



Term: Summer 1.

Teacher & Year Group: Miss Newton, Class 3-4.

Week 6.



### Home Learning

Hi class 3-4 😊

We are going into our sixth week of Home Learning now! I hope you are all well, keeping safe, trying your best with your work, and having fun, spending time with your family!

I have prepared some work for you to be getting on with this week, try to do as much as you can. I hope to see you all soon!

From Miss Newton x

### Daily Activities.

I have set some daily tasks for you to be getting on with, something a little different and fun!

**Monday**

I have set you a 5-sentence challenge today! Find the worksheet in this pack.

**Tuesday**

Watch the trailer for 'The Secret Life of Pets'  
<https://www.youtube.com/watch?v=i-80SGWfEjM>



Then find the worksheet on English – Tuesday.

**Year 3&4** - Can you write a sentence for each animal using descriptive language? You should include adjectives, conjunctions, and alliteration.

**Year 4** - Could you add in an extra sentence comparing the different animals? Remember when comparing you need to use vocabulary such as, in contrast to, similarly, unlike...

**Wednesday**

If you were a pet from 'The Secret Life of Pets' which one would you be? Can you create a character profile for your chosen animal? You need to start off with a picture then describe your pet use lots of adjectives and similes to describe. I have included a template to help you create your profile.

**Year 4** - can you use a metaphor to describe your pet in your profile?

**Thursday**

Who would you like your owner to be? Thinking about the pet you chose, what is their character like? What do they do? What sort of owner would this pet need and what would the owner do?

English



	<p>This is a chance for you to use your imagination and have a little fun, I have included an example to give you some ideas and what you need to include in your writing.</p> <p><b>Friday</b> Where would you live? Use your work from yesterday, think about your owner... what would your home look like?</p> <p>Design your own house. You need to label why you have designed your house like this be as descriptive as you can!</p> <p>Remember you need to keep practising your spellings, I have included a spellings activity sheet. Also, I have set a Grammar test on SPAG.com – your log in and password is in your diary.</p> <p>Alongside your English work I have included grammar activities and a reading comprehension. Try your best to complete as much as you can 😊</p>
<b>Maths</b>	<p style="text-align: center;"><b>Activities.</b></p> <p style="text-align: center;">I have set some tasks for you to be getting on with, you will find the worksheets within this pack.</p> <p><b>Year 3</b> I have included some worksheets on fractions, try your best and complete as much as you can! Make sure you go onto TT Rockstars this week, I have been on many times and I have sent a challenge 😊</p> <p><b>Year 4</b> I have included some worksheets on fractions and decimals, try your best to complete as much as you can! Make sure you go onto TT Rockstars this week, I have been on many times and I have sent a challenge 😊</p>
<b>Religious Education</b>	<p>What are you thankful for? Can you write your own prayer to say what you are thankful for? I have attached a picture and your starting sentence in this pack.</p>
<b>Science</b>	<p>In Science, we are going to start looking at Living Things in their Habitat – Plants. For your first Science lesson on this – can you look at different plants around the house and in the garden and draw them on a piece of paper. Can you identify what is the same about them and what is different?</p>
<b>Geography</b>	<p>I have included a worksheet about rivers, you need to add in the missing words. You could research rivers to help you complete it.</p>



<b>Computing</b>	Don't forget you can go on Espresso coding! You could also create your own powerpoint, you could document your day, something you have done at home, include writing and pictures to show what you have done. If you save it, we could look at it in school when you are back in so we can all share something we have done while we have been off.
<b>P.E</b>	<a href="https://www.youtube.com/user/thebodycoach1">https://www.youtube.com/user/thebodycoach1</a> Every morning at 9am, Joe Wicks streams a live PE lesson. It is 30minutes long, if you don't tune it at that time you can access it at any time on his YouTube channel, follow the link above. Make sure you do some form of exercise every day 😊
<b>SCARF and Art</b>	At the end of this pack I have included some powerpoint slides for 'expressing feelings' it would be good for you to sit with an adult to read the information and complete the activities.



## English – Monday

### 5 sentence challenge!



This is Elmo, my very lazy cat, as you can tell by this picture! He loves to sleep all day and in very strange positions. Using this picture, can you create five different sentences? Each sentence must be different and must include...

Sentence 1	Two adjectives to describe Elmo.
Sentence 2	A verb and an adverb to describe how he moves.
Sentence 3	Speech – this could be you talking <u>to</u> Elmo or you speaking <u>as</u> Elmo.
Sentence 4	An exclamation about the cat, remember this needs punctuation.
Sentence 5	A fronted adverbial to add more information. Remember this goes at the start of the sentence and needs to be followed by a comma.





## English – Tuesday

Can you write a descriptive sentence for each animal? Include adjectives, similes, alliteration, and conjunctions to complete your sentences. Year 4 – Can you add in comparative sentences.



