Monday 29th June

Hello again Year 6,

We can't believe that it will be July in two days time. How quickly the days have flown by! We do hope that you are keeping well and safe at home and managing to complete your learning as well as enjoying the time with your families.

Here are the activities for this week. In Maths we're starting to look at metric units of measure. There's a mixed bag for English - comprehensions, writing, SPaG and some art too. We've popped in a July Active Challenge for you to do and a lovely Outdoor Learning Challenge that you can continue until you are 11¾! We're learning about 'bouncebackability' in PSHE to help with your move to high school.

If you have some spare time or want to do some extra learning, you could visit https://www.bbc.co.uk/bitesize or https://www.thenational.academy/online-classroom where there are lots of lessons and activities to choose from.

As always, try to read for at least 20 minutes a day and take Accelerated Reader quizzes from home by using this link Howley Grange Renaissance at home and logging on as usual using your username and password. To check that the book you are reading has a quiz, you can check it using on Accelerated Reader Bookfinder.

Take care and keep smiling,

We do miss you,

Mrs Graham and Mrs North

English Activity 1a – Picture comprehension

Look carefully at the picture below then answer the questions. There are SPaG activities to complete afterwards.

1. Can you identify the city? What clues are there to suggest this?

2. Is there anything unusual in the picture that you wouldn't normally expect to see?

3. Where would you normally expect to find the animals that are present in the image?

4. What do you think has caused the flooding?

5. Do you think this is a real picture of possible future events? Why/why not?

6. What do you notice about the unusual tower? Why do you think it was built?

7. Do you think the tower is large enough to provide sanctuary for the whole population of London? If not, what has happened to the rest of the people?

8. Do you think that people would be able to live in a tower like this indefinitely?

9. Would you like to live in a tower like this? Explain your answer with reference to the text.

10. Do you think the rest of the UK is flooded too?

11. How would you describe the body language of the polar bears and seals?

12. Identify ONE question you would like to ask about this scene.

13. Summarise this image in a few, well chosen sentences.

English Activity 1b – SPaG activities

Write the definitions for each of these words.

apocalyptic	
catastrophe	
derelict	
devastation	
dystopia	
evacuate	
futuristic	
indefinitelly	
glacier	
global warming	
ice cap	
precipitation	
sanctuary	
submerged	
sustainable	

Task A

Add -cial or -tial to complete these words.

- offi_____
- spe_____
- par_____
- artifi_____
- confiden_____
- essen_____

Task B

Correct the spelling of these words.

- sacrafice _____
- garantee _____
- signeture _____
- appreiciate _____
- acheive _____
- desparate _____

Challenge

Make up your own mnemonic to help you remember how to spell the following words:

environmental

catastrophe

dilapidated

- Search the image for as many different nouns as possible and record them in the chart below.

Common Noun	Proper Noun
Collective Noun	**Abstract Noun**

- Use a selection of the prepositions below to write sentences about the image.

above	under	next to	in front of
behind	near	between	beyond

ANSWERS English Activity 1a – Picture comprehension

1. Can you identify the city? What clues are there to suggest this? Some famous London landmarks are visible e.g. Big Ben, Tower Bridge, The London Eye, The Gherkin and St Paul's Cathedral.

2. Is there anything unusual in the picture that you wouldn't normally expect to see? Answers could include: such high flood waters, polar bears and seals, floating ice, an unusual looking tower.

3. Where would you normally expect to find the animals that are present in the image? The Arctic

4. What do you think has caused the flooding? Children may suggest heavy rain, although the waters may be too high for this. They may make links to increasing global temperatures causing ice from both polar regions to melt; this results in rising sea levels and flooding.

5. Do you think this is a real picture of possible future events? Why/why not? It would be very unlikely that the polar bears and seals would have travelled that far from the Arctic. The ice they are floating on would probably have melted as it's warmer in the UK than in the Arctic. Flood defences are already in place on the River Thames so this level of flooding may not be possible. In the future, steps may have been taken to prevent further melting of the polar ice caps. This is an artistic impression of a possible future.

6. What do you notice about the unusual tower? Why do you think it was built? It appears to have been built for people to live in. It looks like it has been designed specifically for this purpose as it is water-tight and has a power supply. The city is in ruins, so the people of London would be homeless without it. Or, it may be just a tourist attraction and everyone has long since been evacuated to other areas.

7. Do you think the tower is large enough to provide sanctuary for the whole population of London? If not, what has happened to the rest of the people? Over 8 million people live in London, so it would be impossible for them all to live here. Perhaps more of these towers have been built. Perhaps some people have been evacuated.

8. Do you think that people would be able to live in a tower like this indefinitely? Pupils will need to consider where fresh food and water is going to come from. They would also need to consider where the power supply for lighting, heating and cooking is coming from.

9. Would you like to live in a tower like this? Explain your answer with reference to the text. Various responses.

10. Do you think the rest of the UK is flooded too? Low lying areas would probably be in the same state, but parts of the UK are much higher above sea level and might have escaped the floods.

