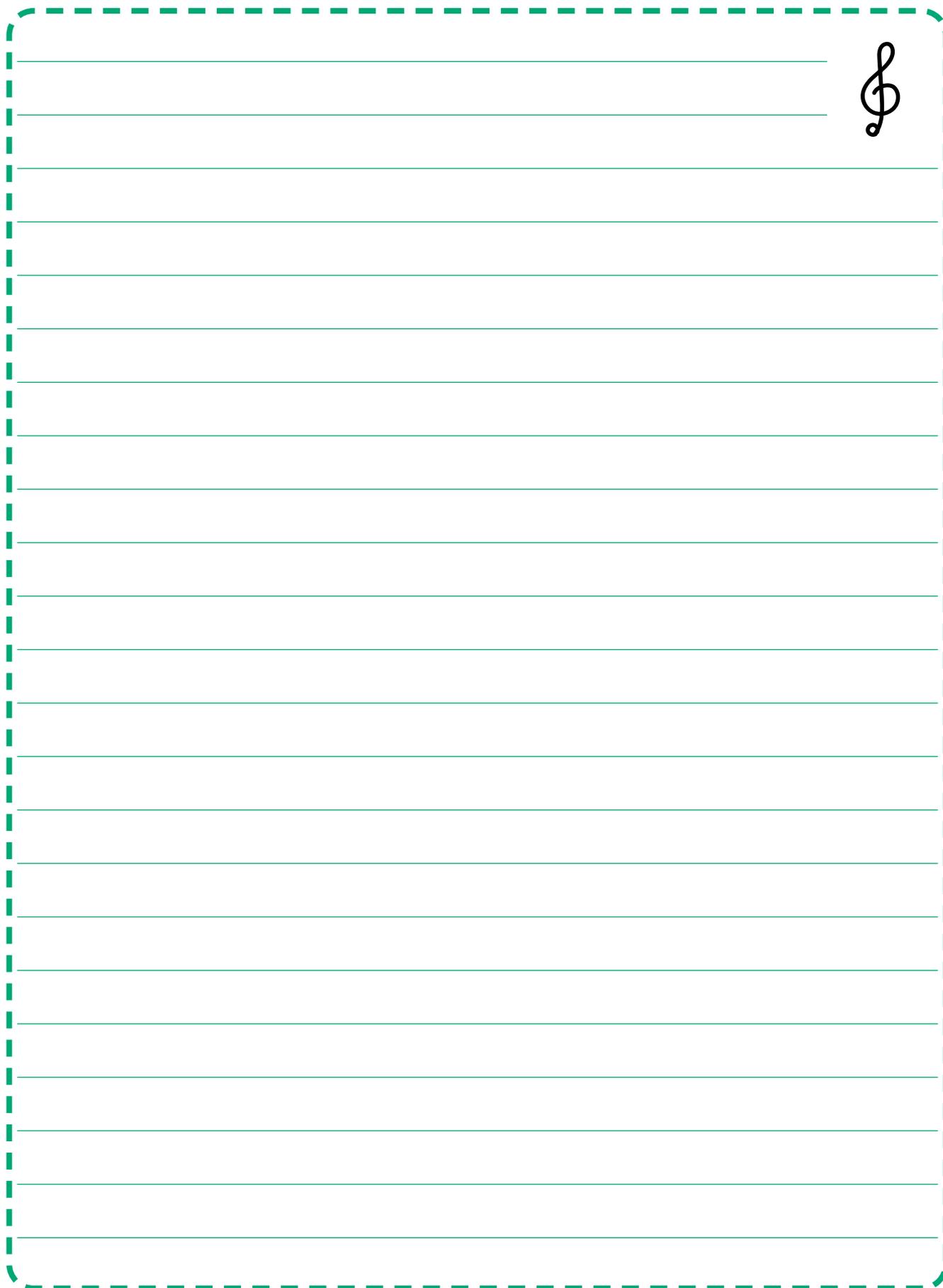
You have been asked to write a song about your local area to encourage tourists to visit. Use the space below to list all the places, festivals, landmarks etc. that could feature in your song. Think about the instruments you could use in your song – it could be to the score of a popular existing song.





