



Year 6 Home Learning

17.11.21 - Wednesday

Maths

1) Convert these mixed numbers to improper fractions:

$$5\frac{3}{5}$$

$$3\frac{8}{9}$$

2) Convert these improper fractions to mixed numbers:

$$\frac{102}{10}$$

$$\frac{124}{12}$$

1) Convert these mixed numbers to improper fractions:

$$5\frac{3}{5} = \frac{28}{5}$$

$$3\frac{8}{9} = \frac{35}{9}$$


$$5 \times \frac{5}{5} = \frac{25}{5} \quad \frac{25}{5} + \frac{3}{5} \qquad 3 \times \frac{9}{9} = \frac{27}{9} \quad \frac{27}{9} + \frac{8}{9}$$

2) Convert these improper fractions to mixed numbers:

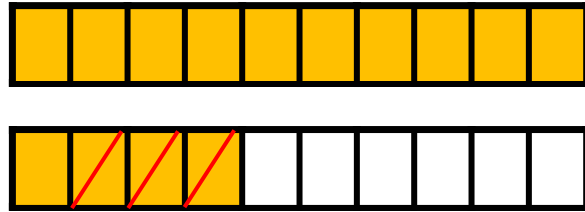
$$\frac{102}{10} = 10\frac{2}{10} = 10\frac{1}{5}$$

$$\frac{124}{12} = 10\frac{4}{12} \\ = 10\frac{1}{3}$$

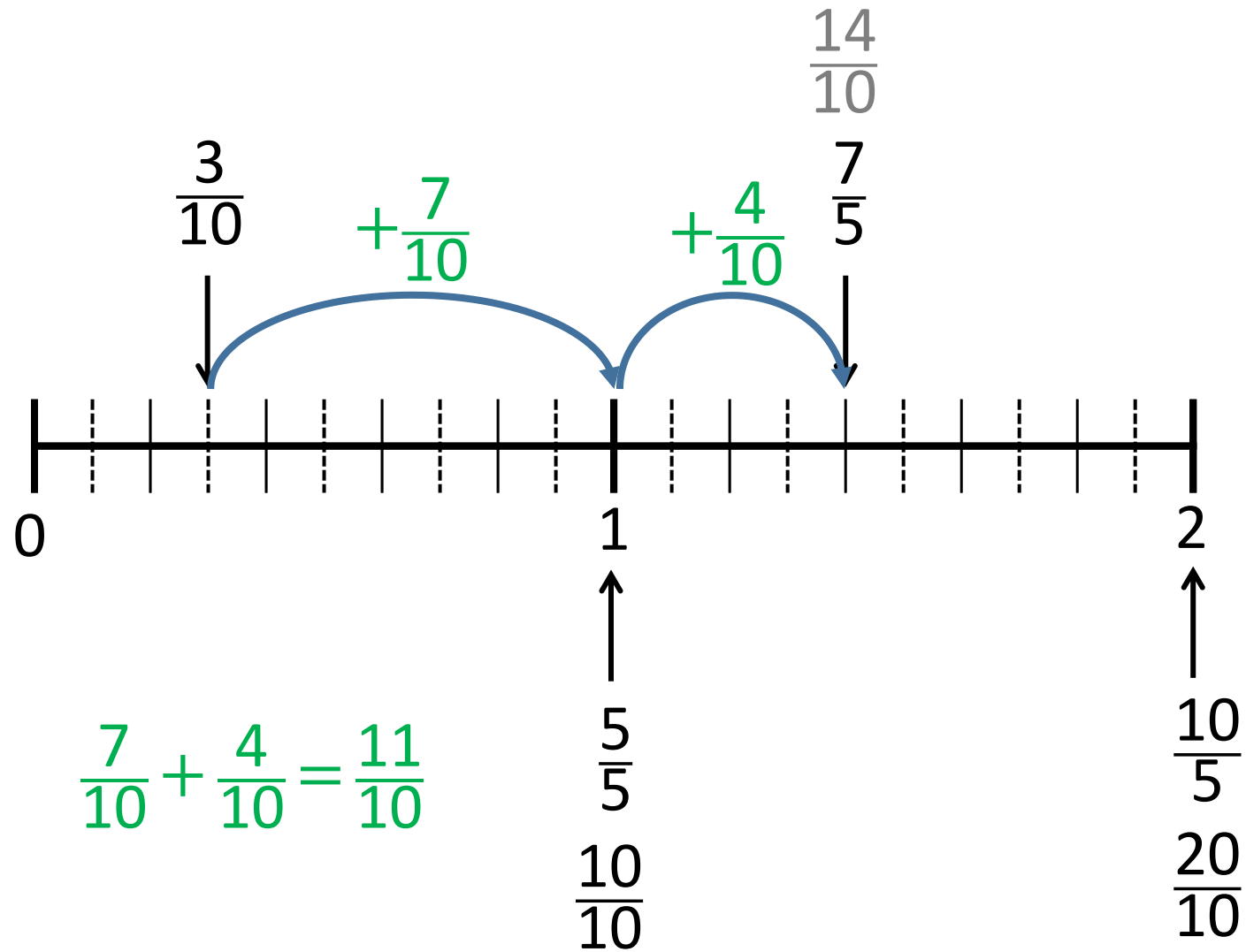
$$\frac{7}{5} - \frac{3}{10} = \frac{11}{10} \text{ or } 1 \frac{1}{10}$$

$\times 2$ 

$$\frac{14}{10}$$



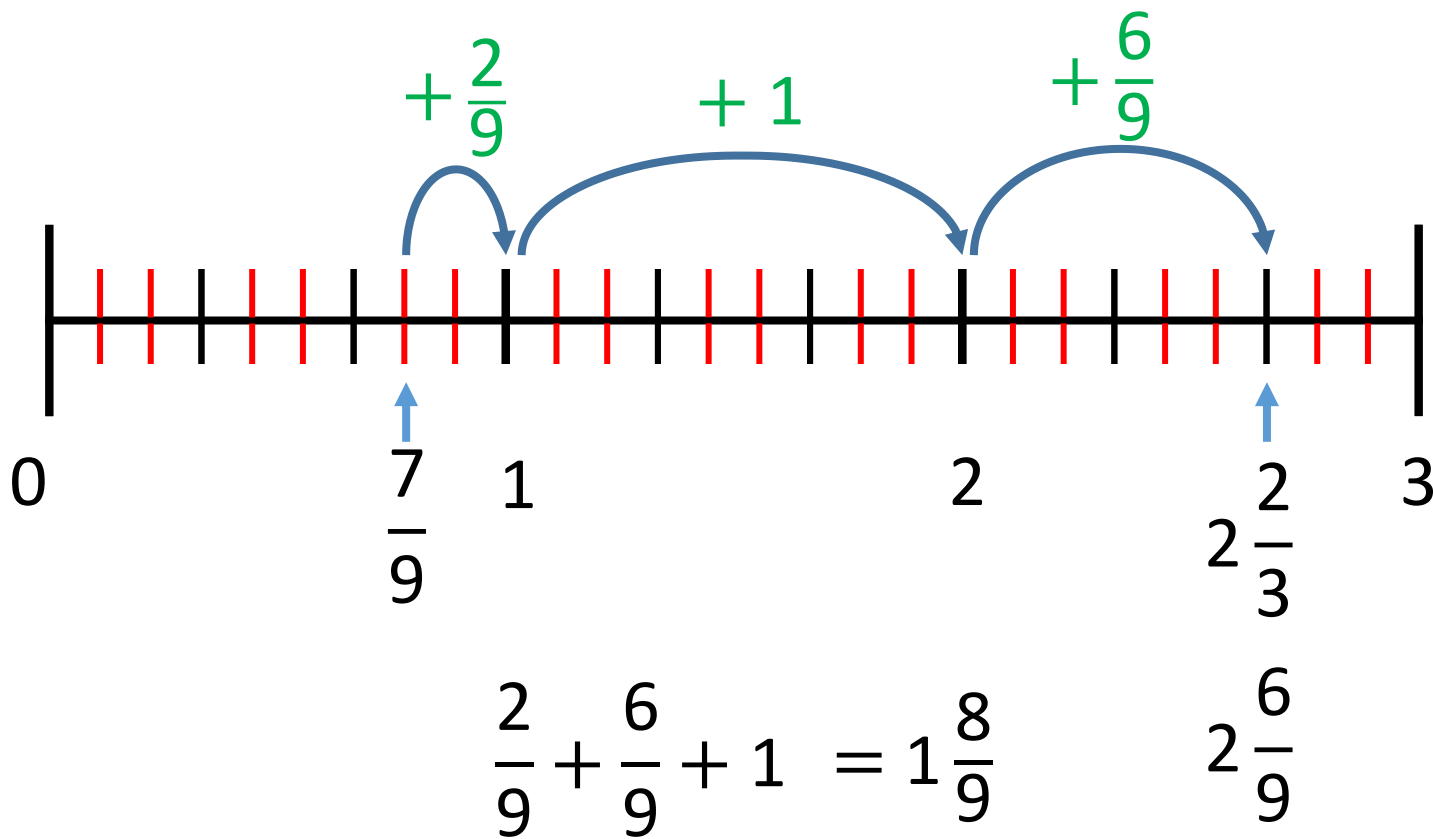
$$\frac{7}{5} - \frac{3}{10} = \frac{11}{10} = 1\frac{1}{10}$$



