

Hello, Year 6!

Congratulations! Many of you have completed a whole week in school! Even though it is different to what Year 6 learning was like before, it is still important that you continue to push yourselves and keep on challenging your brains.

For those of you still at home, keep it up! We know it must be getting difficult to get motivated after all this time away from school but you have done a great job of sticking to a routine and completing your activities daily. Now we only have a few weeks left of school, it is more important that you keep doing a bit more so that you are ready for high school in September! We hope you all enjoyed the science and designing your own playground last week – remember it's important to keep learning about new things and do the things that you enjoy.

Miss Moule

Miss Hill

Julie

## EVERY DAY

Daily Maths lessons - <https://whiterosemaths.com/homelearning/year-6/> (Summer term Week 9 w/c 22nd June)

Watch the video and then complete the written task (some of these need printing). This is 30-40 minutes work. **Area, Perimeter and Volume**. There is no video for Friday but there will be a Maths Challenge which will be on the website later in the week.

Mathletics – 15-20 minutes (more if you wish).

Read for at least 30 minutes.

CGP BOOKS (across the whole week)

**Maths** – Pages 57-62 (after completing White Rose Tasks).

This is for all 3 math's groups.

**English** – Pages 16-17

## SURVIVAL OF THE FITTEST!

Additional tasks for this week. (22/6/20)

### English

#### Monday

Reading Comprehension The Telephone Box.

<https://www.twinkl.co.uk/resource/t2-e-2083-year-6-reading-assessment-term-3>

#### Tuesday

SPAG – Test your memory of grammatical terms and word classes!

<https://www.twinkl.co.uk/resource/year-6-spag-retrieval-working-memory-challenge-grid-grammatical-terms-word-classes-t-e-2548668>

Reading Comprehension – pages 16 and 17 of the CGP Book.

#### Wednesday & Thursday

Research Charles Darwin. Make some notes about what you find out and think about these questions: **What is he famous for? What can you find out about his personal life? What were his biggest discoveries? Why was his work so important in the science world?**

Using your research from Science, write a biography about Charles Darwin. We'd like you to complete 2 pages about Charles Darwin – this can be made up of annotated diagrams, maps, explanations and of course...some excellent writing!

Here are some websites to help you:

<https://www.bbc.co.uk/teach/charles-darwin-evolution-and-the-story-of-our-species/z7rvxyc>

<https://www.bbc.co.uk/bitesize/topics/zvhhvcw/articles/z9qst4qt>

<https://www.bbc.co.uk/teach/class-clips-video/ks2-charles-darwin-victorian-science/zddbndd>

<https://www.twinkl.co.uk/resource/t-h-044-charles-darwin-powerpoint>

#### Friday

SPAG – Have a go at these activities from BBC Bitesize to recap your knowledge of using commas.

<https://www.bbc.co.uk/bitesize/articles/zdy8qnb>

### TOPIC

**Art** – Choose an artist whose work you admire. It could be a painter, sculpture, musician or fashion designer! You may like to research some examples before you decide. Have a go at recreating one of their pieces. Can you give it a little twist? If you're recreating some music, we'd love to hear it so ask someone to record it!

**French** – Recap body parts in French using the snap cards below! Use this song to help you:

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

**Science** – Galapagos Finch

When researching Charles Darwin, you may have come across the Galapagos Finch. Use this website to find out what they are and why they were an important discovery for Darwin:

<https://galapagosconservation.org.uk/wildlife/darwins-finches/>

Create an animal profile all about the Galapagos finch – this could be part of your work about Charles Darwin. Think about these following questions: **What did Darwin find out about these birds? What problem did they have? How did they adapt and evolve? What would have happened if they didn't evolve?**

Include as much information as you can!

**Transition** – 2 activities.

We hope you had a go at the transition activities last week, they will help you to process your thoughts about what changes might happen. You should go through the PowerPoint, videos and complete the pages for Session 3 and Session 4 this week. The PowerPoints (with video links) can be found on the school website. The activity pages can be found below.

# Area and perimeter

1 Use the words to complete the sentences.

perimeter

$\text{cm}^2$

cm

m

area

$\text{m}^2$

inside

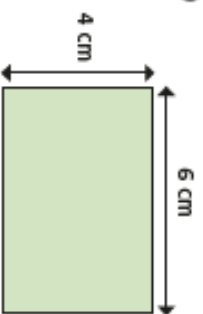
around

\_\_\_\_\_ is the amount of space \_\_\_\_\_ a two-dimensional shape. It can be measured in units such as \_\_\_\_\_ or \_\_\_\_\_.

\_\_\_\_\_ is the distance \_\_\_\_\_ a two-dimensional shape. It can be measured in units such as \_\_\_\_\_ or \_\_\_\_\_.

2 Work out the areas and perimeters of the shapes.

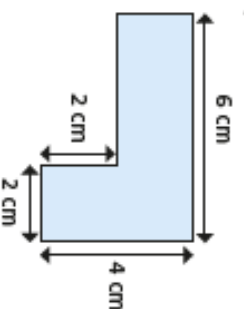
a)



perimeter =  cm

area =   $\text{cm}^2$

b)

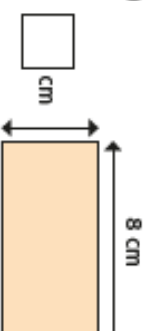


perimeter =  cm

area =   $\text{cm}^2$

3 Work out the missing values.

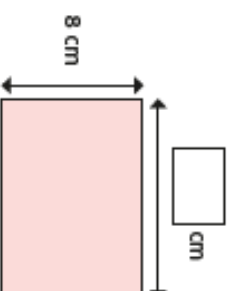
a)



area =  $32 \text{ cm}^2$

perimeter =  cm

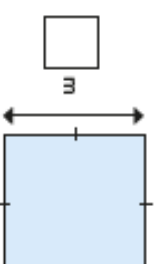
b)



area =   $\text{cm}^2$

perimeter =  $40 \text{ cm}$

c)

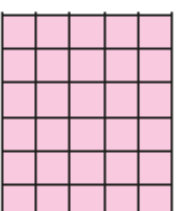


area =   $\text{m}^2$

perimeter =  $36 \text{ m}$

4 Work out the areas and perimeters of the shapes.

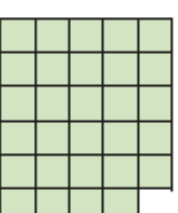
Shape A



area =   $\text{cm}^2$

perimeter =  cm

Shape B



area =   $\text{cm}^2$

perimeter =  cm

What do you notice?



