

Week beginning 29th June 2020

Dear Beech Class,

I hope you are all well. Outlined in the table below is your home learning for the week. English work will continue to be a whole school writing focus.

We have also been looking at the 'other' learning you are doing and we have set a theme for this. The theme for this week is 'Sports and Olympics'. You can follow the 6 tasks that have been set or you can use these as a basis for your thinning and become a little more creative. If you do become creative and make something 3D I don't expect you to bring this in, I'd be happy with a photo.

Please complete the answers in a word document and upload them via eSchools. Or you can write the answers in your exercise books and take a picture of that and upload it.

All the work has been combined into one file to make it easier. **This will also make it easier for printing because you can fit two or four pages on to one sheet of A4.**

Mrs Bown

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	Please go to the following website: https://whiterosemaths.com/homelearning/year-5/ Click on week beginning 8 th June. Each day there is a video for you to watch to explain the Maths concept, and then there is an activity to do. You can print the activity off or write the answers down on a piece of paper.				
	Decimals as fractions	Understanding thousandths	Rounding decimals	Order and compare decimals	Maths games, ICT games and other online Maths activities
Times tables	10 minutes TT Rockstars practice a day				
Writing	More details about writing tasks are on a separate sheet in the pack.				
Reading	<ul style="list-style-type: none">• Ensure you keep reading your own choice of book, whether that is fiction or non-fiction. Try to read 4 times a week at least and write in your reading record each time.• There is also a reading comprehension task to complete - Wimbledon				
Spellings	5-minute daily spelling practice: Spellings are on our class page. This week's rule is 'adverbials of time'				Don't forget to test yourself today.
Other subjects:	Themed Learning	See separate sheet with themed learning about 'Sports and Olympics'			

RE

The theme this week is our school value of Kindness.

Kindness is one of the most powerful ways we show that we love and care, for ourselves, others and the natural world. The Gospels show many examples of Jesus showing kindness to all in society. Sometimes a simple act of kindness can be transformational.

QUOTE OF THE WEEK: 'We grow in kindness when our kindness is tested.' Archbishop Desmond Tutu

WATCH:

This beautiful 'real-life video about simple acts of kindness that change both the giver and receiver:

<https://youtu.be/GdYJr03eJjE>.

And this video on acts of kindness to make you smile, although it makes a serious point too:

<https://youtu.be/qGVOrvDTIBU>.

THINK:

Can you think of a time when someone was unexpectedly kind to you? Maybe it changed your life? What do you think Desmond Tutu was meaning when he said that kindness grows when it is tested? Have you experienced your kindness being difficult, being tested, being rejected?



		<p><u>PRAY:</u> Be thankful for those who have shown you kindness. Think of others as you say these words: May you feel safe, May you feel happy, May you feel healthy, May you live with ease.</p> <p>And be kind to yourself as you say:</p> <p>May I feel safe, May I feel happy, May I feel healthy, May I live with ease.</p> <p>Finally ask for guidance and strength to be kind today, and eyes to see where kindness is needed.</p>
	PSHE	Emotions. How do you feel? Complete activity 4 on the Power point.

Year 5

Summer Term Week 7 (w/c 8th June)

Lesson 1

Decimals as fractions

<https://vimeo.com/425602384>

Lesson 2

Understand thousandths

<https://vimeo.com/425602576>

Lesson 3

Rounding decimals

<https://vimeo.com/425603173>

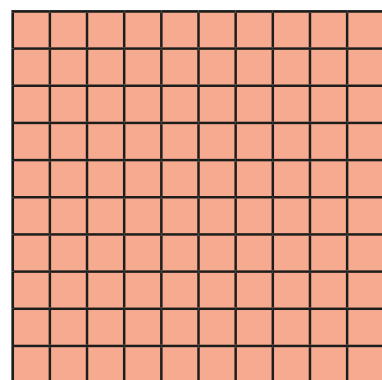
Lesson 4

Order and compare decimals

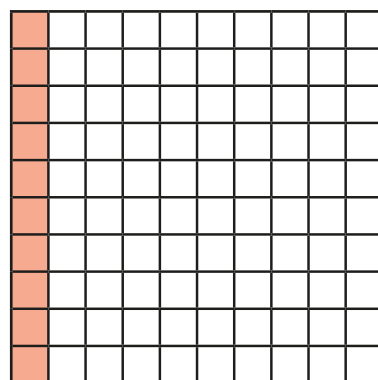
<https://vimeo.com/425603300>

Decimals as fractions (2)

1 This grid represents 1

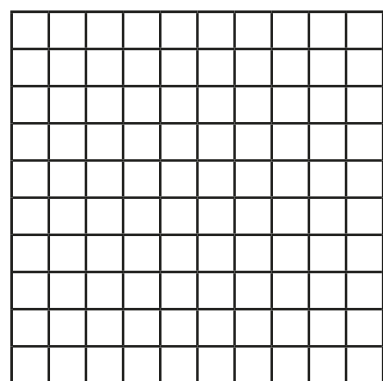


This grid represents 0.1 or $\frac{10}{100}$ or $\frac{1}{10}$

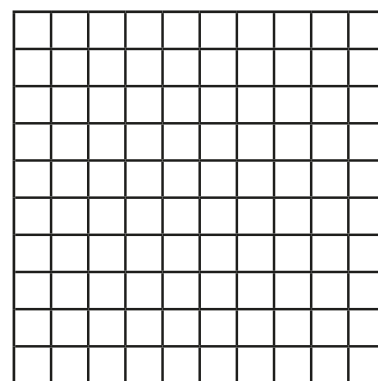


Colour the hundred squares to represent the fractions.

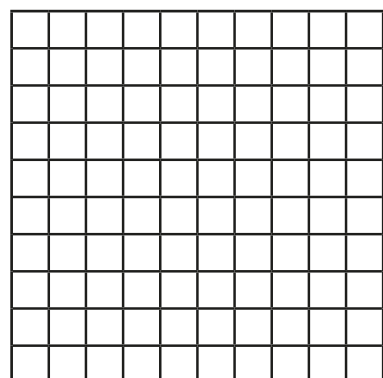
a) $\frac{2}{100}$



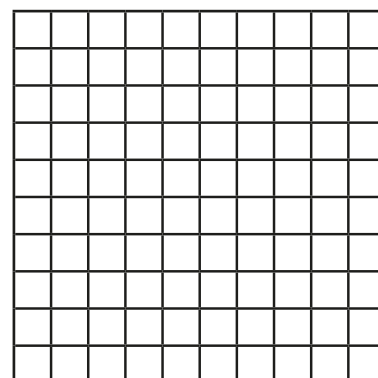
c) $\frac{20}{100}$



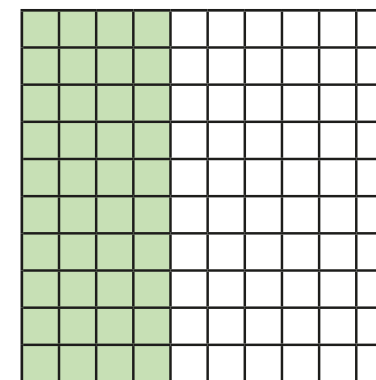
b) $\frac{2}{10}$



d) $\frac{90}{100}$



2 Complete the numbers to show how much of the square is shaded.



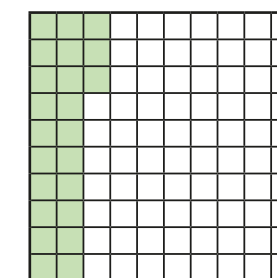
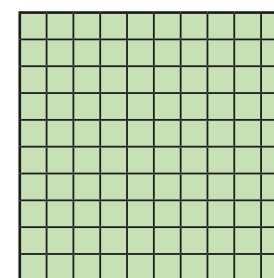
$$\frac{\boxed{}}{100}$$

$$\frac{\boxed{}}{10}$$

$$0.\underline{}$$

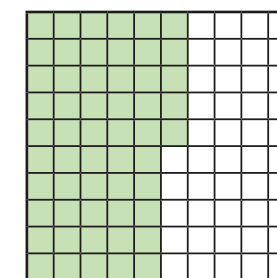
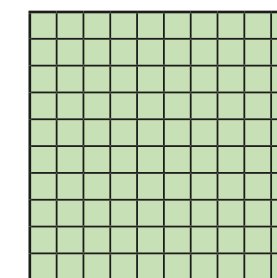
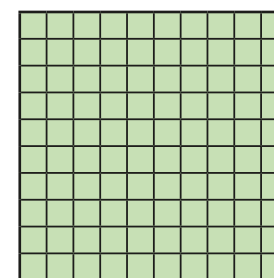
3 What fractions and decimals are represented?

