

Good morning Y6

- Sit at your table (look where your tray is)
- Wait until you are asked to wash your hands

THEN...

- Try out the morning maths challenge on your whiteboard (equipment in your tray!)
- Self-mark your maths work with a calculator

Thursday 11th June

Morning Maths

Maths: Escape Room

Break

PSHE

Lunch

Art reflection

PE: Just Dance

Story

A reminder: Keeping safe

Things to discuss:

- Hand washing
- Social distancing
- Coughs/sneezing: Catch it, Bin it, Kill it!
- Jokes
- Trays/equipment
- Fire drill/procedures

Well-being Scale

5	I feel.. <ul style="list-style-type: none">• Confident• Brave• Flexible• Motivated	
4	I feel.. <ul style="list-style-type: none">• Good• Happy• Good energy• Focused	
3	I feel.. <ul style="list-style-type: none">• Calm• Little emotion• Dazed	
2	I feel.. <ul style="list-style-type: none">• Not at ease• Unhappy• Worried• Would like to talk• Open to comfort	
1	I feel.. <ul style="list-style-type: none">• Sad• Upset or Frightened• Frustrated• Agitated• Want to be alone• Don't want to talk	

Well-being scale

Overall, how are you feeling right now?

Look back at last week's feelings...has anything changed?

- Circle the number or emoji
- Highlight/circle any appropriate words
- Annotate the scale with why you are feeling that way
- Add to your scale later if your feelings change (jot down a time)

The Worry Box

- The worry box is available to use every day.
- Write down thoughts or questions.
- You can put your note in anonymously
- If you would like to be spoken to about the question/worry, then remember to put your name on
- If you DO want your question/worry to be shared in the class forum then put a star at the top of the post-it. The answer to your worry/question might support someone else.



Back at school...rules and expectations

What new meanings do these words now have?

- Safe
- Ready
- Respectful





Escape the Room



LI: To apply and explain a range of maths strategies

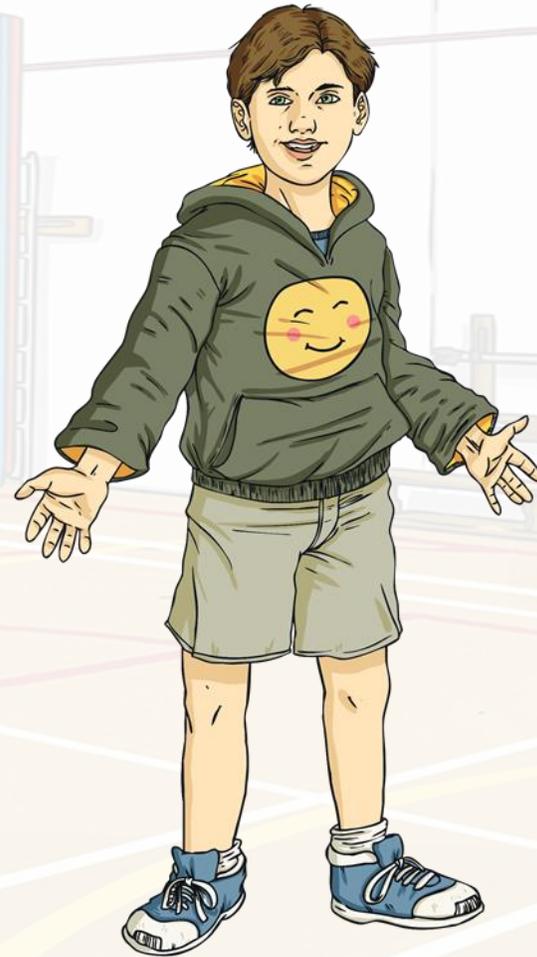
C: Escape room

Escape the Room!

You have been helping your teacher to tidy up the sports equipment after a P.E. lesson. You hear a loud bang and turn around to find that you have been accidentally locked in the school hall!

Solve the clues and puzzles hidden around the room and reveal the keypad code needed to open the door.

The clues could be anywhere so you need to keep your eyes peeled and your mind sharp! Good luck!



The Rules

Escape the Room

Solve the clues hidden around the room to reveal the ten-digit code needed to escape the room.

Record the digits in the table as you crack the clues.



1 st digit	2 nd digit	3 rd digit	4 th digit
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5 th digit	6 th digit	7 th digit	8 th digit
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	9 th digit	10 th digit	
	<input type="text"/>	<input type="text"/>	

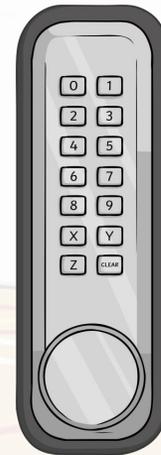


Once you have discovered the ten-digit code for the keypad, check it with your teacher and find out if you can escape the room!

- You need to work independently.
- You will be given a clue card to stick in your book and make any jottings and any working out.
- When you find a clue that has been hidden, work to find the answer and reveal one of the digits to the keypad code.
- Record your answer on the answer sheet.
- Once you have discovered the ten-digit code for the keypad, check it with your teacher and find out if you can escape the room!

