Rainhill St Ann's

Year Six to St Edward's College

Transition Pack

Monday 13th - Wednesday 22nd July 2020

Jessica M

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Always our best for God, each other and ourselves.

Dear Parents/ Carers,

This pack is to be used from Monday 13th to Wednesday 22nd July.

We have been informed by St Edward's that they will be contacting parents directly regarding their own Transition arrangements, which may have already happened. We have been informed that this may include a booklet of activities to engage pupils in a range of subjects that they will study from September. We have been assured that this will be launched directly to Jessica, without St Ann's involvement, as will all further communication.

The work set by St Edward's of course takes priority over this booklet but Jessica child will also benefit and enjoy completing this St Ann's booklet – many of the activities that have been planned are reflective, creative and nostalgic!

Kind regards,

Mrs Willan and Mr Phillips.

Below you will find a contents page that provides guidance on how to support your children with their learning over the next 8 days. This is a guide only and it is entirely dependent on your circumstances at home.

As with the previous Home Learning packs, please continue to email in your child's work to your current year group email address – rsa.y6@three-saints.org.uk.

As well as the suggested activities included in this Home Learning pack, our Year 6 children also have a video to watch from their current class teacher!

Children currently in 6P: please look for the video titled '6P moving to Year 7'
Children currently in 6W: please look for the video titled '6W moving to Year 7'

You also have an extra special video that has been put together by one of our former pupils, Lyla. Lyla has provided some really useful advice to help you with your transition to St Edward's.

All of the Year 6 videos can be found on our St Ann's YouTube Channel from Monday 13th July until Friday 17th July.

All videos will be removed at 3pm on Friday 17th July.

Year 6, you have all had such a brilliant year and should feel very proud of yourselves as you prepare for your move into Year 7!

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Day 8
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White Rose Hub Maths Place Value Check

Extra resources:
Time capsule
Think Positive
RAOK (Random Acts of Kindness)

Day 1, Task 1- Write a letter to your new teacher

It's important that new staff at RHS get to know you as well as possible. Writing a letter to your new form tutor is also a good way for you to think about your own feelings and thoughts about moving up. First, plan your letter. This planning frame should help you. Then, when you are ready to write it up, use the frame given to you on the next page. Make sure you use your best handwriting to impress your new teacher!

Paragraph 1

(Opening - introduce yourself, explain why you are writing)

Paragraph 2

(Describe your hopes/interests, what you have to offer)

Paragraph 3

(Describe any worries or fears you have about moving up)

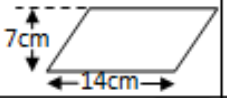
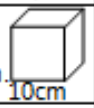
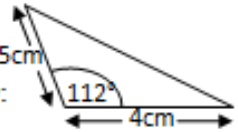
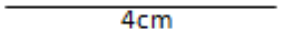
Paragraph 4

(Describe what you are most looking forward to)

Paragraph 5

(Conclusion - draw ideas together, ask any questions)

Make sure you include anything else you want to say!

A: Place Value, Add, Subtract, Multiply and Divide		B: Fractions, Ratio, Proportion and Algebra		C: Measure and Geometry	
1. Write **two million, six hundred and twelve thousand and thirty** in digits.	6:1	11. Which is the **smallest** fraction? $\frac{1}{3}$, $\frac{4}{9}$ or $\frac{11}{27}$	6:7	21. How many **miles** are about equal to 12 **kilometres**?	6:18
2. What is the value of the **7** in this number? 5,273,914	6:1	12. $\frac{7}{10} + \frac{4}{15} =$	6:8	22. Give the length and width of **two** rectangles that have an area of 12m^2.	6:20
3. Round 8.427 to 2 decimal places.	6:1	13. Simplify your answer. $\frac{6}{10} \times \frac{3}{4} =$	6:9	24. Find the **area** of this **parallelogram**. 	6:21
4. Write the largest possible crowd. Attendance: 5,000 (to the nearest thousand)	6:2	14. 1.78 x 1000	6:10	24. Calculate the **volume** of a cube with a 10cm side length. 	6:22
5. 2,486 x 62	6:3	15. 3.56 x 7	6:11	25. Draw this triangle **accurately** below:  Use a ruler and a protractor.	6:23
6. 1,273 ÷ 19	6:3	16. Write this decimal as a **fraction** and a **percentage**. (0.8)	6:12		
7. Which is a **common multiple** of 22 and 33? 99 66 44 11 2	6:4	17. Find **65%** of 180.	6:13		
8. Which **factor** of 25 is also a **prime number**?	6:4	18. In a class of 20 pupils, $\frac{2}{5}$ are girls. How many boys are there?	6:14		
9. 15 + 5 x 7	6:5	19. How much will a 9 minute call cost? (Call charge: 15p +12p per minute.)	6:15		
10. I have £10. I buy 3 coffees at £1.80 each. How much do I have left?	6:6	20. What is the **10th term** of this sequence? 11, 14, 17, 20, 23, ...	6:16		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	

Sign your Shirts!

Just because we aren't having a 'traditional' end of year celebration, doesn't mean we have to let go of all our traditions! Many of you were looking forward to signing each other's shirts... and you still can! We want you to write messages to your friends on this shirt, make it as bright and fun, but also as meaningful as you can. You might write a memory or a saying that you share. Please send these back into us when you've signed them and send to our email account. Our aim is to make a keep sake for each child to keep 😊

Day 2, Task 1 – RE Diocese Task

Around this time, Year Six would usually be invited to the Liverpool Cathedral for their Leavers' Service. This year's theme is 'Facing Your Giants', overcoming adversity and showing resilience as they transition to High School.

The following is a prayer that the diocese sent over for our Year Six pupils to reflect upon:

Loving Father
we praise you for all that it has meant to us
to be part of your family here at Rainhill St Ann's Primary School.
We give you thanks for our friends, our teachers
and all that we have done together.
As our Year 6 pupils prepare
to start a new and exciting stage in their life's journey,
we pray that they will settle happily into their new schools,
Make new friends and learn new things from their new teachers.
above all we ask that they will remember
That they are still a precious part of your family,
loved by you, wherever they go and whatever they do.
We pray your blessing on them now
and ask that they will never ever forget how much you love them.
Amen

Father God,
as we say farewell to our loved ones
we entrust them into your care.
We pray for happiness and joy to be ahead of them,
for wisdom and guidance to be beside them,
and for grace and truth to be behind them,
pushing them onwards into your goodness.
We know that you will always love and protect them,
wherever they go.
Amen.

Loving God,
at the end of this school year
we give you thanks
for all that we have achieved together.
We remember times when it was fun,
times when we needed help
and times when we gave help to others.
Thank you for the skills of all our staff who
have helped us all learn.
Thank you for our classmates
who have become our friends.
Give encouragement and confidence to those moving on to new schools,

and bless us with rest and enjoyment during the coming holiday time.
Amen

During the Leavers' Service, children would be invited to share thoughts and prayers in 'Activity Zones'. There are five zones to complete. As part of their Transition Pack, we ask that each child choose 2 or 3 of the zones and complete the activity connected to it. If you don't have the resources at home, don't worry, be as creative as you like! Make sure you take pictures of our prayers and send them in to us, the diocese and ourselves would love to put them on display!

THE PRAYER ACTIVITY ZONES

1) SORRY
Students are invited to think of something from their time in Year 6 (or before then) that they wish they'd done or said differently, or something that they wish had happened differently. Maybe something that they need to let go of. Maybe someone that they need to forgive. Students are invited to pick a dirty stone from a bucket and then carefully wash it in a bowl of clean water and then place it on cloth at the bottom of a wooden cross. The washing represents saying sorry, letting go, forgiveness.

THE PRAYER ACTIVITY ZONES

2) WOW!
Students are invited to think about a wow moment that they have experienced during Year 6 (or before), something that they enjoyed, something that they are proud of, a memorable moment. Students decorate a small paper flag with this wow moment, and then write their name and their school name onto the back of the flag. The group leader collects the flags for use during the Service a bit later.

THE PRAYER ACTIVITY ZONES

3) THANK YOU
Students are invited to think of someone who they are thankful for during Year 6 (or before) - maybe another child, a teacher, a helper, or a volunteer? Students are invited to make a pipe-cleaner person, and then to write who they are thankful for and why onto a Post-it note. The Post-it notes are stuck onto large sheets on the floor, and the students take the pipe-cleaner people home with them.

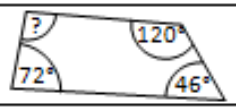
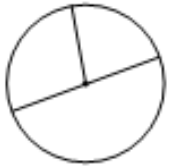
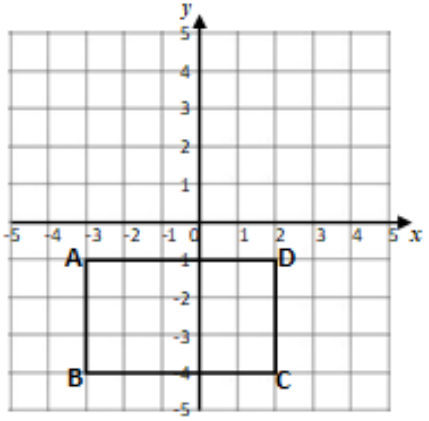
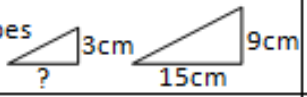
THE PRAYER ACTIVITY ZONES

4) PLEASE
Students are invited to think about something that they may be worried about, or that they want to ask God about, to 'put into God's hands'. Students draw around one of their hands and then write something that they want to leave in God's hands into the hand-shape. It doesn't have to be about school - it might be something about a family member, or some other concern. The hand shapes are then Blu-tacked onto sheets of sugar paper.

THE PRAYER ACTIVITY ZONES

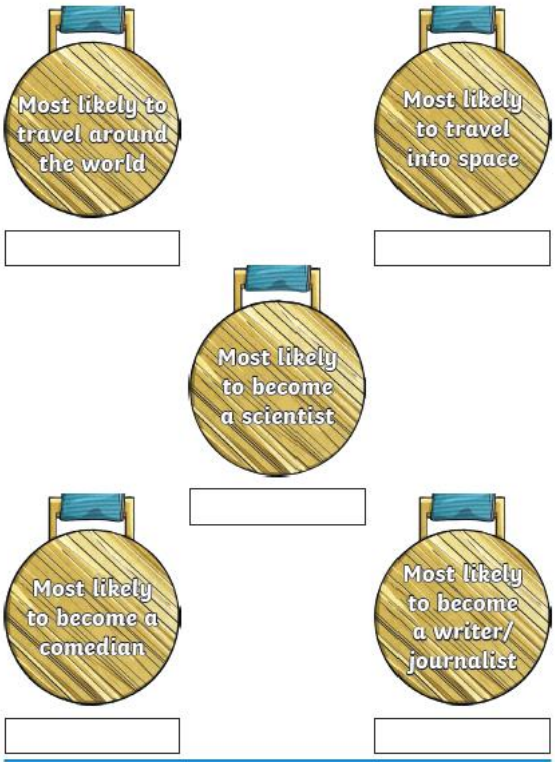
5) TOGETHER
Students are each given one foam puzzle piece (*source available*) and are invited to draw a picture of themselves and write their name on one side. With the group leader's help, students then add their puzzle piece to the 'together puzzle' (best placed at the front of the Cathedral). The group leader encourages the students to reflect on how we are each part of a wider family.

