

## Weekly Learning for Year 6

**18th May 2020– Weekly Learning**

### Two week project: Amazing Animal Adaptations!

**Self-Marking:** We have provided the answers for last week's tasks. Please use the answer sheets provided to mark your answers.

- For maths, we have suggested a method for each question so if you have got an answer incorrect look at how you could have worked it out and have another go.
- For reading, we have written example answers for you to self-mark please use this to correct and amend your answers. The reading answers are attached below.
- For SPAG, mark your work using the answers provided.

**Community Collage –** As part of a whole school project, we would like to ask you to draw and colour a picture of yourself with your arms outstretched (scroll down for some examples). Try to do this on an A4 piece of a paper. This is because we would like to create a whole school project to show how we are all connected, despite this difficult time. Take a picture of your drawing and email this to your teachers. We would like everyone to do this, so at school we create one big collage where everyone is holding hands together. So, start drawing and emailing those pictures in!

**Spelling** This week's spelling rule is **'i' before 'e' except after 'c'.**

Both 'ie' and 'ei' make the same sound. In most cases we use 'ie' but when this sound comes after the letter 'c' we use 'ei'. There are also some exceptions to the rule – can you spot them in your spelling list?

**Deceive, conceive, receive, perceive, ceiling, receipt, protein, caffeine, seize, neither.**

1. Look up the definitions for each spelling and write the spelling in a sentence.
2. What do you notice about this week's and last week's spellings? What is the spelling rule?
3. Make a poster/bookmark to help you remember the spelling rule.

#### Reading

This week, we would like you to **read chapter 1 of Rumble Stiltskin on Purple Mash**. Once you have read it you can complete the following on Purple Mash:

- 1) Chapter 1: Multiple Choice (
- 2) Chapter 1: Sequencing
- 3) Chapter 1: Open Ended Questions
- 4) Chapter 1: SPaG

Task 1 is online in your To-Do's. To find task 2, 3 and 4 type Rumble Stiltskin into the search bar and look in the Chapter 1 section. You do not need to print the questions out, just write your answers on a piece of paper and we will send you the answers for you to self-mark your work next week.

#### Spelling, Punctuation and Grammar

Using the following links, learn about subject, object and subject-verb agreement

[https://www.youtube.com/watch?time\\_continue=1&v=ATKdcnTiwFE&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=1&v=ATKdcnTiwFE&feature=emb_logo)

[https://www.youtube.com/watch?time\\_continue=4&v=iTXuI2sG0NY&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=4&v=iTXuI2sG0NY&feature=emb_logo)

[www.youtube.com/watch?v=yEVhUEq6P1w](https://www.youtube.com/watch?v=yEVhUEq6P1w)

Then answer questions on pages 16–17 of your SPAG books.

**Writing** This week we would like you to plan a 'Flashback Story'. A flashback story contains paragraphs that take the reader back in time – to a distant memory, or to something that happened in the past.

- 1) Can you think of any examples of flashback stories or movies that you have enjoyed? If you think of any share these on our class blogs.
- 2) Watch the following clip 'The Piano' <https://www.youtube.com/watch?v=gEAnre-s4-o>
- 3) Break down the video into 'past' and 'present' sections – which moments happen in the present time and which moments are flashbacks into the past in the old man's memory? You could draw a table to help you with this.
- 4) Now think about 'triggers' or 'cues' for the flashbacks. What makes the old man's mind drift away and remember an event? What makes him 'flash forward' to the present? Try putting your ideas into sentences that you could use in your writing:

Flash back cues	Flash forward cues
Listening carefully to the tune, his mind remembered when it had last played...	He jolted, bringing him back to reality...
Feeling cold, he suddenly remembered when...	The music changed key, and the sorrowful feeling disappear...
Playing on, he let his mind wonder...	Suddenly, hearing his grandson laughing, he remembered where he was...
As he stared out of the window, he caught a glimpse of...	At that moment, his grandson tugged at his shirt and the memory faded...

- 5) Now read the example model. Find exciting vocabulary, interesting punctuation and find the triggers and cues. Also identify whether paragraphs are written in the past tense or present tense. **Keep all your ideas safe, as next week you will write your own version using your planning and notes from this week.**

### Maths – Progress Test

This week we would like you to use everything you have already learnt complete the **progress test on pages 28–31**. Circle any questions you struggled with. Next week we will send you the answers so that you can self-mark the test. If you are still struggling to understand some of the questions just email your teacher and they'll help you.

