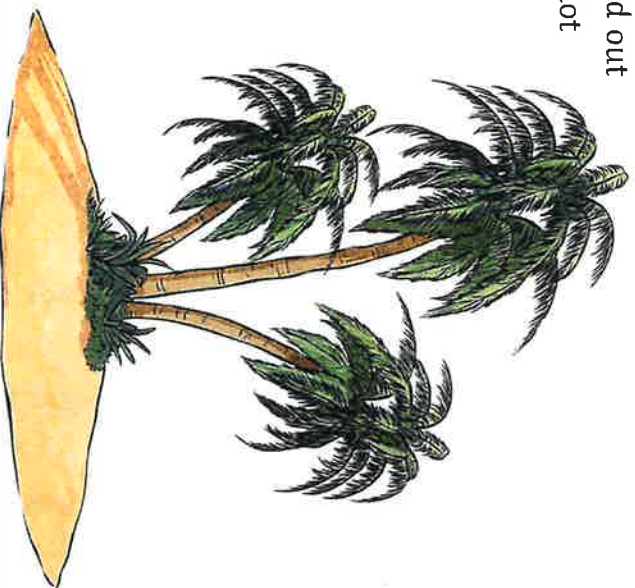


# The Town of Egarim

- 9 Surrounded by glittering pools of fresh water, the town  
20 of Egarim stood alone in the vast desert. Tall palm trees  
28 lined the streets and small, sand-coloured houses sat  
40 dotted in groups. In front of one house sat a small cart  
47 that was piled high with colourful fruits.
- 58 Even the sun, who usually acted so cruelly to anyone  
69 who tried to cross the desert, had taken pity on Egarim  
77 and had bathed it in a soft, gentle light.
- 86 To the four weary travellers who were approaching the  
95 border, the town looked like a miracle. However, they  
100 were about to find out  
104 that in Egarim, not  
107 everything is as  
109 it seems.



## Quick Questions



1. How many travellers were approaching Egarim?

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2. Find and copy one word which means the same as **tired**.

---



3. Would you like to visit the town of Egarim? Explain your answer.

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4. **...not everything is as it seems.**

Why do you think that the author has chosen to end the text in this way?

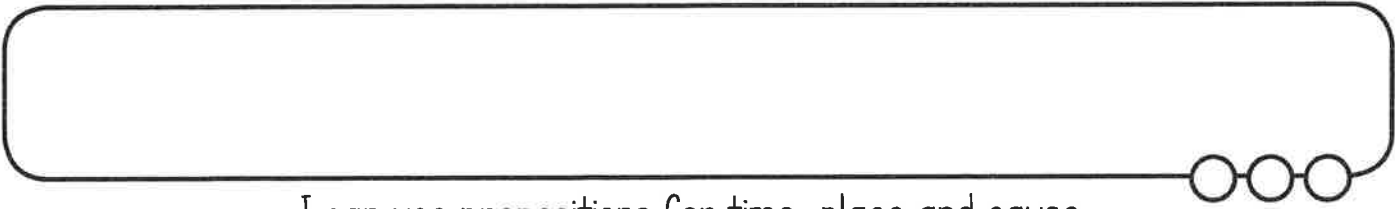
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# Preposition Types



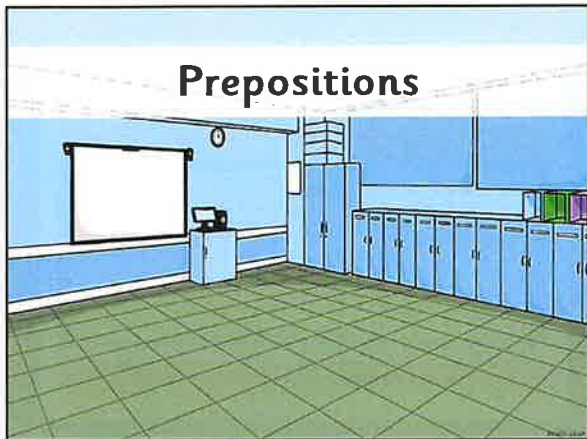
I can use prepositions for time, place and cause.