11. How would you describe the body language of the polar bears and seals? They appear to be watching each other cautiously. The seals will see the polar bears as a threat and the polar bears will see the seals as a potential meal. Currently, they look too relaxed to be of any threat.

12. Identify ONE question you would like to ask about this scene. Various responses.

13. Summarise this image in a few, well chosen sentences. Various responses.

ANSWERS English Activity 1b – SPaG activities

Write the definitions for each of these words.

apocalyptic	describing the complete destruction of the world
catastrophe	an event causing great and often sudden damage or suffering
derelict	in a very poor condition as a result of disuse and neglect
devastation	great destruction or damage
dystopia	an imagined place or state in which everything is unpleasant or bad
evacuate	remove someone from a place of danger to a safe place
futuristic	having or involving very modern technology or design
indefinitely	for an unlimited or unspecified period of time
glacier	a slowly moving mass of ice
global warming	a gradual increase in overall temperature of the Earth's atmosphere
ice cap	a covering of ice over a large area, especially on the polar region of a planet
precipitation	rain, snow, sleet or hail that falls to the ground
sanctuary	a place of refuge or safety
submerged	cause to be underwater
sustainable	able to be maintained at a certain rate or level

Task A

Add -cial or -tial to complete these words.

- offi**cial**
- spe**cial**
- par**tial**
- artifi**cial**
- confiden**tial**
- essen**tial**

Task B

Correct the spelling of these words.

- sacrafice — sacrifice
- garantee — guarantee
- signeture — signature
- appreiciate — appreciate
- acheive — achieve
- desparate — desperate

Challenge

Make up your own mnemonic to help you remember how to spell the following words:

environmental

catastrophe

dilapidated

Search the image for as many different nouns as possible and record them in the chart below.

Common Noun	Proper Noun
e.g. seal polar bear building water ice clock	e.g. London Big Ben St Paul's Cathedral The Gherkin Tower Bridge The London Eye
Collective Noun	**Abstract Noun**
e.g. celebration of polar bears herd of seals crowd of people	e.g. chaos sorrow hunger hope anger hopelessness

Use a selection of the prepositions below to write sentences about the image.

above	under	next to	in front of
behind	near	between	beyond

e.g. Above the submerged city, the sun shone weakly.
Under the grimy, polluted water, the lights from the tower shone brightly.
A futuristic tower stood next to the old, historic building.
In front of the Gherkin, a collection of bemused animals waited on the ice.
Behind the safety of the water-tight window, people stood and gawped at the overwhelming sight.
Near the seals, some hungry and expectant polar bears stood.
Between the buildings, several chunks of ice floated gently by.
The scene of utter devastation continued beyond Tower Bridge.

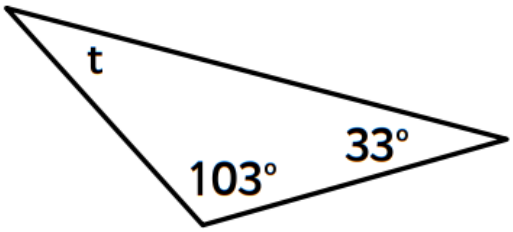
Maths Activity 1a – Ten in ten

1. $9^2 =$

2. Put these in order, starting with the smallest.

78% 0.8 $\frac{69}{100}$

3. What is the size of angle t?



4. 10% of 86 =

5. The temperature is –8°C. It rises 5°C. What is the new temperature?

6. $4^2 + 6^2 =$

7. 8.52 x 1000 =

8. 3 x ☐ x 6 = 90

9. (5 x 4) + (7 x 6) =

10. What are the next two numbers?

13, 7, 1, –5, ☐, ☐

Remember – ten questions in ten minutes.

There's five extra challenge questions if you have spare time.

11. Put these numbers in order, largest first.
9.4, 9.07, 9.256

12. Write $\frac{3}{10}$ as a decimal.

13. 0.9 x 4 =

14. 12 + 0.3 + 5.8 =

15. 7.3 – 3.4 =

Maths Activity – Metric units of measure

Over the next few weeks we are going to be extending your learning of units of measure.

Today we are exploring the different metric units of measure.

There is a knowledge postcard on the next two slides which you can use as a reminder of past learning and also help with this week's activities.

The format of the questions is the same as last week:

For Activity 1b, the activities are differentiated as follows:

(developing) = ★

(expected) = ★★

(greater depth) = ★★★

There are Varied Fluency (VF) questions on the left hand side of the page. These questions practise the learning. On the right hand side are Reasoning and Problem Solving (R / PS) questions which apply your learning.

For the Activity 1c, the activities are starred in the same way but the questions are all VF as they are consolidating your learning.