Have a think



$$2\frac{2}{3} - \frac{7}{9} = 1\frac{8}{9}$$



Have a go at questions
1 - 2 on the worksheet

A race is $3\frac{1}{2}$ km in length.

Have a think



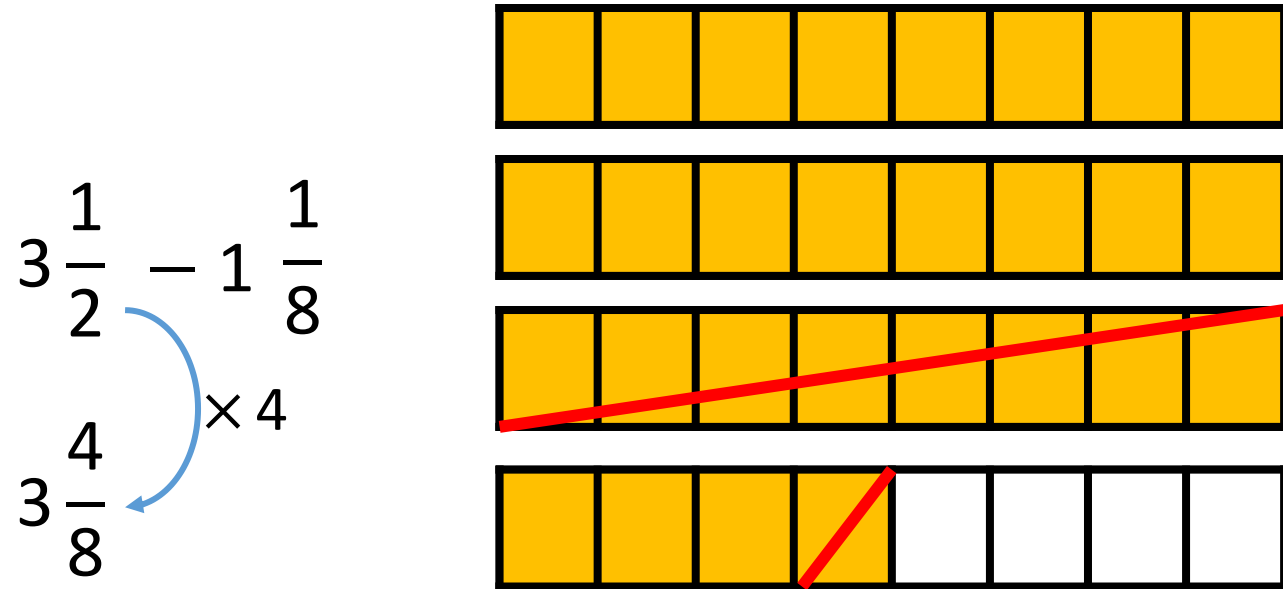
$3\frac{1}{2}$ km



Annie has run $1\frac{1}{8}$ km so far.

How much further does she have to run?