1. Sort the prepositions into **place**, **time** and **cause**.

towards	over	up	across	for
at 1 o'clock	above	on	beside	inside
in the winter	under	in	near	on Saturday
because of	below	at	down	at the weekend

Hint: some prepositions might fit in more than one group!

Time	Place	Cause



**WALT: Can I use prepositions for time, place and cause?**

**Success Criteria**

- I can describe what a preposition is.
- I can identify a preposition in a sentence.
- I can sort prepositions into categories of time, place and cause.
- I can use a preposition in one of my own sentences.

**The Pets Have Escaped!**

The pets have escaped from the local pet shop! Look at the following picture and describe where each of the animals are hiding. Can you write these down?

**The Pets Have Escaped!**

Share your animal sentences with the rest of the class

You have been using **prepositions** to describe where the animals are.

Prepositions are words / phrases used to describe a place, time or cause.

**The Pets Have Escaped!**

Repeat the activity you have just done using some of the following place **prepositions**.

- beside
- beneath
- under
- in
- on
- through
- behind

**The Pets Have Escaped!**

Prepositions are words / phrases used to describe a **place, time or cause**

The dog is **on** the table

The iguana is **next to** the teacher

These prepositions tell us about the **place** of the animals. They tell us where the animals are.

### The Pets Have Escaped!



Prepositions can also tell us about **time**.

At 6 o'clock the dog was on the floor.

During the lesson, the cat was under the table.

Other prepositions tell us about how something is **caused** by something else.

Because of the barking, she put her hands over her ears.

### Preposition Types

Together, sort these **prepositions** into **place, time and cause**.

under    in    on    because of    at

Time	Place	Cause

Hint: some prepositions might fit in more than one group!

### Preposition Types


Together, sort these **prepositions** into **place, time and cause**.

Time	Place	Cause
at in	under in at on	because of

Hint: some prepositions might fit in more than one group!

### Task: Complete the worksheet





Work on your own to complete the Preposition activity sheet in your books



## WALT: Can I interpret pictograms?

Lesson 3 Week 6





### Have a think about this...

Day of the week	Amount of cars
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

What do you think this pictogram is telling us?

It's telling us how many cars were in the garage on each day.

### Can you answer these questions?


Day of the week	Amount of cars
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

How many cars were in the garage on Monday?





How many cars were in the garage altogether on Monday and Tuesday?

### What about these questions?


**What if**

 = 2 cars

**what does it mean by half a car?**


Day of the week	Amount of cars
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

This is called a 'Key'


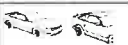


 =

### So now...

**What if**


 = 2 cars

How many cars were in the garage on Monday?





Day of the week	Amount of cars
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

### Now, try this one!

**What if**


 = 2 cars

How many cars were in the garage altogether on and Tuesday and Thursday?

Day of the week	Amount of cars
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	





## What about this one?

**What if**



**Which day had the most amount of cars?**

**Can you think of any questions?**















Day of the week	Amount of cars
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

## Your task!

Complete the worksheet on Microsoft Teams, in your Home Learning pack or from the school website.

Don't forget to email pictures of your completed work to your class email!