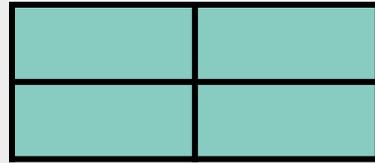


Reveal the Answers

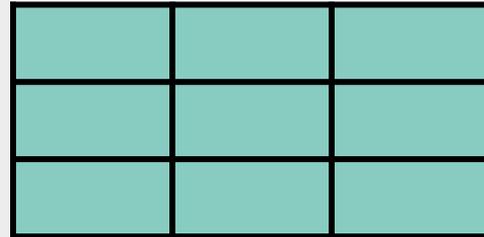


Clue for Digit 1

There are 9 rectangles (including squares) in this 2×2 grid.



How many rectangles (including squares) are there in this 3×3 grid?



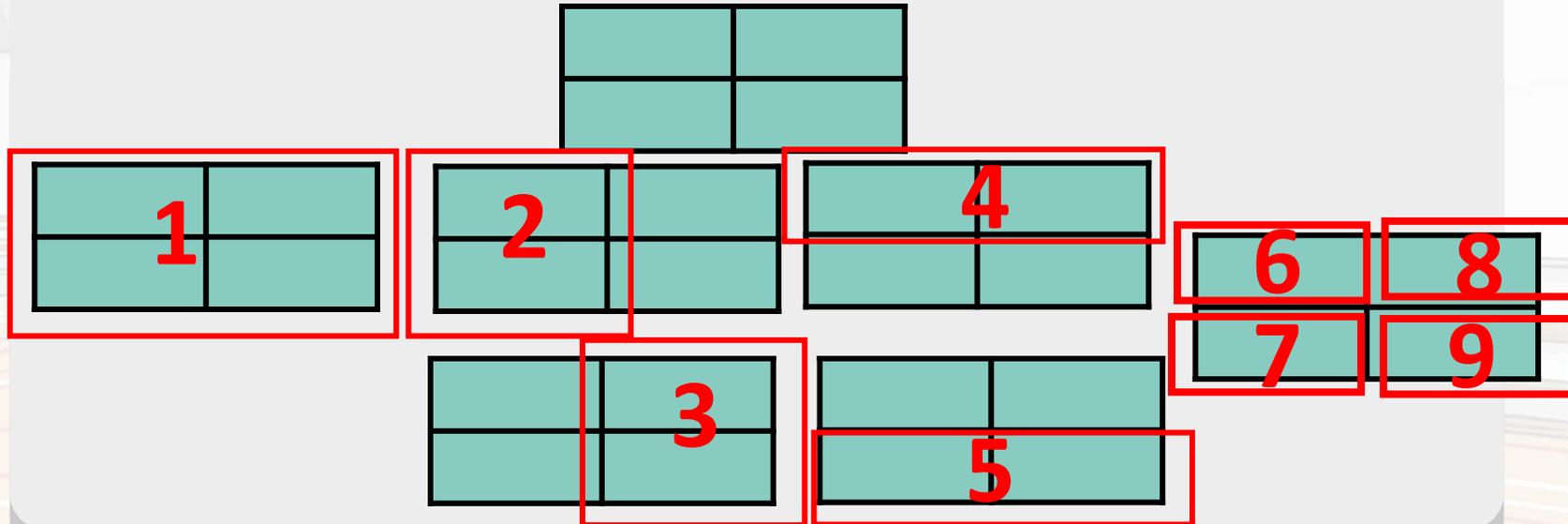
Add together the digits of the answer to give you the first digit of the keypad code.

36 rectangles (including squares)

$$3 + 6 = 9$$

But how are there 9?

There are 9 rectangles (including squares) in this 2 × 2 grid.



Add together the digits of the answer to give you the first digit of the keypad code.

36 rectangles (including squares)

$$3 + 6 = 9$$

Clue for Digit 2

Discover the smallest square number that can be written using five **different** Roman numerals.

Divide this number by 24 to discover the second digit of the keypad code.

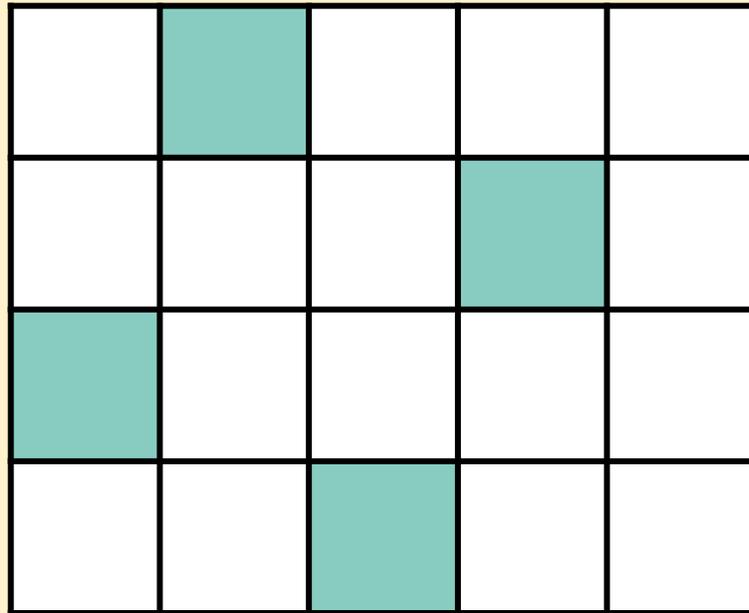
$$\text{CXLIV} = 144$$

$$144 \div 24 = \mathbf{6}$$

Roman Numerals	Value
I	1
V	5
X	10
L	50
C	100
D	500
M	1000

Clue for Digit 3

How many more squares need to be shaded in so that $\frac{3}{4}$ of the grid is shaded?



