

Monday



# Outdoor learning

- Mapping out an area

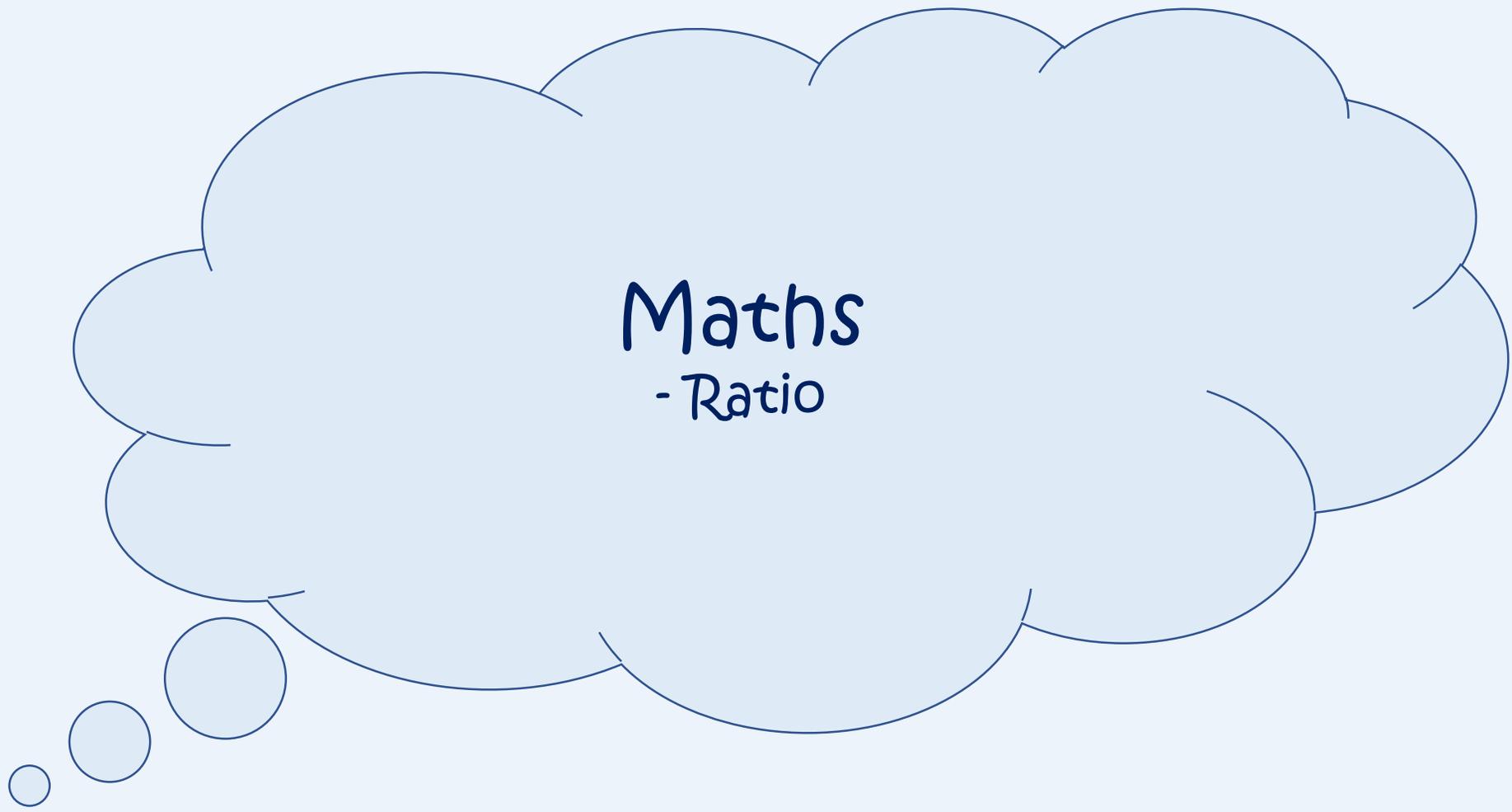
Due to the weather last week we will be doing this activity today.

We are going to go to the nature area and playground and create our own maps.

Think about a key that you could use to show different key aspects of each area we go to.

Before we go let's make a list of key features of the areas.

Can you think of a symbol to represent them?



Maths  
- Ratio

What is ratio?

What can we use ratio to help us with? Think of everyday things we do!

# Lets try these together

Look at the diagram can you write a sentence to show the ratio involved?



Can your ratio be simplified?

Look at the sentence below can you draw a diagram to show what is happening?

In a class there are 30 pupils for every 2 boys there are 3 girls. How many girls are there altogether?

Ratio is used to share things out when we are being fair.

It is also used when one thing has a greater representation than another.

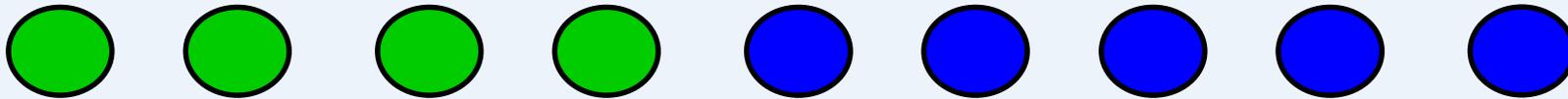
What is the ratio of red  
counters to yellow?



We write this as  $5 : 3$

( $5+3=8$  and there are 8 counters)

What is the ratio of green  
counters to blue?



4 : 5

What is the ratio of red  
counters to yellow?



We could write this as  $6 : 2$

We could also write it as  $3 : 1$

We call this  
simplifying the ratio

1:2

1:2

6 :: 1

2:3

Friends Bill and Betty buy a £1  
lottery ticket.

Bill pays 60p and Betty the  
other 40p.

They win £1000.

Should they get £500 each?

They might be really good friends and decide to 'go halves'.

However, it would be a more fair way to split the winnings in the same ratio as they paid.

How much would they get?

The lottery ticket was paid for  
by splitting the cost 60 to 40.

As a ratio, we would write this  
as

60 : 40

60 : 40

Means that Bill will get 60 parts  
to Betty's 40

Between them there are 100  
parts

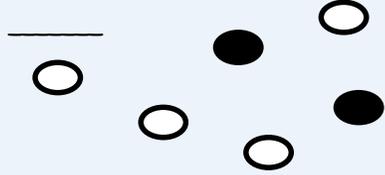
For 1000, I need to share 100  
ten times.

60 : 40 ten times is

**600 : 400**

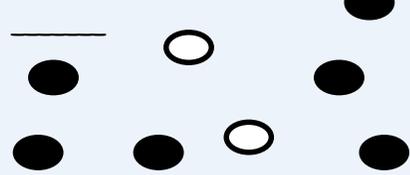
So Bill gets £600 and Betty gets  
£400 from their winnings.

What is the ratio of black counters to white?



Simplify your answer \_\_\_\_\_

What is the ratio of black counters to white?



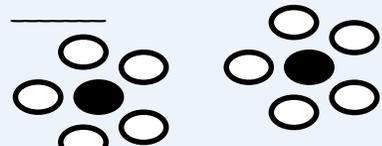
Simplify your answer \_\_\_\_\_

What is the ratio of white counters to black?



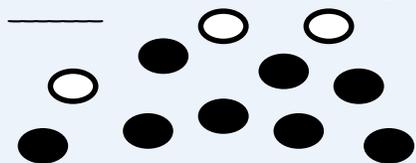
Simplify your answer \_\_\_\_\_

What is the ratio of black counters to white?



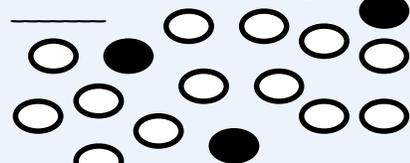
Simplify your answer \_\_\_\_\_

What is the ratio of black counters to white?



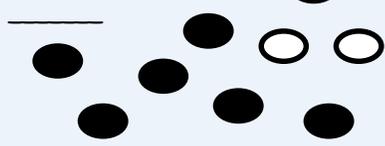
Simplify your answer \_\_\_\_\_

What is the ratio of white counters to black?



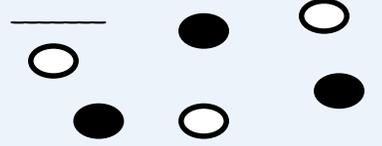
Simplify your answer \_\_\_\_\_

What is the ratio of white counters to black?



Simplify your answer \_\_\_\_\_

What is the ratio of black counters to white?



Simplify your answer \_\_\_\_\_

Shade in the counters to represent the given ratios of black to white.

1) 4:1

2) 2:5

3) 1:3

4) 5:3

5) 7:2

6) 6:5

7) 5:1

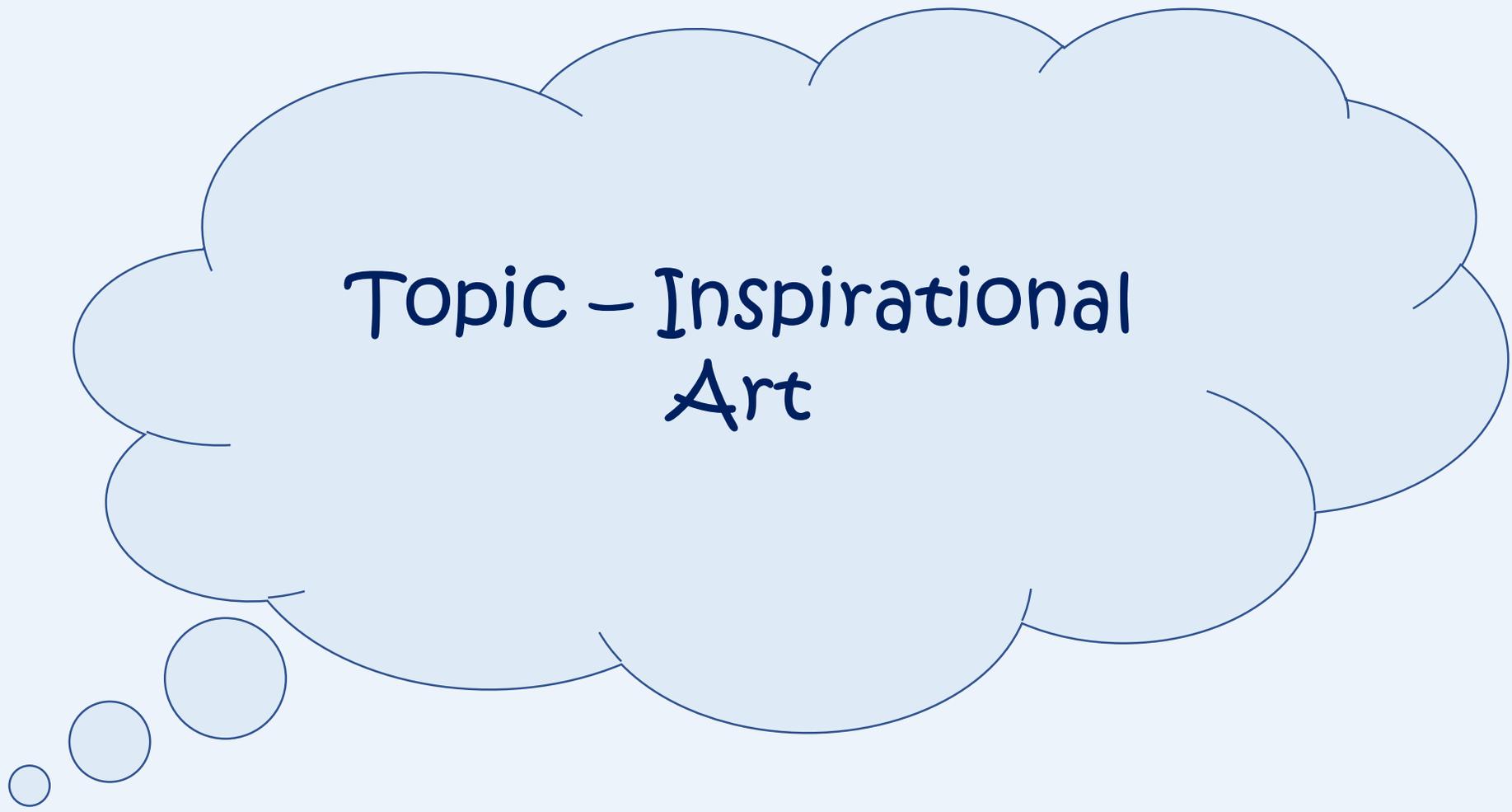
8) 3:2

9) 7:5

10) 1:1



Reading  
- Independent reading



Topic - Inspirational  
Art

What do we feel when we look at art?

What does inspiration mean?

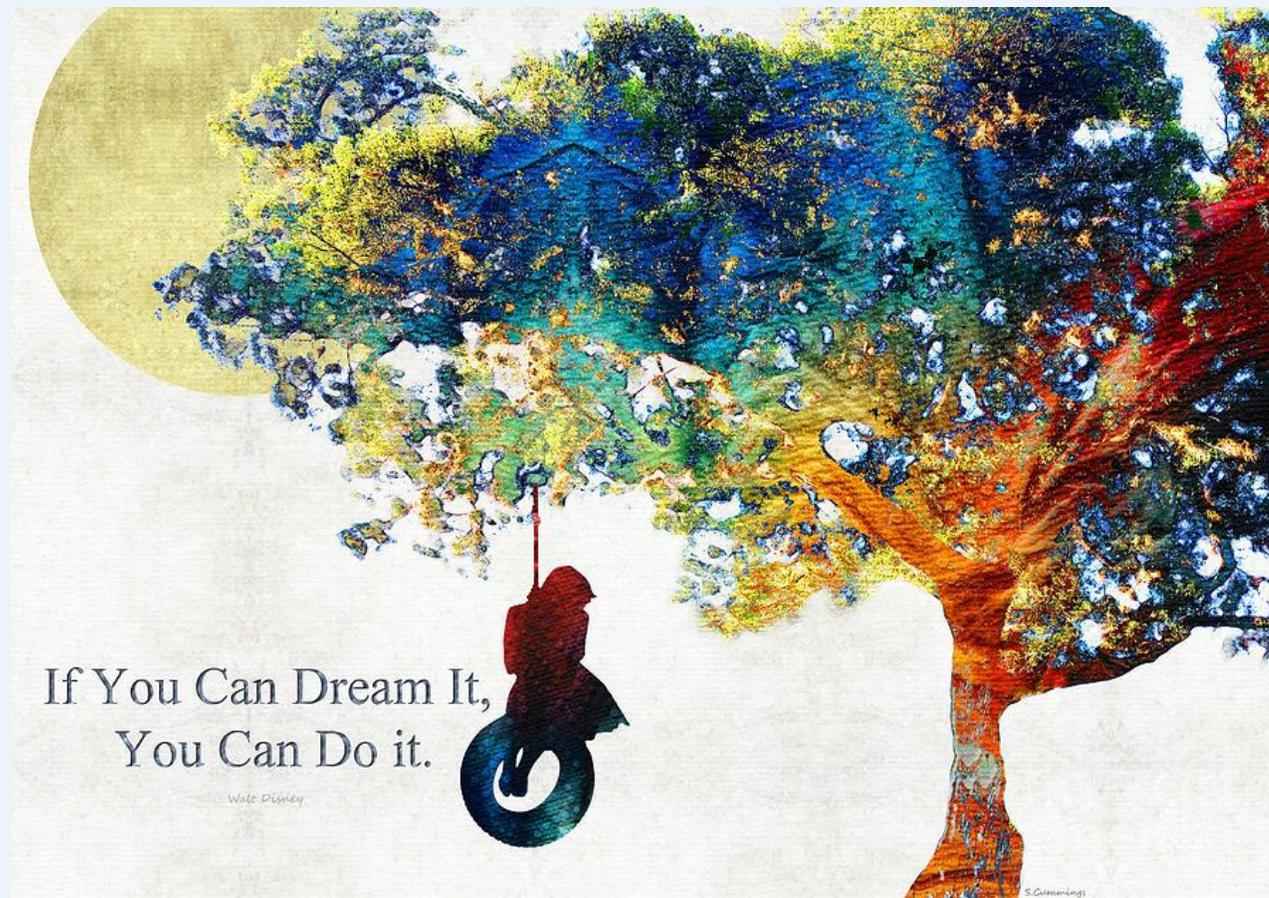
What do we think inspirational art is?

Inspiration is the act of mentally stimulating us or making us feel something. This usually leads to us creating something.

Look at the artwork on the next slide. What do you think the artists were feeling when they made them?



Sometimes the artists add quotes to inspire others.  
Look at the image - what do you think the artist was trying to inspire?



# Now it's your turn have a go yourself...

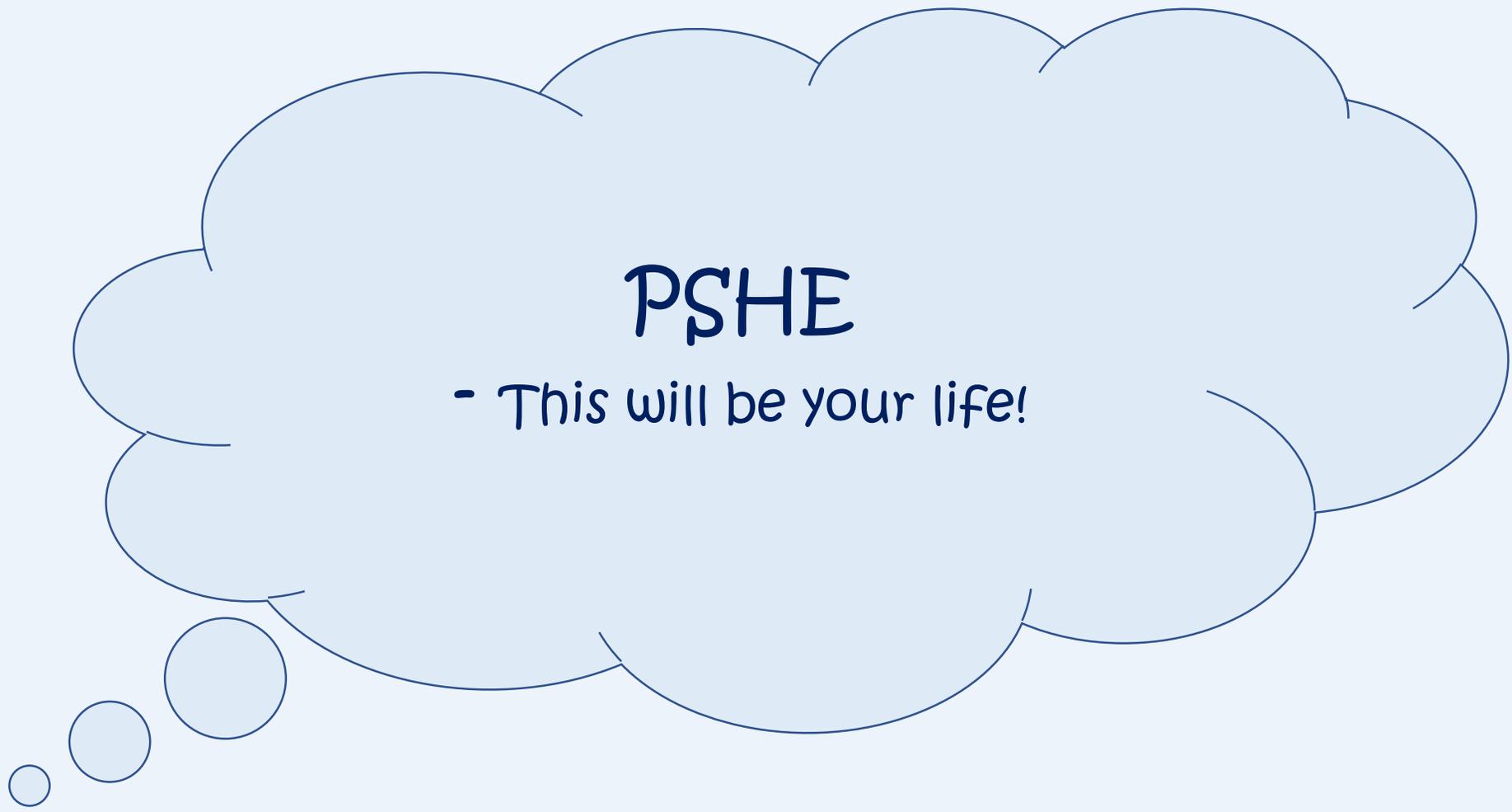
Tips to help you:

Think about what the other artists used.