Key Vocabulary

mass
gram
kilogram
capacity
volume
millilitre
litre
millimetre
centimetre
kilometre
foot
inch
ounce
pound
stone
pint
gallon

Converting Mass

1 tonne = 1000kg

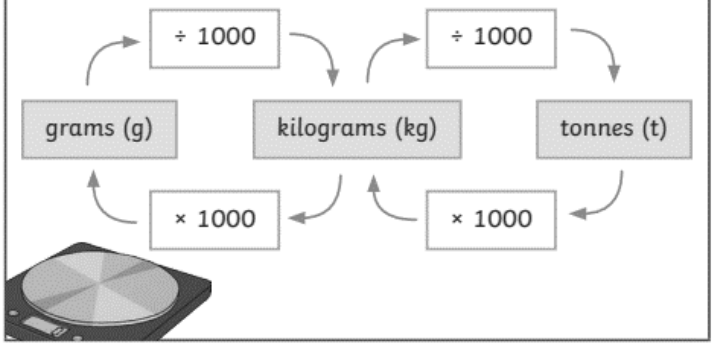
1000g = 1kg

$\frac{1}{10}$ kg = 0.1kg = 100g

$\frac{1}{4}$ kg = 0.25kg = 250g

$\frac{1}{2}$ kg = 0.5kg = 500g

$\frac{3}{4}$ kg = 0.75 = 750g



Converting Capacity

1000ml = 1l

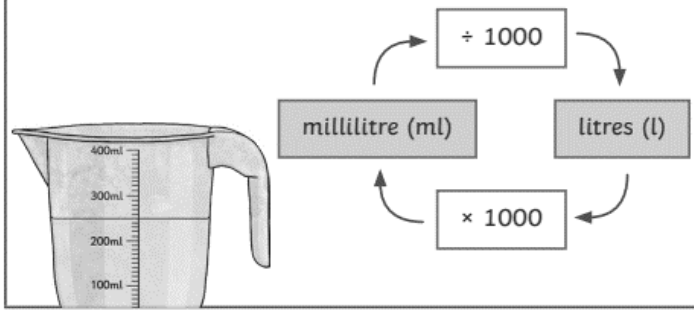
$\frac{1}{10}$ l = 0.1l = 100ml

$\frac{1}{4}$ l = 0.25l = 250ml

$\frac{1}{2}$ l = 0.5l = 500ml

$\frac{3}{4}$ l = 0.75l = 750ml

$\frac{1}{100}$ l = 0.01l = 10ml



Converting Length

1000m = 1km

100cm = 1m

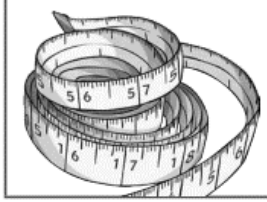
10mm = 1cm

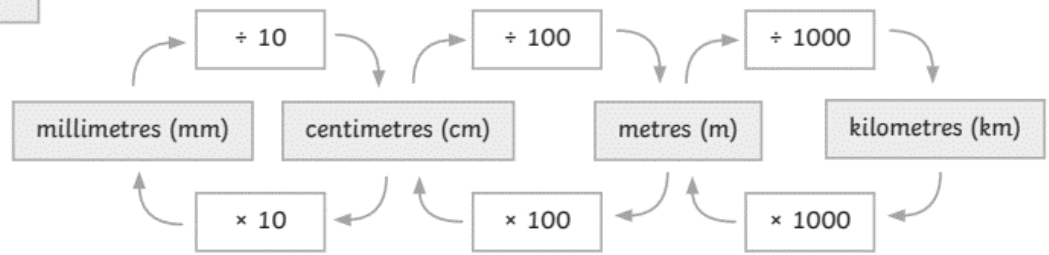
$\frac{1}{2}$ m = 0.5m = 50cm

$\frac{1}{4}$ m = 0.25m = 25cm

$\frac{3}{4}$ m = 0.75m = 75cm

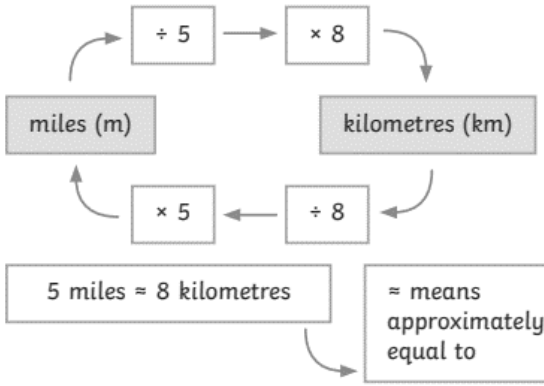
$\frac{1}{10}$ m = 0.01m = 10cm





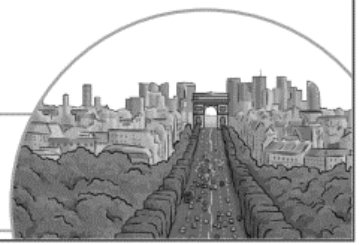
Miles to Kilometres

You might measure the length of a road or the distance between two cities in miles or kilometres.



