

## Y6 Summer Half Term Plan 5 2022

Subject	Weekly detail					
<p style="text-align: center;"><b>WRITING: composition</b></p> <p><b>Weeks 1 &amp; 2 brought over from HT4. Not completed due to SATs preparation.</b></p>	<p style="text-align: center;"><b>Week 1 Recount</b></p> <p>LO: To know and recognise the features of a recount text.</p> <p>LO: To plan a recount based on a known shared event (all class to use appearance on the game show <i>The Cube</i> as reference).</p> <p>LO: To write a recount based on a known shared event (all class to use appearance on the game show <i>The Cube</i> as reference).</p> <p><b>Outcome:</b> Children will have a clear understanding of</p>	<p style="text-align: center;"><b>Week 2 Recount</b></p> <p>LO: To know features of a diary recount (which will link to writing a recount of The Battle of Marathon as a diary).</p> <p>LO: To plan a recount of an event from history (linked to Ancient Greeks and The Battle of Marathon).</p> <p>LO: To write a letter recounting an event from history.</p> <p><b>Outcome:</b> Children will have planned and written a diary entry by a soldier</p>	<p style="text-align: center;"><b>Week 3 Discussion</b></p> <p>LO: To know and recognise the features of discussion texts.</p> <p>LO: To plan and write discussion text giving both sides of the argument (whole class uses same debate title).</p> <p><b>Outcome:</b> Children have written both sides of a discussion and then debated the issue with another pupil.</p>	<p style="text-align: center;"><b>Week 4 SATs Week.</b></p>	<p style="text-align: center;"><b>Week 5 &amp; 6 Discussion</b></p> <p>LO: To plan two sides of a debate (discussion linked to real-world issue).</p> <p>LO: To write a discussion text linked to a real-world issue.</p> <p><b>Outcome: Children have planned and written a discussion text linked to a real world issue. For example: <i>Should children have to wear uniforms at school?</i></b></p> <p><b>Outcome: Children have edited their writing by making appropriate choices about grammar and sentence structure.</b></p>	

	the layout/language features of recounts and will have written a recount of an imagined appearance on a game show.	who fought in the Battle of Marathon				
Links:						
<b>WRITING:VGP</b>						
	<p>Relative Pronouns</p> <p>Relative clauses</p> <p>Relative clauses beginning with <i>who, which, were, when, whose, that</i> or an omitted relative pronoun.</p> <p>Commas in lists</p> <p>Commas to separate items in a list</p> <p>Commas to clarify meaning</p> <p>Commas to clarify meaning or avoid ambiguity.</p>	<p>Expanded noun phrases</p> <p>Inverted commas</p> <p>Adverbials/adverbial phrases</p> <p>Expanded noun phrases</p> <p>Inverted commas</p> <p>Adverbials/adverbial phrases</p> <p>Expanded noun phrases</p> <p>Subjunctive form</p> <p>Parenthesis</p> <p>Colon</p> <p>Dash</p> <p>Semi-colon</p> <p>Heading/bullet points</p> <p>Parenthesis</p> <p>Colon</p> <p>Dash</p> <p>Semi-colon</p> <p>Past tenses</p> <p>Expanded noun phrases</p>	<p>Passive Tense</p> <p>Past tense</p> <p>Past perfect</p> <p>Past progressive</p> <p>Direct speech</p> <p>Indirect speech</p> <p>Subjunctive mood</p> <p>Colons for lists</p> <p>Semi colons, commas and hyphens for parenthesis</p>			