a)



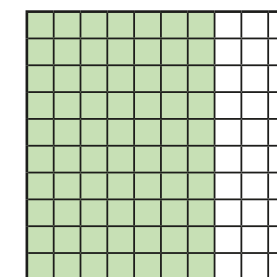
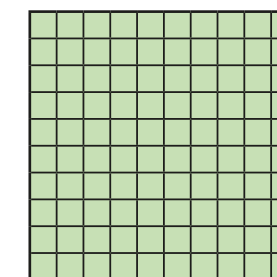
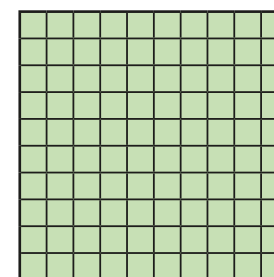
$$1 \frac{23}{100} = \boxed{}$$

b)



$$\boxed{} \frac{\boxed{}}{100} = \boxed{}$$

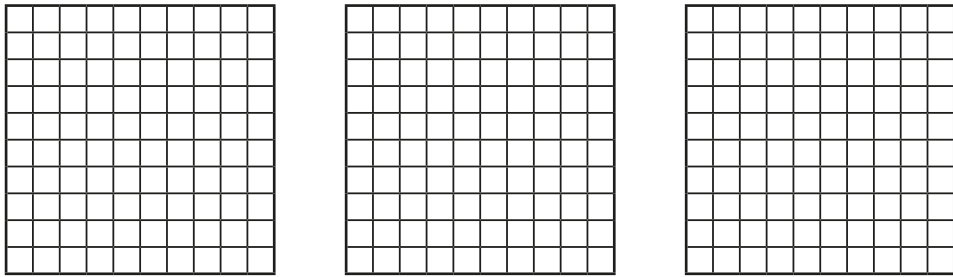
c)



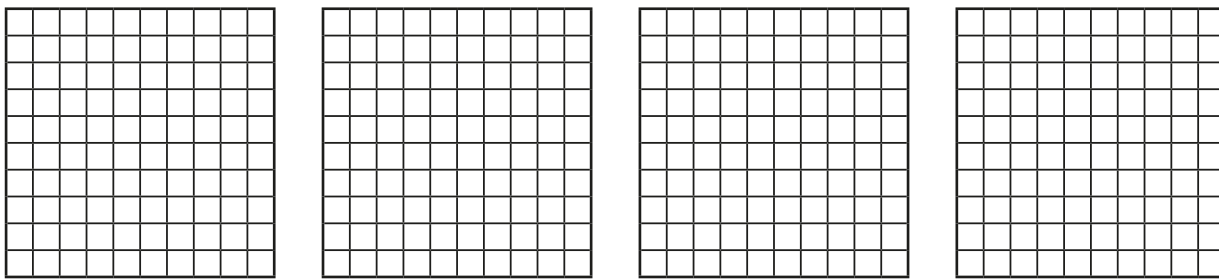
$$\boxed{} \frac{\boxed{}}{10} = \boxed{}$$

4

a) Represent 2.15

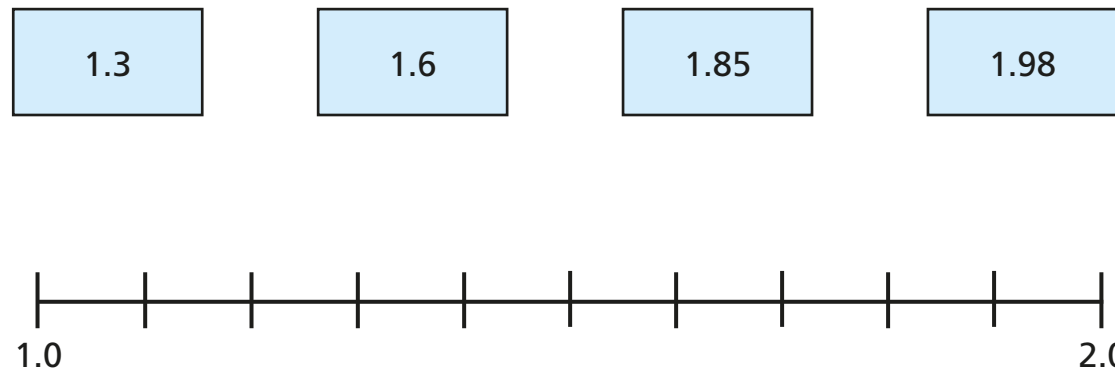


b) Represent $3\frac{7}{10}$

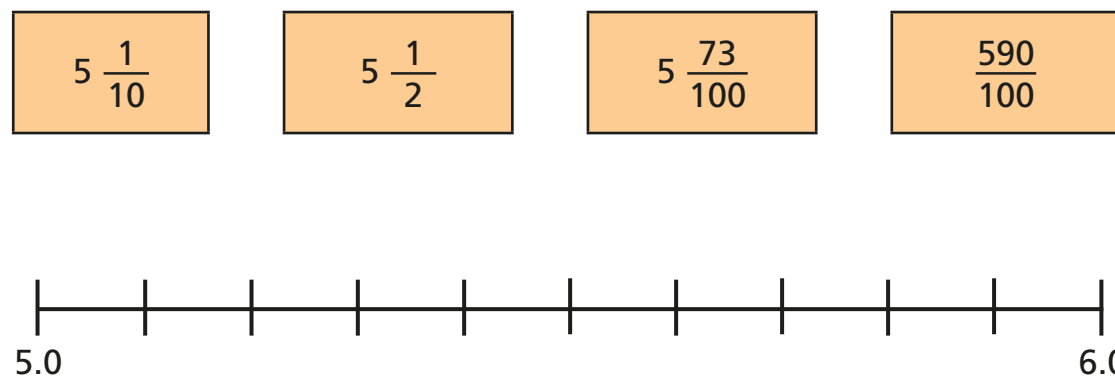


5

a) Label the number line with the decimals.



b) Label the number line with the fractions.



6

Complete the table.

Decimal	Decimal (expanded form)	Fraction	Fraction (expanded form)	In words
2.13	$2 + 0.1 + 0.03$	$2\frac{13}{100}$	$2 + \frac{1}{10} + \frac{3}{100}$	2 ones, 1 tenth and 3 hundredths
4.37		$4\frac{\boxed{}}{100}$		
	$5 + 0.6 + 0.02$			
				8 ones and 2 hundredths

7

Write the decimals as fractions.

Give your answer as a mixed number.

a) $32.6 = \boxed{}\frac{\boxed{}}{10}$

c) $13.08 = \boxed{}\frac{\boxed{}}{100}$

b) $2.03 = \boxed{}\frac{\boxed{}}{100}$

d) $3.98 = \boxed{}\frac{\boxed{}}{100}$

8

Use the digits 3, 4 and 5 to complete the decimal number.

. 0

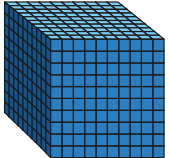
How many different numbers can you make?



Understand thousandths



1 Tommy is using base 10 to represent decimals.

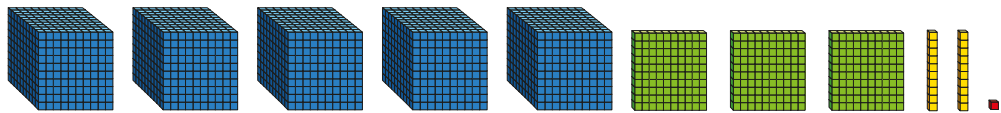
He uses  to represent 1 whole.