How do you want the viewers to feel when looking at your art?

Can you think of a quote that will show what you are trying to inspire (you can use an ipad to help you).

Tuesday

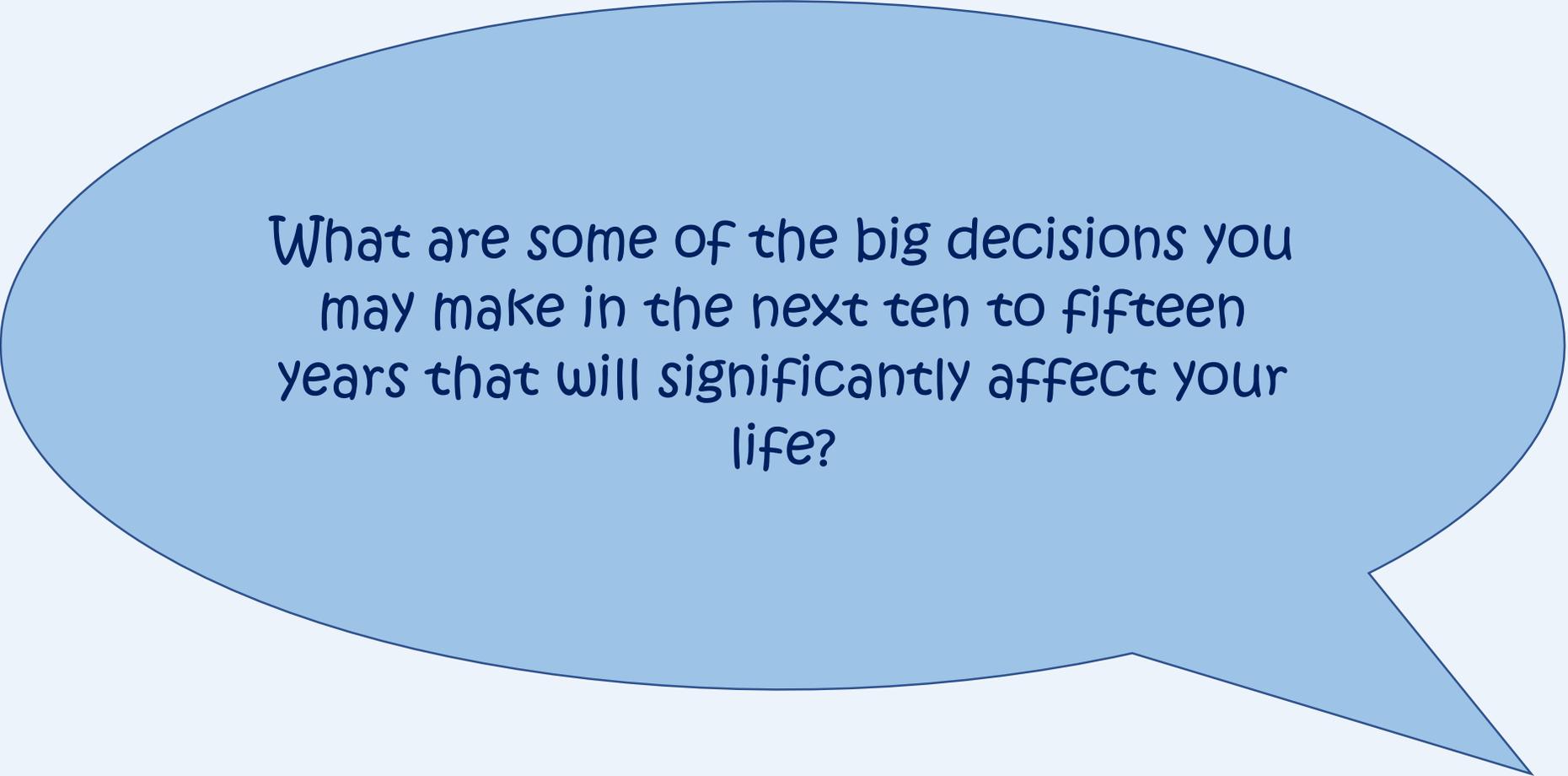


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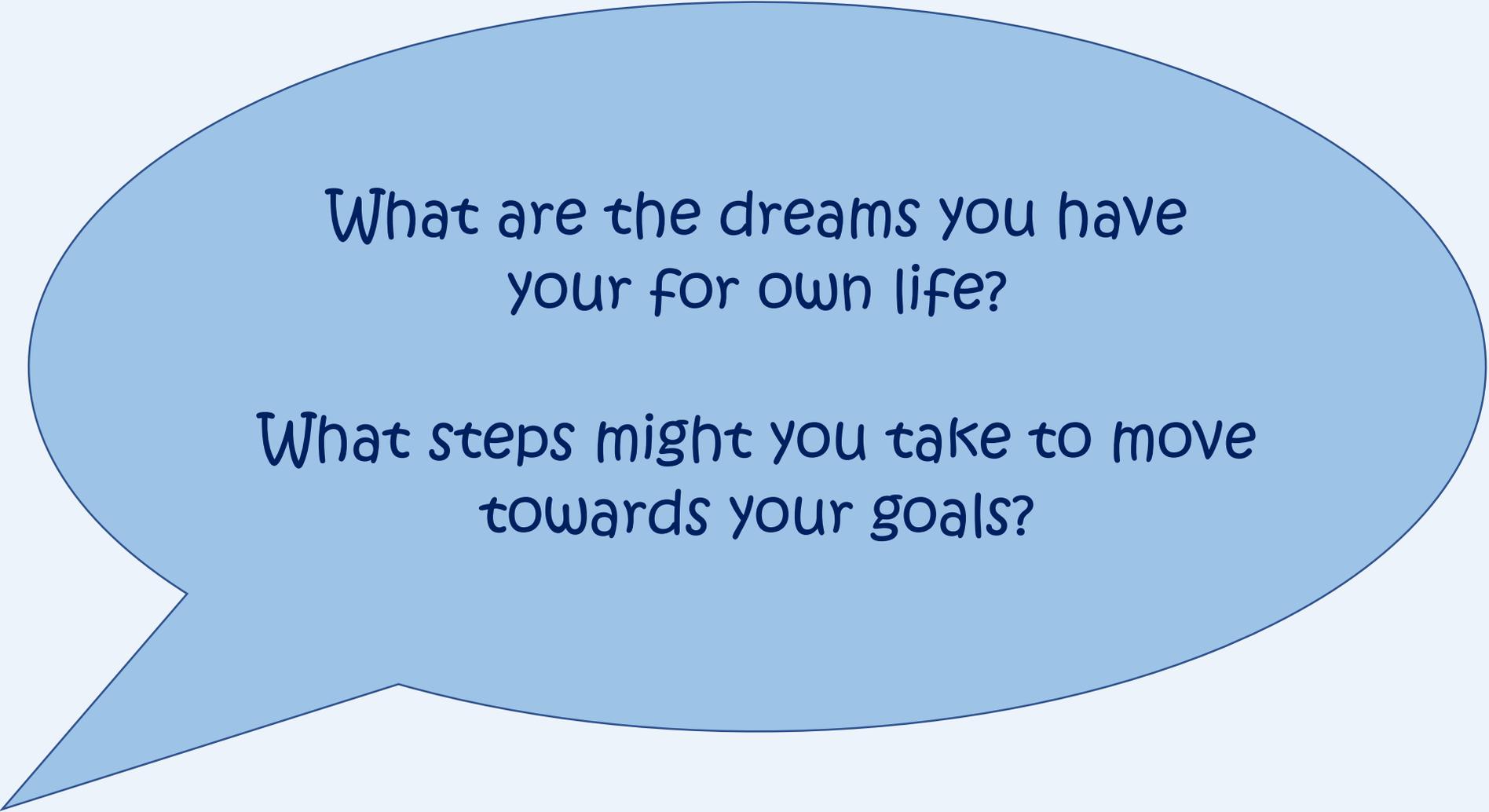
- This will be your life!



What are 'aspirations'?



What are some of the big decisions you may make in the next ten to fifteen years that will significantly affect your life?



What are the dreams you have  
your for own life?

What steps might you take to move  
towards your goals?



What things that you are doing now will help you take those early steps towards these goals?

Imagine yourself twenty years in the future. You have achieved some great successes! Lets consider:

- What achievements would you like to have made?
- What steps might you have taken to take to reach these achievements?
- Who might have helped you?
- What could the challenges have been?
- In twenty years time, what advice might you give to someone who was eleven who wanted to achieve what you have done?



Activity sheet

## This will be your life!

Draw and write in the boxes how you imagine your life could progress if you follow your dreams and ambitions.



### NOW

What are you doing now which will help you to achieve your goal?

### FIVE YEARS' TIME

What might you be doing in five years time?

### TEN YEARS' TIME

What have you achieved so far? Who will be helping you? What do you still need to do?

### FIFTEEN YEARS' TIME

What have been the challenges so far?

### TWENTY YEARS' TIME

What have you achieved? How do you feel? What will you do next?

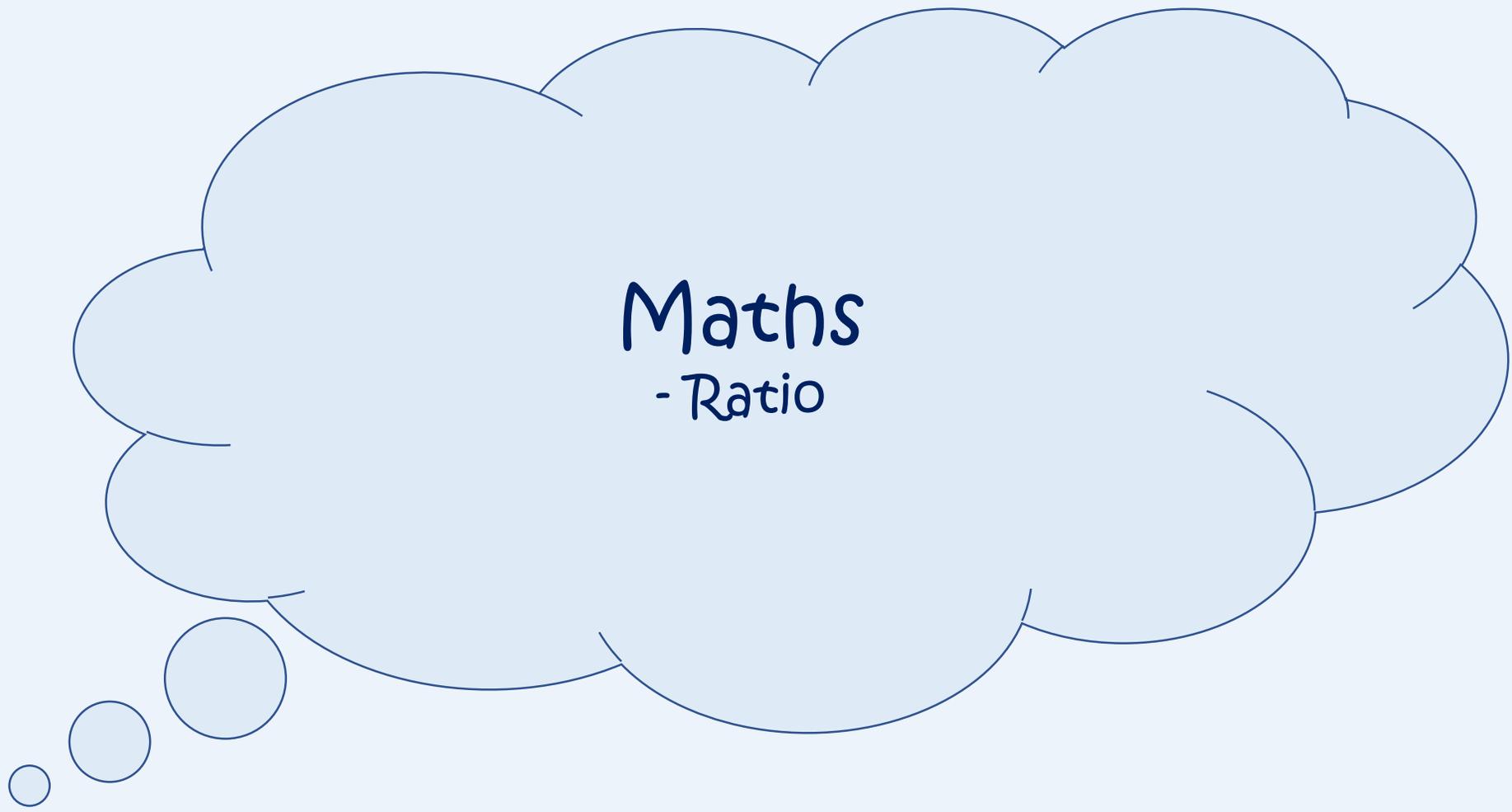
### LOOKING BACK

What advice would you give to a ten year old who wanted to achieve your success?

Have a go at the activity sheet. We will discuss each first 😊

What steps could lead to your great achievement in twenty years' time?

**C:** Can you write/create a radio interview or newspaper report on yourself 20 years in the future? This should be based on an imaginary interview by a journalist who is writing up your story.



Maths  
- Ratio

Today we are going to use what we learnt yesterday to answer ratio style questions.

Look at the question below. Can you represent it with a diagram to help?

1

Mari is the presenter of a weekly radio show.

[2004]



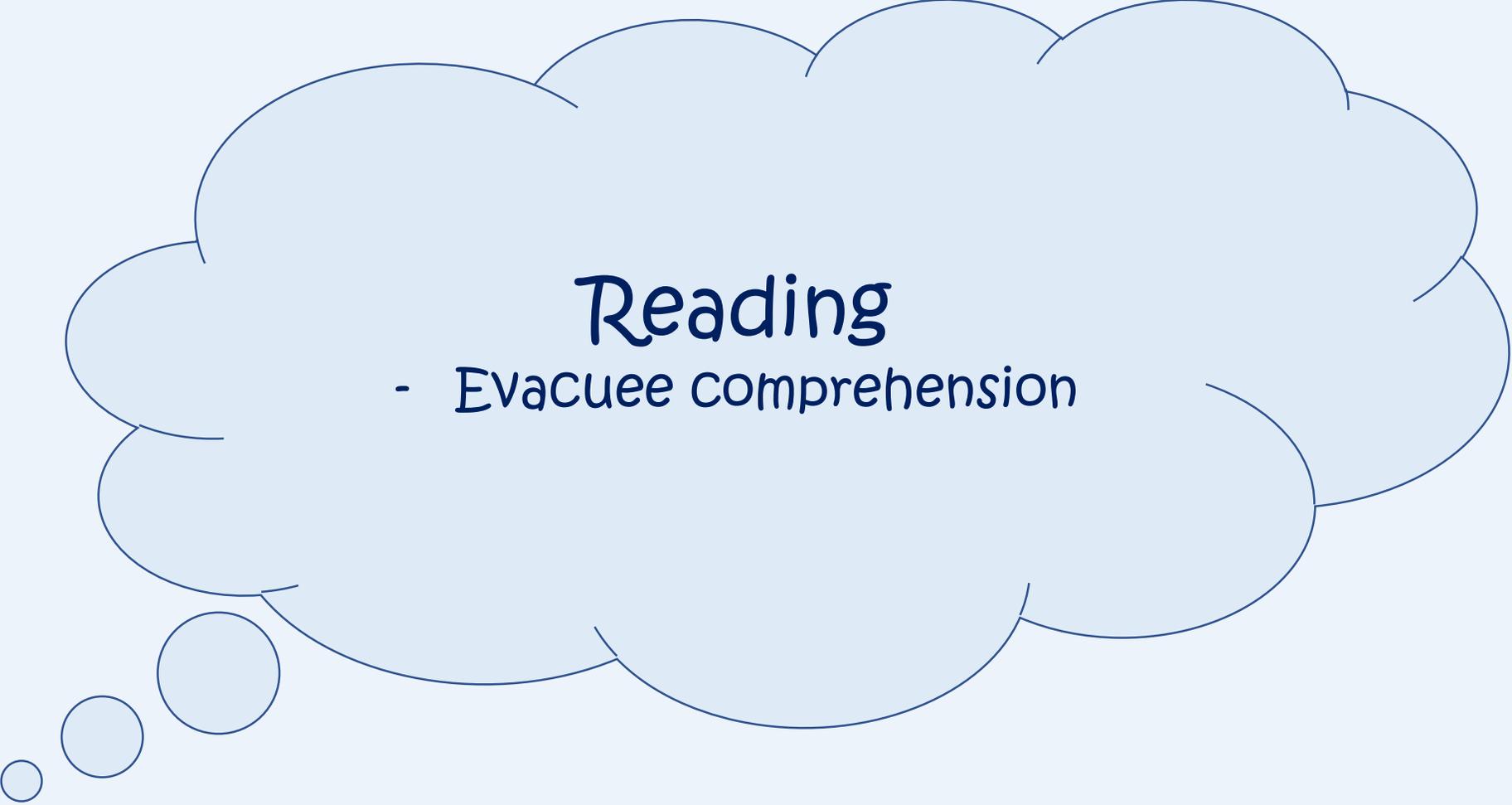
She always plays **five** new songs  
for every **two** old songs.

Last week she played 15 **new** songs.

How many songs did she play **altogether**?

Now it's your turn to have a go.

Complete questions one at a time and stick them in your book.