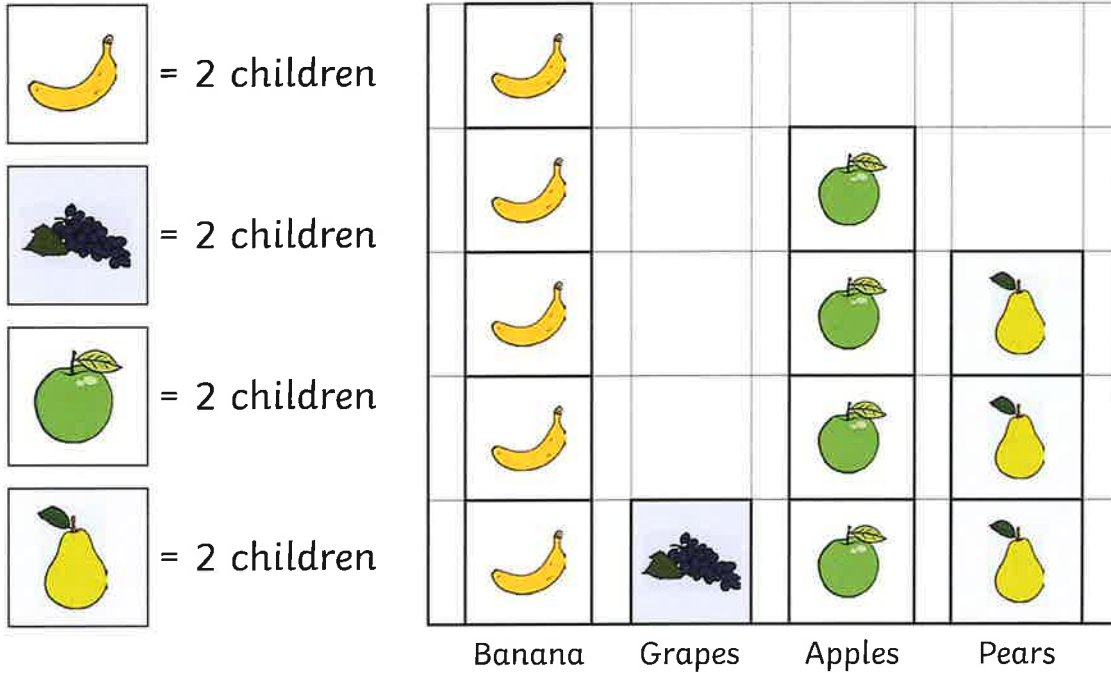
**Favourite Fruit**

	= 2 children				
	= 2 children				
	= 2 children				
	= 2 children				
		Banana	Grapes	Apples	Pears

# Interpreting Scaled Pictograms

Learning Objective: I can interpret scaled pictograms

## Favourite Fruit



Answer the following questions.

What is the favourite fruit? \_\_\_\_\_

How many children chose apples as their favourite fruit? \_\_\_\_\_

How many more children chose bananas than grapes, as their favourite fruit? \_\_\_\_\_

How many children chose apples or pears as their favourite fruit? \_\_\_\_\_

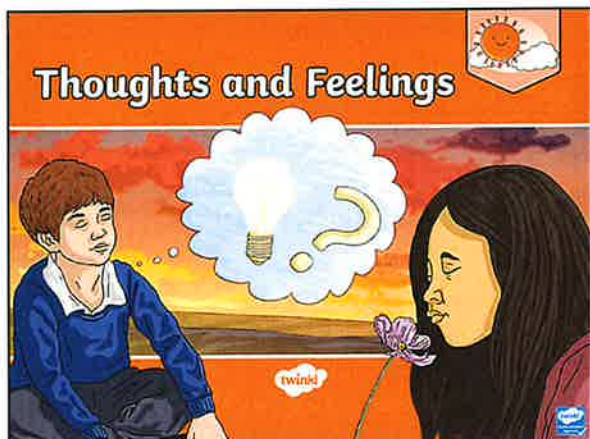
Write your own questions for a friend.

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**Aim**

- I can recognise and manage positive and negative thoughts effectively.

**Success Criteria**

- I can identify helpful and unhelpful thoughts.
- I understand the effect these thoughts have on the way we feel.
- I have strategies to cope with unhelpful thoughts.

**The Big Questions**

What are helpful and unhelpful thoughts?

How do they affect the way we feel?

**Reconnecting**

**Sort the Thoughts**


Let's see what you already know about positive and negative thoughts.

Read the thoughts on the next slide and with your partner, sort them into helpful (positive) and unhelpful (negative) thoughts.

helpful (positive)

Unhelpful (negative)

### Sort the Thoughts



"I'm rubbish at maths!" "I can't wait to see my friends today!"

"I bet I come last in this race." "I love making my friends laugh!"