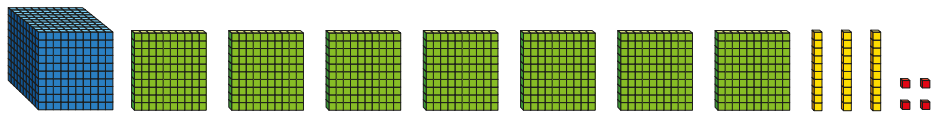
He uses  to represent $\frac{1}{10}$ or 0.1

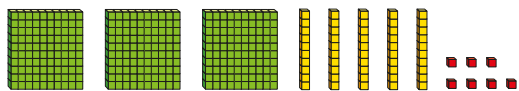
He uses  to represent $\frac{1}{100}$ or 0.01

He uses  to represent $\frac{1}{1000}$ or 0.001

What decimals are represented?

a) 

b) 

c) 

2 a) Represent each number using base 10

0.512

1.352

2.003

b) Use your representations to help you complete the statements.

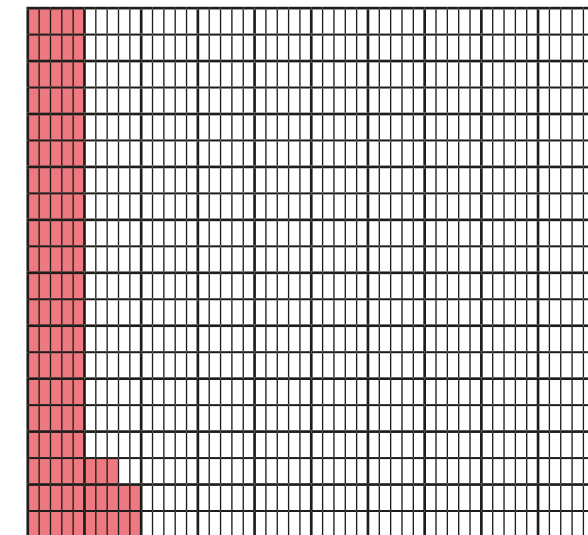
$$0.512 = 0.5 + 0.01 + \boxed{}$$

$$1.352 = 1 + \boxed{} + \boxed{} + \boxed{}$$

$$2.003 = \underline{\hspace{2cm}}$$

3 Here is a thousand square.

Part of the square has been coloured.



a) Why do you think it is called a thousand square?

b) What fraction of the square has been coloured?

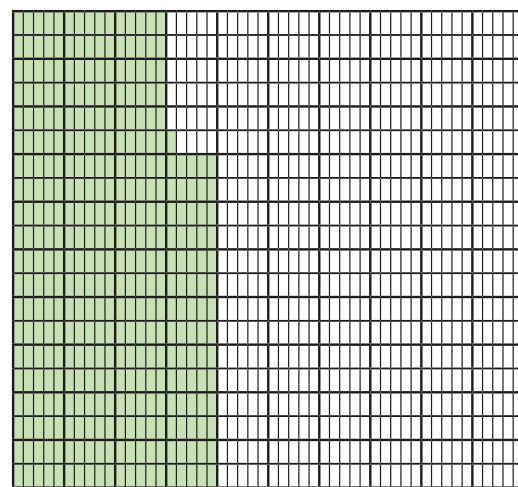
$\frac{\boxed{}}{1000}$

c) Write the fraction as a decimal.

- 4 What fraction of each square has been shaded?

Write each number as a fraction and as a decimal.

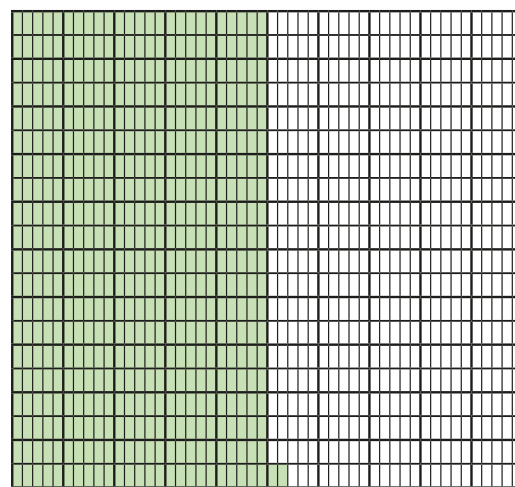
a)



fraction =

decimal =

b)

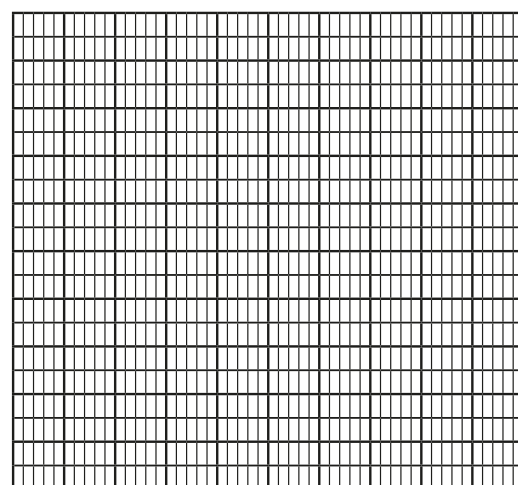


fraction =

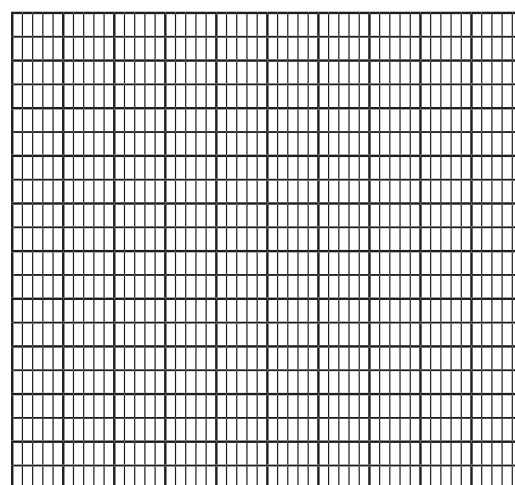
decimal =

- 5 Colour the grids to represent the fraction and decimal.

a) $\frac{73}{1000}$



b) 0.302



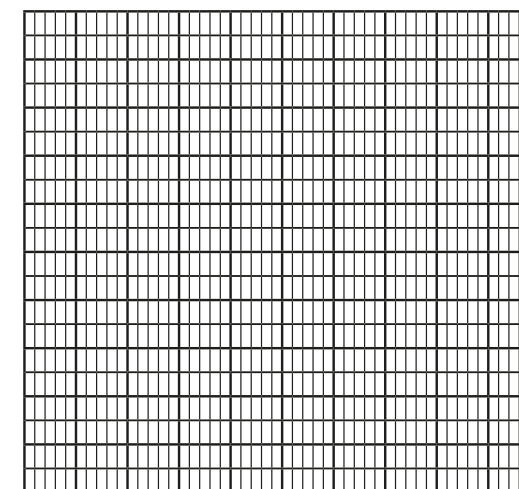
- 6 Represent these numbers on a place value chart.

a) 1.372

b) 0.091

c) 3.542

- 7 Show that $\frac{400}{1000}$ is the same as 0.4



- 8 Write the numbers represented by the place value charts.

a)

Ones	Tenths	Hundredths	Thousandths
1 1 1 1	0.1 0.1	0.01 0.01 0.01 0.01 0.01 0.01 0.01	0.001 0.001 0.001 0.001 0.001 0.001

b)

Ones	Tenths	Hundredths	Thousandths
	0.1 0.1 0.1 0.1 0.1		0.001 0.001 0.001 0.001



Rounding decimals



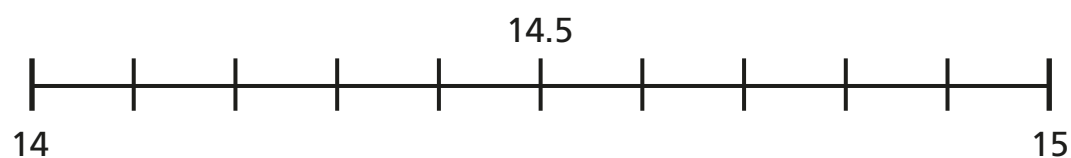
- 1 Show the position of each number on the number line.
Use the number line to round these decimals to the nearest whole number.

a) 7.2



The nearest whole number is

b) 14.8



The nearest whole number is

c) 6.5

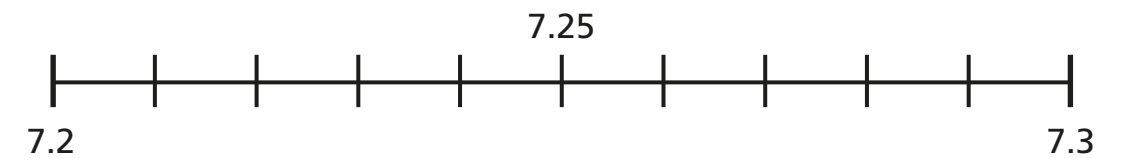


The nearest whole number is

Explain to a partner how to round decimal numbers to the nearest whole number.