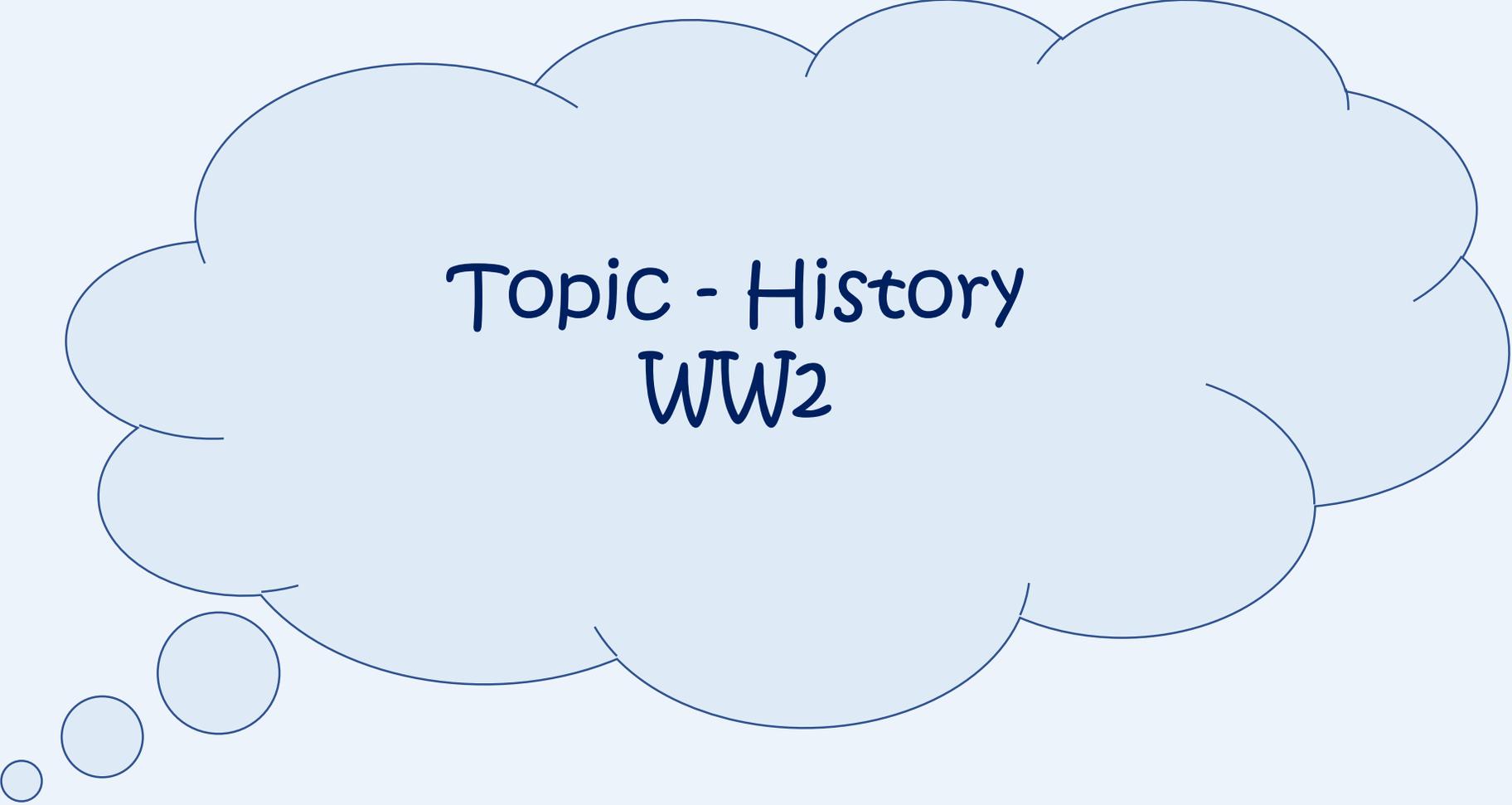


# Reading

- Evacuee comprehension

Read through the text about the evacuee and answer the comprehension questions.

What type of question you are answering? How do you answer this type? What should your answer include?



Topic - History  
WW2

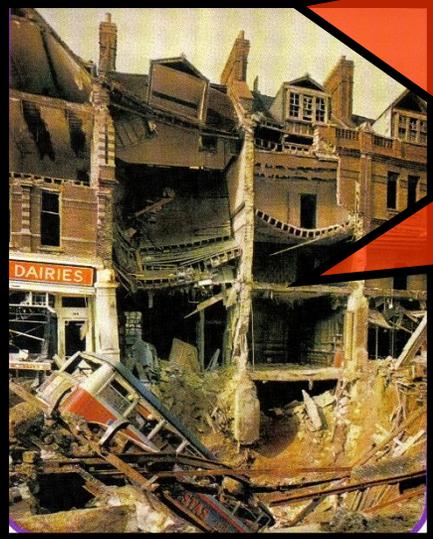
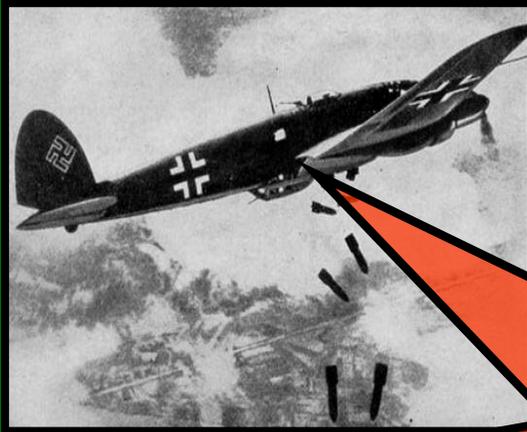
During WW2 everyone had to be ready for an air raid.

First let's discuss what this means and watch some videos to help us imagine the scenes.

<https://www.youtube.com/watch?v=mHep5WA9qqU>

<https://www.youtube.com/watch?v=D3eU7zzlbeY>

<https://www.youtube.com/watch?v=erMO3m0oLvs>

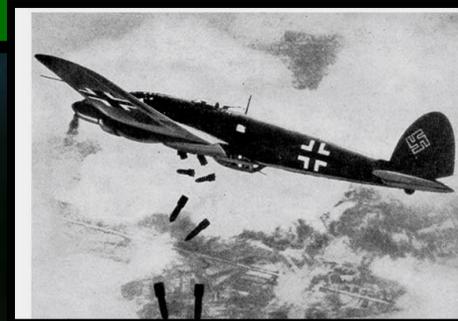
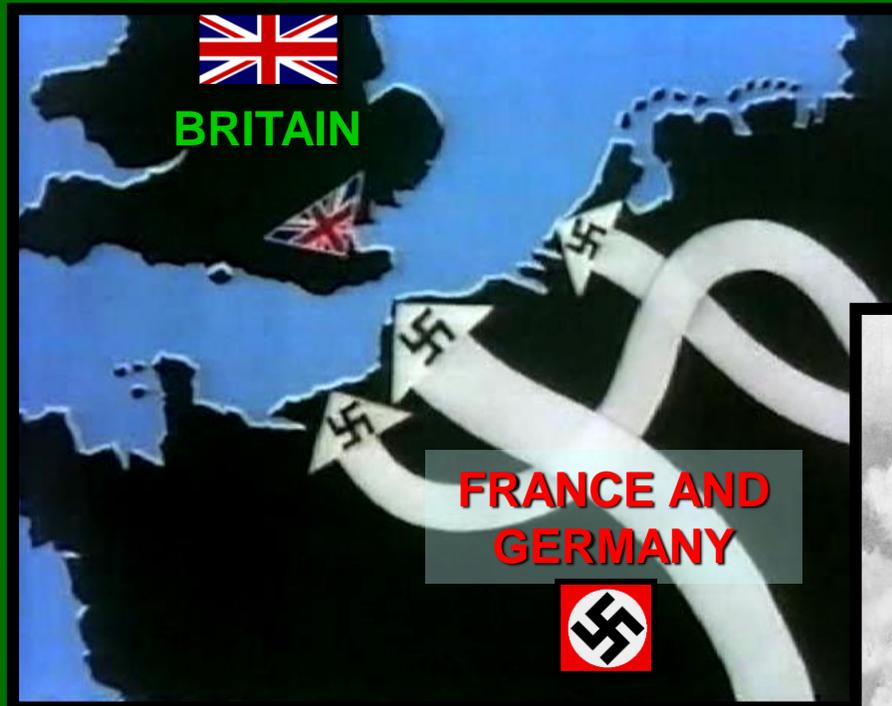


# THE BLITZ

In **September 1940**, **Hitler** started the first part of his **planned invasion** of **Britain**.

He planned to **destroy** many of Britain's **cities**, including factories, shops, houses, and even people, by sending **thousands** of his **German bomber planes** to **bomb** the British cities.

He hoped this would make the **British people** so **miserable** they would **give up** the war and his German soldiers could **invade** and take **control** of **Britain**.



**Hitler** and his **German army** had already **invaded** many other countries in Europe; including **Poland, Holland, Czechoslovakia, Norway, Finland** and even **France**.

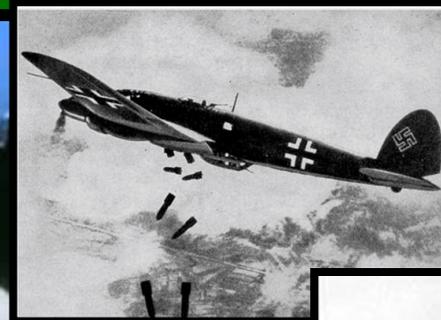
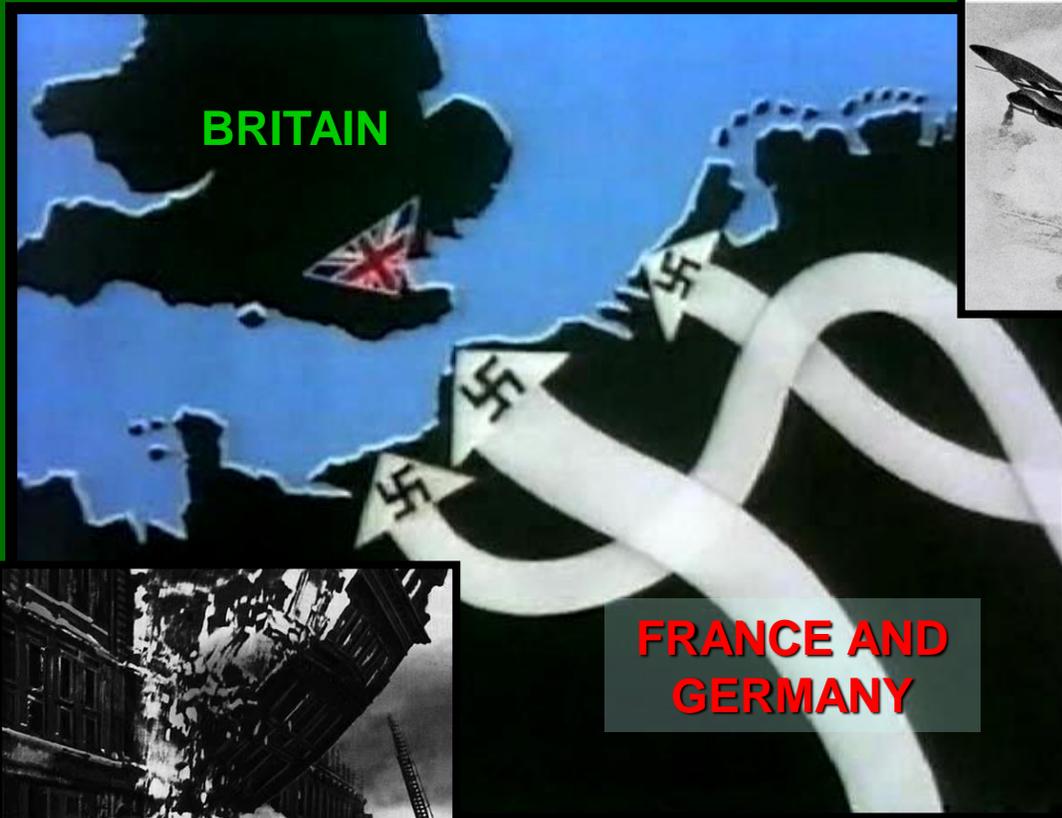
**Hitler hated Britain**. He hated Britain because **Britain** had **beaten Germany** in **World War 1** (1914 – 1918).

Hitler knew that **Britain** was one of the **strongest** countries in **Europe**, and if his German army successfully invaded Britain, no other country would wish to fight against Germany – Hitler would rule all of Europe!

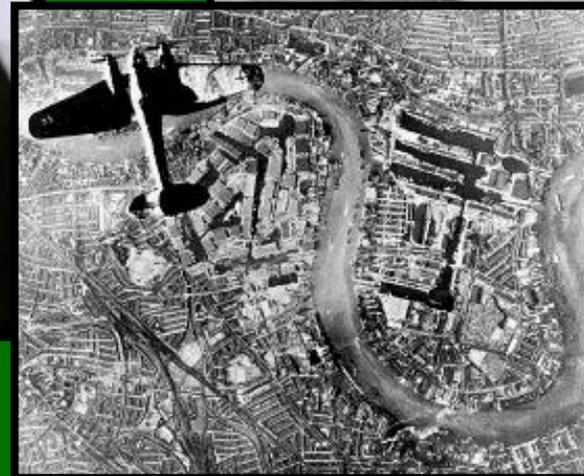


But **Britain** was an **island, surrounded by sea**, and this meant that Hitler could not invade with his armies in the same way that he had invaded Holland and Poland and Norway.

So, for the **first time** ever, **thousands of German bomber planes** were used to drop hundreds of thousands of **explosive bombs** and **incendiary bombs** on the factories, shops, houses, and whole **cities of Britain**.



**FRANCE AND GERMANY**



Germany sent **bomber** planes over to bomb British cities, but mainly **London**, the **capital city**, for nearly a whole **year**.

From October **1940** there were German **Blitz raids** every day for **57 days**.

Each time about **200 German bomber planes** would drop up to **50 bombs each**.

In total, more than **2,000,000 bombs** were dropped on **Britain during World War 2**.



German Bomber Planes



Blitzed London

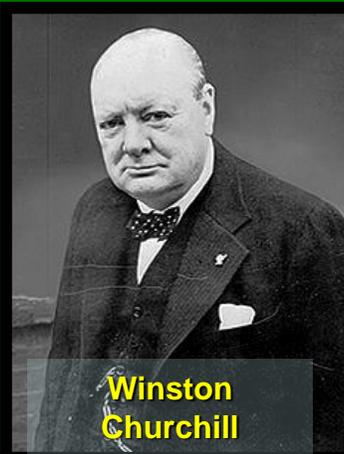


**Britain** tried very hard to **stop** the German **bomber planes** from dropping their bombs.

**Winston Churchill**, the British Prime Minister, ordered special **fighter planes** to be built to **attack** the German **Bombers** and **defend British cities**.

These planes were called '**Spitfires**' and were some of the **fastest** and **best** war planes ever built.

They **stopped many German Bombers** from dropping their bombs, but in the end even the **Spitfires couldn't stop British cities being blown up**.



Winston Churchill



Spitfires attacking German Bombers over the English Coast



Spitfire



Bombed London



Spitfire

To help **British** people **protect themselves** against the German bombs, the British **Government** gave out **special bomb shelters** called '**Air-Raid Shelters**'. There were 2 main types of Air-Raid Shelters:

**The Anderson Shelter** – this was made from **corrugated iron sheets** and placed in the **garden**.



**Families** and their **neighbours** could **shelter** in it during a **German bombing raid**. The Anderson Shelter **protected** them from **flying bricks, wood and glass** if a building nearby was hit by a bomb and exploded. But the **shelter** could **not protect** them from a **direct hit from a bomb**.

Many families just put **benches** inside the Anderson Shelter; they could hold up to **12 seated people**.

But some families put **beds, cupboards and a stove** in their shelter to make it more **homely**.



These two photos show an **Anderson Shelter** with **beds, seating, stove, cupboards and paraffin lamps**.

The black and white photo was taken in **1941**. These children are clearly enjoying sleeping in the **Air Raid shelter**.

In summer many children would sleep in their **Anderson Shelter**; it was exciting and fun – and **frightening** when the bombs were dropping!

The second type of **Air Raid Shelter** was the **Morrison Shelter**. This was an **iron frame** with an iron roof on it that was placed **inside the house**. If there was an Air Raid, the family would all **climb inside the iron frame** and **shelter from falling bricks, wood and glass** if their house collapsed from a **bomb explosion**.

It would **not protect** the family if their house got a **direct hit from a bomb**.

Many families did not like using the Morrison Shelter; they found it **cramped and uncomfortable**.

As you can see in this photo, many families ended up using it as a **bed for children**



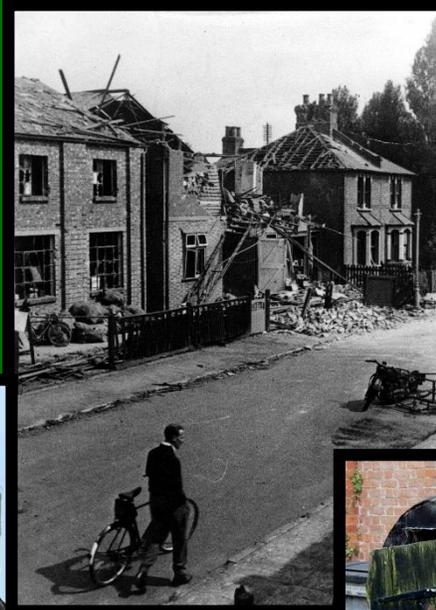
**A Morrison Shelter**

During **1940 – 1941** British people in London got **so used to the German bombing Raids day-after-day-after-day** that many of them stopped using the Air Raid shelters they were given.

**Many** people felt that they were **safer out in the street** during a bombing raid. They were away from the houses and buildings and they felt they could run away quickly if a bomb was dropping near to them.

By **1942 hardly anyone** used the **Air Raid shelters**.

Many people turned their **Anderson Shelter** into a **Garden Shed**.



Every single **man, woman and child** was also given a **Gas Mask** at the beginning of the war in **1939**.

The **British Government** thought that if the **Germans attacked Britain** they would use **Gas bombs**. These bombs would **explode** and **release a poisonous gas**. People were given **gas masks** and **trained how to put them on quickly** and how to **carry-on with their work while wearing them**.



Children's 'Mickey Mouse' Gas Mask and box



A policeman hands out Gas Masks

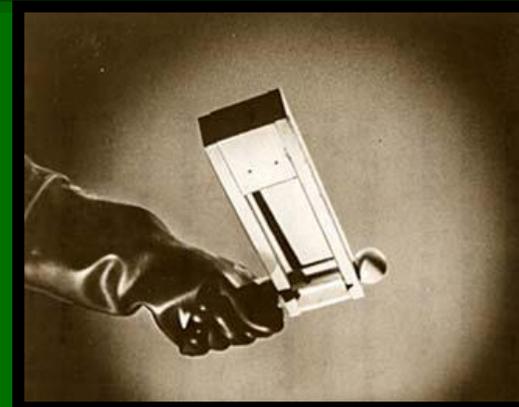


A child is fitted with a gas mask by an Air-Raid Warden

Children had to be taught how to put gas masks on quickly and how to breathe normally through them. They would have Gas Mask Training Sessions in school and then have to carry-on playing or having lessons wearing them so that they would get used to them.

*How do you think it must have felt having to wear a rubber gas mask all the time?*

But then the Germans never did use gas bombs – the gas masks were never needed !