5 miles ≈ 8 kilometres

≈ means approximately equal to



Time

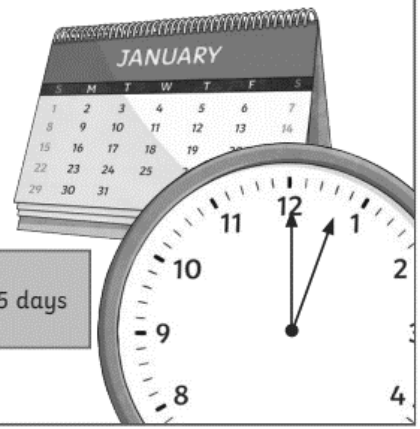
Minute 1 minute = 60 seconds

Hour 1 hour = 60 minutes

Day 1 day = 24 hours

Week 1 week = 7 days

Year 1 year = 12 months = 52 weeks = 365 days



Imperial Measures

Things that could be measured using imperial units:

- Someone's height in feet and inches
- The mass of a bag of sugar in ounces
- The mass of a sack of potatoes in pounds
- A person's mass in stones
- A carton of milk in pints
- The amount of water in a bath in gallons

1 foot = 12 inches

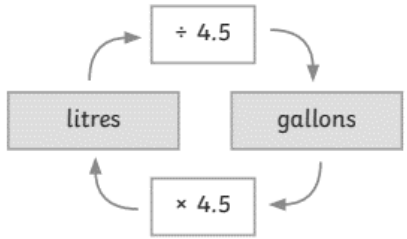
1 pound = 16 ounces

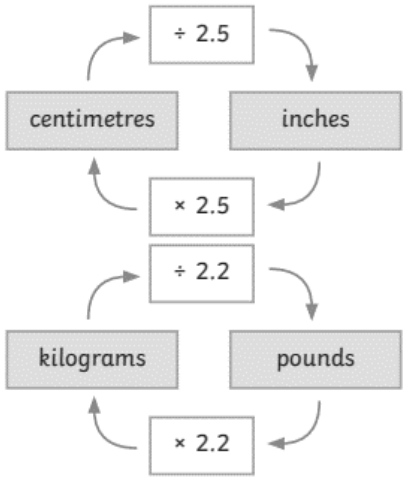
1 stone = 14 pounds

1 gallon = 8 pints

Metric to Imperial Conversions

metric (new)	imperial (old)
2.5 centimetres	1 inch
1 kilogram	2.2 pounds
4.5 litres	1 gallon





Maths Activity 1b – Metric units of measure

1a. Match the units of measurement to the correct categories.

weight	centimetres
length	grams
	millimetres

D VF

2a. Circle the odd one out.

A. 25cm

B. Length of a football pitch

C. 10km

D. 100g

D VF

3a. Tick the noun that is more likely to be 30cm long.

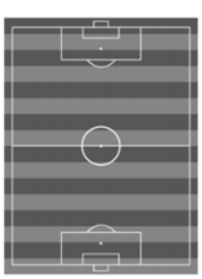
- playground
- ruler
- table

D VF

4a. Estimate and underline the most accurate statement for a football pitch.

It is 90m long.

It is 2km long.



D VF

1a. Millie is measuring the distance that her friends have walked around the playground.

Hafsa	1	
Luke	880	

She has forgotten to write the unit of measurement.

Which unit of measure could she be using for each distance? Convince me.

D R

2a. The children are estimating how much water is needed to fill a paddling pool.

Tracy: I think it will be around 30ml.

Jaxon: I think it will be around 30L.

Who do you agree with and why?

D R

3a. A pencil is approximately 20cm in length. Estimate the lengths for the following:

a table leg	
a pencil case	
a water bottle	
a rubber	

D PS

★★

5a. Match the units of measurement to the correct categories.

weight	millilitres
distance	litres
volume	kilometres
	grams

E VF

6a. Circle the odd one out.

A. The weight of a bag of apples

B. 1.5kg

C. 250km

D. 500g

E VF

7a. Tick the noun that is more likely to be 1.5m high.

- table
- teacher
- dog

E VF

8a. Estimate and underline the most accurate statements for a chair.

It is 1m $\frac{1}{2}$ high.

It weighs 0.6kg.

It weighs 6kg.

E VF

4a. Terrie is measuring the length of her classmates' arms and recording her results.

Jenny	0.3	
Gerry	400	
Jonah	38	

She has forgotten to write the unit of measurement.

Which unit of measure could she be using for each length? Convince me.

E R

5a. The children are estimating how much water is needed to fill a bath.

Susie: I think it will be around 115.5ml.

Jojo: I think it will be around 115.5L.

Who do you agree with and why?

E R

6a. An apple weighs approximately 85g. Estimate the weights for the following:

a grape	
a pineapple	
a watermelon	
an orange	

E PS

★ ★ ★

9a. Match the units of measurement to the correct categories.

weight	tonnes
length	millilitres
distance	kilometres
volume	grams
area	km^2
	m^3

GD VF

10a. Circle the odd one out.

A. Area of a rugby pitch

B. $\frac{1}{2}$ $50cm^3$

C. $2.5km^2$

D. $100.25cm^2$

GD VF

11a. Tick the noun that is more likely to hold a volume of 80L.