- 2 Use the number line to round these decimal numbers to the nearest tenth and the nearest whole number.

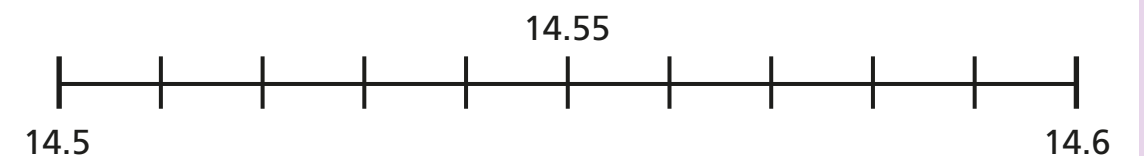
a) 7.23



The nearest tenth is

The nearest whole number is

b) 14.56



The nearest tenth is

The nearest whole number is

c) 6.45



The nearest tenth is

The nearest whole number is

Explain to a partner how to round decimal numbers to one decimal place.



3 a) When rounding to the nearest tenth, how many digits will there be after the decimal point?

b) Round each number to one decimal place.

1.33 <input type="text"/>	4.03 <input type="text"/>
1.34 <input type="text"/>	4.04 <input type="text"/>
1.35 <input type="text"/>	4.05 <input type="text"/>
1.36 <input type="text"/>	4.06 <input type="text"/>
1.37 <input type="text"/>	4.07 <input type="text"/>

4 Round each number to the nearest tenth.

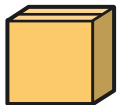

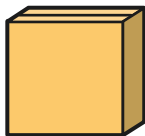
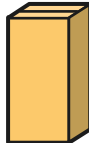
a) 4.21 <input type="text"/>	d) 11.86 <input type="text"/>	g) 12.92 <input type="text"/>
b) 8.09 <input type="text"/>	e) 5.67 <input type="text"/>	h) 10.65 <input type="text"/>
c) 4.84 <input type="text"/>	f) 0.15 <input type="text"/>	

5 Circle each decimal that rounds to 6.2

6.32 6.23 6.27 6.17 6.12 6.25

Explain your reasoning.

6 Here are the weights in kilograms of some parcels.

			
3.48 kg	1.42 kg	10.65 kg	1.03 kg

a) Round the weight of each parcel to 1 decimal place.

kg kg kg kg

b) The weight of each parcel has been rounded to the nearest 100g.

Is this true or false? _____

Talk about it with a partner.

7 Amir is thinking of a number.

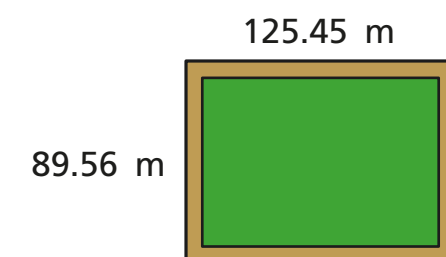
Rounded to the nearest whole his number is 5

Rounded to the nearest tenth his number is 4.8

Write at least four different numbers that Amir could be thinking of.

8 A farmer is building a new fence for her sheep field.

Here are the measurements.



She wants to build a fence around the whole field.

Estimate how much fencing you think she will need.

Talk about your estimate with a partner.

Order and compare decimals

1 Which number is greater?

Tick your answer.

T	O	Tth	Hth
	1 1	0.1 0.1	0.01 0.01
		0.1	0.01 0.01
			0.01

T	O	Tth	Hth
	1 1		0.01 0.01
	1 1		
	1 1		

Explain your answer.

2 Which is the smaller number?

Tick your answer.

T	O	Tth	Hth
10	1 1	0.1 0.1	0.01 0.01
	1 1	0.1	0.01 0.01
			0.01

T	O	Tth	Hth
10	1 1	0.1 0.1	
	1 1	0.1 0.1	
		0.1 0.1	

Explain your answer.

3 Use place value counters to make each of the numbers.

4.13	4.08	5.1
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a) Which is the greatest number?

b) Which is the smallest number?






How do you know?

4 Here are some numbers in a place value chart.

Ones	Tenths	Hundredths	Thousandths
3	2	3	4
3	1	6	
3	2	0	8
3	1	4	5

Write the numbers in order, starting with the greatest.

5 Mo, Amir, Ron, Teddy and Jack are measuring their heights with a metre rule.

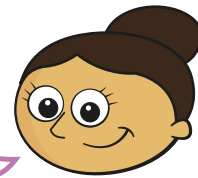
Mo	Amir	Ron	Teddy	Jack
				
1.35 m	1.53 m	1.32 m	1.3 m	1.5 m

Write the names and heights of the children in order from shortest to tallest.

Name	Height

- 6 Alex and Dora are competing in the long jump.
Alex jumps 1.35 metres and Dora jumps 1.4 metres.

Alex wins because 35
is greater than 4



- a) Is Dora correct? _____

Talk about it with a partner.

- b) Kim joins in the competition.

What is the shortest distance she can jump to go into the lead?

- 7 Write the numbers in ascending order.

- a) 0.45 0.654 0.546 0.405

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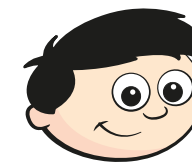
- b) 7.2 kg 7.212 kg 7.21 kg

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- c) 25.391 25.309 25.093 25.193

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- 8 Dexter is thinking of a number.



It is a decimal number
with 2 decimal places that is
greater than 2.47 but
less than 2.58

What possible numbers could Dexter be thinking of?

- 9 Tick the numbers that are equal to 2.5

Circle the numbers that are greater than 2.5

You will need to convert the mixed numbers to decimal
numbers first.

2.05	$2\frac{5}{10}$	$2\frac{1}{2}$
$2\frac{5}{100}$	2.53	$2\frac{3}{5}$
2.501	$2\frac{80}{100}$	$2\frac{3}{10}$



The Wimbledon Championships

Wimbledon is the world's oldest tennis tournament. It has been held at the All England Club in Wimbledon, London since 1877. It is one of the four Grand Slam tennis tournaments (majors), the others being the Australian Open, the French Open and the US Open.



Events

Wimbledon is made up of five main events and five junior events. There are also five invitation events where some former professionals are invited back to compete. The five main events are gentlemen's singles, ladies' singles, gentlemen's doubles, ladies' doubles and mixed doubles.

Schedule

Currently, Wimbledon begins in June and ends in July. In 2017, the championships will begin and end in July, making the gap between the tournament and the French Open a little longer. Usually, there is no play on the 'Middle Sunday' however rain has sometimes forced play on this day.

The Courts

In 2009, Wimbledon's Centre Court was fitted with a moving roof which can be automatically closed over the court to reduce the loss of playing time. The main show courts, Centre Court and No. 1 Court, are normally used for only two weeks a year during the championships, but play can go into a third week if there has been lots of rain. The other 17 courts are used for other events hosted by the club.

Trophies and Prize Money

The gentlemen's singles champion receives a silver gilt cup which has been awarded since 1887. The women's singles champion wins a sterling silver salver.