			Colon Dash Semi-colon Passive/active voice Past tense Past progressive tense Past perfect tense			
<b>WRITING: Spelling</b>						
<b>Links:</b>	hindrance identity immediately individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur	hindrance identity immediately individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur	opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm	opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm	sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht	sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht
	<b>Spelling Patterns:</b> Words with the 'ee' sound spelt ei after c. deceive conceive ceiling receipt receive	<b>Spelling Patterns:</b> Words with silent letters. climb thumb scent fascinate sandwich Wednesday	<b>Spelling Patters:</b> Words containing 'ough' grapheme. bought tough cough although through sought	<b>Spelling Patterns:</b> Homophones and other words often confused. father/farther guessed/guest practise/practice morning/mourning	<b>Spelling Patterns:</b> Words with silent letters. bustle often chaos character knee	<b>Spelling Patterns:</b> Words containing 'ough' grapheme. nought thoughtful trough afterthought

	perceive conceit deceit	Autumn hymn gnome	plough rough	profit/prophet stationary/station ery steal/steel sort/sought anti-/auntie reign/rain	knead receipt pneumonia sword wrist	enough dough though fought	
<b>Writing Transcription</b>	<p>Year 6 spellings given on a weekly basis. Children practise to spell these in their handwriting book every morning. They concentrate on joining the letters appropriately and writing them in sentences.</p> <p><b>En6/3.2 Handwriting and Presentation</b> Pupils should be taught to write legibly , fluently and with increasing speed by:</p> <p>En6/3.2a choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>En6/3.2b choosing the writing implement that is best suited for a task</p>						
<b>READING: Comprehension</b>	<p><b>Novel Study: Skellig</b> <b>En6/2.2 Comprehension</b> <b>En6/2.2a</b> maintain positive attitudes to reading and an understanding of what they read by:</p> <ol style="list-style-type: none"> <li>i. continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>ii. reading books that are structured in different ways and reading for a range of purposes</li> <li>iii. increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>iv. recommending books that they have read to their peers, giving reasons for their choices</li> <li>v. identifying and discussing themes and conventions in and across a wide range of writing</li> <li>vi. making comparisons within and across books</li> <li>vii. learning a wider range of poetry by heart</li> <li>viii. preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ol> <p><b>En6/2.2b</b> understand what they read by</p> <ol style="list-style-type: none"> <li>i. checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>ii. asking questions to improve their understanding</li> <li>iii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>iv. predicting what might happen from details stated and implied</li> <li>v. summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>vi. identifying how language, structure and presentation contribute to meaning</li> </ol> <p><b>En6/2.2c</b> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>						

	<p><b>En6/2.2d</b> distinguish between statements of fact and opinion</p> <p><b>En6/2.2e</b> retrieve, record and present information from non-fiction</p> <p><b>En6/2.2f</b> participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p><b>En6/2.2g</b> explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p><b>En6/2.2h</b> provide reasoned justifications for their views.</p>						
<p><b>MATHS</b></p>	<p><b>Unit 13: Geometry</b></p> <p><b>Lesson 1</b> LO: To identify different angle types and understand how to measure angles using a protractor.</p> <p><b>Lesson 2</b> LO: To understand how to draw shapes accurately using a ruler and a protractor.</p> <p><b>Lesson 4</b> LO: To find missing angles of triangles applying knowledge of shapes.</p>	<p><b>Lesson 5</b> To understand how to calculate missing angles in an isosceles triangle given one of the other angles.</p> <p><b>Lesson 6</b> LO: To understand the interior angles of a quadrilateral sum to 360°.</p> <p><b>Lesson 7</b> LO: To calculate the sum of the interior angles in other polygons, then use these to find missing angles.</p> <p><b>Lesson 8</b> LO: To identify that angles that are vertically opposite angles are equal.</p>	<p><b>Lesson 9</b> LO: To understand that as the number of vertices increases an equal distance from the centre, a circle is formed</p> <p><b>Lesson 10</b> LO: To solve problems involving radius and diameter in circles.</p> <p><b>Lesson 11</b> Lo: To understand properties of 3D shapes to develop an ability to identify shapes from nets and draw nets.</p> <p><b>Lesson 12</b> LO: To explore multiple nets of a cube in the context of dice.</p>	<p><b>SATS WEEK</b></p>	<p><b>Unit 14: Problem solving</b></p> <p><b>Lesson 1</b> LO: To use understanding of place value to solve problems involving rounding, estimating and positional values of digits.</p> <p><b>Lesson 2</b> LO: To use positive and negative numbers to solve problems by identifying intervals on different scales.</p> <p><b>Lesson 3:</b> LO: To choose a suitable method for addition and subtraction problems and estimate to check answers.</p> <p><b>Lesson 4</b> LO: To consider order of operations to solve a range of problems.</p>	<p><b>Lesson 5</b> LO: To use the four operations to solve a range of non-routine problems involving missing numbers, unknown values.</p> <p><b>Lesson 6</b> LO: To apply an understanding of fractions to help identify, compare and calculate different problems.</p> <p><b>Lesson 7</b> LO: To solve problems with decimals by choosing the correct order of operations.</p> <p><b>Lesson 8</b> LO: To use knowledge of percentages to solve a range of problems.</p>	<p><b>Lesson 9</b> LO: To use representations to show a ratio and make use of multiplication facts to help scale quantities.</p> <p><b>Lesson 10</b> LO: To calculate time intervals and convert between units of time to solve problems.</p> <p><b>Lesson 11</b> LO: To solve problems about time involving two or more steps by converting between units of time to calculate and compare.</p> <p><b>Lesson 12</b> LO: To solve problems using coordinates in all four quadrants applying knowledge of the properties of shapes to reason about the coordinates of vertices.</p> <p><b>Lesson 13</b> LO: To use knowledge of angles and shapes to reason about missing angles.</p> <p><b>Lesson 14</b></p>

