

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 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

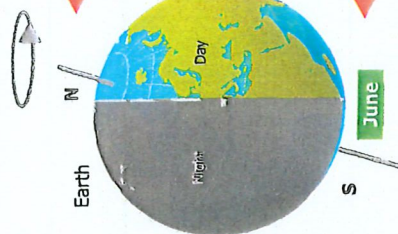
- 1 Make a table comparing differences between night and day where you live: for example, think about what people and animals do.
- 2 Write a short diary of your day and say what the time is.
- 3 Work out what time it is in New York when you start and finish school.

Key words

- Axis
- Earth
- Orbit
- Sun

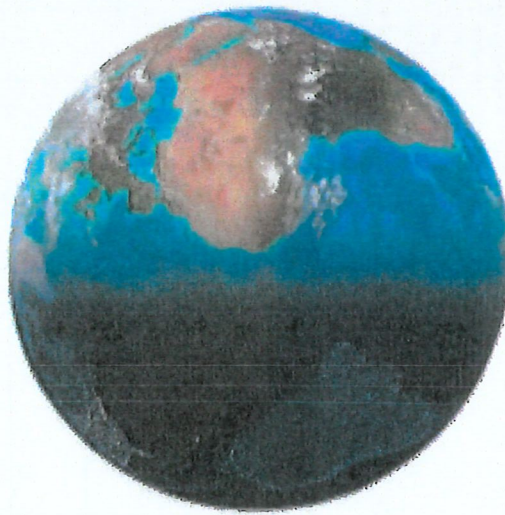
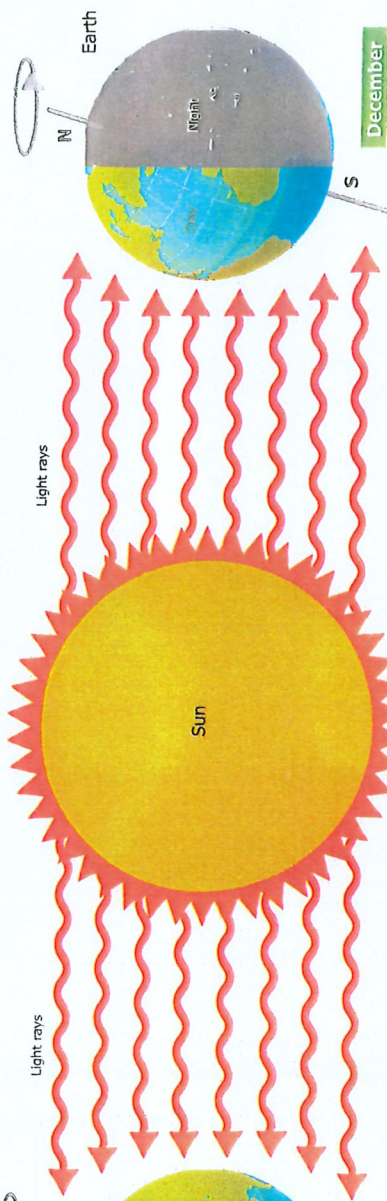
Night and day

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)

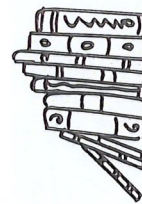


Challenges

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. 🕒

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World – Continents

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



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.