$$3\frac{1}{2} - 1\frac{1}{8} = 2\frac{3}{8} \text{ km}$$



$$4\frac{3}{4} - \frac{7}{12}$$

$\times 3$

$$4\frac{9}{12}$$

Have a think



$$4\frac{9}{12} - \frac{7}{12} = 4\frac{2}{12} = 4\frac{1}{6}$$

I don't think you can calculate $2\frac{1}{4} - \frac{5}{12}$



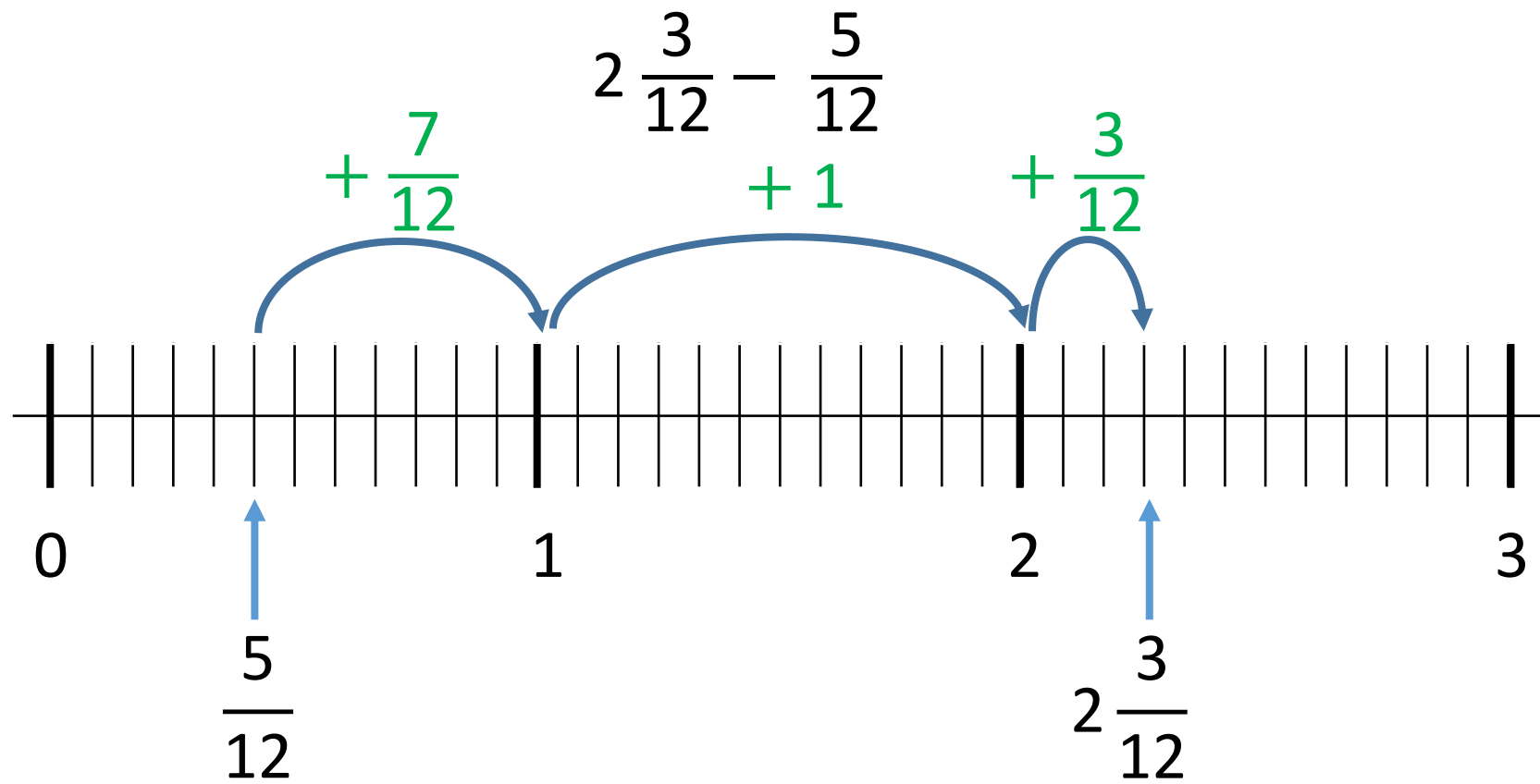
$$2\frac{1}{4} - \frac{5}{12}$$

↙ × 3 ↘

$$2\frac{3}{12}$$

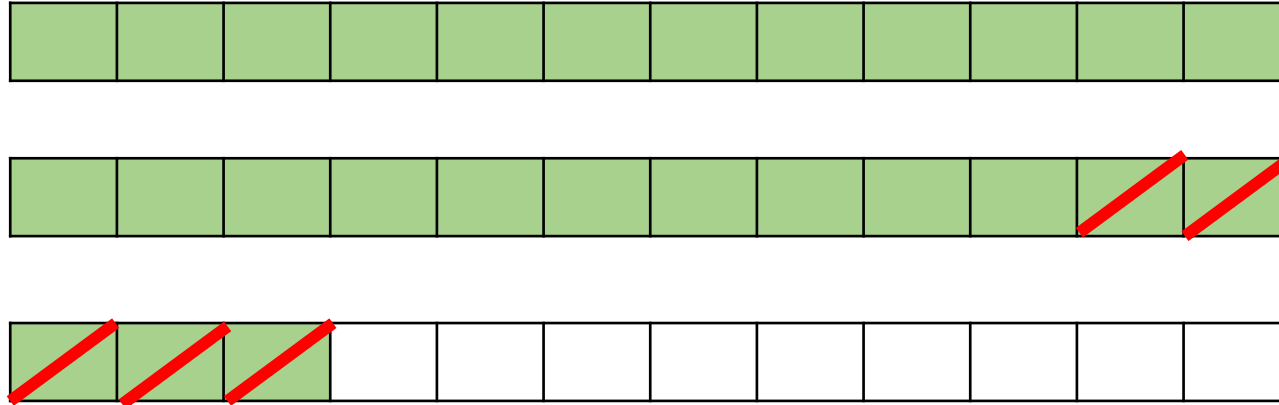
$$2\frac{3}{12} - \frac{5}{12}$$

Have a think 



$$\frac{7}{12} + \frac{3}{12} + 1 = 1\frac{10}{12} = 1\frac{5}{6}$$

$$2\frac{3}{12} - \frac{5}{12}$$



$$2\frac{3}{12} - \frac{5}{12}$$

$$\begin{array}{cc} & \swarrow \quad \searrow \\ \frac{3}{12} & \frac{2}{12} \end{array}$$

$$2\frac{3}{12} - \frac{3}{12} = 2$$

$$2 - \frac{2}{12} = 1\frac{10}{12} = 1\frac{5}{6}$$

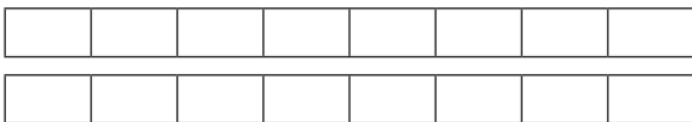
Have a go at the rest of the
questions on the worksheet

Subtract mixed numbers

1 Complete the subtractions.

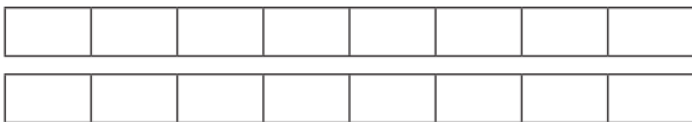
Use the bar models to help you.

a)



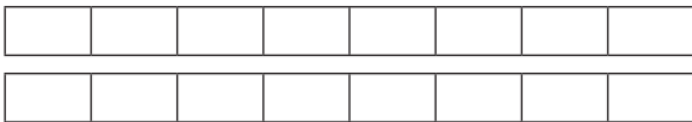
$$1\frac{7}{8} - \frac{1}{2} = \square$$

b)



$$1\frac{7}{8} - \frac{3}{4} = \square$$

c)

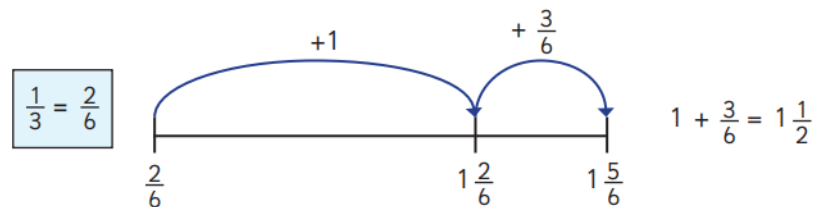


$$1\frac{1}{2} - \frac{3}{8} = \square$$

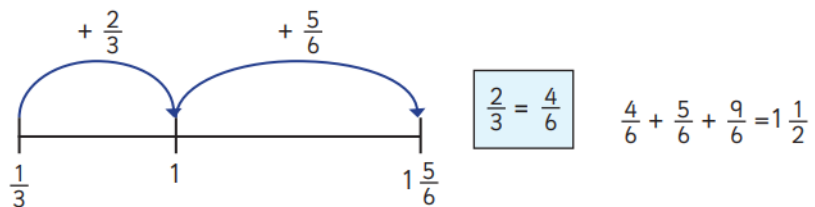


2 Dexter and Whitney are using number lines to work out $1\frac{5}{6} - \frac{1}{3}$

Dexter's method



Whitney's method



What is the same and what is different about these methods?

Use one of the methods to work out $1\frac{5}{8} - \frac{3}{16}$



$$1\frac{5}{8} - \frac{3}{16} = \square$$



3 Complete the subtractions.

a) $3\frac{1}{4} - \frac{5}{24} = \square$

d) $7\frac{5}{6} - \frac{13}{24} = \square$

b) $3\frac{3}{16} - \frac{1}{8} = \square$

e) $4\frac{4}{9} - \frac{4}{27} = \square$

c) $2\frac{5}{6} - \frac{2}{3} = \square$

f) $6\frac{11}{12} - \frac{3}{4} = \square$

4 A jug contains $1\frac{3}{5}$ litres of orange juice.

Eva pours $\frac{4}{15}$ litres into a glass.



How much orange juice is left in the jug?

There are litres of orange juice left in the jug.

5 Find three different ways to complete the calculation.

$3\frac{\square}{5} - \frac{\square}{20} = 3\frac{1}{20}$

$3\frac{\square}{5} - \frac{\square}{20} = 3\frac{1}{20}$

$3\frac{\square}{5} - \frac{\square}{20} = 3\frac{1}{20}$

Are there any other ways to complete this calculation?

6 Three children take part in throwing competitions.

Here is the table of results.

	Javelin	Shot Put	Discus
Dexter	$15\frac{1}{4}$ m	$7\frac{5}{12}$ m	
Amir	$13\frac{3}{8}$ m		$12\frac{7}{8}$ m
Annie		9 m	$11\frac{5}{12}$ m

Use the clues to complete the table.