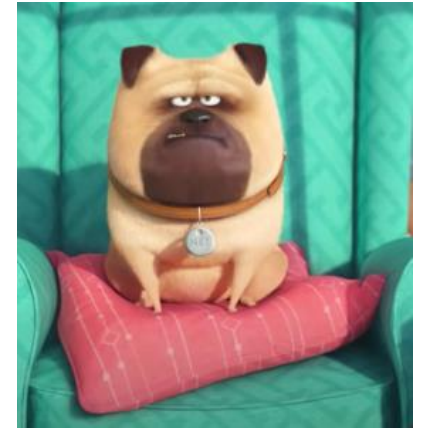
Gidget



Max



Chloe



Mel



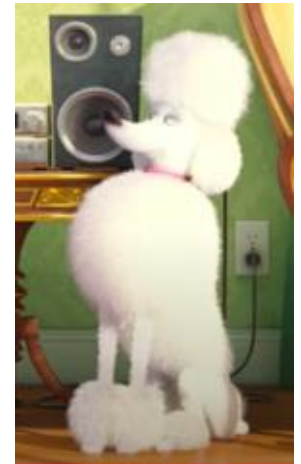
Buddy



Sweetpea



Gino



Leonard



English – Wednesday

# Character Profile

**Character name**

Appearance:

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Personality:

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Draw a sketch of your character:

**Actions:** What does your character **do** in the story?

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## English – Thursday

In my description I have used; a fronted adverbial, expanded noun phrase, adjectives, conjunctions, adverbs, alliteration, and a simile. Can you include this in your writing?

Pet	Owner
<p>Example: Elmo.</p> 	<p>Without a doubt, my owner would be the Queen. I could sit on my plush, royal cushion all day whilst the Queen's workers softly, tickled my belly. Her butler would deliver me the finest, dreamy treats and I could play in the vast, gardens of the palace joyfully. After all that playing, I would retire to my serene, snug for a snooze, where I would sleep like a log!</p>
<p>My chosen pet:</p>	



Stage: 3	Adding the suffix -ly. Words which do not follow the rules.
List: 23	



Spellings
truly
duly
publicly
daily
slyly
shyly
fully
wholly
coily
happily

Roll a die or ask someone to pick a number from 1-6 for each spelling.



Write your word in a full sentence.



Write your word in capital letters.



Write your word three times.



Write your word in different colours.



Write what your word means.



Spell the word out loud.

To challenge yourself, why not do all of the numbers for each spelling!





Change the words below in to adverbs by adding 'ly' and then complete the sentences using the correct word.



reluctant

quick

generous

unexpected

gentle

curious

furious

serious

victorious

courteous

The cheetah ran \_\_\_\_\_ across the dusty land.

Tommy \_\_\_\_\_ shared his sweets with his sister.

\_\_\_\_\_, the boy peered in to the dark cupboard.

Alfie stroked his new puppy very \_\_\_\_\_.

They had won the final match, \_\_\_\_\_ the team lifted the cup above their heads!

The girl was \_\_\_\_\_ injured when she fell off her bike.



# Grammar – Year 3

A test has also been set on Spag.com

## Section 1

if after because

Choose the best conjunction to fill the gap in each sentence:

- a. Mrs French will not be a happy teacher \_\_\_\_\_ Class 10 are badly behaved again today.
- b. Josie will be allowed to play outside \_\_\_\_\_ she has finished her homework.
- c. The boys received a bravery award \_\_\_\_\_ they saved the man from drowning.

## Section 2

Mr Whoops has accidentally jumbled up an adverb. Can you help him to unjumble it?

yafesl \_\_\_\_\_



## Section 3

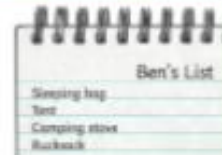
Add -er and -est suffixes to these root words:

safe \_\_\_\_\_

early \_\_\_\_\_

## Section 5

Add commas to this list sentence:



Ben filled the car boot with a sleeping bag a tent a camping stove and his rucksack.



## Section 6

Can you up-level this sentence by adding an expanded noun phrase?

The boy lay under his duvet.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Section 4

Look at the picture. Can you write a past tense sentence about it?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





# Grammar – Year 4

A test has also been set on Spag.com

## Section 1

Rewrite this text using Standard English.

I don't have nothing to wear!

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Section 2

Can you think of the root word which, when added to the prefix, will match this definition?

Against the law.

il\_\_\_\_\_



## Section 3

Correctly punctuate the direct speech in this sentence.

What would you like on your sandwich asked the man in the apron.



## Section 4

Use 'has' and 'have' to complete these present perfect tense sentences correctly:

The children \_\_\_\_\_ got a PE lesson today.

Joe \_\_\_\_\_ brought his new football kit.



## Section 5

These words have prepositions hiding within them. Can you spot them? The first one is done for you.

router - r(out)er - out

linear - \_\_\_\_\_ - \_\_\_\_\_

## Section 6

Mr Whoops has been juggling with the letters from one of his Y4 spelling words. Can you spot what it is?



i\_\_\_\_\_e





## Reading Comprehension

# David Walliams



### Who Is David Walliams?

David Walliams is a comedian, actor and author. He is also a judge on a TV talent show and writes for TV. David raises money for the charity, Sport Relief, which helps people all over the world.

### David's Childhood

David was born on 20<sup>th</sup> August 1971 in Merton, London. He was the child of Peter and Kathleen Williams. From a young age, he loved dressing up and his older sister Julie would often dress him up in girls' clothes for fun.

David went to school in Surrey, where his love of dressing up grew and his love of acting began. He was also on the school swimming team. At age 11, he acted in his first school play wearing a dress and made everyone laugh. This was the moment he knew that what he wanted to do with his life was make people laugh.

