

Mona Lisa

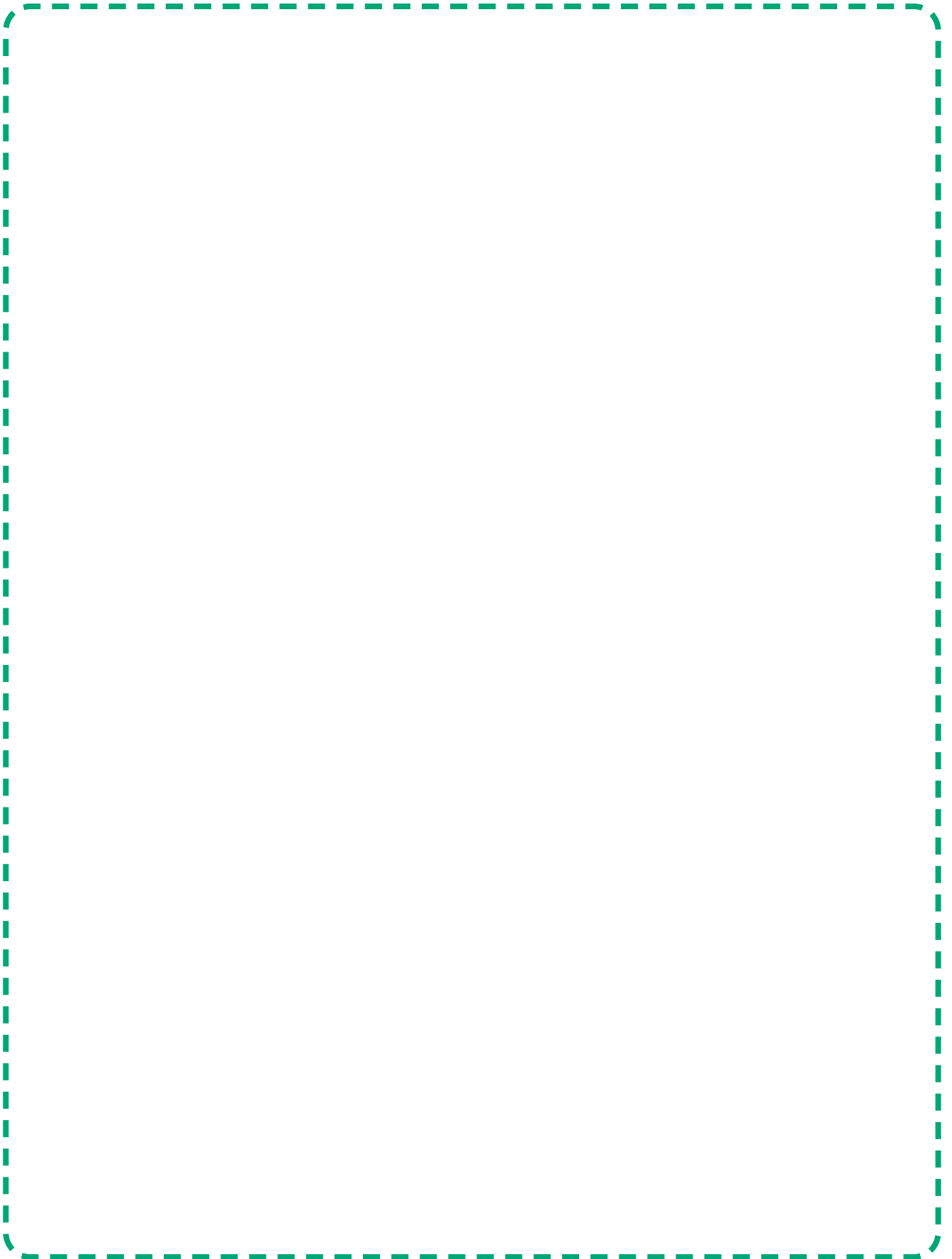


The Mona Lisa (La Joconde) is a very famous painting by the Italian artist Leonardo da Vinci. It is thought to have been painted between 1503 and 1506.

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!

