

# Wednesday 9th September

Can you figure out how to make the totals using the different symbols as many times as you like?

Use these

—————→ + - ÷ x

and these

————→ 12      15      9      3.5      6      8

to make

————→ 87      180      432      53.5      22.5



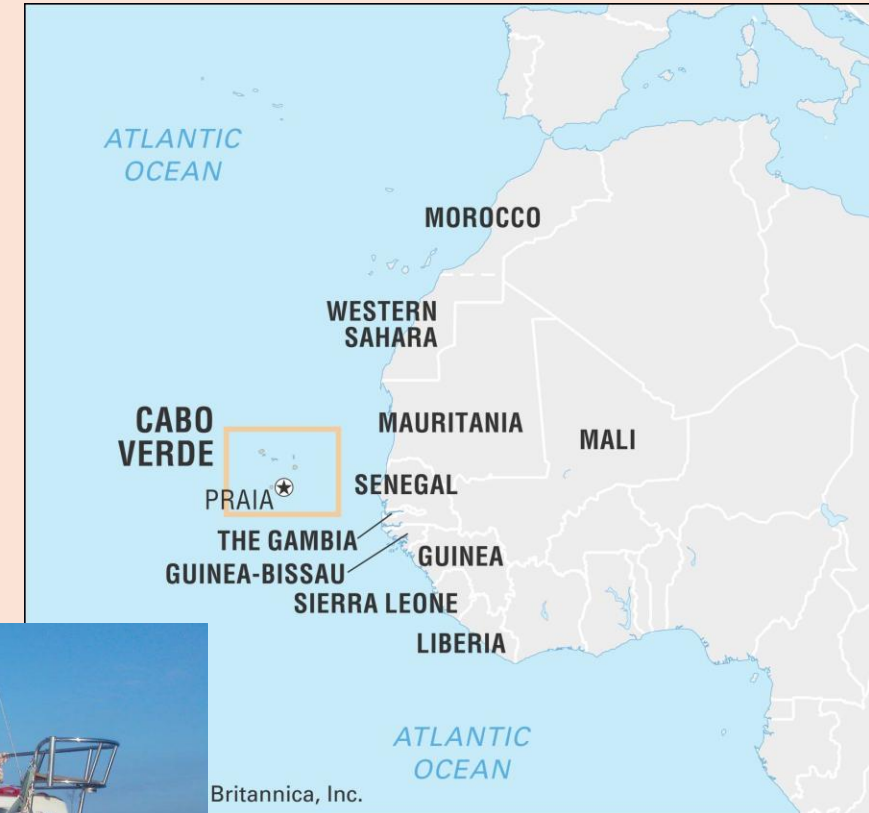
Wednesday 9th September

TBAT: read with expression that reflects the meaning of the text.

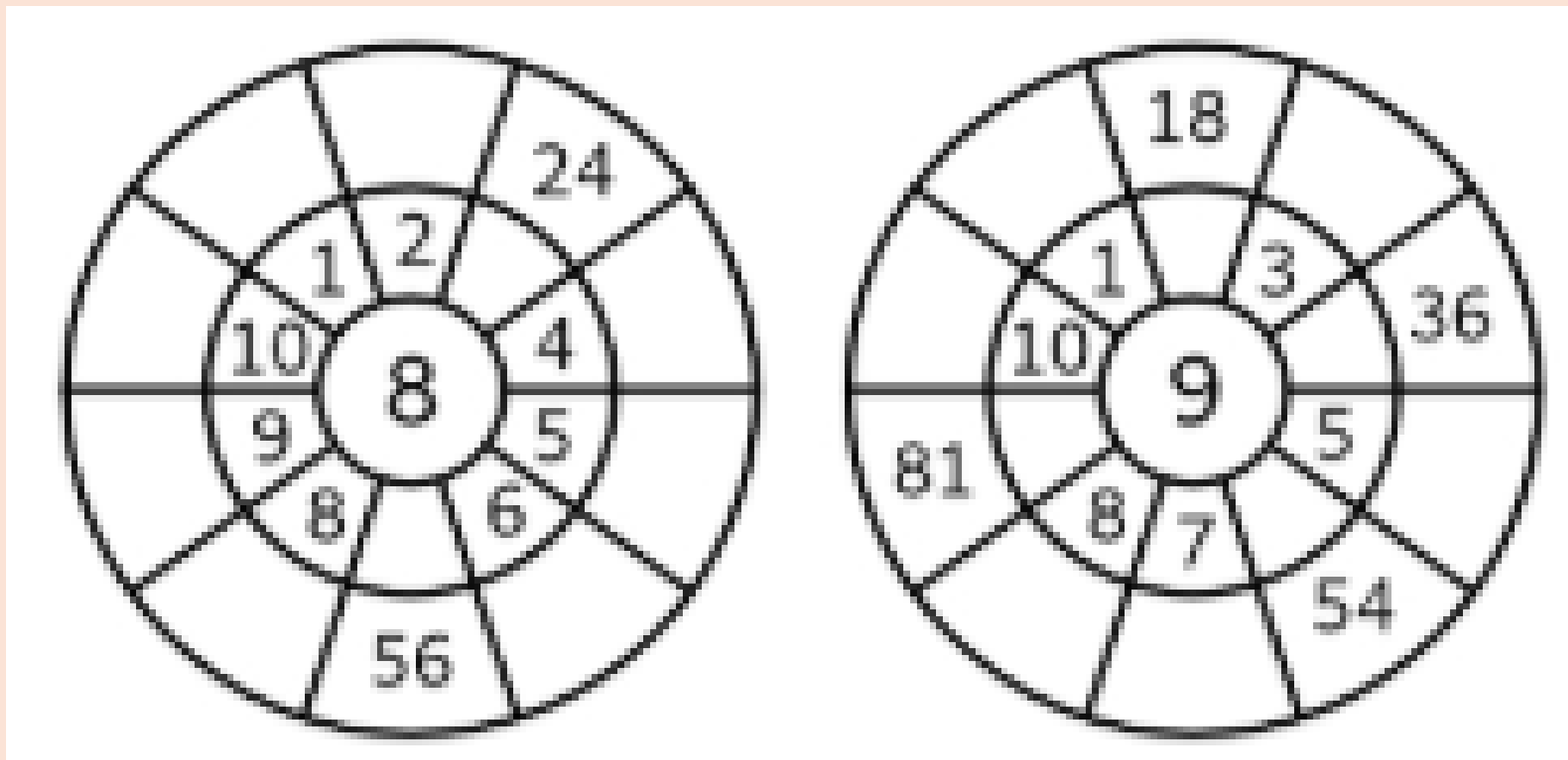
Words we will find in the text -

**Cape Verde Islands** - Cape Verde is located off the west coast of Africa, and is made up of 10 islands floating in the Atlantic Ocean.

