

First: **My Notebook**

Find out more – how can it help?

Focus: Read, talk about and begin
[slides 2-7]

Second: **Matilda** extract

Read/Listen to, watch, discuss leading to short writing task.

Focus: Identifying and how Matilda is feeling and thinking about why
[slides 8- 13]

Third: **‘Unlocking My Lockdown’**

Short writing task [slides 14-16]

Focus: *Processing a personal experience*

Quick Check: **New Group Reading Test**

Focus: Planning next steps [slide 17]

Then: **MHS Class Garden Project**

Focus: Watch, make notes, talk about, read + plan
[slide 19-28]

Finally: **My Wish for the Future**

Focus: Think and look forward [slide 29-30]

Unlocking My Lockdown:



The aim of this work is create some time with your form tutor to

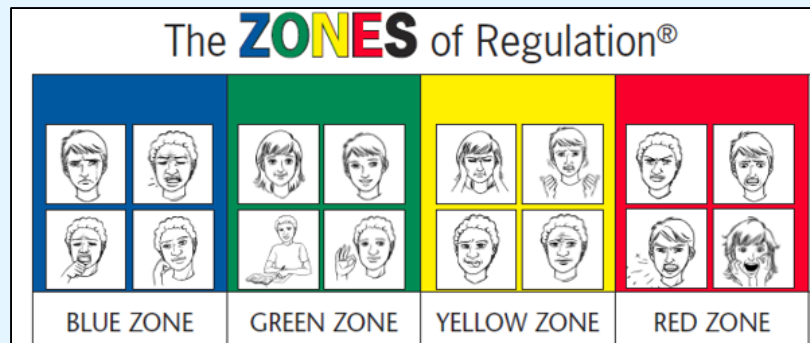
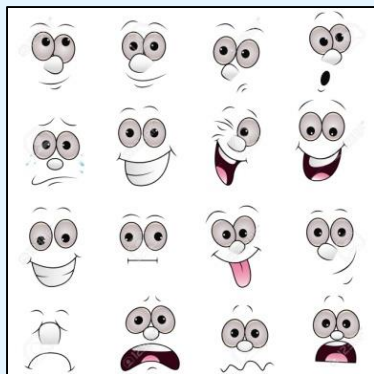
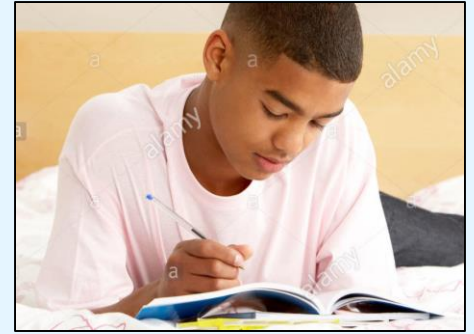
- **think and talk about** what has just happened
- **get used** to being back in **school** *[the place + people]*
- **warm up skills + confidence** *[with your form group team]*
- **feel ready** and **positive** about the year ahead.

My Notebook

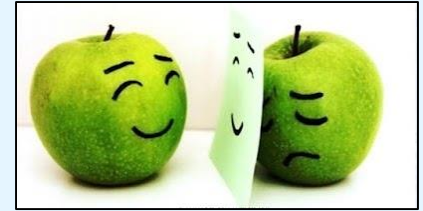
What is your notebook for?

It is to **help you** make sense of **all the changes** that have happened *including*

- getting back into the **school routine**
- **re-building friendships**
- dealing with other people *[family, friends, other students and staff!]*
- **understanding your feelings**
- getting confident **saying how you feel** and **asking for help**