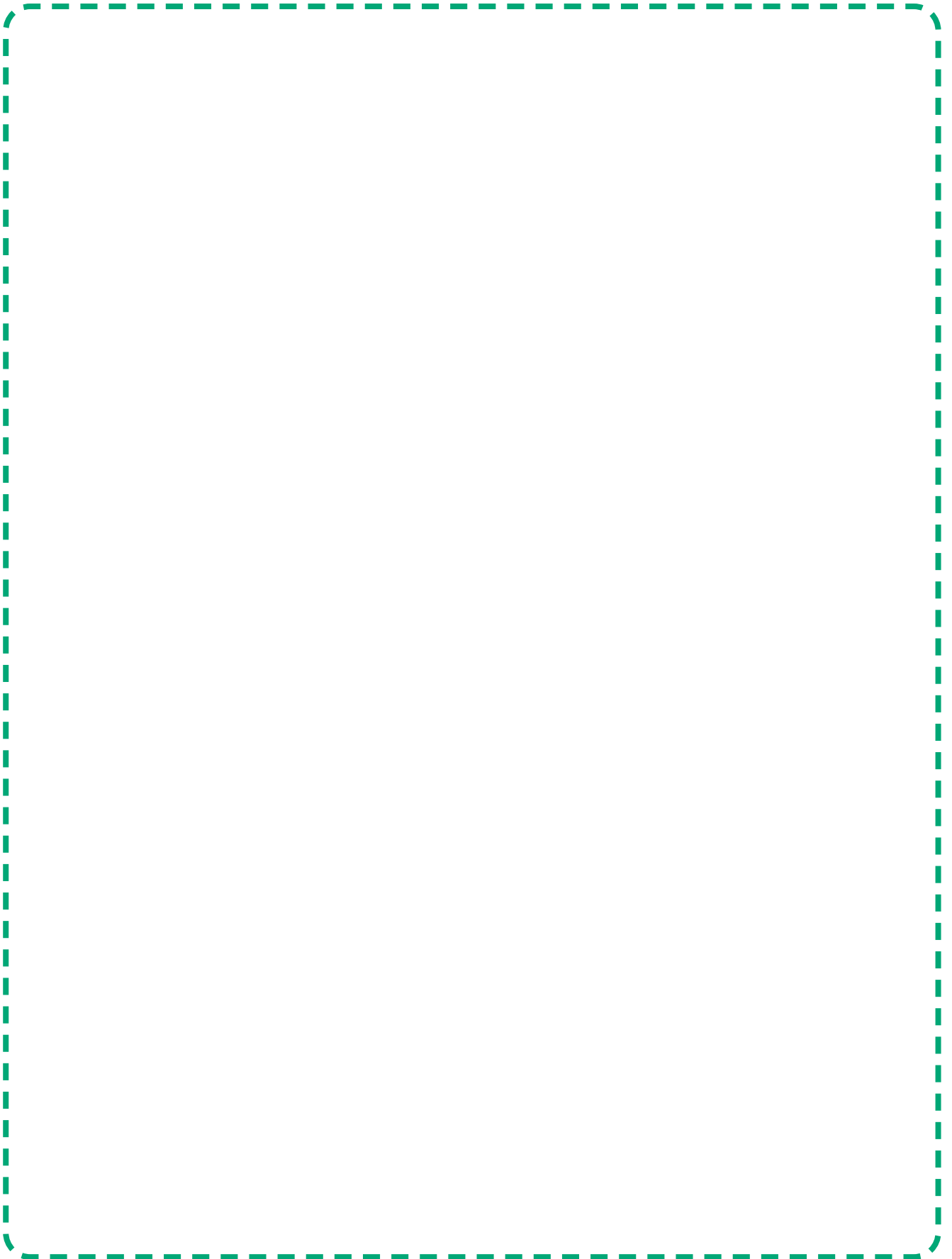
On the page opposite can you draw a self-portrait of yourself in the style of the Mona Lisa?



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?



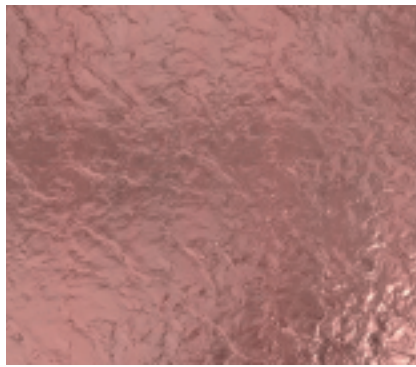


Materials

The items in our house are made from different materials! Can you 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:

Title of your graph:

Wooden

Metal

Cardboard

Fabric

Glass

Plastic



Which material is there most of in your home?

Plot your findings on the graph – remember to label your Y axis and add a title.

How could you plot your results if your tally exceeds ten per material?