### Getting ready to start secondary school

Next year you will be going to secondary school and whilst it may be hard to prepare while at home you can use this website to learn more about what life is like at secondary school.

<https://www.bbc.co.uk/bitesize/tags/zh4wy9q/starting-secondary-school/1>

**Jigsaw** Mental health is a state of wellbeing where we enjoy life, work productively, can cope when things get difficult and can contribute to his/her community. We can think of our mental health as a set of scales – when there is a balance of challenge and support, we feel OK (mentally healthy).



Read each situation on the attached sheet and decide whether it is a **challenge** or a **support**. Once you have sorted all of the situations think about: Is the scale balanced? Do some of the challenges have a bigger effect than others? Remember challenges, stress and anxiety are a normal part of life and are important for our development. With the right support our mental health can stay in balance for us to feel OK/good. Part of this might be asking for support!

**E-Safety Challenge** Do you think you could make a good film about E-safety? If so, then why not enter the Film competition – click this link to find out more <https://www.childnet.com/resources/film-competition/2020>. Here is a link to help you with your research: <https://www.childnet.com/young-people/primary/get-answers>.

### Keep connected:

We are really looking forward to keeping up to date with your learning. Please keep in touch via the bog and share work or discuss the learning with us via email and twitter:

[sayyedamaryamgangji@lhaines.herts.sch.uk](mailto:sayyedamaryamgangji@lhaines.herts.sch.uk)  
[bushrahaider@lhaines.herts.sch.uk](mailto:bushrahaider@lhaines.herts.sch.uk)  
[carolinesimmons@lhaines.herts.sch.uk](mailto:carolinesimmons@lhaines.herts.sch.uk)  
[rachaelmartin@lhaines.herts.sch.uk](mailto:rachaelmartin@lhaines.herts.sch.uk)  
[shukcheung@lhaines.herts.sch.uk](mailto:shukcheung@lhaines.herts.sch.uk)

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MsSimmons@Lhaines

**Keep Active Challenge!** All around the world people are finding different ways to keep active. Your challenge over the next two weeks is: How many keepie uppies can you do without dropping it? (You don't need a football for this you could do it with a scrunched up ball of tin foil/paper or a toilet roll. For some inspiration check out this video of sports stars using toilet roll for keepie uppies. <https://www.theguardian.com/football/video/2020/mar/20/toilet-roll-keepie-uppies-sports-stars-coronavirus-lockdown-challenge-video>

### Project – Amazing Adapting Animals!

Over the next two weeks for your **eco-challenge** and project we would like you to look at animal adaptations. Watch the following video, read the notes and take the quiz to find out more about what adaptation means: <https://www.bbc.co.uk/bitesize/topics/zvhhvcw/articles/zxg7y4j>.

We would like you to spend some time looking at animals in zoos using some webcams. Each enclosure has been especially designed to suit the animal and its adaptations. The following website has links to many zoo webcams from zoos all over the world: [https://www.holidaypirates.com/travel-magazine/13-zoos-that-offer-live-streams-see-giraffes-koalas-pandas-tigers-penguins-more\\_35765](https://www.holidaypirates.com/travel-magazine/13-zoos-that-offer-live-streams-see-giraffes-koalas-pandas-tigers-penguins-more_35765)

For your project for the next two weeks, we would like you to:

- 1) Research an animal – find out where it usually lives, what its habitat is like (is it cold/hot/dark etc), what adaptations it has to living in that environment, what environmental factors may cause it harm (e.g. pollution, litter).

Recommended websites for your research:

ZSL [www.zsl.org](http://www.zsl.org)

IUCN Red List [www.iucnredlist.org](http://www.iucnredlist.org)

Arkive [www.arkive.org](http://www.arkive.org)

BBC Nature [www.bbc.co.uk/nature/animals](http://www.bbc.co.uk/nature/animals)

2) Next, we would like you to imagine you owned a zoo. You need to design a zoo enclosure to support your chosen animal.

Consider the following questions:

- Where will the animal sleep?
- Does the animal need trees to climb, or water to swim in or sand to burrow in?
- Does the animal need special food?
- Does the animal need to keep very warm, or very cold?

You could draw a picture of your enclosure or build a model of your enclosure. Make sure you use lots of labels to explain what everything is.