Day 2, Task 2 – Mixed Maths Check 2

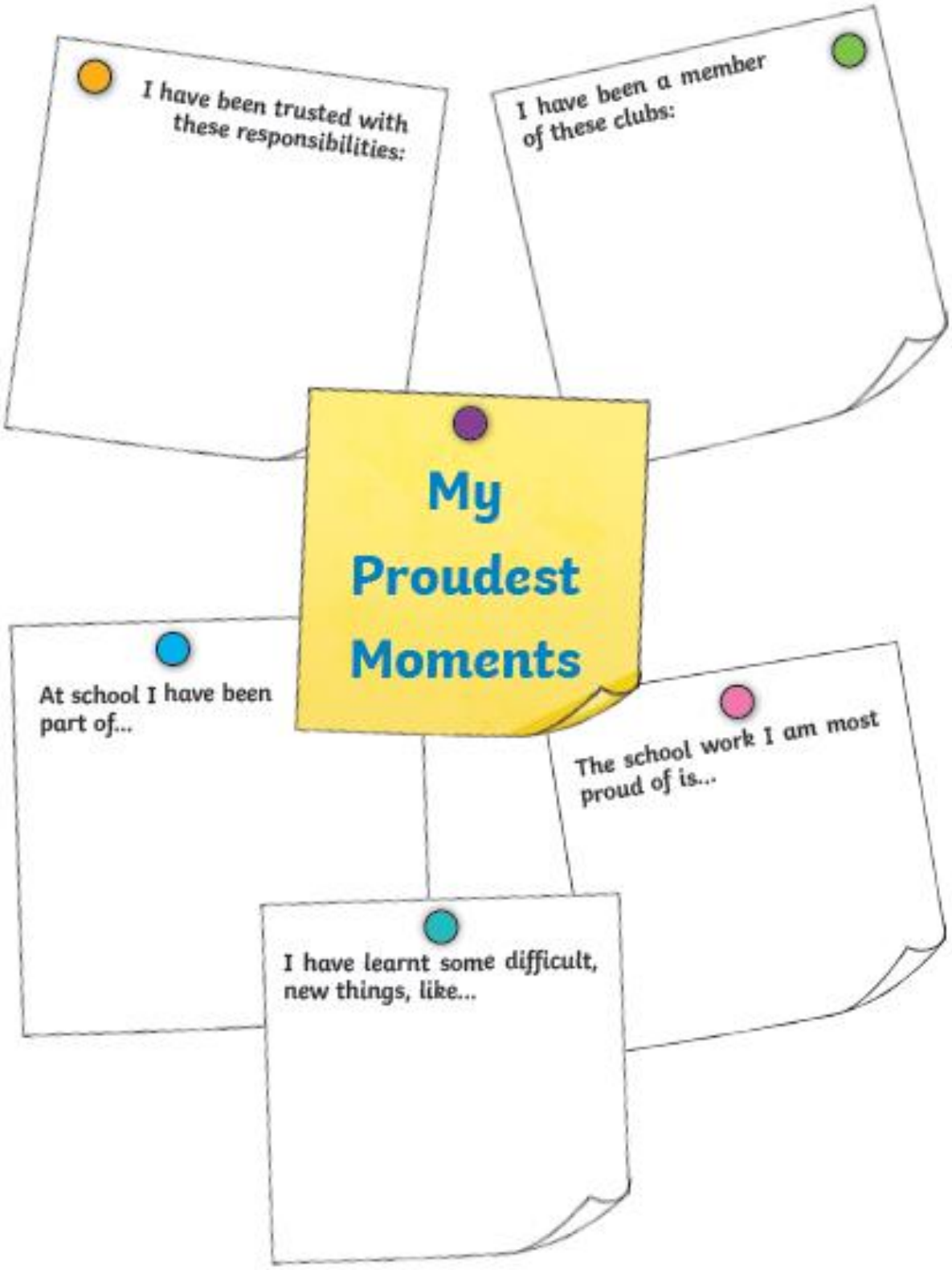
A: Place Value, Add, Subtract, Multiply and Divide		B: Fractions, Ratio, Proportion and Algebra		C: Geometry, Position and Direction	
1. Write in words: **1,900,345**	6:1	11. Simplify this fraction fully: $\frac{12}{44}$	6:7	21. Find the missing angle. 	6:24
2. What is the value of the **5** in this number? 5,273,914	6:1	12. $3\frac{3}{4} + \frac{5}{6} =$	6:8	22. On the circle write a letter **'C'** on the **circumference**. 	6:25
3. Round **3,457,318** to the nearest **million**.	6:1	13. $\frac{4}{9} \div 2 =$	6:9		
4. The temperature rises from -8°C to 14°C. How many degrees has it risen?	6:2	14. What is the value of the **7** in this number: 58.473	6:10	23. Find the value of **a**.	6:26
5. 8,135 x 13	6:3	15. Give your answer as a decimal: 26 ÷ 8	6:11	24. What are the co-ordinates of **A**? 	6:27
6. What is the remainder? 8,014 ÷ 22	6:3	16. Write this percentage as a **fraction** and a **decimal**. (48%)	6:12		
7. Write **two common factors** of 24 and 30.	6:4	17. Find **70%** of 360.	6:13		
8. There are **two prime numbers** between 20 and 30. What are they?	6:4	18. These shapes are **similar**. 	6:14		
9. 35 ÷ 5 + 2	6:5	19. There are **t** sweets in a bag. 15 of them are eaten. Write an expression.	6:15		
10. What is my change if I buy as many £3.45 footballs as I can with £25?	6:6	20. Which two numbers add together to make 23 and have a difference of 7?	6:17	25. **Reflect** rectangle **ABCD** in the **x-axis**.	6:28
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	

Day 3, Task 1 – Y6 Reflection time, pupil awards and teacher reflections

The following task gives you the opportunity to reflect on your time at St Ann's. This will be a really nice idea to complete with members of your family or virtually with friends. Please share with the staff too if you feel like you want to, especially the reflections about the staff, they may find it interesting seeing themselves through your eyes!



Reflect on your personal accomplishments at St Ann's



Memories of School

Use this sheet to write one or two things that you remember from each year at primary school. You might choose a trip you went on or a nice memory about one of your teachers. Draw or stick a picture of your old teacher in each section.

Reception	My Teacher: _____ My Memories: _____ _____ _____ _____
Year 1	My Teacher: _____ My Memories: _____ _____ _____ _____
Year 2	My Teacher: _____ My Memories: _____ _____ _____ _____
Year 3	My Teacher: _____ My Memories: _____ _____ _____ _____

Add any other members of staff here:

Year 4	My Teacher: _____ My Memories: _____ _____ _____ _____

Visit twinkl.com

Year 5	My Teacher: _____ My Memories: _____ _____ _____ _____

Year 6	My Teacher: _____ My Memories: _____ _____ _____ _____

My Headteacher	My Memories: _____ _____ _____ _____

Obviously, all our amazing staff grew up wanting to be teachers... but what if they weren't?

Fill in the blanks and send your ideas back to us for the memory booklet!

If Mr Phillips wasn't a teacher, he would be a _____

If Mrs Willan wasn't a teacher, she would be a _____

If Mrs McDowell wasn't a teacher, she would be a _____

If Miss O'Shea wasn't a teacher, she would be a _____

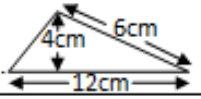
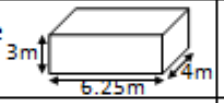
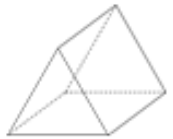
If Miss Foster wasn't a teacher, she would be a _____

If Mr Evans wasn't a teacher, he would be a _____

If Mrs Rynn wasn't a teacher, she would be a _____

If Mrs Greenough wasn't a teacher, she would be a _____

If Mr Harrison wasn't a teacher, he would be a _____

A: Place Value, Add, Subtract, Multiply and Divide		B: Fractions, Ratio, Proportion and Algebra		C: Measure, Geometry and Statistics	
1. Write **nine million, seventy four thousand, two hundred** in digits.	6:1	11. Which is the **smallest** fraction? $\frac{4}{5}$, $\frac{10}{15}$ or $\frac{38}{45}$	6:7	21. Calculate the **area** of this **triangle**. 	6:21
2. What is the value of the **3** in this number? 5,273,914	6:1	12. $\frac{13}{15} - \frac{4}{9} =$	6:8	22. Find the **volume** of this **cuboid**. 	6:22
3. Round 8.427 to 1 decimal place.	6:1	13. Simplify your answer. $\frac{5}{13} \times \frac{3}{5} =$	6:9	23. Complete the information for this shape:  Faces = ☐ Edges = ☐ Vertices = ☐	6:23
4. Write the largest possible length. Length: 3.8cm (to 1 decimal place)	6:2	14. 46.3 ÷ 100	6:10		
5. 6,423 x 26	6:3	15. 8.42 x 7	6:11	24. 63 teachers were asked what newspaper they read. The results are shown in this Pie Chart. How many teachers read the Daily Reporter?	6:29
6. Give the answer as a **mixed number**: 1,215 ÷ 18	6:3	16. Write this fraction as a **decimal** and a **percentage**. $\frac{3}{10}$	6:12		
7. Which is a **common multiple** of 14 and 21? 42 28 21 7 3	6:4	17. Find **85%** of 180.	6:13		
8. Circle **all** the **prime numbers**: 41 43 45 49	6:4	18. Share £45 in the ratio 7:2.	6:14		
9. (25 - 12) + 8	6:5	19. How much will a 9 mile trip cost? Taxi charge: £5 + 20p per mile.	6:15		
10. Give two numbers that have a difference of 2 and add to make -6.	6:6	20. The rule for this sequence is multiply by 2 then add 4: 2, 8, 20, ☐	6:16	25. Find the mean of these numbers: 2 6 5 7 8 3 4	6:30
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	

Day 4, Task 1 – Write your Leavers poem.

The following poem has been published online for children in ear Six leaving their primary schools. Using this as a model write, we would like you to write your own but make it more personal and 'St Ann's-ify' it. Please share them with us by writing them up on the template provided in your best handwriting and either sending them or emailing them in, we want to display them in school!

The Class of 2020

Year 6 Leavers' Poem

What a year it's been for you,
my lovely, little crew!
We had plans and intentions
and a lot of things to do.
From learning about areas
like algebra and SPaG,
to using the subjunctive mood –
we had that in the bag!

Yet, as you'll often find in life,
we were put to the test...
but not the normal SATs-y kind –
a weird, abnormal quest.
We were sent into lockdown
and school was closed for most.
Of all of our priorities,
your safety was utmost.

Your world was twisted sideways;
your life changed overnight.
Yet, acting for the greater good,
you did what's just and right.
It's been so hard – I know that.
I'm proud of what you've shown
when facing such adversity
unlike we've ever known.

We're in a time in history
that will be on the shelves:
a tale to tell our grandchildren
that's greater than ourselves.

A spell when you were children
and you had to leave your friends
to keep all of your loved ones safe
and bring this to an end.

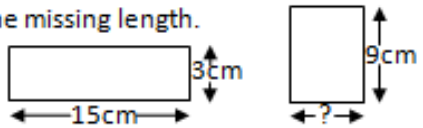
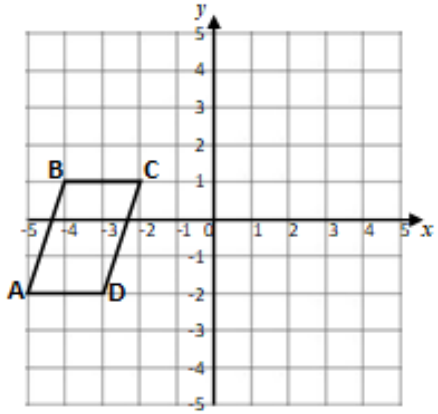
They'll look at you like heroes –
the sort I know you are:
you're warriors; you're brave,
young knights;
you're bright and dazzling stars.
And, though we've had to part now,
in unexpected ways,
we still have all the memories
of countless fun school days.

Remember cheers on Sports Days
and trips to near and far.
Remember class assemblies
and learning the guitar.
Remember all our playtimes
and running on the grass.
But, most of all, remember
how you're valued in this class.

As I look back in future,
I'll think of you and smile;
the kids who showed resilience
and went the extra mile.
So, though it's time to say goodbye,
just know it's not the end.
We'll live on in your memories
as special year six friends.

Year Six Leavers Poetry Class of 2020

Day 4, Task 2 – Mixed Maths Check 4

A: Place Value, Add, Subtract, Multiply and Divide		B: Fractions, Ratio, Proportion and Algebra		C: Measure, Position and Direction	
1. Write in words: **4,702,106**	6:1	11. Simplify this fraction fully: $\frac{50}{75}$	6:7	21. 730g of pasta are added to 1.4kg. How much pasta is there now?	6:18/19
2. What is the value of the **2** in this number? 5,273,914	6:1	12. $4\frac{3}{5} - \frac{2}{3} =$	6:8	22. How many days are there in 3 years?	6:19
3. Round 8.427 to the nearest whole number.	6:1	13. $\frac{1}{8} \div 6 =$	6:9	23. These have the same area. Find the missing length. 	6:20
4. The temperature drops from 8°C to -9°C. What is the difference?	6:2	14. What is the value of the **3** in this number: 58.473	6:10		
5. 3,746 x 52	6:3	15. Give your answer as a decimal: 49 ÷ 5	6:11	24. What are the co-ordinates of **A**? 	6:27
6. 912 ÷ 24	6:3	16. Write this decimal as a **fraction** and a **percentage**. (0.45)	6:12		
7. Write 3 **factors** that 36 and 48 have in **common.**	6:4	17. Find **5%** of 90.	6:13		
8. The number 39 has **two prime factors**. What are they?	6:4	18. The ratio of cats to dogs 3:1. If there are 27 cats, how many dogs?	6:14		
9. 56 ÷ (15 + 13)	6:5	19. 9 blocks get added to a tower that is **h** blocks tall. Write an expression.	6:15		
10. How many 65-seater buses does a school need for 265 pupils and staff?	6:6	20. Write a possible value for **a** and **b**. (**a** + **b**) x 5 = 45	6:17	25. **Translate** parallelogram **ABCD** 3 units right and 1 units down.	6:28
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	

Day 5, Task 1- Growth Mindset. Do you have a Growth Mindset?