5



Tommy

If you start with a rectilinear shape, when you increase the area, the perimeter will increase.

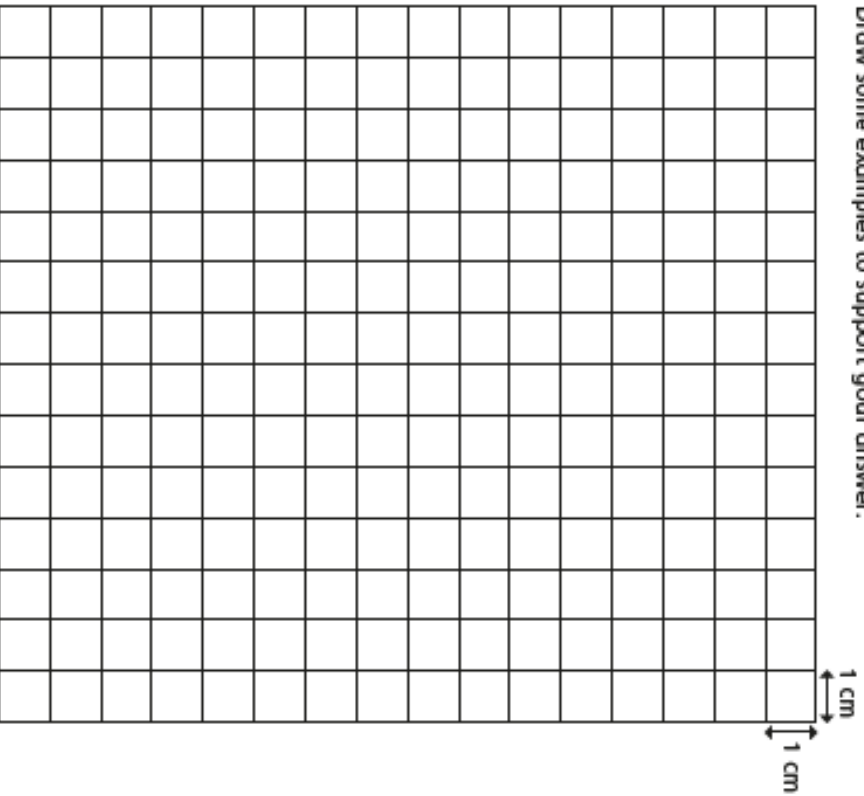


Amir

It depends on the shape.

Who do you agree with? \_\_\_\_\_

Draw some examples to support your answer.

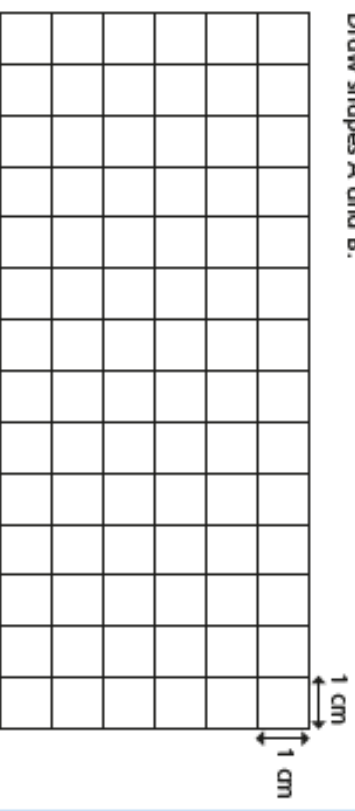


6

Two rectilinear shapes, A and B, each have an area of 12 squares.

- Shape A has the largest perimeter possible.
- Shape B has the smallest perimeter possible.

Draw shapes A and B.



What do you notice?

7

Mr Jones has 50 m of fencing.

He wants to make a rectilinear enclosure using all the fencing.

- a) Draw an example of a shape he could make. Give units on your diagram.



- b) What is the greatest possible area of the enclosure?

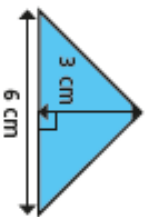
- c) What is the smallest possible area of the enclosure?



# Area of a triangle (3)

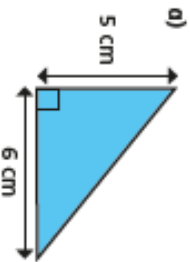


- 1 Calculate the area of the triangle.

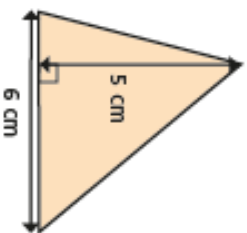


area =  cm<sup>2</sup>

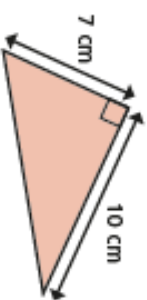
- 2 Calculate the area of the triangles.



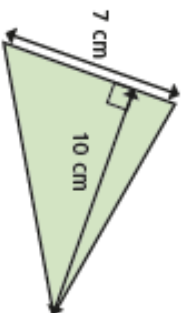
area =  cm<sup>2</sup>



area =  cm<sup>2</sup>

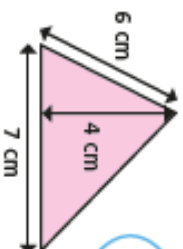


area =  cm<sup>2</sup>



area =  cm<sup>2</sup>

- 3 What mistake has Dora made?