							LO: To use knowledge of angles and shapes to reason about missing angles.
<p><b>One Lesson a week in PPA...</b></p> <p><b>...and afternoons to ensure full coverage before SATs for a curriculum designed to be spread across a full academic career.</b></p>	<p><b><u>Unit 12: Ratio and proportion</u></b></p> <p>Lesson1 LO: To understand the concept of ration and proportion</p> <p>Lesson 2 LO: To compare and identify ratios from given amounts or diagrams.</p> <p>Lesson 3 LO: To compare fractions and ratio.</p> <p>Lesson 4 LO: To use ratios to deduce quantities.</p> <p>Lesson 5 LO: To interpret scales on maps and plans</p> <p>Lesson 6 LO: To find the scale factor from different measurements</p> <p>Lesson 7 LO: To find the scale factor from different measurements</p> <p><b>Lesson 8</b> LO: To calculate if shapes are similar, deduce scale factors and draw similar shapes.</p> <p><b>Lesson 9</b> LO: To solve problems involving proportion where the scale is not a whole number.</p> <p><b>Lesson 10</b> LO: To solve a range of problems involving ratio including 2-step problems</p>	<p><b><u>Unit 9: Algebra</u></b></p> <p>Lesson 1 LO: To find a simple rule for a formula</p> <p>Lesson 2 LO: To find a simple rule for a formula</p> <p>Lesson 3 LO: To use simple formula to solve a rule</p> <p>Lesson 4 LO: To use simple formula to solve a rule</p> <p>Lesson 5 LO: To use simple formula to solve a rule</p>	<p><b><u>Unit 15: Statistics</u></b></p> <p>Lesson 1 LO: To Calculate and interpret the mean as an average</p> <p>Lesson 2 LO: To Calculate and interpret the mean as an average</p> <p>Lesson 3 LO: To Calculate and interpret the mean as an average</p> <p>Lesson 4 LO: To Understand the concept of a pie charts</p> <p>Lesson 5 LO: To read and interpret data from a pie chart</p> <p>Lesson 6 LO: To interpret and construct pie charts using fractions</p> <p>Lesson 7 LO: To interpret and construct pie charts using fractions</p> <p>Lesson 8 LO: To interpret and construct pie charts using percent</p> <p>Lesson 9 LO: To interpret line graphs</p> <p>Lesson 10 LO: To construct line graphs</p>				
<b>Links:</b>							