Watch this link and complete the quiz as you go along, this will determine what kind of Mindset you have.

https://www.youtube.com/watch?v=pamzC8lyt7g

Think about what you have learned about yourself from the quiz and from the Wordle above.

Using the thought bubble below, write down how you can have a Growth Mindset at school next year and better face the challenges of Year Six.

You might want to think about the following questions to help you:

- How do I show a Growth Mindset now?
- What areas do I need to work on to make sure I think positively and have a Growth Mindset?
- What challenges can I face and what can I overcome by thinking positively?

Day 5, Task 2 – Maths Arithmetic Check 1

1 1024 - 100 =

1 mark

2 68 x 7 =

1 mark

3 2.6 + 0.5 =

1 mark

4 15 x 5 =

1 mark

5 4792 + 836 =

1 mark

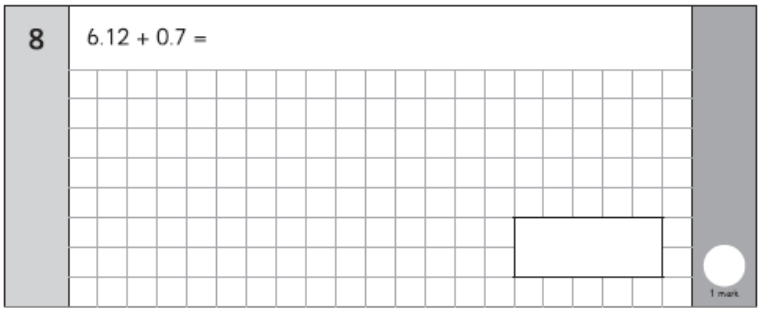
6 378 + 60 =

1 mark

7 $5 \times 9 =$

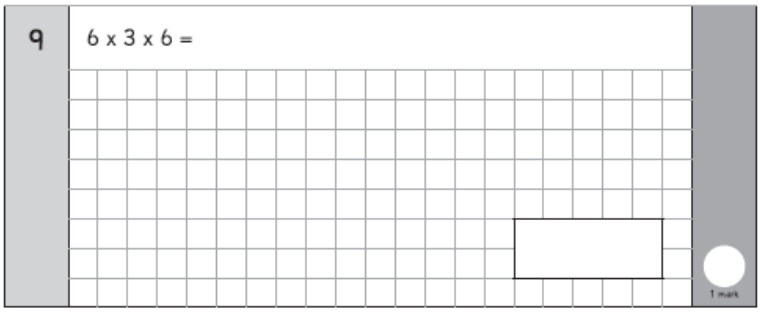
1 mark

8 $6.12 + 0.7 =$



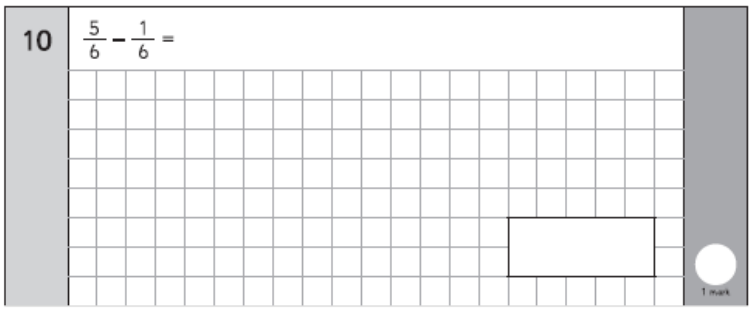
1 mark

9 $6 \times 3 \times 6 =$



1 mark

10 $\frac{5}{6} - \frac{1}{6} =$

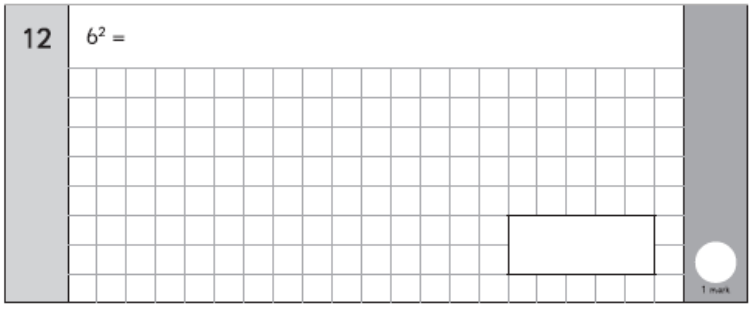


1 mark

11 $70 \times 7 =$

1 mark

12 $6^2 =$



1 mark

13 7.56 x 100 =

1 mark

14 3980 - 827 =

1 mark

15 1.3 x 1000 =

1 mark

16 $\frac{3}{10} + \frac{4}{10} =$

1 mark

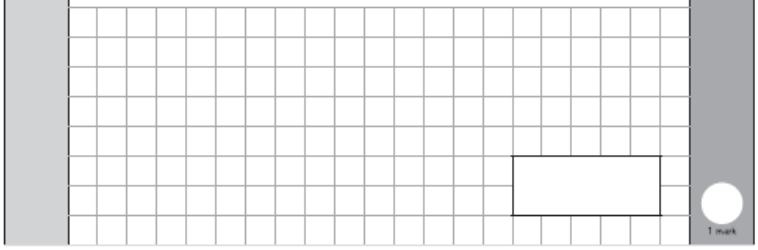
17 25% of 1400 =

1 mark

18 1210 ÷ 11 =

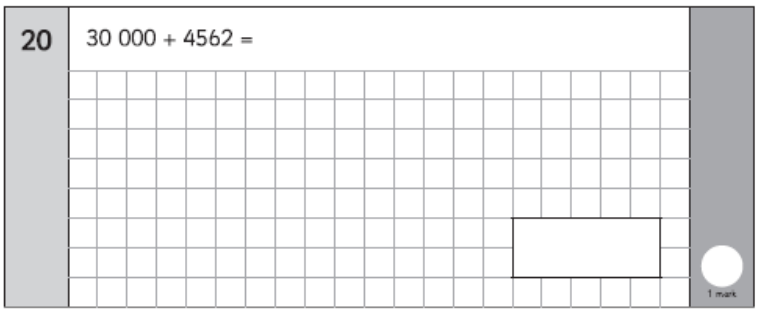
1 mark

19 140 - 68.2 =



1 mark

20 30 000 + 4562 =

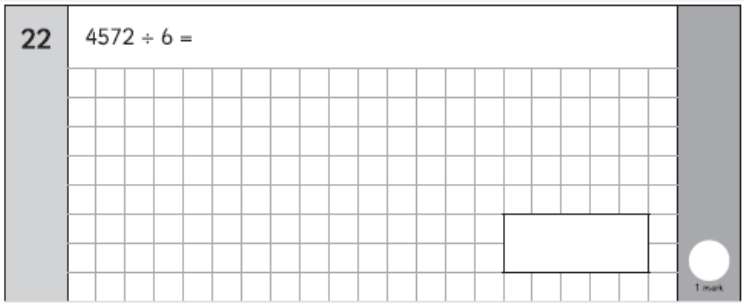


1 mark

21 2.15 x 8 =

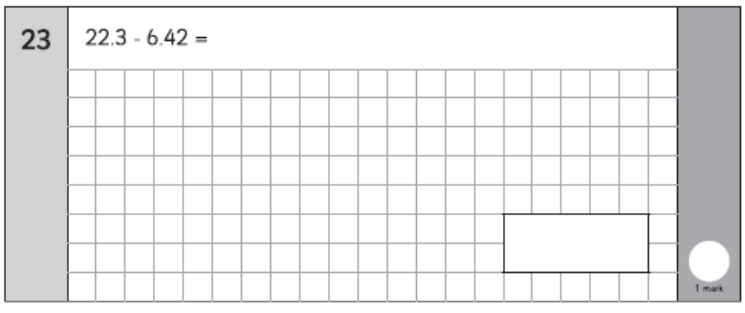
1 mark

22 4572 ÷ 6 =



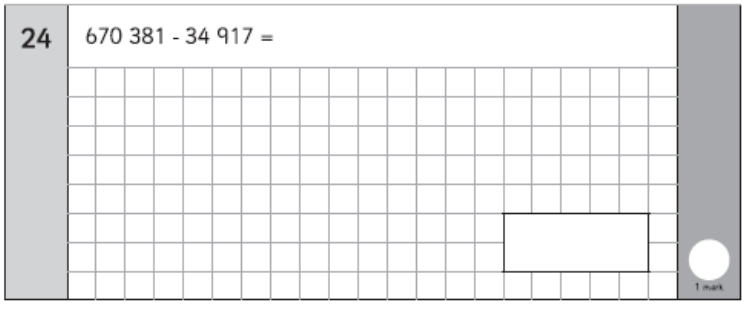
1 mark

23 22.3 - 6.42 =



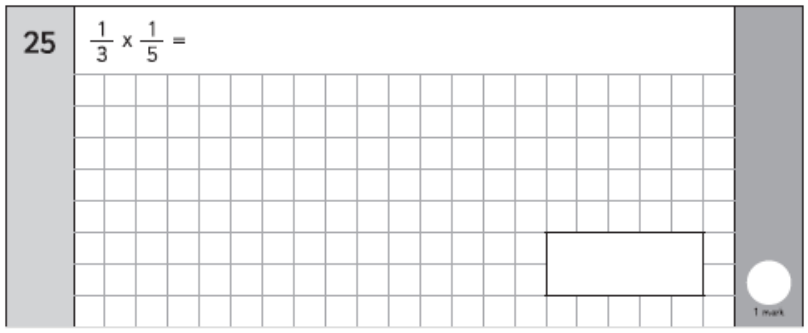
1 mark

24 670 381 - 34 917 =



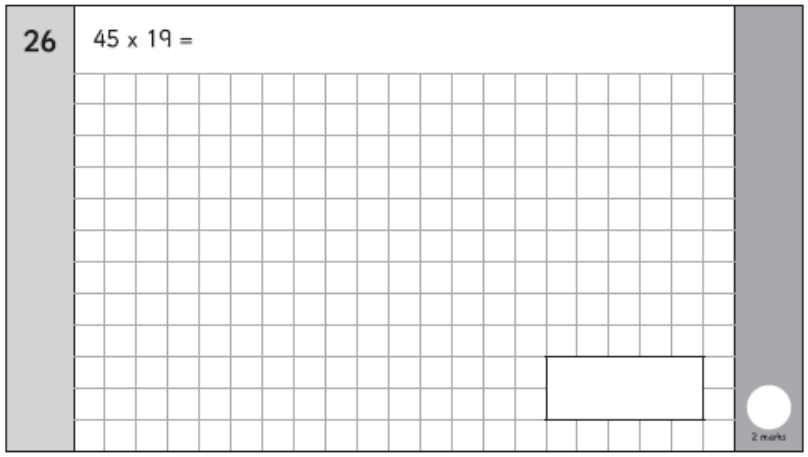
1 mark

25 $\frac{1}{3} \times \frac{1}{5} =$



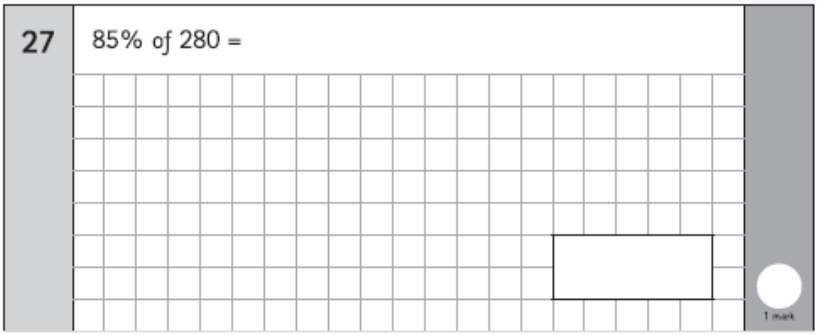
1 mark

26 45 x 19 =



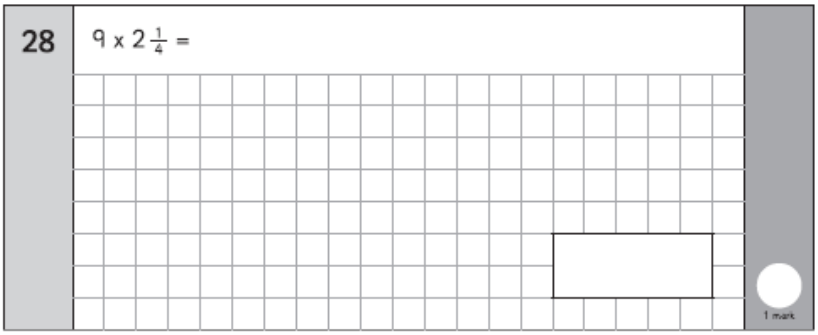
2 marks

27 85% of 280 =



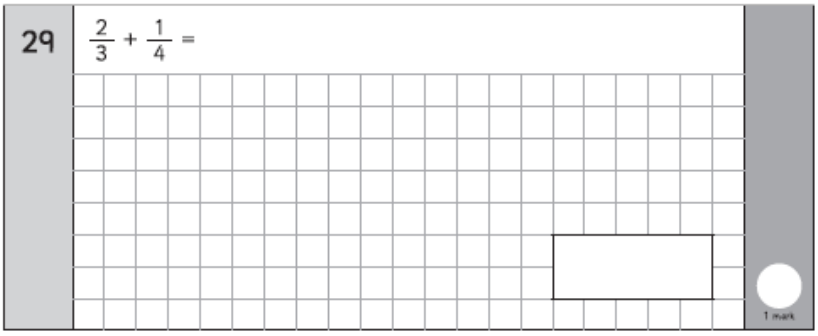