### David the Author

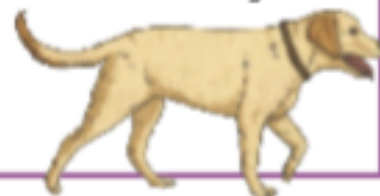
David had a successful TV career and his own TV show. But he wanted to write a book about how it's OK to be different. In 2008, he published 'The Boy in the Dress' about a boy who loves football and wearing dresses. The book sold over half a million copies.

David has now written twelve chapter books for children and six picture books for younger readers. Some of his most famous books are 'Mr Stink', 'Billionaire Boy' and 'Gangsta Granny'. His books are often illustrated by Tony Ross, who also illustrates the 'Horrid Henry' books.



### Did You Know...?

- David changed his name from Williams to Walliams because there was already an actor called David Williams!
- When swimming in the river Thames, David rescued a Labrador dog that had fallen in the river!
- David has sold over eight million books all over the world.







David Walliams



Many of David's books have now been filmed for TV and you can sometimes spot him acting in them too!

### **Charity Work**

David has raised a lot of money for charity. In 2006, David swam the English Channel (from England to France) to raise money for Sport Relief. He swam 22 miles and raised over one million pounds. In 2011, David swam the length of the river Thames (140 miles) and raised more than two million pounds for Sport Relief. David was awarded an OBE by The Queen in 2017 for his charity work.





# Questions

1. What did David like doing as a child? Tick two.

- running
- dressing up
- writing
- acting

2. When was 'The Boy in the Dress' published? Tick one.

- 2004
- 2006
- 2008
- 2011

3. Draw lines to complete the sentences about David.

David has raised a lot of money for charity through

being different.

David wanted to write a book about

make people laugh.

David knew early on that he wanted to

swimming.

4. Number the events below to show the order in which they happened in David's life.

- David had a successful TV career.
- David was born the son of Peter and Kathleen Williams.
- David published 'The Boy in the Dress'.
- David acted in his first play.
- David enjoyed dressing up with his sister.

5. Fill in the missing words in this sentence.

David raised \_\_\_\_\_ million pounds for charity in 2011 and \_\_\_\_\_ million pounds for charity in 2006.

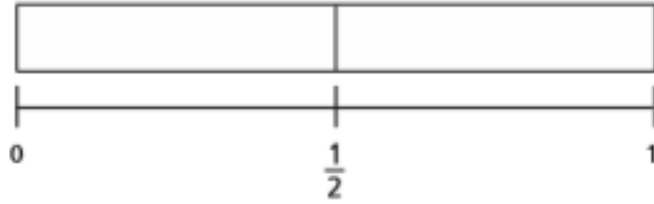


# Maths – Year 3

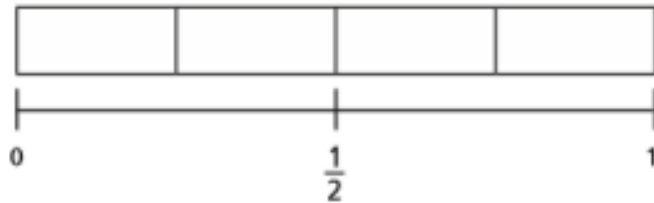
## Equivalent Fractions!

1 Shade the bar models to represent the fractions.

a) Shade  $\frac{1}{2}$  of the bar model.



b) Shade  $\frac{2}{4}$  of the bar model.



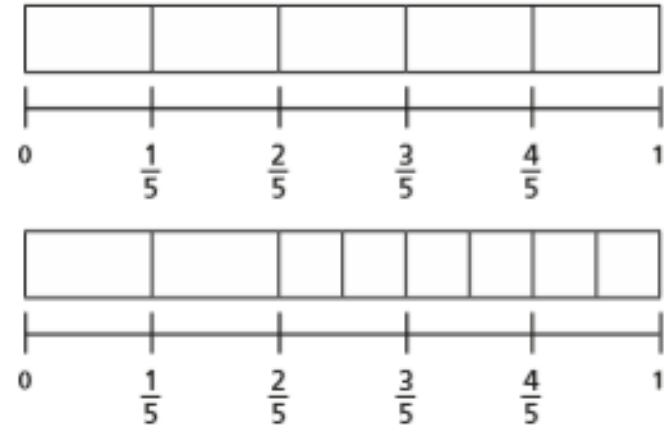
c) Shade  $\frac{3}{6}$  of the bar model.



d) What do you notice?