<b>CALCULATION</b>	<i>Daily Arithmetic paper practice and mixed calculation to cover all year 6 skills in preparation for SATs</i>	<i>Daily Arithmetic paper practice and mixed calculation to cover all year 6 skills in preparation for SATs</i>	<i>Daily Arithmetic paper practice and mixed calculation to cover all year 6 skills in preparation for SATs</i>	<i>Daily Arithmetic paper practice and mixed calculation to cover all year 6 skills in preparation for SATs</i>	<i>Daily Arithmetic paper practice and mixed calculation to cover all year 6 skills in preparation for SATs</i>	<i>Daily Arithmetic paper practice and mixed calculation to cover all year 6 skills in preparation for SATs</i>	
<b>Links:</b>							
<b>SCIENCE</b>	Week 1	Week 2	Week 3	Week 4 SATs Week	Week 5	Week 6	
<b><u>Evolution and inheritance</u></b>	<p><b><u>Learning objective:</u></b> Initial assessment of knowledge</p> <p>To discuss extinction of animals &amp; plants &amp; how there have been changes over time.</p> <p>Researching fossils that show how species have changed over millions of years.</p> <p><b><u>Outcome:</u></b> To present information about the fossilisation process and how it</p>	<p><b><u>Learning objective:</u></b> To understand and explain fossils and evolution of a species.</p> <p>Predicting how humans might adapt over years to come based on new technologies and changes to the environment in which we live.</p> <p><b><u>Outcome:</u></b> To be able to identify how humans have changed over time.</p>	<p><b><u>Learning objective:</u></b> To investigate inherited characteristics.</p> <p>What differences are environmental and what differences are inherited from our parents? Children can bring in family photos to make comparisons or you can provide a set of family photos.</p> <p><b><u>Outcome:</u></b> To be able to say what is inherited and what are developed</p>		<p><b><u>Learning objective:</u></b> To investigate adaptation due to environmental pressures.</p> <p>Labelling adaptations of various animals to their habitats - focus on extreme habitats.</p> <p><b><u>Outcome:</u></b></p>	<p><b><u>Learning objective:</u></b> To investigate how changes that happen by chance can give advantages that allow plant &amp; animals to survive better in their environment.</p> <p>Investigation variation in different breeds of dogs -selective breeding.</p> <p>To assess knowledge.</p> <p><b><u>Outcome:</u></b> To identify positive and</p>	

	<p>can inform us about animals and plants that are now extinct.</p> <p>Sc6/2.3a recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p>	<p>Sc6/2.3a recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p>	<p>characteristics and to be able to spot inherited characteristics of their own.</p> <p>Sc6/3.2b recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p>		<p>To produce a poster detailing adaptations of different animals to survive in their different habitats.</p> <p>Sc6/2.3c identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>negative adaptations of particular animals and to investigate how selective breeding by humans has altered dog breeds</p> <p>Sc6/2.3c identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	
<p><b>ART &amp; DESIGN</b>  <b>Focus on Japanese artist Hokusai and link the artwork to natural disasters.</b></p>	<p>Week 1  LO: To know who Kokusai was and the type of artwork he produced.   Children will use various resources to collect</p>	<p>Week 2  LO: To collect and record examples of Hokusai's work.   Children will use sketchbooks to collect and record visual information</p>	<p>Week 3  No lesson due to final preparations for SATs week in week 4.</p>	<p>Week 4  No lesson. SATs Week.</p>	<p>Week 5 &amp; 6  To sketch and then paint a water-colour depicting a natural disaster.   Children will work to develop their own style of drawing painting.   Children will control the types of marks made and experiment with</p>		

