

Year 5/6 Keep Calm and Carry On

wb. 15.6.20

Here is an outline for the activities we will be doing this week. The accompanying PowerPoint will show each of the lessons in more detail.

Monday

PSHE – Healthy bodies, healthy minds. – What’s the risk?

Today we will be identifying and discussing risk factors in given situations. We will be thinking about the outcomes of risk-taking, considering the emotional risks too. Discuss:

- What is a risk?
- Are risks always negative?
- How do people decide whether to take a risk or not?

Have a go at the activity sheet, discussing each scenario. How risky is each situation? Rate it from 1 to 10 (1 being the lowest, 10 the highest). Are there any questions where your answer may begin with “it depends if...”?

Next, make a list of the risk factors for each scenario and decide the lowest and highest score you can give. How could we manage and reduce or increase the risk in each situation?

Finally, we are going to create our own risk continuum by drawing a line and labelling the ends ‘Very high risk’ and ‘Very low risk’.

Add some risks to your line to show how you would rate each e.g.

- Going on a rollercoaster
- Touching a spider
- Getting a bus to town by yourself

Activity sheet

What's the risk?

1. Discuss whether the following are low, medium or high level risks for a person to take. Then note your answers down:

- Playing near a railway line with some friends.
- Crossing the road, but not at a pelican crossing.
- Cycling along a main road without a cycle helmet on.
- Chatting online to someone.
- Turning up at school without having done any homework.
- Singing a song in front of the whole school – children, staff and parents.
- Lending something precious to a friend.
- Someone going out to play with a friend even though their parent has told them to stay in and tidy their room.
- Drinking from an unlabelled bottle.
- Jumping out of an airplane.
- Having a go at answering a difficult question in assembly.

2. If you scored each statement on a scale of 1 to 10 (1 being the lowest risk and 10 being the highest risk), what would be the lowest and highest score you could give to each statement? Note your answers down for these, too.

Is it always possible to reduce the risk in a situation?

Maths – Today we will continue the work we started on Friday as we spent a long time revising the long division method in our bubbles. If you have completed the given questions, can you create some of your own $4d \div 2d$ questions? Or, try the long division tasks on Mathletics.

First, we will continue practicing our division fluency. Once we have a solid understanding of the methods we will move on to trying some problem solving and reasoning questions involving multiple steps.

Reading – Independent reading. Reading novels to promote prolonged reading.

We will do some independent reading and will then listen to the class book being read by an adult.

Topic – Art. Graffiti art - specifically the work of Banksy.

Today we will be continuing with our graffiti work. We will be applying our ideas from the previous lesson to create a large (Table-sized!) piece of art.

Tuesday

PSHE – Healthy bodies, healthy minds. Helpful or unhelpful? Managing change.

We will begin with an adult describing a recent change for them, for example a new piece of technology; a new colleague; a recent promotion or change of responsibility. Pupils will then describe things that have changed for them since last year, putting their answers into a spider diagram.

Sometimes changes are chosen and these are often positive changes, for example, when we get something new, such as a new phone.

However, some changes can be more challenging and are sometimes changes we do not choose, but happen anyway such as: we move to a different area or school; someone we know is ill; a new brother or sister is born; a friend leaves school; parents split up...

We will talk with a partner about we they felt when they got something new and then share our responses with the whole class. We will then talk with a partner about how we felt when something happened that wasn't our choice and will then share our thoughts and reflections with the class.

Sophie's Story

Read the story and discuss the following questions:

1. How do you think Sophie feels when she overhears them talking?
2. Why does she wait out in the hall?
3. Why do you think the grown-ups hadn't shared the conversation with her?
4. What positives may come of a move to Carl's house for Sophie? [e.g. new friends, a bigger house, a good school, a step-dad and a family home...]
5. What worries do you think she may have about a move to Carl's house? [Leaving friends, losing what she is familiar with, possible disruption to her studies at school.]

Next, read and discuss the *Helpful or unhelpful?* Sheet. Would any of these help Sophie? Why/why not?

In groups of three, children role-play a possible conversation between Sophie, her mum and Carl.

Changes happen all through our lives. Many changes we don't notice as they can be quite small and happen slowly. Bigger changes or changes that happen suddenly can be easier to manage if we have people who support us.

- Who can help support us with changes?
- How can we support others?

Maths – Division problem solving.

We are going to be solving some problems involving division. It is up to you to choose whether you use long or short division - think carefully about which would work best.

We will try the first page together, considering all the different ways we could fill the blanks. Think about the information you have been given.

What do we need to know? What could the blank spaces be?