Questions

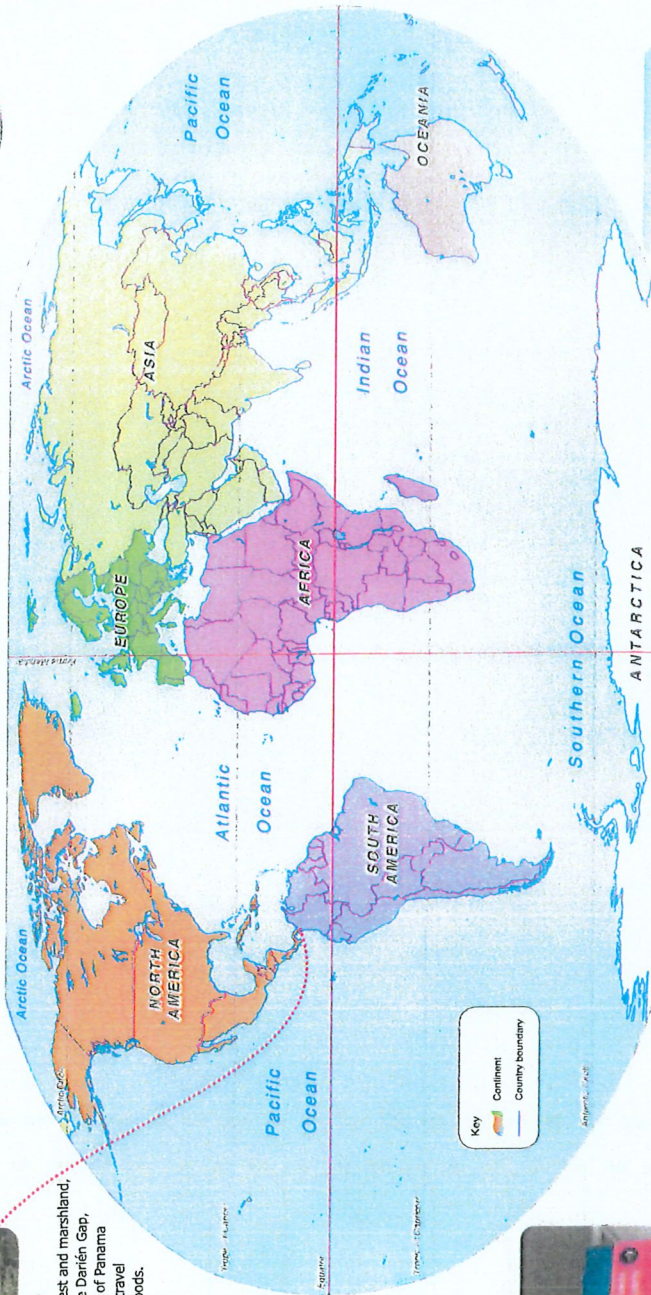
- 1 Which continent do we live on?
- 2 What would happen if the world didn't have any borders?

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



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.

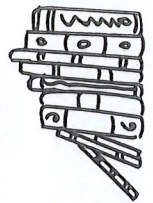


3 A new island has appeared that you can call your own! Give this new country a name, design a flag and draw a map of it to show its places and features.



Questions

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- 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

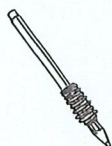
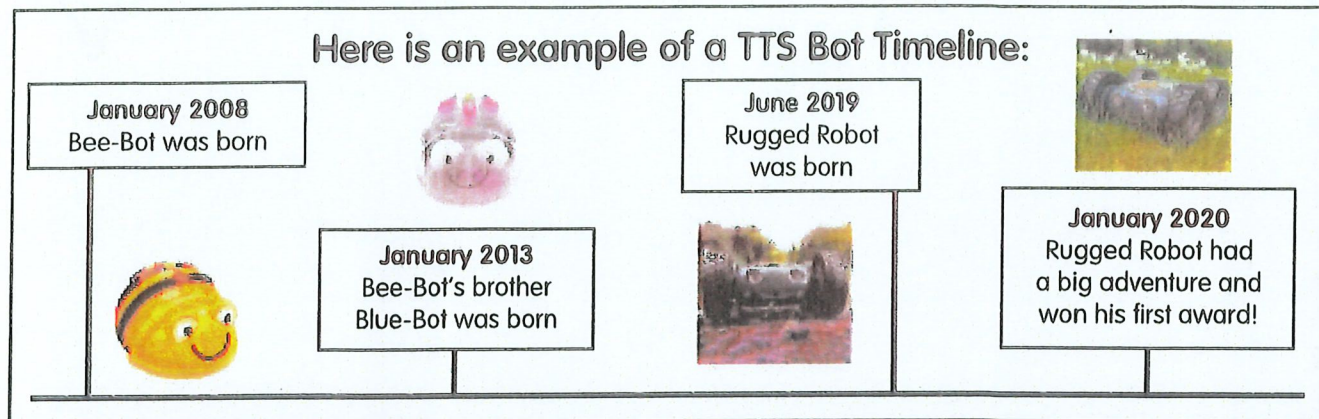
Y

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.