e) Write another fraction that is equivalent to  $\frac{1}{2}$

3 Mo is finding equivalent fractions.

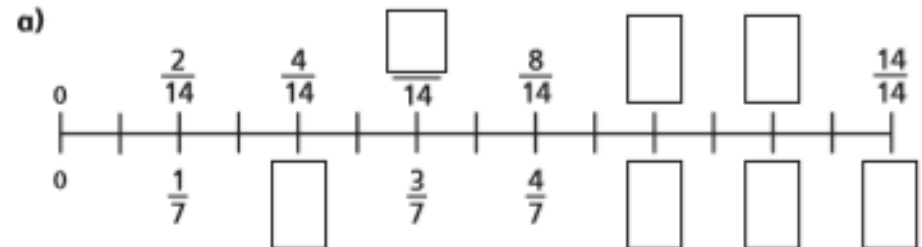


$\frac{6}{8}$  is equivalent to  $\frac{4}{5}$

Do you agree with Mo? \_\_\_\_\_

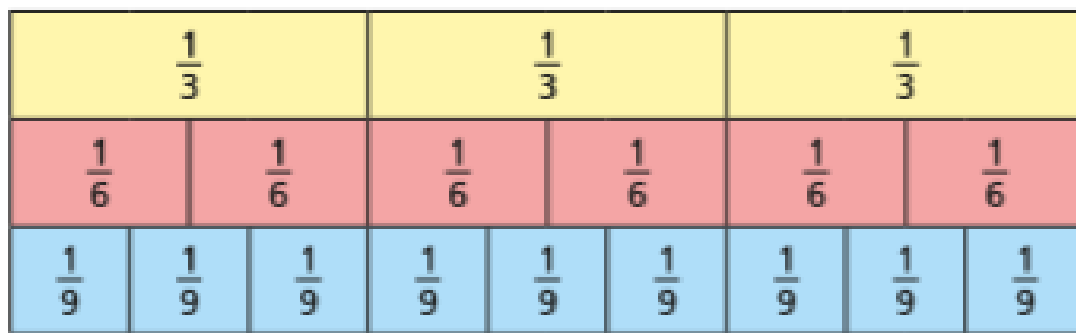
Explain your answer.

4 Find the missing numbers.





Use the fraction wall to complete the equivalent fractions.



a)  $\frac{1}{3} = \frac{\square}{6}$

d)  $\frac{2}{3} = \frac{6}{\square}$

b)  $\frac{1}{3} = \frac{\square}{9}$

e)  $\frac{4}{6} = \frac{6}{\square}$

c)  $\frac{2}{3} = \frac{4}{\square}$

f)  $\frac{1}{3} = \frac{\square}{6} = \frac{\square}{9}$

Can you work out the equivalent fractions?  
 As a challenge can you write as many equivalent fractions to  $\frac{1}{2}$  ?

a) What fraction of each shape is shaded?



Comparing fractions!  
 Can you draw two different fractions and compare them?  
 What is the same/different to the fractions you have drawn?


Complete the sentences using the word bank.

numerator    denominator    greater    smaller

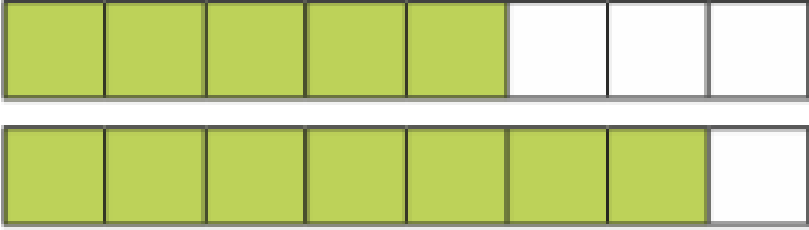
a) When fractions have the same denominator, the greater the \_\_\_\_\_, the \_\_\_\_\_ the fraction.

b) When fractions have the same numerator, the greater the \_\_\_\_\_, the \_\_\_\_\_ the fraction.

Write <, > or = to compare the fractions.  
 Use the bar models to help you.

a) 

$\frac{5}{8}$  ○  $\frac{3}{8}$

b) 

$\frac{5}{8}$  ○  $\frac{7}{8}$



# Year 3 Fraction Problems

Answer the following questions.

Helpful hint: Drawing diagrams may help you.

1. Billy ate  $\frac{3}{5}$  of a pizza and Bob ate  $\frac{4}{5}$  of a pizza. Who ate the most?



2. Philomena had  $\frac{1}{3}$  of her chocolate bar remaining and Daphne had  $\frac{1}{4}$ . Who had most left?



3. What comes next? One tenth, two tenths, ...



4. A running track is  $\frac{1}{4}$  of a km long. How far would a runner go if he ran round the track 4 times?



5. Hamza chopped up a pineapple and gave  $\frac{1}{2}$  to his mum. He also ate half himself. How much was left to give to his dad?



6. Miriam's dad offered a choice for her pocket money – have  $\frac{1}{4}$  of £5 or  $\frac{1}{2}$  of £5. Which should she choose?







# Mental Maths – Year 3.

## Section 1

Recombine these digits together to find what they make:

6    70    800

## Section 2

$$300 + \boxed{\phantom{00}} + 6 = 376$$

$$200 + \boxed{\phantom{00}} + 3 = 283$$

## Section 3

Complete the calculation:

$$65 - 39 = \boxed{\phantom{00}}$$

## Section 4

Match up the 3D shapes to their names:

cube



cuboid



sphere



## Section 6

4 tickets cost £24 altogether.

How much is one ticket?