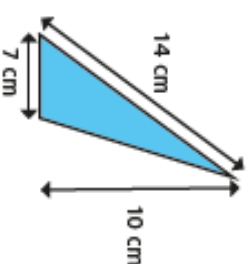
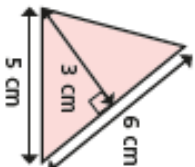
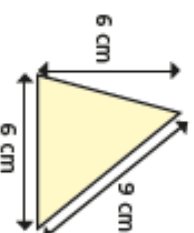
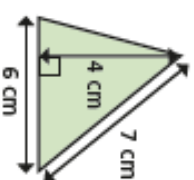


To find the area you do  $7 \times 6 \div 2 = 21 \text{ cm}^2$



- 4 Label the base of each triangle *b*.

Label the perpendicular height *h*.

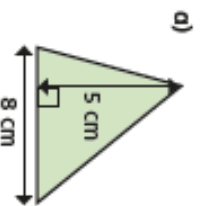


- 5 Are the statements always, sometimes or never true?

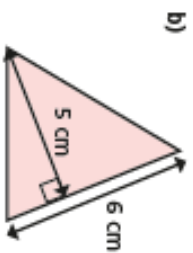
The side at the bottom of a triangle is the base.

The perpendicular height is equal to the vertical height.

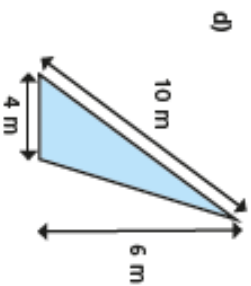
6 Calculate the area of the triangles.



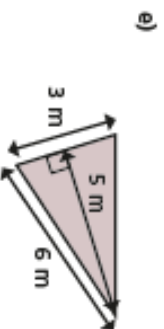
area =   $\text{cm}^2$



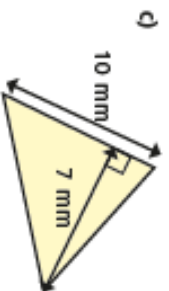
area =   $\text{cm}^2$



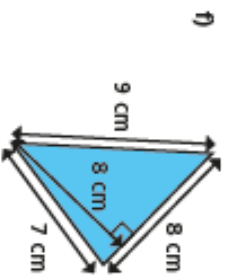
area =   $\text{m}^2$



area =   $\text{m}^2$

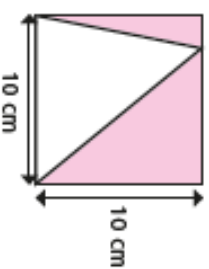


area =   $\text{mm}^2$



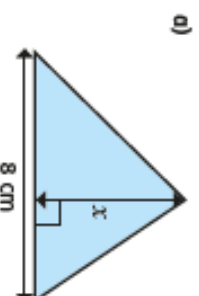
area =   $\text{cm}^2$

7 Find the area of the shaded region.

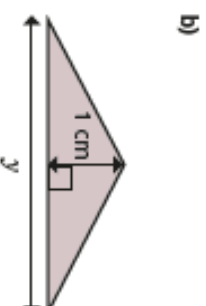


area =   $\text{cm}^2$

8 The area of each triangle is  $12 \text{ cm}^2$ . Find the missing lengths.

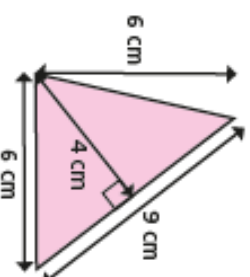


$x =$    $\text{cm}$



$y =$    $\text{cm}$

9 Show two ways you can work out the area of the triangle.

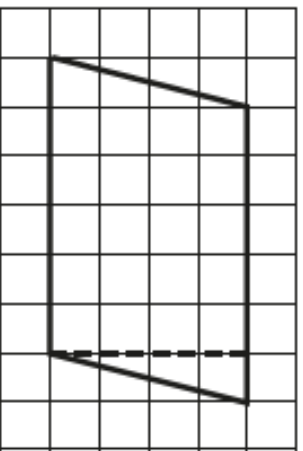


Compare answers with a partner.



# Area of a parallelogram

- 1 On a piece of squared paper, copy this parallelogram and cut it out.



- a) Create a rectangle by cutting off the right-angled triangle and moving it.
- b) Complete the sentences.  
 The area of the rectangle is  squares.  
 The area of the parallelogram is  squares.

- 2 Calculate the areas of the parallelograms.

a) area =  cm<sup>2</sup>

b) area =  cm<sup>2</sup>

- 3 Huan is finding the area of the parallelogram.

$10 \times 8 = 80 \text{ cm}^2$

- a) What mistake has Huan made?

---



---

- b) What is the correct answer?

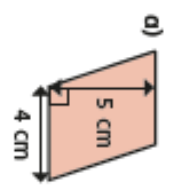
area =  cm<sup>2</sup>

- 4 Esther has labelled the bases and heights for four parallelograms. Three are correct: one is incorrect. Tick the shapes that have been correctly labelled.

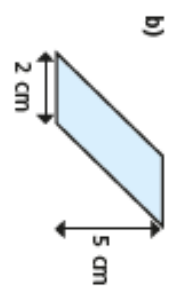
Explain to a partner why one is incorrect.



