

Week beginning 22nd 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 'Jungles and Rainforest's'. 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 1st 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.				
	Add & subtract fractions	Add fractions	Add mixed numbers	Subtract mixed numbers	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 - Earthquakes				
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 'Jungles and Rainforest's			

RE

The theme this week is our school value of Resilience.

Resilience is the strength of character to keep going even when we encounter challenge. It can be grown or developed, like a muscle. Christians learn from the Bible how to keep going when seeking justice or serving others, knowing that they don't have to do it alone. **TOGETHER, WE CAN ALL GROW IN RESILIENCE'** To fight for change tomorrow, we need to build resilience today.' Sheryl Sandberg

WATCH:

Piper - Piper follows a little bird whose mother encourages it to learn to feed itself on a beach. The bird gets swept away by the tide but perseveres. This is an inspiring story that shows children that you need to be resilient through the harsh waters - that you can come out with something you didn't expect to get.

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

THINK:



What does this picture make you think of?

How might it be possible for this tree to flourish here?

What helps people to flourish when they are in a difficult situation?

PRAY:

Dear Father,
I praise You for Your strength, grit, and tenacity.
You never lose. You never give up.
You are the Life-Giving Breath in every living thing.
In You, I live and move and have my being.

		<p>You are my bounce-back power. My backbone. My bravery. Courage. Purpose. Steadfastness. Make my spirit buoyant, like a lighthouse on the water. Make my soul rebound with joy at the arrows of the enemy. Make me Lion-hearted, stubborn with fearless obedience. When I feel like breaking, be my flexibility. Bend, shape, squeeze me into Your image. Oh that I would respond to Your voice in faithfulness. Oh that my eyes would be fixed on Your greatness. Be my Resolution. My Revelation. My Rejuvenation. Make me resilient. In Jesus name,</p>
	PSHE	<p>Emotions. How do you feel? Complete activity 3 on the Power point. The resources sheet you need for activity 3 are within this pack.</p>

Year 5

Summer Term Week 6 (w/c 1 June)

Lesson 1

Multiply unit and non-unit fractions by an integer

<https://vimeo.com/420244176>

Lesson 2

Multiply mixed numbers by an integer

<https://vimeo.com/420244296>

Lesson 3

Fraction of an amount

<https://vimeo.com/420244399>

Lesson 4

Using fractions as operators

<https://vimeo.com/420244575>

Multiply unit fractions by an integer



1 Complete the calculations.

Use the bar models to help you.

a)

--	--	--	--	--

$$\frac{1}{5} + \frac{1}{5} + \frac{1}{5} = \boxed{}$$

$$3 \times \frac{1}{5} = \boxed{}$$

b)

--	--	--	--	--	--	--

$$\frac{1}{7} + \frac{1}{7} + \frac{1}{7} + \frac{1}{7} = \boxed{}$$

$$4 \times \frac{1}{7} = \boxed{}$$

c)

--	--	--	--	--	--	--	--

$$\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \boxed{}$$

$$5 \times \frac{1}{8} = \boxed{}$$

d)

--	--	--	--	--	--	--	--	--	--

$$\frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} = \boxed{}$$

$$7 \times \frac{1}{10} = \boxed{}$$

2 Complete the multiplications.

a) $3 \times \frac{1}{8} = \boxed{}$

e) $\frac{1}{5} \times 4 = \boxed{}$

b) $3 \times \frac{1}{10} = \boxed{}$

f) $\frac{1}{9} \times 8 = \boxed{}$

c) $\frac{1}{8} \times 5 = \boxed{}$

g) $8 \times \frac{1}{11} = \boxed{}$

d) $9 \times \frac{1}{10} = \boxed{}$

h) $\frac{1}{11} \times 10 = \boxed{}$

3 Match the addition to the equivalent multiplication.

$$\frac{1}{3} + \frac{1}{3}$$

$$2 \times \frac{1}{5}$$

$$\frac{1}{5} + \frac{1}{5} + \frac{1}{5}$$

$$\frac{1}{4} \times 3$$

$$\frac{1}{5} + \frac{1}{5}$$

$$3 \times \frac{1}{5}$$

$$\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$$

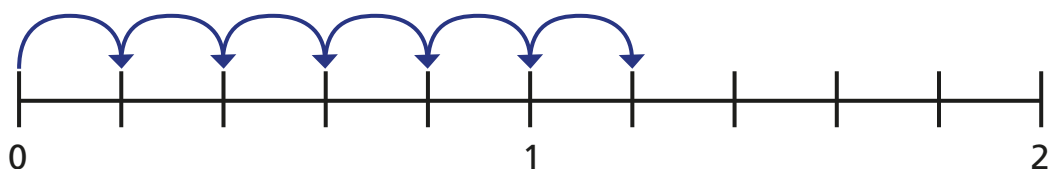
$$2 \times \frac{1}{3}$$

- 4 A pizza is cut into sixths.
Jack eats five of the slices.
Write a multiplication to represent this.

$$\square \times \square = \square$$

- 5 Complete the multiplications.
Use the number lines to help you.
Give each answer as an improper fraction and as a mixed number.

a)



$$6 \times \frac{1}{5} = \square = \square$$

b)



$$9 \times \frac{1}{5} = \square = \square$$

- 6 Complete the multiplications.

a) $11 \times \frac{1}{10} = \square = \square$

b) $11 \times \frac{1}{9} = \square = \square$

c) $\frac{1}{8} \times 11 = \square = \square$

d) $11 \times \frac{1}{7} = \square = \square$

e) $11 \times \frac{1}{6} = \square = \square$

What do you notice?

Does this pattern continue?

- 7 Complete the calculations.

a) $\square \times \frac{1}{3} = \frac{2}{3}$

e) $\frac{1}{8} \times \square = 1\frac{3}{8}$

b) $\square \times \frac{1}{3} = 1$

f) $\square \times \frac{1}{2} = 3\frac{1}{2}$

c) $\square \times \frac{1}{7} = 1$

g) $\square \times \frac{1}{3} = 3\frac{1}{3}$

d) $\frac{1}{7} \times \square = 1\frac{3}{7}$

h) $\frac{1}{4} \times \square = 3\frac{1}{4}$



Multiply non-unit fractions by an integer



1 Complete the calculations.

Use the bar models to help you.

a)

--	--	--	--	--	--	--

$$\frac{2}{7} + \frac{2}{7} + \frac{2}{7} = \boxed{}$$

$$3 \times \frac{2}{7} = \boxed{}$$

b)

--	--	--	--	--	--	--	--	--	--

$$\frac{3}{10} + \frac{3}{10} + \frac{3}{10} = \boxed{}$$

$$3 \times \frac{3}{10} = \boxed{}$$

c)

--	--	--	--	--	--	--	--	--

$$\frac{2}{9} + \frac{2}{9} + \frac{2}{9} + \frac{2}{9} = \boxed{}$$

$$4 \times \frac{2}{9} = \boxed{}$$

d)

--	--	--	--	--	--	--	--	--

$$\frac{4}{9} + \frac{4}{9} = \boxed{}$$

$$2 \times \frac{4}{9} = \boxed{}$$

What do you notice about parts c) and d)? Talk to a partner.