## Section 7

Convert these kilograms to grams.

$$\frac{1}{4} \text{ kg} = \boxed{\phantom{000}}$$

$$1\frac{1}{4} \text{ kg} = \boxed{\phantom{000}}$$



## Section 5

$$15 + 3 = \boxed{\phantom{00}}$$

$$20 + 10 = \boxed{\phantom{00}}$$

$$12 + 6 = \boxed{\phantom{00}}$$

## Section 8

Use the written formal method to answer:

$$83 \times 3 = \boxed{\phantom{000}}$$



# Maths – Year 4

## Making the whole!

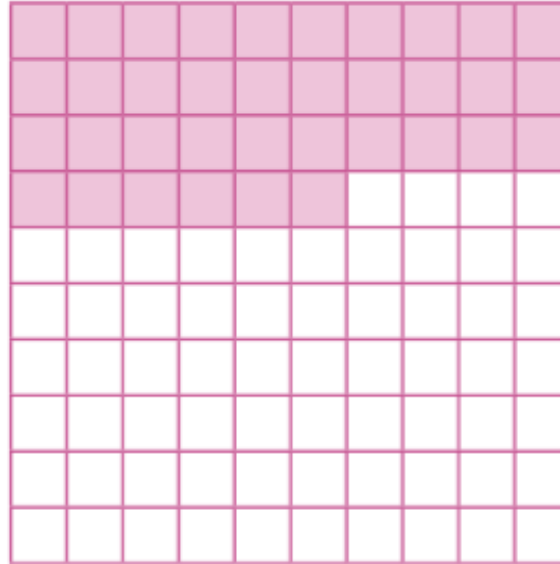
1) Fill in the gaps to describe the hundred squares.

a) shaded = \_\_\_\_\_ hundredths =  $\frac{\quad}{100}$

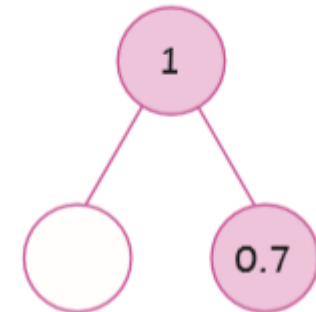
not shaded = \_\_\_\_\_ hundredths =  $\frac{\quad}{100}$

$\frac{\quad}{100} + \frac{\quad}{100} = 1 \text{ whole}$

.  +  .  = 1



2) Complete the part-whole models.

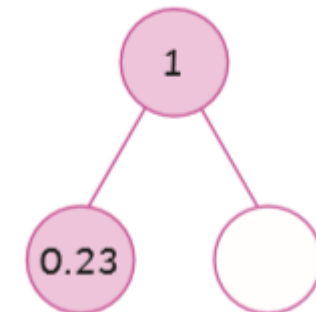
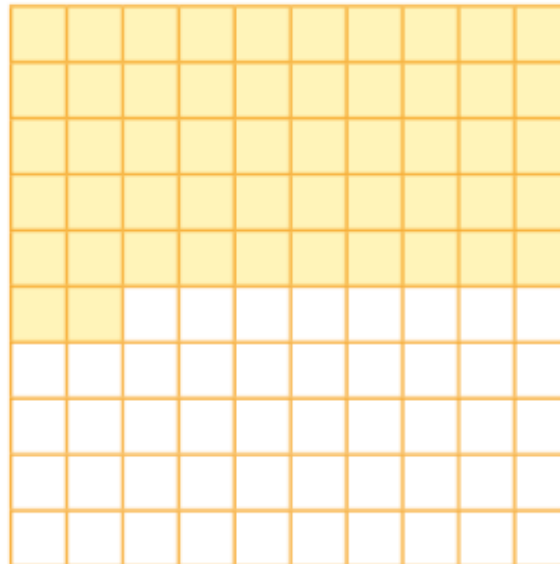


b) shaded = \_\_\_\_\_ hundredths =  $\frac{\quad}{100}$

not shaded = \_\_\_\_\_ hundredths =  $\frac{\quad}{100}$

$\frac{\quad}{100} + \frac{\quad}{100} = 1 \text{ whole}$

.  +  .  = 1





<b>M</b> Millions 1 000 000	<b>Hth</b> Hundred Thousands 100 000	<b>Tth</b> Ten Thousands 10 000	<b>Th</b> Thousands 1000	<b>H</b> Hundreds 100	<b>T</b> Tens 10	<b>O</b> Ones 1	<b>t</b> Tenths 0.1	<b>h</b> Hundredths 0.01	<b>th</b> Thousandths 0.001

1 Make the number represented on each of the place value charts. Complete the sentences to describe each number.

a)

<b>Ones</b>	<b>Tenths</b>	<b>Hundredths</b>
1 1 1	0.1 0.1	0.01 0.01 0.01 0.01 0.01

There are  ones,  
 tenths and  
 hundredths.

The number is

b)

<b>Ones</b>	<b>Tenths</b>	<b>Hundredths</b>
	0.1 0.1 0.1 0.1 0.1	0.01 0.01 0.01 0.01 0.01

There are  ones,  
 tenths and  
 hundredths.

The number is

2 Make each number on a place value chart. Write the value of the underlined digit.

- a) 6.31 \_\_\_\_\_
- b) 12.09 \_\_\_\_\_
- c) 0.07 \_\_\_\_\_
- d) 56.82 \_\_\_\_\_

Use the place value grid to help you write decimals.