**Rudder** - Operates as an underwater blade at the stern of a ship or boat.



# Times tables



09.09.26

TBAT: multiply and divide by 10, 100 and 1000.

3 in 3

1.  $23,841 + 1,000 =$

2.  $234 \times 9 =$

3. Complete the statements using these symbols  $<$ ,  $>$  and  $=$

**$1.3 \text{ \_\_\_ } 1.03$**

**$2.45 \text{ \_\_\_\_\_\_ } 2.5$**

**Round these numbers to the nearest whole number.**

**4.9**

**12.3**

**33.5**

09.09.26

TBAT: multiply and divide by 10, 100 and 1000.

4,912 x 1,000 =

| M | <u>HTh</u> | <u>TTh</u> | Th | H | T | O |
|---|------------|------------|----|---|---|---|
|   |            |            |    |   |   |   |

491,200

4,921,000

4,912,000

09.09.26

TBAT: multiply and divide by 10, 100 and 1000.

$$18 \times 1000 =$$

$$0.5 \times 100 =$$

$$3.6 \times \underline{\quad} = 36$$

$$1.7 \times 1000 =$$

$$74 \times 10 =$$

$$0.08 \times \underline{\quad} = 8$$

**True or false?  $9.67 \times 100 = 9,670$**

**Explain your answer**

09.09.26

TBAT: multiply and divide by 10, 100 and 1000.

Partner discussion – match each calculation to the correct answer.

$$34,000 \div 10 =$$

$$34,000 \div 100 =$$

$$34,000 \div 1,000 =$$

| T Th | Th | H        | T          | O |
|------|----|----------|------------|---|
|      |    | ● ●<br>● | ● ●<br>● ● |   |

**3,400**

| T Th | Th | H | T        | O          |
|------|----|---|----------|------------|
|      |    |   | ● ●<br>● | ● ●<br>● ● |

09.09.26

TBAT: multiply and divide by 10, 100 and 1000.

$$18 \div 1000 =$$

$$0.5 \div 100 =$$

$$3.6 \div \underline{\quad} = 0.36$$

$$1.7 \div \underline{\quad} = 0.017$$

$$74 \div 100 =$$

$$0.08 \div 10 =$$

**How many questions can you think of that give the answer 12.6?**

09.09.26

## TBAT: multiply and divide by 10, 100 and 1000.

1. \_\_\_\_ =  $7,508 \times 100$

2.  $10 \times 42.61 =$

3.  $9.175 \times \text{____} = 9,175$

4.  $54,800 \div 100 =$

5.  $7,400 \div \text{____} = 740$

6.  $4,200 \div 10 \div 10 =$

RP - Which of these calculations do you think is the odd one out? Explain your reasoning.

$53 \times 1000$

$100 \times 530$

$53\,000 \times 10$

### Challenge

Jia and Elena are discussing dividing by 10, 100 and 1000.

Who do you agree with? Explain why.



Jia

To divide by 1000,  
I just cross out the last  
three zeros.



Elena

To divide by 1000,  
I can divide by 10 three  
times.

### Mastery Challenge

Which of these calculations do you think is the odd one out? Explain your reasoning.

A

$710\,000 \div 100$

B

$7100 \div 10$

C

$71\,000 \div 100$

### Mastery with Greater Depth

Emily is thinking of a number.



Emily

My number has 3 digits.

When my number is multiplied  
by 1000, the hundred  
thousands digit and the  
thousands digit are the same.

The product of the number's  
digits is 16.

What could Emily's number be?

Find two possibilities.

Wednesday 9th September

TBAT: use three different sentence structures.

3 in 3

1. **The prefix words in bold in these sentences are incorrect. Rewrite the words with the correct prefix.**

The smashed vase was **unreplaceable** and the gallery owner was **disconsolable**.

2. **Which sentence below is written in present progressive tense?**

Vicki and Sam are running for the bus.

Mum was reading the newspaper.

Ryan has drawn a picture of his house.

The athletes were taking part in the long jump.

3. **Which sentences must end in a question mark?**

Tomorrow, I'll invite my friends for tea

Do you prefer pizza or pasta

I went to the shop, but they were sold out

You'll be at my house for 5pm, won't you

**Challenge –  
How many  
abstract nouns  
can you think  
of?**

## Keywords

A main clause is a group of words that contains a verb and makes complete sense.

A simple sentence is a sentence about one idea that makes complete sense.

A compound sentence is formed of two main clauses and a co-ordinating conjunction.

A subordinate clause is a group of words that contains a verb and does not make complete sense.

A complex sentence is formed of a main clause and a subordinate clause.

A **main clause** is a group of words that contains a verb and makes complete sense.

- the wild wind howled
- stop what you're doing
- is Jun here?
- what a glorious day it is!



Can you spot the verbs?

Remember, verbs can show **being** and **having** as well as **doing**.

These are all **main clauses**.

Which of these are **main clauses**?

**a**

played together

**b**

we played together



**c**

Sofia sat quietly



**d**

sat quietly

A **main clause** has a superpower - it can make a complete sentence on its own!

- the wild wind howled
- stop what you're doing
- is Jun here
- what a glorious day it is



A **main clause** has a superpower - it can make a complete sentence on its own!

- The wild wind howled.
- Stop what you're doing!
- Is Jun here?
- What a glorious day it is!



A sentence made of just one main clause with just one idea is called a **simple sentence**.

Which of these are true for a **simple sentence**?

**a**

It has just one **main clause**.



**b**

It is about one idea.



**c**

It makes complete sense.



**d**

It has more than one **main clause**.

There are four types of **simple sentence**.

A **statement** is a simple sentence that expresses a fact or an opinion.

- The building was very impressive.
- There's so much history in this place!

A **command** is a simple sentence that tells someone to do something and it starts with an imperative verb.

- **Put** that down!
- **Pack away** your things straight away.

An exclamation mark is used to show **strong emotion** in statements and commands.

Which of the following are **commands**?

**a**

It's too loud in this classroom.

**b**

Use a whisper voice.



**c**

Stop talking!



**d**

I'm hearing way too many voices!

A **question** is a simple sentence that asks someone for an answer.

- Where are  going?
- Did you know  Aisha before today?
- How has he been lately?

Questions start with a question word and end with a question mark.

Can you spot the verbs?

In questions, we often use **having** and **being** verbs.

## True or false?

What's up? Is a complete **simple sentence**.

**T** True 

**F** False

## Justify your answer

**a**

It does not contain a verb.

**b**

It does contain a verb - 'what's' means 'what is' and 'is' is a being verb.