- pool
- bath
- milk bottle

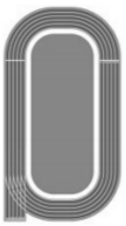
GD VF

12a. Estimate and underline the most accurate statements for a running track.

It has $\frac{1}{2}$ a 1,600m circumference.

It is 100m long.

It has a volume of $150cm^3$.



GD VF

7a. Robyn is measuring how far her classmates can jump.

Ellie	2.1	
Martha		cm
Jake		m

What unit of measure is missing?

Estimate the missing measurements, and convince me that these are accurate estimates.

GD R

8a. The children are estimating the area of a wall.

I think it will be around $80m^2$.

Safeeyah

I think it will take around $80m^3$.

Pippa

Who do you agree with and why?

GD R

9a. A door is approximately 2m in height. Estimate the heights for the following:

2 pens	
a chair	
a teacher	
2 water bottles	

GD PS

Maths Activity 1c – Metric units of measure

Metric Measures

1. Use the different metric measurements to complete the sentences below.

100mm	2L	600m

A. The picture frame was _____in length.

B. Hugo cycled _____.

C. Madison bought a _____ bottle of water on the school trip.

D

VF
HW/Ext

2. Sort the statements into the correct columns.

A. A ruler that is 30cm	B. A horse that weighs 600kg	C. 2km

Mass	Distance	Length

D

VF
HW/Ext

3. Jasper is measuring the height and length of a wall.

He says,

The height of the wall is 2m tall; the length of it is more than double the height. I will be able to measure the length in mm, cm or m with a ruler.

Is Jasper correct? Explain why.

D

★★

Metric Measures

4. Use the different metric measurements to complete the sentences below.

8.5cm	0.9L	$2\frac{1}{4}$ km	0.01km	500m

A. Jordan ran a _____ sprint.

B. Kimberly measured her pencil; it was _____ long.

C. Kenny lives _____ away from the school.

E

VF
HW/Ext

5. Sort the statements into the correct columns.

A. A ruler that is 30cm.	B. A car that has travelled 9,250m	C. $\frac{1}{2}$ of 2km	D. A can of pop that is half-empty	E. A ball rolling down a hill

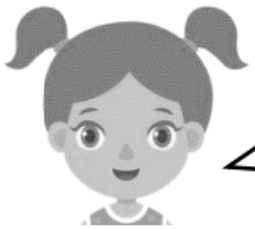
Volume	Distance	Length

E

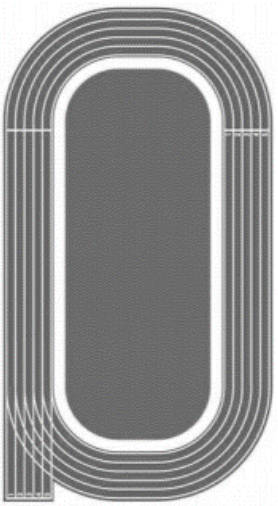
VF
HW/Ext

6. Yuna is recording the distance she ran during a race.

She says,



The total distance of the track is equal to half of 580m; I ran around the track 6 times. I can measure my total distance in m, km or kg.



Is Yuna correct? Explain why.

E

RPS
HW/Ext

Metric Measures

7. Use the different metric measurements to complete the sentences below.

$15.5m^2$	17.51kg	$5\frac{2}{6}\ m^3$	$66m^3$	0.95L

A. Barney drank _____ of water.

B. The area of the wall was _____.

C. Ted's swimming pool holds _____ of water.

GD

VF
HW/Ext

8. Sort the statements into the correct columns.

A. 0.09mm	B. $7\frac{2}{5}\ m^3$	C. $\frac{7}{8}$ of 3km	D. A pond being filled with water	E. A milk bottle that is half-empty

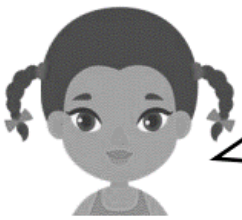
Volume	Distance	Length

GD

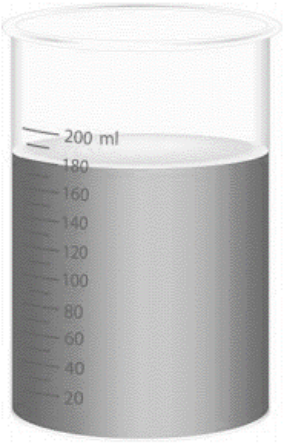
VF
HW/Ext

9. Willow is using a beaker to measure the amount of water for a science experiment.

She says,



The capacity of this beaker is 180ml; I will be using 3 beakers with the same amount of water in each one. I will use more than 540ml of water in total.



Is Willow correct? Explain why.