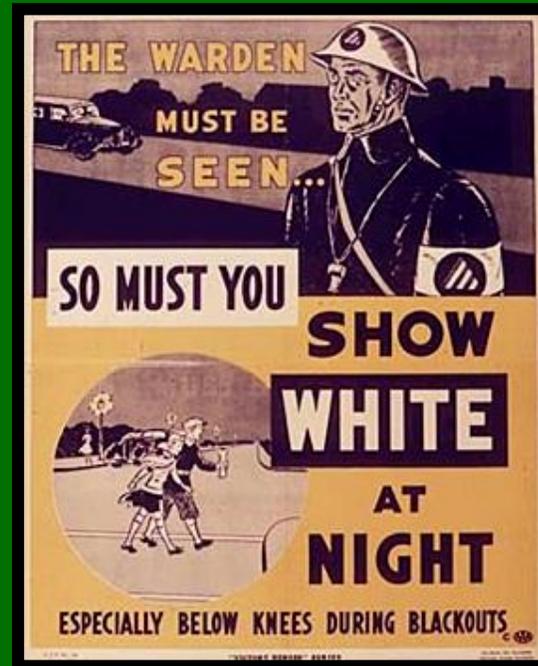
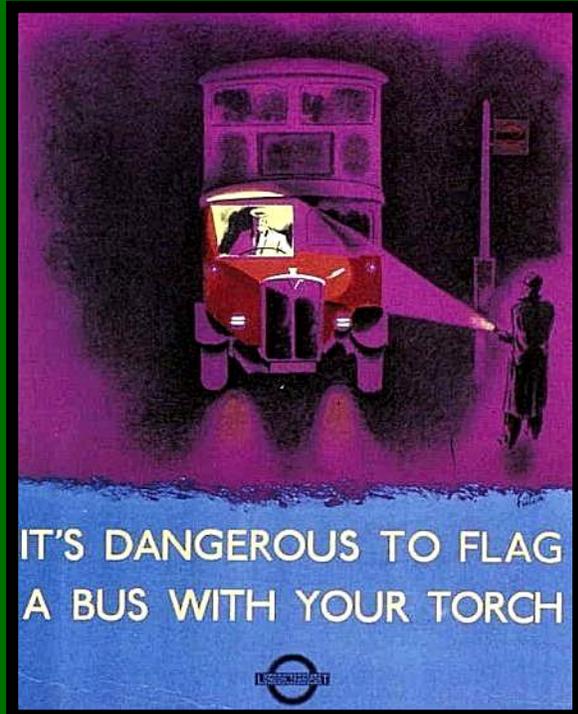
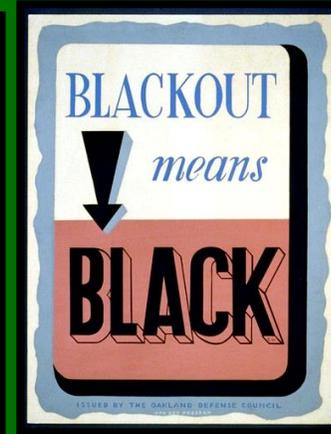


"If gas should be dropped during an enemy air raid, a special alarm will be sounded. Learn what gas alarm has been chosen for your community. It will be a hand rattle or hammering sound like the beating of a stick on a dishpan."



The **British Government** also had another clever way of making it **difficult** for the German bombers to **drop their bombs accurately** on British cities.

They had **THE BLACKOUT**.



Many **German Bombing Raids** happened at **night**.

The **British** Government ordered that **all lights used at night had to be switched off or dimmed**.

That meant **all street lights, house lights, car lights, office and factory lights** had to be turned **off** or **dimmed**.

This would make it more **difficult for the German Bombers to see** where to drop their bombs at night, because all the **cities would look black** to them.

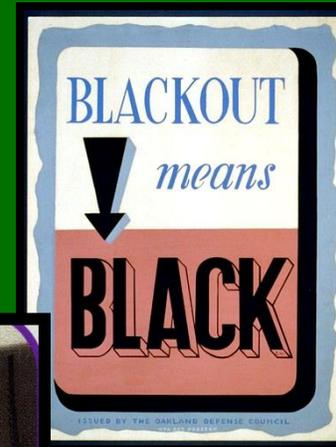


**Every house** in Britain had to **cover the glass** of its windows with **tape**, to stop the glass flying into the room if there was a nearby bomb explosion. They also had to **hang up thick, black curtains to block out all the light** from their house at night.

**Posters** were put up **all over cities, towns and villages** telling people to always use their **blackout curtains at night**.



Taped window glass stops glass shattering in bomb explosion

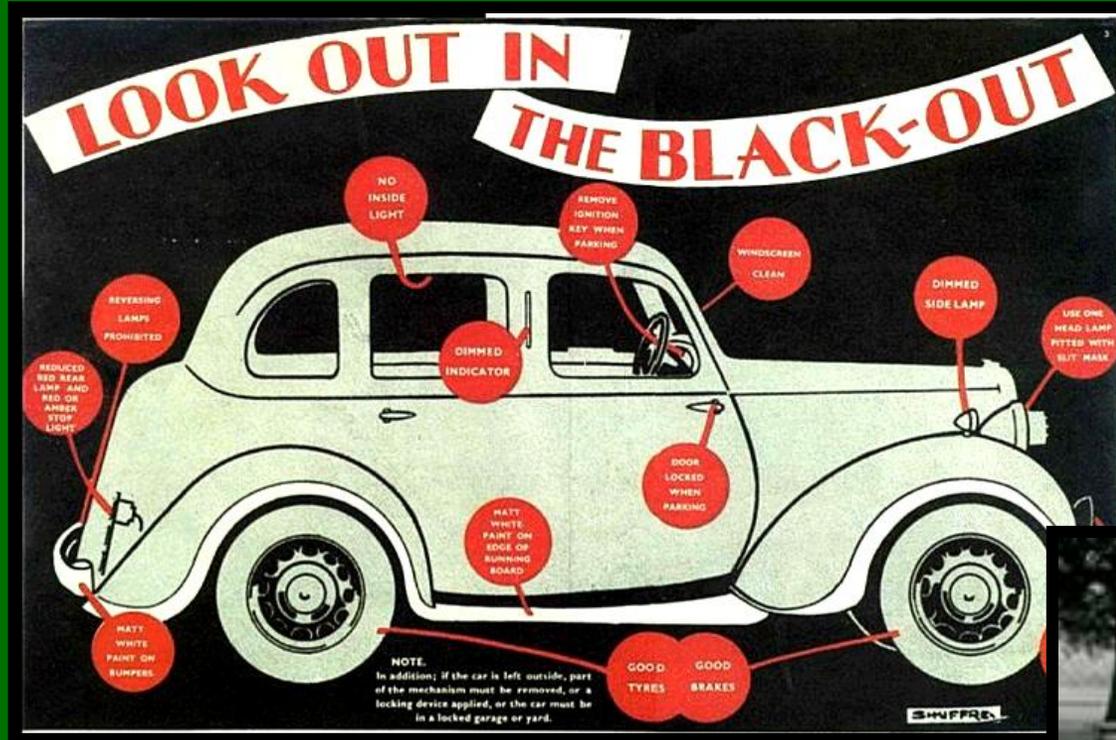


A family is visited by an Air-Raid Protection Officer to check their black-out curtains and their other Blitz preparations



VIEWIMAGES

Cars had to have covers fitted over their headlights to dim them. They could not use their red brake lights at the back and they had to paint their front and back bumpers white. All hand-held lamps and torches had to have covers to block light travelling upwards and being seen by German bomber planes.



Hand-held lamp with Blackout cover

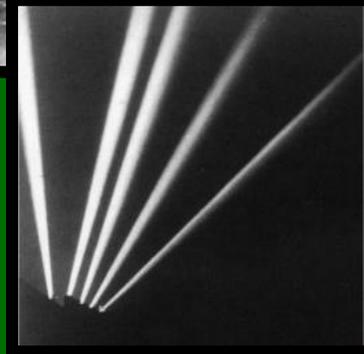
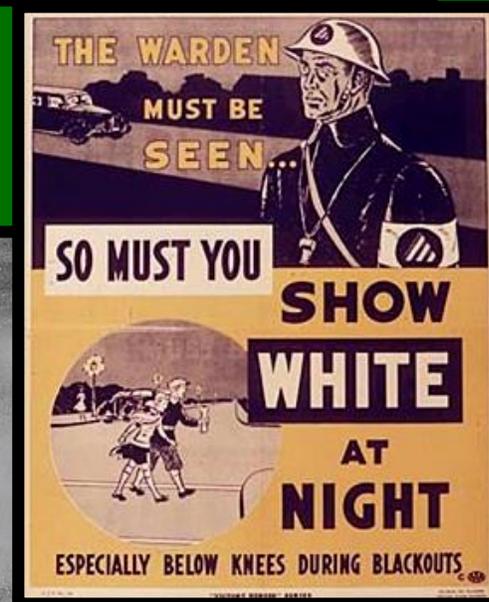
Metal car headlight Blackout cover



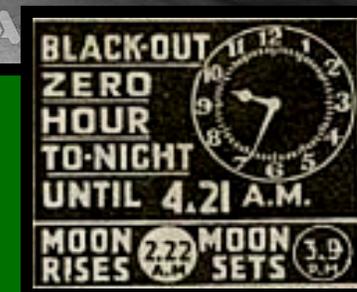
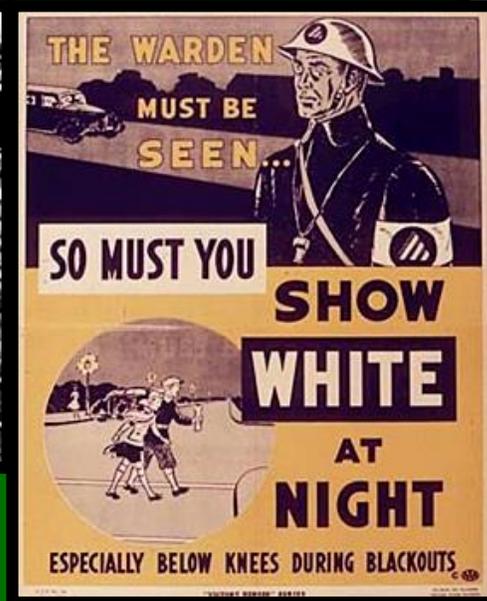
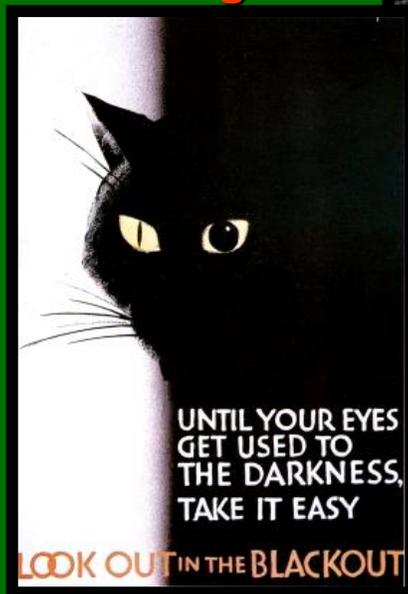
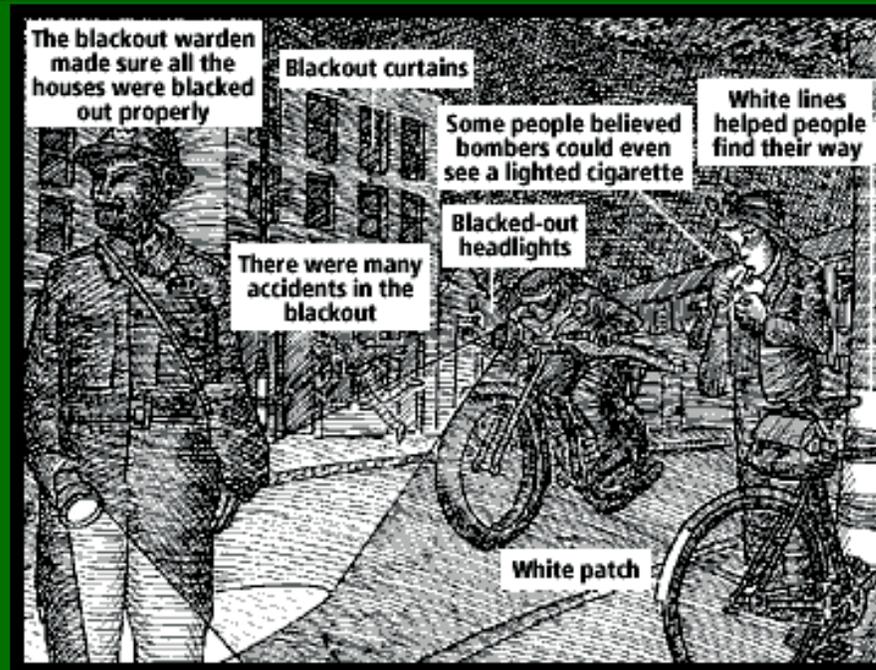
**Air-Raid Wardens** had a very important job to make sure that **British people** were as **safe** as possible from German bombing raids.

Their job included:

- **Looking out for German bombers.**
- **Sounding the Air-Raid Siren to warn people of a bombing raid.**

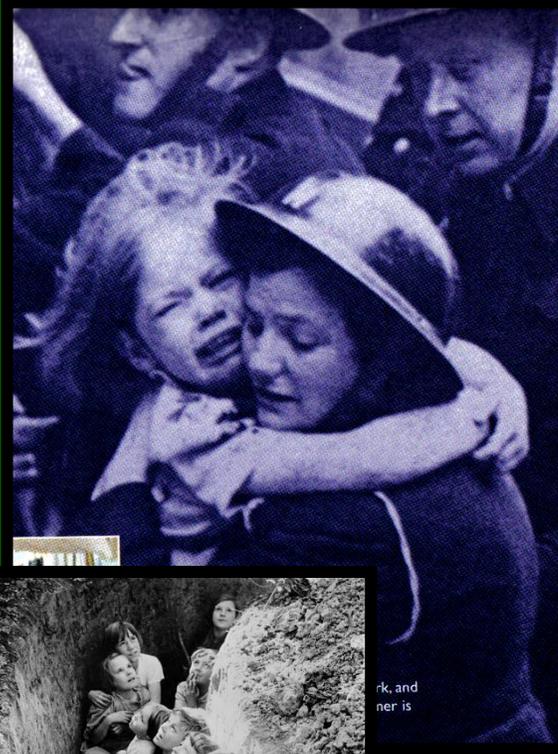


- **Setting the times** for people to use **blackout covers** on their cars and in homes.
- Making sure **everyone** was **using the Blackout**.
- Making sure **people walking and driving cars** could **see at night** without lights by **painting roadside trees** with **white stripes**.
- and making sure **people wore or carried something white** at night so that it would **reflect even the dimmest light**.



The **worst job** for the **Air-Raid Wardens** was **searching** through bombed buildings; hopefully **for survivors**, but mostly and sadly, **for bodies of people** who had been **killed by the bombs**.

Even though **many people were killed** in the bombing **raids**, **hardly any** of them were **children**.

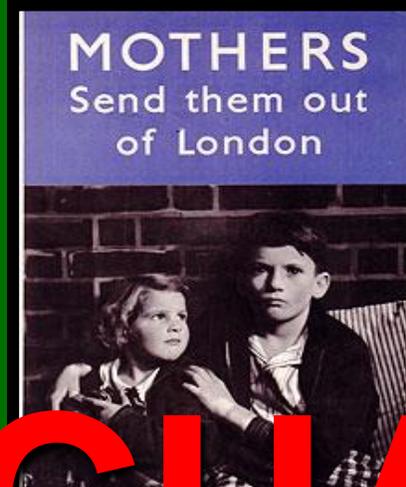


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**Before** the German **bombing raids** started in **1940** the British Government had ordered that as many **children** as possible were to be **sent to live away** from the **cities** – they were to be **EVACUATED**.

This **saved the lives of thousands of city children** – but what was it like for them to be sent away from their family to live with strangers in the countryside?



# EVACUATED



We are going to be planning a set of instructions on what to do during an air raid.



Draw a picture in each box and write a short sentence to outline what you should do during an air raid

e.g. 1.) Do not panic    2.) Gather your family

Things to think about:

- What imperative verbs will you use?
- Which adverbs will make your instructions clear and interesting?
- What will you need?
- Where will you go?
- What will help to keep you safe?

Wednesday



English

- Diary entry planning.

What can you remember about Anderson shelters?

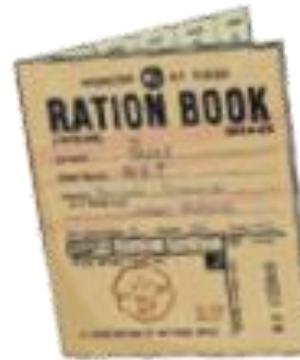
# A Night in an Anderson Shelter

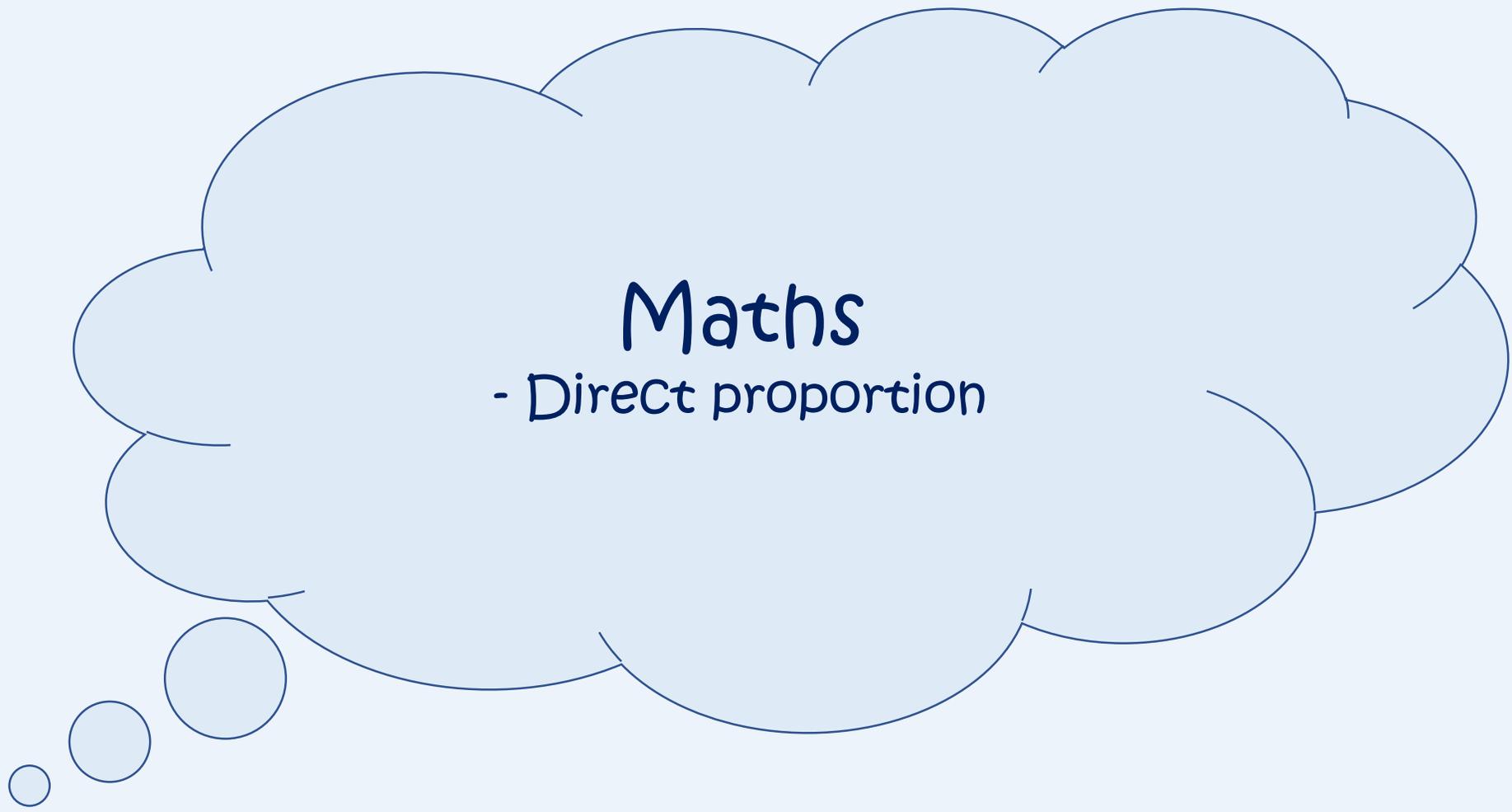


Wednesday 24<sup>th</sup> June

Diary - plan

- What was the Anderson Shelter like?
- Where was the Anderson Shelter?
- What could you smell, hear and see?
  - Who was in there with you?
  - What food did you eat?
    - How did you feel?