Here is an example of a TTS Bot Timeline:



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

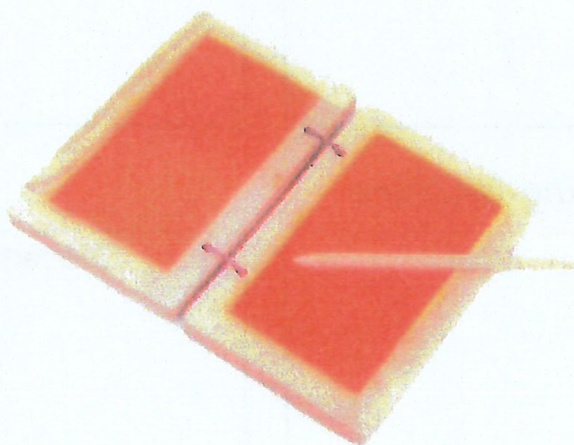
We can learn a lot about the past by looking at artefacts and thinking about how they were used.



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.

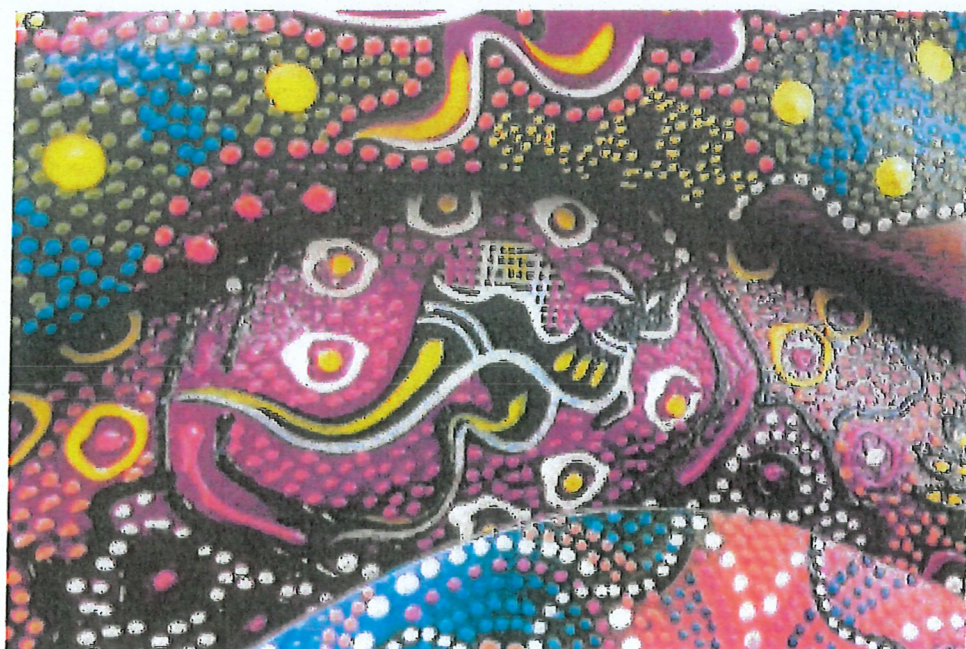
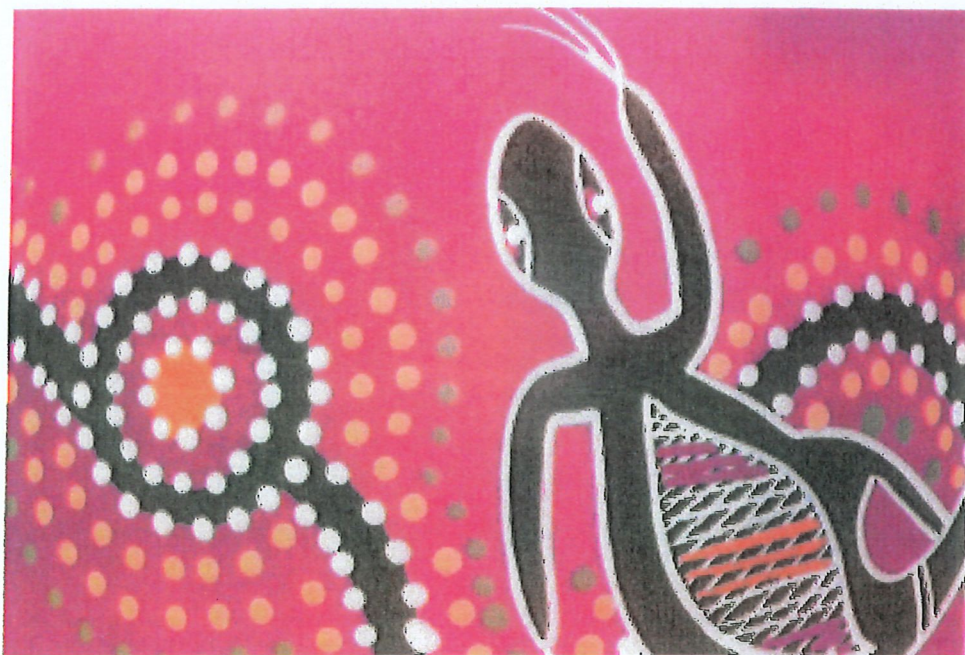
The Mona Lisa is one of the most valuable paintings in the world. It holds the Guinness World Record for the highest insurance valuation in history!