GD

RPS
HW/Ext

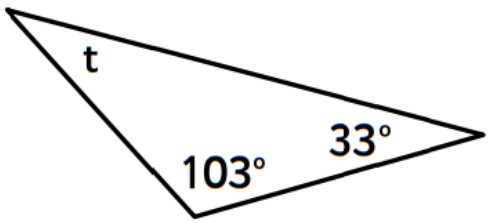
ANSWERS Maths Activity 1a – Ten in ten

1. $9^2 = 81$

2. Put these in order, starting with the smallest.

$\frac{69}{100}$ 78% 0.8

3. What is the size of angle t? 44°



4. 10% of 86 = 8.6

5. The temperature is –8°C. It rises 5°C. What is the new temperature?
–3°C

6. $4^2 + 6^2 = 52$

7. 8.52 x 1000 = 8520

8. 3 x 5 x 6 = 90

9. (5 x 4) + (7 x 6) = 62

10. What are the next two numbers?

13, 7, 1, –5, –11, –17

11. Put these numbers in order, largest first.
9.4, 9.256, 9.07

12. Write $\frac{3}{10}$ as a decimal.
0.3

13. 0.9 x 4 = 3.6

14. 12 + 0.3 + 5.8 =
18.1

15. 7.3 – 3.4 = 3.9

ANSWERS Maths Activity 1b – Metric units of measure

Varied Fluency Metric Measures

Developing

1a. Weight – grams; length – centimetres, millimetres.

2a. 100g is the odd one out; the others are all units of length.

3a. ruler

4a. It is 90m long.

Expected

5a. Weight – grams; distance – kilometres; volume – litres, millilitres.

6a. 250km is the odd one out; the others are all units of weight.

7a. teacher

8a. It is $1\frac{1}{2}$ metre high; It weighs 6kg.

Greater Depth

9a. Weight – tonnes, grams; distance – kilometres; volume – millilitres, m^3; area – km^2.

10a. $\frac{1}{2}50cm^3$ is the odd one out; the others are all units of area.

11a. bath

12a. It has $\frac{1}{2}$ a 1,600m circumference; It is 100m long.

Reasoning and Problem Solving Metric Measures

Developing

1a. Various answers, for example:
1km, 880m. Each is around the same distance and both are plausible distances for children to walk.

2a. Various answers, for example:
I agree with Jaxon because litres is a greater measure of volume than millilitres. In context, 30ml wouldn't fill a cup, so much more water would be needed to fill a paddling pool.

3a. Various answers, for example:
a table leg – 1m, a pencil case – 30cm, a water bottle – 50cm, a rubber – 5cm.

Expected

4a. Various answers, for example:
0.3m, 400mm, 38cm. Each is around the same length when converted to the same unit, and children in one class would have similar length arms.

5a. Various answers, for example:
I agree with Jojo because a bath requires a large amount of water to fill it, and litres is a greater measure than millilitres. In context 150ml is about half of a small glass of water.

6a. Various answers, for example:
a grape – 5g, a pineapple – 1kg, a watermelon – 8kg, an orange – 100g.

Greater Depth

7a. Various answers, for example:
2.5m. The missing measurements could be: Martha – 200cm, Jake – 2.2m. These are accurate estimates because each is around the same height, which would be plausible for children in the same class.

8a. Various answers, for example:
I agree with Safeeyah because she has used the correct unit of measurement for area; Pippa's use of m^3 refers to volume, not area.

9a. Various answers, for example:
2 pens – 40cm, a chair – 0.5m, a teacher – 1.5m, 2 water bottles – 60cm.

ANSWERS Maths Activity 1c – Metric units of measure

Metric Measures

Developing

1. A. 100mm; B. 600m; C. 2L
2. Mass – B; Distance – C; Length – A
3. Various answers, for example: Jasper is incorrect. The length of the wall will be more than 4m because it is double the height. Although it is possible to measure the length of the wall in mm and cm, it would take too long; measuring the wall in metres with a metre stick or a tape measure would be the most sensible choice.

Expected

4. A. 500m; B. 8.5cm; C. $2\frac{1}{4}$ km
5. Volume – D; Distance – B, C and E; Length – A
6. Various answers, for example: Yuna is incorrect. The track is equal to 290m so she will be able to measure in m or km (which are both units to measure distance), but not kg as they are used to measure mass, not distance. If she ran around the track 6 times, the total distance would be 1,740m or 1.74km.

Greater Depth

7. A. 0.95L; B. 15.5m^2; C. 66m^3
8. Volume – B, D and E; Distance – C; Length – A
9. Various answers, for example:
Willow is incorrect. She has confused the capacity of the beaker with the volume of it; the capacity of the beaker is 200ml, whereas the volume of the beaker is 180ml. In addition, if she used 3 beakers with the same amount of water in each, she will use exactly 540ml of water, not more than 540ml.

PSHE - Bouncebackability

What is 'bouncebackability'?

It's being brave and picking ourselves up again, particularly when times are tough.

It is something you have to work on, develop, practise, exercise and sharpen – especially as you move to secondary school

It is often called 'resilience' or 'grit'.

If you work on this, everything else falls into place!

"We could go on for years and years about this, but if we're going to boil it down to one thing I think you have to work on, develop, practise, exercise and sharpen, it's this: bouncebackability. People call it various things – it can be known as 'resilience' or 'grit' or simply 'thatwasn'tveryniceorverygoodbutI'mnotgoingtogiveupI'mgoingtotryagain'."