1 mark

28 $9 \times 2\frac{1}{4} =$



1 mark

29 $\frac{2}{3} + \frac{1}{4} =$



1 mark

30 3598 ÷ 14 =

2 marks

31 $\frac{3}{8} \div 3 =$

1 mark

32 2 x (17 - 6) =

1 mark

33 786 x 56 =

2 marks

34 $2\frac{1}{3} - \frac{2}{5} =$

1 mark

35 $2795 \div 43 =$

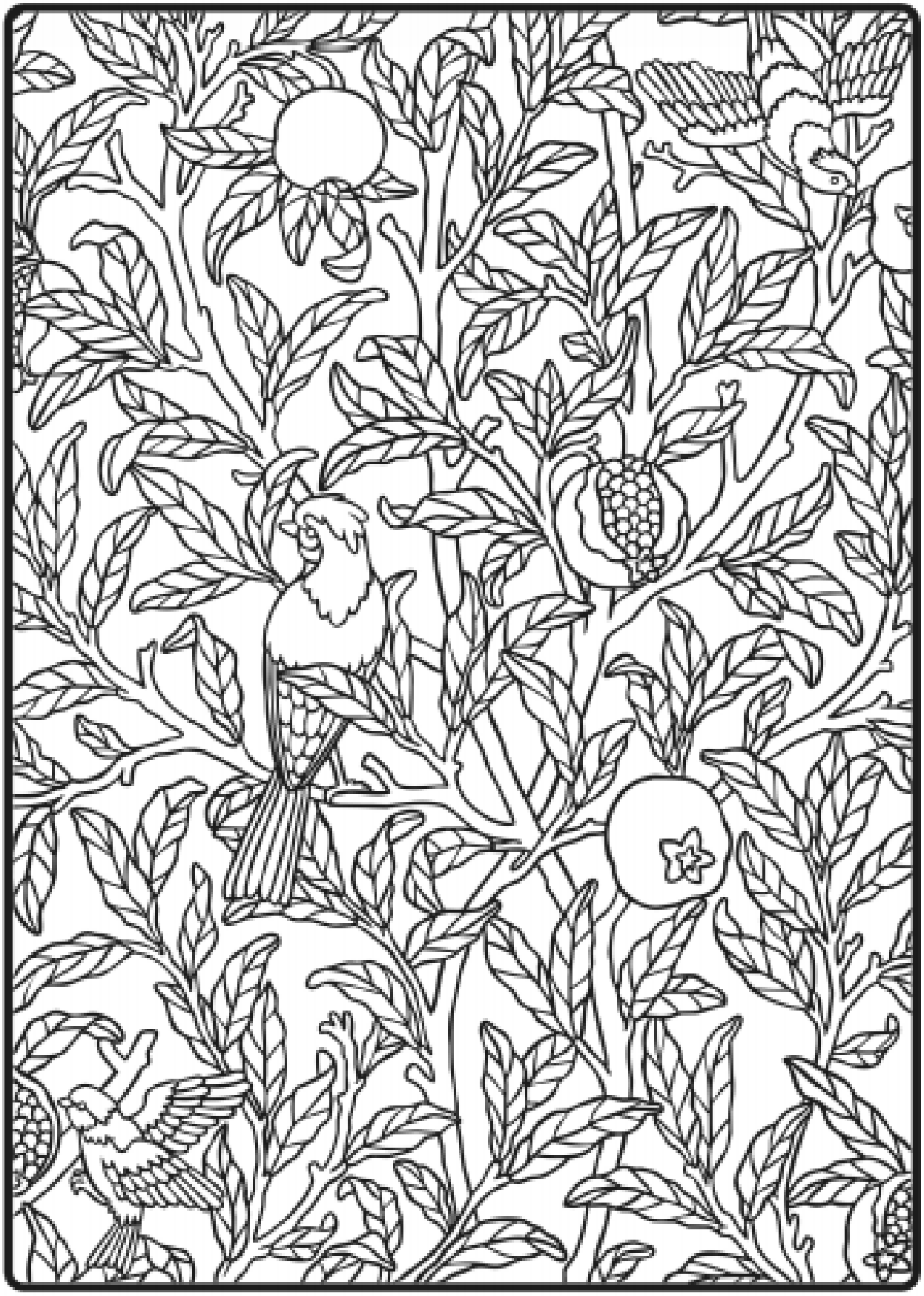
2 marks

Day 6, Task 1 – Art

We have studied 3 artists this year: William Morris, Banksy and Walt Disney. Unfortunately, we haven't been able to dedicate as much time to these due to our school closure. There are 3 following activities dedicated to each artist. Hopefully, you can access one of these activities if you don't many art resources at home!

Activity 1- William Morris

As you know, William Morris is famous for creating repeated patterns from natural materials and printing. Research his work and colour in the three pictures to match the originals. If you can't, be creative and colour them a different way, think about which colours will complement each other and appear more natural, just like Morris did! Another idea would be to get outdoors and collect some natural materials, just like we did in school, and create your own repeating pattern and sketch these out.



Activity 2 – Banksy

Below is a research activity for Banksy. We know that Banksy used political messages in his graffiti art, can you try and describe what message Banksy is demonstrating in the following art?

An Amazing Fact a Day

Banksy Street Art

Activity 3 – Walt Disney

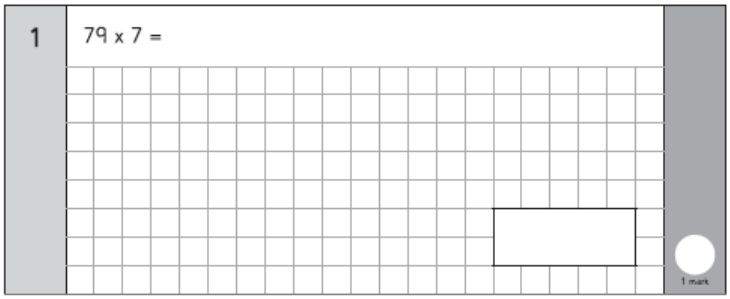
Right at the start of this year, we tried our hand at cartoonism sketching by looking at Walt Disney. We perfected our sketches of Donald Duck and Mickey Mouse but there are many more designs on Youtube you can try!

https://www.youtube.com/watch?v=PgvKXDwHCHQ

You can also think about your favourite Disney character and create your own how-to video explaining to others how you have sketched it, just like these Youtube videos.

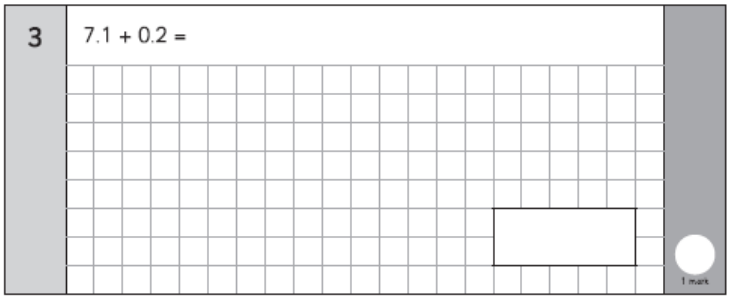
Day 6, Task 2 – Maths Arithmetic Check 2