Add together the digits of this answer to give you the third digit of the keypad code.

The grid is split into 20 equal parts altogether.

$$\frac{3}{4} \text{ of } 20 = 15$$

4 parts are already shaded, which means that 11 more need to be shaded to total 15.

$$1 + 1 = \mathbf{2}$$

Clue for Digit 4

Use the clues to calculate the mystery number.

- **Rounded to the nearest ten, the number is 61 460.**
- **The number is divisible by 4.**
- **The digit sum is even.**

What is the number?

Add together the digits of the mystery number to give you the fourth digit of the keypad code.

$$61\ 456$$

$$6 + 1 + 4 + 5 + 6 = 22$$

$$2 + 2 = \mathbf{4}$$

61 460	Possible numbers which round to the nearest ten:	61 455, 61 456, 61 457, 61 458, 61 459, 61 460, 61 461, 61 462, 61 463, 61 464
Which of these numbers are divisible by 4?		61 456, 61 460, 61 464
Which of these numbers have an even digit sum?		61 456

Clue for Digit 5

Here is a line graph showing the length of a shadow measured over time.

At its shortest length, the shadow measured 40cm.

At its longest length, the shadow measured 240cm.

What was the length of the shadow at hour 7?

The tens digit of this answer will give you the fifth digit of the keypad code.

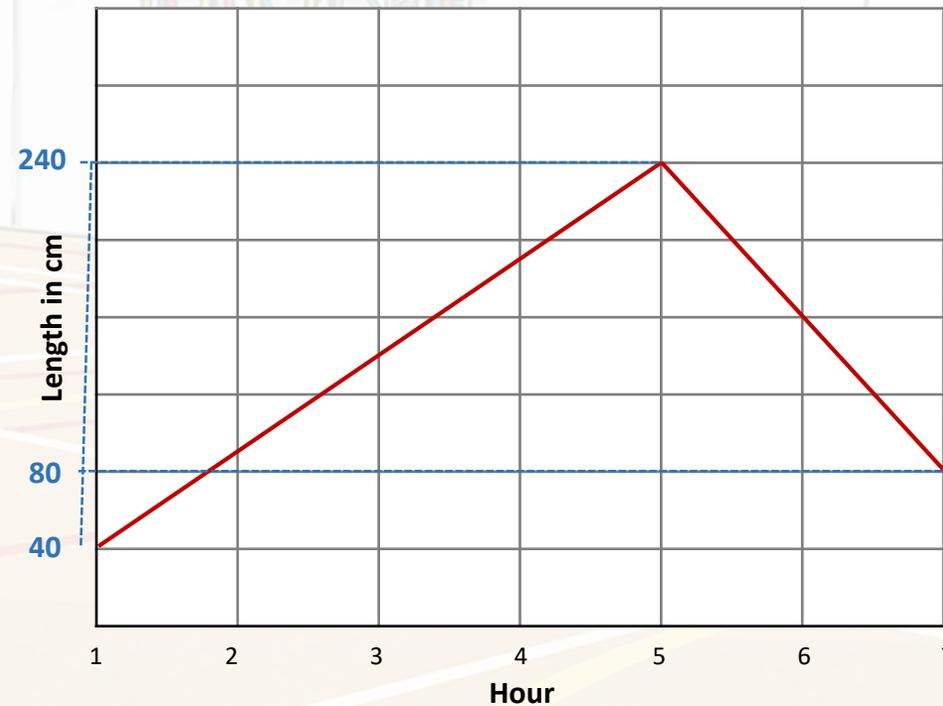
$$240 - 40 = 200$$

$$200 \div 5 = 40$$

$$40 + 40 = 80\text{cm}$$

The tens digit is **8**.

A Line Graph to Show the Length of a Shadow Measured over Time



Clue for Digit 6

Work out the rule for each number sequence and find the next five numbers in each sequence.

1.	1250	1350	1450	1550	1650	1750	1850
2.	6750	5750	4750	3750	2750	1750	750
3.	1810	1800	1790	1780	1770	1760	1750

Which number is common to each of the number sequences?

Add together the digits of this answer to give you the sixth digit of the keypad code.

1750

$$1 + 7 + 5 + 0 = 13$$

$$1 + 3 = \mathbf{4}$$

Clue for Digit 7

Use the clues to calculate the mystery two-digit number that is less than 50.

- It is one more than a prime number.
- The sum of its digits is a square number.