If you fancy going even further with this project, then Whipsnade Zoo have the following challenge to design a whole zoo! See here:

[https://www.zsl.org/sites/default/files/media/2015-10/KS2%20-%20Design%20a%20zoo%20with%20a%20budget%202015\\_EDUCATION.pdf](https://www.zsl.org/sites/default/files/media/2015-10/KS2%20-%20Design%20a%20zoo%20with%20a%20budget%202015_EDUCATION.pdf)

### **Maybe you would like to try:**

Below are a list of links that you can use to help keep yourself busy (should you find yourself with some spare time!)

**Please see these two NEW links for some fantastic resources!**

Online Learning provided by teachers who provide explanations for a range of subjects including English and Maths  
<https://www.thenational.academy/online-classroom>

Online Daily Learning for children in a range of subjects including Maths, English and Science –  
<https://www.bbc.co.uk/bitesize/levels/zbr9wmn>

#### **Maths**

- IXL to practise and revise key topics–  
[https://uk.ixl.com/promo?partner=google&campaign=1187&adGroup=Key+Stage+2&gclid=CPPa8teS\\_8kCFQbnwgodgOIB6A](https://uk.ixl.com/promo?partner=google&campaign=1187&adGroup=Key+Stage+2&gclid=CPPa8teS_8kCFQbnwgodgOIB6A)
- Times Table Rock stars–  
<https://ttrockstars.com/>
- BBC bite size to revise/revisit different subjects such as maths topics–  
<https://www.bbc.co.uk/bitesize/levels/zbr9wmn>
- Maths games to help you consolidate your understanding of maths concepts–  
<https://www.sheppardsoftware.com/math.htm>
- Online maths worksheets for different types of maths topics–  
<https://www.math-drills.com/>
- Online maths quizzes –  
<https://www.educationquizzes.com/ks2/maths/>

#### **Reading + English**

- Online website with lots of quizzes for different subjects including English and maths  
<https://www.educationquizzes.com/ks2/>
- Free e-book Library where you can read over 100 books –  
<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>
- Try a creative writing challenge –  
<https://home.oxfordowl.co.uk/blog/harriet-muncasters-creative-writing-challenge/>
- Stories to listen to online which you can review/–  
<https://worldbook.kitaboo.com/reader/worldbook/index.html?usertoken=Mjk5MzQ6MTpJUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDEzMzA2Mjp1cw==>
- Reading Rocks Reviews listen to the reviews of different books before you have a read –  
<https://www.youtube.com/channel/UCDBwXRaWOGPaKd9Hogt5C-w>
- Free audio book from David Walliams–  
<https://www.worldofdavidwalliams.com/elevenses/>

#### **SPaG**

- A website providing a range of grammar activities to improve SPaG–  
<http://www.crickweb.co.uk/ks2literacy.html>
- A website to practise spelling rules and lists –  
[https://www.spellzone.com/word\\_lists/index.cfm](https://www.spellzone.com/word_lists/index.cfm)
- Online grammar quizzes –  
<https://www.educationquizzes.com/ks2/english/>

#### **PE**

- Jo Wicks PE channel – live 9am workout  
<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>
- Online workout for children  
[https://www.youtube.com/watch?v=L\\_A\\_HjHZxfl](https://www.youtube.com/watch?v=L_A_HjHZxfl)

## Reading Answers

Please find the answers to the reading below. Remember, to self-mark your work and amend any that you got wrong. **If you require support or are unsure get in touch with your teachers via email who will be able to help you.**

### Page 22

Question 1) valves

Question 2)

Box 1 – False

Box 2 – True

Box 3 – True

Box 4 – False

Question 3) It increases.

Question 4) oxygen

### Page 23

Question 5) 100,000 times a day.

Question 6) fruit and vegetables

Question 7) They get stronger.

### Page 27

Question 6)

Blood enters this part of the heart – upper chambers

Blood leaves through this part of the heart – lower chambers

Blood travels away from the heart in these vessels – arteries

Blood travels towards the heart in these vessels – veins

Question 7)

Your wrist

### Page 35

Question 1)

It is amazing because it beats all the time throughout your whole life.

Question 2)

1. Easy to eat more fruit and vegetables like adding a chopped banana to your breakfast cereal. Taking raw carrot slices to school.
2. Easy access to exercise opportunities like kicking a ball around in your garden. Dancing to your favourite music with friends. Going on a bike ride with family.

### Page 41

Question 4a) Heart facts

Question 4b)

How your heart works: It works round the clock pumping blood all around your body.

Finger on the pulse: Your heart beats all the time.

### Page 43

#### Question 6)

It is very surprising that so many miles of blood vessels would fit into the human body.