2 Complete the multiplications.

a) $2 \times \frac{3}{7} = \boxed{}$

d) $5 \times \frac{2}{11} = \boxed{}$

b) $3 \times \frac{3}{11} = \boxed{}$

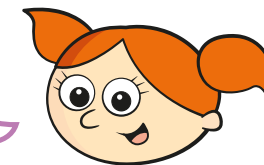
e) $\frac{2}{15} \times 7 = \boxed{}$

c) $\frac{2}{11} \times 4 = \boxed{}$

f) $\frac{7}{15} \times 2 = \boxed{}$

3

$$\frac{4}{11} \times 2 = \frac{8}{22}$$

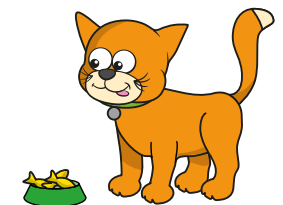


Explain the mistake that Alex has made.

4

A cat eats $\frac{2}{15}$ of a bag of biscuits a day.

What fraction of the bag does the cat eat in 4 days?



The cat eats $\boxed{}$ of the bag in 4 days.

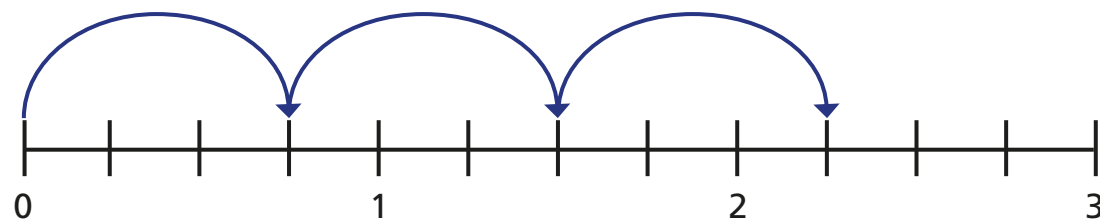
5

Complete the multiplications.

Use the number lines to help you.

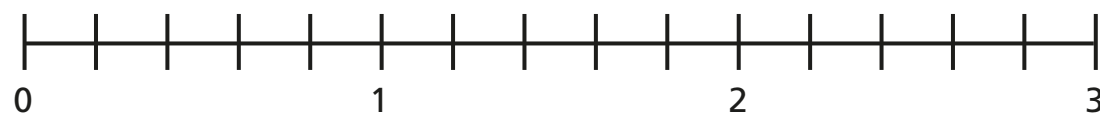
Give each answer as an improper fraction and as a mixed number.

a)



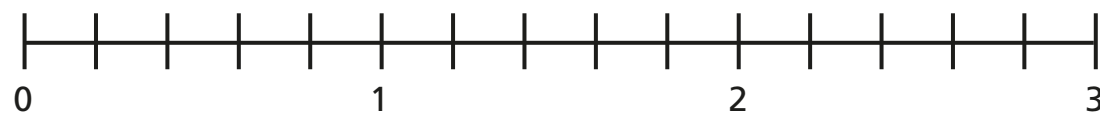
$$3 \times \frac{3}{5} = \boxed{} = \boxed{}$$

b)



$$4 \times \frac{3}{6} = \boxed{} = \boxed{}$$

c)



$$3 \times \frac{4}{6} = \boxed{} = \boxed{}$$



6

Complete the multiplications.

$$\text{a) } 5 \times \frac{2}{3} = \boxed{} = \boxed{}$$

$$\text{b) } 4 \times \frac{4}{5} = \boxed{} = \boxed{}$$

$$\text{c) } \frac{2}{7} \times 11 = \boxed{} = \boxed{}$$

$$\text{d) } 4 \times \frac{7}{9} = \boxed{} = \boxed{}$$

$$\text{e) } 17 \times \frac{2}{11} = \boxed{} = \boxed{}$$

f) Describe the pattern you can see in the answers.

g) What could the next multiplication in the pattern be?

Write two possible options.

7

Here are some digit cards.



Use the digit cards to complete the multiplication.

$$\boxed{} \times \frac{\boxed{}}{8} = \frac{15}{8} = \boxed{} \frac{\boxed{}}{8}$$



Multiply mixed numbers by integers

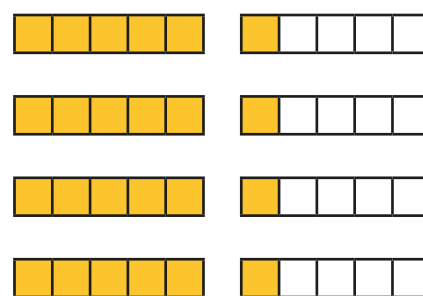
1 Complete the calculations.