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

Write a song about your town



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

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

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



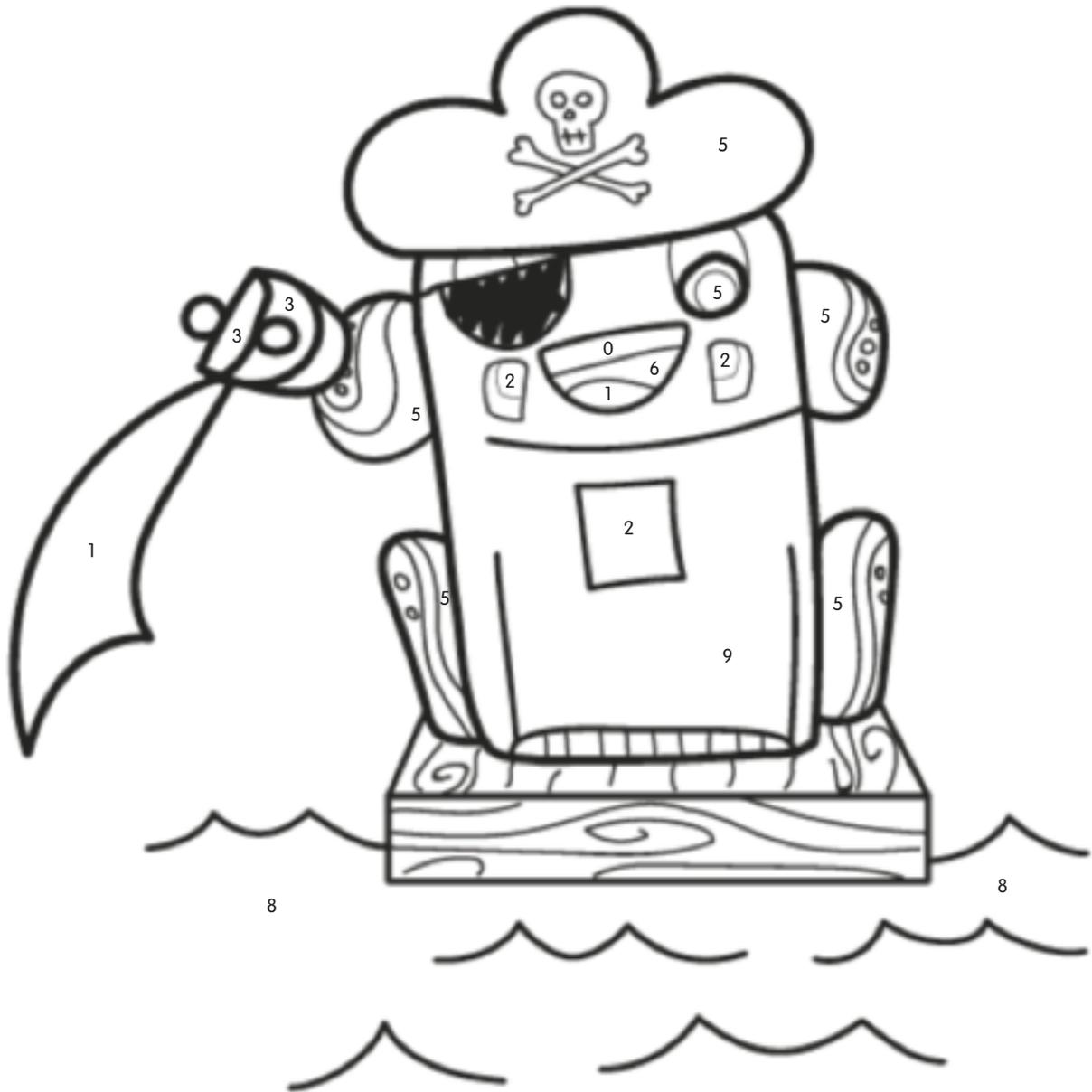
bleu



gris



blanc



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

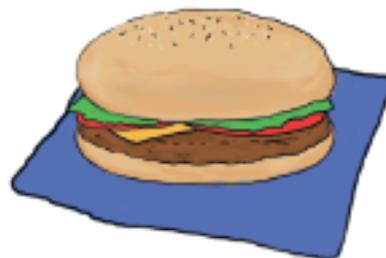
Bee-Bot est le Chef!



chocolat



une crêpe



un hamburger

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

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



un jus d'orange



une glace



un croissant

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 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?