1 79 x 7 =

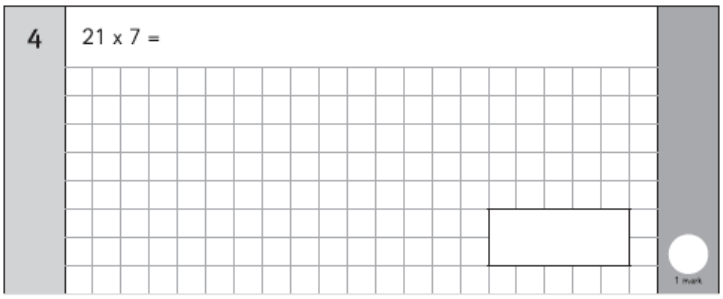


2 1067 - 100 =

3 7.1 + 0.2 =

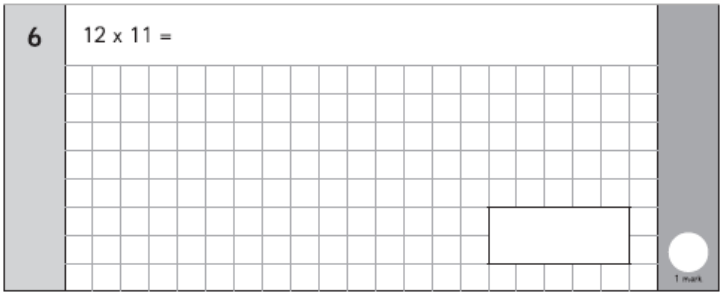


4 21 x 7 =



5 2687 + 698 =

6 12 x 11 =



7 596 + 7 =

1 mark

8 $\frac{7}{9} - \frac{2}{9} =$

1 mark

9 232 x 0 =

1 mark

10 0.2 + 0.04 =

1 mark

11 $5^2 =$

1 mark

12 2.172 x 1000 =

1 mark

13 8825 + 7061 =

1 mark

14 $\frac{1}{6} + \frac{5}{6} =$

1 mark

15 8 x 800 =

1 mark

16 10 x 1000 =

1 mark

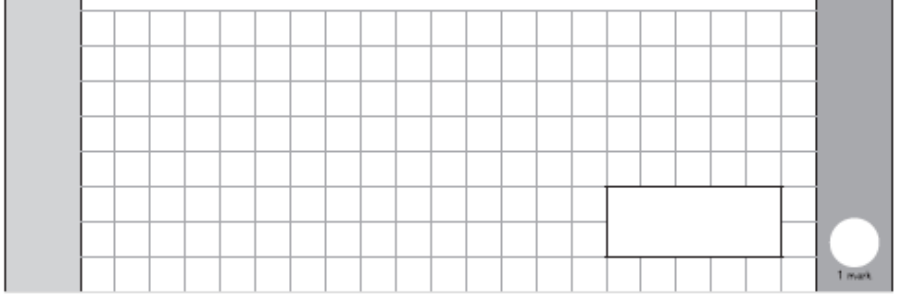
17 307 - 24.7 =

1 mark

18 1080 ÷ 9 =

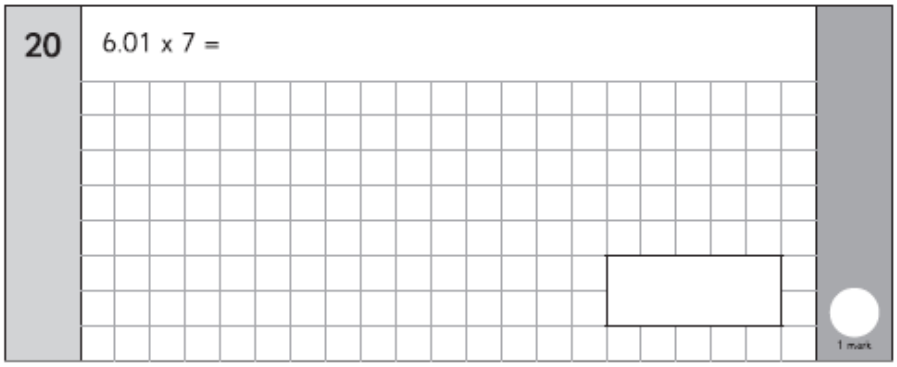
1 mark

19 20% of 1800 =



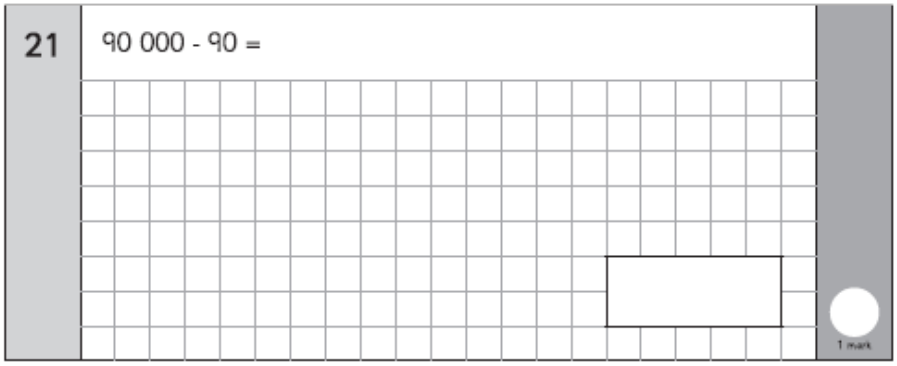
1 mark

20 6.01 x 7 =



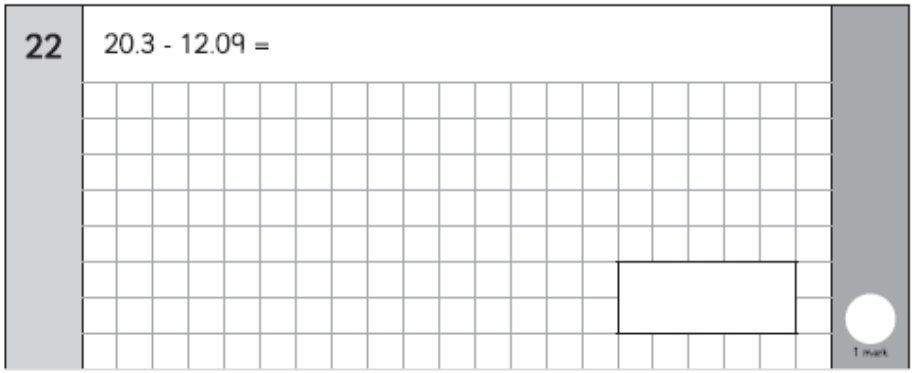
1 mark

21 90 000 - 90 =



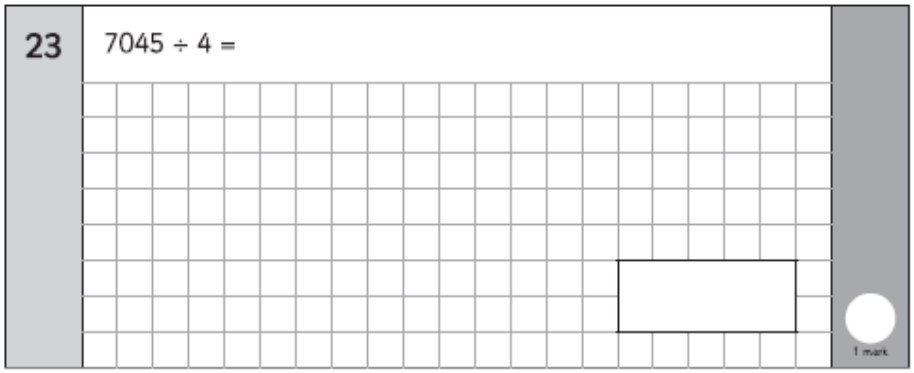
1 mark

22 20.3 - 12.09 =



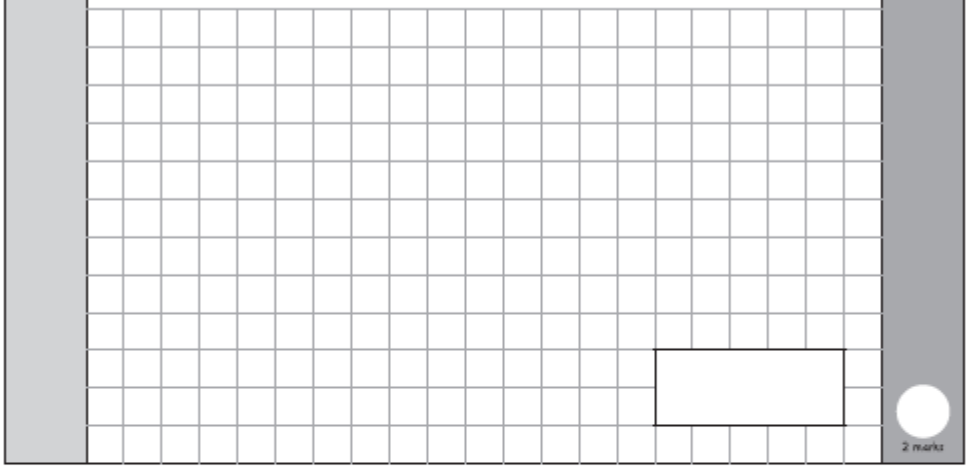
1 mark

23 7045 ÷ 4 =



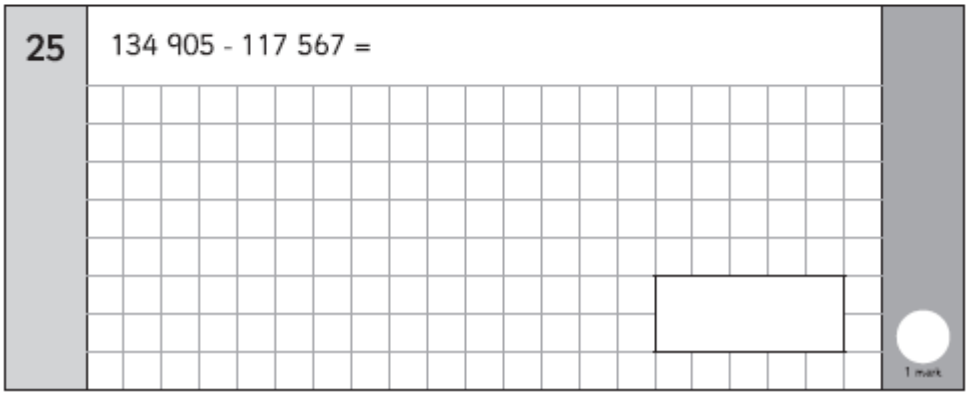
1 mark

24 $57 \times 28 =$



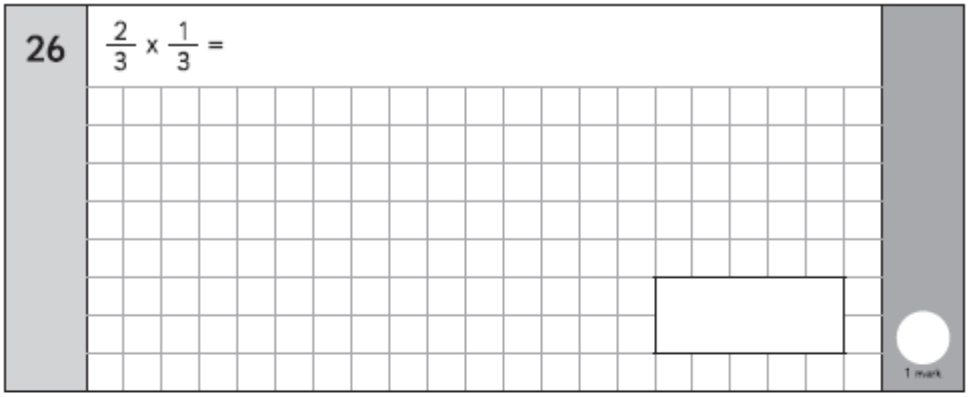
2 marks

25 $134\,905 - 117\,567 =$



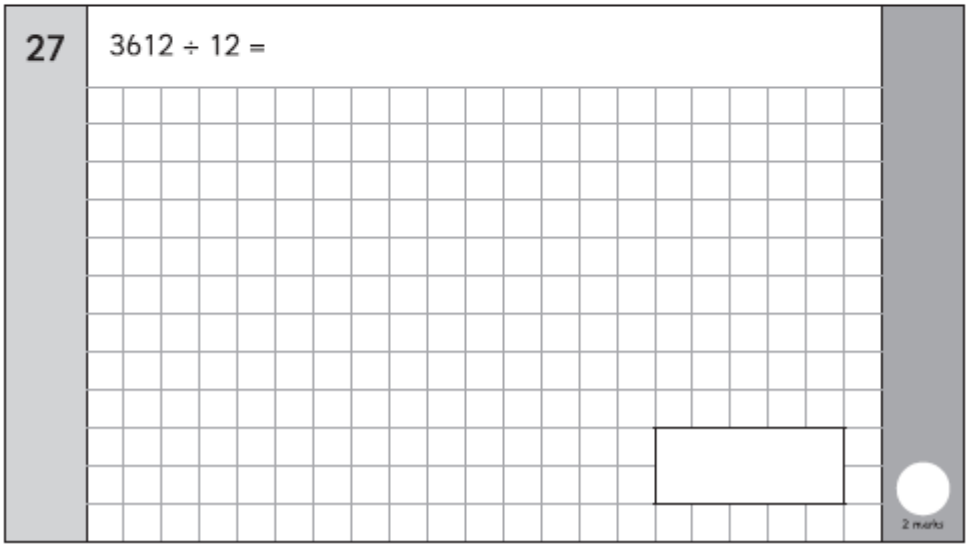
1 mark

26 $\frac{2}{3} \times \frac{1}{3} =$



1 mark

27 $3612 \div 12 =$



2 marks

28 $\frac{2}{5} \div 2 =$

1 mark

29 $15 \times 1\frac{1}{2} =$

1 mark

30 $1\frac{7}{10} + \frac{2}{3} =$

1 mark

31 $912 \times 67 =$

2 marks

32 $25 \div (12 - 7) =$

1 mark

33 65% of 360 =

1 mark

34 $\frac{3}{4} - \frac{1}{5} =$

1 mark

35 3034 ÷ 41 =

2 marks

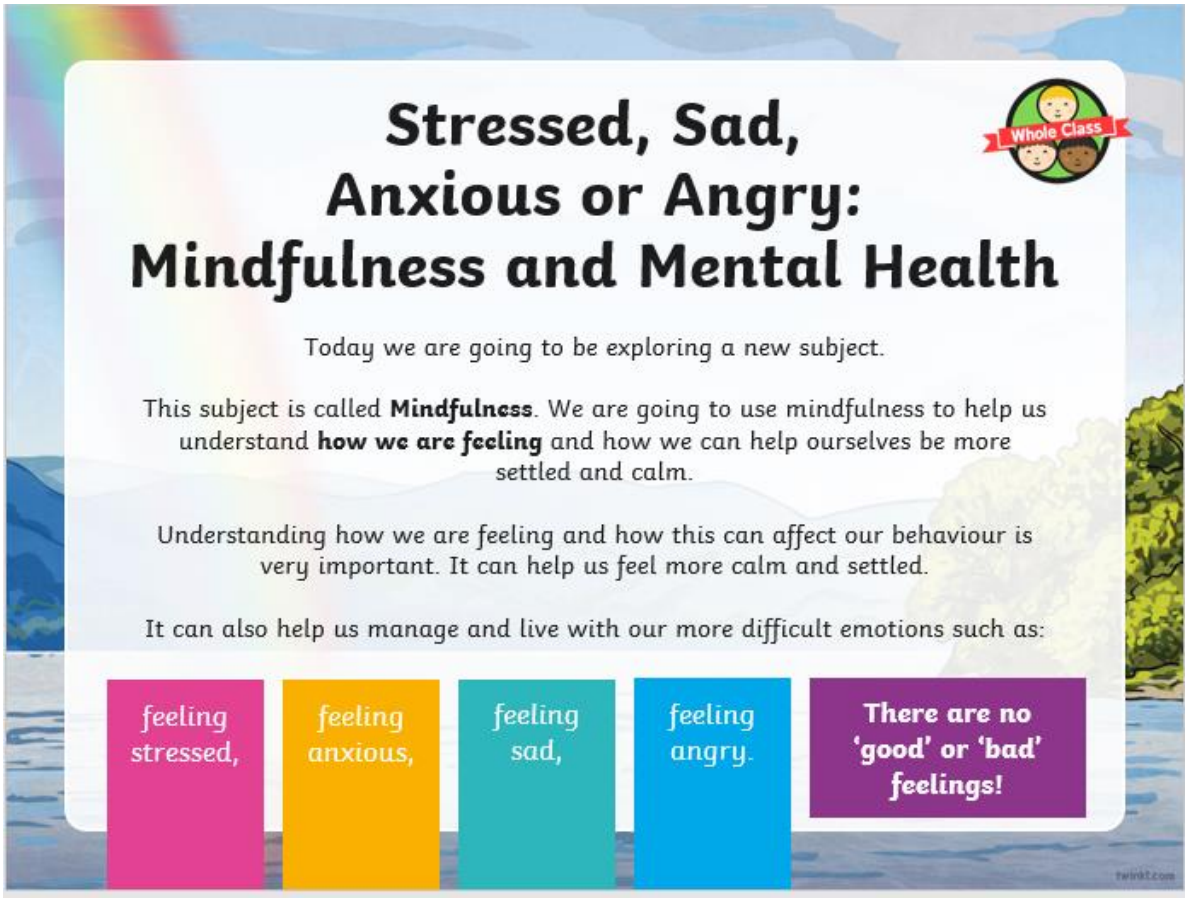
36 $\frac{1}{5} \div 3 =$

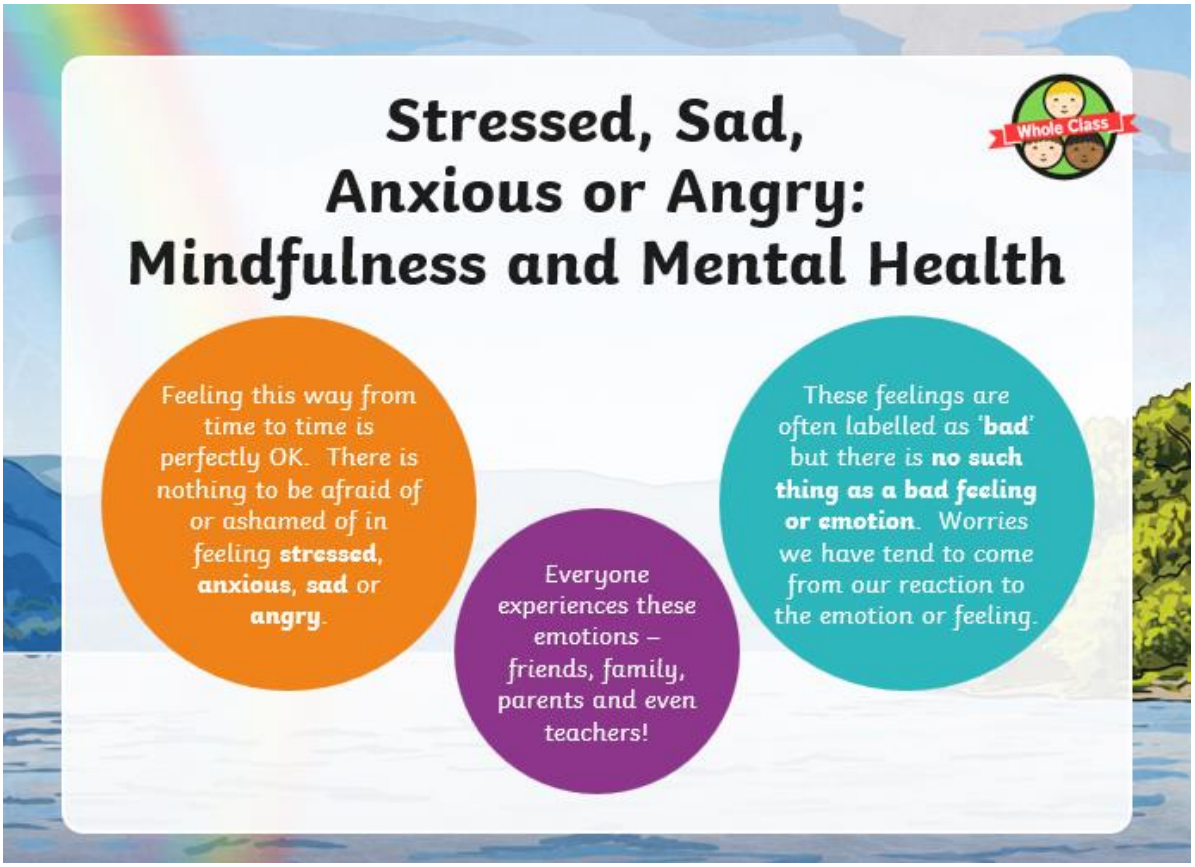
1 mark

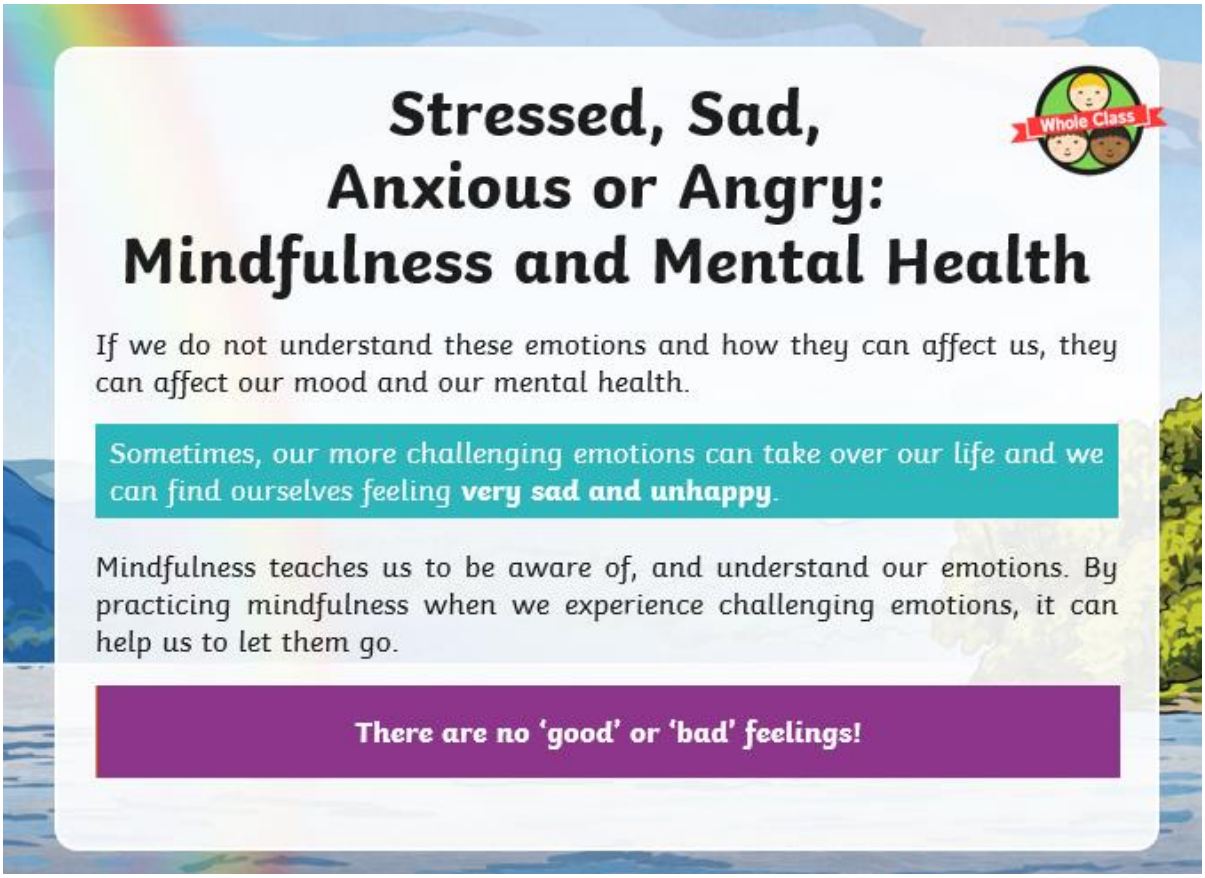
Day 7, Task 1 – Mindfulness

Mindfulness

Reflect on your own thoughts and feelings about Year Six and your emotions over the past few months.
Follow the pages below to think about Mindfulness, about being calm and focused and then use the Thought Clouds to recognise your doubts and let them drift away.




Stressed, Sad, Anxious or Angry: Mindfulness and Mental Health
Whole Class
Feeling this way from time to time is perfectly OK. There is nothing to be afraid of or ashamed of in feeling stressed, anxious, sad or angry.
Everyone experiences these emotions – friends, family, parents and even teachers!
These feelings are often labelled as 'bad' but there is no such thing as a bad feeling or emotion. Worries we have tend to come from our reaction to the emotion or feeling.


Stressed, Sad, Anxious or Angry: Mindfulness and Mental Health
Whole Class