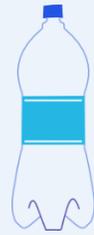




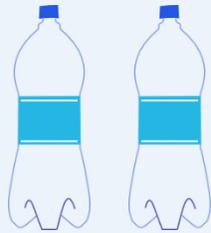
Maths  
- Direct proportion

We use proportion regularly in our everyday lives. We use it when working with recipes and when working with money to work out whether a deal is worth it. (In other words we use it everyday.)

1) 1 bottle of water costs 40c.  
Find the cost of 2 bottles.



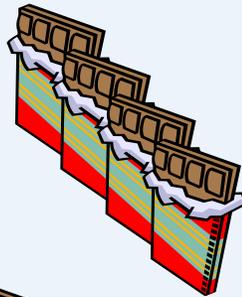
1 bottle → 40 c



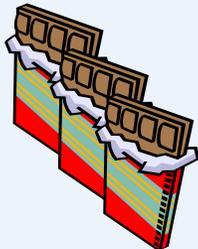
2 bottles → ? (more)

$$40 + 40 = 80 \text{ c} \quad \text{or} \quad 40 \times 2 = 80 \text{ c}$$

2) 4 chocolates cost 80c.  
Find the cost of 3 chocolates.



4 chocolates → 80 c

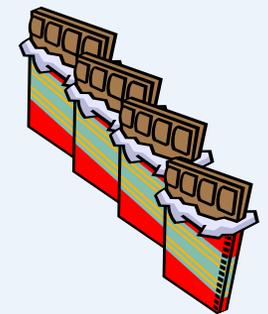


3 chocolates → ? (less)

60 c

How can you  
work it out?

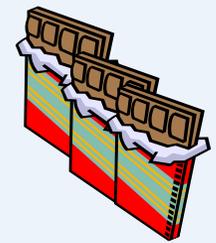
4 chocolates cost 80c. Find the cost of 3 chocolates.



4 chocolates → 80 c



1 chocolate →  $80 \div 4 = 20$  c



3 chocolates →  $20 \times 3 = \underline{60}$  c

3) We need 600 ml of water to make 3 glasses of orange squash. How much water do we need to make 5 glasses ?



3 glasses  $\longrightarrow$  600 ml water



1 glass  $\longrightarrow$   $600 \div 3 = 200$  ml



5 glasses  $\longrightarrow$   $200 \times 5 = 1000$  ml

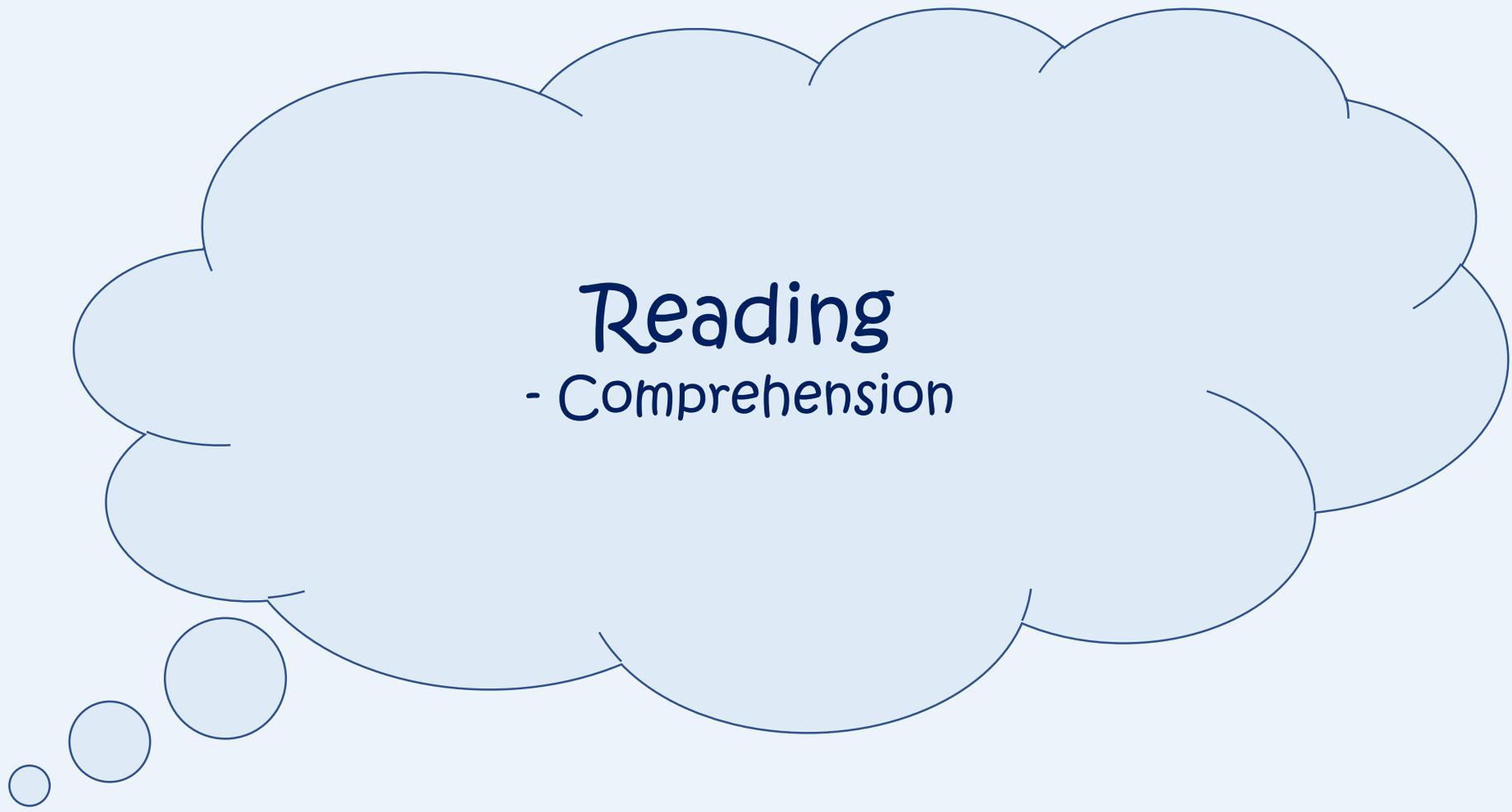
Ans: 1000 ml = 1l

1) 3 packets of batteries cost €6. What is the cost of 5 packets?

2) 5 bags of sweets contain 90 sweets. Calculate how many sweets 7 bags will contain.

3) To make Tuna Stuffed Peppers for 8 people we need 200g tinned tuna. How much do we need for 5 people?

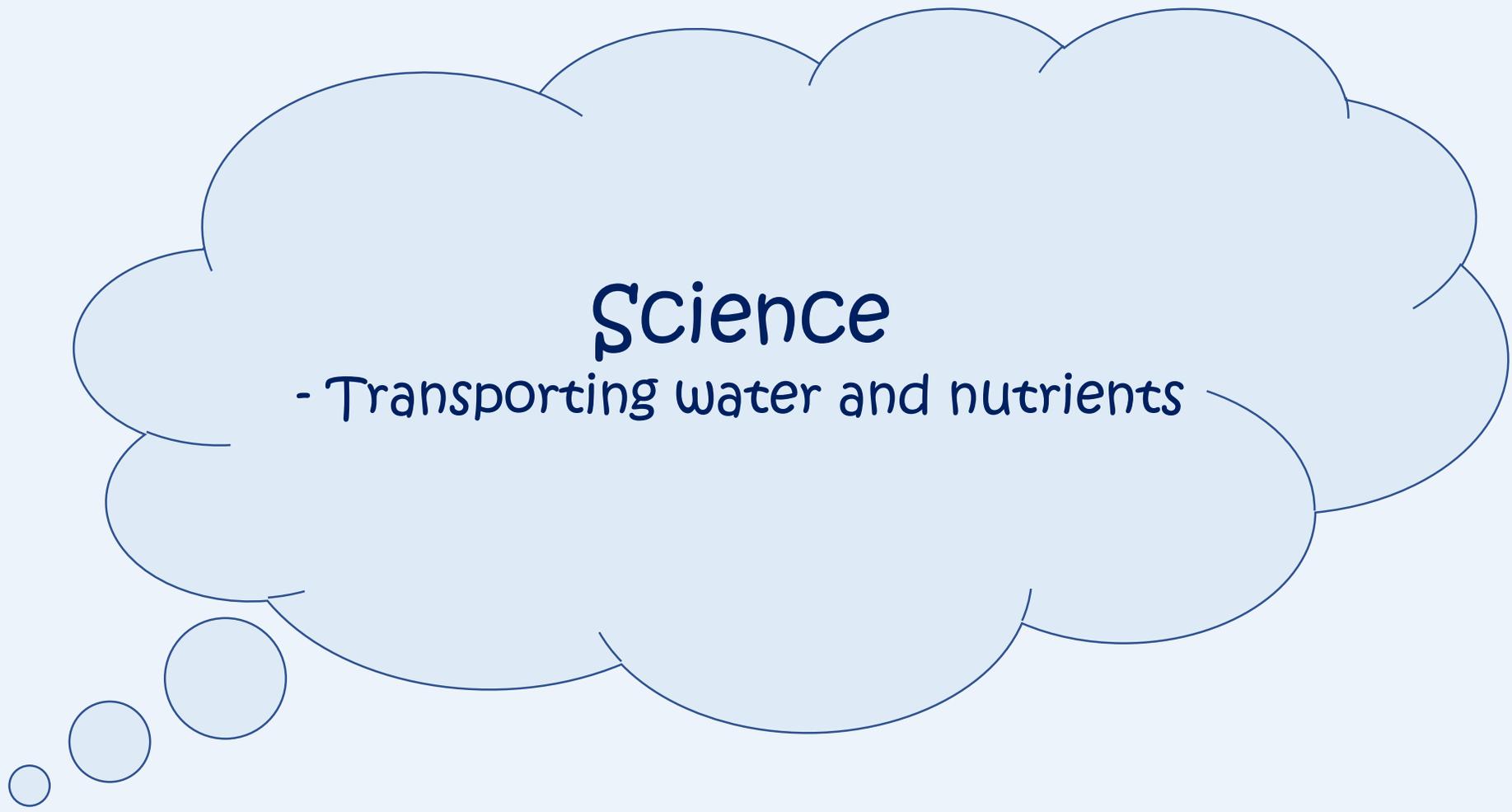
Now have a go on your own using the questions provided. Complete a question and stick it in your book.



Reading  
- Comprehension

We are going to use our reading comprehension skills to put together example texts which have been separated.

We will need to use inference skills and our prior knowledge of texts to decipher which piece goes where.



# Science

- Transporting water and nutrients

Wednesday 24th June 2020

I can explain how water and nutrients are transported within the body.

The background is a vibrant red color, decorated with scattered confetti in shades of orange and green. Interspersed among the confetti are several stylized pencils, each with a green eraser and a yellow pencil tip. The main title is centered on the page in a large, bold, red font with a white outline and a drop shadow effect.

# Transporting Water and Nutrients

Wednesday 24th June 2020

I can explain how water and nutrients are transported within the body.

# Why Do We Need Nutrients?

Match the type of nutrient with the job that it does.

Help the body to grow and repair itself.

Help the body to stay healthy. For example Vitamin C helps wounds to heal.

Keep the body healthy. For example: calcium keeps our teeth strong and iron is needed to help circulate oxygen around the body.

Nutrient	Found in... (examples)
carbohydrates	
protein	
fibre	
fats	
vitamins	
minerals	
water	

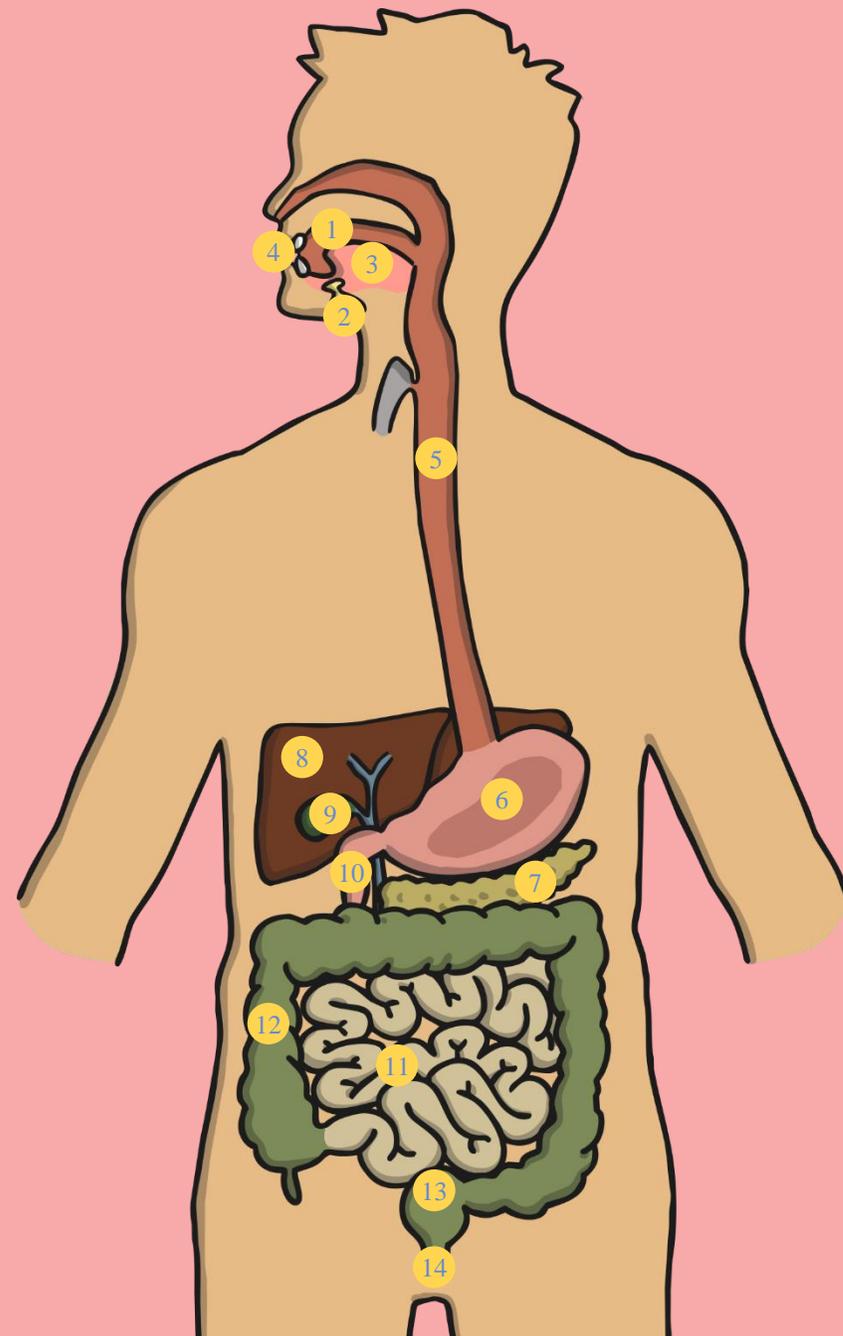
Gives the body energy so we can be active.

Gives the body energy, stores energy and helps insulate against the cold.

Helps keep food moving through the colon and intestines.

Needed for bodily fluids and normal cell function.

1. **Mouth:** Food enters the system
2. **Salivary glands:** Produce saliva which contain an enzyme called amylase. This breaks down starch in carbohydrates.
3. **Tongue:** Mixes food with saliva.
4. **Teeth:** Tear, cut and grind food.
5. **Oesophagus:** Tubes that leads food to the stomach.
6. **Stomach:** Produces enzymes and acids to break food down. Churns food into small pieces. The mixture of stomach acids, enzymes and food is called 'chyme'
7. **Pancreas:** Produces enzymes to break down fats, carbohydrates and proteins which are released into the duodenum.
8. **Liver:** Produces bile that breaks down fats.
9. **Gall Bladder:** Stores bile and releases it to the Duodenum when needed.
10. **Duodenum:** First part of the small intestine. Food is broken down by bile and enzymes.
11. **Small Intestine:** Nutrients are absorbed into the bloodstream here. Remaining food is passed to the large intestine.
12. **Large Intestine:** Absorbs water from remaining food. This food forms into stools.
13. **Rectum:** Stores stools and signals to the brain that there are stools that need releasing.
14. **Anus:** Stools are released out of the body.



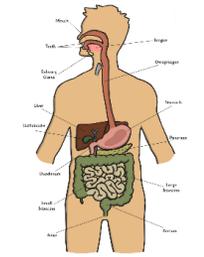
# How Does It Work?