An **exclamation** is a simple sentence that expresses strong emotion or surprise.

- What a mess you've made!

- What a lot of snow has fallen!

- How tall he is!

- How clever you are!

An exclamation starts with '**What**' or '**How**' and ends with an exclamation mark.

Can you spot the **being** and **having** verbs?

## True or false?

Oh no! Is an exclamation sentence.

**T** True

**F** False ✓

## Justify your answer

**a**

It doesn't contain a verb and it doesn't start with **what** or **how**.



**b**

It is too short to be a sentence.

Decide if each sentence is a statement, question, command or exclamation:

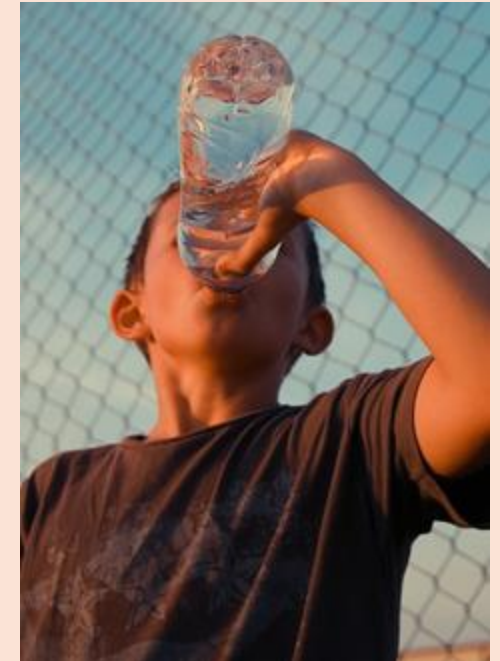
- How refreshing this is!
- The water was refreshing and delicious on a humid day.
- How much water are you going to have?
- Drink plenty of water today.

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Decide if each sentence is a statement, question, command or exclamation:

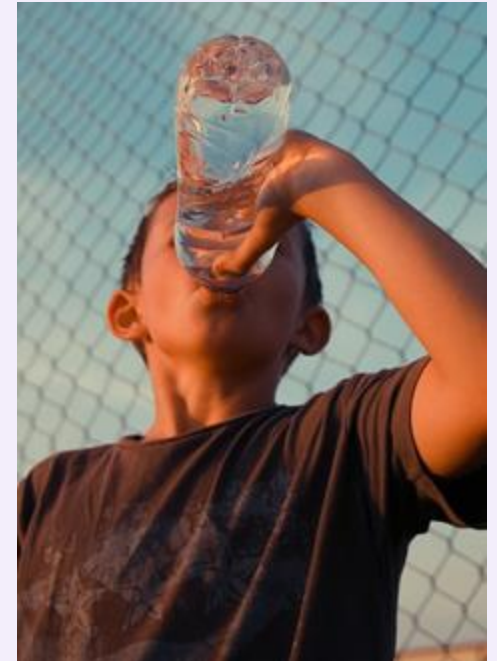
- How refreshing this is!
- The water was refreshing and delicious on a humid day.
- How much water are you going to have?
- Drink plenty of water today.

exclamation

statement

question

command



Let's look at two **main clauses** that are equally important:

- the Romans conquered Britain in 43 AD
- they stayed for nearly four centuries

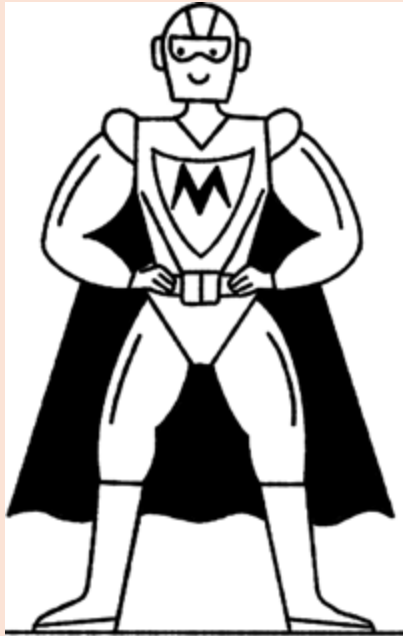
These two ideas can be combined into one **compound sentence**:

- The Romans conquered Britain in 43 AD and they stayed for nearly four centuries.

A **compound sentence** is formed of at least two equally important **main clauses** joined together.



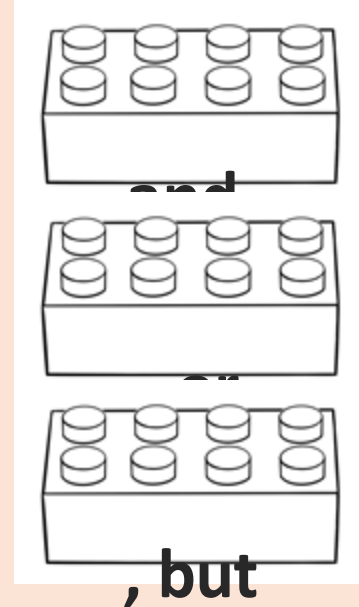
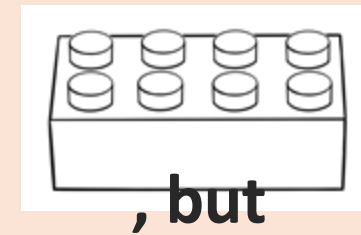
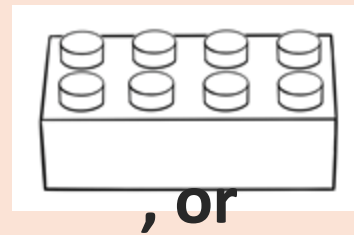
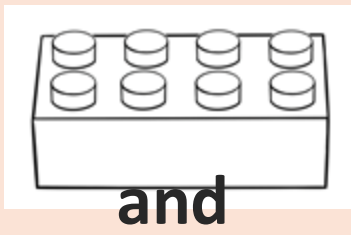
+



=

**compound sentence**

Co-ordinating conjunctions join **main clauses**. There are three:



= compound sentence

What does a **compound sentence** always contain?