a) $4 \times 1\frac{1}{5}$

$4 \times 1 = \square$

$4 \times \frac{1}{5} = \square$

$\square + \square = \square$

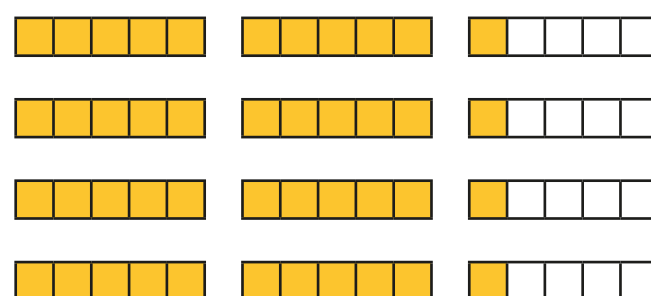


b) $4 \times 2\frac{1}{5}$

$\square \times 2 = \square$

$4 \times \square = \square$

$\square + \square = \square$

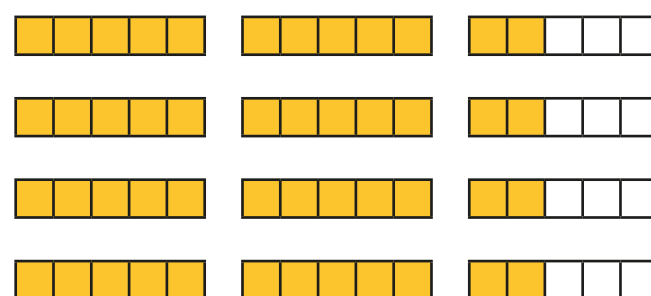


c) $4 \times 2\frac{2}{5}$

$\square \times \square = \square$

$4 \times \square = \square = \square$

$\square + \square = \square$

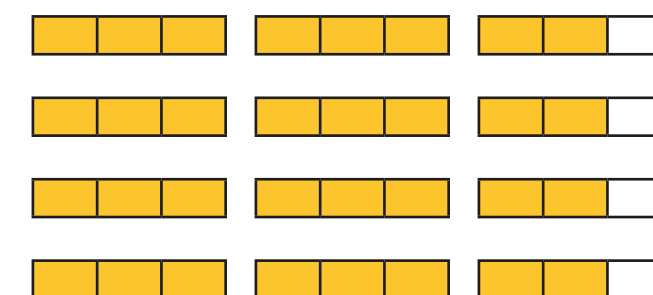


d) $4 \times 2\frac{2}{3}$

$\square \times \square = \square$

$\square \times \square = \square = \square$

$\square + \square = \square$



2 Complete the multiplications.

a) $3 \times 8\frac{2}{7} = \square$

d) $4 \times 6\frac{3}{19} = \square$

b) $2 \times 12\frac{2}{11} = \square$

e) $2\frac{2}{25} \times 12 = \square$

c) $6\frac{2}{11} \times 4 = \square$

f) $3\frac{1}{15} \times 8 = \square$

What is the same and what is different about your answers?

3 One bag of potatoes weighs $1\frac{3}{4}$ kg.

How much do 5 bags of potatoes weigh?



\square kg

4 Complete the calculations.

a) $5 \times 2\frac{2}{3} = 10 + \frac{10}{3} = \boxed{}$

b) $4\frac{3}{7} \times 5 = 20 + \boxed{} = \boxed{}$

c) $8 \times 2\frac{5}{12} = \boxed{} + \boxed{} = \boxed{}$

d) $7 \times 3\frac{1}{5} = \boxed{} + \boxed{} = \boxed{}$

e) $4\frac{2}{9} \times 8 = \boxed{} + \boxed{} = \boxed{}$

f) $11 \times 4\frac{3}{10} = \boxed{} + \boxed{} = \boxed{}$

5

$5 \times 3\frac{2}{11}$ is equal to
 $3 \times 5\frac{2}{11}$



Do you agree with Ron? _____

Explain why.

6

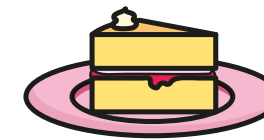
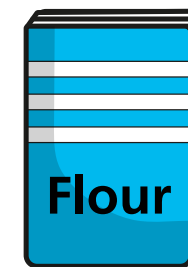
Eva drinks $3\frac{1}{3}$ litres of water a day.

How many litres of water does she drink in a week?

l

7

Here is a recipe for a birthday cake.



Butter $1\frac{3}{8}$ kg

Sugar $1\frac{5}{16}$ kg

Self-raising flour $2\frac{1}{4}$ kg

6 eggs

a) How much flour is needed for 3 birthday cakes?

kg

b) Dora makes 4 birthday cakes.

How much more butter does she use than sugar?

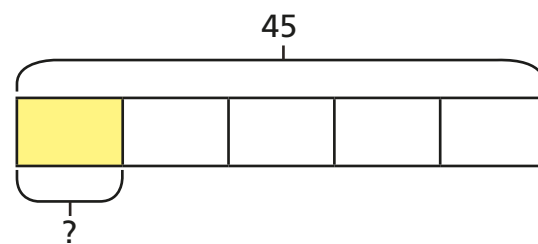
kg

Fractions of an amount

1 Annie and Mo are finding fractions of amounts.

a) Annie is trying to find $\frac{1}{5}$ of 45

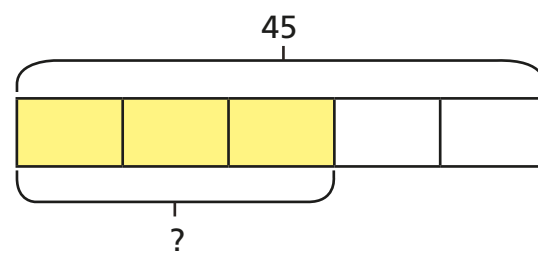
She draws this bar model.



How does the bar model represent the calculation?

What is $\frac{1}{5}$ of 45?

b) Mo is trying to find $\frac{3}{5}$ of 45



How does the bar model represent the calculation?

What is $\frac{3}{5}$ of 45?

c) What is the same and what is different about Mo and Annie's questions?



2 Complete the calculations.

a) $\frac{1}{3}$ of 27 = b) $\frac{1}{3}$ of 72 = c) $\frac{1}{3}$ of 90 =

$\frac{2}{3}$ of 27 = $\frac{1}{6}$ of 72 = $\frac{2}{6}$ of 90 =

$\frac{3}{3}$ of 27 = $\frac{1}{12}$ of 72 = $\frac{3}{9}$ of 90 =

What patterns do you notice?

3 Match the calculations to the correct amounts.

$\frac{5}{8}$ of 48

32

$\frac{2}{3}$ of 48

40

$\frac{5}{6}$ of 48

30

$\frac{3}{4}$ of 48

36

4 Write $<$, $>$ or $=$ to compare the calculations.

- a) $\frac{5}{7}$ of 56 $\frac{5}{8}$ of 56 c) $\frac{2}{3}$ of 63 $\frac{5}{8}$ of 64
- b) $\frac{4}{7}$ of 56 $\frac{5}{8}$ of 56 d) $\frac{7}{10}$ of 350 $\frac{5}{7}$ of 350

5 165 children and adults go on a school trip.
Two thirds of the people are children.

a) How many adults are on the school trip?

b) $\frac{3}{5}$ of the children are boys.

How many boys are on the school trip?

c) $\frac{7}{10}$ of the children have an apple for lunch.





















How many children do **not** have an apple for lunch?

6 Tick the odd one out.

$\frac{3}{4}$ of 80	$\frac{3}{8}$ of 160	$\frac{2}{3}$ of 90	$\frac{3}{4}$ of 100
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Explain your choice.

7 320 people were asked about their favourite flavour of ice cream.
Here is a pictogram showing the results.

vanilla	    
strawberry	    
chocolate	  
mint choc chip	      

a) How many people chose mint choc chip?

b) How many more people chose vanilla than chocolate?



Fractions as operators



- 1 a) Work out $\frac{1}{3} \times 6$

$$\frac{1}{3} \times 6 = \frac{\boxed{}}{3} = \boxed{}$$

- b) Work out $\frac{1}{3}$ of 6

6		

$$\frac{1}{3} \text{ of } 6 = \boxed{} \div \boxed{} = \boxed{}$$

- c) What is the same about these calculations?

