

Year Six Home Learning - week commencing 6.7.20

<https://www.lvps.co.uk/>

Dear Children, Parents and Carers,

We are looking forward to seeing you all this week – some of you on Monday and Tuesday and the rest on Thursday and Friday, depending which bubble you are in. As well as having a big catch up with each other, we have planned lots of interesting activities for you to do both in school and at home to do with transition to secondary school and our 'Changes' project.

On the days that you are not in school, please complete the following:

- 30 minutes **reading**. Don't forget, when you complete a book, you can take a quiz on our Accelerated Reader platform to test your knowledge and understanding of what you have read. You can use the website <https://readon.myon.co.uk/library/browse.html> to read books online. There are also a wide variety of e-books available for free from Plymouth Library Services (<https://www.plymouth.gov.uk/libraries/libraryapps>). **Please remember to bring any school reading books with you on your transition days.**
- **Maths** - Please complete the daily tasks either from the BBC Bitesize website (<https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-and-p7-lessons/1>) or if you receive a printed paper pack continue to use White Rose Maths resources. Remember the CGP revision books are a really useful support if you get stuck.
- **English** - For this week you can continue with BBC Bitesize daily lessons if you would like to, however please make sure you leave time to attempt the transition activities below.

Feelings and Emotions tasks- There are three tasks for you to complete.

Puberty is the process through which the body changes from that of a child to an adult.

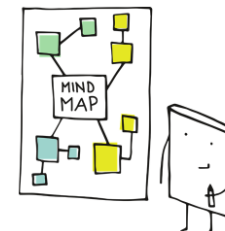
Growing and changing What's our starting point?

Imagine a young person about your age or a little older. They are going through puberty.

- What might they find difficult about puberty?
- What might they do to manage these challenges?




Draw a mind map and try to include as many answers to the two questions above as you can.



Feelings and emotions

Hormones, which are special chemicals in the body, change the body's physical appearance. They can also affect how people's emotions.

-  On a piece of paper, write out different emotions or feelings someone might have during puberty.


Once you have done this, cut these out so that each feeling is on a separate piece of paper.



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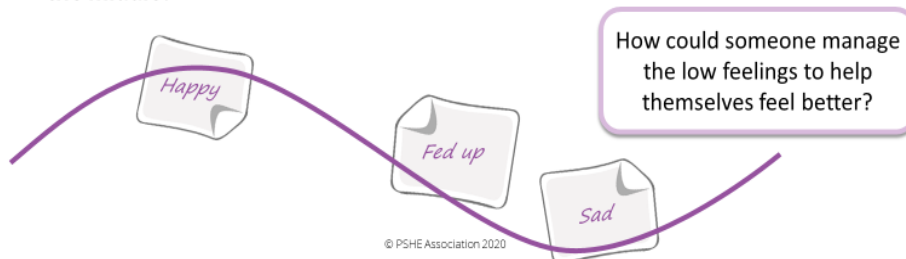
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An emotional rollercoaster

-  On a new piece of paper, draw a wavy line like the one below.

Sometimes feelings can change quickly during puberty, one minute a person can feel really happy (or up) and the next they can feel really sad (or low.)

Arrange the emotions and feelings you wrote out earlier on the line. Which feelings are high up? Which feelings are low down? Are there any somewhere in the middle?



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Sometimes a person might need help and support to manage their feelings during puberty.

Which of the options below do you think would be most helpful to manage each of the situations?

Options:

- Talking to a friend
- Talking to a family member
- Visiting childline for advice, and using services such as 'Ask Sam' on their website
- Reading a book about it
- Doing nothing
- Something else (if you have any other ideas, discuss these with a parent or someone at home)

Situations:

- A** Cameron keeps feeling really angry about little things. She shouted at her mum and now she's upset.
- B** Devan is worried about the changes that might happen to their body.
- C** Lando had a crush and told everyone about it. He doesn't feel the same way anymore and feels a bit embarrassed.

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CREATIVE LEARNING – The Summer Term Project - Changes (Don't forget the previous learning that many of you have not attempted yet)

Week 10 -Consider what you 'can do' and you 'can't do' at each of the stages of life below. There are some obvious things to include, for example: as a baby you can't walk or talk but by the time you are 16 and 18 as an adult, what will you be able to do legally. Below is an example of how you could set out your learning and the subheading to use. However, you can present your learning a different way.

A baby

Can do -

- Cry
- Sleep
- Eat and drink



Can't do -

- Talk
- Walk
- Read

Repeat the same layout for the following stages of life –

A baby (0-1 years)

At the age of 16

A toddler (1-3 years)

At the age of 18 as a young adult

An Infant (4-7 years)

Adulthood

A child at school (7-12 years)

Elderly

A teenager (12-15)

Week 9 – The life and times of ... consider what you were like as a baby, what you are like now and what you will be like in the future- see past week's plan.

Don't forget that there are also other curriculum subjects on BBC Bitesize which, while not related to our current topic, would still be interesting to explore. This is the link - <https://www.bbc.co.uk/bitesize/dailylessons>. The BBC I-Player also has educational materials to watch.