**a**

at least two main clauses



**b**

a question mark

**c**

at least two ideas of equal importance

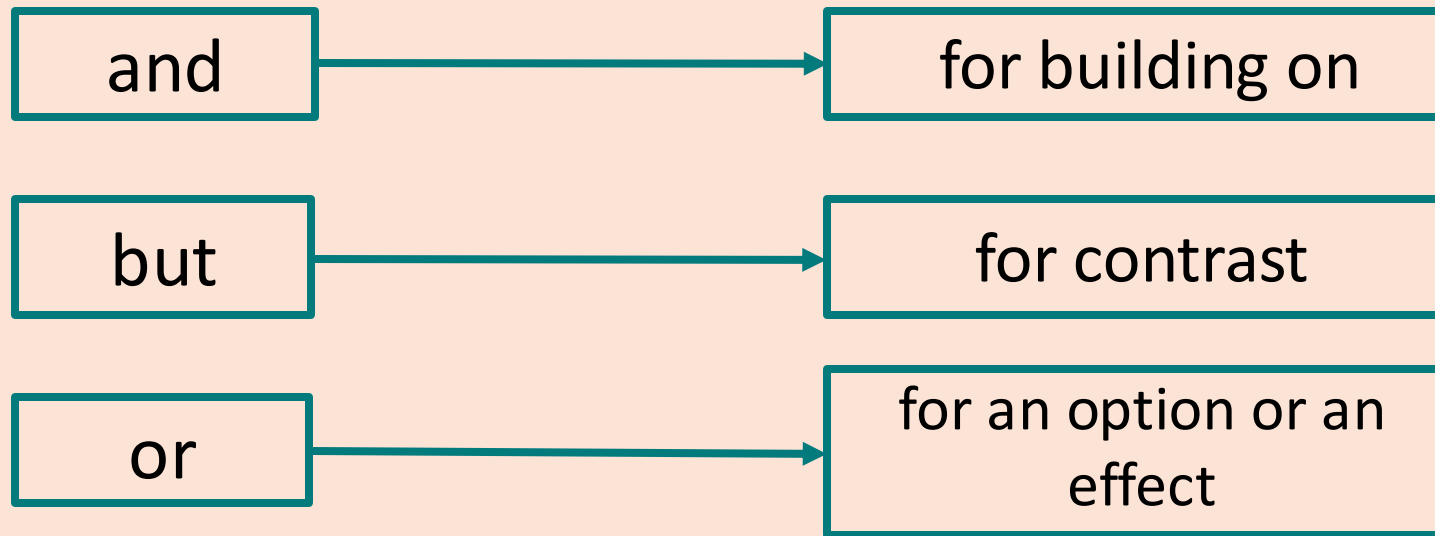


**d**

a coordinating conjunction



The three **co-ordinating conjunctions** have different purposes:



Remember -  
we use a  
comma  
before but,  
and before  
or!

- The light was off **and** the room was eerily dark.
- The light was off, **but** I could still see clearly.
- I'd better get dressed, **or** I'll certainly be late for school.



Which is the best **co-ordinating conjunction** to place in each gap?

- We could go to the park \_\_\_\_\_ we could stay in.
- We could go to the park \_\_\_\_\_ it is raining heavily.
- We could go to the park \_\_\_\_\_ we could go on the swings.

, or

, but

and

, or

, but

and

Let's take a look at some more example sentences:

- We could have coffee **or** tea.



- Lucas went to London **and** Paris.



- The weather was cloudy **but** warm.



These are not **main clauses** because they do not make sense on their own.

These are **simple sentences**.

## True or false?

'Izzy bought bananas and bread.' is a **compound sentence**.

**T** True

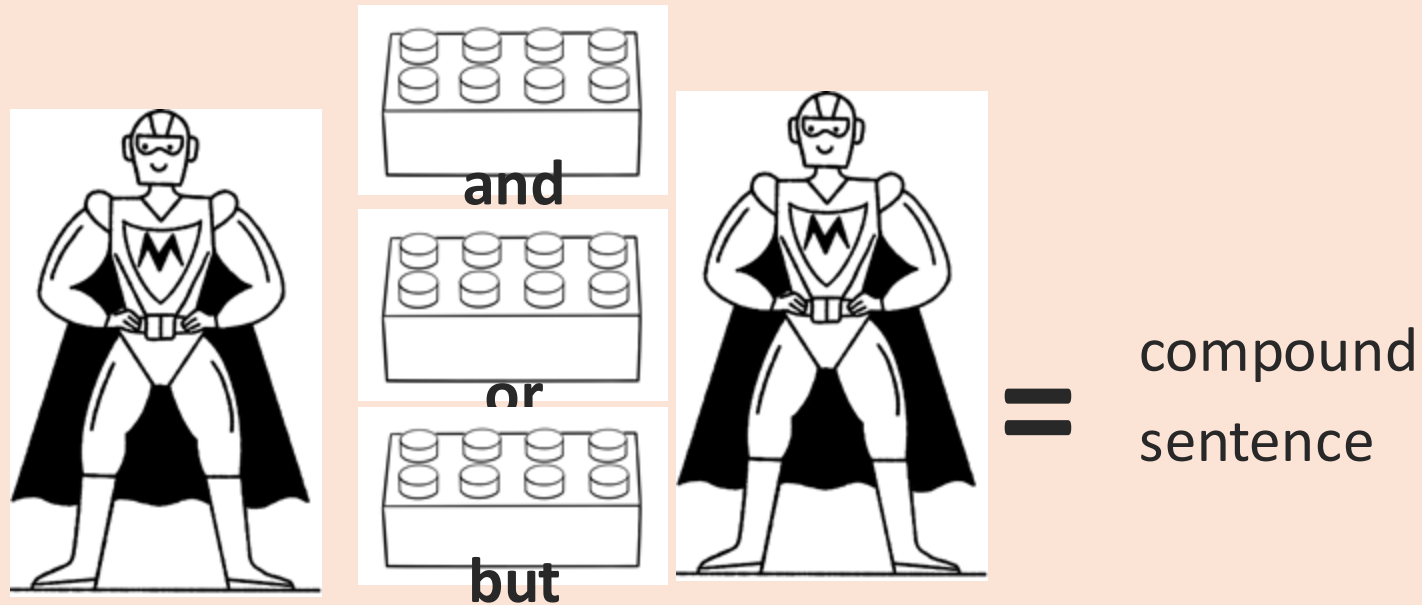
**F** False ✓

## Justify your answer

**a** It is formed of one main clause.

**b** It does not contain two main clauses. ✓

Write compound sentences using three different **co-ordinating conjunctions**.



Remember that each part of your sentence must be a **main clause** that would make sense on its own.

A **subordinate clause** is a group of words that contains a verb that does not make complete sense.

- because it was time to go home
- as the light shone through the towering trees
- when she lived next door



Which of the following are **subordinate clauses**?

a

Alex dressed quickly

b

so he would not be late for school



c

Sofia leaped across the stream

d

when they entered the building



A **subordinate clause** needs to be linked to a **main clause** to make a **complex sentence**.

subordinate clause

As the door slammed shut, the room seemed to shake.



main clause

main clause

The room seemed to shake as the door slammed shut.

subordinate clause



Which of the following is true for a **complex sentence**?