Add together the digits of this answer to give you the seventh digit of the keypad code.

Possible two-digit numbers, less than 50, which are one more than a prime number:	12, 14, 18, 20, 24, 30, 32, 38, 42, 44, 48
Which of these numbers has a square number digit sum?	18

$$1 + 8 = 9$$

Clue for Digit 8

Use the clues to calculate the mystery five-digit number.

- The digits of the hundreds and ones total 12.
- It has two more ones than hundreds.
- It has one less ten thousand than ones.
- The digits of the thousands and hundreds total the same digit as the number of ten thousands.
- It has a digit sum of 22.

The tens digit of this answer will give you the eighth digit of the keypad code.

Possible combinations of digits that total 12:	9 + 3, 8 + 4, 7 + 5, 6 + 6, 5 + 7, 4 + 8, 3 + 9
Which of these combinations have a difference of 2?	7 + 5 so the number has 5 hundreds and 7 ones
One less number of ten thousands than ones:	There are 7 ones, so there must be 6 ten thousands.
The digits of the thousands and hundreds total the same digit as the number of ten thousands.	There are 6 ten thousands and 5 hundreds, so there must be 1 thousand.
It has a digit sum of 22.	61 5?7 totals 19 so the tens digit must be 3 .

Clue for Digit 9

Calculate the difference between these pairs of numbers.
Which answer appears twice?

Add together the digits of this answer to give you the ninth digit of the keypad code.

1.	23	to	-13	36
2.	-16	to	27	43
3.	26	to	-12	38
4.	-11	to	31	42
5.	21	to	-24	45
6.	-8	to	35	43

$$4 + 3 = 7$$

Clue for Digit 10

Find the missing digits in these calculations. Which missing digit is common to both calculations?

This answer will give you the tenth digit of the keypad code.

	2	7	8	4
+	5	9	6	3
<hr/>				
	8	7	4	7

	7	0	5	6
-	3	9	5	2
<hr/>				
	3	1	0	4

9 appears twice.

Escape the Room Keypad Code

Digit 1	Digit 2	Digit 3	Digit 4	Digit 5	Digit 6	Digit 7	Digit 8	Digit 9	Digit 10
9	6	2	4	8	4	9	3	7	9

Click on a rectangle to reveal the digit.



Character Education Year
6 Summer 2
Lesson 1

Courtesy - Knightly Values

LI: To recognise examples of self-discipline
C: Gareth and Lynette



What
is 'virtue'?

What
is 'character'?





Working Definitions

Virtue

A moral quality that is considered desirable or right.

Character

The combination of morals and qualities that make up a person.

The Knightly Virtues



The Knightly Virtues



To put the needs of others before your own, and be willing to take care of others as you take care of yourself.



Having the strength and will to know what you should do even though you may be afraid.



To be true to yourself and other people.



To have an understanding of what it is to uphold what is right.



To feel and to show great affection for another person or group of people.



The ability to control yourself and to be very organised



Working hard for a person, organisation or country.
Helping other people.



To feel or to show appreciation for something that has been done for you.

The Knightly Virtues



To put the needs of others before

These are the values we are looking at today.



Working hard for a person, organisation or country.
Helping other people.



Having the strength and will to know what you should do even though you may be afraid.



To have an understanding of what it is to uphold what is right.



The ability to control yourself and to be very organised



To feel or to show appreciation for something that has been done for you.

Knightly Virtues



Gareth & Lynette



Read the story together

Queen Bellicent of Orkney had three tall sons; and the youngest, named Gareth, was the tallest of all. Gareth's brothers, Sir Gawain and Sir Gaheris were both Knights of the Round Table, and Gareth longed to join them at the court of King Arthur, and to do valiant deeds that would allow him to join the Fellowship of the Round Table, and make him worthy to sit in the company of Sir Lancelot, the most well-known and respected of any knight in the world.

So Gareth begged his mother, "Let me go; I am not a child anymore." But Queen Bellicent didn't want to lose her youngest son as easily as her eldest two had gone. She insisted that Gareth work for a year and a day, in secret, as a kitchen servant in Arthur's Court before he could become a knight. "Son, you shall go to Arthur's Court once you have worked among the pots and pans as a scullion; and you shall not tell your name to any one".

"So be it. I will work hard for a year and a day to gain my wish; for all I desire is to be among those noble knights, and to win myself a name like theirs." He kissed Queen Bellicent and departed.

Read the story together

At that time, King Arthur was hosting the feast of Whitsuntide, in a city called Kink-Kenadon, near Wales. The King had a custom that he would not sit down to dinner until he had seen something remarkable, or heard about some adventures. So far on this day, nothing of interest had happened. However, soon three men drew near to Kink-Kenadon castle and came into the King's dining hall. The men were very well dressed, and one of them was very tall and handsome.

The tall young man walked in and said, "King Arthur, God bless you, and all your noble Fellowship of the Round Table; I come to ask three gifts of you."

"The first," said he, "is, that you will let me serve among the kitchen-boys and be given meat and drink for a twelvemonth. If you grant me this, I will ask the other two gifts in a year, wherever you hold your high feast."