1.  $\frac{2}{5} + \frac{1}{5} = \underline{\quad}$
2.  $\frac{1}{3} + \frac{2}{3} = \underline{\quad}$
3.  $\frac{1}{3} + \frac{1}{3} = \underline{\quad}$
4.  $\frac{2}{4} + \frac{1}{4} = \underline{\quad}$
5.  $\frac{3}{5} + \frac{2}{5} = \underline{\quad}$
6.  $\frac{3}{5} + \frac{1}{5} = \underline{\quad}$
7.  $\frac{3}{6} + \frac{1}{6} = \underline{\quad}$
8.  $\frac{2}{6} + \frac{3}{6} = \underline{\quad}$
9.  $\frac{4}{7} + \frac{2}{7} = \underline{\quad}$
10.  $\frac{1}{7} + \frac{5}{7} = \underline{\quad}$

## Adding fractions!

1.  $\frac{2}{5} - \frac{1}{5} = \underline{\quad}$
2.  $\frac{2}{3} - \frac{1}{3} = \underline{\quad}$
3.  $\frac{1}{3} - \frac{1}{3} = \underline{\quad}$
4.  $\frac{2}{4} - \frac{1}{4} = \underline{\quad}$
5.  $\frac{3}{5} - \frac{2}{5} = \underline{\quad}$
6.  $\frac{3}{5} - \frac{1}{5} = \underline{\quad}$
7.  $\frac{5}{6} - \frac{1}{6} = \underline{\quad}$
8.  $\frac{4}{6} - \frac{3}{6} = \underline{\quad}$
9.  $\frac{4}{7} - \frac{2}{7} = \underline{\quad}$
10.  $\frac{6}{7} - \frac{3}{7} = \underline{\quad}$

## Subtracting fractions!



# Mental Maths – Year 4.

## Section 1

Fill in the missing numbers:

$$72 \square \div 9 = 8$$

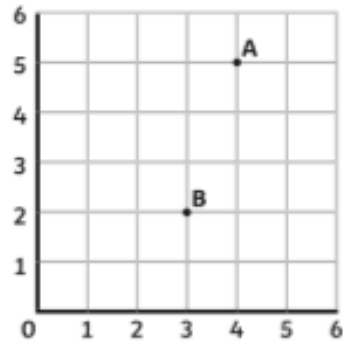
$$7 \times \square = 42$$

$$60 \div \square = 5$$

$$\square \times 3 = 27$$

## Section 2

Write the coordinates for the following points:



A =

B =

## Section 3

Fill in the boxes.



## Section 4

I think of a number.

I multiply it by 3.

I add 5.

I divide it by 8.

My answer is 4.

What was my number?

## Section 8

Work out  $480 \div 4$ .

Explain how you worked it out.

## Section 5

Write the equivalent decimal or fraction:

$$\frac{4}{10} = \square$$

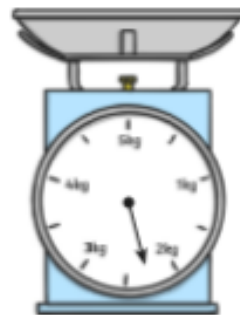
$$0.9 = \square$$

$$0.1 = \square$$

$$\frac{5}{10} = \square$$

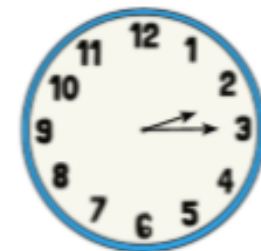
## Section 6

Round the weight to the nearest kg.



## Section 7

What time will it be in 1 hour and 35 minutes?







I will be going on arena this week  
to challenge you 😊

I will also set a rockslam chal-  
lenge!



# Can you create your own prayer to say thank you? Use this to begin your prayer...



Dear Lord,

Thank you!  
Two simple words, but such a powerful message.  
Today, I want to thank you.  
I am thankful for....



## Science

Something for fun! If you have the equipment give this a try with an adult.

# Fireworks in a Glass

### You Will Need

- Warm Water
- Oil\*
- A Tall Glass
- Food Colouring



\* Please dispose of oil safely and responsibly.

This is a very cool, simple and fun experiment, and also completely safe, just don't drink the water!

### Method

- 1 Fill the tall glass with warm water.
- 2 Pour a small amount of oil into another container and add a few drops of food colouring.
- 3 Give it a good stir, if it doesn't mix, add a bit of water.
- 4 Pour the food colouring and oil mixture into the warm water and watch the fireworks!

### The Science Bit

Oil and water don't mix. Also oil is less dense than water (meaning there is less of it in the same volume) and therefore floats on top of water in a nice layer. The food colouring we used was water based and therefore does not mix with the oil, instead it sinks through the oil into the water below. Since the addition of the colouring makes the food colouring heavier than the water, it sinks to the bottom leaving trails (resembling fireworks) as some of the colour diffuses into the water.



# Rivers

Use the words in the box to fill in the blanks.

rapids	riverbanks	mouth	source
channel	flood	lake	ocean
flows	low	transportation	riverbed
dry up	water	tributaries	waterfalls

A river is a body of water that \_\_\_\_\_ from high ground to \_\_\_\_\_ ground. The beginning of a river is called the \_\_\_\_\_. As a river flows down, other smaller rivers called \_\_\_\_\_ join it and it becomes bigger.

The river flows in its \_\_\_\_\_. The bottom of the river is called the \_\_\_\_\_. The sides of the river are called the \_\_\_\_\_. Usually, the river stays in its channel but sometimes, after heavy rains, the river overflows its banks and there is a \_\_\_\_\_. At other times, during the summer or during a drought, some rivers \_\_\_\_\_ completely and people can walk on the riverbed.

The river usually flows down to a \_\_\_\_\_ or an \_\_\_\_\_. The place where the river meets the larger body of water is the end of the river and is called the \_\_\_\_\_.