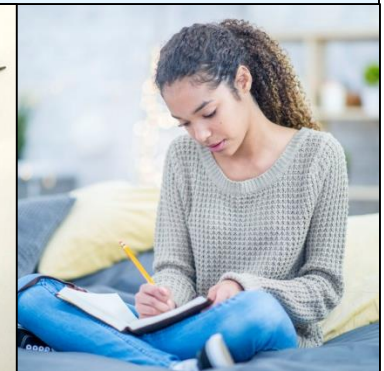
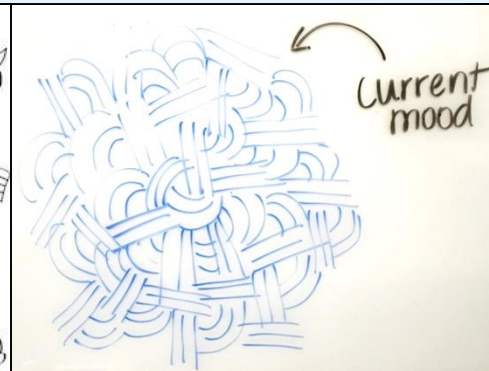
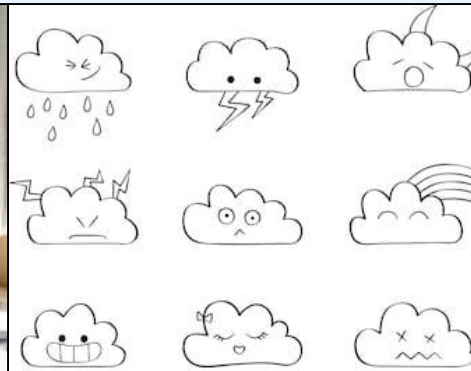


My Notebook



How do I use my notebook?

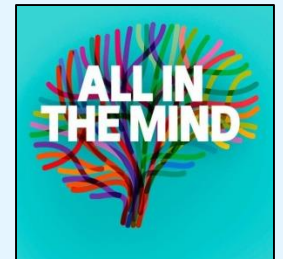
- Your teacher will give you **time at the start of each day**.
- Take a moment to **think about how you are feeling and why**.
- **Draw or write**.
- **Talk** to your teacher or TA *[if you want to]*.
- **Your notebook is private**. No one will read your book unless you want them to. BUT *if you show your book to another student*, your teacher will ask to see your book too.
- **NOTEBOOKS must stay in your form room**. [not to go home.]



Why is it important to write things down?



- It clears **your mind** and **helps decision-making...**
- Helps you **understand your feelings** – life is complicated, feelings are complicated...*it's easy to get stuck on a thought.*
- Lets you **look back** and think about how you're doing.
- Helps you **learn to 'reflect'** so that you get better at understanding yourself and others.
- Helps you to **think about new things** you want to do or achieve.
- Helps you to **make plans, set goals** – and *take action!*
- Getting rid of 'right now' thoughts – ***makes room and gives your brain space to think of new interesting things!***
- Writing lets **you tell your story** – *you are important!*
- Using your notebook helps set a **good daily routine.**



Why is it important to learn to recognise your emotions?

Feelings can be very powerful sometimes. But ***being good at noticing how you feel*** means you can learn to

- calm yourself down
- make changes to your behaviour
- have healthy friendships
- cope with problems better
- do better at school, college and work



Learning about your emotions will help because you will ...

- **know what the emotion is trying to tell you** – for example, if friends are making us feel unhappy we need to find friends who make us feel good.
- **feel more in control** – stop negative feelings building up ...
- **stop negative thoughts turning into negative behaviour** – feeling more confident by being able to control of your thoughts better.
- **know when to ask for help**
- **be a better friend** - you can help others to recognise their feelings too!



...The last thing I need is for my best friend to think I hate her and barely text me back anymore... Uggh! I can't concentrate on anything right now because of it. I hope she gets over it!!!



Top Tips for Writing:

- **Try free-writing** – focus on feelings not sentences and spellings.
- You **don't have to spend lots of time writing/drawing**- 5 minutes is fine - though you can spend longer.
- You **don't have to write every day** – though trying to regularly helps you get good at doing this.
- If you're stuck, start with a **word**, or **thought** or a **doodle**...

Final thoughts before you begin:

- **Your feelings are yours** - no one should tell you how to feel about things that happen in your life.
- It is **your job to learn to manage your feelings** – they are there for a reason, they help us make choices if we take time to think.
- Practising understanding how you feel is an important skill.
- It is the right thing to ask for help- we all need help sometimes.



Here is a chance to practise recognising feelings using the story *Matilda* by Roald Dahl.

Task: Read, watch and talk about this section of the story. Then write about how Matilda is feeling.