If we do not understand these emotions and how they can affect us, they can affect our mood and our mental health.
Sometimes, our more challenging emotions can take over our life and we can find ourselves feeling very sad and unhappy.
Mindfulness teaches us to be aware of, and understand our emotions. By practicing mindfulness when we experience challenging emotions, it can help us to let them go.
There are no 'good' or 'bad' feelings!

The Scattered Mind

Having a scattered mind is OK. Our minds will wander, we will get distracted.

However, a scattered mind affects more than our concentration. It can also affect how we are feeling.

The psychologists who discovered that we spend nearly half of our days **daydreaming**, found that when our minds are **scattered**, we are more likely to feel **stressed**, **anxious**, **sad** or **angry**.

This is because instead of experiencing our life as it is, we get caught up in **thinking**, **worrying** and **being anxious** about **how things were** or **how they could be**.

Thought Clouds

Practicing mindfulness can be difficult. Sometimes, no matter how hard we try to settle the mind, we keep getting caught up in our thoughts.

Instead of just noticing that we are thinking, our mind takes over and before we know it, we are stuck in a whirlwind of thoughts about all kinds of things.

Thoughts become more thoughts and they become more thoughts! Soon we can feel like all we have are thoughts!

To help us be more mindful, we can use the Thought Clouds to help us recognise and let go of thoughts.

This is a very important part of being mindful. We are not ignoring our thoughts, but we are not being carried away by them either.

Thought Clouds

Just stop for a few moments. Set aside five minutes to stop and sit, stand or lay still. Close your eyes if this helps.

Now, just focus on your breathing. Feel the sensations of breathing.

Each time you notice a thought, say to yourself (either out loud or silently in your head) 'I am thinking', open your eyes and then write the thought on one of the clouds.

Look at the thought for a few moments and then, 'let it go' (you can even gently move the card away from you or drop it).

Go back to focusing on breathing.

Thought Clouds

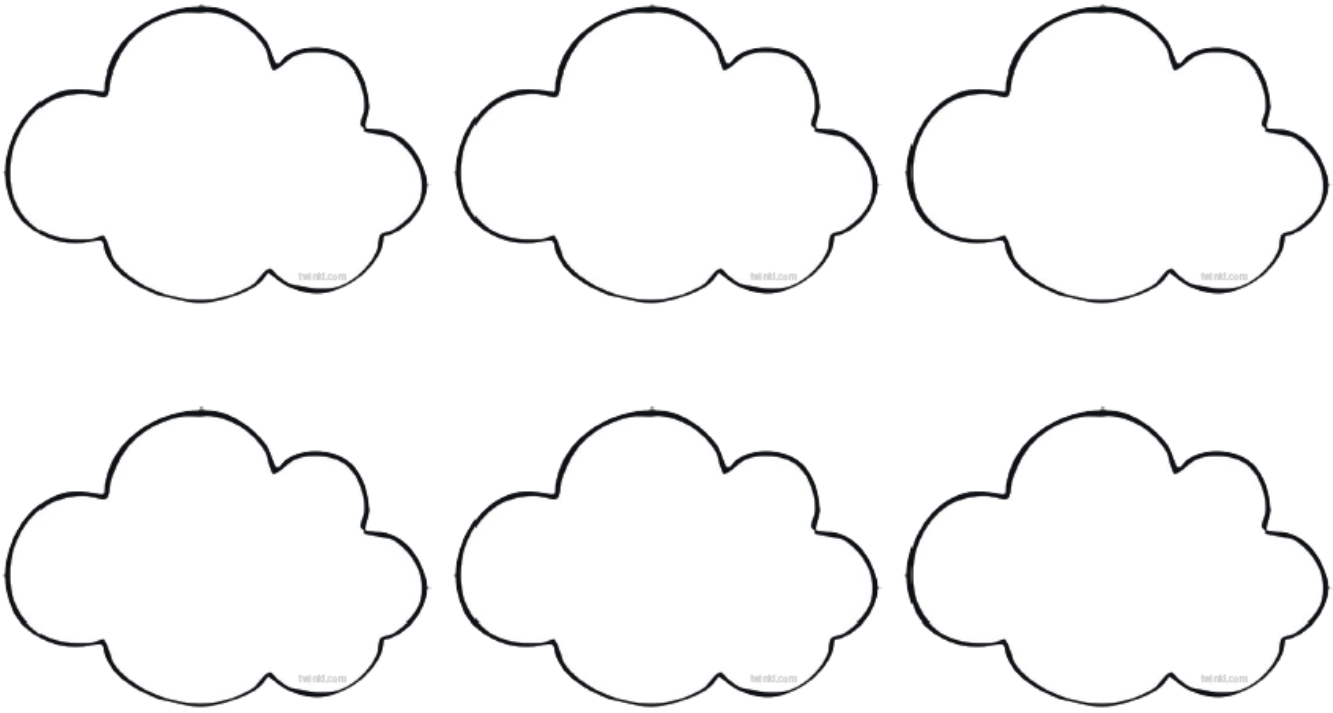
Each time you notice a thought, say to yourself (either out loud or silently in your head) 'I am thinking', open your eyes and then write the thought on one of the clouds.