King Arthur accepted the request and allowed the tall man to work in his kitchen. "You shall have meat and drink, for I never refused that to friend or foe. But what is your name?" "I cannot tell you," said the tall man. "That is marvellous," said the King, "not to know your name; for you seem the finest young man that ever came into our presence."

King Arthur called Sir Kay, the steward, and told him give the young man the best food and drink, and treat him in all respects as though he were a lord's son.

Read the story together

Sir Kay wasn't pleased. He named the tall man 'Beaumains' ['Fairhands'], because his hands were large and white, and took him to the kitchen, making sure he only had thick pottage to eat. Sir Kay jeered and mocked Beaumains, and made him do the meanest and hardest tasks. However, Sir Lancelot treated him with great gentleness and courtesy; saying, "I will wager that this youth shall prove a very honourable young man." Lancelot invited Beaumains to dine with him in his private chamber; but Beaumains would not accept the offer. Instead, he sat down and ate sadly among the kitchen-boys. Every day he worked among the greasy pots and pans, and every night he slept in the kitchen: and he did this for a whole year, and never did anything to displease anyone, and was always meek and mild and obedient to Sir Kay, who hated him and called him 'kitchen boy'.

Read the story together

Whenever the knights were jousting, Beaumains would go and watch. He loved to hear tales of good knights, and of the great deeds of Sir Lancelot, which the kitchen folk told round the fire. Lancelot was the strongest of all knights; no one could throw a heavy bar or stone as far as he could; and he was the fastest runner and greatest wrestler.

So the year passed and Whitsuntide came round again. The King held the feast this time at the city of Carleon. Again, King Arthur would not eat dinner until he had heard of some adventures. Presently, a maiden named Lynette rode up on a white palfrey. She bowed to the King, and asked him for help. "Sir," said she, "I serve a beautiful and well-known lady named Lyonors. A tyrant besieges her in her castle, so that she cannot leave. I beg you to send Sir Lancelot to my Lady's help."

The King asked, "Who is this tyrant?" Lynette said, "He is called the Red Knight of the Red Lawns; and he is determined to marry the Lady Lyonors, whether she wants to or not; though she hates him. Four knights hold the fords of the river surrounding her castle, so that no man may come past; and they are so strong that only a very strong knight might overcome them."

Read the story together

They call themselves Morning Star, Noon-day Sun, and Evening Star: and the fourth is called Night and Death, and is more terrible than all the others. So, I have come for Sir Lancelot; for there is no other knight that could undertake this adventure and succeed in it."

Then Beaumains, the kitchen-boy, came forward crying. "Sir King! Sir King!" and everyone turned to look at this tall young man. "I have been in your kitchen for the last year and have served you honestly for my meat and drink; and now I will ask my two gifts that were to be granted me today. First, that you will grant me the honour of this adventure of the rescue of Lady Lyonors, for it belongs to me by right." "Thou shalt have it," said the King. "Then, Sir," said Beaumains, "this is the other gift, that you will tell Sir Lancelot to knight me whenever I ask him to, for I will be made knight by him and by no other." "All this shall be done," said the King. "Fie!" said Lynette, "I asked for Sir Lancelot; and I am given a kitchen boy?" She was very angry indeed, and took her horse and left.

Read the story together

A man then came into the hall and told Beaumains that his horse and armour were waiting ready outside; and there waiting was all the richest armour that a knight could need, which had been sent by Queen Bellicent. The court wondered where all these things had come; for the horse's trappings were of cloth-of-gold, and so were Beaumains' mantle and tunic; and he looked more like a prince than a scullion. He bade farewell to the King, and rode after the maiden; and Sir Lancelot rode a little way with him.

Sir Kay was angry and jealous, and said aloud in the hall, "I will ride after my kitchen boy and bring him back to his work."

So he took his horse and spear and followed; and he cried, "Ho there! Beaumains the scullion! Turn back! Do you not know me, your master?"

"Yes," said Beaumains, turning around, "I know you as the rudest knight of Arthur's court."

Read the story together

Now you must beware of me!" And they rode hard at each other with their spears pointed and Beaumains unhorsed Sir Kay, and left him lying on the ground. Lynette had watched this from a little way ahead.

Beaumains said to Lancelot, "Do you think that someday I may prove myself fit to be a knight?" "Yes," said Lancelot, "if you go on as you have begun; and indeed you should by rights be a knight already. But I cannot give you the order of knighthood till I know your name and family; I promise you that I will not tell it to any man.

"My name is Gareth; son of King Lot of Orkney, and brother to the good knight Sir Gawain."

"Ah, sir!" said Lancelot, "I always thought you came of a noble race." And Sir Lancelot made him knight there and then. Afterwards he went back to Sir Kay, and had him taken home on his shield, as his shoulder was put out of joint by his fall. And Sir Beaumains rode after the maid Lynette

Read the story together

But when he overtook her, she said, "Away, kitchen lad your clothes are covered in tallow, and you smell of the kitchen. I accept that you have overthrown your master, Sir Kay; but you are no more than a turner of spits and a washer of spoons. How can you hope to finish my adventure?" "I shall do my best," said Beaumains. So Lynette rode on in front; for she would not ride beside him.