- Annie's javelin throw is $\frac{11}{12}$ m less than Dexter's.
- Amir's shot put throw is $\frac{3}{4}$ m less than Annie's.
- Dexter's discus throw is $\frac{1}{2}$ m less than Amir's.

Name: _____

Week 10 Session 3

2020-21

Full Programme

4 a week

Times Tables Rock Stars

8 Times Tables

Licensed to East Ayton Primary School

1	$\begin{array}{r} 8 \\ \times 1 \\ \hline \end{array}$	13	$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$	25	$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$	37	$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$	49	$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$
2	$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$	14	$\begin{array}{r} 8 \\ \times 11 \\ \hline \end{array}$	26	$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$	38	$\begin{array}{r} 8 \\ \times 11 \\ \hline \end{array}$	50	$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$
3	$\begin{array}{r} 8 \\ \times 1 \\ \hline \end{array}$	15	$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$	27	$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$	39	$\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$	51	$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$
4	$\begin{array}{r} 8 \\ \times 12 \\ \hline \end{array}$	16	$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$	28	$\begin{array}{r} 8 \\ \times 1 \\ \hline \end{array}$	40	$\begin{array}{r} 8 \\ \times 1 \\ \hline \end{array}$	52	$\begin{array}{r} 8 \\ \times 12 \\ \hline \end{array}$
5	$\begin{array}{r} 8 \\ \times 12 \\ \hline \end{array}$	17	$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$	29	$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$	41	$\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$	53	$\begin{array}{r} 8 \\ \times 1 \\ \hline \end{array}$
6	$\begin{array}{r} 8 \\ \times 10 \\ \hline \end{array}$	18	$\begin{array}{r} 8 \\ \times 1 \\ \hline \end{array}$	30	$\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$	42	$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$	54	$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$
7	$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$	19	$\begin{array}{r} 8 \\ \times 12 \\ \hline \end{array}$	31	$\begin{array}{r} 8 \\ \times 11 \\ \hline \end{array}$	43	$\begin{array}{r} 8 \\ \times 12 \\ \hline \end{array}$	55	$\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$
8	$\begin{array}{r} 8 \\ \times 10 \\ \hline \end{array}$	20	$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$	32	$\begin{array}{r} 8 \\ \times 12 \\ \hline \end{array}$	44	$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$	56	$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$
9	$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$	21	$\begin{array}{r} 8 \\ \times 1 \\ \hline \end{array}$	33	$\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$	45	$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$	57	$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$
10	$\begin{array}{r} 8 \\ \times 11 \\ \hline \end{array}$	22	$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$	34	$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$	46	$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$	58	$\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$
11	$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$	23	$\begin{array}{r} 8 \\ \times 1 \\ \hline \end{array}$	35	$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$	47	$\begin{array}{r} 8 \\ \times 1 \\ \hline \end{array}$	59	$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$
12	$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$	24	$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$	36	$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$	48	$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$	60	$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$

Time taken

:

🕒 3 minute time limit 🕒

Score

60

What's your rock status?

WANNABE

< 18 correct in 3 mins

GARAGE BAND

18-19 correct in 3 mins

BUSKER

20-21 correct in 3 mins

GIGGER

22-24 correct in 3 mins

UNSIGNED ACT

25-29 correct in 3 mins

BREAKTHROUGH ARTIST

30-35 correct in 3 mins

SUPPORT ACT

36-44 correct in 3 mins

HEADLINER

45-59 correct in 3 mins

ROCK STAR

All correct in ≤ 3mins

ROCK LEGEND

All correct in ≤ 2min

ROCK HERO

All correct in ≤ 1 min

**TIMES TABLES
ROCK STARS**

Guided Reading

Use the Firebird text from Monday's PDF.

Vasily's Thoughts

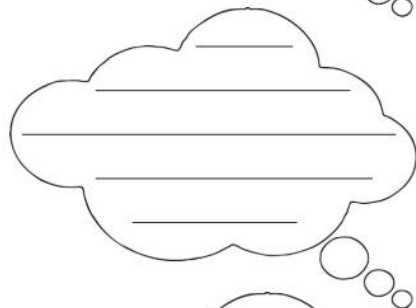
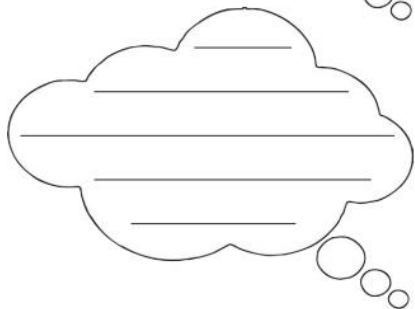
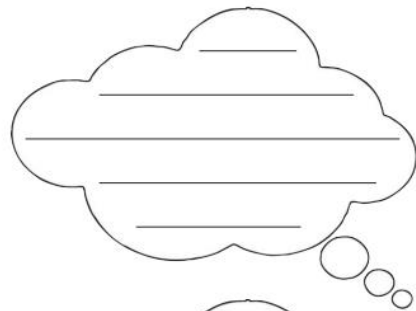
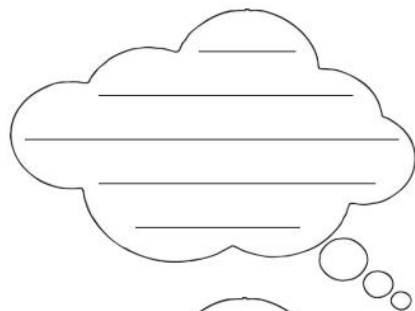
Part A

Use your knowledge of the story to help you write from the point of view of Vasily.

Can you imagine how Vasily felt the next day when he was woken by his father, having failed to catch the thief?

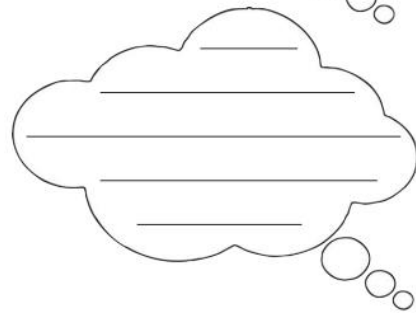
Fill in these thought bubbles to express the thoughts you think Vasily had running through his mind.

E.g.



Words to help you:

annoyed, frustrated, tired,
difficult, impossible, nuts, treats,
dancing, disappointed, painful,
resentful, flute, Dmitry, father



Vasily's Thoughts

Part B






Use your knowledge of the story to help you write from the point of view of Vasily.

Imagine that Vasily emails a friend to tell him or her about what happened to him on the night he tried to catch the thief, describing his feelings at different points in the story. Write the email that Vasily might send.

To help you, here are the key points you could tell the friend about:


- why you were there in the orchard
- what happened to Dmitry the night before your night watch
- your plans to stay awake
- how the first part of the night went
- the point at which you think you must have fallen asleep
- how you were woken up
- how you felt when you were woken up
- how you feel now
- what you think will happen next

Failing to Catch the Thief!

To:

Subject:

 Signature:

Hi Alex,

*** * ***
Challenge Task

Can you write an email as if you are Ivan? Try to persuade the tsar, your father, to let you stay awake to catch the thief.

You may wish to do the following:

- state what you are asking for
- give your personal qualities to show that you would be successful if allowed to do this
- comment on where you think your brothers went wrong and how you would remedy these things
- the fairness point
- flatter the tsar to make him more likely to agree
- argue against any points you think your father will make (e.g. that you are young and foolish)

English

Beowulf – Newspaper Report – Phase 2

LO: To analyse the features of a newspaper report

In this sequence of learning you will be writing a non-chronological newspaper report. This report will take place *after* Beowulf has died and the dragon has been defeated.

Look at the following pages to learn about the features of a newspaper report.

The Features of a Newspaper Report

Newspapers have a range of features that attract the reader.

Can you think of any of these features?