"Oooh, this looks like an interesting challenge!" "This is impossible!"


"Let's see if I can get a better score than I did last time." "I give up!"

"What if I get picked last for the team?" "I hate reading!"


"That was tricky but fun!" "With a bit of help, I can do this."

# Exploring

### Just a Thought




Thoughts are the words we say to ourselves, in our heads, without speaking out loud.




We think automatically and have many thoughts every hour of every day.

Our thoughts are private unless we choose to share them with others out loud.

People can have different thoughts about the same thing.




### Just a Thought





The thoughts we have lead to us experiencing different emotions (or feelings).

It can be really helpful to separate the thoughts from the feelings and learn to understand the difference between the two.



When we are feeling a certain emotion, especially an uncomfortable one, it is important to ask ourselves why we feel this way – what thoughts did we have that caused us to feel this way?



### Thoughts vs Feelings

Oh no, I've left my homework in the car and Dad has just driven off. He should have reminded me before I got out of the car. Now I'm going to get into trouble. It's so unfair.

What sorts of feelings might this thought lead to a person experiencing?

### Thoughts vs Feelings

Oh no, I've left my homework in the car. Well, worrying won't change things. I'll let my teacher know straight away and see what they say. I did work really hard on it.

But what if they thought this when they realised they had forgotten their homework? How would they feel now?

### Thoughts vs Feelings

Fourth place! I never win. And stupid Luke won again. There's no point in trying - I might as well give up now.

What about this runner? Read their thought in the thought bubble and think about how they might be feeling.

### Thoughts vs Feelings

I've never run that fast in my life! It's definitely a personal best for me! Must be all that training - it's really paid off. I'll be catching up with Luke soon and he's a great runner!

But look at what they are thinking this time. How might they be feeling now?

### Unhelpful Thoughts

Can you see how some thoughts are unhelpful, while others are helpful?

Imagine you arrive at school and a group of children are looking in your direction and talking to each other.

What would an unhelpful thought be? (A negative thought that would make you feel worried.)

What would a helpful thought be? (A positive thought that won't lead to uncomfortable feelings.)

Discuss your ideas with a partner.

### Unhelpful Thoughts

Some thoughts lead to good feelings, while others make us feel negative emotions, such as sadness, anxiety, anger, worry, jealousy, or panic.

These negative emotions can be uncomfortable and unhealthy - it isn't good for our mental health to experience these sorts of emotions too often.

The good news is that we can actually train our brains to think more positively.

We can talk back to negative thoughts with positive ones. Fewer unhelpful thoughts means fewer uncomfortable emotions.

### Unhelpful Thoughts

Here is the child who has seen a group of children looking in their direction and talking to each other.

Oh no! They're looking at me. I bet they are making fun of my new glasses. They probably won't let me play with them now and I bet they call me names. Now I'll have no one to play with. Today will be a bad day!

Think of a positive, more helpful thought the child could replace this thought with.

### Unhelpful Thoughts

Although we can't control what thoughts we have, we can choose how to react to those thoughts. And once we are good at recognising unhelpful thoughts, we can start to manage them.


When an unhelpful thought pops into our head, we can ask ourselves...

- Is what I'm thinking really true?
- Is this thought important or is it actually a bit silly?
- How is this thought going to make me feel and do I want to feel that way?
- How is this thought going to affect what I do?
- Do I need to share this thought with anyone?
- What would be a more helpful thought in this situation?

Consolidating      Reflecting


# Consolidating

## A Thought Superhero!




Wouldn't it be great if we had a tiny superhero inside our heads, that could defend us from unhelpful (negative) thoughts?

They could talk back to unhelpful thoughts, fight them off and get rid of them!



They would always be ready with helpful (positive) thoughts to boost our mood and get us through the day feeling good.

## A Thought Superhero!




What would your tiny superhero, inside your head, look like?

They might look a lot like you.

They might take the form of a brain or a thought cloud.

They might be some kind of creature - your favourite animal perhaps?