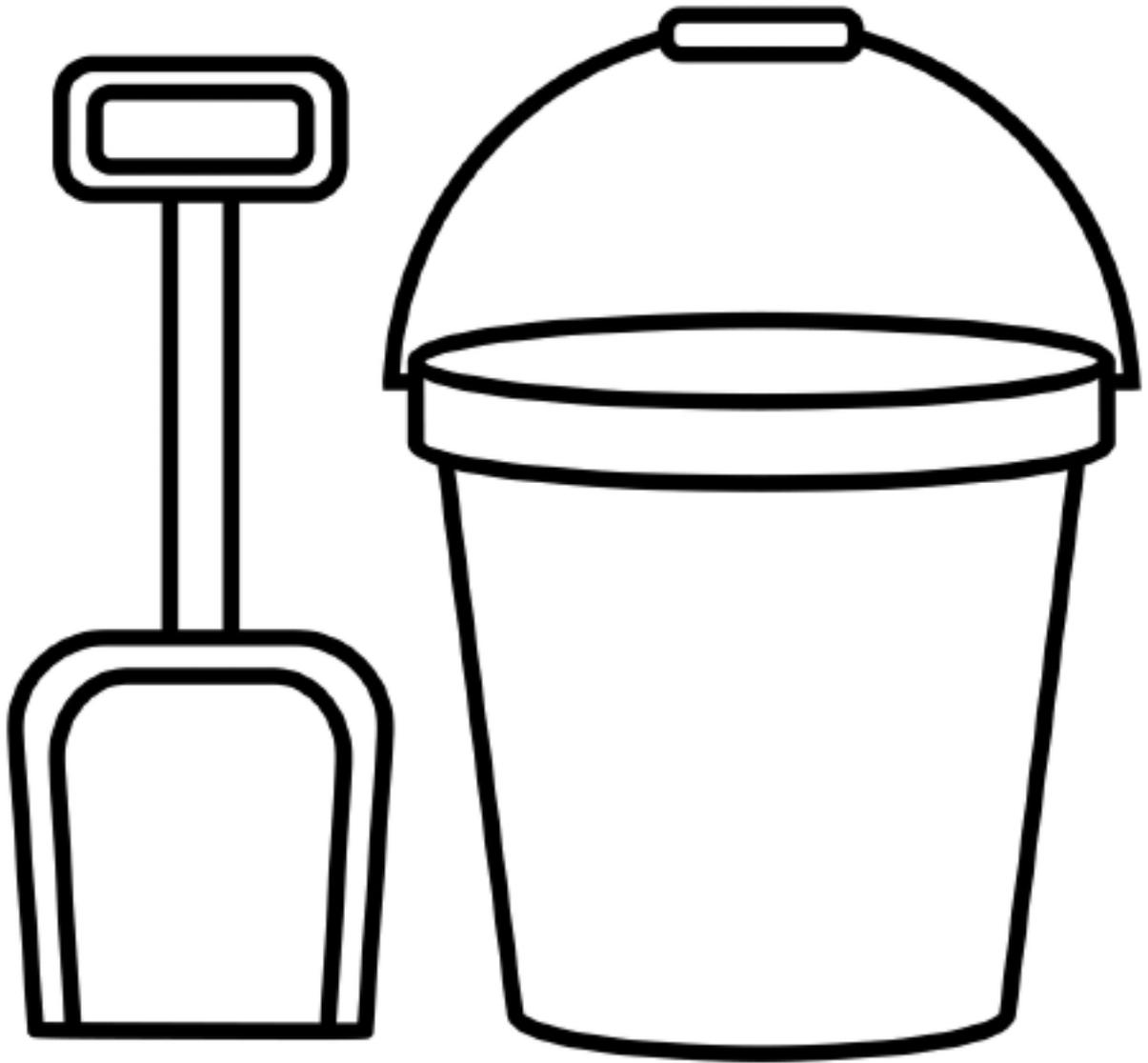


Understanding Child 4

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!



Resources

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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