This is the whole film, this scene is 9:23 – 11:15 <https://www.youtube.com/watch?v=1C9CFRmSXPY>

Matilda is feeling _____

because _____

Matilda longed for her parents to be good and loving and understanding. The fact that they were none of these things was something she had to put up with. Being very small and very young, the only power Matilda had over anyone in her family was brainpower. She was cleverer than all of them but she was only five years old and therefore had to do whatever they told her – no matter what!

She was always forced to eat her dinner on a tray in front of the TV, she had to stay alone every afternoon and whenever she was told to ‘shut up’ she had to shut up... no one listened to her or cared what she thought.

How do you think Matilda is feeling? Why?

One evening Mr Wormwood had just returned from work. Matilda and her brother were sitting quietly on the sofa waiting for their mother to bring in the TV dinners on a tray. He sat down in an armchair and rubbed his hands together, totally ignored Matilda but spoke to his son in a loud voice. ‘Well, my boy,’ he said, ‘your father’s had a most successful day. He is a lot richer tonight than he was this morning. He has sold no less than five cars, each one at a tidy profit!’

‘Listen boy,’ he said, ‘seeing as you’ll be going into this business with me one day, you’ve got to know how to add up the profits you make at the end of each day. Go and get yourself a pad and a pencil and let’s see how clever you are.’ The son obediently left the room and returned with the writing materials. ‘Write down these figures,’ the father said, reading from his bit of paper. ‘Car number one was bought by me for £278 and sold for £1,425. Got that?’ The ten-year-old boy wrote the two separate amounts down slowly and carefully. ‘Car number two,’ the father went on, ‘cost me £118 and sold for £760. Got it?’

How do you think Matilda is feeling? Why?

‘Yes, Dad,’ the son said. ‘I’ve got that.’

‘Car number three cost £111 and sold for £999.50.’

‘Say that again,’ the son said. ‘How much did it sell for?’

‘£999.50,’ the father said. ‘And that, by the way, is another of my nifty little tricks to diddle the customer. Never ask for a big round figure. Always go just below it. Never say £1000, always say £999.50, it sounds much less but it isn’t. Clever, isn’t it?’

‘Very,’ the son said. ‘You’re brilliant, Dad.’

‘Car number four cost £86 — a real wreck that was — and sold for £699.50.’

‘Not too fast,’ the son said, writing the numbers down. ‘Right. I’ve got it.’

‘Car number five cost £637 and sold for £1,649.50. You got all those figures written down, son?’

‘Yes, Daddy,’ the boy said, crouching over his pad and carefully writing.

‘Very well,’ the father said. ‘Now work out the profit I made today.’

‘That’s a lot of sums,’ the boy said.

‘Of course it’s a lot of sums,’ the father answered. ‘But when you’re in big business like I am, you’ve got to be hot stuff at Maths. I’ve practically got a computer inside my head. It took me less than ten minutes to work the whole thing out.’

‘You mean you did it in your head, Dad?’ the son asked.

‘Well, not exactly,’ the father said. ‘Nobody could do that. But it didn’t take me long.’

Matilda said quietly, ‘Dad, you made exactly £4,303.50 altogether.’

‘Don’t butt in,’ the father said. ‘Your brother and I are busy with high finance.’

‘But Dad . . .’

How do you think Matilda is feeling? Why?

‘Shut up,’ the father said. ‘Stop guessing and trying to be clever.’

‘Look at your answer, Dad,’ Matilda said gently. ‘Is that what you’ve got, Dad?’

The father glanced down at the paper in his hand. He seemed to stiffen. He became very quiet. There was a silence. Then he said, ‘Say that again.’

‘£4,303.50,’ Matilda said. There was another silence. The father’s face was beginning to go dark red. ‘I’m sure it’s right,’ Matilda said.

‘You . . . you little cheat!’ the father suddenly shouted, pointing at her with his finger.

‘You looked at my bit of paper! You read it off from what I’ve got written here!’

‘Daddy, I’m on the other side of the room,’ Matilda said. ‘How could I possibly see it?’

‘Don’t give me that rubbish!’ the father shouted. ‘Of course you looked! You must have looked! No one in the world could give the right answer just like that, especially a girl!

At that point, the mother came in carrying a large tray. ‘What are you looking so red in the face about, Harry?’ she said as she put the tray down.