Miss Cooper has _____ sweets. She shares them between _____ pupils in her class. She gave each pupil 105 sweets. (What could the missing information be?)

Harold has _____ marbles. He separates them into bags of _____. How many bags does he make? (What could the missing information be?)

Three Year 6 classes are going on a trip. There are 93 pupils in total and 5 pupils can fit in a car. (What could the question be?)

Next, we will try the questions on the following page independently.

Reading – Comprehension

Today we will read a short text about Anne Frank and answer some comprehension questions to show our understanding.

Remember to consider what type of question you are answering... how do we answer this type? What should our answer include?

There are 3 different tasks to choose from – for each there is a text and questions. The stars are in the bottom left corner. If you would like to mark your comprehension, the answers are on the last pages.

Hot = 1 star

Hotter = 2 stars

Spicy = 3 stars

Topic – WW2 – What caused WW2?

Look at the 6 pictures. What do you think each represents?

We are going to look into 6 causes of WW2. We will read the information and then discuss each in more detail. These causes are:

- The legacy of WW1
- The League of nations
- Global depression
- Adolf Hitler
- Appeasement
- The Nazi-Soviet Pact

For the main task, pupils will complete the table to name and outline each of these stages. They may want to draw a picture to support their ideas.

Challenge: Which of these factors made the largest contribution to WW2 starting? Why do you think this?

Wednesday

English – Planning a narrative

Today we are going to be planning a narrative to do with our topic on WW2.

During WW2 the British government decided to evacuate thousands of children. First, we will discuss what evacuation actually meant and whether it would have affected us. Watch this short video for more information <https://www.youtube.com/watch?v=ZPs8hbksOg8>

- Read the example and highlight the key features.
- Can you find evidence of which person the story is written in?
- What is the main setting for the story?
- How is the character feeling throughout the story? Do their emotions change?

Plan your narrative using the story mountain to help with the structure and content.

Things to think about:

- Where is your story based?
- Are you travelling alone?
- How are you feeling during the journey?
- How will you feel when you arrive at your destination?

Maths – Multi-step problems.

We are going to be working through some multi-step problems that involve the four operations. We will have a go at a one together to decide which information is important and how we can work out the problems and will then try some questions independently.

Reading – Today we will read the extract from Goodnight Mr Tom. We will keep stopping throughout the story to discuss what has happened, our opinions and we will make predictions about what may happen next.

Science - The Circulatory system. The function of the heart, blood and blood vessels.

First, we are going to look into the function of the heart. We will watch the BBC Bitesize video (<https://www.bbc.co.uk/bitesize/topics/zwdr6yc/articles/ztg6gdm>), read some facts and then discuss why this is such an important part of the circulatory system. We will then repeat with the blood and blood vessels. (<https://www.bbc.co.uk/bitesize/topics/zwdr6yc/articles/zw8xb82>
<https://www.bbc.co.uk/bitesize/topics/zwdr6yc/articles/zqv4cwx>)

Next, we will copy and complete the sentences to outline each function.

The heart....

Blood vessels...

Blood...

We will then use our prior knowledge, the facts we have learnt already and the information on the help sheet to complete as many Challenge Cards as possible.

Finally, we are going to make a multiple-choice quiz for our friends (or family).

Thursday

English – Writing a narrative.

Hot seating -

What questions would you ask a child who is about to be evacuated?

What question would you ask a child who has been evacuated about their experience?

Today we are going to be using our story mountain to write our narrative about being evacuated. Use the example text to help you.

Maths – Investigations. Using the 4 main operations.

Have a go at the challenges on the PowerPoint.

Reading – We will continue reading and discussing Goodnight Mr Tom and will then try some comprehension questions based on the extract we have read.

PE – Striking and Fielding - Rounders

Friday

Transition – Preparing for secondary school.

During our transition time we are going to work our way through the PowerPoint, giving each topic the time required for all pupils to feel comfortable. This may result in us completing the slides in the following session/s. The topics we will cover include:

- Memories of primary school
- Worries about secondary school
- Changes
- Similarities
- Our journey
- Things we will need
- Friends
- Getting help
- Our thoughts

Maths – Today we will spend some time on Mathletics and TT Rockstars.

Reading – Independent reading. Reading novels to promote prolonged reading.

We will do some independent reading and will then listen to the class book being read by an adult. We will use this to create questions for our peers.

Outdoor learning – Geography focus – Map reading.

Today we will use the skills we learnt last week to create a map of the playground. We will make our own Key and the symbols to represent features of the playground, rather than using words or detailed pictures.

After, we will start a map of the nature area. Is there somewhere near your house that you could create a map of?