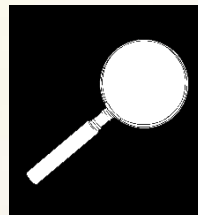
A newspaper report must include...

the name of the newspaper
at the top;

an interesting headline and sub-headline;

an introductory paragraph that
includes the five Ws;

captions for
all pictures;



facts about the main
events;

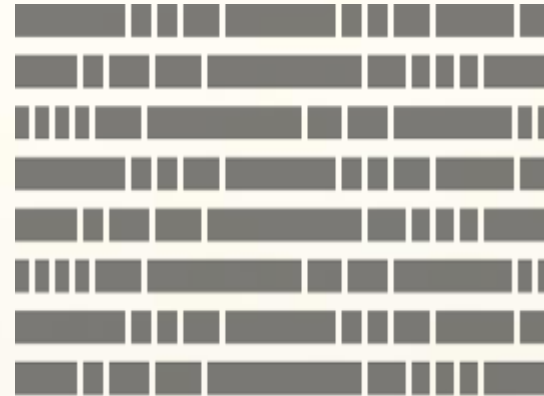
writing in the third person and
past tense;

“ quotes written as direct
speech; ”

a conclusion paragraph
to explain what might
happen next.

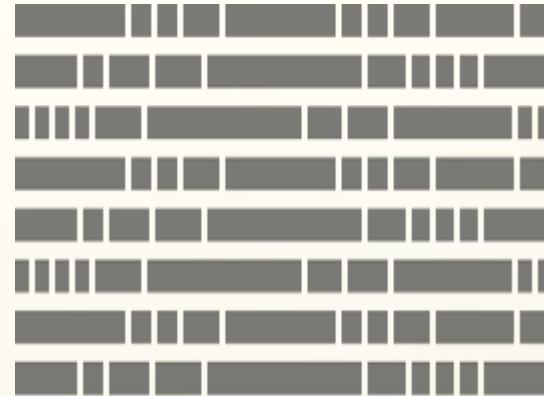
HEADLINE

Newspapers use the headline to try to grab the readers' attention. It might even use a pun, rhyme or alliteration. Which one of these catchy headlines makes you want to read more?



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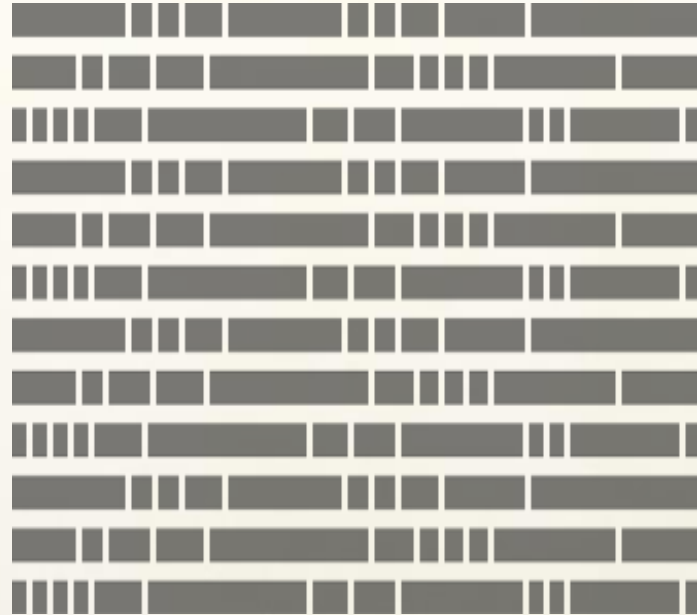
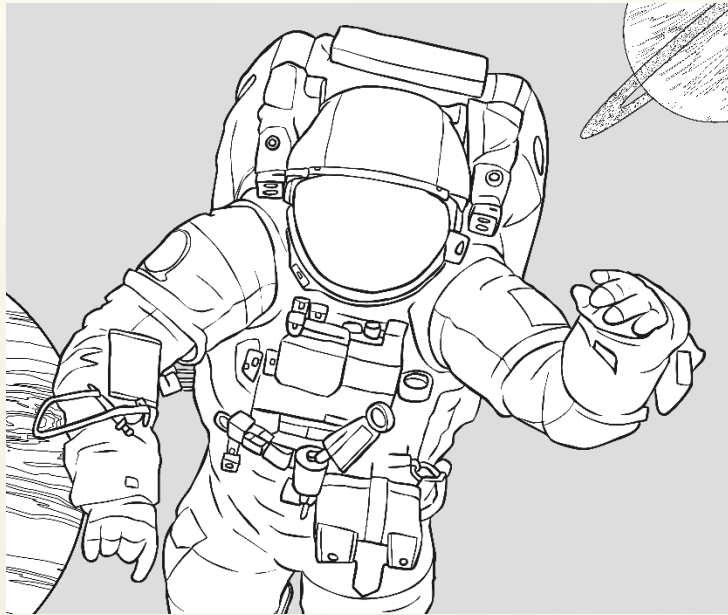


ROMAN COIN SURPRISE FOR MRS SHIP

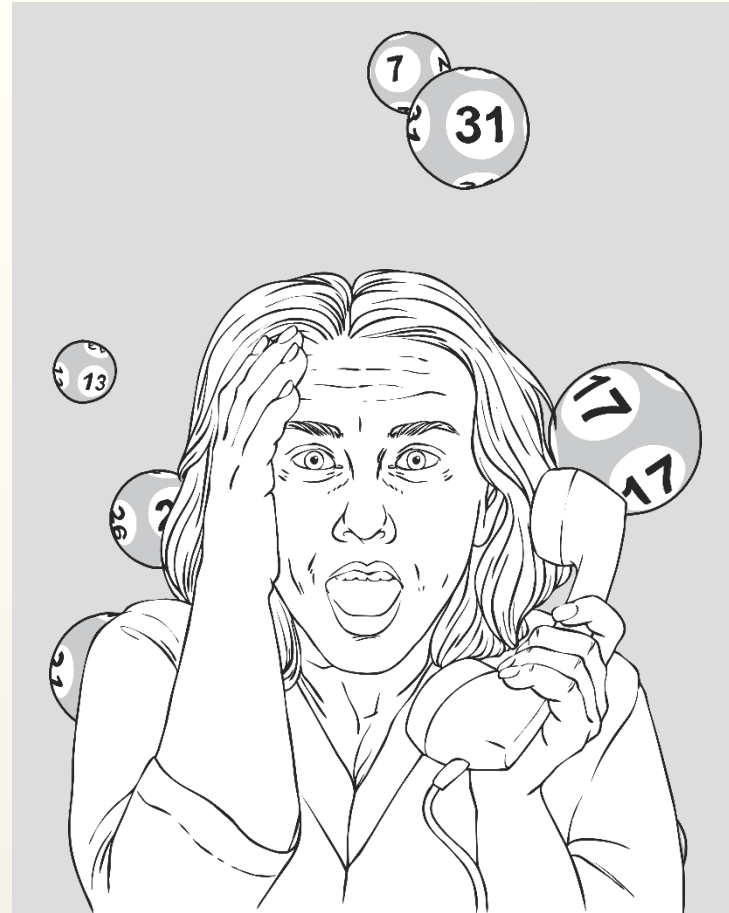
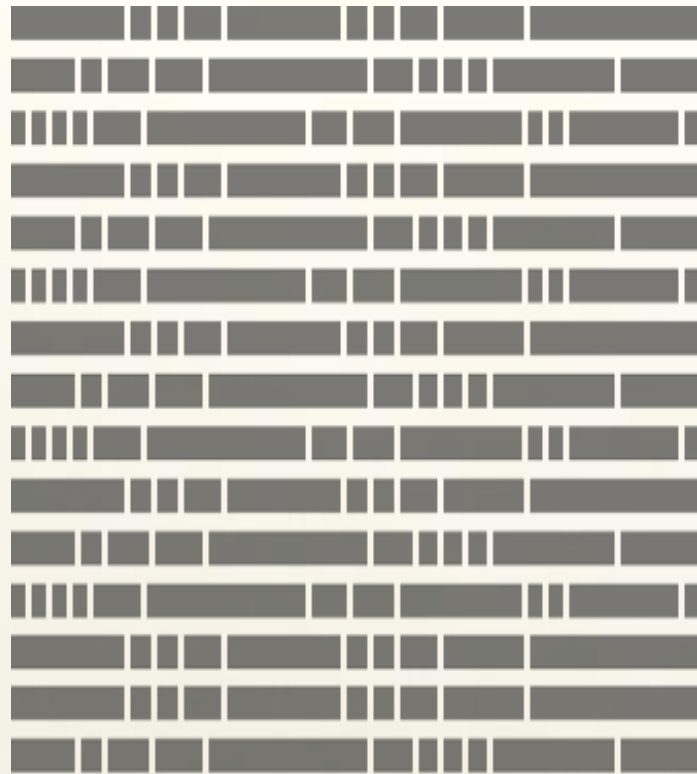
[Redacted text block]