‘Your daughter’s a cheat and a liar,’ the father said, taking his plate of fish and placing it on his knees. ‘Turn the telly on, no more talk.’

Now watch, talk about *then* write.



**What do you think of the way
Matilda's family treat her.**

**What do they do?
How does this make her feel?**



Unlocking My Lockdown:

[a.k.a. Making sense of this very strange time]



Group task: **Create a mind map using the word 'lockdown'.**

Focus: sharing your ideas, listening to others. [practise colour-coding]

Individual task: Now **create your own mind map** to explore thoughts **about your experience** then **colour code** it into sections.

Remember: You can use words, drawings or both to do this.

Think about: family, friends, feelings, changes, things you did, things you missed doing, new things you learnt to do, things you enjoyed. What are your strongest memories?



Unlocking My Lockdown:

[a.k.a. Making sense of this very strange time]



Individual task: Finally, use your mind map to **write about your experience of lockdown. What was lockdown like for you?**

*You can write and then add a drawing OR draw and then write whichever works best for you. **Don't worry about spellings, just focus on what you want to say.***



“

"The sun will shine on you again and the clouds will go away"

—
Captain Tom Moore

EPA

Reading Check – New Group Reading Test [NGRT]

Sorry about this one – we just need to check **where you are now** with your reading **so that we can plan.**



What is the NGRT?

Reading booklets that check your ***reading and understanding skills.***

Who is doing an NGRT?

All students

When will we do the NGRT?

In the first 2 - 3 weeks of term

Where will we do the NGRT?

In your form room [with your teacher + TA]



Keep building You Reading Skills: Visit our school library

Working on your reading skills helps you get better at reading and writing. Reading also helps us understand ourselves and others.

‘Reading is the most important way to prepare for life.’ Lois Lowry

Things are a little bit different at the moment. Your **teacher will need to book a weekly time slot** for your class.

We do want you to use the library – Mrs Wilkes and Mrs Bingham are waiting to see you!



Focus: Communication skills, teamwork, emotional regulation and having some fun!



YOU ARE NOW ENTERING
A STRESS FREE ZONE



**When the going gets
tough, the tough go to
the garden.**



There are
no
gardening
mistakes,
only
experiments.

Janet Kilburn Phillips

GardensAll.com

After all of that...
you are now entering the
stress-free zone of the
Meadow High School
Gardening Project

Class Garden Project [with Miss Lennon]



Miss Lennon has an exciting plan for **each class** **have their own space to garden**. There will be plants that we will all be planting – *don't worry Miss Lennon will be in touch with a plan and some 'how to...' videos*. The class gardens will have space for you to try out your own ideas too.

Gardening is a really good hobby . If you learn how to it is something you can enjoy your whole life. There are lots of videos and programmes you can watch to help you learn. This one is full of great ideas. Maybe some of your seeds could start in the classroom then be planted out when it's the right time of year –

Task: Watch and talk about this video. Then make a list of all the seeds that they collected and how they did it.

<https://www.youtube.com/watch?v=Apq0KoZRBQc>

Individual/Paired Task: Choose FOUR seeds you saw collected in the video. Fill in the grid below.

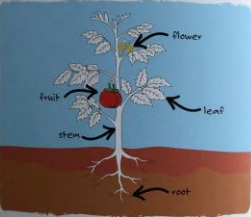
Name of the Seed	Explain how they collected these seeds

Extra Research to help with build your gardening knowledge.

Either choose a couple to read as a **whole class activity** OR set this as a **paired challenge**. Each pair takes one of the research pages to read and reports back to the rest of the class.

PLANT STRUCTURE

Fruit and vegetable plants can look very different, but most have the same physical features.



When you sow a seed in the soil, it will germinate into a tiny plant called a seedling. This is the start of the stem, which will shoot up into the air reaching for sunlight. Leaves will then form, and these turn sunlight into the energy needed for the plant to survive.

Under the ground, roots will form, spreading out downwards in the search for food and water. The roots will suck up all the nutrients, helping the plant to grow and stay healthy.

You will learn more about fruits and vegetables as you go through this book. Discover how some grow above the ground, like tomatoes, courgettes and sweetcorn. Others, like carrots, potatoes and beetroots, grow under the ground, forming in part of the root.