## Spelling, Punctuation and Grammar Answers

Pages 14–15 Modal Verbs			
1	Dad said he <u>might</u> start training for the London Marathon.		1
2	Erin said, "I <u>can/could/should/will/might/ought to</u> walk the dog."		1
3	<div> <div>Modal verb indicates <b>possibility</b></div> <div>Modal verb indicates <b>certainty</b></div> </div> We might be able to pick you up on our way to school. ✓ The bus will come in ten minutes. ✓ Mum may let me stay up late tonight. ✓ My brother can dive from the top diving board! ✓		1
4	In the first sentence, an answer that demonstrates understanding of the certainty of going swimming if it doesn't rain. In the second sentence, an answer that demonstrates understanding of the possibility of going swimming if it doesn't rain.		1
5	Mum said I could play outside if I tidied my room. ✓ Ted might help Dad mow the lawn. ✓		1
6	According to the forecast, it <u>might/may/could/should/ought to</u> snow tomorrow.		1
7	My friend Maria <u>can</u> speak two languages.		1



## Maths Answers

### Written Addition and Subtraction

#### Challenge 1

①a) Dinosaur = £12.75      book = £5.45

$$\begin{array}{r}
 \phantom{0} \\
 \text{£ } 12.75 \\
 - \text{£ } 5.45 \\
 \hline
 \text{£ } 7.30
 \end{array}$$

Answer  
£7.30

b) 1 car = £3.20      book = £5.45

2 cars = £3.20 + £3.20 = £6.40

2 cars + book = £6.40 + £5.45 = £11.85

Answer: £11.85

$$\begin{array}{r}
 \text{2 cars} \left\{ \begin{array}{l} \text{£ } 3.20 \\ \text{£ } 3.20 \end{array} \right. \\
 \text{book} \left\{ \begin{array}{l} + \text{£ } 5.45 \\ \hline \text{£ } 11.85 \end{array} \right.
 \end{array}$$

c)

dinosaur	=	£12.75
car	=	£03.20
book	=	£05.45 +
<hr/>		
		21.40

Answer: £21.40

d)

money in purse	£43.98
money spent	- £21.40
<hr/>	
	£22.58

Answer: £22.58

#### Challenge 2

①

1	8	9	2	←
1	1	8	7	
7	4	5	4	4
2	6	3		

$$\begin{array}{r}
 \phantom{0} \\
 1187 \\
 + 705 \\
 \hline
 1892
 \end{array}$$

$$\begin{array}{r}
 1987 \\
 - 745 \\
 \hline
 1242
 \end{array}$$

$$\begin{array}{r}
 \phantom{0} \\
 442 \\
 + 263 \\
 \hline
 705
 \end{array}$$



② a)

Tomato sauce	£ 2.56
Pizza base	£ 1.18
Pepperoni	£ 3.68
	£ 7.42

Answer £ 7.42

b)

£ 15.67	
- 7.42	
£ 8.25	

Answer £ 8.25

③ a)  $785 + 580 = 1365$

785	
+ 580	
1365	

b)  $1254 - 213 = 1041$

1254	
- 213	
1041	

### Challenge 3

① a)

£ 1.23	
£ 0.98	
£ 2.21	

Answer = £2.21

b)

£ 04.50	
+ £ 24.95	
£ 29.45	

Answer £29.45

c)

£ 5.80	
+ £ 29.45	
£ 35.25	

Answer £35.25

d)

£ 35.15	
- £ 12.48	
£ 22.67	

Answer: £22.67



## Addition and Subtraction Practice

### Challenge 1

$$\begin{array}{r} \textcircled{1} \text{ a) } \quad 316 \\ + 543 \\ \hline 859 \end{array}$$

$$\begin{array}{r} \text{b) } \quad 427 \\ + 632 \\ \hline 1059 \end{array}$$

$$\begin{array}{r} \text{c) } \quad 843 \\ + 171 \\ \hline 1014 \end{array}$$

$$\begin{array}{r} \textcircled{2} \text{ a) } \quad 928 \\ - 714 \\ \hline 214 \end{array}$$

$$\begin{array}{r} \text{b) } \quad 757 \\ - 433 \\ \hline 324 \end{array}$$

$$\begin{array}{r} \text{c) } \quad 872 \\ - 541 \\ \hline 331 \end{array}$$

### Challenge 2

$$\begin{array}{r} \textcircled{1} \text{ a) } \quad 317 \\ + 545 \\ \hline 862 \end{array}$$

$$\begin{array}{r} \text{b) } \quad 853 \\ + 978 \\ \hline 1831 \end{array}$$

$$\begin{array}{r} \text{c) } \quad 39.4 \\ + 65.8 \\ \hline 105.2 \end{array}$$

$$\begin{array}{r} \textcircled{2} \text{ a) } \quad 928 \\ - 453 \\ \hline 475 \end{array}$$

$$\begin{array}{r} \text{b) } \quad 842 \\ - 153 \\ \hline 689 \end{array}$$

$$\begin{array}{r} \text{c) } \quad 86.14 \\ - 27.6 \\ \hline 58.54 \end{array}$$