- d) Work out $\frac{2}{3}$ of 6

$$\frac{2}{3} \text{ of } 6 = \boxed{} \div \boxed{} \times 2 = \boxed{}$$

- e) Work out $\frac{2}{3} \times 6$

$$\frac{2}{3} \times 6 = \boxed{} = \boxed{}$$

- 2 Complete the calculations.

a) $\frac{1}{3} \times 12 = \boxed{}$

$\frac{1}{3}$ of 12 = $\boxed{}$

c) $12 \times \frac{2}{3} = \boxed{}$

$\frac{2}{3}$ of 12 = $\boxed{}$

b) $12 \times \frac{1}{4} = \boxed{}$

$\frac{1}{4}$ of 12 = $\boxed{}$

d) $\frac{3}{4} \times 12 = \boxed{}$

$\frac{3}{4}$ of 12 = $\boxed{}$

What do you notice?

- 3 Tick the calculation in each pair that is easier to work out.

a) $\frac{1}{5} \times 7$

$\frac{1}{5}$ of 7

b) $\frac{1}{5} \times 10$

$\frac{1}{5}$ of 10

c) $\frac{3}{5} \times 10$

$\frac{3}{5}$ of 10

d) $\frac{3}{10} \times 5$

$\frac{3}{10}$ of 5

Compare answers with a partner.

4 Complete the calculations.

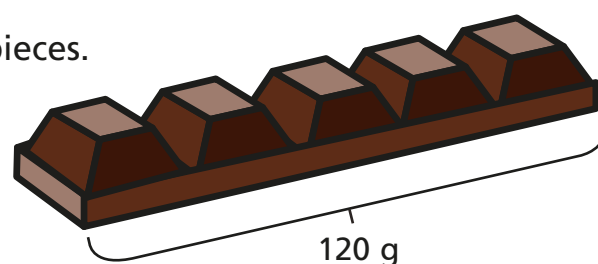
a) $\frac{5}{6} \times 12 = \frac{\boxed{}}{\boxed{}}$ of 12 = $\boxed{}$

b) $\frac{3}{4} \times 24 = \frac{\boxed{}}{\boxed{}}$ of 24 = $\boxed{}$

c) $\frac{2}{7} \times \boxed{} = \frac{\boxed{}}{\boxed{}}$ of 28 = $\boxed{}$

d) $\frac{\boxed{}}{\boxed{}} \times 45 = \frac{4}{5}$ of $\boxed{}$ = $\boxed{}$

5 A bar of chocolate has 5 equal pieces.
The whole bar weighs 120g.



How much do three pieces weigh?

a) Write two calculations that will give the answer to the problem.

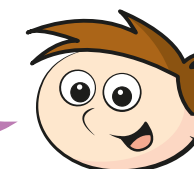
b) Work out the answer.

Three pieces of chocolate weigh $\boxed{}$

6 Teddy and Annie are working out $\frac{3}{7} \times 42$

a)

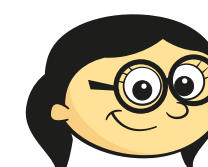
I will multiply 42 by $\frac{3}{7}$



Teddy

Use Teddy's method to work out the calculation.

b)



Annie

I will find $\frac{3}{7}$ of 42

Use Annie's method to work out the calculation.

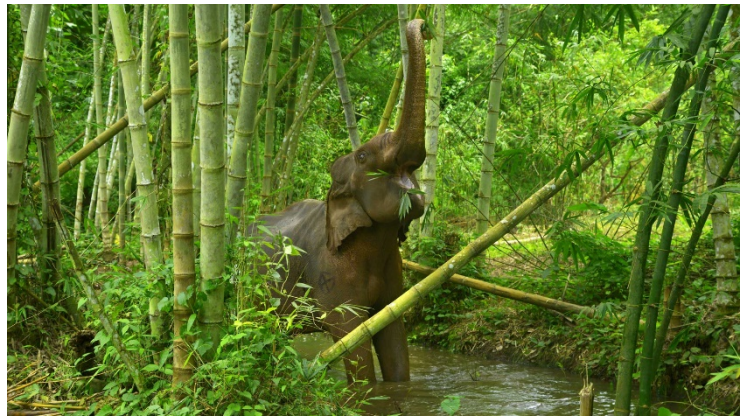
c) Whose method do you prefer? _____

Explain why.

d) When is it easier to find fractions of amounts rather than multiply fractions?

Give some examples for each method.





DAY 1 Task: Improving our Vocabulary

Sort these words into two different columns. The first column 😊 are words that you think you would be able to use in your text type. The second column is ☹, you should put words into this column that you think you won't need to use this week.

humid	dangerous	colourful	ice-cold
hot	deserted	dense	nothingness
animals everywhere	dull	scary	empty

😊	☹

Task: Choose two words from your 😊 column and use them in a sentence. Remember your basic punctuation.

1)

2)

DAY 2 Task: Improving our Vocabulary

Look at the photos at the beginning of the document. Complete the vocabulary grid below to think of exciting words and phrases you might use in your writing. Use the 'Jungle Senses' word mat and descriptive words to help you out!

Adjectives	Nouns	Verbs
Phrases - adjectives and nouns		Phrases - verbs
Sentences		

Jungle Senses

See

bright
animals
sunshine
mud
leaves
greenery
trees
tigers
blue sky



Hear

parrots squawking
water falling
tigers growling
ants crawling
snakes hissing
trees swaying
frogs calling



Smell

fragrant
cut grass
woody
pleasant
rotten
manure
pungent



Touch

scaled
soft
rough
silky
bumpy
wet
furry
bushy
prickly



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Tropical Rainforest

What Is the Climate Like?

consistently warm, equatorial, hot, humid, moist, stagnant, temperate, tropical, water-abundant, wet, year-round high temperatures

What Is the Rainforest like at Night?

awake, busy, dangerous, deadly, lively, nocturnal, noisy, pitch-black, predator-filled

What Sounds Can Be Heard?

buzzing, chattering, clicking, dripping, flapping, growling, howling, loud, rustling, scuttling, shrieking, splashing, squawking, stridulating, trickling, vocalising

How Could You Describe a Rainforest?

abundant, biodiverse, chaotic, dense, essential, impassable, impenetrable, inaccessible, luxuriant, mysterious, primitive, pristine, remote, temperate, tough, undisturbed, unexplored, vast

Descriptive Words

What Is It like in a Rainforest Canopy?

breezy, bright, elevated, leafy, maze-like, noisy, nutrient-rich, plentiful, refreshing, strong, sunlit, tangled, vibrant, warm

What Does a Rainforest Smell Like?

decaying, earthy, fetid, floral, fruity, leafy, moist, pungent, swampy, tropical, vegetation

What Is the Emergent Layer Like?

bright, broad-leaved, hardwood, looming, noisy, rainy, sunlit, top-heavy, towering, unsteady, windy

What Is the Understorey Like?

damp, dangerous, food-rich, hot, humid, leafy, lively, low-light, moist, patchy, shaded, sheltered, speckled, sun-dappled, teeming, warm, wet

How Could You Describe the Forest Floor?

dank, dark, decaying, decomposing, earthy, hot, infested, putrid, rotting, shaded, shadowy, unlit

twinkl

visit [twinkl.com](https://www.twinkl.com)

Day 3 Task: What a good one looks like

Read the text below and write down 5 things that you will magpie for your own work. When we magpie, we basically mean steal! Decide why you like the example and answer the questions.