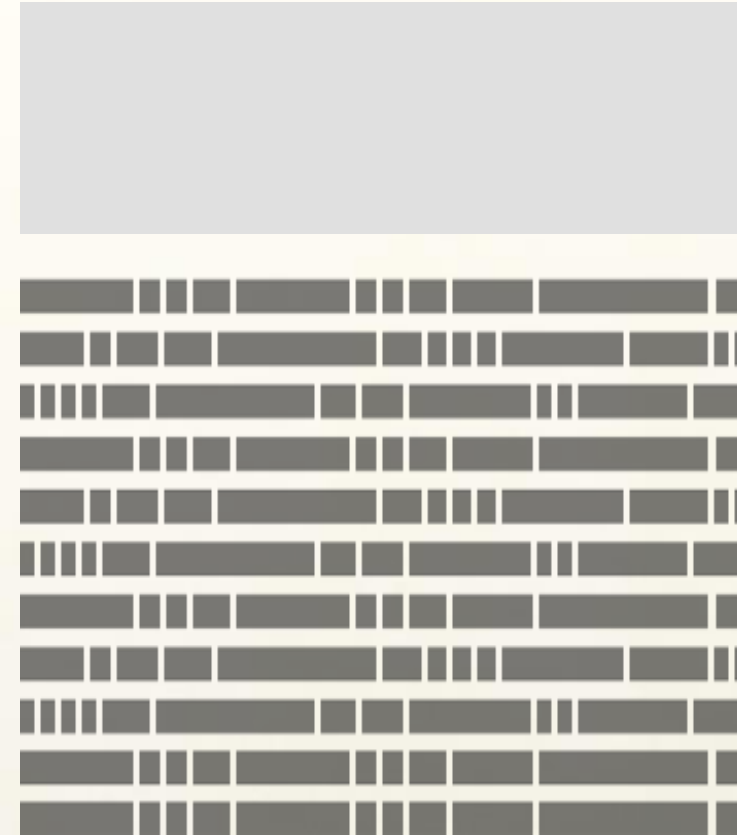
BACK TO EARTH WITH A BUMP!



LUCKY LOTTERY WINNERS... WIN AGAIN!



BAGGINS IS BACK!



Introductory Paragraph

A newspaper report begins with an introductory paragraph that includes the **five Ws**.

What
happened?

When did
it happen?

Where did
it happen?

Who was
involved?

Why did
it happen?

BACK TO EARTH WITH A BUMP!

Reported by Amanda Kelper, Media Correspondent, London

After a six month stay on the International Space Station (ISS), astronauts Tim Peake, Yuri Malenchenko and Timothy Kopra have finally returned home to Earth.

Last week, British astronaut Tim Peake returned home from an incredible six month stay aboard the ISS, alongside his crewmates Yuri Malenchenko and Timothy Kopra. He is the first British astronaut to have lived on the ISS.



Landing with a bump! Tim Peake lands safely in Kazakhstan.

Can you spot the **five Ws** in the start of this report?

Captions and Pictures

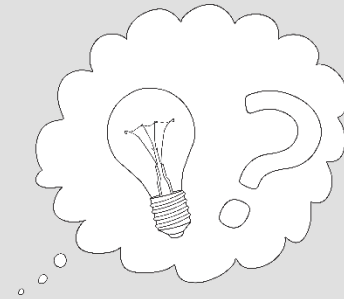
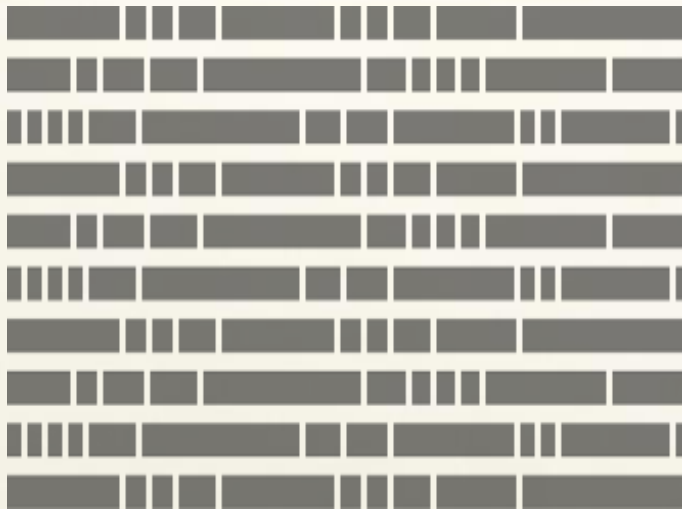
Photos and captions will help to tell the story by giving the reader a snapshot of what has happened, where it happened or who it happened to.



A caption explains to the reader what is happening in a picture. The caption is usually placed underneath the picture.

What do you think a report using this picture would be about?

A newspaper must give information that is factually correct about the events. Can you decide which of these sentences you think are facts and which are opinions?



The man had a beard and wore a black coat.

I am the smartest person in the class.

Yellow is the best colour.

You shouldn't go swimming in the sea.

It took the runner 84 days to
complete the extreme race.

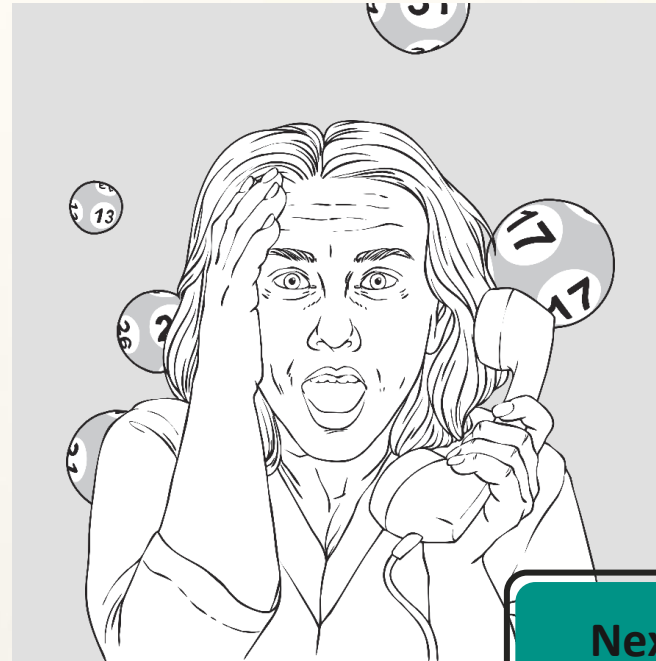
Mrs James lives at 103 Blake Drive.

The truck arrived to pick up the jewels at 3
o'clock.

Quotes

Quotations tell us what has been said and who has said it. They can help to make the story credible by giving the reader the opinions of the people involved. Remember to use inverted commas!