Make notes on your sheet using the information

★ ★

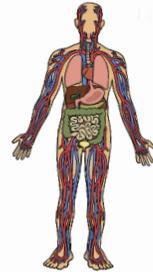
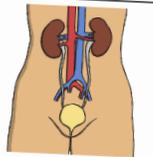
## Transporting Water and Nutrients Planning

\_\_\_\_\_

	Parts of the body:	Key words:
	Parts of the body:	Key words:
	Parts of the body:	Key words:
	Parts of the body:	Key words:

twinkl planit Science Year 8: Human Body and Health: Transporting Water and Nutrients: Lesson 3

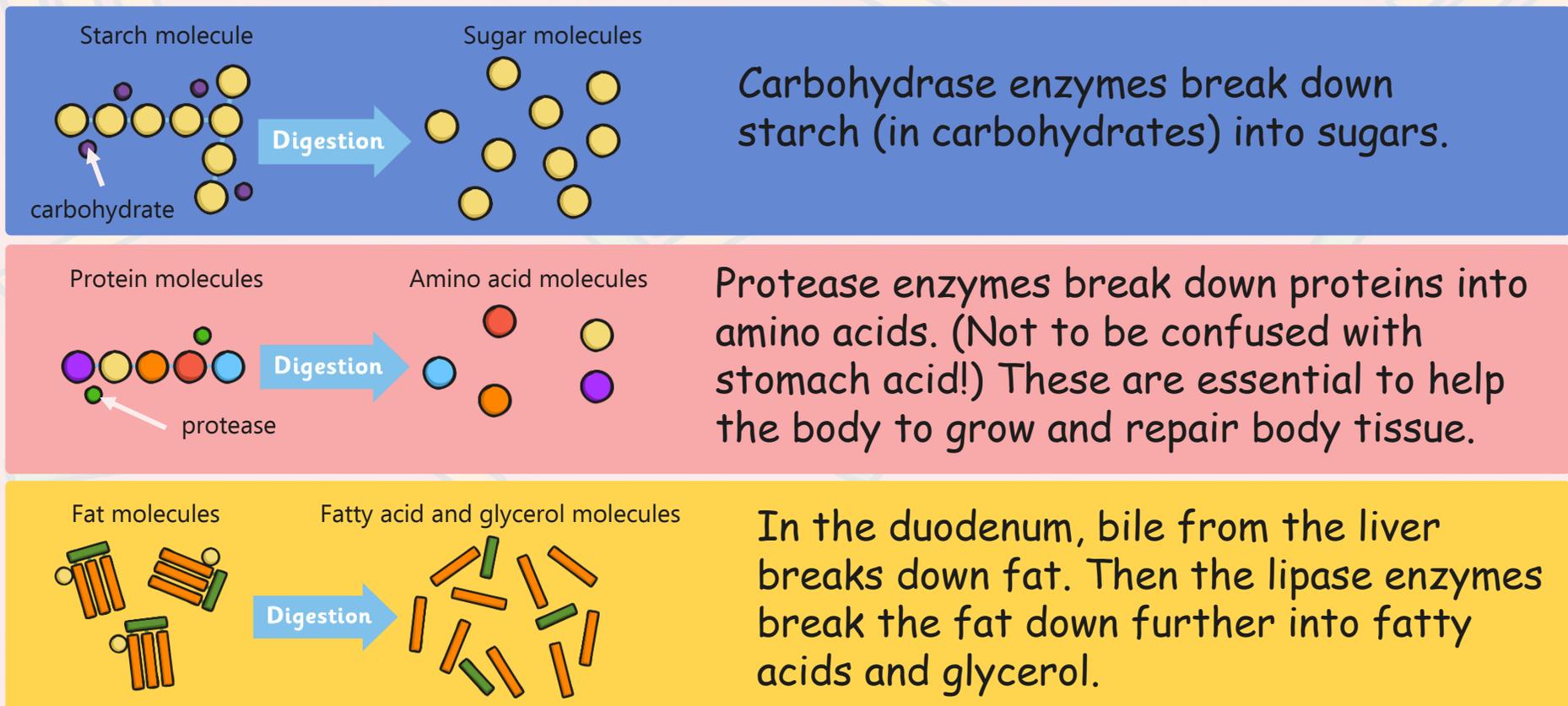
★ ★

	Parts of the body:	Key words:
	Parts of the body:	Key words:
	Parts of the body:	Key words:

twinkl planit Science Year 8: Human Body and Health: Transporting Water and Nutrients: Lesson 3

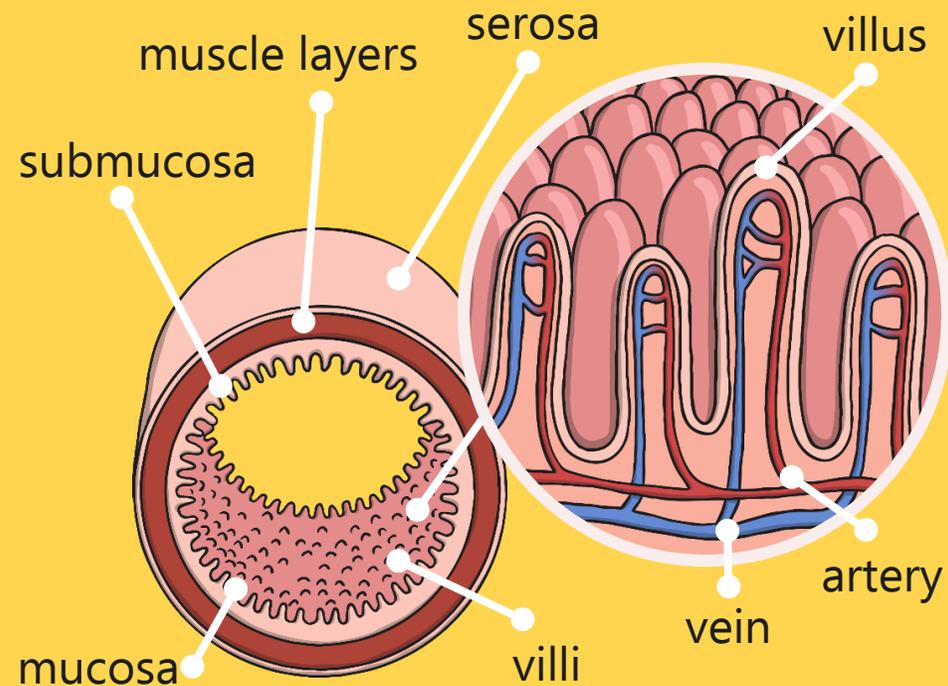
## How Are Nutrients Broken Down?

Stomach acids break food down into a substance called chyme. This passes through to the duodenum where bile and enzymes break up larger molecules into their smaller parts.



After the nutrients have been broken down into smaller separate molecules in the duodenum, they can then pass through to the rest of the small intestine, where they are absorbed into the blood stream.

## Inside the Small Intestine



The small intestine is a muscular tube with several layers. It is lined with tiny hair like villi which are attached to arteries and veins.

The chyme (which now contains smaller broken down nutrient molecules) is moved back and forth in the small intestine. The nutrients pass through the villi and are absorbed into the blood vessels.

Bacteria in the large intestine break down waste food for any more nutrients which are absorbed. This process also leads to gas which is eventually passed through the anus.

# What about Water?

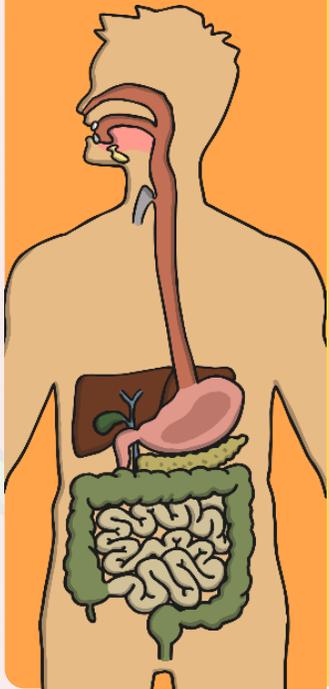
Water enters the body in the mouth. Unlike other nutrients it is not broken down by enzymes or bile.

A small amount of water is absorbed through the stomach but the majority passes through to the small intestine.

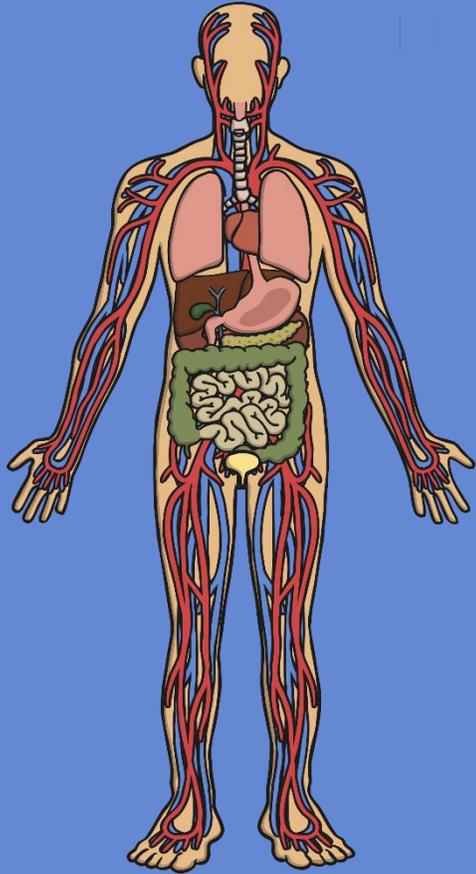
Water is absorbed in the small intestine in the exact same way as other nutrients are absorbed (through the villi into bloodstream via the blood vessels).

The large intestine (also called the colon) is similar to the small intestine. By the time waste material reaches the large intestine, 90% of water has already been absorbed.

The waste food enters into the first part of the large intestine. It moves through the large intestine through a series of mass movements. These are long, slow moving waves of muscles contracting and relaxing. The rest of the water in the waste food is absorbed in all the different parts of the colon. The resulting stool and any gases are moved to the sigmoid colon. The stools then enter the rectum before leaving through the anus.



## How Does It All Fit?



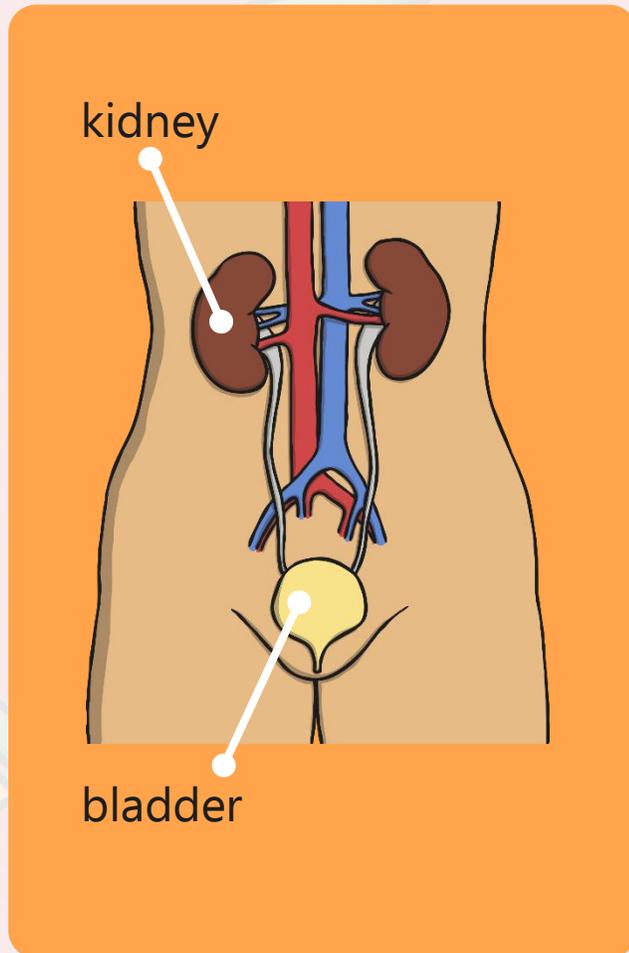
Nutrients and water are absorbed in the system in the stomach, small and large intestines.

They enter the blood stream via the capillaries where they are passed through to the arteries.

The blood is circulated throughout the body (including being oxygenated in the lungs and the heart).

Nutrients are absorbed by the cells that need them and water is absorbed by all cells.

## How Is Waste Expelled from the Body?



There are kidneys are responsible for getting rid of waste from blood in two ways.

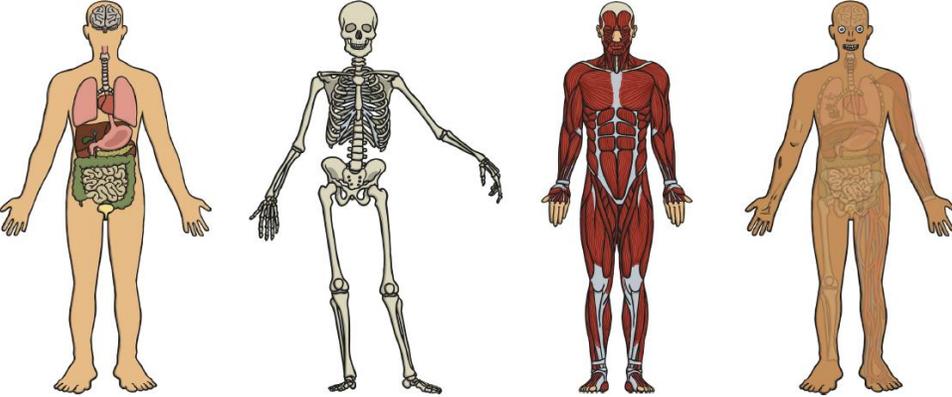
1. Veins collect waste from cells. Most of the waste is released into the liver. The liver then uses it to create bile. This goes into the duodenum to break down food into chyme. The waste that is not turned into bile is made water soluble (dissolves in water) and goes to your kidneys.
2. The kidneys perform a function called **filtration**. The renal vein delivers blood to the kidneys which it filters for waste. This is called ultrafiltrate and is turned into urine which is passed through to the bladder.

The bladder sends signals to the brain to indicate that urine needs to be expelled.

**C:** Can you research and label which nutrients are needed for each part of the body? Label these on the sheet.

### Where Are Nutrients Needed?

Research the nutrients needed by different parts of the body. Then label these on the appropriate diagram showing that body part.



The image contains four diagrams of a human figure from the waist up, each highlighting a different system. From left to right: 1. Internal organs: The brain, heart, lungs, stomach, and intestines are shown in various colors. 2. Skeleton: The skull, spine, ribs, and limb bones are shown in white. 3. Muscles: The skeletal muscle structure is shown in red. 4. Full-body view: A complete outline of the human body with all internal and external features visible.

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twinkl.co.uk

Science | Year 6 | Animals Including Humans | Transporting Water and Nutrients | Lesson 3

Thursday

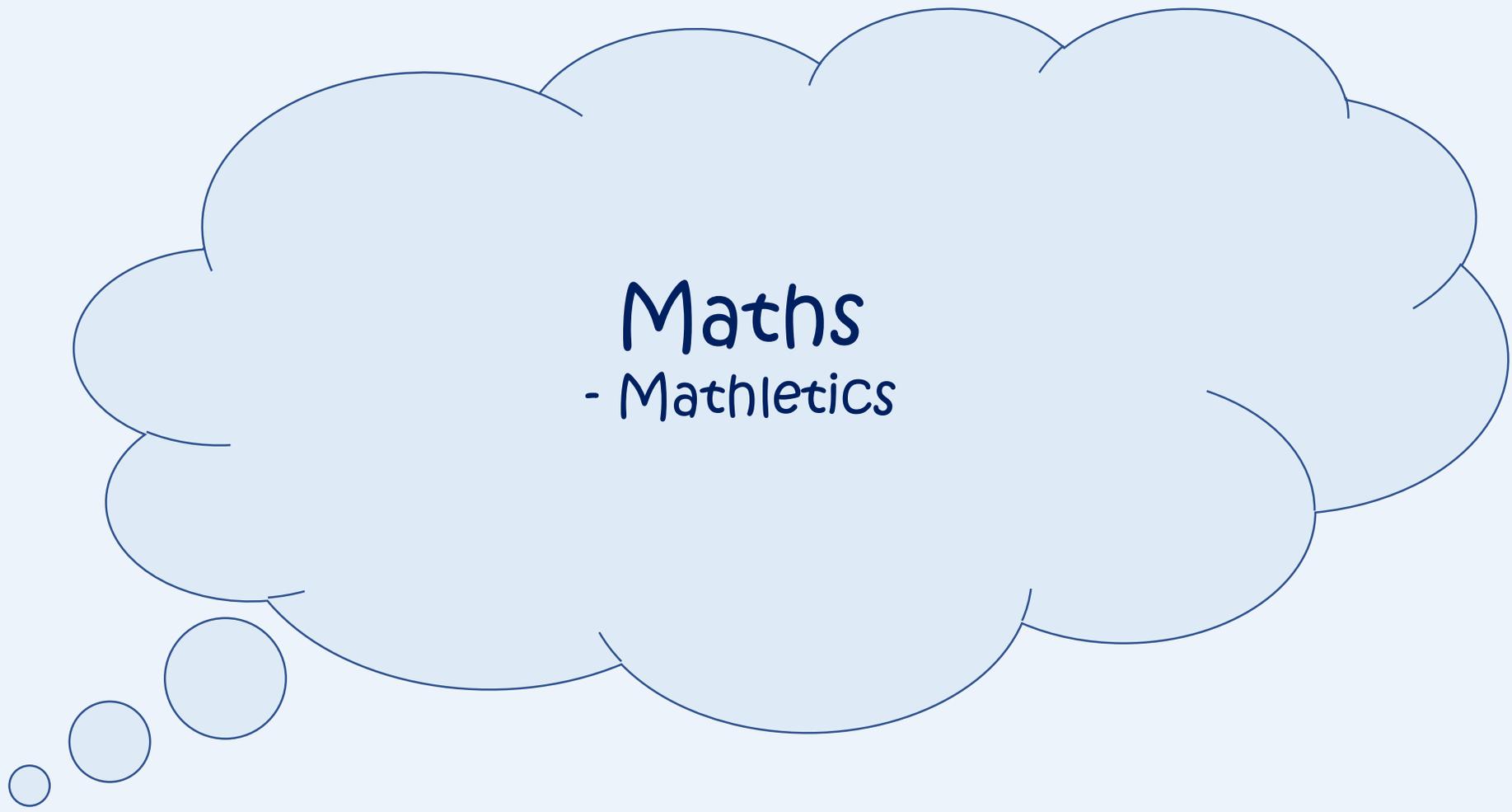


English  
- Diary drafting

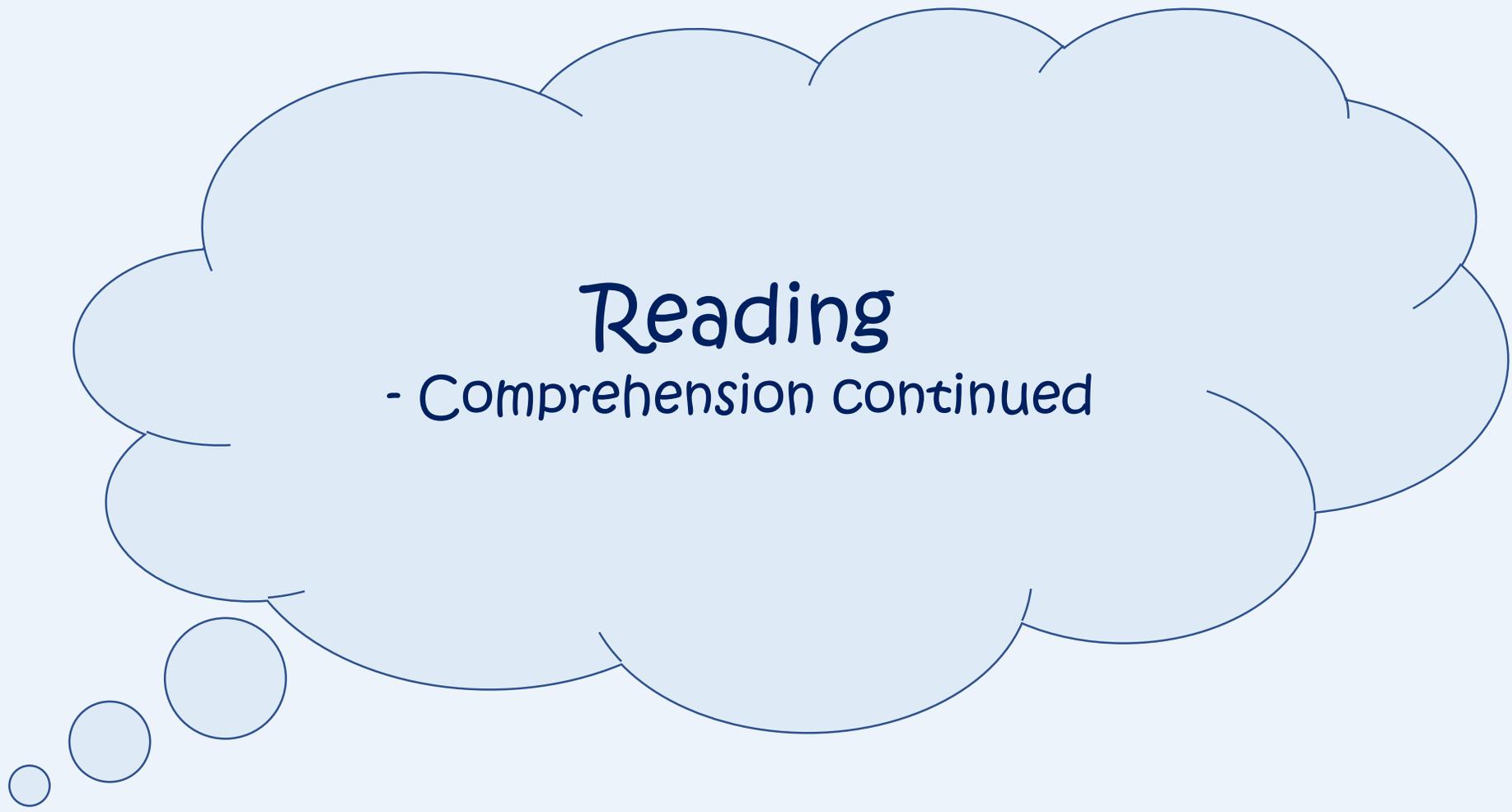
Use your plan to write a diary entry entitled  
'My night in an air raid shelter'.