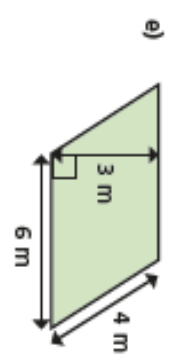
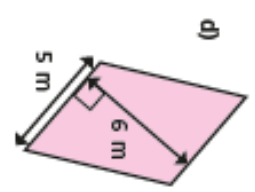
5 Calculate the areas of the parallelograms.



area =  cm<sup>2</sup>

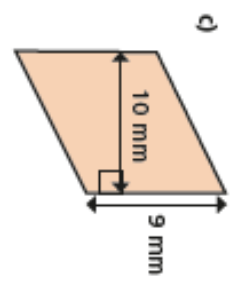


area =  m<sup>2</sup>

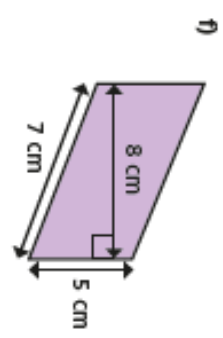


area =  cm<sup>2</sup>

area =  m<sup>2</sup>

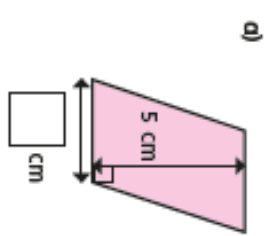


area =  mm<sup>2</sup>

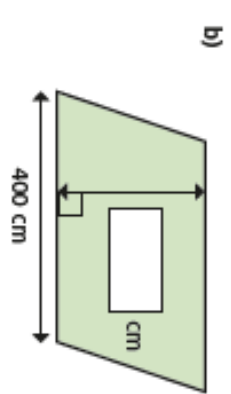


area =  cm<sup>2</sup>

6 Find the missing lengths.

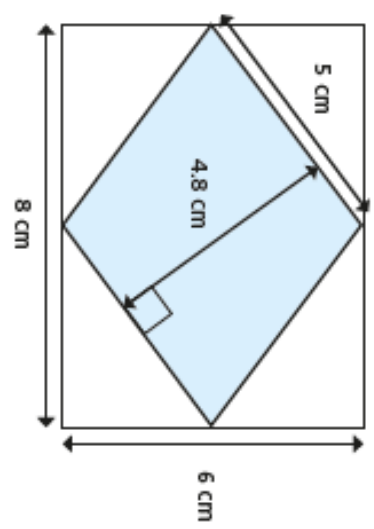


area = 15 cm<sup>2</sup>



area = 12 m<sup>2</sup>

7 Here is a rhombus inside a rectangle.



a) Calculate the area of the rhombus.

area =  cm<sup>2</sup>

b) The area of the rhombus is half the area of the rectangle. This means that it is a special triangle.



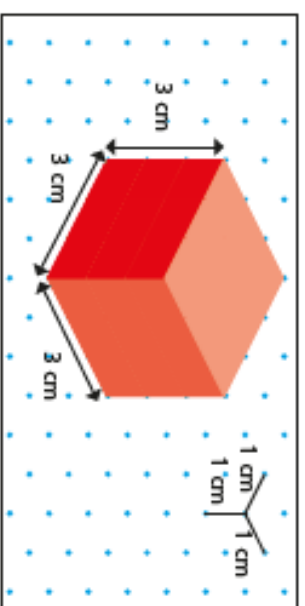
Explain to a partner why Mo is wrong.



# Volume of a cuboid

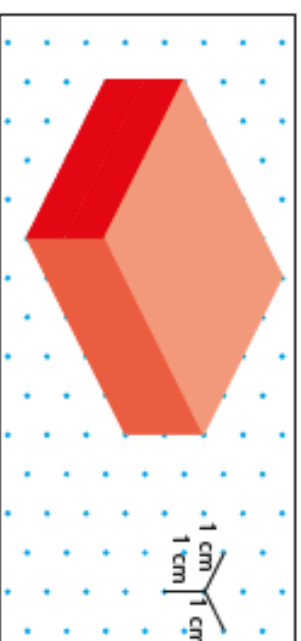
2

Find the volume of the cuboids.  
You can make them with cubes if it helps.



volume =   $\text{cm}^3$

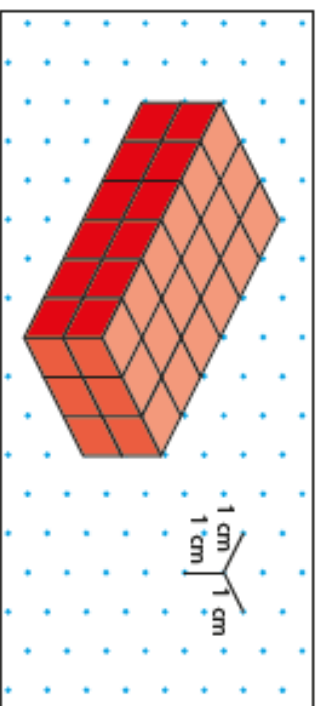
b)



volume =   $\text{cm}^3$

1

Here is a cuboid made up of cubes.

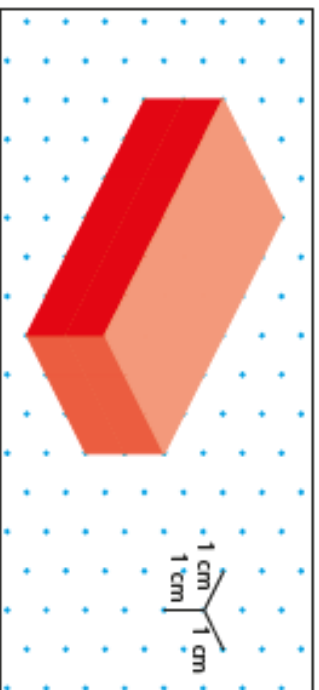


a) What is the volume of the cuboid?

volume =   $\text{cm}^3$

b) Explain your method for finding the volume.

c) What is the volume of this cuboid?



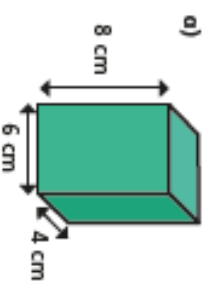
volume =   $\text{cm}^3$

d) What is the same and what is different about the cuboids?