It's entirely up to you! Today, you are going to design your own superhero who you can imagine helping you whenever you have unhelpful thoughts.




# Reflecting

## Talk to Yourself

Let's practise using positive thinking to talk back to those unhelpful thoughts.

If you feel comfortable to do so, close your eyes. We are all going to sit very quietly and listen to our own thoughts. They are private and we will not be sharing them with one another.



Think of a time when you have unhelpful thoughts popping into your head. It could be during a lesson you find challenging, it could be when you go somewhere new or it could be unhelpful thoughts about your own ability and what others think about you.


## Talk to Yourself

Now, listen to that unhelpful thought and consider how to talk back to it - in your mind.


What would a more helpful thought be?

How could you think about this same situation in a positive way?

Ask yourself questions about the unhelpful thought. Is it true? Are you guessing something you don't really know? Is it a silly thought? Is there anything you can actually do to make things better? Do you need help?



## Talk to Yourself





Choose a simple, helpful thought to replace the unhelpful thought

Repeat it to yourself, in your head, a few times.

Now, calmly and quietly open your eyes.

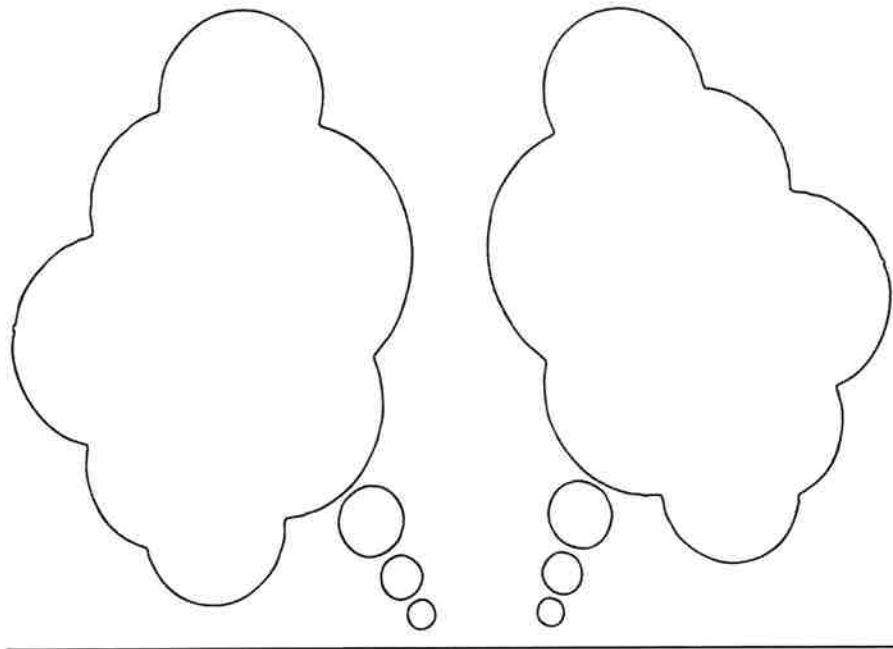
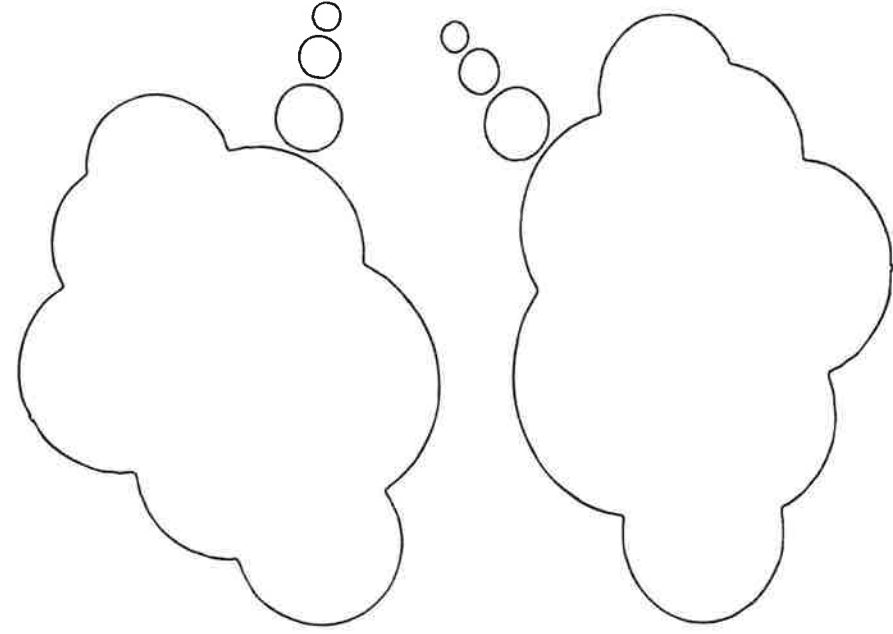
You can talk to your unhelpful thoughts like this any time they pop into your head.