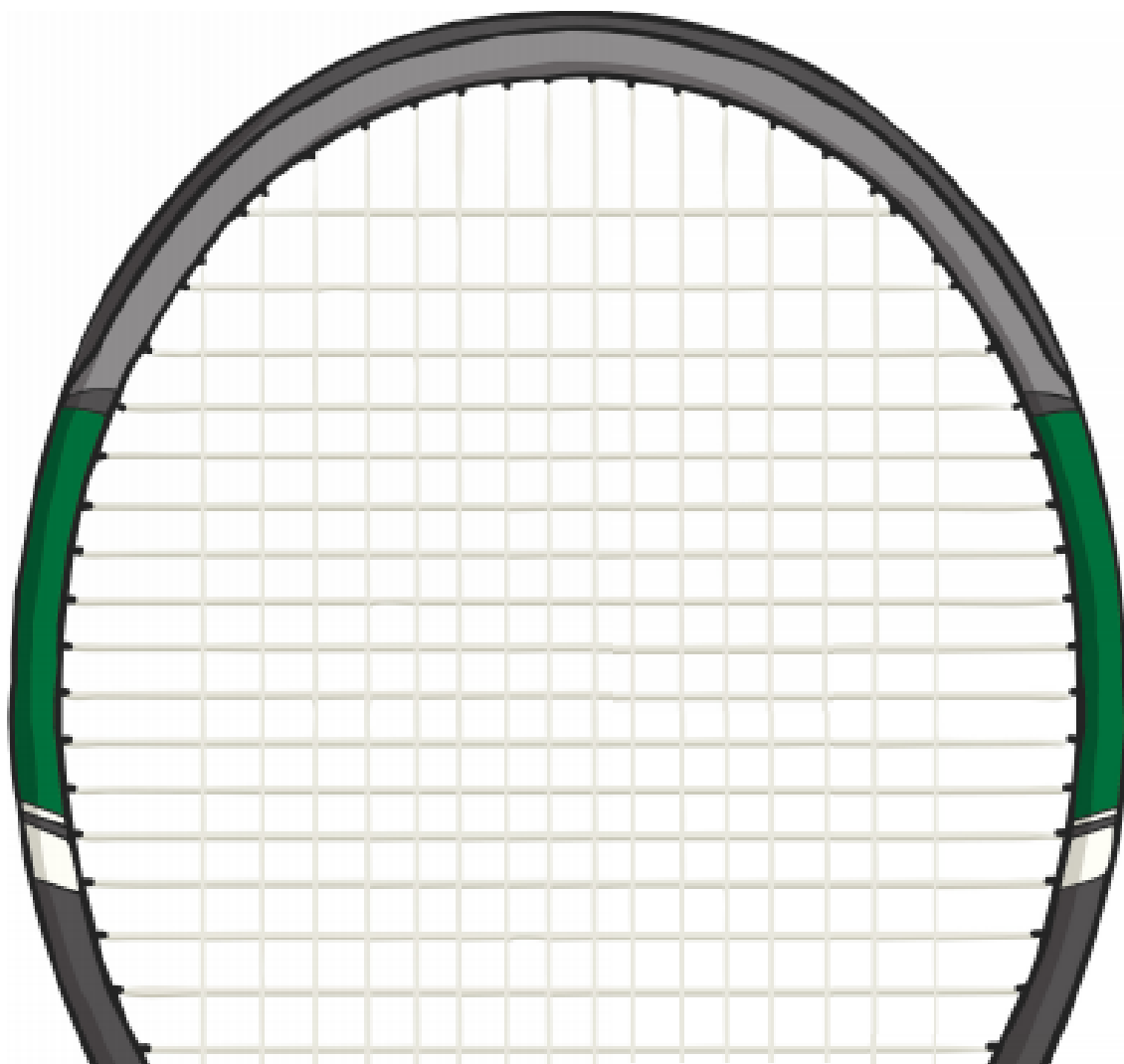
A Few Famous Champions

Serena Williams, and her sister Venus, have each won Wimbledon more than once. Roger Federer won the men's singles title five times in a row between 2003 and 2007. In 2012, Federer beat Andy Murray in the final but Murray came back the following year to win, making him the first British man in 77 years to take the title.

The Wimbledon Championships

Did You Know....?

- All Wimbledon tennis players are required to wear all-white or at least almost all-white clothing.
- Players must bow or curtsy if HRH The Prince of Wales or Her Majesty the Queen is present in the Royal Box at Centre Court.



Wimbledon

Make sure you answer questions in full sentences.

1. Where is Wimbledon held?

2. Name one other Grand Slam tennis tournament.

3. Why is Wimbledon starting later in 2017?

4. What is special about 'Middle Sunday'?

5. What is different about Centre Court?

6. When must players bow or curtsy?

7. What qualities do you think you need to become a Wimbledon champion?

Lesson 1

Task: Answer the questions about the stadium. Think carefully about your answers and imagine you were there!



Question time!

- ▶ What is this place?
- ▶ How has it changed over the years?
- ▶ What used to happen here?
- ▶ What happens here now?
- ▶ Why has it changed so much?
- ▶ Will it ever be the same again?
- ▶ Have you ever been to a stadium?
- ▶ What did you see happening there?
- ▶ Why are stadiums like this built?

Lesson 2

Task: Complete the SPAG task.



1. Decide which of these are questions and which are commands. Write 'Q' for question and 'C' for command.

- a) Tidy your room! _____
- b) Would you like some cheese? _____
- c) Which way is it to the doctor's? _____
- d) Get me some new socks! _____
- e) Is this a command? _____
- f) Check your work carefully. _____
- g) Stand on your head. _____

2. Can you add the right punctuation to finish these sentences?

- a) Go back in to the classroom _____
- b) Finish your dinner and go out to play _____
- c) How high will your kite fly _____
- d) Meet us in London _____
- e) Is Paris the capital of France _____
- f) Stop fighting _____

Extension: Write three questions. They must be related to sport!

3)

4)

5)

Lesson 3

Task: Uplevel these boring sentences. As you can read, it repeats the word horrible and they are very simple. Can you add extra information about what you can see and hear.



Sick sentences

These sentences are 'sick' and need help to get better. Can you help?

- ▶ The stadium was horrible. The seats were horrible. The pitch was horrible. The grass had all gone. Nobody went there anymore.

Lesson 4

Task: Design and describe your perfect stadium.

Perfect picture!

Can you design the perfect stadium? It could be to watch any sport of your choice, or another type of performance entirely.



Lesson 5

Task: Have a go at finishing the story! Use the story starter on the right hand side.



This place had once been filled with noise, thousands upon thousands of excited fans cheering as they applauded 'the beautiful game' being played in front of them.

Now, all that remained were memories. Would this place ever be restored to its former glory?

Home Learning Tasks – Non-Core Subjects – Years 4 and 5

Topic: - Sports and The Olympics

The theme for learning this week is: Sports and The Olympics. We have decided on this theme because this year would have been an Olympic year and we would have also been holding our annual Sports Day soon.

You can tackle the work in lots of different ways. You can complete the sheets from this pack, or you can be more creative. For example, you could create a PowerPoint or Poster that covers all the information the tasks ask for. Please don't think the sheets are everything – they are a guide to things that can be done.

Task 1 – Athletic Activities

- Take part in some athletic activities – see the attached sheet for some ideas.
- Can you create some of your own? Write a set of instructions on how to carry them out.

Task 2 – A Home Sports day

- Take part in a Home Sports Day using:
<https://www.youtube.com/watch?v=7AlyboG4QUw>

Task 3 – Fitness Stations

- There are lots of different exercises you can take part in that strengthen your muscles. Have a look at the cards and try them out. How long can you hold a plank for?
- Write down some ideas for making the tasks more challenging or easier e.g. to make the plank easier you might make it a kneeling plank.

Task 4 – A Famous Sporting Hero

- Thousands of people take part in sport. Some of these people become very famous. Choose one of these people and create a piece of work that contains lots of facts about their life. You could choose to create a poster, PowerPoint, or write a biography.
- There is a very brief example – we need lots more than this e.g. where they were born....

Task 5 – The Modern Olympics

- With this task you can either fill in the missing gaps in the sheet or use this as a stimulus to create a poster, PowerPoint, or factual video about what they are and how they developed.

Task 6 – Be Arty

- Olympic mascots are an important part of the Olympics. They tend to share things about the country in which the event is being held. Create an Olympic Mascot for Tokyo 2020. I have put some examples of mascots below. You will also need to give your mascot a name.



Athletics Activities

- 1 Athletics is a collection of sporting **events** that involve **running, jumping, throwing** and **walking**.