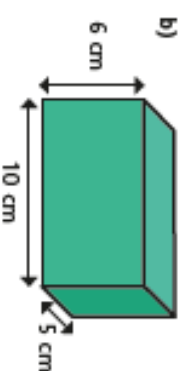
3

Calculate the volumes of the cuboids.



volume =   $\text{cm}^3$

b)

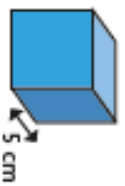


volume =   $\text{cm}^3$



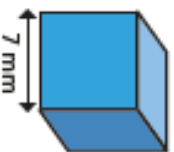
- 4 Calculate the volumes of the cubes.

a)



volume =   $\text{cm}^3$

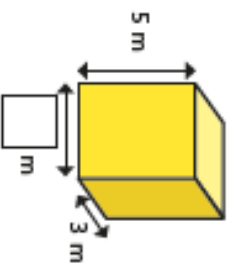
b)



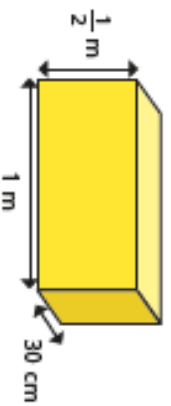
volume =   $\text{mm}^3$

- 5 The volume of the cuboid is  $60 \text{ m}^3$ .

Find the missing length.

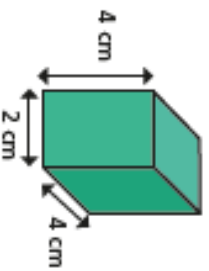


- 6 Calculate the volume of the cuboid.

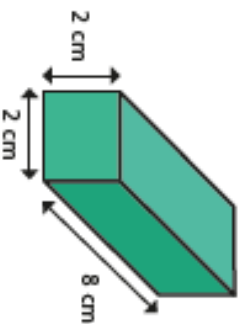


volume =   $\text{cm}^3$

- 7 a) Calculate the volumes of the two cuboids.



$\text{cm}^3$



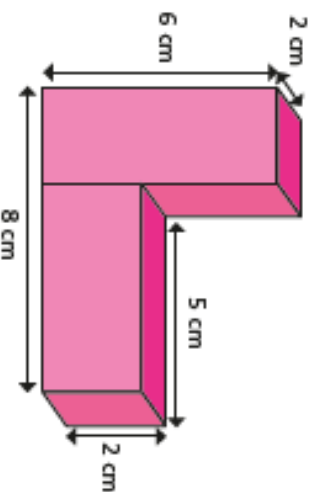
$\text{cm}^3$

What do you notice?

- b) Draw two different cuboids that have a volume of  $24 \text{ cm}^3$



- 8 Calculate the total volume of the shape.



volume =   $\text{cm}^3$

Was there another method you could have used?



# The Telephone Box

The famous British red telephone box has been around now for nearly a century. It is a well-known symbol for tourists to Great Britain, similar to black London taxis or red double-decker buses.

Before the invention of the mobile phone, and even before it became common to have a telephone in the house, the public telephone box was a valuable facility for making calls to friends and family. Nowadays with most people owning mobile phones, there is far less demand for the public telephone box. Consequently, tens of thousands have been removed.

## History

There have been a number of different designs for the public telephone box in Britain. Known as kiosks, the first standard version was introduced in 1921 and many slightly redesigned models have appeared since.

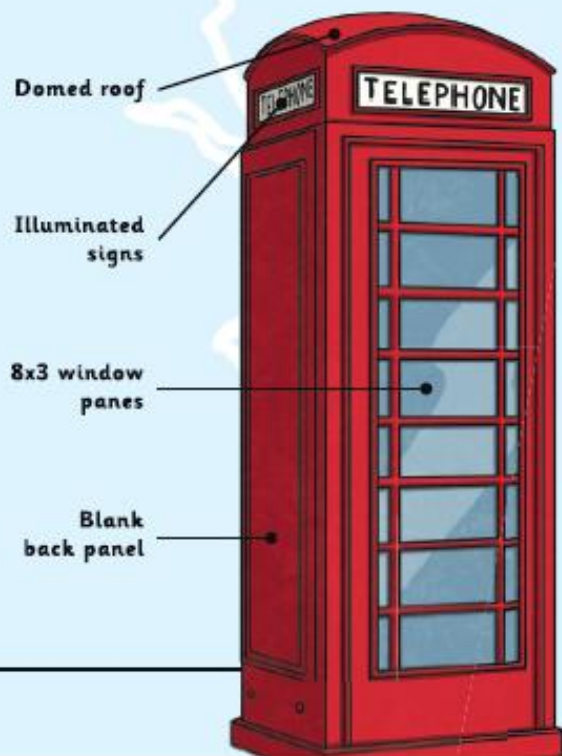
Versions K2 and K3 were designed by Sir Giles Gilbert Scott, who also worked on famous landmarks such as Liverpool Cathedral, Waterloo Bridge and Battersea Power Station. Other models which followed directly after were also modelled on this design, though credited to the Engineering Department of the General Post Office.

The K6 design (Kiosk Number 6) is the most recognised version of the red telephone box. It has a concrete base and cast-iron sections bolted together with a domed roof. At the back is a 'blank' panel, whilst on other sides are an array of 3x8 window panes. Above each side is an illuminated 'Telephone' sign. It was first introduced in 1936 and continued production until 1968 with around 60,000 kiosks installed around the country. This made it the first version to be extensively used outside London. Although now in decline, thousands still remain in place.

**The Kiosk No.6 (K6) design featured 8 x 3 window panes with a domed roof, illuminated signs at the top and a 'blank' back panel.**

## A Modern Redesign

Thankfully, in 2009, an 'adopt-a-kiosk' scheme was introduced where rarely used telephone boxes could be adopted for other uses. This idea has happily helped to preserve the famous phone boxes – even if some of them have begun to look a little different now! More than one has been converted into a tiny library; a London phone box has become a coffee shop; another in North Yorkshire became an art gallery whilst some have even been used to install life-saving defibrillator equipment to treat heart failures.



# NOVEL IDEA FOR VILLAGE PHONE BOX!

A rarely used village telephone box has been given a new lease of life after being bought by local people and turned into a miniature library.

Campaigners in the rural village of Smallsden were able to purchase the iconic red telephone box for just £1, after it had stood unused for several years.

Local resident Eileen Greenhouse from the Smallsden Book Club said that they had been missing out on a library for years and this was the perfect solution.