Can you include the following?

- Time conjunctions
- Cohesive devices
- Emotive devices
- Accurate tense



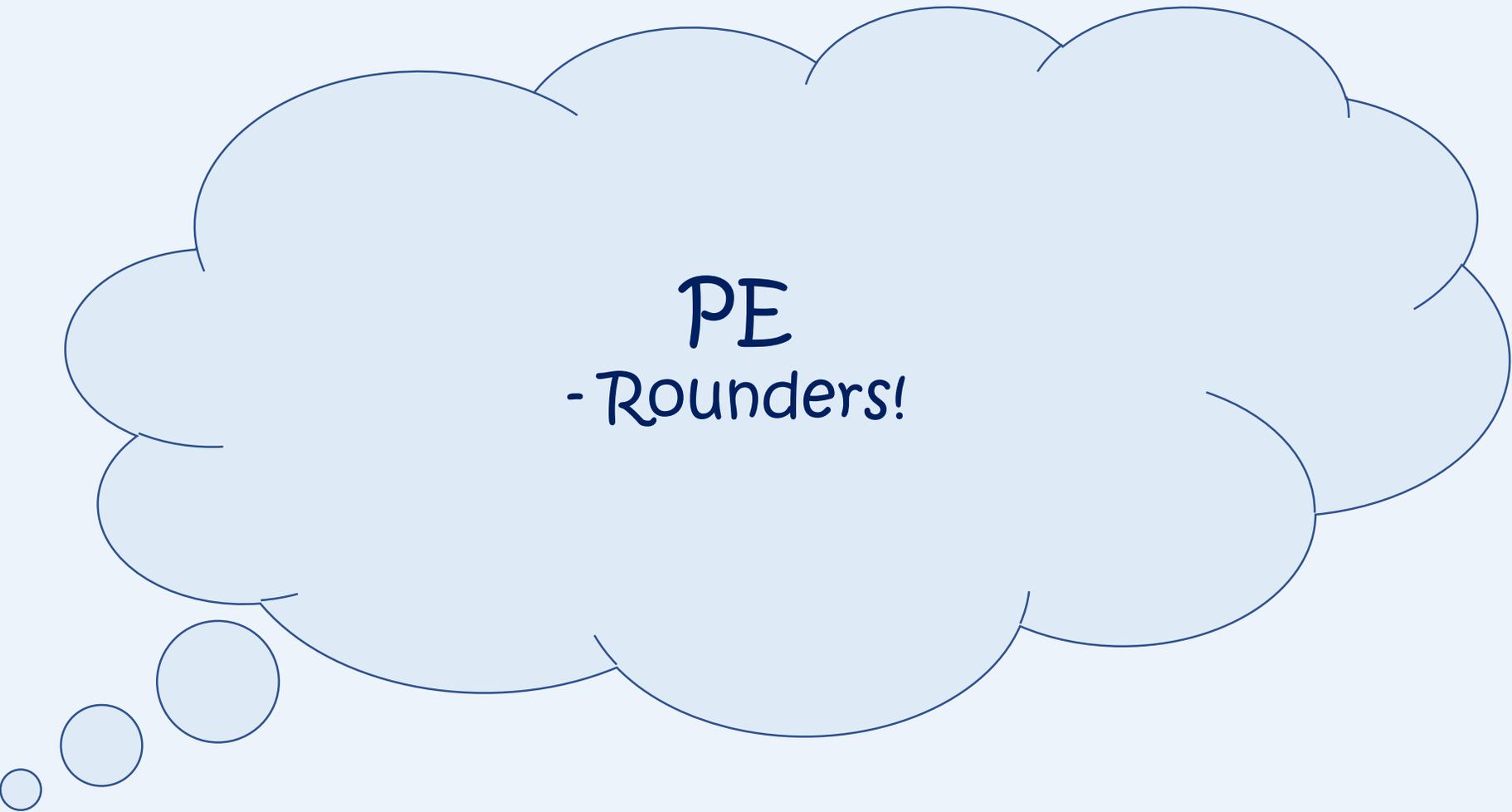
Maths  
- Mathletics



# Reading

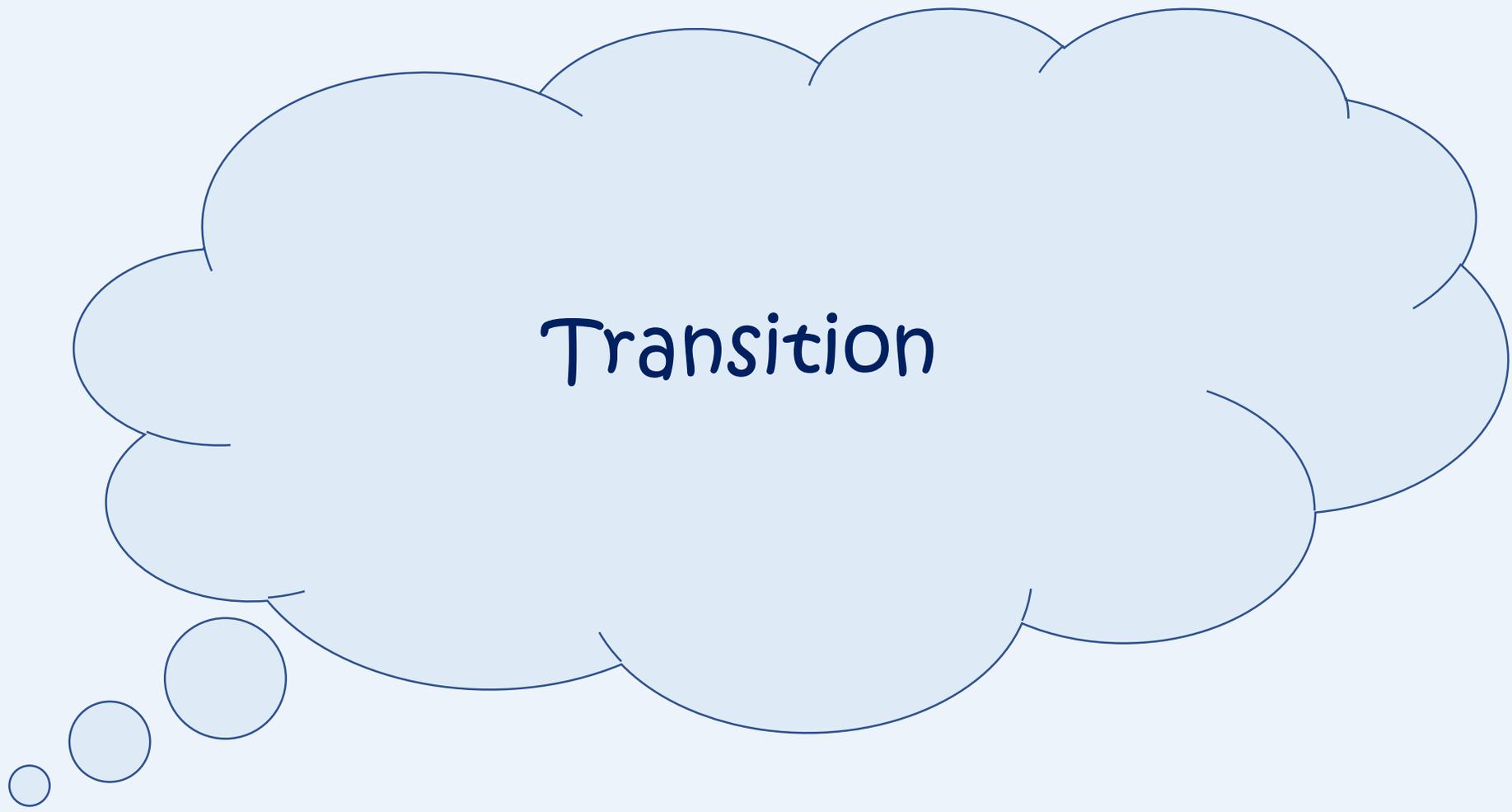
- Comprehension continued

We will continue answering the Goodnight Mr Tom comprehension questions from last week and will then mark these together, recapping how to answer each.



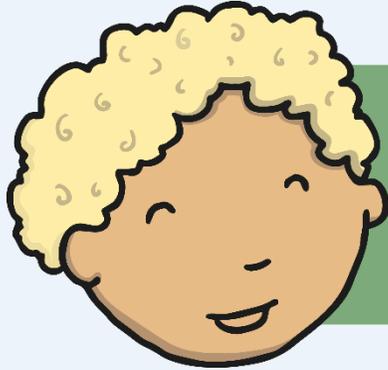
PE  
-Rounders!

Friday



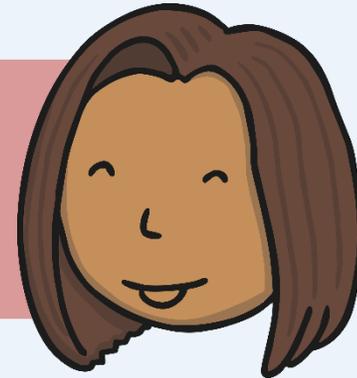
Transition

# Memories

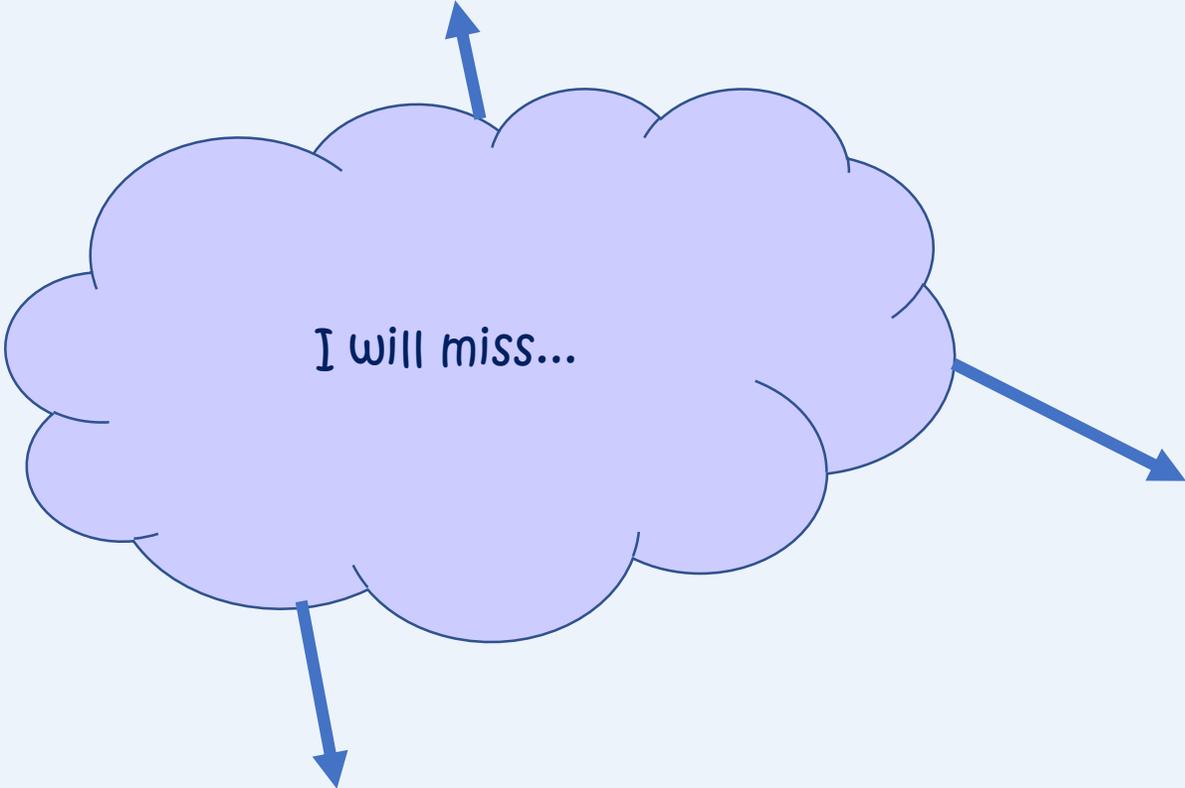


What will you miss about primary school?

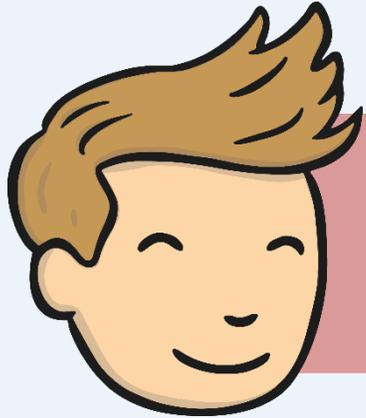
What won't you miss from primary school?



Copy and complete the spider diagrams.



# Worries



What worries do you have about moving to secondary school?

getting  
lost

new  
teachers

bullying

exams

the  
journey

- Write any worries you have on a post-it note.

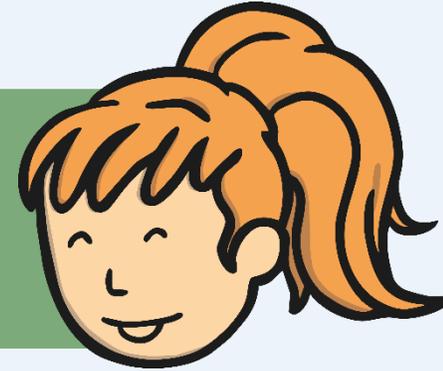
•

We will put them all into a hat and pick them out one at a time(they are all anonymous).

- We will discuss what we could do to help resolve this worry and suggest ways to help our peers feel more comfortable if it were to happen.

# Changes

What is going to be different or new about secondary school?



- How lunch works
- Having lessons in different classrooms
- School start and finish times
- Making new friends
- New subjects
- The journey

- I am looking forward to these changes:

- 

- 

- 

- 

- I will find these changes difficult:

- 

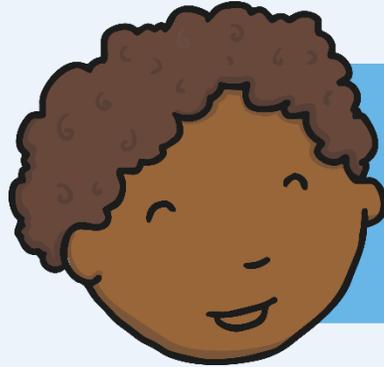
- 

- 

- 

- Why are you looking forward to these things changing?

# Similarities



What is going to be the same about secondary school?

- Some subjects
- Wearing a uniform
- Getting homework
- Registration
- School clubs
- Assembly



- I'm glad these things will stay the same:

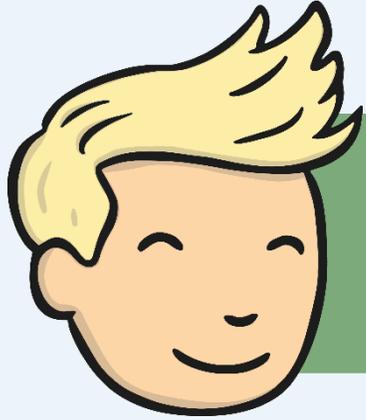
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# Journey



What journey are you going to take to get to secondary school?



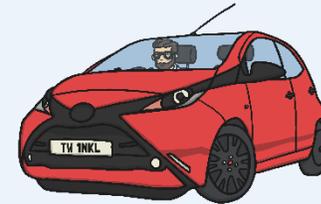
**Bus**



**Walk**

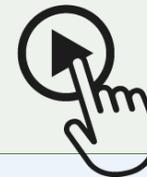


**Bike**



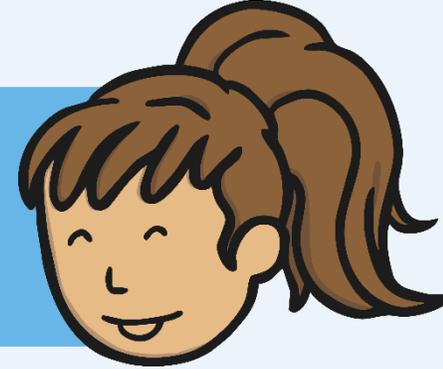
**Car**

Click on each mode of transport to reveal more!