As they passed through a wood, a man came running and calling for help; "Robbers have seized my lord, bound him, and I fear they are about to kill him!" "Bring me to him," said Sir Beaumains. They came to a glade where there was a knight bound with ropes, and six robbers about to drown him in the river. With three strokes of his sword, Sir Beaumains slew three of the robbers, and the other three fled. The freed knight invited Sir Beaumains to his castle, so he could reward him with praise and honour. "Sir," said Beaumains, "today I was knighted by Sir Lancelot, and that is enough reward for me. And also I must follow this maiden." So they parted company.

Read the story together

But Lynette again made Beaumains ride behind her, saying, "You are strong in the arm; but still you smell of a kitchen, and soon you will meet with a stronger man than yourself, who shall put you to shame." "Maiden, I heed not what you say, so long as I may save the Lady Lyonors." The maiden continued to scoff at him, but Sir Beaumains did not answer a word.

They came to a ford in a great river, with a narrow bridge across; on the other side was the knight who called himself the Morning-Star. And he called across the river, "Maiden, is this your champion that you have brought? Is he a knight of King Arthur's court?" "Nay, good knight," said she, "this is no knight at all, only a scullion, who has been fed in King Arthur's kitchen; I am ashamed to be seen in his company."

"That may be," said the knight, "but he looks a very strong man. I shall soon overcome him and take his horse and armour."

Read the story together

But Beaumains said, "Sir Knight, whether you like it or not, I am going to force this crossing; and you will get neither horse nor armour of mine without winning them in hard fight."

"It is not proper for a kitchen-boy to ride with such a lady as your companion." Said the knight. "You lie," said Beaumains, "I come of higher lineage than you!"

The two knights fought a short sharp fight, and Beaumains unhorsed the Morning-Star, and brought him to his knees. Lynette cried out, "Do not kill him!", so Beaumains bid him go to Arthur's Court and ask for pardon; and he himself rode on after the maiden. She called back over her shoulder "keep away, do not come between me and the wind for you smell of the kitchen worse than ever! If you have over-thrown the Morning-Star, it was by chance and you are still no better than a scullion. There is a knight nearby, who shall pay you for your insolence."

Read the story together

Thus, shortly, they came to another ford in the river, and saw the knight called Noon-day Sun guarding it, pacing up and down all in blazing red armour. He taunted Beaumains, and defied him, as his brother had done; and Beaumains challenged him to combat. Noon-day Sun was bigger and stronger than the Morning-Star, and he fought very fiercely. But in the end he was unhorsed, and surrendered.

Lynette, however, was still as disdainful as ever, and said "Fie, for shame that a good knight should fall before a kitchen knave!"

Soon they came to the third crossing of the river, with the Knight of the Evening-Star waiting to challenge all-comers. Sir Beaumains encountered and overcame him and the three fords were won.

Read the story together

Finally, in the twilight of the evening, they came to the castle of Lady Lyonors. A black pavilion was in front of it, and a terrifying skeleton in black armour, on a black horse, was riding up and down. "Fool!" said Lynette. "You had better flee whilst there is still time; for this is Death himself, and you shall never overcome him; for who can overcome Death?" "Let him come on and do his worst," said Beaumains, "I shall not fail to fight while my life lasts." "Oh mercy!" said Lynette, "What a man you are! How patient, how dauntless! I am sure you must come of noble blood; for never did a woman treat a knight so shamefully as I have done you, and you have endured it all with gentleness and courtesy, never answering a word back again. I am sorry that I have treated you so; and still more sorry because I know you will shortly be killed. It is not possible to escape Death."

Read the story together

"Lady, whether I be a gentleman or not, I have done you gentleman's service; and perhaps I shall do better still before I depart from you. Now I will end this adventure as best I may." With that, he charged hotly upon the figure of Death, and split his helm in two. But from within the skull there appeared the bright face of a boy, crying, "Do not harm me, Sir Knight; for I should never have harmed you; I am but a boy. My brethren put me here, to scare off all from Lady Lyonors, while they kept the fordings of the river." "But where is the Red Knight of the Red Lawns?" asked Beaumains. "If you have passed the fords," said the boy, "you must certainly have met and overthrown him; for he was the knight all in blazing red armour, calling himself the Noon-day Sun."

Then Dame Lyonors came forth out of the castle, to welcome her champion; and she was dressed richly like a princess, and as beautiful as a midsummer morning. Sir Beaumains and Dame Lyonors fell in love; and they agreed to be married on their return to Carleon.

Read the story together

Meanwhile the three defeated knights, Morning-Star, Noon-day Sun, and Evening Star, had asked for mercy at Arthur's Court; and when King Arthur heard of all the gallant doings of his kitchen lad, he was greatly astonished. "You need not wonder," said Sir Lancelot, "for there are few men living that are as strong as he, and of such noble blood." "It would seem that you know his name, and whence he comes, and of whose family." "I suppose I do," said Lancelot, "or else I should not have knighted him."