'We have a village post office and newsagent, but we really wanted somewhere that we could borrow and exchange books. The phone box is right in the middle of the village green but it was starting to look a bit shabby and neglected. Now it has not only been spruced up, it has a genuine use for local people to enjoy again.'



Surprisingly, the telephone box is not the first in the country to be turned into a library. Others in Derbyshire and Somerset, amongst other places, have set the trend. Now, the folks of Smallsden can choose from up to 200 books housed inside the tiny space – all of them donated by residents. Although the phone box is locked at night, it is open six days a week, relying on visitors to borrow or exchange books for their own unwanted novels.

Parish Councillor Albert Johnson said the new library was not just a valuable resource but was swiftly becoming a local landmark, bringing people into the area.

'We've had visitors coming from neighbouring towns and cities just to look at our old phone box! Hopefully, the new tourists will also pop into the village pub for a drink or a bite to eat and take a souvenir from the newsagents' gift selection whilst they're here!'

The telephone box is now thought to be the smallest library in the country.



1. Which **two** other tourist symbols of Great Britain is the red telephone box compared to?

1 mark

\_\_\_\_\_

2. Why is the public telephone box not as useful to people anymore?

1 mark

\_\_\_\_\_

3. Name **one** of the famous landmarks worked on by Sir Giles Gilbert Scott.

1 mark

\_\_\_\_\_

4. Order the events, showing some of the major events in the history of the telephone box.  
The first one has been done for you.

1 mark

Production of K6 design ended

Famous K6 design first introduced

Some phone boxes turned into libraries and other uses

First standard kiosk introduced

Adopt a Kiosk scheme introduced

5. According to the section 'A Modern Redesign', which of these have become a new use for a disused telephone box? Tick **two**.

1 mark

Post Office box

Art Gallery

Coffee Shop

Power Station

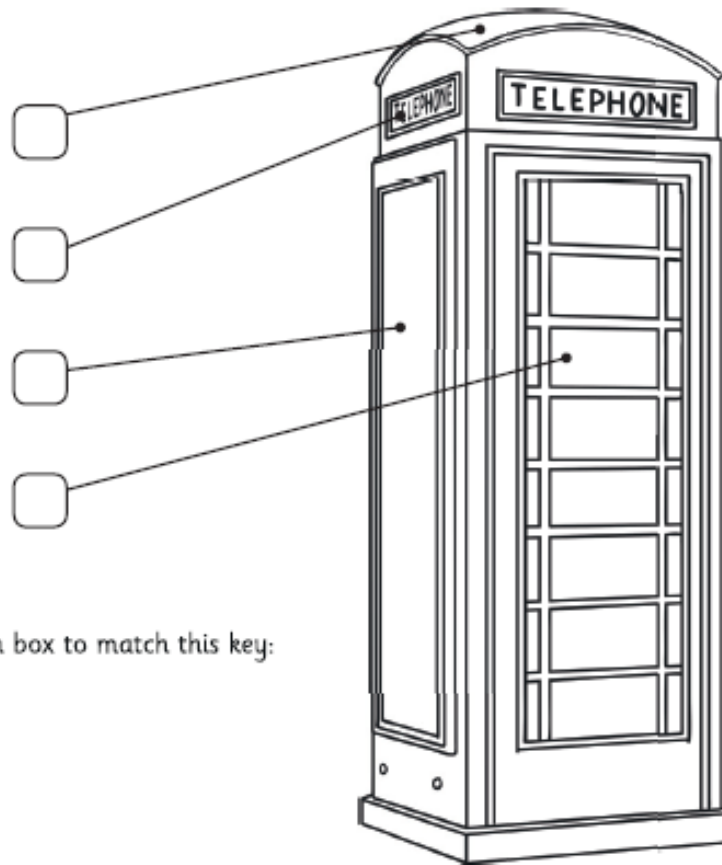
6. How does the author seem pleased and make it seem like a positive idea that the phone boxes are being given new uses?

1 mark

\_\_\_\_\_

7. Look at the diagram.

1 mark



Write the correct letter in each box to match this key:

- A Illuminated signs
- B Domed roof
- C 8x3 window panes
- D Blank back panel

Look at the newspaper article.

8. The headline is: 'Novel idea for Village Phone Box'. Write down **two** meanings of the word 'novel'.

2 marks

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

9. Find and copy **two** words from the article which mean 'very small'.

1 mark

---

10. How do you think local residents feel about the phone box being turned into a library?  
Give evidence from the text to support your answer.

2 marks

---

---

---

---

11. Tick **True** or **False** in the following table about the Smallsden village telephone box that was turned into a library.

1 mark

	True	False
The telephone box cost campaigners only one pound to buy.		
The telephone box has up to two hundred books.		
The telephone box is open seven days per week.		

12. a) Where else does the Parish Councillor hope that tourists to the area will visit?

2 marks

---

b) Why do you think he is happy that they are coming to the area?

---

# Memory Challenge Grid:

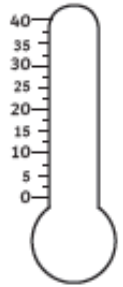
## Grammatical Terms and Word Classes

Answer the following knowledge-based questions on a separate piece of paper or whiteboard. Are you a SPaG Samurai Master on this topic? What's your score?