### Challenge 3

$$\begin{array}{r} \textcircled{1} \text{ a) } \quad 1259 \\ + 3472 \\ \hline 4731 \end{array}$$

$$\begin{array}{r} \text{b) } \quad 903 \\ + 979 \\ \hline 1882 \end{array}$$

$$\begin{array}{r} \text{c) } \quad 39.47 \\ + 63.86 \\ \hline 103.33 \end{array}$$

$$\begin{array}{r} \textcircled{2} \text{ a) } \quad 1205 \\ - 953 \\ \hline 252 \end{array}$$

$$\begin{array}{r} \text{b) } \quad 599 \\ - 1549 \\ \hline 4453 \end{array}$$

$$\begin{array}{r} \text{c) } \quad 180.14 \\ - 27.6 \\ \hline 152.54 \end{array}$$



## Multi-step Problems

### Challenge 1

$\begin{array}{r} \text{① a) } \text{£ } 6.45 \\ + \text{£ } 3.68 \\ \hline \text{£ } 10.13 \end{array}$	$\begin{array}{r} \text{b) } \text{£ } 15.59 \\ - \text{£ } 10.13 \\ \hline \text{£ } 5.46 \end{array}$	$\begin{array}{r} \text{c) } \text{£ } 7.46 \\ + \text{£ } 3.68 \\ \hline \text{£ } 11.14 \end{array}$
$\begin{array}{r} \text{d) Peter } \text{£ } 11.14 \\ \text{Asif } - \text{£ } 10.13 \\ \hline \text{£ } 1.01 \end{array}$	$\begin{array}{r} \text{e) } \text{£ } 20.00 \\ - \text{£ } 11.14 \\ \hline \text{£ } 8.86 \end{array}$	

### Challenge 2

$\begin{array}{r} \text{① a) } \text{£ } 78.99 \\ - \text{£ } 25.43 \\ \hline \text{£ } 53.56 \end{array}$	$\begin{array}{r} \text{b) } \text{£ } 25.43 \\ + \text{£ } 55.78 \\ \hline \text{£ } 81.21 \end{array}$	$\begin{array}{r} \text{c) } \text{£ } 45.45 \\ \text{£ } 23.57 \\ \hline \text{£ } 69.02 \end{array}$
$\begin{array}{r} \text{d) } \text{£ } 18.99 \\ - \text{£ } 69.02 \\ \hline \text{£ } 09.97 \end{array}$	$\begin{array}{r} \text{e) } \text{£ } 45.45 \\ \text{£ } 78.99 \\ + \text{£ } 23.57 \\ \hline \text{£ } 148.01 \end{array}$	

OR 
$$\begin{array}{r} \text{£ } 69.02 \\ + \text{£ } 78.99 \\ \hline \text{£ } 148.01 \end{array}$$

### Challenge 3

$\begin{array}{r} \text{① a) } \text{£ } 44.25 \\ + \text{£ } 24.50 \\ \hline \text{£ } 68.75 \end{array}$	$\begin{array}{r} \text{b) } \text{£ } 145.99 \\ - \text{£ } 145.99 \\ \hline 044.25 \end{array}$ <p style="margin-left: 40px;"> <span style="color: blue;">speed boat</span>  <span style="color: blue;">rowing boat</span> </p> <p style="color: red; margin-left: 40px;">Answer: speed boat and rowing boat</p>
$\begin{array}{r} \text{c) } \text{£ } 224.50 \\ - \text{£ } 145.99 \\ \hline \text{£ } 78.51 \end{array}$	

$\begin{array}{r} \text{② a) Neil's family } \text{£ } 145.99 \\ + \text{£ } 24.50 \\ \hline \text{£ } 170.49 \end{array}$	$\begin{array}{r} \text{Graham } \text{£ } 224.50 \\ + \text{£ } 44.25 \\ \hline \text{£ } 268.75 \end{array}$
$\begin{array}{r} \text{b) } \text{£ } 268.75 \\ - \text{£ } 170.49 \\ \hline \text{£ } 98.26 \end{array}$	