Sometimes rivers flow very fast over rocks. These areas, which are called \_\_\_\_\_, are dangerous for boats. And sometimes, rivers flow over cliffs forming beautiful \_\_\_\_\_.



Rivers are very important for civilization. They provide \_\_\_\_\_ for drinking and irrigation. As well, they were important routes for \_\_\_\_\_ by boats in the past.





## **Y3-4 home learning:** **Expressing feelings**



**We are learning about expressing feelings**



**We will be able to:**

- ✓ name a range of feelings and emotions
- ✓ match feelings to a scale of intensity and identify strong feelings
- ✓ describe different feelings and how they are experienced in the body
- ✓ recognise why it is important for people to express their feelings



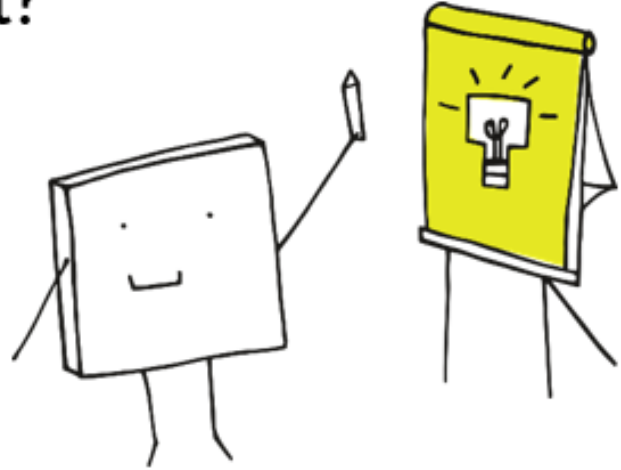


## TASK 1

### Expressing feelings: What's our starting point?

Make a 'feelings' graffiti board.

On a piece of paper, jot down all the words you can think of to describe feelings and emotions.



Be as creative as you can! Design your own Graffiti poster full of all the words that describe the different feelings and emotions.

## TASK 2

### Feelings thermometers

Read the words from the **Feelings match up** sheet (**Resource 1** in your worksheet pack).

- Find the root words first.
- Now match the similar feelings words together
- Then organise them in order of intensity

Which is the biggest feeling?

- Write it down on a piece of paper like this example.

Pleased is the root word and overjoyed is the biggest, strongest or most intense feeling.





## TASK 2 WORKSHEET

### Resource 1: Feelings match up

Match the similar feelings, then rank them on a scale of intensity.



<u>happy</u>	concerned	heart-broken	distressed
<u>sad</u>	cheery	cross	anxious
<u>scared</u>	furious	joyful	irritated
<u>angry</u>	petrified	upset	forlorn
<u>worried</u>	ecstatic	troubled	frightened



## TASK 3

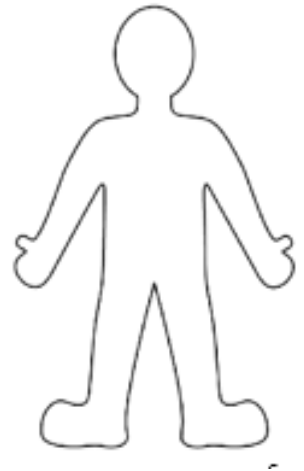
# Expressing feelings



Choose one of the words that describes a 'big' feeling from your lists.

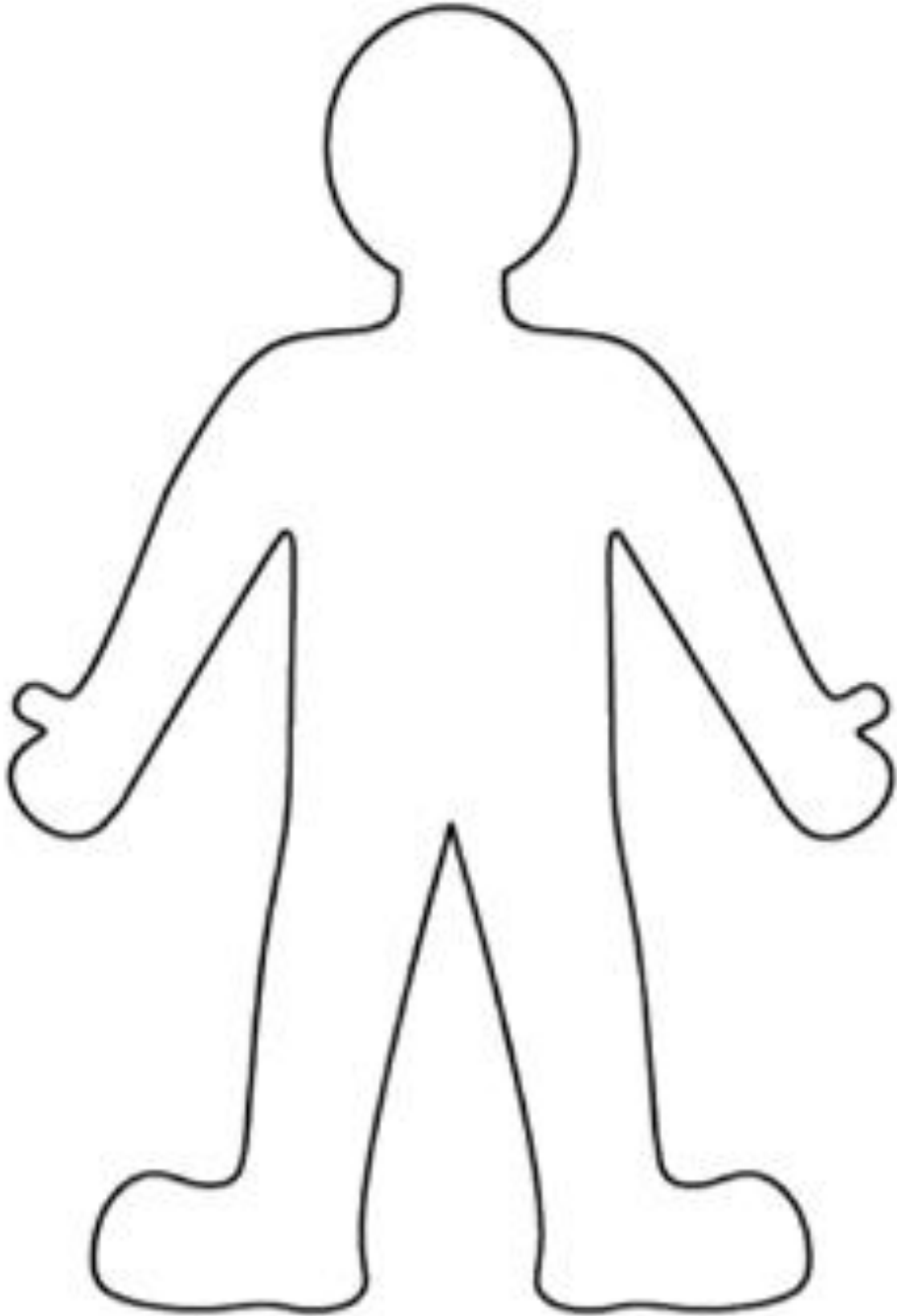
Now draw or write on the **Body outline** sheet (**Resource 2** in your pack).