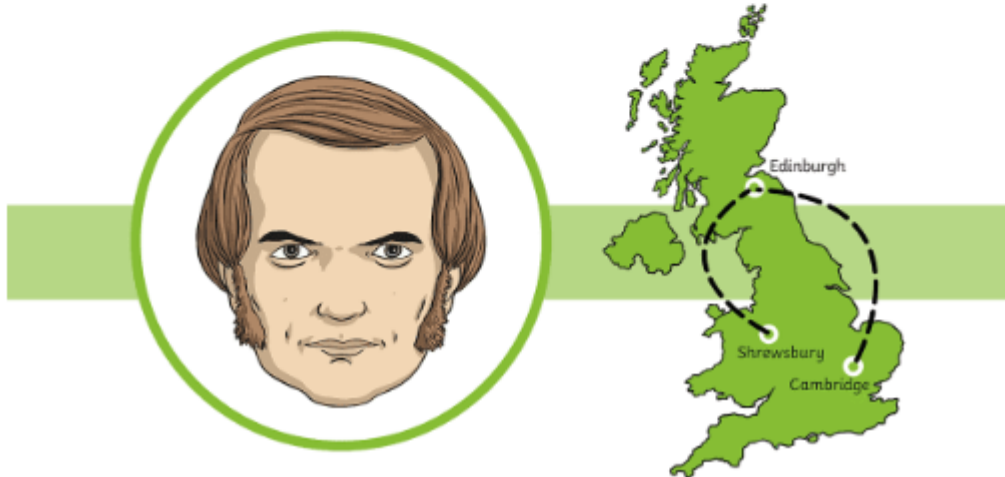
Colour your total score on the thermometer:

- 36+ SPaG Master!
- 21-35 Your SPaG skills are strong!
- 11-20 Keep practising!
- 0-10 More training required.



1 point □	3 points ★ □	4 points ★★★★ □	1 point ★ □
Underline the adjective in this sentence.  The witch ran a gnarled finger across the spell book.	What is the grammatical term given to the underlined word?  According to the weather forecast, it will <u>likely</u> be a snow day tomorrow.	Add an adverb of possibility to the sentence below.  We'll be going on holiday this year.  _____	What is the grammatical term given to the words below?  tree rabbit dinosaur  _____
4 points ★★★★ □	2 points ★★ □	1 point ★ □	3 points ★★★ □
What is the grammatical term given to the underlined words?  <u>Somewhat flustered</u> , the pet shop owner finally caught the escapee hamster.  _____	What type of conjunction is underlined?  Frank checked for monsters <u>before</u> going to bed.  _____	Add an adverb into this sentence.  The sheep jumped over the fence.  _____	Underline the modal verb in this sentence.  Although I like my own painting, I think I might prefer yours.
3 points ★★★ □	1 point ★ □	4 points ★★★★ □	2 points ★★ □
Circle the three pronouns in this sentence.  She couldn't wait for him to meet them.	Add in a suitable preposition.  Your eyebrows are _____ your eyes.  _____	Write a sentence using the word 'drive' as a noun.  _____  _____	What kind of phrase is underlined in this sentence?  <u>After the football match</u> , we all celebrated.  _____
2 points ★★ □	3 points ★★★ □	2 points ★★ □	4 points ★★★★ □
a or an?  ____ umbrella  ____ delicious apple	Underline the subject in this sentence.  Incredibly, the missing ring was found by a dog.	Add a suitable co-ordinating conjunction to the sentence below.  I love apples _____ I do not like apple pies.	Circle the three determiners in this sentence.  My gran said we could make some biscuits for the fete.

- Charles Darwin was born on 12th February 1809 in Shrewsbury, England.
- When he was nine years old, Charles Darwin went to Shrewsbury School for boys. Darwin did not particularly enjoy school and found some of the work, like Latin and Greek, hard. He did, however, love science and was always asking questions.
- When he was 13 years old, he set up a science lab in his garden shed.
- When he was 16 years old, Darwin was sent to Edinburgh to train to become a doctor, like his father, grandfather and brother, who were also all doctors. However, Darwin did not enjoy it and knew he did not want to become a doctor. He didn't like looking at blood.
- His father then sent him to Cambridge to become a vicar, but he was more interested in learning about nature and animals. He had lots of friends and teachers at university who helped him to learn more about these things.



Darwin passed his exams to become a vicar but he did not want this to be his job so he applied for a job onboard a ship called HMS Beagle. Robert FitzRoy (the captain of the ship) was looking for someone to collect and record information about the rocks, plants and animals that they found on their trip.

HMS Beagle set sail on her voyage in 1831. Living conditions on the ship were hard at times. There was not a lot of room onboard as the ship held 75 people. Darwin was often seasick and also caught a fever. The Beagle's voyage lasted for five years. They travelled to South America and reached the Galapagos Islands. When he went ashore, Darwin found plants and animals that nobody had ever seen before! He took many things home with him including finches, Galapagos turtles and seeds from plants. Darwin wrote down all of his findings. When he returned home to England in 1836, he planted the seeds he had bought back and noticed that some, like rhubarb and celery, grew very well.

In 1859, Charles Darwin wrote a famous book called 'On the Origin of Species' all about the things he had found on his travels. After 20 years of studying, he had an idea that the plants and creatures he had collected hadn't always been the same as they were when he found them.

He thought that millions of years ago, living things had all started off in the same way and had gradually, very, very slowly, changed. In this way, lots of different animals and plants had developed. This idea is called 'evolution'.

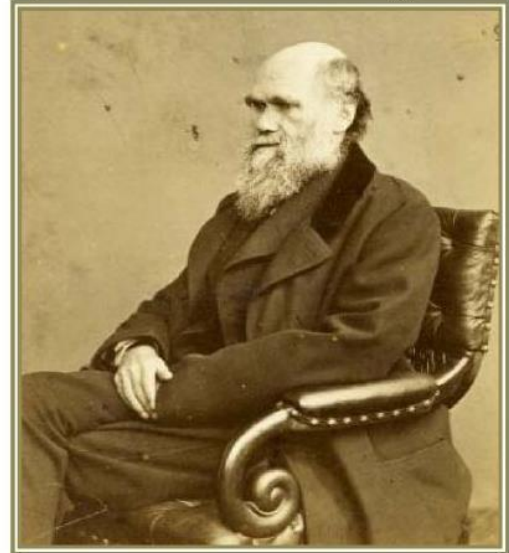


# A biography of Charles Darwin

(1809-1882)

Born in Shrewsbury in 1809, British scientist Charles Darwin became one of the most famous naturalists in the world. His ideas changed the way people think about nature and the living things that thrive in every environment on the planet Earth. Most notably, Darwin shocked many people with his ideas that human beings are directly descended from animals such as apes.