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

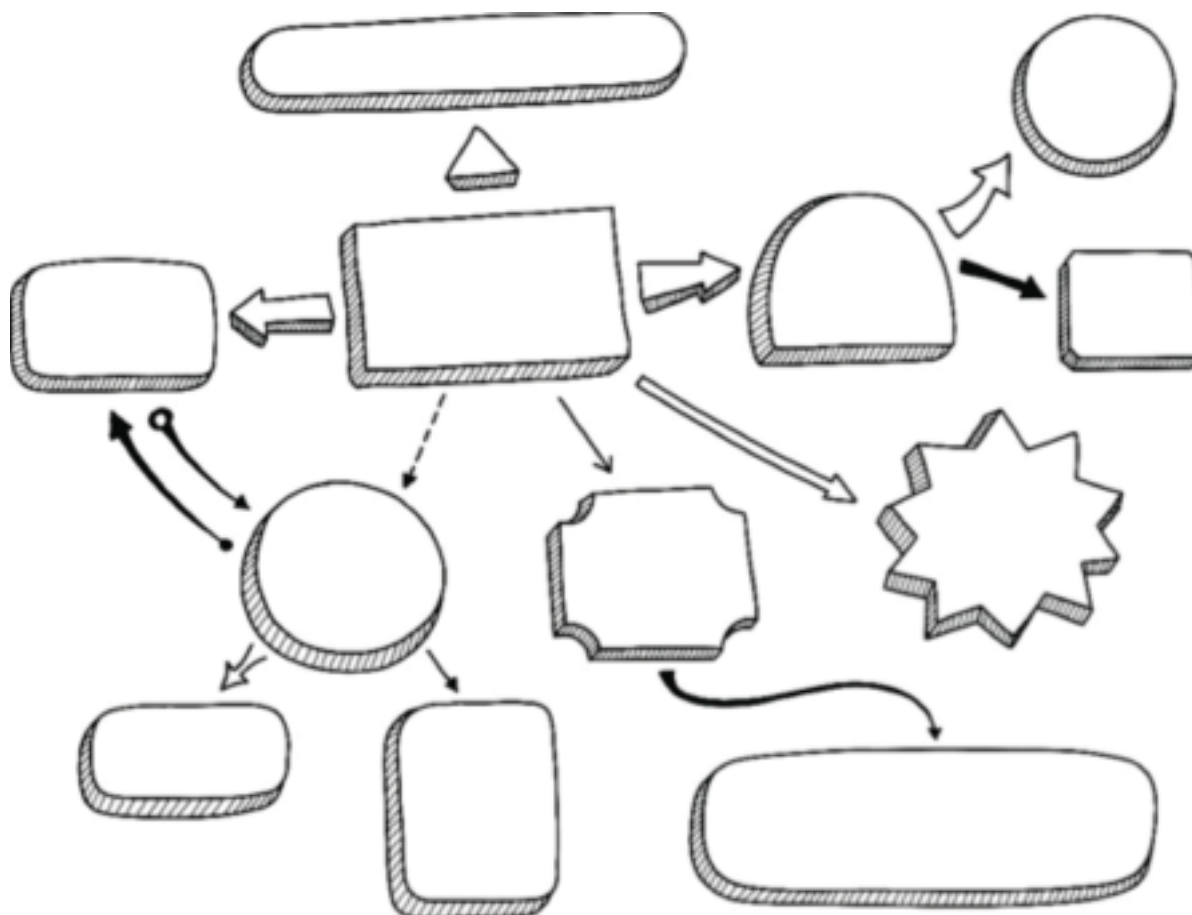
1. Crush the digestive biscuits in a food processor or in a plastic bag with a rolling pin, then put them in a large mixing bowl.
2. Chop each marshmallow into 4 pieces and add to the bowl with the cherries and 175ml condensed milk. Mix until the ingredients are well combined and you have a sticky mixture. 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.