“
██
██
██
██
██
██
”



Next

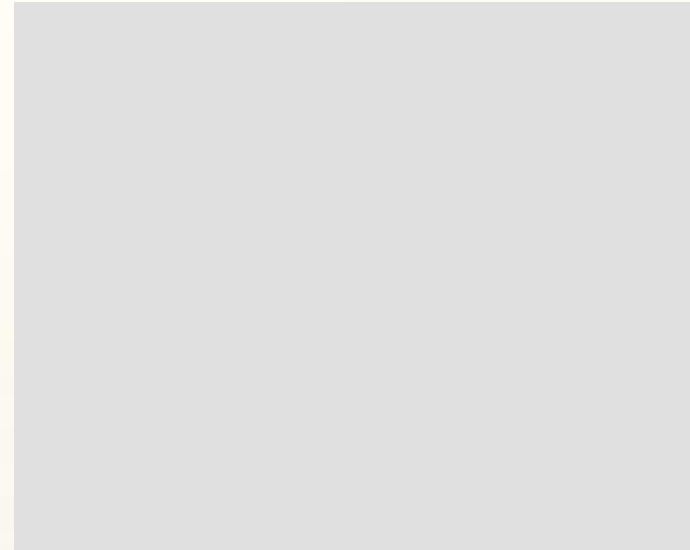
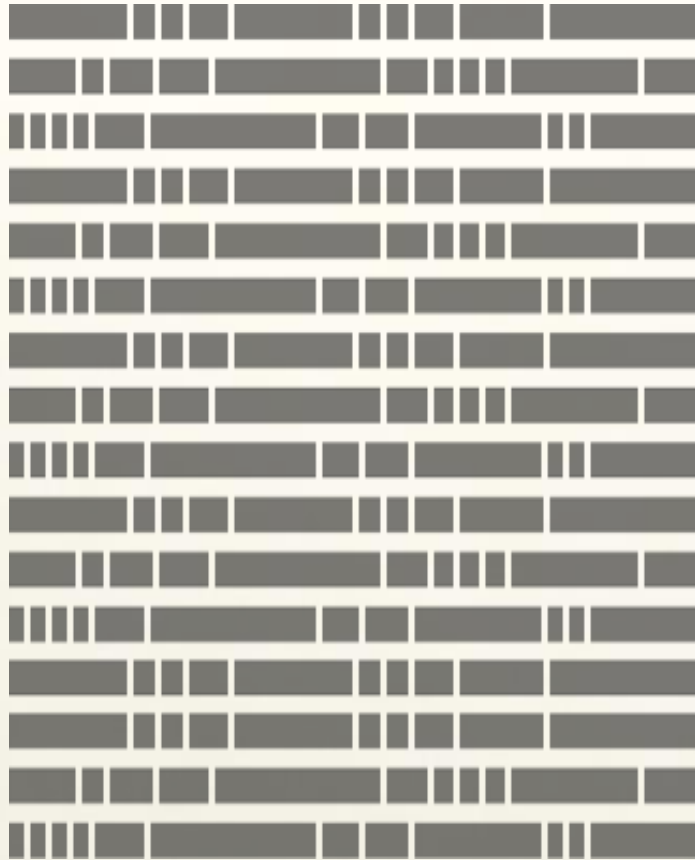
“We were all jumping around and dancing in the living room. We never believed it could happen again,” Alisha commented.



“Sally asked me to stop working because I was about to hit whatever she’d seen. I hadn’t even spotted them,” commented builder Karl Webb.

“It’s a brilliant feeling. It’s been a long road. I’m happy, but I’m relieved. It’s great to be in the history books as one of the greatest. I’m proud of myself,” he told reporters.

Concluding Paragraph



A concluding paragraph is often used to tell the reader what might happen next.

What do you think might happen next in this report about some very lucky lottery winners?



LUCKY LOTTERY WINNERS... WIN AGAIN!

Reported by Susan Sharp, Media Correspondent, Ports Bay

The two winners have exclusively revealed that they'll be donating £600 000 of their win to local, national and international charities. 'They need the money more than we do,' stated Mrs Mills, 'we'll treat ourselves to a nice meal out somewhere and give the rest to the family. We have our health and happiness so what more could we ask for?'

Y6 Example Text Recount: Newspaper Report Example Text

Read the following newspaper report.

THE HOBBITON HERALD

www.hobbiton-herald.com THE SHIRE'S FAVOURITE NEWSPAPER 6 pennies

BAGGINS IS BACK!

SURPRISE RETURN OF HOBBIT THOUGHT DEAD

By Andwise 'Andy' Roper

The quiet village of Hobbiton-on-the-Water was yesterday in uproar due to the unexpected re-appearance of Mr Bilbo Baggins, who left the Shire months ago, accompanied by the wizard Gandalf. Where has he been all this time?

A large crowd of Hobbits had gathered at Mr Baggins' home, Bag End, where his property was being sold off by his cousins, Mr and Mrs Sackville. They had asked some months ago for Mr Baggins to be declared dead and had subsequently claimed Bag End as their own inheritance.

Having demonstrated that he was very definitely alive, Mr Baggins demanded that everyone should leave his house. Mrs Sackville was heard to say, "It's outrageous! How can we be sure he's not an imposter?" However, Mr Baggins has told his story exclusively to the *Hobbiton Herald*.

Bilbo Baggins, Gandalf and a party of dwarves (led by Thorin Oakenshield) departed some time ago on a quest to recover lost treasure, stolen centuries before by the fearsome dragon Smaug, hundreds of miles away beyond the Misty Mountains. Their journey through foreign territories was perilous and Bilbo claims that their lives were endangered many times.



Bilbo Baggins

Early on, they were captured by trolls; they only avoided being eaten because Gandalf tricked the creatures and turned them to stone. While sheltering from a violent storm in the Misty Mountains, they were trapped again – this time by hordes of vicious, evil goblins. Bilbo explained they had got away because Gandalf killed the Great Goblin with magic.

Lost and alone underground, Bilbo next met a strange creature called Gollum, who agreed to help if the hobbit could answer a series of riddles. Unfortunately, this individual betrayed Bilbo's trust. Mr Baggins wouldn't detail how he managed to escape – he is strangely reluctant to discuss this particular event...

In Mirkwood, the adventurers unwisely strayed from the path and consequently were imprisoned again. Quick-thinking Bilbo saved them from years in the dungeons: "I made everyone climb into barrels and we floated down the river," he explained.

Y6 Example Text Recount: Newspaper Report Example Text

When they finally reached their destination – the Lonely Mountain – they found a scene of such desolation that the dwarves were initially unable to find the way into their family home. Bilbo saved the day. He not only located the entrance but also devised how to kill the dragon. Following Smaug's death, they were attacked by the goblins and their allies. Although the evil creatures were defeated, Thorin was unfortunately killed.

Grateful for all his help, the dwarves rewarded Bilbo with treasure and he set off home with Gandalf. After a less eventful journey back, he arrived in Hobbiton only to find everyone thought he was dead!

Now that Mr Baggins has recovered from his epic adventure, he says he has asked the police to make the Sackvilles hand back his property. He will be staying at Bag End for the foreseeable future: "No more adventures for me!" said Bilbo, grinning.



The Lonely Mountain

Can you find the following features and highlight/annotate them on the newspaper report?

Did I include...
include the name of the newspaper?
include a headline that uses pun, rhyme or alliteration ?
include a sub-headline which gives a bit more information?
include a 'byline' (the writer's name)?
include an introductory paragraph that includes the 5 W's?
include pictures with captions?
include a commentary of the main events?
write in third person and past tense?
include direct and reported speech?
include a conclusion paragraph to explain what might happen next?

PSHE

Aim

- I can identify the benefits of the Internet and know how to look after my digital wellbeing.