'Go Big' by Matthew Burton , page 57

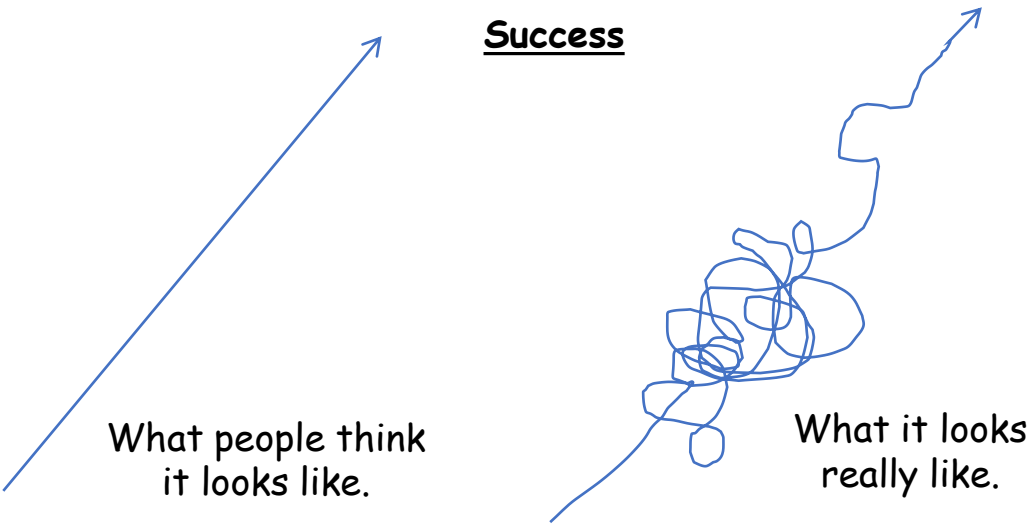
Let's understand your expectations vs reality

Nothing comes easy. You will make mistakes along the way.
Make sure you have clear expectations about what can happen in reality.

Expectations:
I'm never going to fall off! This is so easy!

Reality:
I fell off straight away and barely stayed on the bike for more than a few seconds!

Success



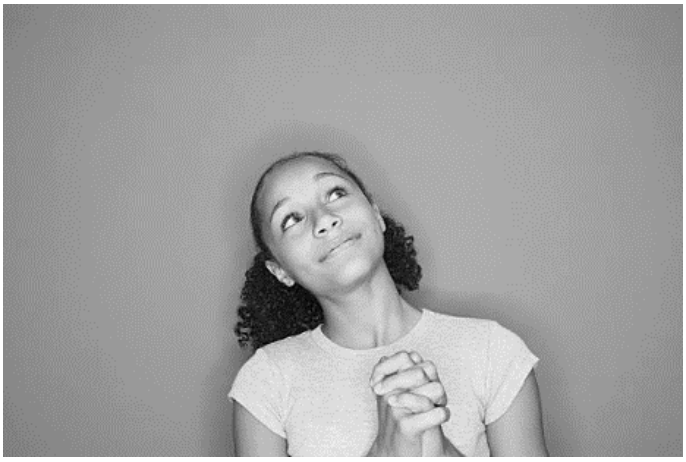
PSHE Activity 1 – How do you handle bouncing back?

Answer the following questions/finish the sentences:

1) I have shown 'bouncebackability' when…
2) I need to show more determination when…
3) How do you handle making a mistake? What is your reaction?
4) Think of a time when you made a mistake, were you kind to yourself?

When things go wrong…

The easy thing to do would be to say everyone else is wrong, insist you're right, refuse to take any feedback from anyone and keep doing what you're doing. The tough thing to do – and the whole point of bouncebackability – is to accept "I wasn't very good".
Matthew Burton, 'Go Big'



At secondary school, you will make mistakes because that is how you learn and because you are just getting the hang of things.

1. You might handle a disagreement badly.
2. You might get offended more than you should.
3. You may fall out with people occasionally.
4. You might not score 100% on a test.
5. You might forget to hand your homework in on time.
6. You might not bring the right equipment.

Remember what we learnt about growth mindset – you can turn all these things into positive learning opportunities.

What can help you to be more resilient at high school?

- Understanding areas of your learning you are good at and using them.
- Not being put off by challenges but finding ways to overcome them.
- Having self-belief.
- Having high aspirations.
- Remembering that you are not alone and that people are here to support you. Being brave can sometimes mean asking for help.
- **Resilience is not about being tough, but managing how you feel.**

Are you kind to yourself?

- You are going to have days where you feel fed up and times when you are upset.
- You may panic about the future.
- You may feel overwhelmed.

Are you kind to others?

Everyone has worries and sometimes people don't want to talk about them, but we can make a **HUGE** difference to the lives of other people with **KINDNESS**.