As you start watching your plants grow, see if you can identify the different parts.


TIP!

- Always handle seedlings gently by the leaves to keep them happy and healthy. If you accidentally snap the leaves, the plant can still continue to grow.

WATERING

All plants need water to live and grow! Here are some top tips.


- Always use a watering can to pour water over the surface of the compost.
- Plants prefer rainwater to tap water, so leave a few buckets outside. When it rains, they will fill up and you can use them to fill your watering can.
- Always water around the plant and not on to leaves or flowers! Don't panic if a few droplets touch the plant, but always try to get as much on the soil as you can.
- Water plants in the morning or evening. In the afternoon it is generally warmer, so water may dry out before it soaks into the compost.
- Poke your finger into the compost. If it feels wet then you don't need to water. If it feels dry, then add more water.



Drooping leaves are a sign that your plant needs water!

PEBBLE PLANT LABELS

You can make your own personalised plant labels so that you never forget what you have planted.



What to do

- Start by choosing which plants you need labels for. Make a list.
- Cover a table or the floor with sheets of newspaper to protect them from the paint.
- Get painting!
- Leave your pebbles to dry before placing them outside next to your rows of seeds and growing fruits and vegetables.

You'll need

- pebbles
- garden paints
- paintbrushes
- a cup of water (to wash your brushes!)
- newspaper
- a selection of freshly planted fruit and vegetable plants

TIP!

You could pick paint colours that match the fruits and vegetables your pebbles are for.

GROW YOUR OWN CHIPS

Do you like chips? How about dipped in tomato ketchup? Well, did you know that you can grow and make your own? Even the ketchup if you wanted!

DID YOU KNOW?

Chips are made from potatoes, just like mash!

How to turn your potatoes into chips

- Preheat the oven to 220°C / 200°C Fan / Gas 7.
- Cut the potatoes into long 1.5cm-wide strips, so they look like chips. You can ask a grown-up to help you.
- Place the cut potatoes into a mixing bowl and add 1 tablespoon of oil.
- Give them a good stir with a spoon or get your hands in. If you don't mind getting messy.
- Place on a baking tray and bake in the oven for 20-25 minutes.
- Remove from the oven with the help of an adult when golden brown.

TIP!

- Using an old toothbrush or nail brush will help remove any soil on the potato.
- You can add homegrown herbs to your mix if you want to give your chips a different flavour.
- If you have some potatoes, just turn them into wedges!

Start growing them in April and you will have your own potatoes to turn into chips by the summer holidays. Have a look at page 64 for how to grow your own potatoes.

GROW LEAFY CATERPILLARS

Make your own mini containers that will fit perfectly on your windowsill. You can decorate them to look like caterpillars – or whatever design you would like.

What to do

- Roll down sheets of newspaper into a tube to use as your caterpillar container.
- Decorate your egg boxes to look like caterpillars. How about rain and food?
- Place a small piece of cotton wool in the bottom of each egg tube, then add a teaspoon of compost.
- Sow 2-3 seeds into each egg tube.
- Cover the seeds with more compost.
- Water and place on a windowsill or in a greenhouse.
- When the compost feels dry, add a few more sprinkles of water.
- Cut down your caterpillar when ready and enjoy snack!

You'll need

- compost
- cotton wool
- egg boxes – cut into strips
- glue
- lettuce, rocket or cress seeds
- newspaper
- pins
- wiggly eye sticks

TIP!

As your plants grow and need more nutrients, you can pot them on into a larger container. They may last longer in a bigger pot too!

Take a photo of your creation and stick it here.

PESTS

Bees and most butterflies look after your plants, pollinating flowers so that fruits and vegetables grow. Other little creatures are not as helpful and like to damage your plants. You want to try to keep these pests away.

SLUGS AND SNAILS

These slimy critters love eating vegetables, especially leaves! They come out at night and love wet weather so you may most notice them on your new plants.

If you do see them, pick them up and move them to an open part of your garden. You can try to stop them returning by placing crushed egg shells or sharp sand around your plants. Slugs and snails don't like crawling over a rough surface!

CATERPILLARS

Caterpillars love leaves and flowers! You may see holes in your leaves and petals – this is a sign of caterpillars. They like to hole from you, so look under leaves to try and spot them.