On the damp, earthy forest floor a cool, fresh stream rushed quickly past the towering emergent trees and over the smooth rocks. Huge boulders lay silently as moss grew over them like a soft green coat. Amongst the thick tangle of branches, long vines hung down loosely making bridges between the trees. Bright red flowers perched proudly on top of the thick branches and spread out their smooth waxy leaves. The air was warm and filled with the sounds of a thousand colourful birds and insects hidden out of sight beneath the bright green leaves.

Things I've stolen!

1)
2)
3)
4)
5)

1) What do you think makes this a good piece of work?

Day 4 Task: Plan

Have a go at planning your setting description. Think about splitting it into 3 main sections: The beginning, middle and end. This will help you talk about different things in each paragraph.

<p>Beginning</p> <p>What do you see or hear first?</p> <p>What are you going to explore more?</p> <p>Where are you going to walk?</p>	
<p>Middle</p> <p>What is the best thing about exploring the jungle?</p> <p>How do you feel and why?</p> <p>Are you getting scared or worried about anything you've seen?</p>	
<p>End</p> <p>You've got to leave... what are you going to miss most?</p> <p>What is your best memory of being in the jungle?</p>	

Day 5 Task: Write up

Have a go at writing your first draft. Use your plan and your vocabulary grid to help you. Use the photos at the beginning to describe as much as you can. It's really important you try and put an image into the mind of the reader. Use your work from similes and metaphors that we did two weeks ago to make it extra descriptive.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Bonus Task: Drawing

Draw your own jungle description. You can use whatever resources you have at home to create your own jungle picture. You might decide to create it on your computer, in coloured pencils or even paints (sorry parents).



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

Topic:- Jungles and Rainforests

We have changed and rejigged home learning until the end of term. We will now be following a weekly theme. As you can see from above the theme for this week is: Jungles and Rainforests.

With the new theme approach children can tackle the work in lots of different ways. They can complete the sheets from the work pack, or they can be more creative. For example, they 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 – Where are Rainforests?

- Your task is to find out where the Amazon Rainforest is. You will need an atlas (or online equivalent). Think carefully about the questions being asked.

Task 2 – What are the layers of the Rainforest and what creatures live there?

- This activity asks you to consider what lives where in the rainforest and look at the fact the rainforest is so tall there are lots of different layers that make it up. Fill in the gaps in the picture and then tell us where each animal lives.

Task 3 – What information can I find out about linked to my favourite Rainforest Animal?

- There are thousands of animals that live in the rainforest – find out some facts about them. We have included an example.

Task 4 – What types of Animals live in the Rainforest?

- You need to think about mammals, fish, birds, and reptiles here. Can you sort them into groups? Can you add anymore? Where would the animal you researched go?

Task 5 – Can you create your own rainforest animal?

- Think about all the work you have done on rainforest animals and create your own.

Task 6 – Be Arty

- Create a wonderful piece of art linked to the rainforest. It could be 3D. You could use paints, colouring pencils. You decide and let your imagination go wild!



The Amazon Rainforest

Complete the map of South America with:

- name labels for each country;
- the names of the oceans around South America.

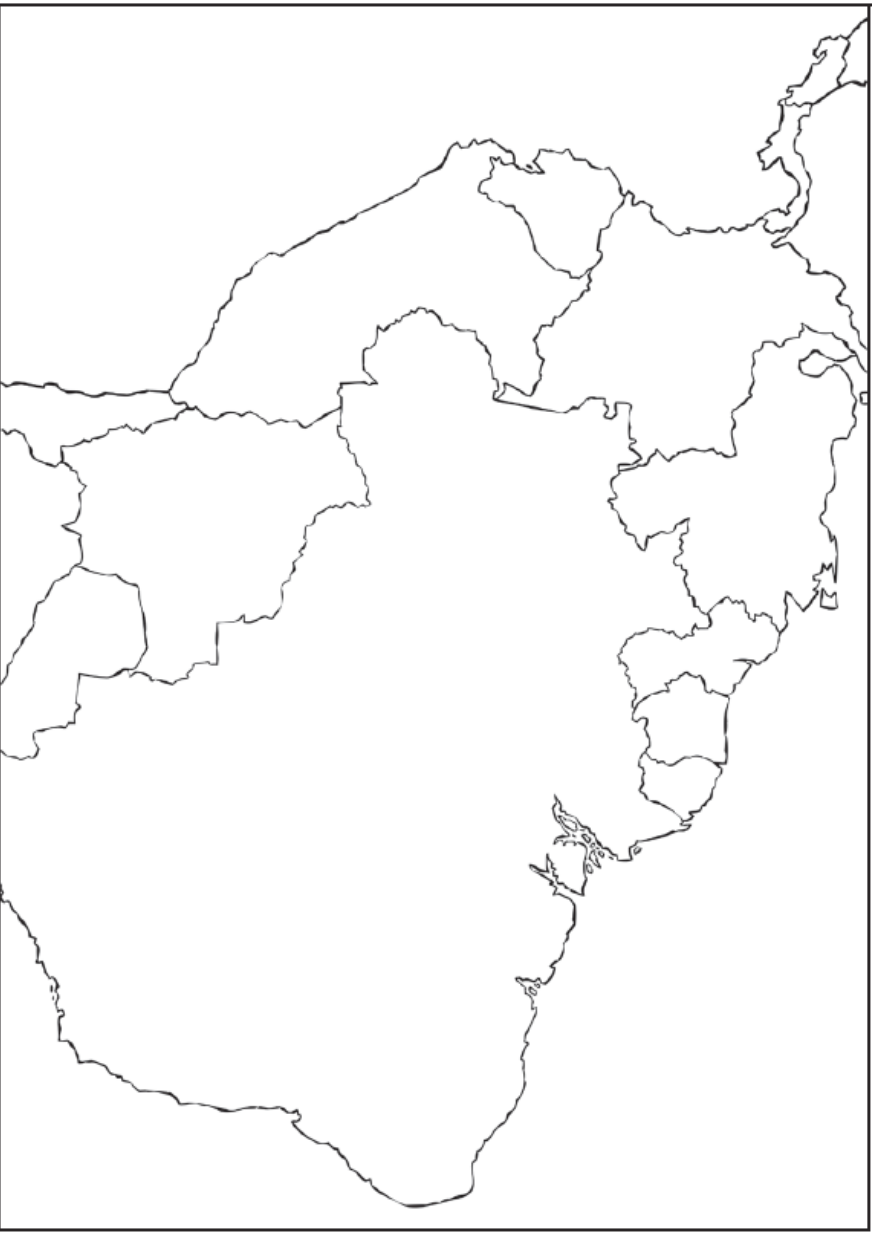
Colour in the Amazon rainforest with a green pencil.