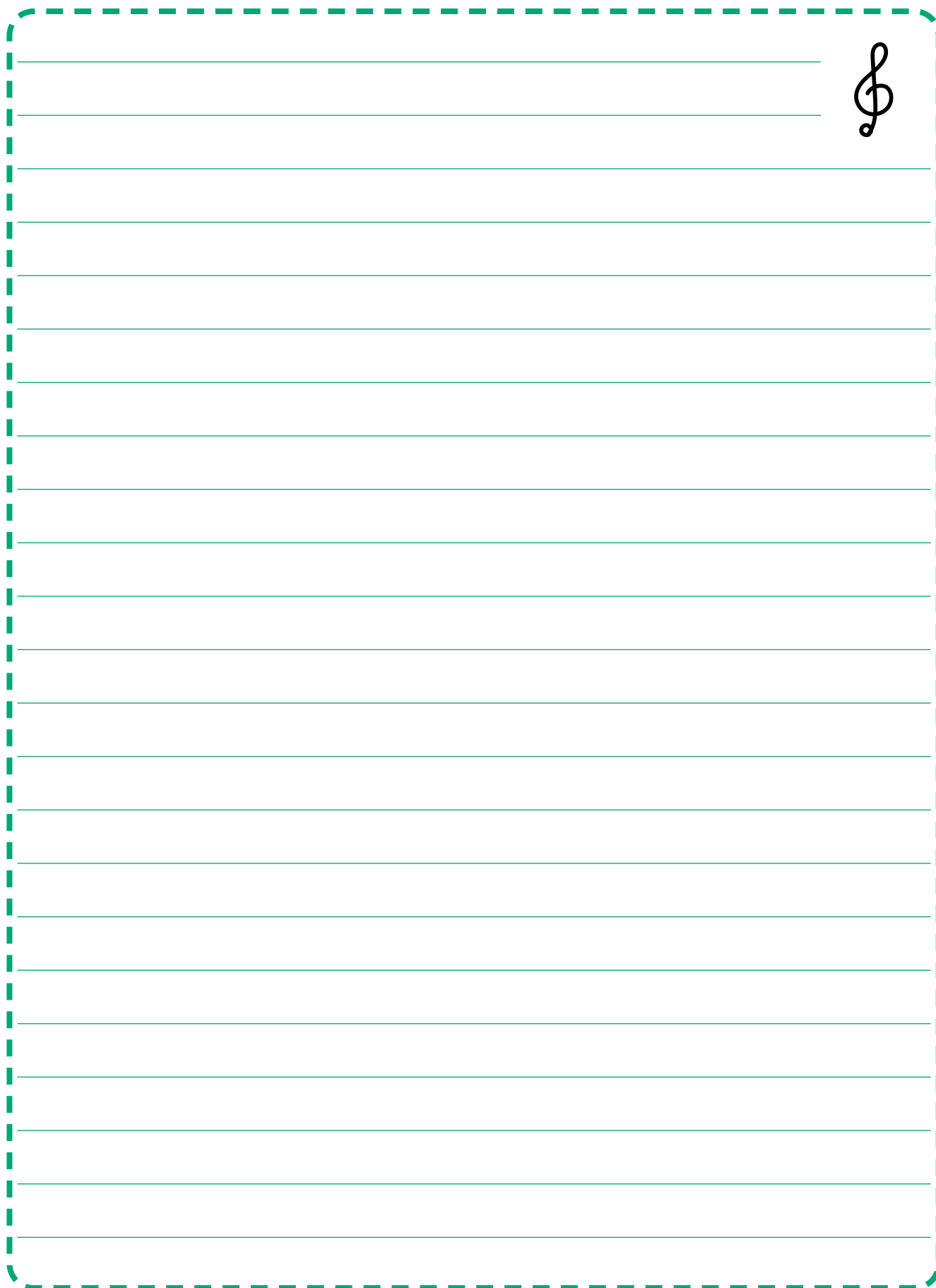
Write a song about your town

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 on the top right line.

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 in the top right corner 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 on the top right line.