If you do find them, well done! Pick them off and place them away from your plants. Hungry birds will enjoy eating them.

FLEA BEETLES

These are tiny creatures, about 2-3mm in size, that jump around eating holes in leaves. Flea beetles particularly like young brassica and salad leaves.

They love dry conditions, so keep the soil around your plants watered to keep them away. You can also cover your seedlings with netting, which will reduce damage.

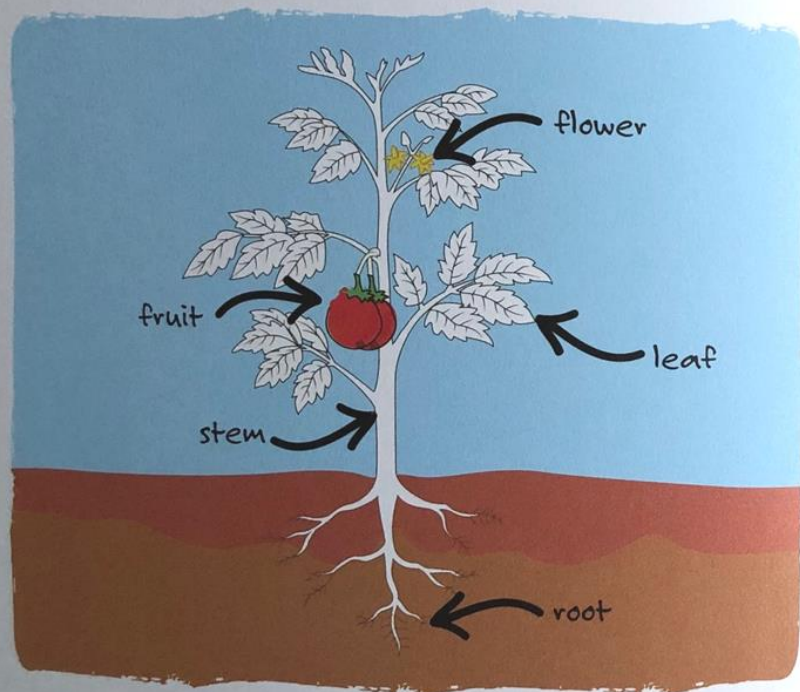
APHIDS

Aphids are small insects usually found on the undersides of leaves. The most common are greenfly and blackfly. They weaken your plants by sucking out the liquid inside, called sap. You can use a spray bottle full of water to spray the aphids off the leaves. If some don't fly away, wipe them away using a paper towel or tissue.

These are just examples, you can use any gardening texts you like for this work

PLANT STRUCTURE

Fruit and vegetable plants can look very different, but most have the same physical features.



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Under the ground, roots will form, spreading out downwards in the search for food and water. The roots will suck up all the nutrients, helping the plant to grow and stay healthy.

You will learn more about fruits and vegetables as you go through this book. Discover how some grow above the ground, like tomatoes, courgettes and sweetcorn. Others, like carrots, potatoes and beetroot, grow under the ground, forming as part of the root.



As you start watching your plants grow, see if you can identify the different parts.

TIP!

Always handle seedlings gently by the leaves to keep them happy and healthy. If you accidentally snap the leaves, the plant can still continue to grow.

WATERING

All plants need water to live and grow!
Here are some top tips.

- ★ Always use a watering can to pour water over the surface of the compost.
- ★ Plants prefer rainwater to tap water, so leave a few buckets outside. When it rains, they will fill up and you can use them to fill your watering can.
- ★ Always water around the plant and not on to leaves or flowers! Don't panic if a few droplets touch the plant, but always try to get as much on the soil as you can.
- ★ Water plants in the morning or evening. In the afternoon it is generally warmer, so water may dry out before it soaks into the compost.
- ★ Poke your finger into the compost. If it feels wet then you don't need to water. If it feels dry, then add more water.



Drooping leaves
are a sign that your
plant needs water!



PEBBLE PLANT LABELS

You can make your own personalised plant labels so that you never forget what you have planted.



What to do

- 1 Start by choosing which plants you need labels for. Make a list.
- 2 Cover a table or the floor with sheets of newspaper to protect them from the paint.
- 3 Get painting!
- 4 Leave your pebbles to dry before placing them outside next to your rows of seeds and growing fruits and vegetables.