**a**

It has two main clauses.

**b**

It has a main clause and a subordinate clause.

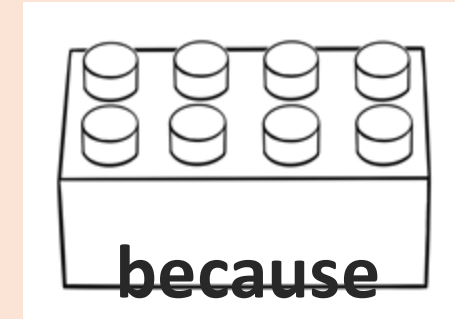
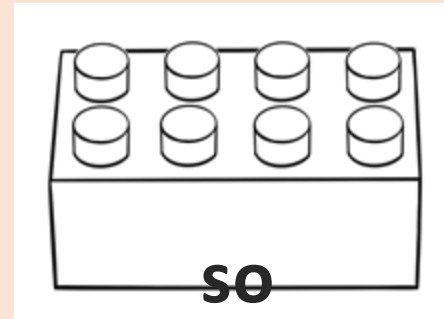
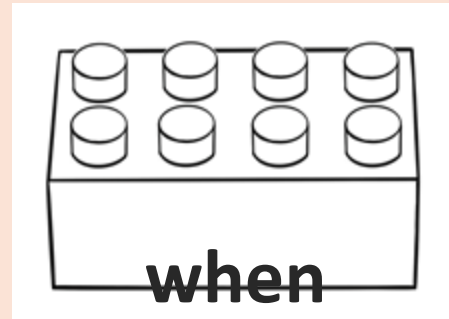
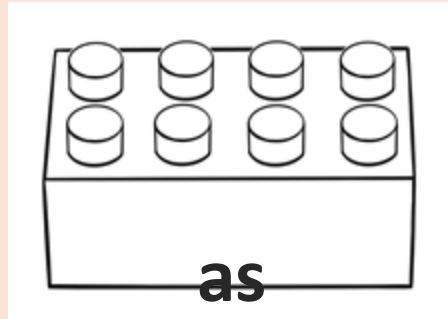
**c**

It has two subordinate clauses.



A **conjunction** is a word that joins words, phrases or clauses.

One type of conjunction is a **subordinating conjunction**:

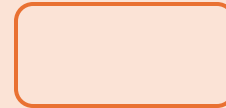


A **subordinating conjunction** starts an **adverbial clause**.

Here are some **complex sentences**. We can find the **adverbial clause** by looking for the **subordinating conjunction**.



- As the clouds parted, the moon shone down brightly.

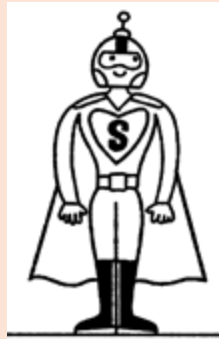


- Izzy and Lucas stood up instantly when the bell sounded.



- Because Earth orbits the Sun, we have night and day.

When an **adverbial clause** is joined to a main clause, it makes an **adverbial complex sentence**.



Jacob was gazing out of the window as Sofia shared her poem.



As Sofia shared her poem, Jacob was gazing out of the window.

Which three will always be found in an **adverbial complex sentence**?

**a**

main clause



**b**

adverbial clause



**c**

exclamation mark

**d**

subordinating conjunction



Complete the adverbial clause for each sentence to create an **adverbial complex sentence**. The main clause has been given to you.

1. Laura dashed quickly to the football pitch when \_\_\_\_\_.
2. A cool breeze whipped against my face as \_\_\_\_\_.
3. Andeep listened intently so \_\_\_\_\_.
4. Because \_\_\_\_\_, Alex's mum was absolutely furious.
5. When \_\_\_\_\_, Class 4 cheered joyfully.

Here are some example sentences:

1. Laura dashed quickly to the football pitch when the bell rang for lunch.
2. A cool breeze whipped against my face as I strode along the deserted beach.
3. Andeep listened intently so he had the best chance of winning the game.
4. Because we were very late getting home, Alex's mum was absolutely furious.
5. When they won the Attendance Award, Class 4 cheered joyfully.

- a **simple sentence** is formed of one main clause
- there are four types of **simple sentence**: statements, commands, questions and exclamations
- a **compound sentence** is formed of two or more main clauses joined by a co-ordinating conjunction
- an **adverbial complex sentence** is formed of an adverbial clause placed before or after a main clause

09.09.26

TBAT: write quickly and legibly, using cursive handwriting.

Write the words and  
their definitions.

Use a dictionary to  
help you.