- Where in the body might someone have that feeling?
- If the feeling had a colour, what would it be?
- If it had a shape, what would it be?
- If it had a texture, what would it be?
- If the feeling had a sound, what would it be?
- If the feeling were an image or a picture, what would it be?





# TASK 3 WORKSHEET





# Feelings imagery



Thinking of images can help us describe strong or intense feelings.



What feelings do these images make you think of?

# Writing about feelings



Write a sentence to match each picture and describe the feeling you think it best represents.



**For example:** Like a little cat, outside and lost in a snowstorm, she felt lonely and afraid.





# Why is it important to express feelings?



Expressing our different feelings helps us to recognise and manage them.



Expressing feelings can help stop strong or intense feelings from taking over our minds and bodies.

It helps us recognise when we might need help with our feelings.

Sometimes it is good for others to know how we are feeling – it helps them to help us.

# Ways to express feelings



What are some of the different ways people can express their feelings?

writing – diaries, poems, stories, blogs



music



art – drawing, painting, collage



face and body



acting, dancing and singing

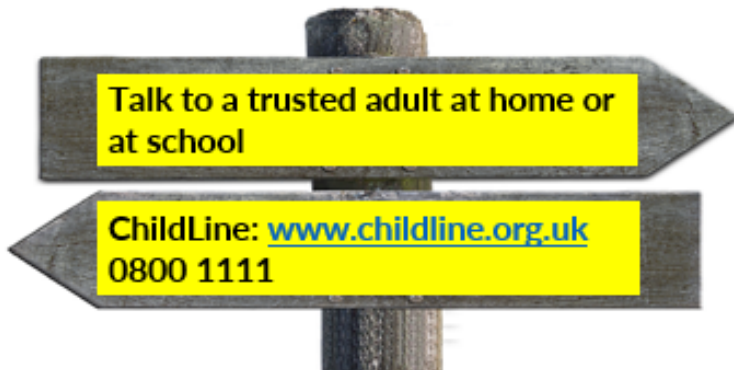
talking to others





## Remember!

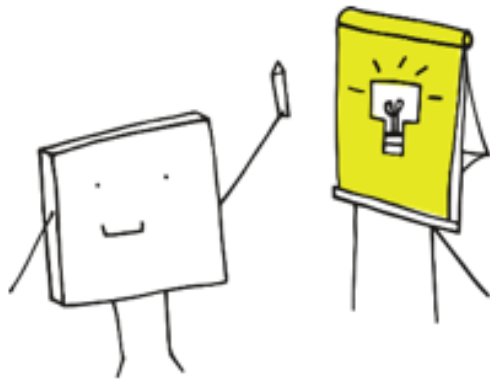
Expressing our feelings is important – it helps our minds stay well. There are many ways you can do this but talking to an adult you trust is one of the best ways.



If you are worried about any feeling, always talk to a trusted adult about it.

If you want to talk to someone other than a parent or teacher, ChildLine can help. See: <https://www.childline.org.uk/get-support/> or phone 0800 1111

## Expressing feelings: Where are you now?



Go back to the 'graffiti board?' activity you did at the start.

Have you learned any new words or ways to describe feelings and emotions?

Add them to your graffiti board using a different coloured pen or pencil.







# Additional activity



Produce a piece of artwork (a painting or collage) or descriptive writing (a poem or the beginning of a story) about feelings.



This is a chance to be creative, can you produce any of the above? I would love to see what you have done when we go back to school 😊