	<p>information about the artists and collect various pencil sketches copying his style.</p> <p>Outcome: Children know who Hokusai was and have produced 3 sketches mimicking the subjects and styles he used.</p>	<p>from different sources.</p> <p>Outcome: Children have sketched examples of some of Hokusai's WAVE and VOLCANO water colours.</p>			<p>different effects and textures using washes and using thickened paint to create textural effects.</p> <p>Children will mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Outcome: Children have painted a water-colour depicting either an erupting volcano or a tsunami-like tidal wave.</p>	
<b>Links:</b>						
<b>COMPUTING</b>	1	2	3	4	5	6
<b>Links:</b>						
<b>DESIGN &amp; TECHNOLOGY</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b> (may not go ahead depending on need for revision due to SATs in week 4)	<b>Week 4</b>	<b>Week 5 &amp; 6</b>	
<p><b>Curriculum Links</b>  <b>across term:</b>  <b>Geography</b> – Natural Disasters  <b>Art</b> – Greek sandals</p> <p><b>DT2/1.4a Technological Knowledge</b>  apply their understanding of how to strengthen, stiffen and reinforce more complex structures  <b>DT2/1.4b Technological Knowledge</b>  understand and use mechanical systems in their products</p>	<p><b>ANALYSE</b></p> <p><b>LO: To understand how air can make things move</b></p> <p>Outcome: Children are able to explain (orally and in writing)) how are is used to move objects.</p>	<p><b>ANALYSE</b></p> <p><b>LO: To understand how pneumatic systems work</b></p> <p>Outcome: Children will have assembled simple pneumatic systems.</p>	<p><b>DESIGN</b></p> <p><b>LO: To design an erupting volcano</b></p> <p>Outcome: Children will have made annotated sketches explaining how their model will work.</p>	<p><b>No lesson due to SATs week.</b></p>	<p><b>MAKE</b></p> <p><b>LO: To make an erupting volcano</b></p> <p>Outcome: In teams the children will have made a working model of an exploding volcano selecting the correct materials and tools to complete the project.</p>	

Links:							
GEOGRAPHY	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
<b>Links:</b>  Weston park trip Ancient Greece: offerings for Athena	LO: To find out what I know about natural disasters.  Outcome: Children have listed everything they know about natural disasters and have listed three things they want to find out.	LO: To know the different types of natural disasters and what causes them.  Outcome: Children have researched the different natural disasters (hurricanes, drought, flood, tsunami, blizzard, volcanoes) and produced a concept map displaying this research – <i>what causes them; where are they most common; examples of each, how do people protect themselves from these disasters?</i>	LO: To understand the positive and negative impact of volcanoes.  Outcome: Children have produced a leaflet detailing the positive and negative impacts of volcanoes and what people can do about these impacts.	SATs Week	LO: To understand what happens when an earthquake occurs.  Outcome: Children have written an explanation text detailing what happens when an earthquake occurs. They have also listed what actions need to be taken to survive earthquakes.	LO: To understand how human activity can affect nature (linked to bush fires).  Outcome: Children are aware of how global warming can increase the likelihood of large fires and what can be done to limit this impact.	
<b>HISTORY</b>	1	2	3	4	5	6	
<b>Links:</b>  Weston park trip Ancient Greece: offerings for Athena	No history this halfterm.						
<b>MFL</b>							
<b>Links:</b>	No MFL this halfterm. Content will be taught during several MFL days once SATs are done.						