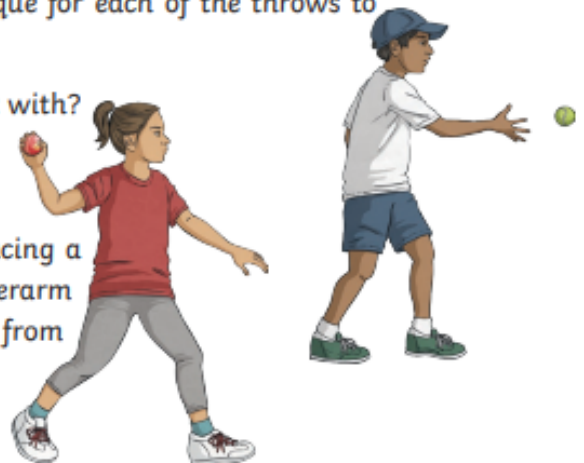
There are many different throwing events in athletics.

Can you find out the names of any throwing events?
Use the space below for your answers. These pictures might help you!



- 2 See how far you can throw a ball using the **overarm** and **underarm** throwing techniques. Use the information sheet outlining the technique for each of the throws to help you.

Which type of throw did the ball travel furthest with?



- 3 Now see how accurately you can throw by placing a marker to aim for. Use both the overarm and underarm throw. Try standing at different distances away from the marker.

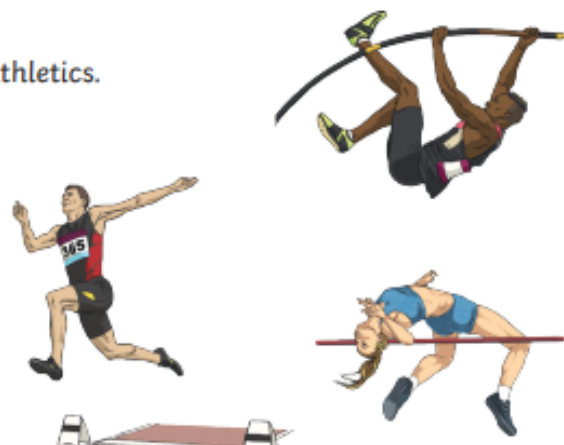
Which throw was easier to be more accurate with?

- 4 There are many different jumping events in athletics.

Can you label the pictures with the correct jumping event?

long jump pole vault high jump

Are there any other jumping events not here that you know of?

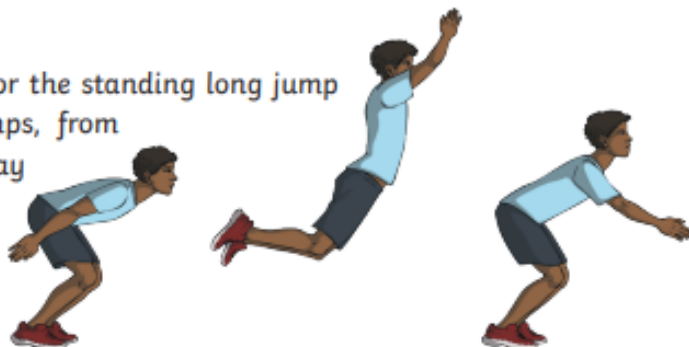


- 5 The standing jump is a type of jump that does not involve a run-up. You must take off from standing on two feet and land on two feet, trying to gain the furthest distance possible.

Ray Ewry set the first world record for the standing long jump at 3.47m in 1904. How many jumps, from standing, does it take you to match Ray Ewry's world record of 3.47m?

1. Measure 3.47m from a take-off line and mark it using a marker.
2. Stand behind the take-off line and from a standing position see how far you can jump. You must take-off and land on two feet.
3. Take-off from wherever you land after your first jump.
4. Continue doing this until you reach the 3.47m mark.

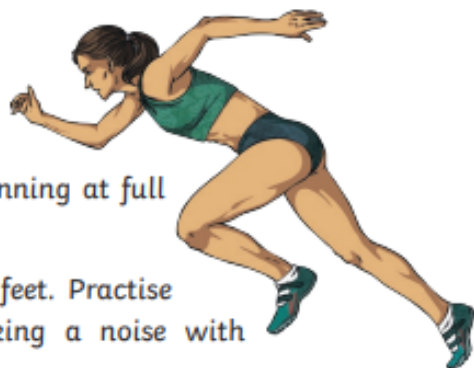
How many jumps did it take you?



- 6 Sprinting is a type of running event that involves running at full speed over a short distance.

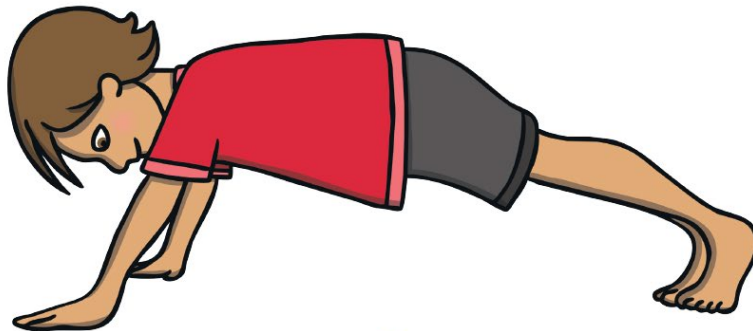
When sprinting, it is important to be light on your feet. Practise your sprinting technique by running without making a noise with your feet.

Get a family member or friend to stand 10 metres away, with their back to you and attempt to get as close to them as quickly as possible without being heard.



Plank

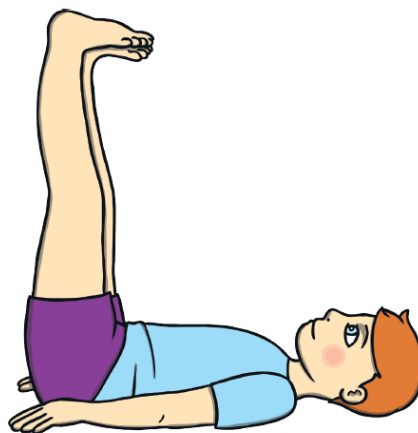
Hold your body in the plank position for as long as you can. Take a rest when you need to.
You can put your knees on the floor to make the move easier.



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Leg Raises

Lie on your back and slowly raise one leg. Lower your leg slowly back down to the floor.
Repeat with the other leg.



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Burpees

Try to maintain the same pace completing burpees. Try to keep your toes pointed and your legs straight.

What is a burpee?

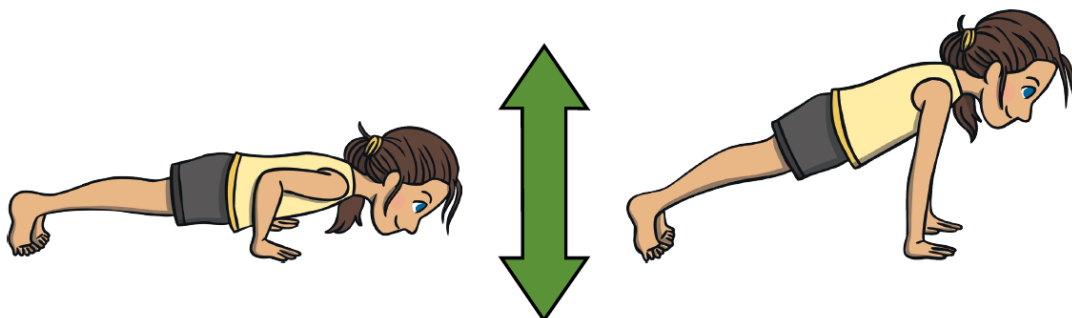
Standing with your feet at shoulder width apart, bend from the knees and place both palms on the floor. Place your right foot back and then your left foot so that you are in a plank position. Bring your right leg and then left leg back into squat position and then jump. Repeat.



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Press-Ups

You can put your knees on the floor to make the move easier.



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Jogging on the Spot

Jog on the spot and try your best to keep in the same place.



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Jogging

Jog from one point to another and try your best to keep the same pace.



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Michael Johnson

Michael Johnson (1967 - present) won four Olympic gold medals for America and broke many world and Olympic records. He is the only male athlete in history to win both the 200 metre and 400 metre events at the same Olympics, which he managed at the Summer Olympics in Atlanta in 1996.

Fun fact: Michael wore a pair of custom-designed gold-coloured trainers in the Olympic finals and was nicknamed "The Man with the Golden Shoes".