**You are in control of how you react to your thoughts!**

# Thought Superhero

Imagine having your very own tiny thought superhero in your head! This little superhero will defend you against unhelpful thoughts and talk back to them with positive words and phrases, making you feel better. What will your thought superhero look like? What powers will they have and what will they do and say? Draw your thought superhero below and add some super positive, helpful thoughts in the thought bubbles.



This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association Programme of Study.



# Joining the Letter 'c'

Continue each line using diagonal joins.  
Take extra care when joining to an anticlockwise letter.

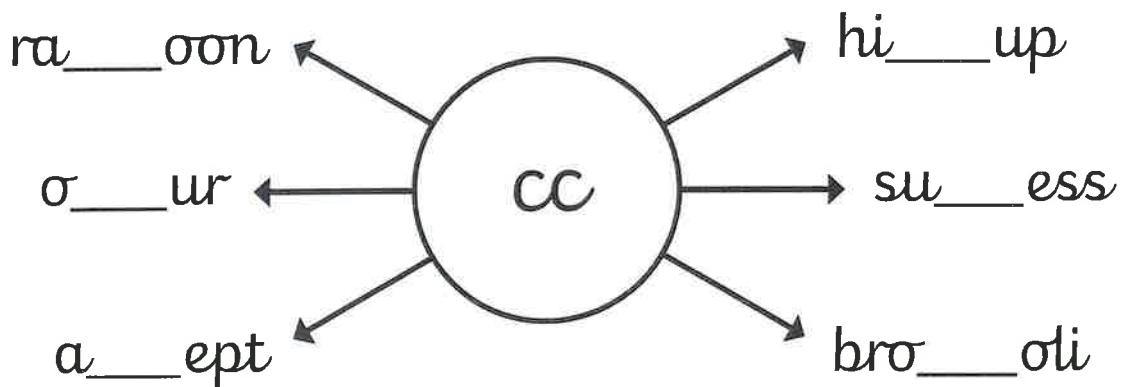
ch

cl

co

ca

Add the letter pattern 'cc' into these words. Make sure you join carefully using your anticlockwise hand movement.



Add 'co' or 'ca' to these words. Make sure that you use your diagonal letter joins to the anticlockwise letters. What words have you created?

vol\_\_no

se\_\_nd

co\_\_nut

es\_\_pe

web\_\_m

pop\_\_rn

## Day 3 Challenge

$5 \times 3 =$	$9 \times 3 =$	$3 \times 8 =$
$6 \times 4 =$	$0 \times 4 =$	$9 \times 4 =$
$10 \times 3 =$	$6 \times 3 =$	$7 \times 8 =$
$8 \times 8 =$	$12 \times 8 =$	$12 \times 4 =$
$8 \times 3 =$	$7 \times 3 =$	$5 \times 4 =$
$7 \times 4 =$	$4 \times 8 =$	$3 \times 3 =$
$11 \times 8 =$	$3 \times 4 =$	$2 \times 4 =$
$4 \times 4 =$	$0 \times 8 =$	$11 \times 3 =$

**My score:**

24