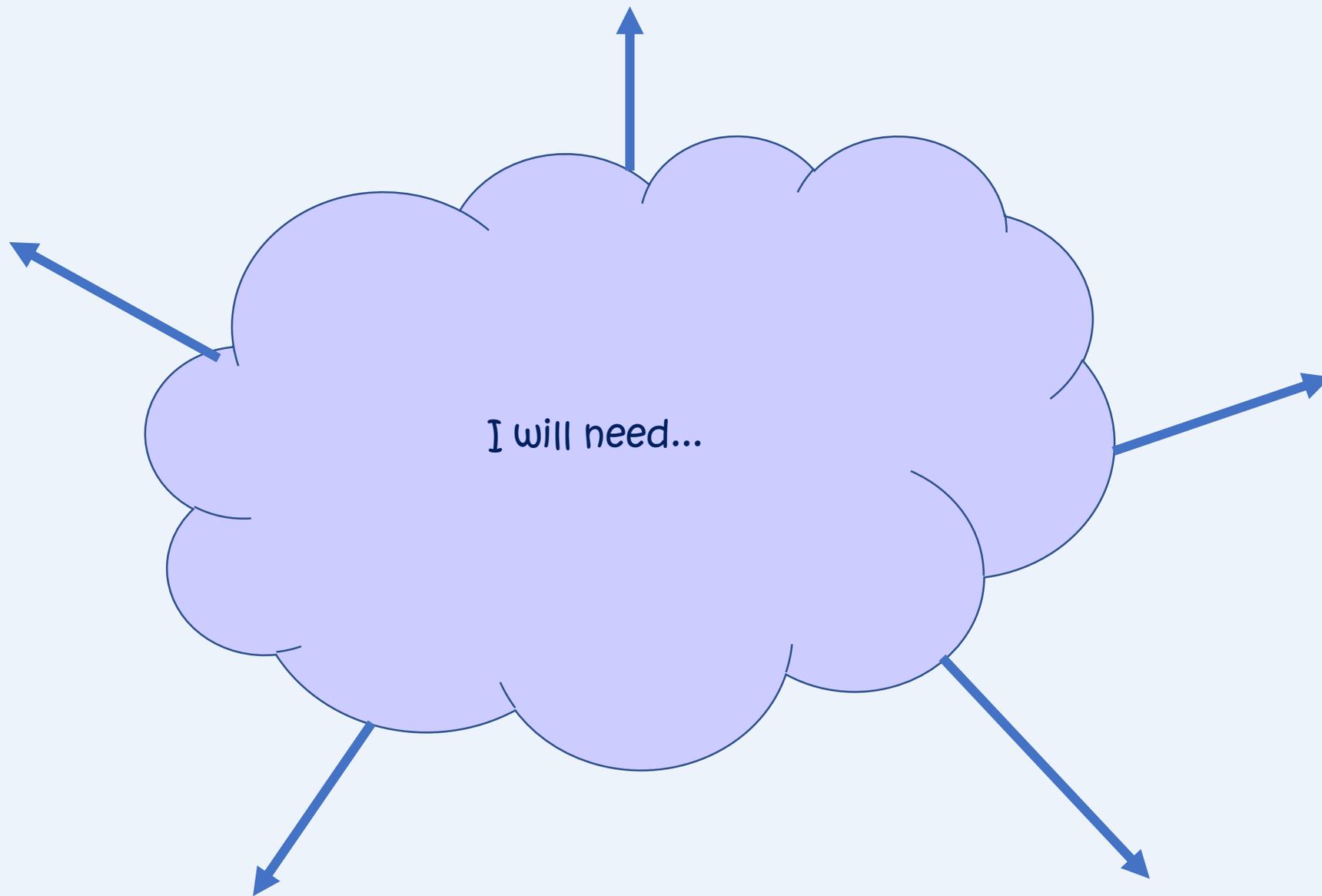
# Things You Will Need

Do you know what things you will need for secondary school?



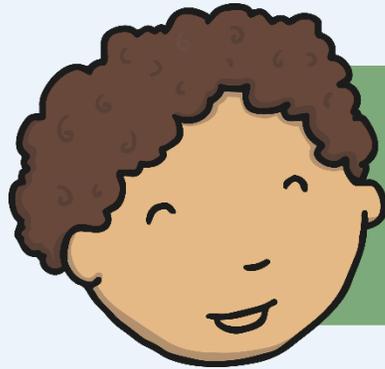
**What will you need for...**

- PE lesson
- English lesson
- Maths lesson
- Lunch
- Every day



Are there particular areas you would like to create a spider diagram for? e.g. PE day or Art lesson

# Friends



What can you do to help make friends at secondary school?

- Join a school club
- Invite someone to sit with you at lunch
- Smile
- Join in group work
- Travel to school with someone



- I will see my friends:

- (Who will you still see? Where will you see them?)

- 

- 

- I will make new friends by:

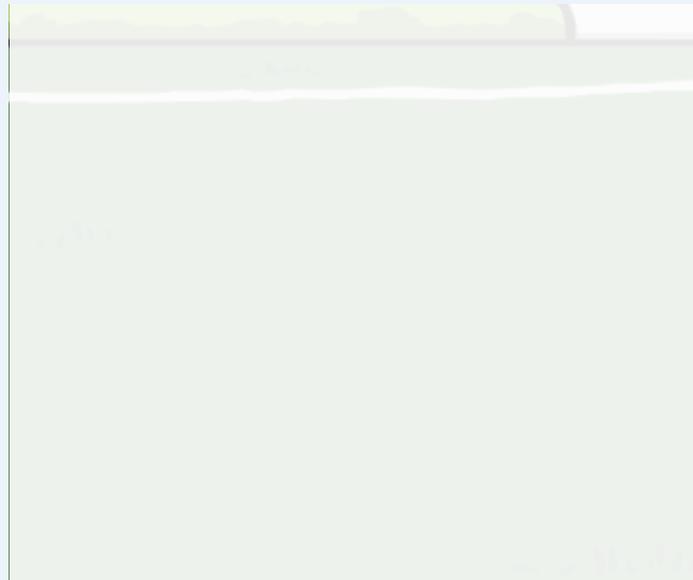
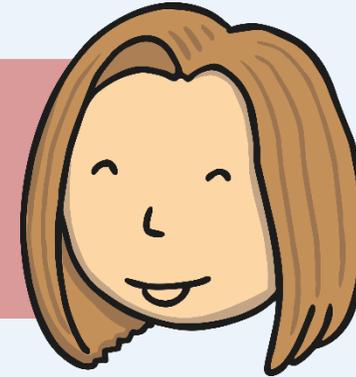
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- 

-

# Help

What should you do if...



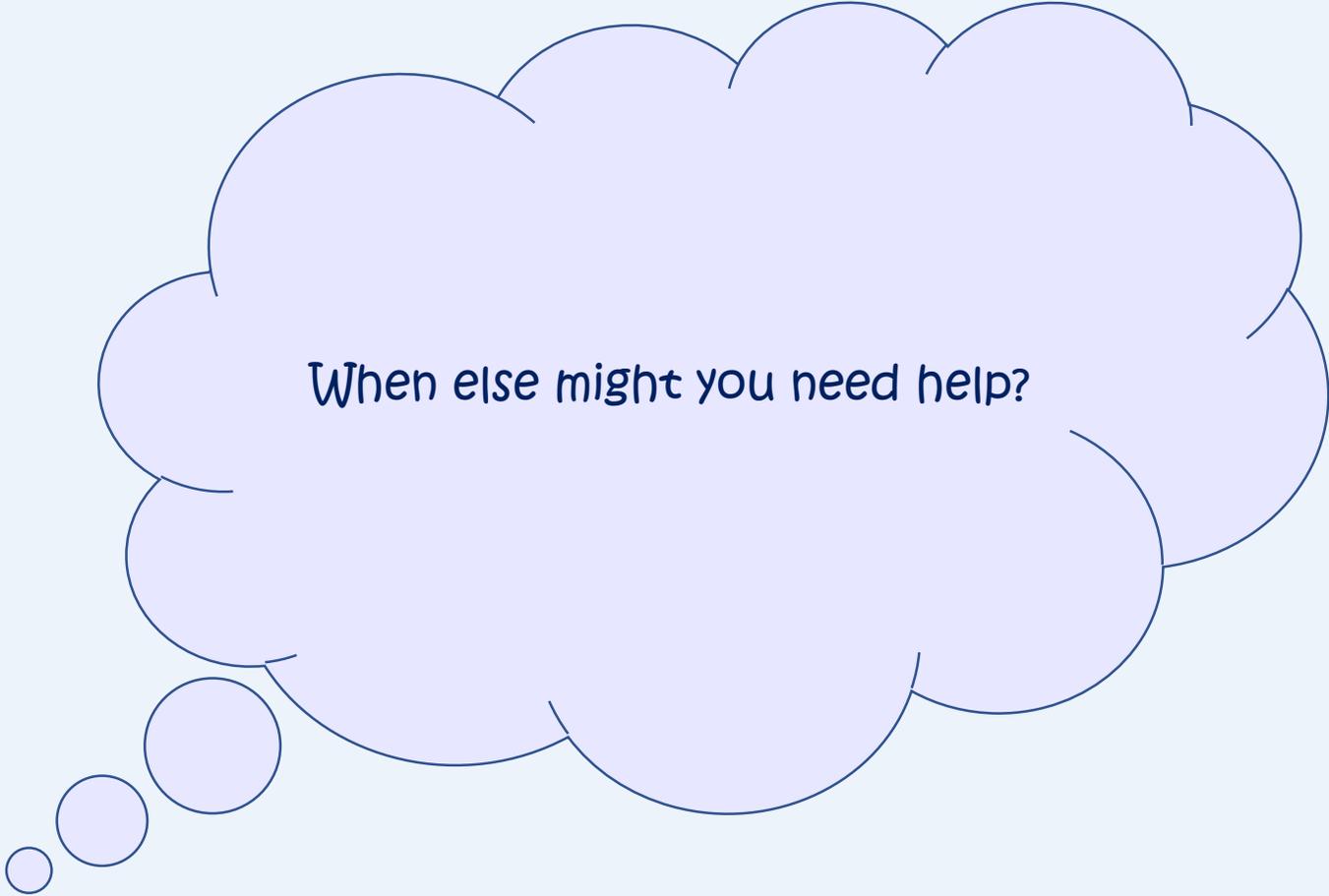
...you get lost?

...you can't do your homework?

...you forget your lunch money?

...you get ill at school?

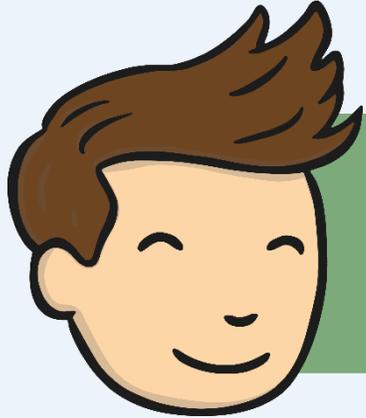
...you get bullied?



When else might you need help?

- Convert your scenarios into questions and use the advice you would offer someone to create an interview.
- e.g.
- Pupil :What do I do if I get lost?
- Teacher: You could.....
- Pupil: What happens if I forget my lunch?
- Teacher: Don't worry. You can...

# Thoughts



How are you feeling about moving to secondary school?

confident?

worried?

curious?

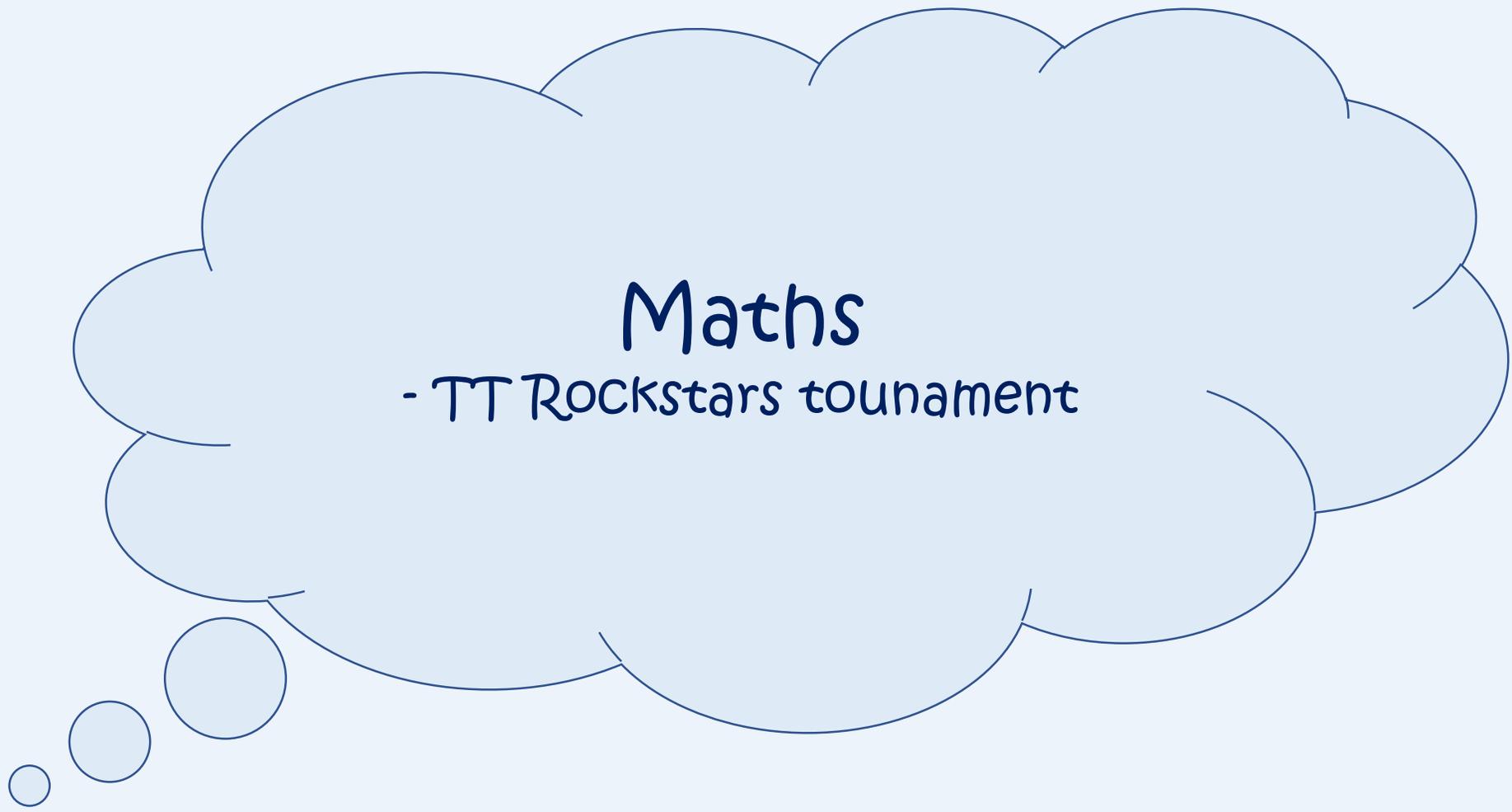
nervous?

excited?

Finally, we are going to create a poster containing our top tips for secondary school!

Make it fun and informative!





Maths

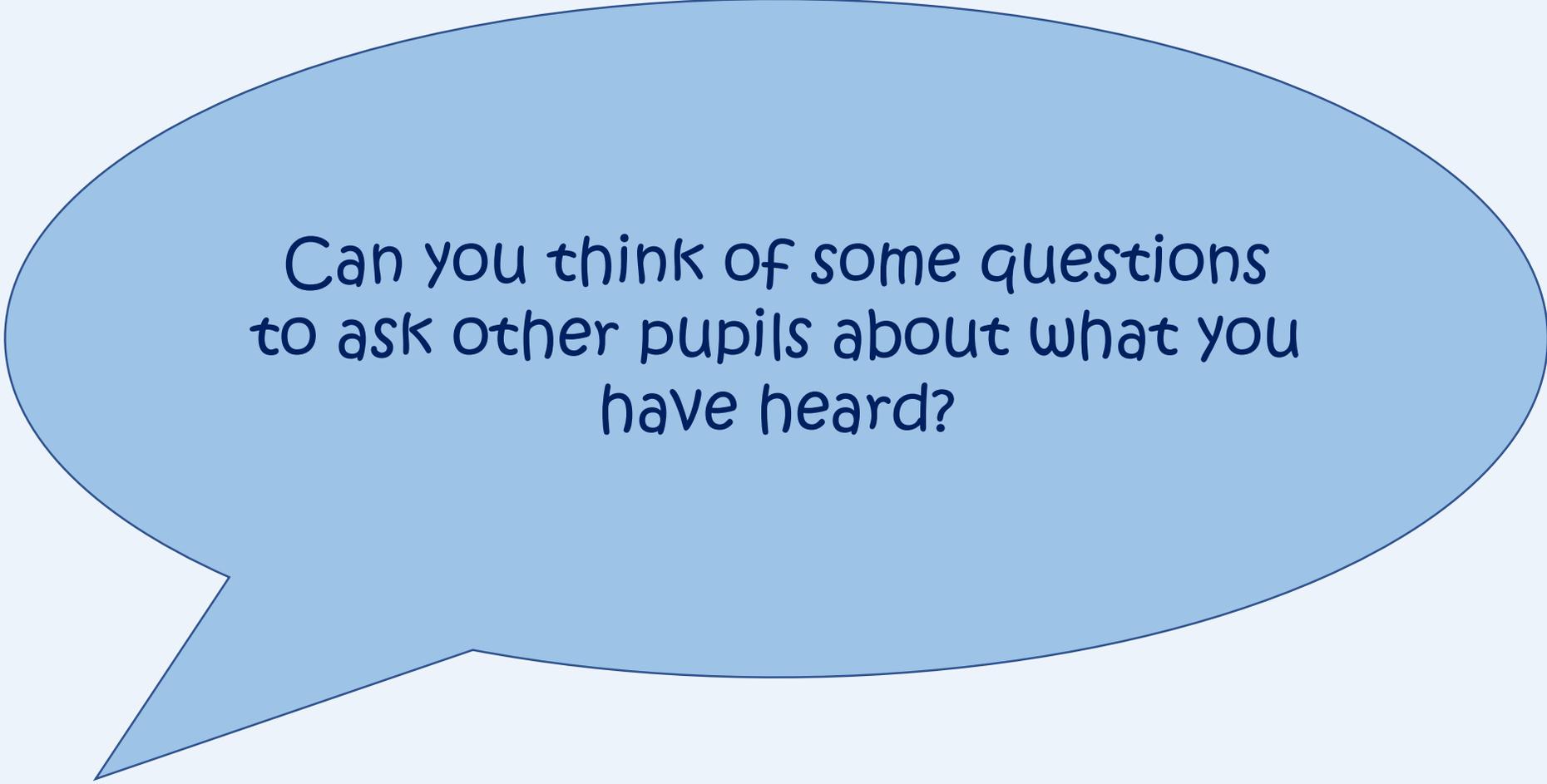
- TT Rockstars tournament

Today we will spend some time on TT Rockstars.

We will be holding a tournament between boys and girls.



Reading  
- Independent reading!

A blue speech bubble with a white outline, pointing downwards and to the left. Inside the bubble, there is text in a dark blue, sans-serif font.

Can you think of some questions  
to ask other pupils about what you  
have heard?



Outdoor Learning



Today we will be building our own miniature Anderson shelters!

What materials could we use from the nature area?