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

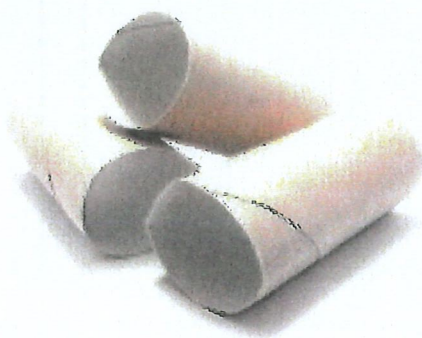
Metal

Fabric

Plastic

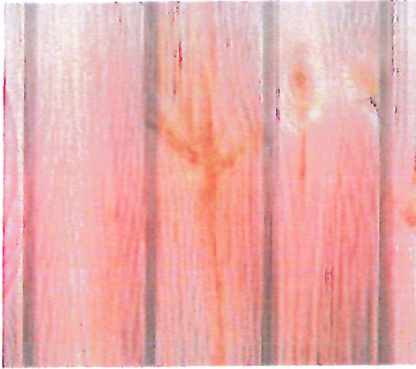
Glass

Cardboard

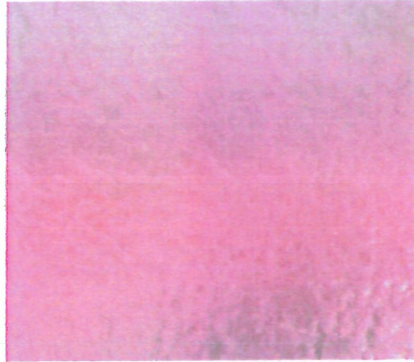


Design & Technology Activity I

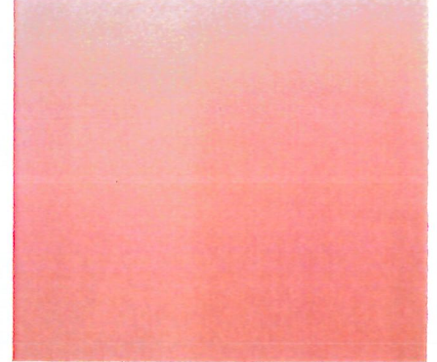
Can you go on a material hunt around your house? Tally up in the boxes below the amount of items made of each material:



No. of wooden items:



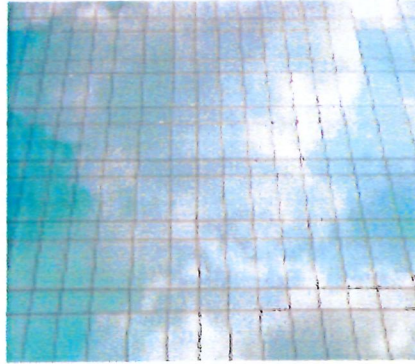
No. of metal items:



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?



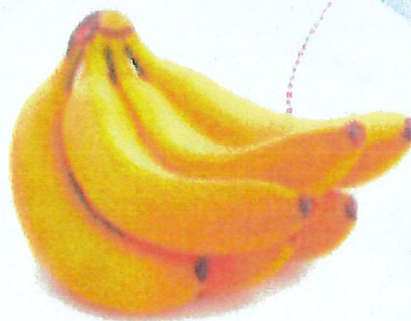
Strawberries

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.



Coffee beans from Costa Rica

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?

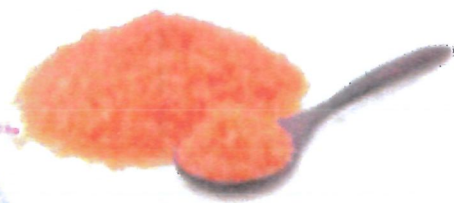


Honey and dairy from Ireland

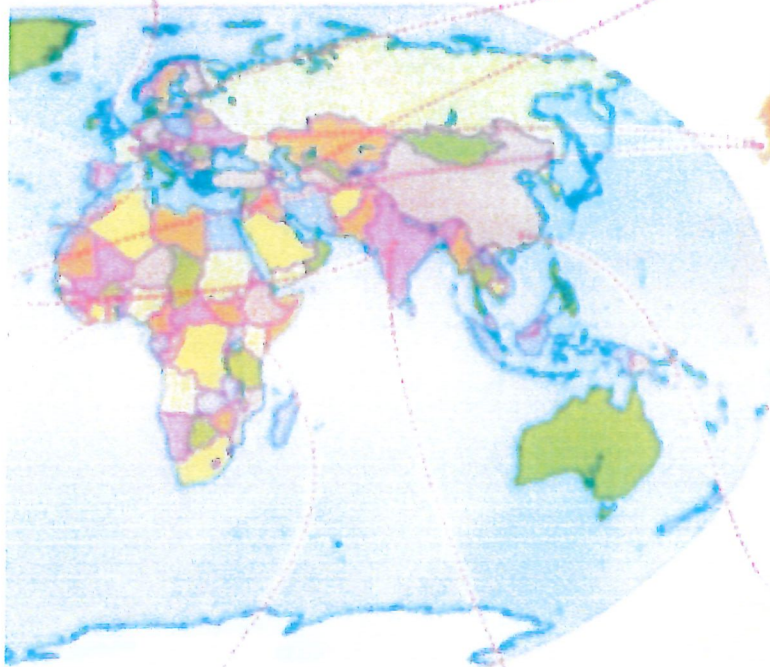
More than half of our imported milk and cream comes from Ireland, which also supplies us with eggs and honey.



Potatoes from Israel, Belgium and the Netherlands



Sugar from France and Germany



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 from Kenya can have a lower carbon footprint than beans grown in the UK because of the difference in farming methods.