How many countries does the Amazon rainforest cover **completely**?

How many countries are **partly** covered by the Amazon rainforest?

Which ocean is touched by the rainforest?

Find out what the area of the Amazon rainforest is in square kilometres.



Layers of the Rainforest

twinkl

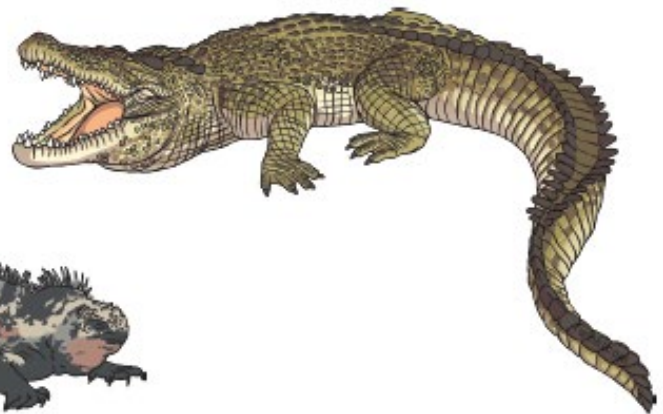
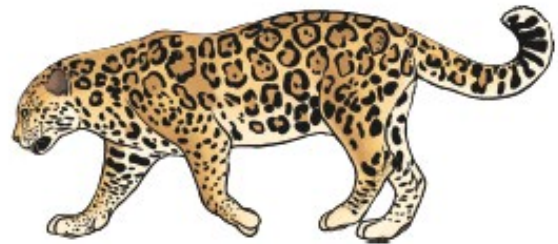
visit [twinkl.com](https://www.twinkl.com)

emergent

canopy

understory

forest floor





Rainforest Animal Fact File

Image of my animal

Introduction

Appearance

Habitat

Diet

Interesting Facts

-
-

Scarlet Macaw

The scarlet macaw is one of several species of macaw. The macaws are distinguishable thanks to their differing colours of plumage. Other species include the blue-and-yellow macaw, the great green macaw and the red-fronted macaw. There are at least 17 known species altogether.

Most macaws are intelligent, social birds which often gather together in flocks of ten or more. They make a very loud, throaty squawking noise.



Appearance

Despite their name, scarlet macaws are multicoloured: predominantly red, yellow and blue. Their bodies are between 80cm and 90cm long; around half of this is made up of their long, pointed tail feathers. Their average weight is around 1kg and they have large, powerful beaks that can crack open nuts. They also use their dry, scaly tongue to eat.

Diet

They mostly eat fruit and seeds or nuts, but can also eat insects. During the day, they will fly huge distances to gather food to eat – when flying, they can reach speeds of up to 35 miles per hour! Some macaws have even been seen eating clay or soft soil from riverbanks.

Habitat

Flocks of macaws tend to sleep near each other in the trees at night. They thrive in the tropical, humid atmosphere of the rainforest and can usually be found in either the emergent or canopy layers of the forest.

Interesting Facts

- Macaws can live up to 40-50 years old.
- Scarlet macaws are now considered endangered, primarily due to their capture as exotic pets and to the increasing loss of their natural habitat.

Rainforest Animals

Cut out the pictures of rainforest animals and sort them into groups. When you have finished, give each group a label.

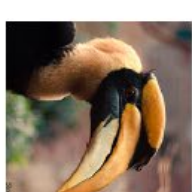
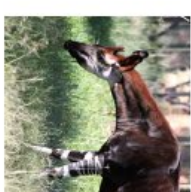
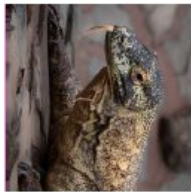
Stick Label Here

Stick Label Here

Stick Label Here

Stick Label Here

Photos courtesy of jessamynno, chad_sprake, karkindl, Charlesjsharp, evergladesnp, sambeddoe, lorentsy,
Dick Culbert, adownen, polevirth, jitzai1942, scabobis, wweirly, jonaswegner, FrankRausen, dseatt, gnomant,
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Reptiles