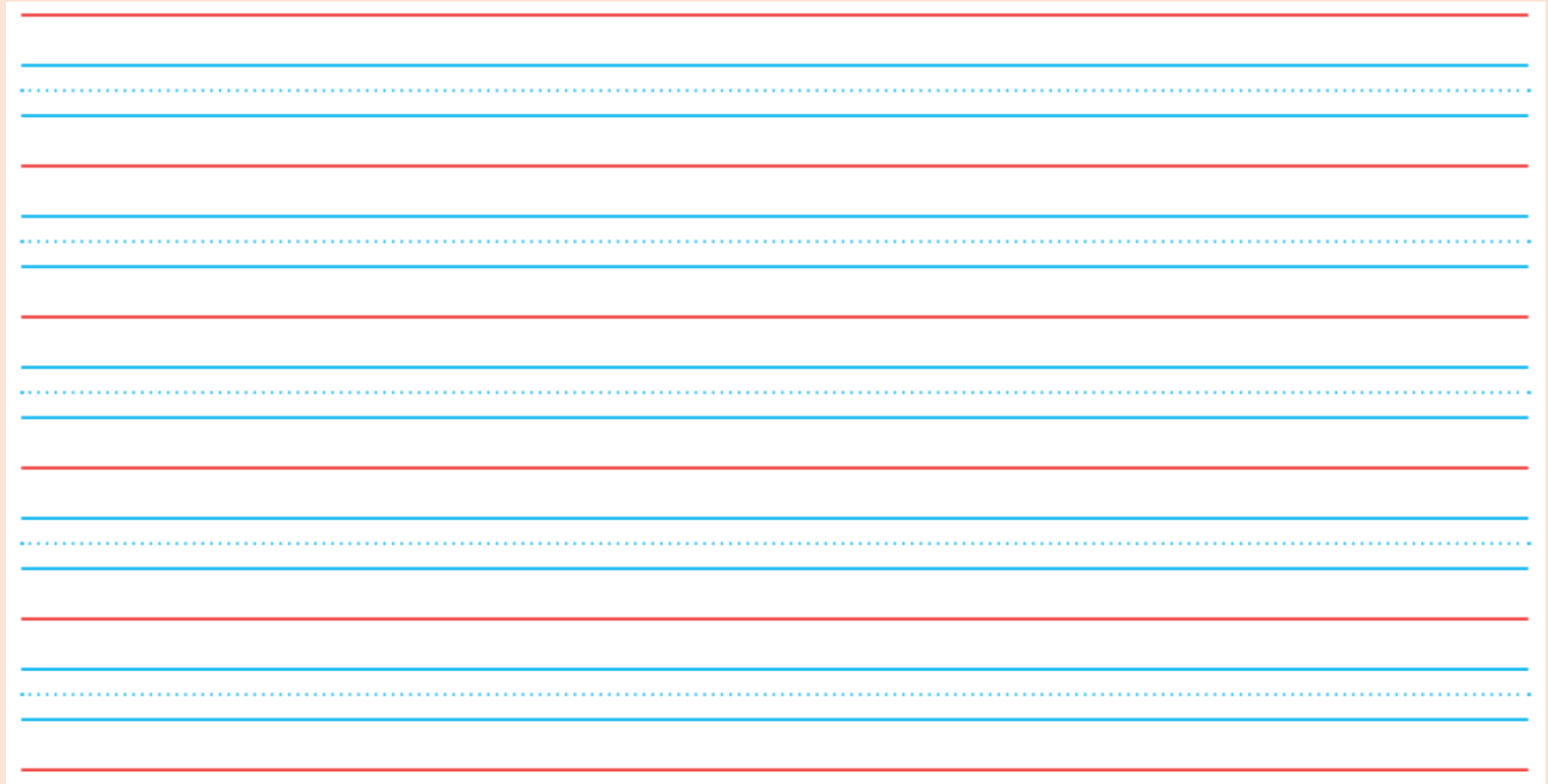
aggressive

hostile

awkward

obstinate

desperate

A series of horizontal lines for handwriting practice. Each set consists of a solid red top line, a solid blue middle line, a dotted blue line just below the middle line, and a solid blue bottom line. There are five such sets of lines stacked vertically.

**Challenge – Use each word in a sentence containing  
brackets.**

Wednesday 9th September

## KQ - How do many Hindus understand Brahman as the ultimate reality or God?

1 What is the Hindu place of worship called? (Tick 1 correct answer)

- ☐ church
- ☐ mosque
- ☐ mandir
- ☐ gurdwara

2 Name one festival that Hindus celebrate.

\_\_\_\_\_

3 What does the festival of Diwali celebrate? (Tick 1 correct answer)

- ☐ the birth of Jesus
- ☐ the victory of light over darkness
- ☐ the birth of a person
- ☐ a harvest festival

4 Who is the main character in the story of Holi, who survived the fire? (Tick 1 correct answer)

- ☐ Jesus
- ☐ Muhammad
- ☐ Prahlad
- ☐ Buddha

5 The deity Krishna showed what in his mouth when his mum asked him to open it? (Tick 1 correct answer)

- ☐ his teeth
- ☐ the universe
- ☐ his tongue

# Keywords

Brahman

ultimate reality in Hindu Dharma

Svetaketu

a character in a story of Hindu Dharma

omnipresent

belief that Brahman or God is present throughout the universe

Aum

symbol used to represent Brahman and the sound of creation

Hindu Dharma asks big questions about life and reality.



Two questions it asks is:

- What is ultimate reality?
- Is there a God?

Hindu texts, such as the Upanishads, have given answers to these questions.

This is Kavita, she is a British Hindu.



Her family believe there is an ultimate reality in the universe.

This ultimate reality is called **Brahman**.

Many Hindus believe **Brahman** is the one supreme spirit or energy that exists everywhere.

**Brahman** is present everywhere.

## What might Svetaketu teach about Brahman?



Check

Which two statements best describe the idea of **Brahman**?

**a**

ultimate reality in the universe



**b**

supreme spirit or energy



**c**

present only in heaven

Kavita is learning more about **Brahman** with her family.



Kavita and her family

Kavita's dad tells her that there is a Hindu story he remembers from when he was a child.

This story helped him understand important lessons about **Brahman** as the ultimate reality.

We can better understand Hindu worldviews by hearing stories and thinking about how Hindus interpret them.



Kavita and her family

The story is found in Hindu texts called the Upanishads and based on the character **Svetaketu**.

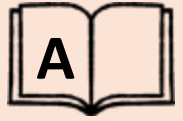
It uses two metaphors to explore the idea of **Brahman** to help Hindus understand more about this complex idea.

What might Svetaketu teach about Brahman?



Explanation

This is the story of **Svetaketu**.



The potter shapes the  
clay on a wheel.



## True or false?

Uddalaka told **Svetaketu** that once the clay is shaped into a pot, it stops being the same clay.



True



False



Why?

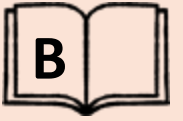
Uddalaka explained that even though the clay is shaped into a pot, it is still the same clay. This was to help his son understand that all things are forms of the same **Brahman**.

What might Svetaketu teach about Brahman?



Explanation

The salt is added to the water. The salt dissolves.



Story summary:

**Svetaketu** was confused. Why couldn't he see **Brahman**?

Firstly, his father asked him to stir some salt into the water.

After that, he returned to find the salt had dissolved. When he tasted the water, it was salty.

Finally, **Svetaketu** realised that **Brahman** was everywhere and in everything, only we do not see it.

## What might Svetaketu teach about Brahman?



Check

The example of the salt and water taught **Svetaketu** that **Brahman** is ...

**a**

visible to everyone, but only at certain times.

**b**

only present for a short time before disappearing.

**c**

present everywhere, even if you can't see it.





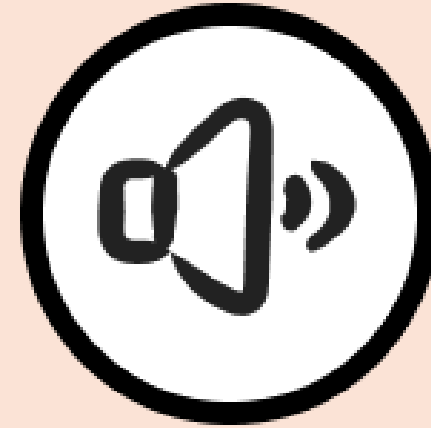
This is the symbol of **Aum**. Kavita has this symbol on her home shrine.

**Aum** is a sacred sound and symbol used in Hindu Dharma to represent **Brahman**.

It symbolises the essence of the universe, connecting all living things.

This is **Aum** in sound form.

What do you notice about the sound?