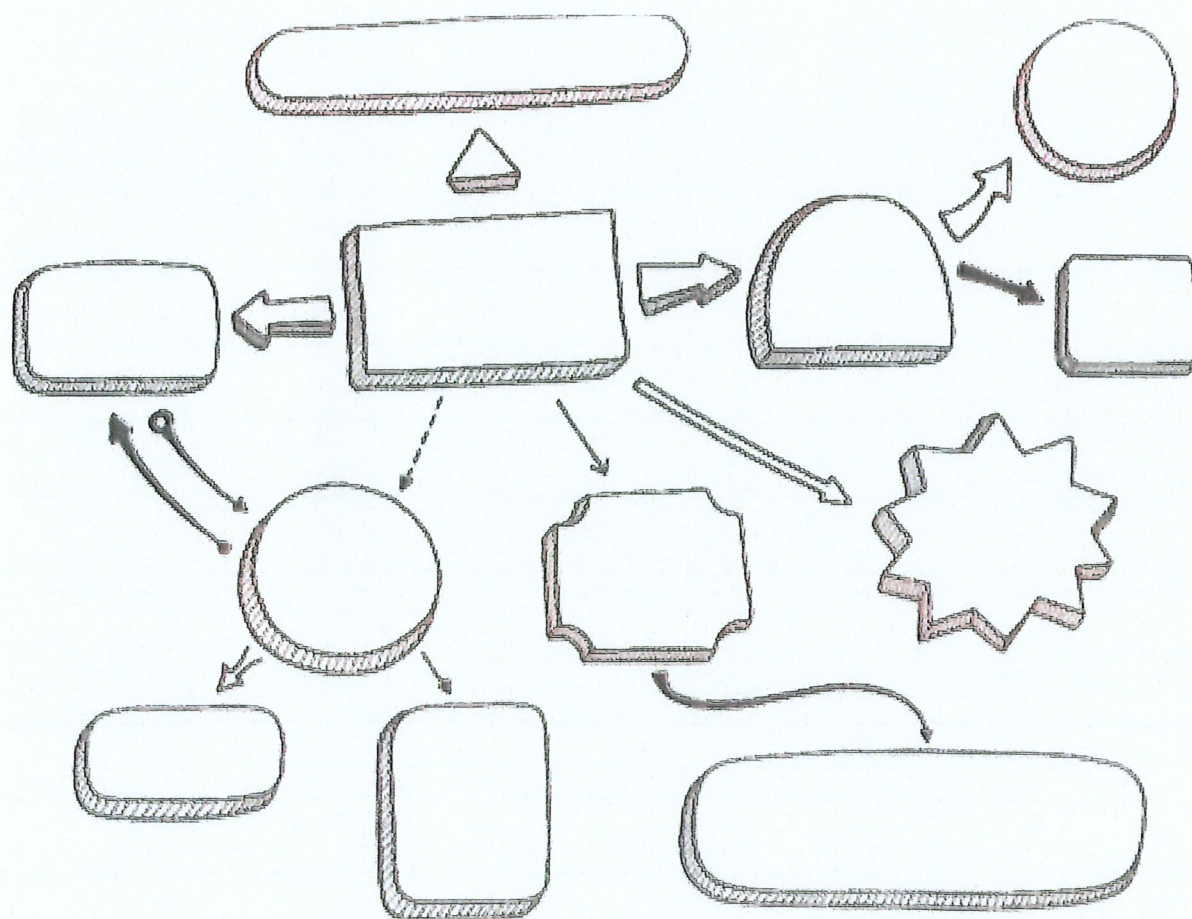


Rice

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.





Write a song about your town



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.

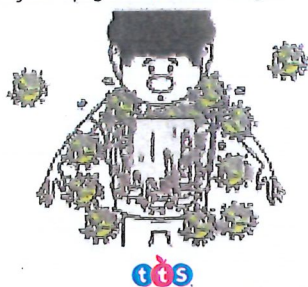
The coach cards are for the adult and the child cards are for the children.

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?