"Life is often compared to a marathon, but I think it is more like being a sprinter; long stretches of hard work punctuated by brief moments in which we are given the opportunity to perform at our best." - Michael Johnson



The First Modern Olympics

The return of the _____ Olympic Games was started by Pierre de Coubertin. Coubertin met a man called William Penny Brookes, who had been trying to revive the Olympics and held the first British Olympian _____ in 1850.

Coubertin was inspired to bring back the Olympic Games and he set up the International Olympic Committee in _____. He hoped that athletic competition would encourage _____ around the world. Coubertin also believed that taking part was more important than winning.

Coubertin's work led to the first modern Olympics being opened on 6th April 1896 in _____. The event was held at the Panathenaic Stadium. This is the only stadium that is built of _____ and it is one of the _____ in the world.

The first modern Olympic Games had forty-three events and nine _____ (including track and field events, swimming, gymnastics and _____). Fourteen nations took part and the Panathenaic Stadium was packed full of 100,000 spectators.

The highlight of the games was the marathon which was won by a Greek man called Spyridon Louis. He wore _____ that had been donated by his fellow villagers and he won the race by more than seven minutes. Overall, Greece won the most _____.

The first modern Olympic Games closed with a special _____ on 15th April 1896 and the event did not return to Greece until 2004.

Athens	sports	Games	oldest
shoes	peace	tennis	modern
ceremony	1894	marble	medals



Y5-6 home learning :

**Mental health: keeping well and
managing feelings**



We are learning about mental health; what it means and how we can take care of it



We will be able to:

- ✓ explain what is meant by the term 'mental health'
- ✓ identify everyday behaviours that can help to support mental (and physical) health
- ✓ recognise that we can take care of our mental health (as well as our physical health)

Mental health and keeping well :

What's our starting point?

Imagine someone, about your age (or a bit older than you) who lives near you and goes to a school like yours.



Activity 1:
Draw and write about the things they can do to help look after their mental health.



What is mental health?

Read the statements about mental health.
Which do you feel best explains mental health?
Have you got a different idea?

Click on the box to reveal a
possible answer

Mental health means being happy all the time.

Mental health is about feelings and emotions; knowing how to take care of ourselves so that we can cope with things that happen to us.

Mental health means there is something wrong with a person and they might behave in a strange way.

Mental health means that you often feel worried, anxious or depressed.

Mental health is a bit like a continuum—people can move along it and feel better or worse at different times, just like with physical health.

Mental health definitions

There are different definitions of mental health but most agree that it is about our thoughts and feelings, and how we behave.

The World Health Organisation describes mental health as:

'A state of wellbeing in which every individual realises or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.'

NHS England describes mental health as:

'How we think, feel and behave'.

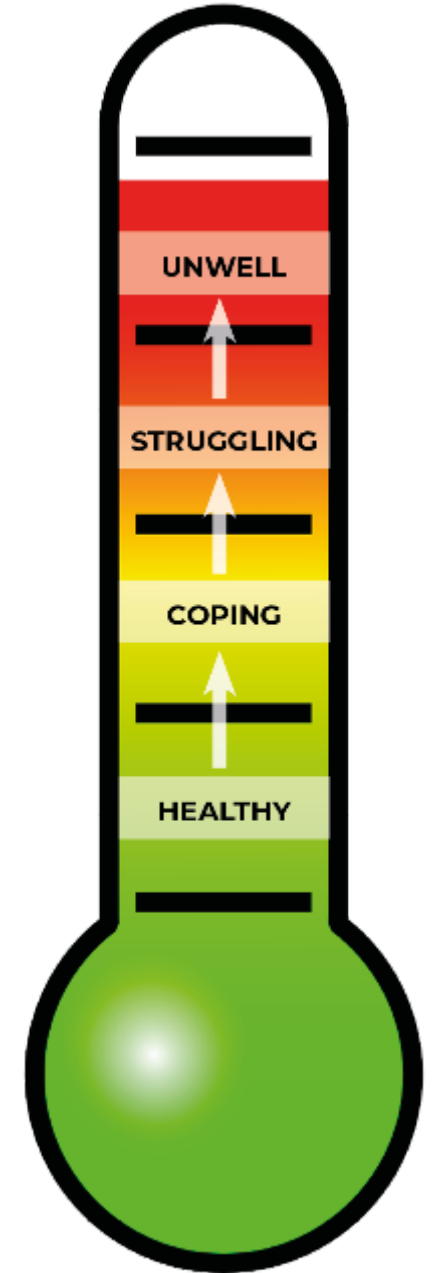
Thinking about mental health

Mental health can be thought of as a scale that can move up or down, a bit like a thermometer.

We can move along the scale at any time, between being healthy or unwell.

There are things we can do to help us stay healthy.

There are things that can be put in place if someone is not feeling so good, is struggling or unwell.



Activity 2 for health



Read the **Activities for health** cards in your **(Resource 1)**

Organise the activities into 3 lists:

1. Things that support mental health
2. Things that support physical health
3. Things that support both mental and physical health

Activities for health – some answers

Your list might look similar to this...

mental health	physical health	mental and physical health
<ul style="list-style-type: none">• Chatting to friends• Stroking a pet• Drawing, painting, music• Watching a funny film• Learning something new• Expressing your feelings• Offering to do a chore• Reading a good story• Playing games• Thinking of happy times		<ul style="list-style-type: none">• Balanced diet• Drinking water• Keeping your body clean• Rest, relax, quiet time• Getting enough sleep• Going for a walk• Taking medicine• Talking to a trusted adult



What did we find out?

Answer the next two questions:

1. What do you notice about the lists?
2. Were there any things that did not help mental or physical health very much or at all?

Click here to reveal some things to think about

Click here to reveal some things to think about



Looking after ourselves

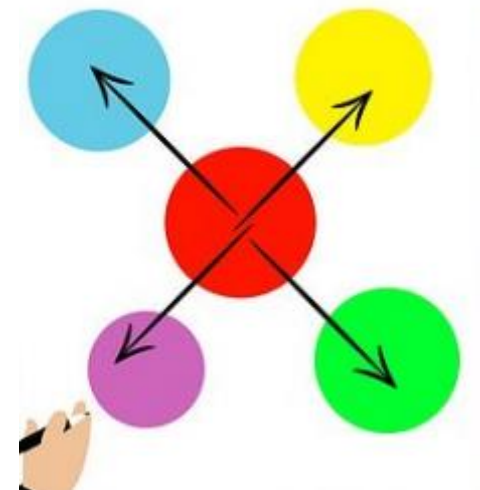
- Go back to the list or the **Activity 2 for health cards (Resource 1)**.
- This time, organise them into four groups.
- You could colour-code them, write them in lists or make a mind-map.

A. Things someone could do everyday

B. Things someone might only do sometimes.

C. Things someone might do if there is a problem.

D. Things someone should do only rarely or not at all



Activity 3 - Reflection time



Look at the **Helpful for mental health list (Resource 2)** in your worksheet pack). Is there anything included that you could do to help take care of your mental health everyday? What would you choose to do?

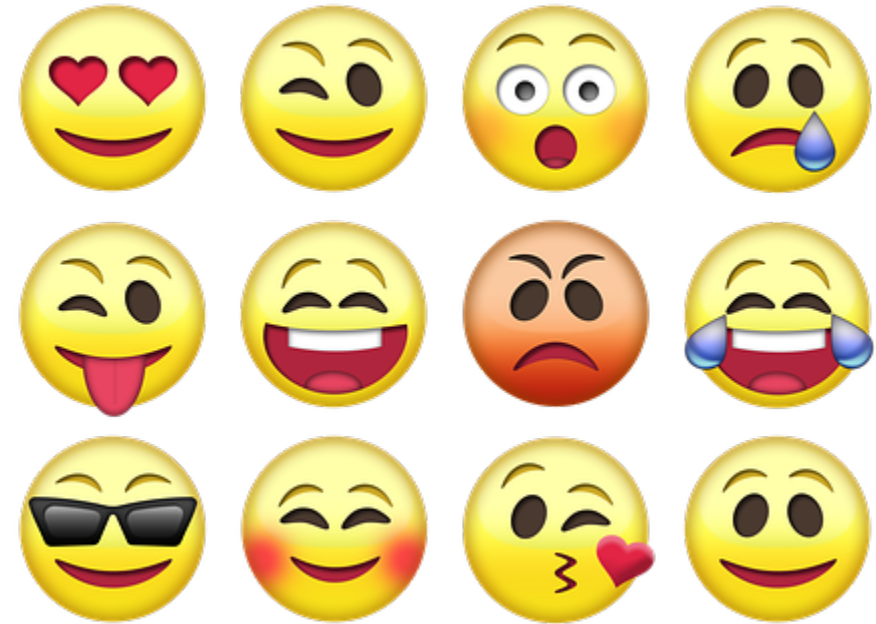


Changing feelings

Emotions and feelings change throughout the day and over time. Taking care of our mental health helps us to manage.