## The Piano (Model Text for Writing)

Here is a model text – we have put the flashback parts in italics to make it really clear for you. You should also try to include:

- Good vocabulary/phrases (including similes, metaphors and personification)
- Triggers/cues for a flash back/flash forward
- Use dashes/brackets/commas to add extra information.
- Fronted adverbials/different ways to start sentences
- Colon to introduce a list

John sits at his piano – at 97 years old, he has been playing the piano for 90 years. In his time, he has played thousands of tunes, but this tune is the most important one. The mournful song reminds him of so much. His precious wedding band presses against the piano keys as his fingers play out the music. His face goes blank. Watching his hands move, and playing on and on, he can hear a second tune echo against his own and he lets his mind wonder...

*He found himself back with his wife Alice, playing happily together. They would spend hours playing classical music, jazz music – whatever suited their mood. Although she was very frail in her later years, she was still an excellent musician. John met her at a piano recital. Being a gentleman, he moved his coat so she could sit down. She smiled at him and she said thank you, very politely. After that, they started talking about anything and everything. Before she left that night, they agreed to meet up and were in love from that moment on. In her last few days, she wouldn't sleep unless John was playing the piano. She would tap her feet and clap her hands while he played Gershwin's Rhapsody in Blue. Then she would kiss him on the cheek and go upstairs. He would wish her sweet dreams. Oh what joy it gave him. He looks up vacantly, eyes now filled with tears, bringing himself back to reality.*

As he stares out of the window, he spies a glimpse of his own reflection: a sad, lonesome sole. The last of his generation left. His mind suddenly floods with memories of that dreadful day many winters ago...

*Brother by his side, hungry for some desperate glory, he had joined the army. They were both so young, so naïve. There were gunshots, blood, explosions: it wasn't the glorious war they had play-acted when they were children. Drunk with fatigue, they cursed their way through sludge, rubble and mud. Hiding behind a burnt out derelict building, he and Charlie sheltered from attacking fire. He signalled for Charlie to shoot. It was too late. Helplessly he held his brother, silently crying at his motionless body in a pool of midnight-red blood. Dead at 19.*

He feels a wretched pain, like a sharp knife. He jolts back to the room and the piano, a stream of guilt rippling through his body. Playing on, the piano music fills the room, lovingly and sorrowfully. He gazes up, desperately reaching for a happier memory. As the key changes, his eyes drift towards the floor and an old wooden children's toy that lies there abandoned. His mind drifts back to himself as a boy.

*It was his birthday although he wasn't expecting any presents. His parents were hardworking but never rich. They never relied on anybody and were proud to be self-sufficient. Yet on his 10th birthday, they handed him a huge blue box – bigger than anything he could ever have expected. They stood and smiled warmly while he carefully opened it up. It was wrapped in blue ribbon and it was covered in crisp, blue tissue paper. Inside the box was a beautiful wooden hobby horse. He was so excited. He used to go out and pretend to be a jockey or cowboy, running up and down, jumping fences and shooting bad guys. Shrieking with excitement.*

*A shriek so real brings him back to the present. Around the piano, a small boy is running, shooting at the bad guys and jumping fences: his grandson is just as excited by the toy horse as John's 10-year-old self was. His grandson is learning to play the piano because John is teaching him. Although he is too small to reach the stool comfortably, he is an excellent climber! He smiles at his grandfather and he has his grandmother's smile. Pride wells up in John's heart: he wouldn't change a single thing about his life despite all the hardship and struggles. It made him what he is today. He realises that even though he may grow old and eventually leave this world, the piano, the song and Alice's smile will still live on.*



We can think of our mental health as a set of scales – when there is a balance of challenge and support, we feel OK (mentally healthy). Read each situation on the attached sheet and decide whether it is a challenge or a support.



**Sort these into challenge and support**

Spending time doing something you enjoy
Getting stressed about school work
Being bullied
Not being able to see your friends because the school is closed
Enjoying time with friends and family
Having an argument with someone
Talking to someone about how you feel
Losing a friend or family member
Having ways to help you calm down when you are feeling stressed
Being able to talk to friends and family even though the school is closed.

Now you have sorted all of the situations think about: Is the scale balanced? Do some of the challenges have a bigger effect than others? What support do you think would help if you were facing the challenges?

## Community Collage examples