Many Hindus consider **Aum** to be the first sound of the universe.

It symbolises **Brahman** as the energy at the beginning of creation and the core of all existence.

What do many Hindus believe about Brahman?



Check

## True or false?

The **Aum** symbol is a sacred sound that symbolises **Brahman**.

**T** True ✓

**F** False

Why?

The sound of **Aum** symbolises **Brahman** as the energy and reality in the universe.

**Aum** is often chanted by Hindus during worship. For many Hindus, **Brahman** is seen as God and **Aum** is a way to connect with God.

Chanting **Aum** helps me focus my mind during worship. It connects me to **Brahman**. I see **Brahman** as God.



Kavita

## What do many Hindus believe about Brahman?

Like many Hindus, Kavita believes **Brahman** is **omnipresent** in:



nature



living beings



the entire universe

This belief helps Kavita feel connected to the world around her at all times.



Kavita

I believe that **Brahman** is everywhere in the universe and in everything.

I believe that God is in all living beings. I feel connected to the earth and creatures. It is all part of God. We must care for it all.

What might it mean when Hindus say that **Brahman** is **omnipresent**?

**a**

**Brahman** is present only in physical things you can see.

**b**

**Brahman** is everywhere, in nature and all living things.



**c**

**Brahman** is only present through the **Aum** symbol and sound.

Some Hindus believe that **Brahman**, the ultimate reality, is formless and beyond anything humans can fully understand.



Think of **Brahman** like the air: it's everywhere, all around us, but we can't see it.  
Even though it has no shape or image, it's always present.

Laura

This idea is called Nirguna **Brahman**.  
**Brahman** without form.



Lucas



What does the term Nirguna **Brahman** refer to?

a

The belief that God is present in all aspects of life and nature.

b

The idea that **Brahman** is formless and beyond human understanding.



c

That **Brahman** has many forms (deities) to connect with people.

Many Hindus believe that **Brahman**, while formless, can also take on different forms to help them feel closer to God.



Laura

These forms are represented by deities.  
A deity is a god or goddess.

This idea is called Saguna  
**Brahman**.  
**Brahman** with form.



Lucas

Laura is reflecting on what many Hindus believe about **Brahman**.

Write two more beliefs that might help explain how Hindus understand **Brahman**.



Laura

I think the **Aum** symbol helps many Hindus connect with **Brahman**, as it is a sacred sound.

Write two more beliefs that might help explain how Hindus understand **Brahman**.

You might have mentioned:

Many Hindus believe **Brahman** is **omnipresent** in everything. This helps some Hindus feel a sense of connection and responsibility to care for animals and plants.

Many Hindus believe that **Brahman** can take forms in deities. This helps them feel closer to God.

- In Hindu Dharma, there is one ultimate reality, who is in everything.
- This ultimate reality is called **Brahman**.
- The story of **Svetaketu** helps Hindus to understand **Brahman**.
- Many Hindus believe **Brahman** is **omnipresent**, or everywhere.
- Many Hindus describe **Brahman** as God.
- Hindus use the **Aum** symbol to describe **Brahman**.

Wednesday 9th September

KQ - how many Hindus understand Brahman as ultimate reality or God?

1) Give a reason why the story of **Svetaketu** might help Hindus understand **Brahman** as being everywhere, even if we cannot see him.

2) Can you think of something in your own life that you cannot see, but know it is there? How can you use this to help others understand the idea of **Brahman** being everywhere?

**Challenge -**

Why couldn't Svetaketu see Brahman, according to the story? (Tick **1** correct answer)

- ☐ because Brahman is only visible to gurus
- ☐ because Brahman is formless and everywhere
- ☐ because Brahman can only be seen in mandirs

Wednesday 9th September

KQ - How do many Hindus understand Brahman as the ultimate reality or God?

## Exit Quiz

1 What is the symbol used to represent Brahman? (Tick 1 correct answer)

- ☐ aum
- ☐ cross
- ☐ star
- ☐ moon

2 How many gods do Hindus believe in?

\_\_\_\_\_

3 What does the sound of Aum represent? (Tick 1 correct answer)

- ☐ a festival
- ☐ the name of a deity
- ☐ the first sound of the universe
- ☐ it is not a sound

4 Match the words to their definitions. (Write the correct letter in each box)

|   |                 |
|---|-----------------|
| a | Nirguna Brahman |
| b | Saguna Brahman  |
| c | omnipresent     |

|  |                                      |
|--|--------------------------------------|
|  | Brahman is everywhere, in all things |
|  | Brahman with form                    |
|  | Brahman without form                 |

5 How did Uddalaka show Svetaketu that Brahman is everywhere? (Tick 1 correct answer)

- ☐ by using a leaf from a tree
- ☐ by pointing up to the universe
- ☐ by sending him to get an education
- ☐ by dissolving salt in water

# Wednesday 9th September

## KQ – What is the function of the heart?

1 What is an organ? Tick 1 correct answer

- ☐ a part of the body that plays music
- ☐ a part of the body that performs a specific function
- ☐ a big muscle inside your body
- ☐ a body part that helps you to breathe

2 Match the organ with the sense it is responsible for. Write the correct letter in each box

|   |        |
|---|--------|
| a | eyes   |
| b | nose   |
| c | skin   |
| d | tongue |
| e | ears   |

|  |         |
|--|---------|
|  | sight   |
|  | smell   |
|  | touch   |
|  | hearing |
|  | taste   |

3 What does the word function mean? Tick 1 correct answer

- ☐ if something goes up or down
- ☐ the reason for something
- ☐ the purpose of something
- ☐ something that is enjoyable

### Challenge

Match the organs to their descriptions. Write the correct letter in each box

|   |         |
|---|---------|
| a | heart   |
| b | lungs   |
| c | stomach |
| d | brain   |

|  |                             |
|--|-----------------------------|
|  | breaks down food            |
|  | pumps blood around the body |
|  | control centre for the body |
|  | help you to breathe         |

Wednesday 9th September  
KQ – What is the function of the heart?

## Keywords

|                 |                                                                                                               |
|-----------------|---------------------------------------------------------------------------------------------------------------|
| <b>organ</b>    | An <b>organ</b> is a part of the body that does a <u>particular job</u> , such as the brain, heart and lungs. |
| <b>function</b> | The <b>function</b> of an organ is its job within the body.                                                   |
| <b>heart</b>    | The <b>heart</b> is an organ that pumps blood around the body.                                                |
| <b>blood</b>    | <b>Blood</b> is pumped around the body by the heart.                                                          |
| <b>model</b>    | A <b>model</b> is used to describe something that cannot be experienced directly.                             |

Wednesday 9th September

KQ – What is the function of the heart?