Feelings can grow or get stronger with time.

Some feelings seem to fade or pass over time.

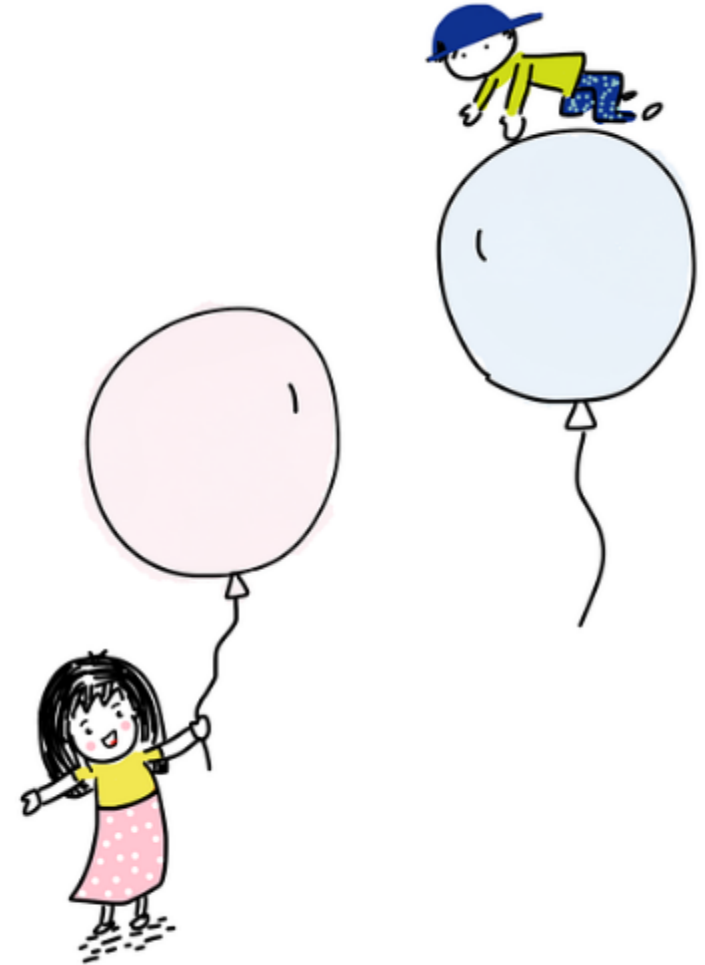


Usually feelings that don't feel so good, don't last long.

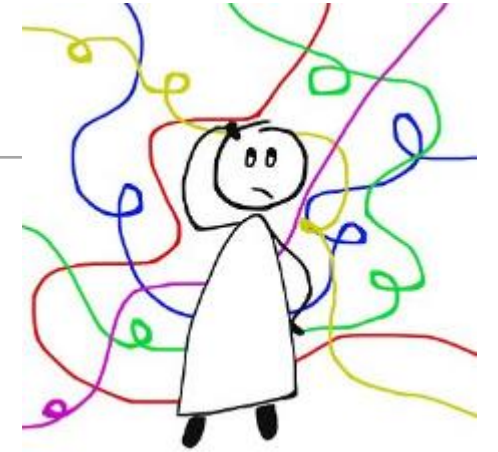
Activity 4 - Mental health – asking for help

Expressing and talking about feelings — especially those that don't feel so good, seem very strong, or go on for a long time — is an important part of mental health care. It is usual for people to need help with their feelings sometimes.

**Read Sasha's story on the next slide.
What could help Sasha?**



Sasha's story



Dear Diary,

I am so confused... my emotions feel all mixed up!

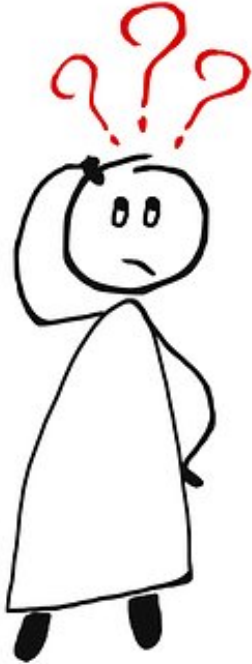
One moment I feel happy and the next I feel worried and scared about everything.

I can feel my body tense, my teeth chatter and I notice my fists clench. I feel shaky.

I am concerned. It's been happening for a while now. It's a really strange feeling. I am sure no one feels like me. I don't think I can explain it to anyone.

What can I do? Will anything help?

Who can help Sasha?



If your emotions feel all mixed up or you often have feelings that make you feel bad, talk to a trusted adult—they can help you find the right support.

Friend

Teacher

Parent

Childline website www.childline.org.uk

No-one

Childline text / phone line 0800 1111

Someone else

Activity 5 - Mental health and keeping well:

Where are you now?

Go back to the draw and write activity 1 from the start.

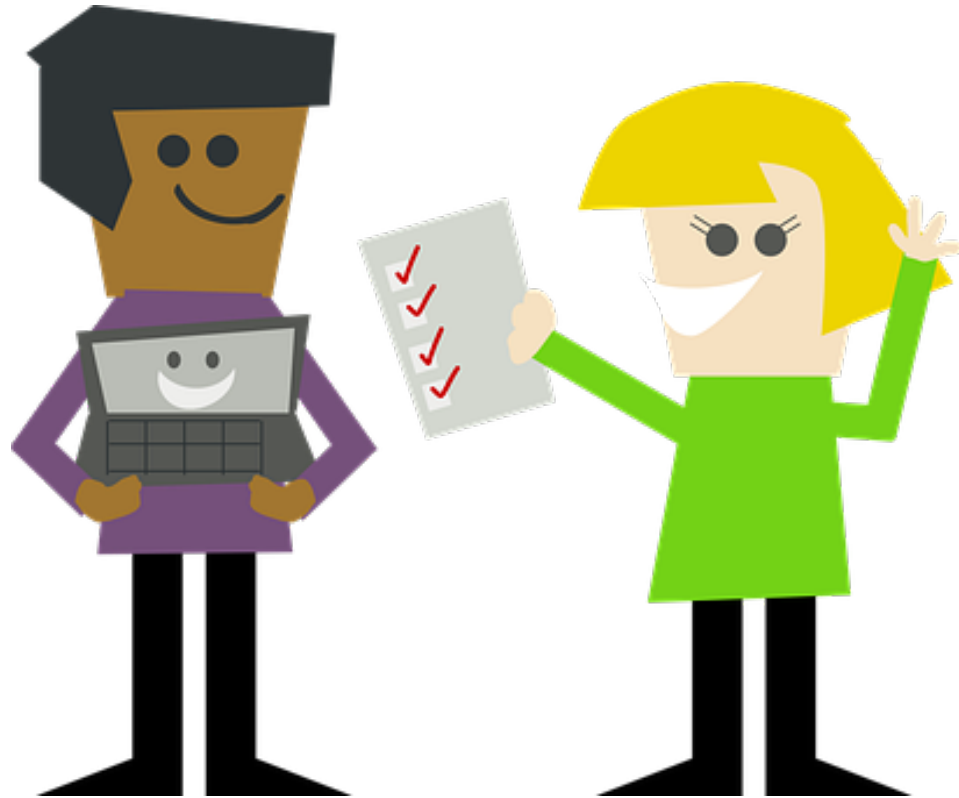
What have you learned about how people can help look after their mental health?

- Is there anything you would like to change?
- Is there anything you would like to add?





More activities



Top tips checklist

Create a top tips checklist to help people take care of their mental health.

Who might be a good audience to write for?

(other pupils in school, parents/grandparents or teachers?)