As they spoke, Queen Bellicent of Orkney arrived seeking news of her dear son Gareth; and so all was soon made known. And at the marriage of Gareth and Lyonors, there was the heartiest rejoicing among the knights that ever had been known at Arthur's Court.

Gareth & King Arthur



Characters and Glossary

Characters

Sir Gareth	son of the King of Orkney
Sir Beaumains	Sir Gareth's alter ego
Lady Lyonors	marries Sir Gareth
Lynette	servant to Lady Lyonors
King Lot	King of Orkney; Gareth's father
Queen Bellicent	Queen of Orkney; Gareth's mother
Sir Gawain	Gareth's brother
Sir Gaheris	Gareth's brother
King Arthur	King of England
Sir Lancelot	the most well-known and respected of any knight in the world
Sir Kay	the steward
Red Knight of the Red Lawns	suitor of Lady Lyonors
Morning Star	one of the Red Knight's soldiers
Noon-day Sun	one of the Red Knight's soldiers
Evening Star	one of the Red Knight's soldiers
Night and Death	the most terrible of the Red Knight's soldiers

Characters and Glossary

The Story

Dauntless

Without intimidation.

Fellowship of the Round Table

The collective brotherhood of knights who were usually of noble birth: kings, princes, dukes, earls, and barons, who formed the backbone of any army of the time. Merlin the Wizard created the legendary Round Table - in a shape symbolising the roundness of the universe. The Fellowship of Knights each made an oath to protect the distressed, maintain the right, and live a stainless existence.

Ford

Shallow place to cross a river.

Jousting

a game contested between two horsemen with lances, often as part of a tournament. The horsemen ride towards one another at speed and attempt to unseat their opponent, or break their lance on their opponent's shield or armour.

Heed not what you say

To take no notice, or to choose to ignore.

Higher Lineage

higher social standing.

Palfrey

a highly valued horse.

Scullion

a male servant who performed menial kitchen jobs (washing, cleaning, etc.) in large households.

Slew

killed violently.

Tallow

beef/mutton fat.

Thick Pottage

a thick soup or stew.

Trappings of cloth-of-gold

expensive fabrics, usually covering a horse and/or its carriage.

Turner of spits and washer of spoons

a servant, carrying out basic tasks such as turning a spit (hog roast), or washing cutlery.

Valiant

brave able to face and deal with danger or fear without flinching.

Whitsuntide

holiday period in Medieval times for serfs.

Activity 1:

On your own, go through the story and pick out two examples where Gareth shows self discipline.

How do the examples found benefit him in his quest to become a knight?

Be prepared to share your thoughts with the rest of the class.

Activity 2

What can you learn from Gareth to help you develop the virtue of self-discipline in your own life?

Art: Reflection

Look at the painting you completed last week and complete the following reflection:

- I was pleased with my work because...
- It does/doesn't look like the original Gainsborough work because...
- I found tricky, due to....
- If I were to complete the painting again, I would....
- Overall I think that...

PE

- *Social distancing still applies to PE lessons*
- *Give each other space!*
- *If you realise the space/gap has closed, take a few steps to increase the space*
- *If the Just Dance routine involves moves which touch a partner, don't copy that move!*

Just Dance

- Con Calma: <https://www.youtube.com/watch?v=1px-NTgSd7Y>
- Waka Waka: https://www.youtube.com/watch?v=gCzgc_RelBA
- Aladdin: <https://www.youtube.com/watch?v=M8SIxE-MCFY>
- Ghostbusters: <https://www.youtube.com/watch?v=izMJDihQBH0>
- Supercalafragalistic: <https://www.youtube.com/watch?v=WSdC3IoYdYA>
- Timber: <https://www.youtube.com/watch?v=66wCy2KwICk>
- Party Rock: <https://www.youtube.com/watch?v=6h5LioWoa4>
- Whip: <https://www.youtube.com/watch?v=bMZAuhadz2Y>

Friday 12th June

Morning Maths

English: Reading

Break

PSHE: Character Education

Lunch

PE

Class forum

Story

Well-being Scale

5	I feel.. <ul style="list-style-type: none">• Confident• Brave• Flexible• Motivated	
4	I feel.. <ul style="list-style-type: none">• Good• Happy• Good energy• Focused	
3	I feel.. <ul style="list-style-type: none">• Calm• Little emotion• Dazed	
2	I feel.. <ul style="list-style-type: none">• Not at ease• Unhappy• Worried• Would like to talk• Open to comfort	
1	I feel.. <ul style="list-style-type: none">• Sad• Upset or Frightened• Frustrated• Agitated• Want to be alone• Don't want to talk	

Well-being scale

Overall, how are you feeling right now?

- Circle the number or emoji
- Highlight/circle any appropriate words
- Annotate the scale with why you are feeling that way
- Add to your scale later if your feelings change (jot down a time)

LI: To read and respond
C: Cogheart opening

https://docs.google.com/presentation/d/1GI0ugNtZpmMsjnGf5gQ_BPubbdFgTskqKzVOLr6maCo/present?ueb=true&slide=id.g50c4cc01c7_0

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Character Education Year 6 Summer 2 Lesson 2

Forgiveness - Solving Conflicts
Fairly

LI: To consider how to resolve
conflicts

C: Forgiveness - role play

Forgiveness

Today we are going to look at how we can solve conflicts between others using our own skills of forgiveness.