PE	1	2	3	4	5	6	
<p><b>Links:</b> <b>Ancient Greece - History</b></p> <p><u>Curriculum links across all weeks:</u> <b>PE2/1.1a</b> <b>Key Skills</b></p> <p>use running, jumping, throwing and catching in isolation and in combination</p>	<p>1. To be able to dribble using a hockey stick</p> <p>2. To understand dribbling</p> <p>3 Choose, combine and perform skills more fluently and effectively in invasion, striking and net games</p>	<p>1. To be able to accurately pass a ball with a hockey stick</p> <p>2. To understand when is best to pass the ball</p> <p>3 Choose, combine and perform skills more fluently and effectively in invasion, striking and net games</p>	<p>1. To be able to pass the ball whilst moving</p> <p>2. To be able to shoot</p> <p>3. Understand, choose and apply a range of tactics and strategies for defence and attack more consistently</p>	<p>1. To be able to tackle correctly</p> <p>2. To be able to defend</p> <p>3. Understand, choose and apply a range of tactics and strategies for defence and attack more consistently</p>	<p>1. To evaluate own skills and create drills to work on developing weaknesses</p> <p>2. To understand tactics in hockey</p> <p>3. Learning to lead and referee</p>	<p>1. To be able to play as part of a team in a hockey match</p> <p>2. Learning to lead and referee</p>	
RE	1	2	3	4	5	6	
<p><b>Belief in action in the world.</b></p> <ul style="list-style-type: none"> <li>• <b>Judaism/Christianity/Islam</b></li> <li>• <b>How do different religions respond to global issues?</b></li> <li>• <b>How do the different religions respond to human rights, fairness and social justice in the world?</b></li> <li>• <b>How do different religions view the importance of the environment?</b></li> </ul>	<p><b><u>Learning objective:</u></b> To identify what do we know about charities already.</p> <p>To identify and describe what they know already about the work of development charities.</p>	<p><b><u>Learning objective:</u></b> To understand how and why does Islamic relief try to change the world.</p> <p>To investigate the work of the charity Islamic Aid and Islamic Relief To describe the work of two religious charities</p>	<p><b><u>Learning objective:</u></b> To investigate the work of the charity Christian Aid and Oxfam To describe the work of two religious charities involved in global poverty issues</p> <p>To make links between the beliefs and teachings of Islam and Christianity</p>	<u>SATs Week</u>	<p><b><u>Learning objective:</u></b> To understand how Christian Aid and Islamic Relief are similar or different Understand what is similar and what is distinctive about each of these two charities.</p>	<p><b><u>Learning objective:</u></b> To understand how global religious charities, use the web. Could they do better?</p> <p>To evaluate the ways in which charity websites work for themselves.</p>	

		involved in global poverty issues.  To make links between the beliefs and teachings of Islam and Christianity and the work of the two charities	and the work of the two charities				
	<b>Outcome:</b> Produce a poster about their perceptions of the unfairness in the world and produce ideas about what can be done to change it.	<b>Outcome:</b> Show their understanding of the issues of justice, fairness and poverty that the charities address by producing a flyer for the charity detailing its work around the world.	<b>Outcome:</b> Show their understanding of the issues of justice, fairness and poverty that the charities address by producing a flyer for the charity detailing its work around the world.		<b>Outcome:</b> Make a comparisons chart of the similarities and differences between the two charities.	<b>Outcome:</b> To detail how the charities use media to spread their message and enhance their work.	
<b>RSHE PSHE</b>							
<b>Links:</b>  <b>P4 Why do some people take drugs will need to move to HT6 due to time constraints.</b>	Week 1 Mental Wellbeing  M1 Does everyone have the same feelings?  LO: To identify the impact emotions can have on	Week 2 Mental Wellbeing  M1 Does everyone have the same feelings?  LO: To know that that some people find it hard to express emotions.	Week 3 Mental Wellbeing  M2 Should we be happy all the time?  LO: To know that events such as loss, separation, divorce and death can affect our	Physical Health  P2 How can I stay fit and healthy?  LO: To understand how regular exercise can keep us healthy.	Physical Health  P2 How can I stay fit and healthy?  LO: To understand how a balanced diet can keep us healthy.	Physical health  P3 Can I avoid getting ill?  LO: To understand why getting the right amount of sleep is important.	

	<p>emotional wellbeing.</p> <p>Outcome: Children have identified and noted events that can trigger negative emotions and how they can cope with them.</p>	<p>Outcome: Children have created a list of ways that people can try to help them deal with how they are feeling.</p>	<p>mental/emotional health.</p> <p>Outcome: Children have compiled a list of events that might impact negatively on a person's wellbeing.</p>	<p>Outcome: Children have designed their own activity routine for the week incorporating as many healthy activities as possible.</p>	<p>Outcome: Children have spent a maximum of £15 to plan a series of healthy meals for a family of 4.</p>	<p>Outcome: Children create a short video explaining why sleep is important and giving 3 top tips for a good night's sleep.</p>	
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