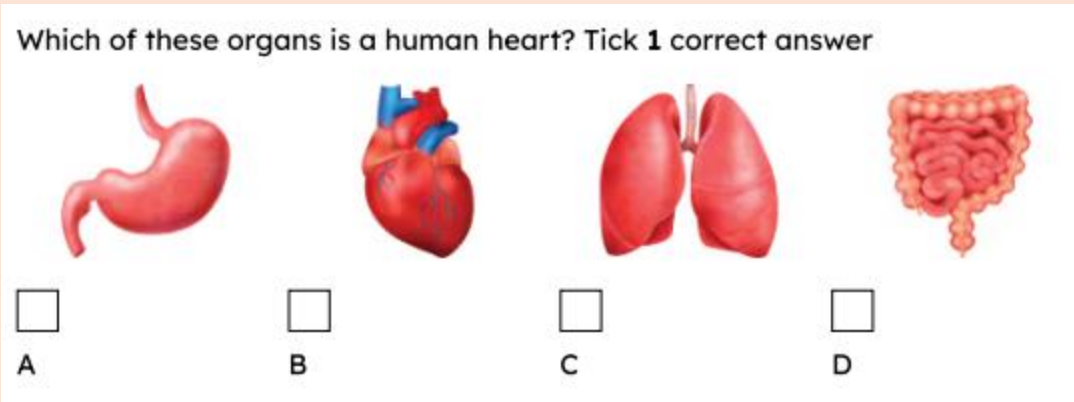
What is the heart made up of?

What does the heart transport around the body?

How many chambers does the heart have?

## Wednesday 9th September

### KQ – What is the function of the heart?



### Questions

1. What shape is the heart?
2. The size of your heart is approximately....
3. The main function of the heart is to .....
4. How many times does your heart roughly beat in a day?

Models can be used to help us understand the \_\_\_\_\_ of the heart.

Wednesday 9th September

KQ – What is the function of the heart?

Exit Quiz

1. Approximately, how many times does the average heart beat in a day?

150 times

150,000 times

50,000 times

115,000 times

2. The heart is an \_\_\_\_\_

Organ

blood

cleaner

bone

3. The heart's function is to pump \_\_\_\_\_ around the body.

4. The average heart is the size of a human \_\_\_\_\_ and roughly the shape of a \_\_\_\_\_.

Wednesday 9th September

TBAT: consider what makes respectful listening and group-working.

Choose a partner to talk to. Find out about **one way** they like to spend their **spare time**.

You have **one minute** to find out as much about this leisure activity as you can.

What do we need to do when we listen to make sure we show the other person that we value and respect them?



Wednesday 9th September

TBAT: consider what makes respectful listening and group-working.

**Key words:**

confidential

discuss

included

listen

personal

polite

questions

respect

respond

vocabulary

# Active Listening



[Active Listening - YouTube](#)

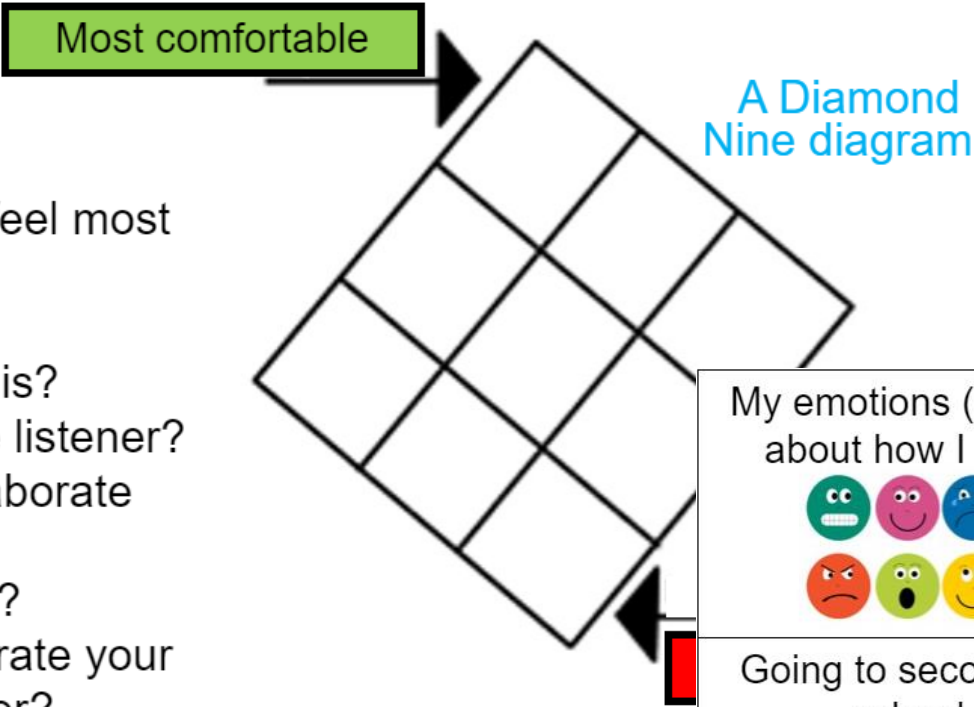
**Watch the clip.**

1. What tips does it give to be an active listener?
2. How do you know when someone is listening to you?
3. How does this make you feel?
4. What about when someone isn't listening?

Wednesday 9th September

TBAT: consider what makes respectful listening and group-working.

- Questions to discuss:**
- Which topics did you feel most uncomfortable with discussing?
  - Why do you think this is?
  - Does it depend on the listener?
  - How well did you collaborate during this activity?
  - Was it easy or difficult?
  - How did you demonstrate your respect for your partner?



|                                               |                                                       |                                   |
|-----------------------------------------------|-------------------------------------------------------|-----------------------------------|
| <p>My emotions (talking about how I feel)</p> | <p>Self-care (including diet, exercise and sleep)</p> | <p>Death and bereavement</p>      |
| <p>Going to secondary school</p>              |                                                       | <p>Drugs, smoking and alcohol</p> |
| <p>Crime and anti-social behaviour</p>        | <p>Relationships and sex</p>                          | <p>How to keep safe online</p>    |

Wednesday 9th September

TBAT: consider what makes respectful listening and group-working.

**Key words:**

confidential

discuss

included

listen

personal

polite

questions

respect

respond

vocabulary

The issues discussed in PSHE can be sensitive, therefore it is really important that we **establish some classroom rules** so that we all feel comfortable to contribute to discussions, group work and PSHE lessons.

In your books, create a mind-map of rules for respect that we will use in PSHE lessons:

What are our rules for  
respect in  
PSHE lessons?



It is important that we **respect** other people's views, even if we don't agree with them