Blue-Bot est en vacances au ski

Key word list



un coca



un café



une salad



Un chocolat chaud



un crêpe



Le vin rouge



un jus d'orange



un glace



un croissant



des frites

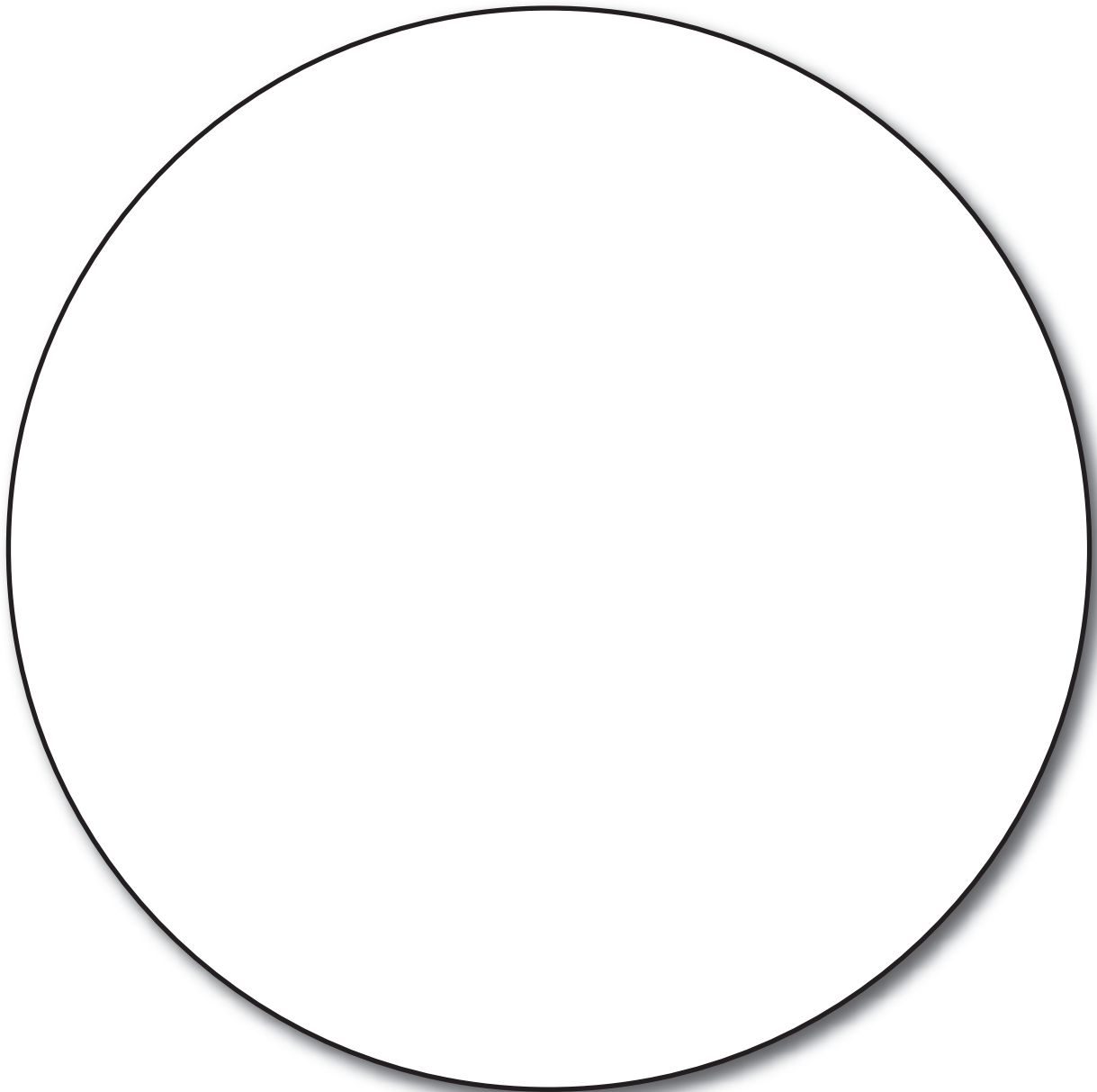
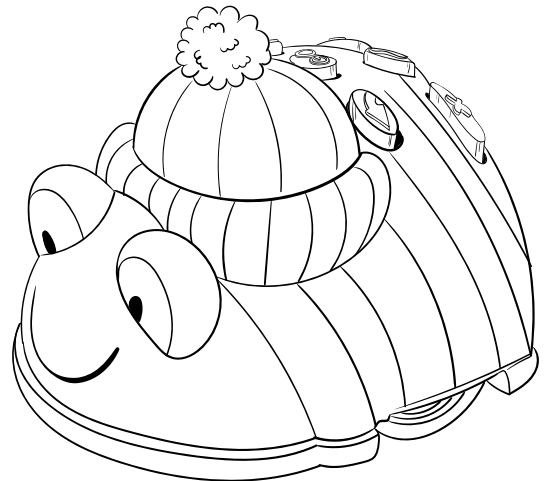


une limonade



un hamburger

Blue-Bot is on holiday in the French Alps! He has been so busy having fun in the snow. He has been snowboarding, skiing and made a bonhomme de neige. Now it is time for dinner, he is very hungry! Draw Blue-Bots dinner and label it with the French words – these can be from the key words or researched yourself.



Blue-Bot est en vacances au ski

Design a menu for your own restaurant in the ski resort. Put the foods from the key word list (and any other you know!) in to the correct section of the menu and add prices in Euros.



+



=



+



=



+



=



+



=

Le Menu

Petit déjeuner

Plat Principal

Dessert

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.