"Unfortunately, we can't fix everything for everyone, but what we can do, and what we should do every day, hour, minute and second, is be kind."
Matthew Burton

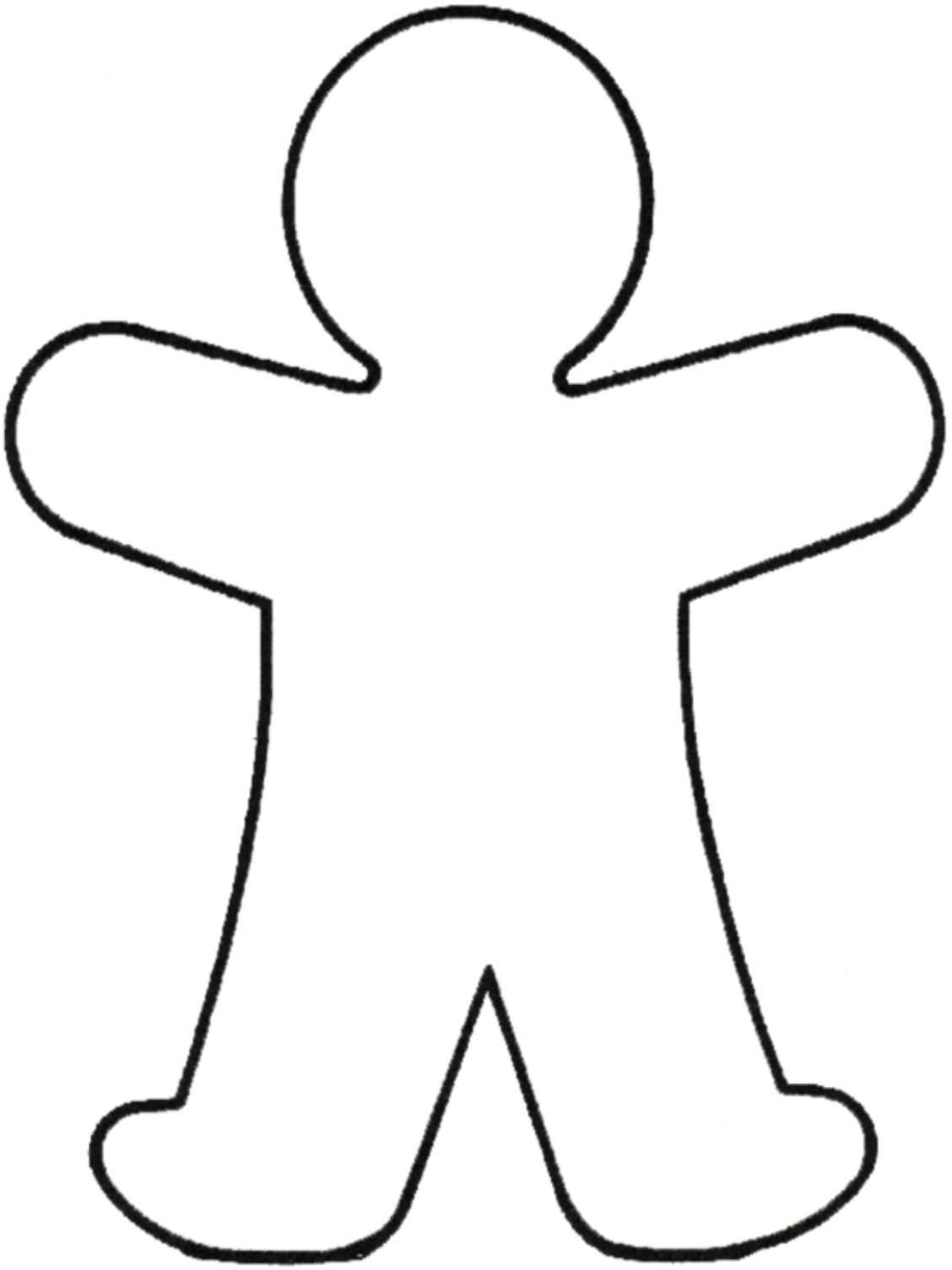
"Be nice, work hard, bounce back, and all will be fine.

Go get 'em!"

Matthew Burton

PSHE Activity 2 – Bounce back and be kind

Think about what you have learnt so far about bouncebackability and being kind?
Fill in one half of the person outline with ways someone can show bouncebackability. Fill the other half with ways someone can show kindness.
How many of these things do you do already?
Highlight the ones that you would like to do more of.



Effort and enthusiasm are super important

In life we MUST try.
Teachers won't mind if you get things wrong, but they will mind if you don't put effort in to try in the first place.

Whatever you do, don't give up.

There will be:

- tasks you find hard
- homework you can't do
- a grade you think you don't deserve

The best thing you can do is talk. Talk about life, things and anything you don't understand.

Decide who you want to be.

Develop yourself as a person.

Don't be put off by things.

Achieve your goals.

PSHE Activity 3 – Acrostic poem

Use your learning from today to write an acrostic poem for other Year 6 children about the move to high school. Use the letters of RESILIENCE or if you would like to challenge yourself, use the letters of BOUNCEBACKABILITY. You could add illustrations to your poem once it is completed.

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