You'll need:

- ★ pebbles
- ★ garden paints
- ★ paintbrushes
- ★ a cup of water (to wash your brushes!)
- ★ newspaper
- ★ a selection of freshly planted fruit and vegetable plants

Use this space to practise the design that you'll paint on your pebbles.

TIP!

You could pick paint colours that match the fruits and vegetables your pebbles are for.

GROW YOUR OWN CHIPS

Do you like chips? How about dipped in tomato ketchup? Well, did you know that you can grow and make your own? Even the ketchup if you wanted!

DID YOU KNOW?

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Start growing them in April and you will have your own potatoes to turn into chips by the summer holidays. Have a look at page 64 for how to grow your own potatoes.

Now to turn your potatoes into chips!

- 1 Preheat the oven to 220°C / 200°C Fan / Gas 7.
- 2 Cut the potatoes into long 1.5 cm-wide strips, so they look like chips. You can ask a grown-up to help you.
- 3 Place the cut potatoes into a mixing bowl and add 1 tablespoon of oil.
- 4 Give them a good stir with a spoon or get your hands in if you don't mind getting messy.
- 5 Place on a baking tray and bake in the oven for 20–25 minutes.
- 6 Remove from the oven with the help of an adult when golden brown.

Choose a variety of potatoes:

- ★ Maris Piper
- ★ Russet
- ★ Cara
- ★ King Edward



TIP!

Using an old toothbrush or nail brush will help remove any soil on the potato.

You can add homegrown herbs to your mix if you want to give your chips a different flavour.

If you have some smaller potatoes, just turn them into wedges!

GROW LEAFY CATERPILLARS

Make your own mini containers that will fit perfectly on your windowsill. You can decorate them to look like caterpillars – or whatever design you would like.

What to do

- 1 Lay down sheets of newspaper onto a table so you protect the surface.
- 2 Decorate your egg boxes to look like caterpillars: how about eyes and feet?
- 3 Place a small piece of cotton wool in the bottom of each egg hole, then add a teaspoon of compost.
- 4 Sow 2–3 seeds into each egg hole.
- 5 Cover the seeds with more compost.
- 6 Water and place on a windowsill or in a greenhouse.
- 7 When the compost feels dry, add a few more sprinkles of water.
- 8 Cut some of your salad leaves when ready and enjoy snacking!

You'll need:

- ★ compost
- ★ cotton wool
- ★ egg boxes – cut into strips
- ★ glue
- ★ lettuce, rocket or cress seeds
- ★ newspaper
- ★ pens
- ★ wiggly eye stickers

TIP!

As your plants grow and need more nutrients, you can pot them on into a larger container. They may last longer in a bigger pot too!



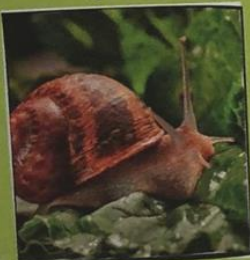
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If you do see them, pick them up and move them to an open part of your garden. You can try to stop them returning by placing crushed egg shells or sharp sand around your plants. Slugs and snails don't like crawling over a rough surface!

CATERPILLARS

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If you do find them, well done! Pick them off and place them away from your plants. Hungry birds will enjoy eating them.



Keep an eye out for caterpillar eggs as well – you can just wipe them away.



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and finally – taking inspiration from Captain Tom and staying positive...



**FOR ALL THOSE PEOPLE FINDING
IT DIFFICULT AT THE MOMENT,
THE SUN WILL SHINE ON YOU AGAIN
AND THE CLOUDS WILL GO AWAY.**

- Captain Tom Moore

What is your wish for the future?

This can be for yourself, your family, our school community or the community you live in or our planet.

What could we learn from what we've just been through?

How could things be better?

Task: Think carefully – use your notebook if you want to – *THEN* **write your message on your label** and come ***and tie it to the trellis outside room 15.***

[Mr. Glass will use the laser cutter to engrave these messages onto special coloured labels we can hang in our sensory garden to help us all remember.]

What can we all do to help keep our school community safe?
It's easy – **wash your hands!**