What do you think the term 'mediator' means?

A mediator is a good listener, manages the discussion between the two people, is neutral and offers a way forward.

You will be working in groups of three to play the role of a mediator with two people who are in conflict in different scenarios - we will do this and remain socially distanced.

The mediator sits in the middle, with the other children sitting on either side.

The ground rules:

- Each person will be allowed to speak without interruption,
- The mediator will ask questions after both parties have had the opportunity to share their point of view.
- The mediator offers a solution to the problem.
- Both children agree to forgive and move on.

Scenario 1

You and your best friend are both wanting to be the class representative for the School Council and are arguing over who is the best candidate for this position. Your friend is elected and you fall out with them because of this, telling your friends not to speak to or play with them.

Scenario 2

Two children have been picked as captains in a football match outside in the playground, they have to choose their teams and they fall out because one team has more players than the other.

Scenario 3

Two children are saving money for the latest console game and one buys it before the other.

The child who does not have the game is jealous and starts to say to others how spoiled the other child is.

Scenario 4

One child shares a secret about another person which upsets them and an argument happens between them. The child says that she/he cannot trust the other person any more.

Scenario 5

A child calls another child names because he/she always answers questions in class correctly and is labelled the 'teacher's pet'.

PE

- *Social distancing still applies to PE lessons*
- *Give each other space!*
- *If you realise the space/gap has closed, take a few steps to increase the space*

Warm-up 1- Riverbank

In this simple game, players will put their listening skills, concentration and reflexes to the test.

Equipment: A long rope or ribbon

Lay the rope (or ribbon) on the ground in a spacious area, and get all the players to line up along it. Be sure there's enough space either side for players to safely jump over the rope.

Explain to the children that the side of the rope where they're stood is the "bank" and the other is the "river". When the game leader (this could be you or a designated person) calls the word "river", the players must jump over the rope and "into the river". When they call "bank" they must jump over the rope and back "onto the bank". The game leader can call "river" or "bank" in any order, as many times as they wish!

If a player jumps "into the river" or "onto the bank" when they are not supposed to, they are out of the game. For added excitement, make it so that players are also eliminated if they take too long to jump. The last player remaining is the winner!

Warm-up 2: Sausages and Soldiers

Equipment: one little laminated picture of sausage and one of a soldier!

Children march, gallop etc in space, keeping a distance until the leader shouts 'sausages and soldiers!'. The leader hides the cards behind their back, with one in left and one in right hand. The players stop and choose which to be. A soldier stands to attention and salutes. A sausage lies down. Once all players have taken their positions. The leader says 'and it is a...!' shows what is in their right hand says 'soldier!' or 'sausage!' and all those not being the object shown are out.

The winners are the last two players left in.



Skills 1– Hoola Hooping

Equipment: One hoola hoop for each child. Children standing spaced well apart.

1. Spin the hoop

Spinning the hoop around your waist for as long as you can (you can time your little one and even let them time you if that is something they would find fun). Once mastered, try getting multiple hoops going at once. Or try other body parts like spinning the hoop around your neck, arm, or leg.

Skills developed: coordination, balance

2. Thread the hoop

Pass the hoop from one hand over your head and down your body. This is a great way to work on coordination and mobility. For a more competitive edge, you can make this a race.

Skills developed: coordination, mobility

3. Learn to skip

A hula hoop is a great way to learn how to rope skip. The hoop is solid and easier to control. Kids will feel more instant success while learning the movement pattern and be able to transfer what they've learned to a rope.

Skills developed: skipping, coordination, balance

Skills 2: Solo Skipping Games

Equipment: One skipping rope per child

Basic Jumping Skills:

Scissor jumps: land with one foot forward, then on the next jump switch feet

Cross jumps: land with feet crossed like an X, then apart, then crossed again

Duckie: land with heels apart, toes and knees pointed in; then on next jump, put heels together and toes and knees pointed out

Swing: land on one foot and swing the opposite leg out to the side, then switch on next jump.

Game 9 – Move Like...

Equipment: An outdoor space

Children stand spaced out. When an adult shouts the name of an animal, the children need to think of their own way of moving that represents something within a theme, without touching.

Ideas: Move like an animal (leader calls out an animal, or a kind of animal such as a mammal etc), move like a type of weather (specify kind of weather), move like an imaginary creature etc...

Final challenge: Chalk Walks

Equipment: A piece of chalk and playground space

Either the leader, or children create chalk walk challenges for each other to complete.

Game 11 – Sleeping Lions

Equipment: A group of children and dry grass for the children to lie on spaced apart.

All the children lie down on the floor in sleeping positions, spaced apart.

Once they are settled, they are not allowed to move - you might use the language "freeze" so they fully understand the object of the game.

The leader (the hunter) walks around and tries to make the sleeping lions move by making them laugh, telling them jokes, and so on, without touching them. When any lion moves their name is called, they get up and sit apart. The last child still lying on the grass wins!