Amphibians

Birds

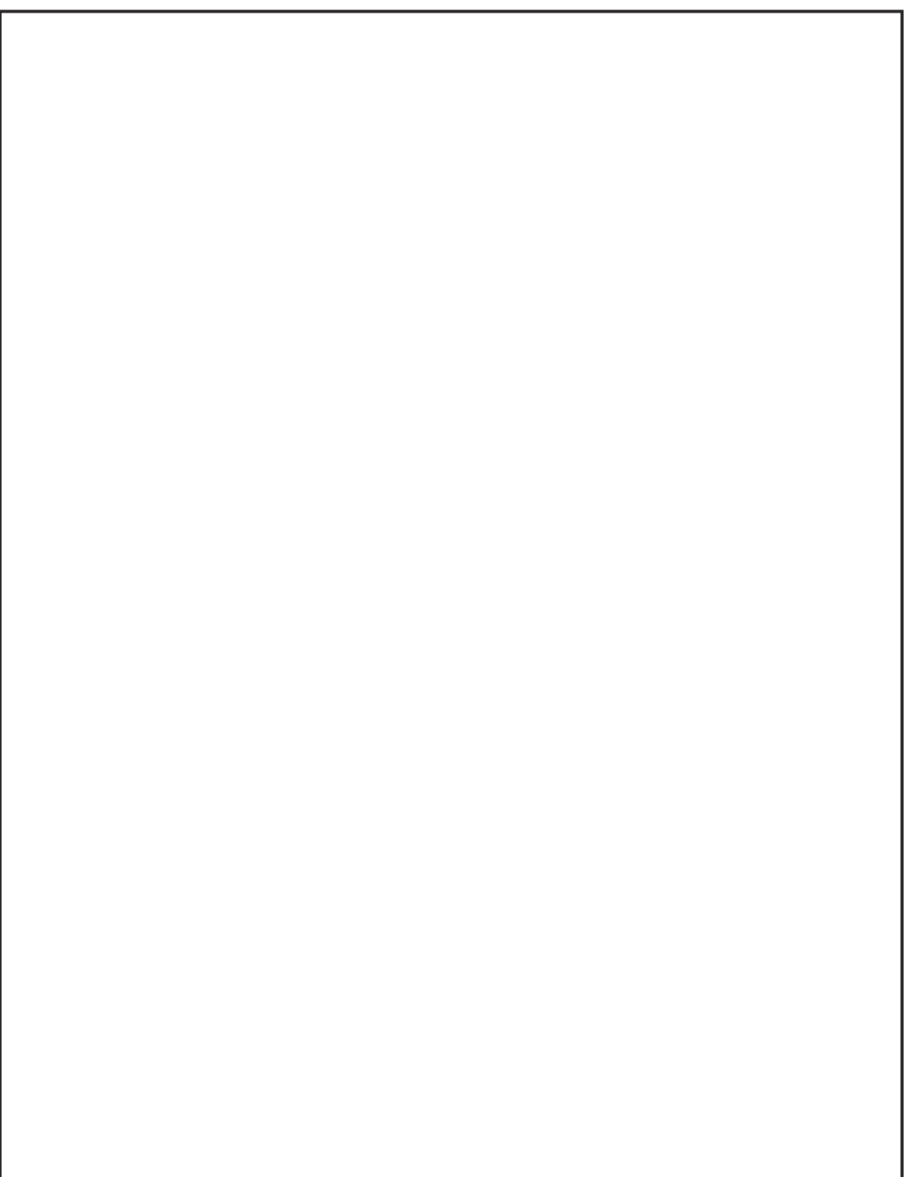
Mammals



Design Your Own Rainforest Animal

Now you know about the features of animals from the different layers of the rainforest, design your very own multi-layer rainforest creature which could live in all four layers of the rainforest. Make sure it has the ability to move freely in the emergent layer, the canopy, the understory and the forest floor. Colour is very important in the rainforest as some animals want to stand out and others want to stay hidden.

- Draw your multi-layer animal with great detail.
- Add extra features of your own.
- Label its features.
- Colour your creature.
- Explain why you have chosen each feature and colour.





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'.

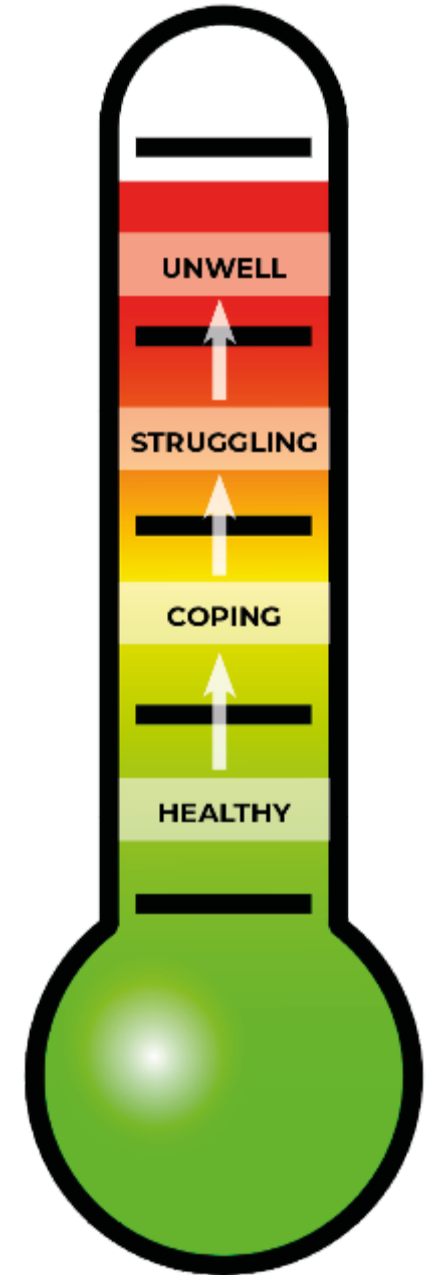
Thinking about mental health

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

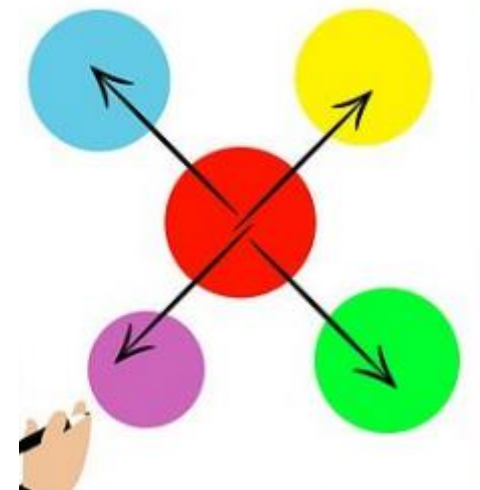
- Go back to the list or the **Activity 2 for health cards (Resource 1)**.
- This time, organise them into four groups.
- You could colour-code them, write them in lists or make a mind-map.

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?

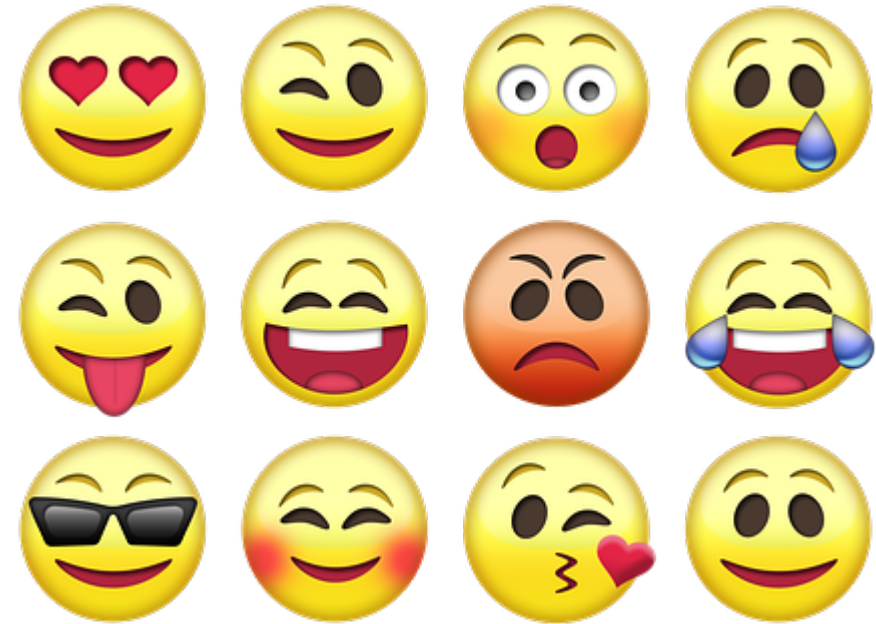


Changing feelings

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.