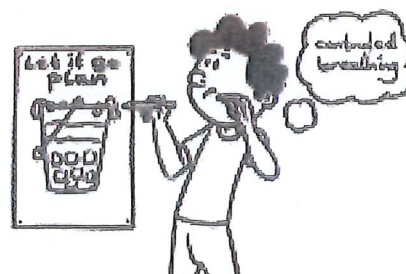


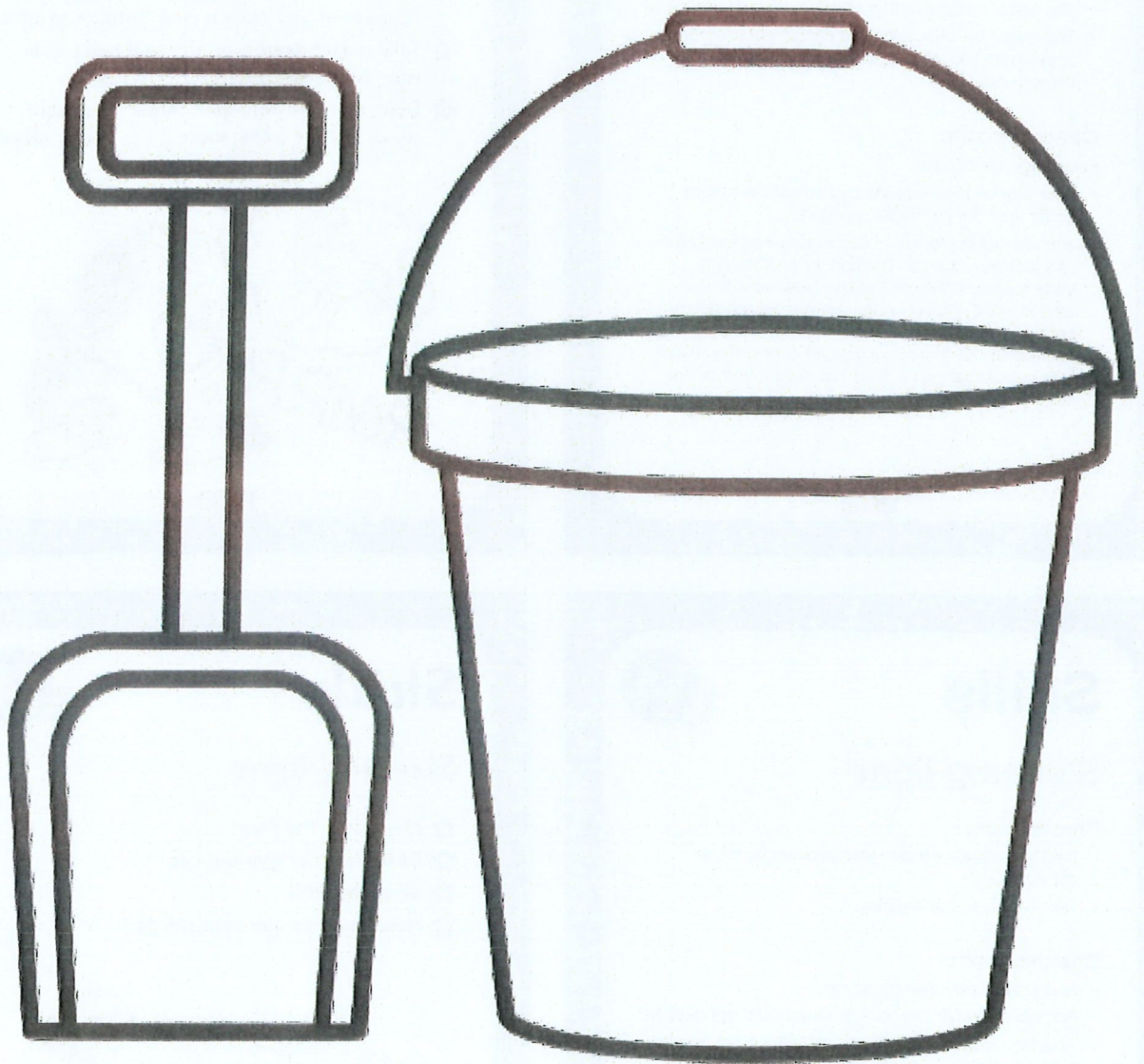
Understanding

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.