Look at the thought for a few moments and then, 'let it go' (you can even gently move the card away from you or drop it).

Keep doing this for a few minutes before opening your eyes and getting back to your day.

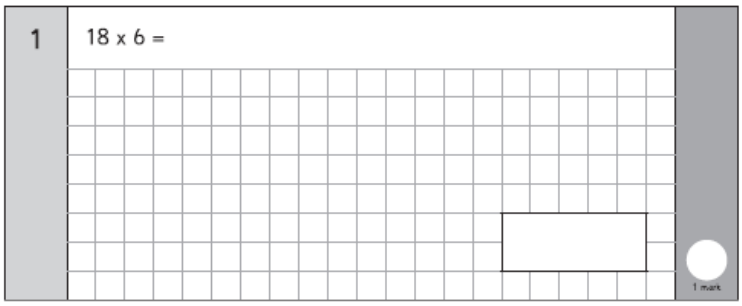
Thought Clouds

Sit quietly, and focus on your breathing. When you notice that you are having a thought, write it on a cloud and then let it drift away.

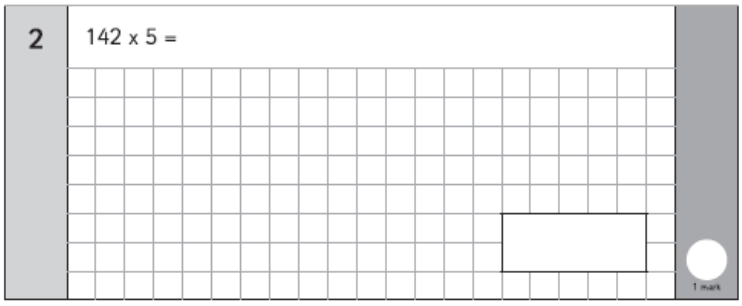


Day 7, Task 2 – Maths Arithmetic Check 3

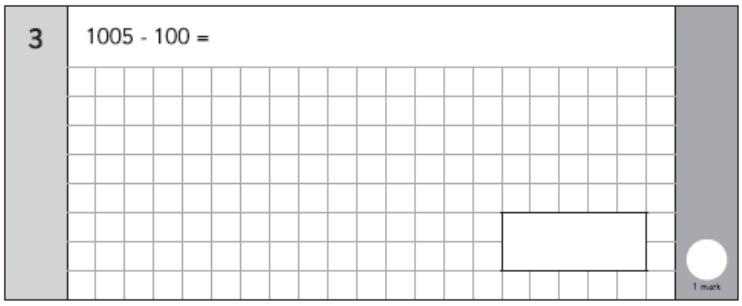
1 18 x 6 =



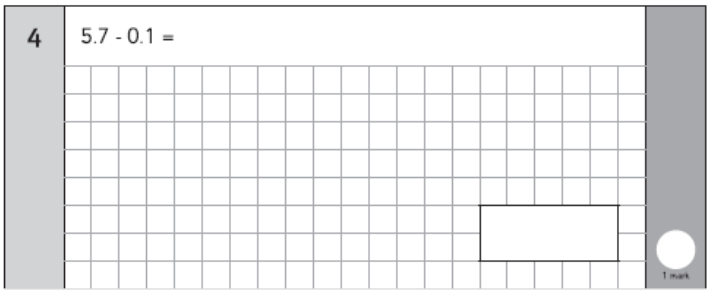
2 142 x 5 =



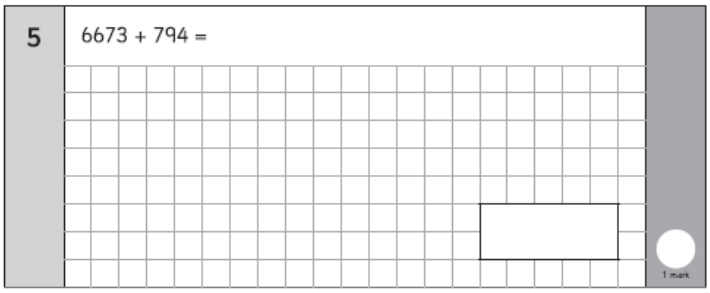
3 1005 - 100 =



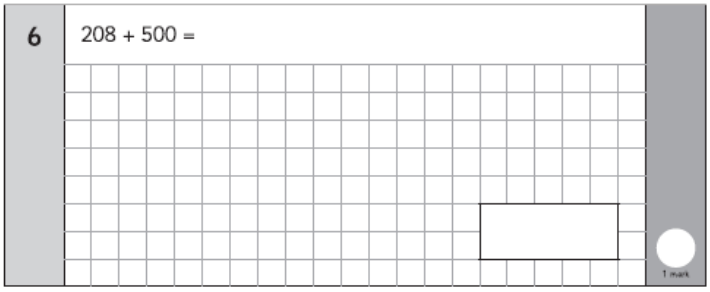
4 5.7 - 0.1 =



5 6673 + 794 =



6 208 + 500 =



7 2.6 - 0.3 =

1 mark

8 7 x 9 =

1 mark

9 $\frac{7}{10} - \frac{1}{10} =$

1 mark

10 7 x 3 x 6 =

1 mark

11 $4^3 =$

1 mark

12 809.3 ÷ 100 =

1 mark

13 7.01 x 1000 =

1 mark

14 $\frac{1}{8} + \frac{3}{8} + \frac{3}{8} =$

1 mark

15 3000 x 7 =

1 mark

16 80 000 + 9014 =

1 mark

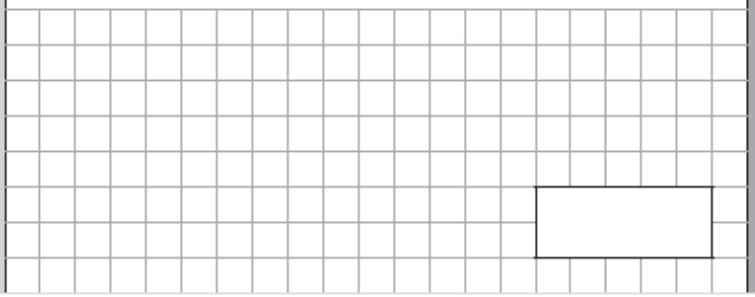
17 1320 ÷ 11 =

1 mark

18 2 - 0.22 =

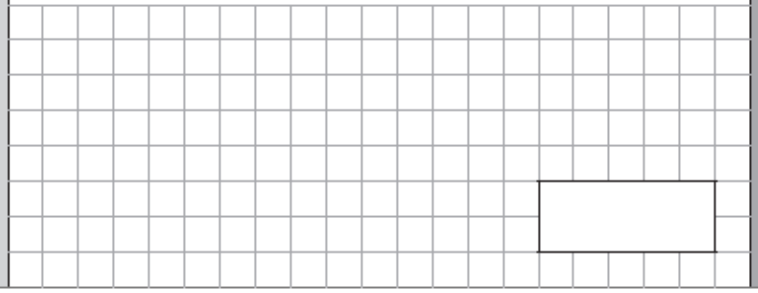
1 mark

19 25% of 1640 =



1 mark

20 1.241 x 5 =

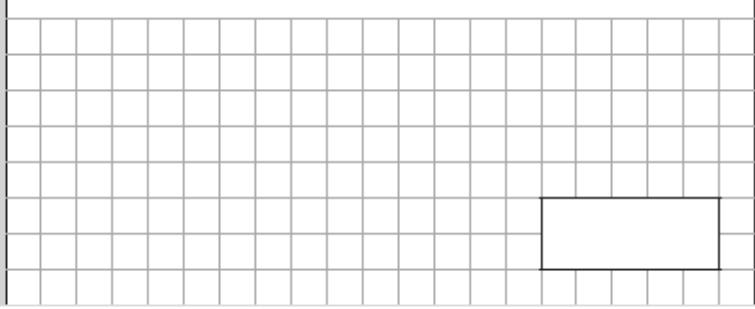


1 mark

21 1111 - 999 =

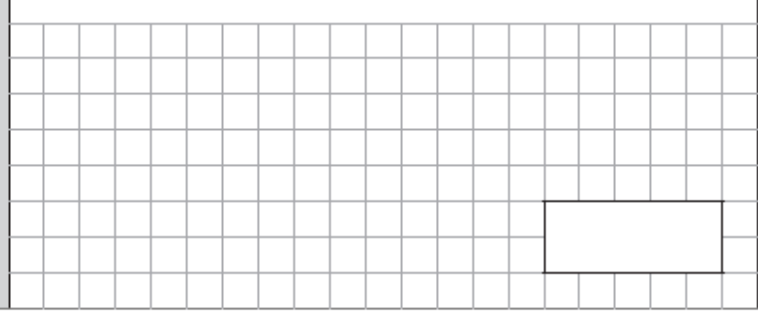
1 mark

22 3993 ÷ 6 =



1 mark

23 16.3 - 7.55 =



1 mark

24 $49 \times 32 =$

2 marks

25 $\frac{1}{8} \times \frac{3}{5} =$

1 mark

26 $5117 \div 17 =$

2 marks

27 $(4 + 8) \times 5 =$

1 mark

28 312 227 - 87 653 =

1 mark

29 3091 x 45 =

2 marks

30 $9 \times 3\frac{1}{3} =$

1 mark

31 $1\frac{1}{8} \times 1\frac{1}{4} =$

1 mark

32 $\frac{2}{9} \div 2 =$

1 mark

33 $\frac{3}{10} + \frac{7}{8} =$

1 mark

34 $2924 \div 34 =$

2 marks

35 $\frac{5}{6} \div 4 =$

1 mark

36 55% of 420 =

1 mark

Day 8, Task 1 – Advice for the new Year Sixes.

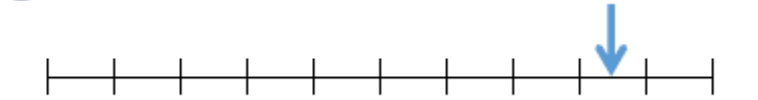
Just like the advice that may have been given to you from past pupils, we would like you to create your own words of wisdom/ survival guide/ advice poster/ explanation video for the current Year Five cohort as they move into Year Six. Now that you have reflected on your time at St Ann's as a whole and in Year Six throughout this booklet, you will be best-placed to help the next cohort of Year Sixes to feel more at ease as they move up into their new year group.

As always, be creative and send in your work to the Y6 email account for us to display in Year Six for next year's children.

Year 6
Place Value Assessment

Name _____

1 What numbers are shown by the arrows?



_____ 1 mark

_____ 1 mark

2 Here are some digit cards.

2	5	8	3

Fred makes the largest 3 digit **even** number he can make.
He rounds his number to the nearest 10
What is his answer?

_____ 2 marks

3 Complete the missing numbers.

127,084 = 100,000 + 20,000 + _____ + 80 + 4

_____ = 7000 + 500 + 3

2 marks

4 The length of four rivers is shown in the table.

River	Length in km
Mississippi	6,275
Saint Lawrence	3,058
Nile	6,853
Rio Grande	3,057

Put the rivers in order of their length starting with the shortest.

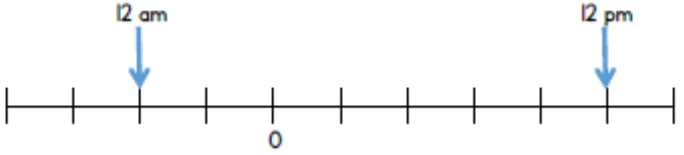
1 mark

Round the length of the Mississippi river to the nearest 100 km.

_____ km

1 mark

5 The number line shows the temperature at 12 am and 12 pm on Monday in a town.
The difference between the temperatures is 14°C.



What is the temperature at 12pm?

_____ °C

2 marks

6 Here are 3 digit cards.

4	8	9

Use each card once to make the statement correct.

	0	3	>	8		

Arrange all 6 cards to make a number between 395,000 and 425,000

1 mark

7 Nick marks a number on the number line.

Draw an arrow to show 100 more than Nick's number.

2 marks

8 Here is part of a number sequence.
The sequence increases by 50 each time.

6,250	6,300	A	B	C	D	E	F	G

Which box will have the first number greater than 6,500?