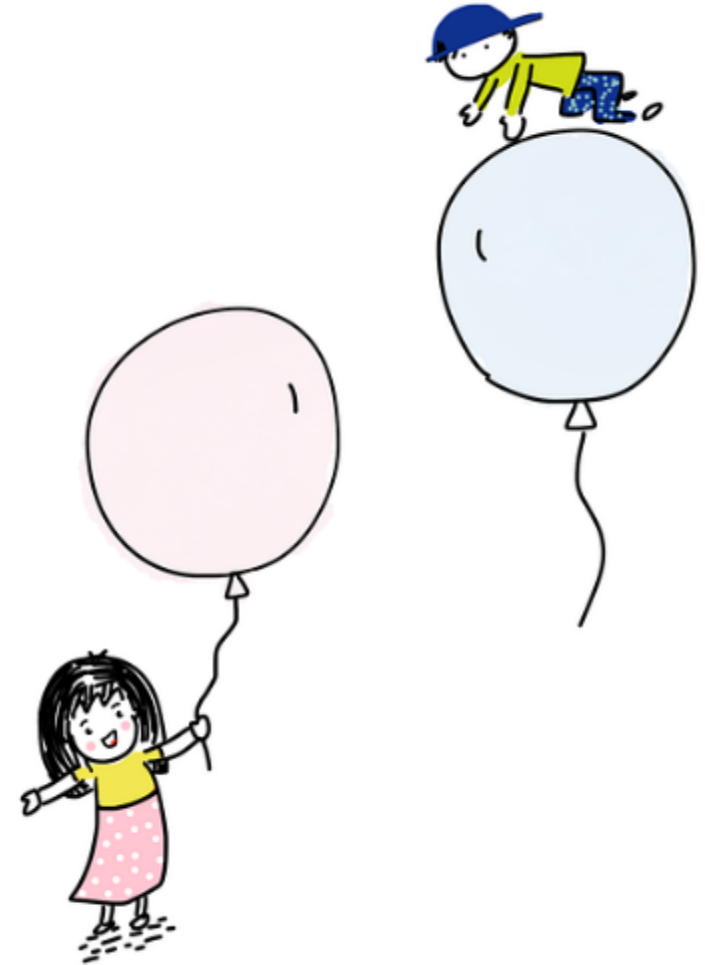


Usually feelings that don't feel so good, don't last long.

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!

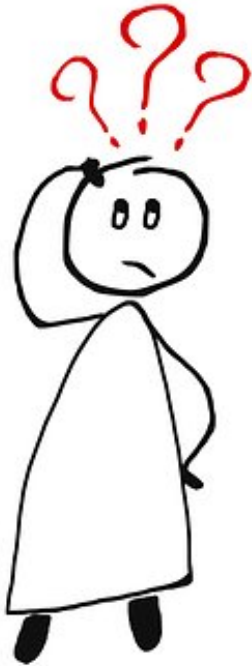
One moment I feel happy and the next I feel worried and scared about everything.

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.

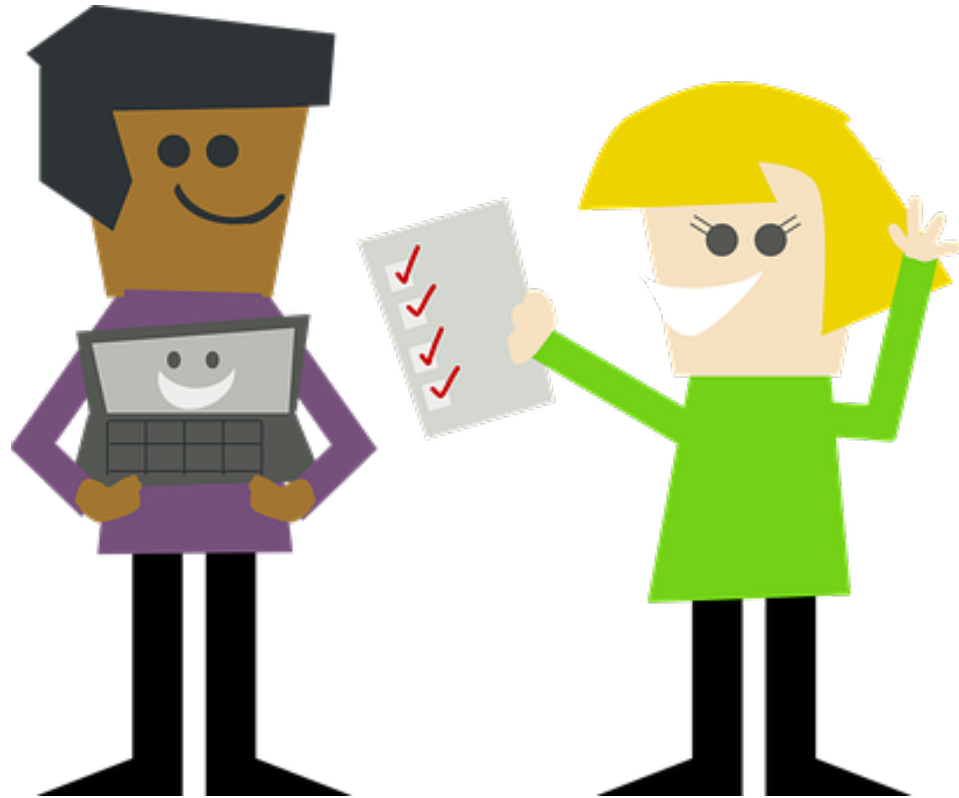
What have you learned about how people can help look after their mental health?

- 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?)

Lesson 2 Resource 2: Helpful for Mental Health List

- ☒ Drinking water
- ☒ Smiling
- ☒ Advice website: www.childline.org.uk
- ☒ Punching a pillow
- ☒ Hugging a pillow
- ☒ Going outside - fresh air
- ☒ Writing or drawing about the feelings
- ☒ Eating a balanced diet that includes plenty of fruit and vegetables
- ☒ Taking deep breaths
- ☒ Reading
- ☒ Doing something physically active
- ☒ Writing a diary or journal of feelings
- ☒ Getting enough sleep
- ☒ Recognising things can feel better
- ☒ Making a memories box
- ☒ Listening to music
- ☒ Thinking positively
- ☒ Advice text/phone line:
- ☒ ChildLine 0800 1111
- ☒ Talking about problems to a doctor, nurse or counsellor
- ☒ Taking rest, relaxing, quiet time
- ☒ Being honest about your feelings
- ☒ Taking your mind off it
- ☒ Spending time with friends
- ☒ Being kind to others
- ☒ Helping someone else
- ☒ Thinking of happy times
- ☒ Stroking a pet
- ☒ Talking to a trusted adult
- ☒ Squeezing a stress ball
- ☒ Accepting that change happens to everyone
- ☒ Chatting to a friend
- ☒ Writing to a friend

☒ Imagining the feelings drifting away



Write your ideas here...

☒ ...