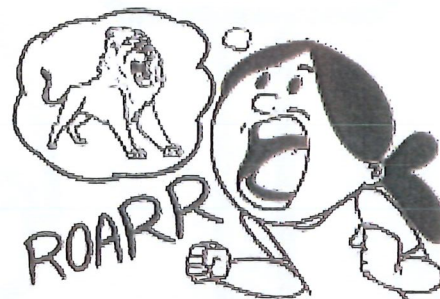


Skills

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.

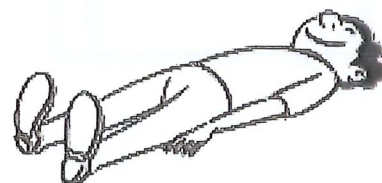


Skills

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.



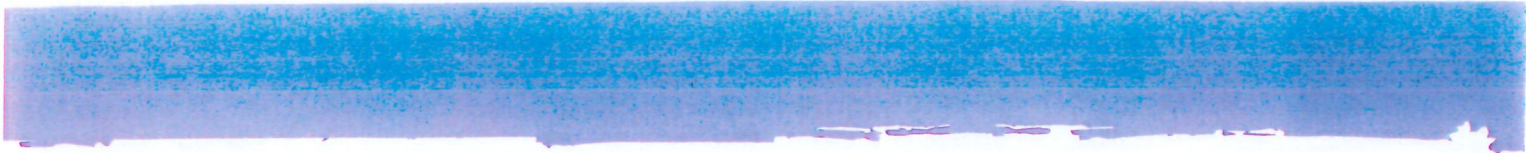
Fun

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!

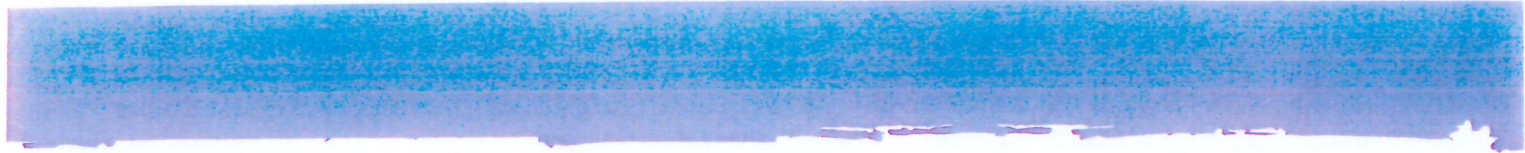




Resources

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





01	02	03	04	05	06	07	08	09	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	00
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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

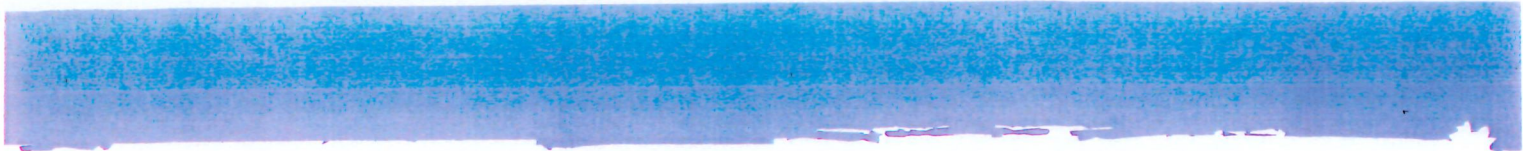
AD 1837 – AD 1901

Tudors

AD 1485 – AD 1603

Stone Age

12,000 BC – 2500 BC



Victory
AD 100 - AD 150

Timothy
AD 150 - AD 200

Victory
AD 200 - AD 250

Timothy
AD 250 - AD 300

Victory
AD 300 - AD 350

Timothy
AD 350 - AD 400

Victory
AD 400 - AD 450

Timothy
AD 450 - AD 500

Victory
AD 500 - AD 550

Timothy
AD 550 - AD 600