

Y5 Spring: Wellbeing

Recognising, naming and expressing feelings

Notes-overview

This week and next week follow on from each other. Don't feel the need to do everything. You can just encourage the use of the journal or 'Think Book' if your child does not enjoy painting and drawing activities. There is also a selection of mindful colouring sheets which are calming activities to do while listening to music.

The essence of these units is reflection on the lock down/isolating experience and how it has made us all feel about ourselves and the important people in our lives.

As with other units if this is not for you then the most valuable thing your child can do is read. Anything which interests them, whether it is fiction or non-fiction, is fine. There are also My Maths activities to complete and the BBC is still providing on line learning.

Day 1

You will need the poem of **A Boy's Head**

Day 3

You will need as large a space as possible for children's movements.

There is an activity using 'Think Books' each day this week. 'Think Books' are a type of private Writing Journal. The aim is to give children opportunity to write, draw and reflect on what is important to them. They're not for marking and feedback! 'Think Books' can be a small paper booklet made from folded A4. The rules are that children can write or draw anything in these and do not have to share it with anyone.

'Think Books' can provide really valuable opportunities and support for children, especially when they are facing challenges and difficulties –and can lead to discussions if this is appropriate.

If you have access to a computer or the internet you can read more about this sort of journal here:

https://ukla.org/wp-content/uploads/Childrens_Writing_Journals_Extract.pdf

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Day 1

Read or Listen to a poem. Make a self-portrait.

Expressive arts focus: drawing and painting self-portraits

- Read the poem **A Boy's Head** by Miroslav Holub.
- Discuss the **Talking Points** (*see resources*).
- **Activity: Drawing and painting a self-portrait** – a picture of their heads.

If you have access, it is very helpful to watch and talk about the BBC self-portrait video:

<https://www.bbc.co.uk/teach/class-clips-video/art-and-design-draw-self-portrait/z6ytscw>

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Day 2

Read and talk about a poem. Make a self-portrait design.

Expressive arts focus: drawing and designing

- Re-read the poem **A Boy's Head**
- Set children the challenge of learning the eight items that the poet says are in this boy's head. *How many can you remember?*
- Revisit their self-portrait and, for dramatic effect, make a cut in the head like those in the **Examples** (*see resources*).
- Explain that children are going to cut open their self-portraits and then add drawings of some of the things that are in their head.
- Explain to children the sorts of things they might draw. Write: thoughts/feelings/ideas/memories/questions on the board. Give children some quiet (and private) time to make notes of examples for each of these categories.

Activity: Completing 'head open' self-portraits

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Day 3

Talk about a story. Devising a dance.

Expressive arts focus: dance

- Show children **Object** (*see resources*). Talk about what this can be.
- Explain that the object comes from the book **What do you do with an idea?** Read and share the text together or watch the video reading if you have access.
<https://www.youtube.com/watch?v=mSfNv0-SgJM>
- *What points is it trying to make? What would you say are the three most important things that somebody could learn from this book?*
- Look together at some of the different movements implied by the book. How do you think the idea looked when it was 'strange and fragile'? What do you think the boy did when he 'acted like it didn't belong to me'?
- Look together at **Narration** (*see resources*) and explain children's task: to make a dance to fit these words.

Activity: Devising a dance

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Day 4

Talk about a story. Make a watercolour painting.

Expressive arts focus: watercolour salt painting

- Ask children to talk about the places or times that they feel most positive and most able to think and dream about things. *Where do you feel safest and happiest? Who helps you to do this? What do you do?*
- If appropriate, share your own experiences of feeling safe and inspired.

Watercolour salt paintings

Activity:

- Children follow the **Night Sky Painting Instructions** to make an impressionistic painting of a night sky. Or paint your own picture of a landscape.

If you do not have painting equipment then the children could draw and write about their favourite places.

This could be done like an acrostic poem for example:

Beach days are fun, I play with my friends.'

Exciting and sunny

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