1859 was a time when people's thinking about the world was based on the story of Genesis in the Old Testament of the Bible, a Christian point of view, which describes how god created the world in seven days. Darwin's research and the document he wrote, called 'On the Origin of Species by Means of Natural Selection', shocked everyone. The idea that humans were simply animals that had evolved, like all those animals around them, was hard for people to believe. Not least the Church which attacked Darwin's ideas, which went against its beliefs and teachings.



*Image credit Wellcome Library, London*

So how did Charles Darwin come to such a radical idea? During a scientific expedition to The Galapagos Islands in 1831, Darwin first began to think and read about fossils being possible evidence for ancient life on Earth. The Galapagos Islands are located about 500 miles west of the coast of South America. Here the animals had been isolated from the mainland and so had developed (evolved or adapted) their own unique characteristics. Once there, Darwin was enthralled by the vast array of distinct life forms around him. Many of the animals and plants here were unique.

Gradually, through observing species here and elsewhere, Darwin concluded that animals change to suit their environment over periods of time and that these changes take place over vast amounts of time. He came up with a theory of **natural selection** – where a species only survives if it conforms to the changes in nature around it. These changes might be in the food chains or in the environment. Darwin pondered on his ideas for 20 years before making a joint announcement with fellow scientist, Alfred Russel Wallace (who had similar notions).

Now, over 150 years later, Darwin and Wallace's theories are the accepted explanation of how life around us, including ourselves, has evolved to fit in with nature's ever-changing ways. Darwin, because of his careful evidence-based work, is regarded as one of the most respected scientific thinkers of the past few hundred years.

# Theory of Evolution

## The Galapagos Finches



I observed that there were lots of different types of finches. People believed that these were different species of birds that happened to have some similarities.



However, I realised that these birds were varieties of the same species and were related.

In one part of the Galapagos Islands, bad weather affected the plants and so only those with larger seeds were left. Those finches who had slightly larger beaks were able to eat these seeds while those with smaller beaks could not.



Only the offspring with large beaks could break open and eat the larger seeds. Therefore, these offspring survived and the other, smaller beaked offspring died. 'Survival of the fittest' means those that are most suited to their environment as a result of their inherited or adaptive traits survive while others do not.





Animals and plants evolve to make adaptations to not only survive but to survive better. Some of these changes are down to habitats.



Darwin studied different finches living in different parts of the Galapagos Islands and realised, even though they were different, they all had the same ancestors! Some had evolved to have larger beaks in certain areas, some with smaller beaks in other areas due to different food being available.

## Small Changes Add up to Big Changes

Over time, the result of a few generations start to make noticeable differences.

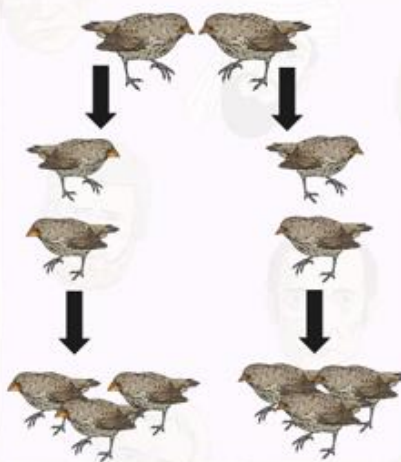
### Looking at the Galapagos finches

The ones with large beaks reproduced and had offspring.

More of these offspring inherited large beaks and survived.

In other parts of the Galapagos, smaller beaks ensured better survival than larger ones.

The adaptations meant that over a long period of time, the Galapagos finches evolved adaptive traits that caused differences between them.



These offspring would also have differed due to inherited and environmental factors and so eventually over time stopped resembling their common finch ancestors.

**Evolution** is the process of adaptation over a long period of time.

This process, whereby certain inherited and adaptive traits allowed them to live and reproduce while others became extinct, is called **natural selection**.

### Finch Ancestors



Different varieties of finches who evolved from a common ancestor that exist today.



## Session 3

### Dare to take risks

**What are your hopes and dreams for secondary school?**

You will be there from when you're 11 to maybe 16 or 18 years old.  
A lot will change in that time.

Write down your thoughts about the following:

- What do you hope you will achieve?
- What kind of person do you hope you will become?
- Write down three words that you hope people will say about you.

1.

2.

3.

# Are you scared of failure?

Everyone will be scared of failure at some point in our lives, BUT sometimes fear stops us from doing things.

It can stop you from achieving your goals and dreams.

What are you worried about 'failing' in secondary school?

Some Year 6 students say that they are worried about some of the following:

- not making friends
- not being able to do the work
- that they won't know where to go.

Think again about failure.

That is how we learn.

It is how we become determined.

Think of something that didn't go quite as you had expected. What did it teach you?

Jot that down now.

## Session 4

### Making the change

Before you make a change, it is good to look back as well as look forward. Doing this can help you to see how far you have come! You started primary school when you were just 5 years old – you couldn't read or write back then!

### School memories

Name three things that have changed the most about you since you started primary school.

1.

2.

3.

What will you miss most about your old school?

What are you most concerned about in your new school?

## **New school**

Write down three things that you are really excited about doing in secondary school.

Write down three worries you have about secondary school.  
Speak to someone you trust about your worries to help you feel better.

## **Life is a journey...**

Build on who are and what you have done in primary school...

Use it as a stepping stone to help you achieve, and enjoy a new school and environment.

What are the things that you have already done at primary school that you would like to build on?



# Parts of the Body Snap Cards

## Instructions

Shuffle the picture and word cards together and deal them out to the players. Holding their cards face down, players take their top card, name it (by either reading the word or naming the picture) and place it on the pile in the middle. Players continue to place their cards until there are two matching cards (either matching words, pictures or word and picture). They then must touch the pile and shout 'snap!' This person then collects all the cards in the pile. The winner is the person with the biggest pile of cards when the time runs out.

**le nez**

**la main**

**les yeux**

**l'oreille**

**la tête**

**le bras**

**la jambe**

**le genou**

**la bouche**

**le coude**

**le pied**

**les cheveux**



