Home Learning Introduction: Topic 7 Let's Perform: Lights, Camera, Action!

We hope you are all keeping safe and well. **We also wish families celebrating Eid, Eid Mubarak!**

These may be of help to you, particularly if you are trying to manage several children's needs or have limited access to the Internet.

*Page 1: activities – no IT needed Page 2: web links - if you have internet access and some extension.*

The most important thing is that you are calm for your children and should only do whatever you can manage. Remember that children also learn a lot through play such as Lego and playing games and even through chores such as helping to prepare a meal. Great learning can happen when it’s not always adult directed.

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**Wellbeing and Building Resilience**

For resources to support this please click this link to our Padlet: https://padlet.com/HLTWellbeing/jukwcst2scmfbd7 or use this QR code:

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**Managing Feelings – Talking about feelings and worries**

(please see further website resources for support on the third page)

The Prime Minister announced that from 1st June all Nursery, Reception, Year 1 and Year 6 may return to school. Some children will be excited and encouraged by this news. Others, we know, will feel worried, anxious and/or nervous about the return to school and what school will be like whilst they are there. We know all feelings are valid and completely normal. Acknowledging and talking about feelings is an important first step in learning how to manage these feelings and, in doing so, build resilience.

- Look at pictures of people in books and magazines. Ask your child, *'What is happening in this picture? What is this person feeling like? How do you know? Have you ever felt like this? If you felt like this, what would your face look like? What would it feel like inside your body? What might a person do, feeling like this? Can you think of other words to describe this feeling?'*
- Draw or write their feelings down, about the prospect of returning to school on a piece of paper, and 'post' these into a 'My feelings' box. Talk about their drawings or words e.g. *Tell me about what is happening in your picture. I can see you look (name emotion) because ...... Tell me more.*
- Follow up with strategies e.g. *'When you are at school and if you feel like this, what could you do?'
- Recognise with your child that all feelings are okay and that it is okay for them to be honest in feeling that way.

Talking through play can also help!
Dancing in symmetry
Dancers in musicals and in the theatre often create symmetrical shapes for their bodies when dancing. This is quite hard to do and you will need to practice a lot to get it right. Can you do it?

Go to the cinema on a Saturday and try making a symmetrical shape with your body.

Making a symmetrical shape

1. Stand in a line. Ask a classmate to stand between you and the classmate in front of you. Can they make a symmetrical shape with you?
2. Move to the right then move up a level of symmetry. Can you make a body shape with two lines of symmetry?

Try to draw the shape you mad with your body using squared paper. Compare the shapes you drew with a friend. Did you get the same level of symmetry? Can you make a body shape with three lines of symmetry?

Design the shape you and your partner made on squared paper. Compare with another pair of shapes. Can you make a shape with a higher level of symmetry?

The Lion, the Witch and the Wardrobe

The book is set in the real world of 1920s England. Why do you think the author, C.S. Lewis, made the story so real?

The author, C.S. Lewis, was an English writer and literary critic. He was known for his imaginative stories, including The Chronicles of Narnia. He wrote the story of The Lion, the Witch and the Wardrobe in 1950.

1. In order to make their play, the characters had to imagine the real world of 1920s England. Why do you think the author made the story so real?
2. As the story begins, the four children are living in a small house in a small town. Why do you think the author chose this setting?
3. Can you imagine what it was like to live in the real world of 1920s England?

The story of The Lion, the Witch and the Wardrobe is set in the real world of 1920s England. Why do you think the author chose this setting for the story?

Try to draw the shape you and your partner made on squared paper. Compare with another pair of shapes. Can you make a shape with a higher level of symmetry?
1. In response to the coronavirus lockdown and backed by the Government, The Oak National Academy website, is a new collection of high-quality lessons and online resources. For more information for parents and carers: https://www.thenationalacademy.information-for-parents-pupils/

2. A CAMHS Alliance for Hackney has produced a comprehensive list for parents and carers https://www.learningtrust.co.uk/sites/default/files/document/City%20and%20Hackney%20CAMHS%20support%20for%20parents-carers.pdf


4. A big end of Ramadan, a month of fasting. It starts when the moon is sighted in Mecca. It could be on Sunday 23rd May.

5. In Sikhism the festival of Baisakhi or Vaisakhi celebrates the New Year and the occasion is performed at the Guru Gobin Singh founded the Khalsa (The Sikh Community). A Baisakhi groups of men during the end of harvest and tells the story of a farmer’s life. The dance is accompanied by solo singer and a big drum called a dhol. Can you think of any religions where music and dance is used to celebrate? Could you make up a dance to celebrate an important event in your life?

6. Lights, Camera, Action! Could you make up a TV show? Here are some ideas to get you started:
   - Cbeebies Pantomine https://www.bbc.co.uk/cbbc/quizzes/bp
   - Life of Josephine https://www.raiseonlinetraining.co.uk/videos/ks2
   - The Owls who were afraid of the dark: Jill Tominlinson
   - The Dark: Lemmon Snicket

7. They are links to websites used in the lesson:
   - https://www.sadlerswells.com/whats-on/shadowplay
   - https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7052182
   - https://www.energycircle.net/activities/whats-on/energy-activities
   - https://www.abc.net.au/a/science/inventions/television/

8. You can access these websites.

9. You can access these websites.

10. You can access these websites.

11. You can access these websites.

12. You can access these websites.

13. You can access these websites.