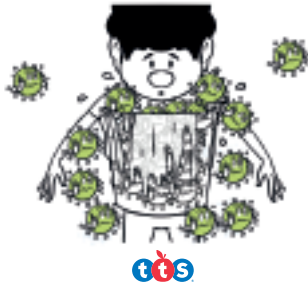
It is recommended that these activities are completed in a calm environment away from distractions. This is a perfect opportunity to bond with your child whilst building coping strategies for anxiety and stress.

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?

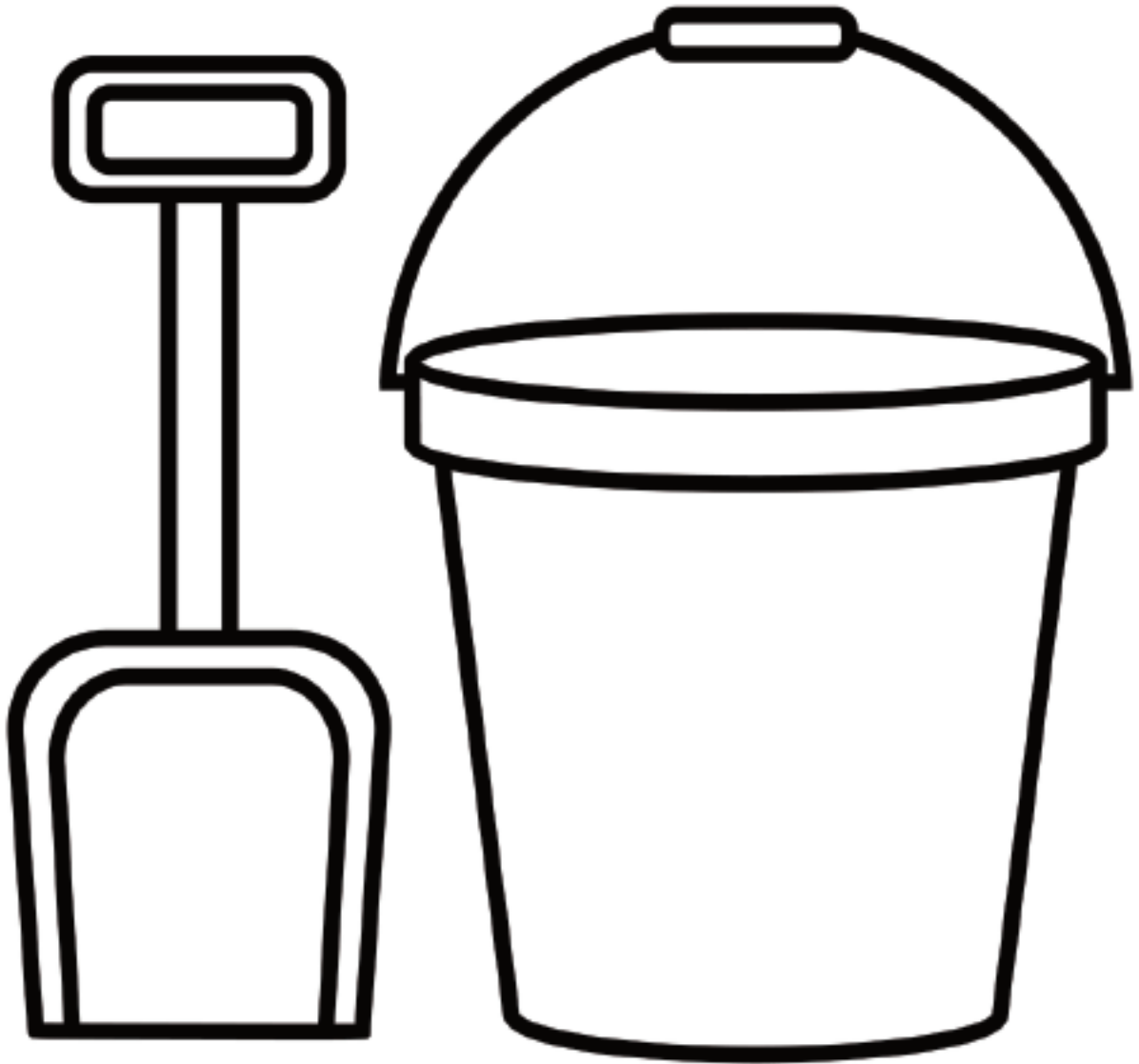


Understanding Child 4

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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