_____

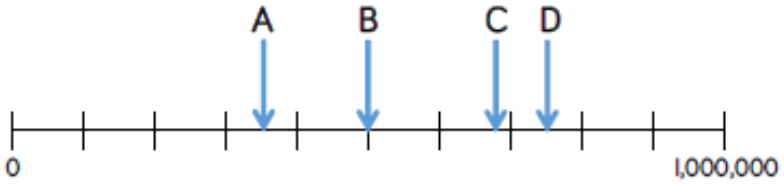
1 mark

9 What is the **smallest** digit that can be used to make this statement correct?

$34{,}3_8 > 34{,}359$

1 mark

10 Some numbers are marked on a number line.



Which numbers round to 1 million to the nearest million?

_____

1 mark

Which number rounds to 700,000 to the nearest thousand?

_____

1 mark

11 What is 35 ones + 35 tens?

_____

2 marks

Circle how confident you feel with place value.

1	2	3	4	5
Not confident				Very confident

Just a little message from us to say goodbye and good luck....

Dear Year Six,

Thank you for all your hard work, positivity and sheer determination to get through this year. It's not what any of us had imagined but you have proved to everybody that you are strong, courageous and can face any challenge! Each and every one of you has made us so proud to be your teachers this year and we truly wish you all the luck in the world as you start your new and exciting journeys into the next stage of your lives.

St Ann's will always be your first school and your home-from-home and part of us will move on with you.

Lots of love from Year Six staff. X

Extra resources:

Time Capsule Memories

St Ann's 2020 Time Capsule.

A version of this has been made available earlier in the year (COVID-19 version), however, we thought it would be a good activity to look at through the lens of Year Six at St Ann's and your transition to High School. If you have already completed this activity, please use one of the 'Extra Resources' activities at the end of this booklet

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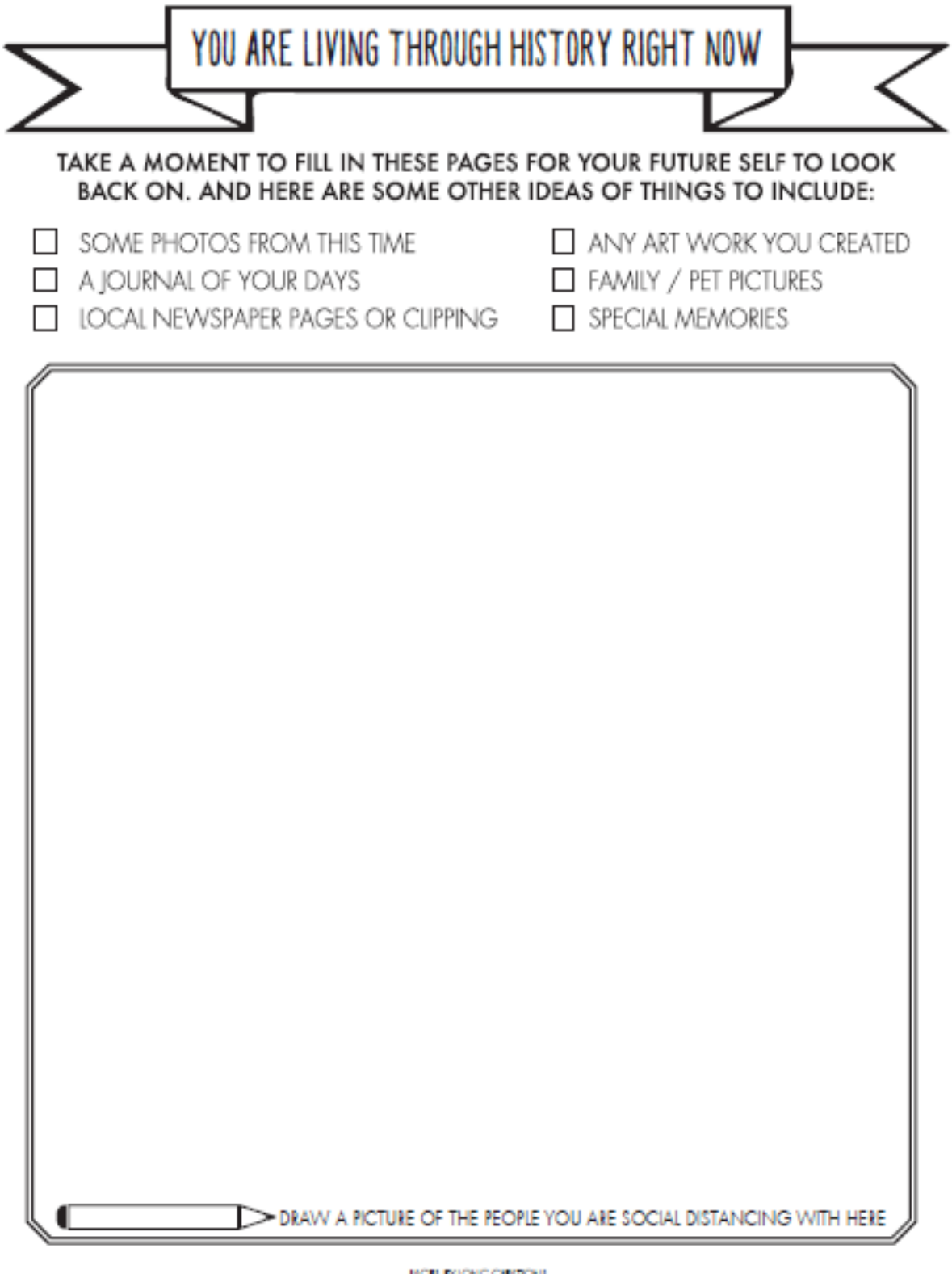


ALL ABOUT ME

I AM

YEARS OLD

I STAND

INCHES TALL

I WEIGH

POUNDS

SHOE SIZE

MY FAVOURITES

TOY: _____

COLOUR: _____

ANIMAL: _____

FOOD: _____

SHOW: _____

MOVIE: _____

BOOK: _____

ACTIVITY: _____

PLACE: _____

SONG: _____

MY BEST FRIEND/S:

_____

_____

_____

WHEN I GROW UP I WANT TO BE:

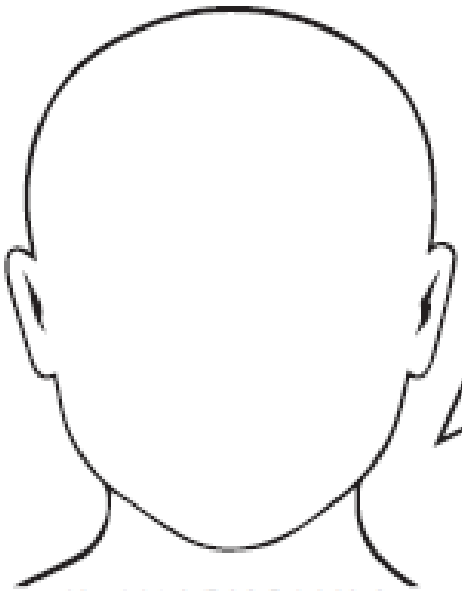
_____

_____

DATE:

PAGES BY LONG CREATIONS

HOW I'M FEELING



WORDS TO DESCRIBE HOW I FEEL:

HOW MY FACE LOOKS

WHAT I HAVE LEARNT MOST FROM THIS EXPERIENCE:

I AM MOST THANKFUL FOR

THE 3 THINGS I AM MOST EXCITED TO DO WHEN THIS IS OVER:

1

2

3

OUR HANDPRINTS

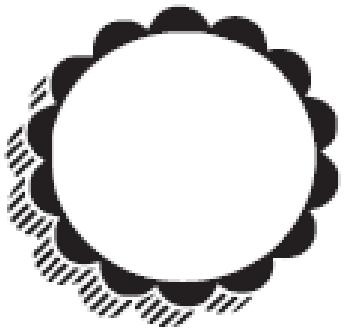
PRINT THE HANDS OF ALL THE PEOPLE LIVING IN YOUR HOME
(IN DIFFERENT COLOURS) AND PLACE YOUR HANDS HERE

IMAGES BY KONG CREATIONS

INTERVIEW YOUR PARENTS

WHAT HAS BEEN THE BIGGEST CHANGE?

HOW ARE YOU FINDING HOMESCHOOLING?



DAYS SPENT INSIDE

HOW ARE YOU FEELING?

YOUR TOP 3 MOMENTS FROM THIS EXPERIENCE:

1. _____

2. _____

3. _____

WHAT ACTIVITIES/HOBBIES HAVE YOU MOST ENJOYED DOING?

WHAT ARE YOU MOST THANKFUL FOR?

WHAT TV SHOW YOU WATCHED : _____

YOUR NEW FOUND FAVOURITE INSIDE FAMILY ACTIVITY:

_____

FAVOURITE FOOD TO BAKE:_____

FOVOURITE TIME OF DAY: _____

GOAL/S FOR AFTER THIS:

FACES BY LONG CREATIONS

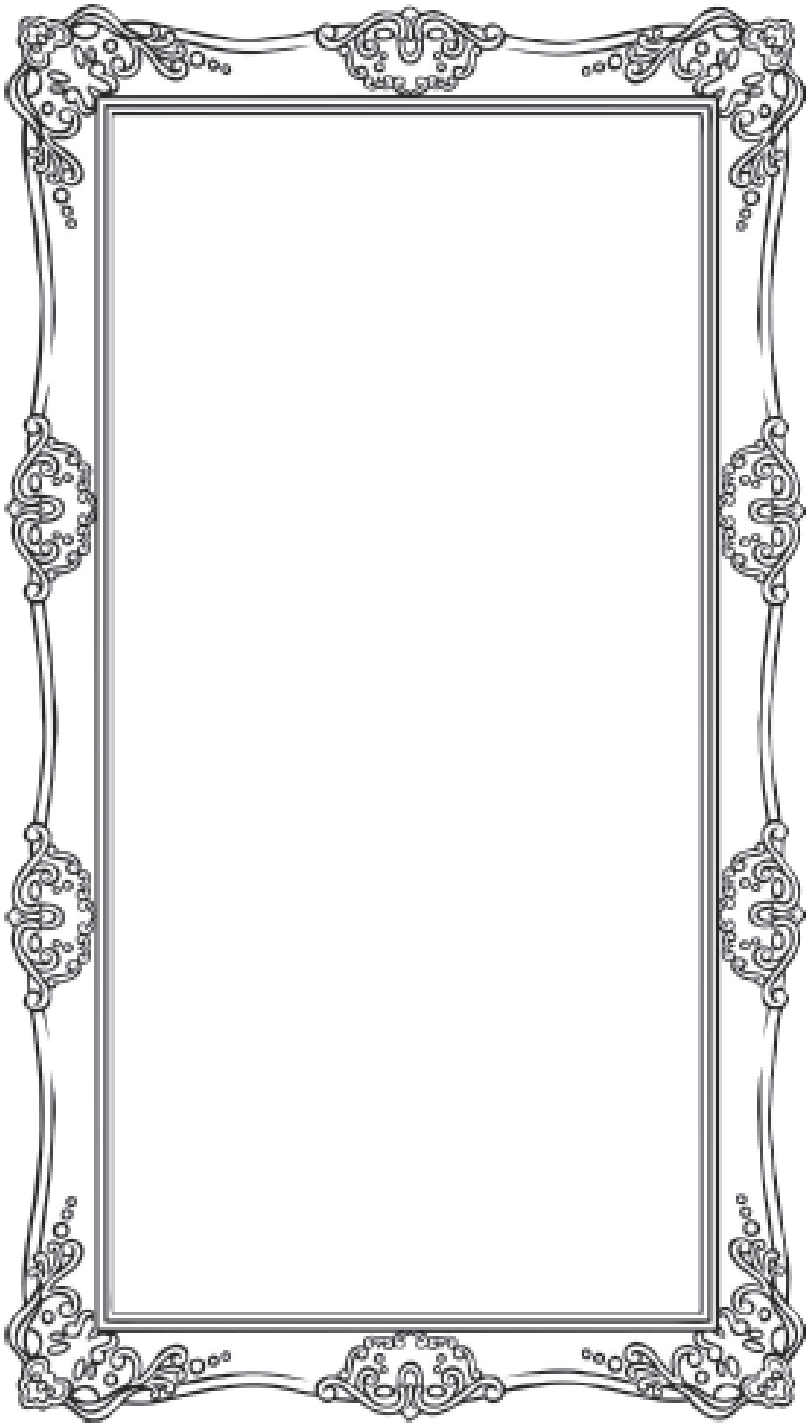
Extra Resources:

Think positive- super me!

Think Positive

Super Me!

We are all unique and special. In fact, we are super! In the picture frame, draw yourself wearing a superhero costume and add some words to describe super you.



Extra Resources:

Random acts of kindness poster.

Spreading the Word

Design and make a poster to encourage others in your school to carry out random acts of kindness. Explain what random acts of kindness are and describe the positive impact they have - use words and pictures.