Success Criteria

- I can recognise that the Internet plays an increasingly big role in our daily lives.
- I can identify the positive and negative uses of the Internet.
- I can explain what digital wellbeing means and understand how to look after my mental health and emotional wellbeing when I am online, including effectively managing my time.
- I can think about steps I am going to take to have a healthy digital life.

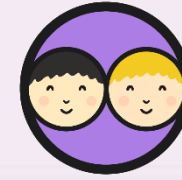
How can we look after our mental health and emotional wellbeing when spending time online?



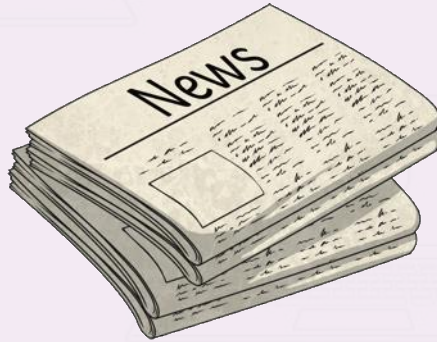
How can it be used negatively?



What Do We Use the Internet For?



With a partner and in the time you are given, think of as many different ways as you can that we use the Internet in our daily lives.



The Positive and Negative Use of the Internet



Like many things in our lives, there are benefits of using the Internet but there are also risks.

It is important we understand how the Internet can be used in a positive way but also in a negative way. This helps us all to stay safe and well.

Using the Internet to find and apply for a job.	Using the Internet to access material which is illegal or is not age-appropriate.	Using the Internet to spread information that isn't true.	Using the Internet to send hurtful messages or images.
<small>This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association's Framework of Skills</small>			
Using the Internet to break the law. For example, theft of money or breaching someone's privacy.	Using the Internet to develop inappropriate relationships.	Using the Internet all of the time and not spending time doing anything else.	Using the Internet to spend more money than is available on shopping or games.
	trusted site.	learn something new.	games or watch age-appropriate films.

In your groups, sort the cards into two groups. One group will show uses of the Internet you think are positive and the other group will show uses of the Internet you think are negative.

The Positive and Negative Use of the Internet



How did you do?

These are some of the ways in which the Internet can be used positively...

These are some of the ways in which the Internet can be used negatively...

Using the Internet to communicate with family and friends, helping to maintain relationships.

Using the Internet to access material which is illegal or is not age-appropriate.

Using the Internet to spread information that isn't true.

Using the Internet to send hurtful messages or images.

Using the Internet to send hurtful gifts.

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

Using the Internet to find and apply for a job.

Using the Internet to break the law. For example, theft of money or breaching someone's privacy.

Using the Internet to develop inappropriate relationships.

Using the Internet all of the time and not spending time doing anything else.

Using the Internet to spend more money than is available on shopping or games.

Were there any cards which you found hard to group? If so, why do you think that was? The wellbeing of others.

Digital Wellbeing



Technology, and how we use it, can affect how each of us feel, think and behave. It can also affect the health of our body and mind. This is digital wellbeing.

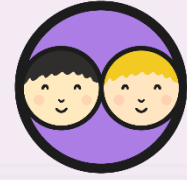
It is important to understand how using digital technology, such as computers, tablets, phones and gaming devices, makes us feel so that we can develop positive digital wellbeing.

Another part of digital wellbeing is knowing how to look after ourselves and how to look after others online.

How do you think we can develop positive digital wellbeing?



Digital Wellbeing



With a partner, read the Digital Wellbeing Information Sheet.

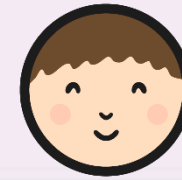
After you have finished, talk together about your answers to these questions:

- What is digital wellbeing?
- How can we develop positive digital wellbeing?
- What might harm our digital wellbeing?
- What are your top tips for looking after our mental health and wellbeing when using the Internet and digital technology?

Consolidating

Reflecting

A Healthy Digital Life



It is important we use the Internet and other digital technology positively and in a way that does not harm our health and wellbeing.

Design and create a poster to explain to others in school what digital wellbeing is and how they can stay healthy when spending time online and using other digital technology. Use the word bank below to help you.

Word Bank

online, negative, privacy, Internet, activities, honest, balance, trusted adult, Internet safety, time management, kindness, happy, digital wellbeing, respect, mental health, age-appropriate, positive, screen time

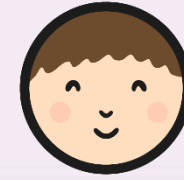
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PSHE and Citizenship | LKS2 | Living in the Wider World | Digital Wellbeing | My Digital Life | Lesson 1 | visit twinkl.com

Looking After My Digital Wellbeing



What steps are you going to take to develop positive digital wellbeing and have a healthy digital life?

Sit quietly and think about your answer to this question. Then, if you feel happy to, share your thoughts with the class.

Remember, if anything about being online is worrying or frightening you, it is important to talk to an adult you trust - tell them what is happening and ask for help.

Let's do all we can to have a healthy digital life, look after our digital wellbeing and the digital wellbeing of others too!

Using the Internet to communicate with family and friends it is hard to meet with; helping to build and maintain positive relationships.

Using the Internet to send emails and instant messages in a work environment; saving time and making jobs more efficient.

Using the Internet to send kind and helpful messages to family and friends; especially when they are having a tough time.

Using the Internet to shop and send thoughtful gifts.

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

Using the Internet to do online banking.

Using the Internet to read the news on a trusted site.

Using the Internet to carry out research or learn something new.

Using the Internet to read a book, play age-appropriate games or watch age-appropriate films.

Using the Internet to find and apply for a job.

Using the Internet to access material which is illegal or is not age-appropriate.

Using the Internet to spread information that isn't true.

Using the Internet to send hurtful messages or images.

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#)

Using the Internet to break the law. For example, theft of money or breaching someone's privacy.

Using the Internet to develop inappropriate relationships.

Using the Internet all of the time and not spending time doing anything else.

Using the Internet to spend more money than is available on shopping or games.



If we use digital technology in an unhealthy way, it can harm how we feel about ourselves, harm how we get on with our family and friends and also harm the thoughts and opinions that we have.

It is important to use digital technology in a way that makes us feel happy, safe and healthy. If anything feels worrying or dangerous, it is essential to tell a trusted adult.

Thoughts to Take Away...

1. Digital wellbeing is about balance. Digital technology can help us to learn and grow in many ways but too much of it can harm our own wellbeing.
2. Do lots of other different activities! Our own body and mind likes us to do a range of different things, e.g. sport, art, music, socialising with people who make us feel good, doing puzzles, reading and using our imagination... and lots more!
3. Talk to a trusted adult. Learn more about how to stay happy, safe and healthy when using digital technology by talking to an adult you trust. Ask lots of questions and find out lots of answers! It is essential to speak out if you ever feel worried or feel that you are in danger when online.



What Is Digital Wellbeing?

Technology is all around us.

Which different technologies do you use every day?

Technology and how we use it can affect how each of us feel, think and behave. It can also affect the health of our own body and mind.

It is important to understand how watching television and using digital technology, such as computers, tablets, phones and gaming devices, makes us feel so that we can ensure positive digital wellbeing.

Another important part of our digital wellbeing is knowing how to look after ourselves and how to look after others online. This includes knowing what to do if we face a problem or if something worries or frightens us when we are using a computer, phone or tablet.



How to Develop Positive Digital Wellbeing

Do you know how to be happy and healthy online?

There is a lot we can do to ensure that our use of digital technology helps us to learn, to grow and to feel happy.



We can:

- make sure we don't spend too long watching television and using computers, phones, tablets and gaming devices each day or each week;
- treat people with kindness and respect when we are using digital technology;
- tell a trusted adult if someone is being unkind to us online or if we see something that worries or frightens us;
- make sure we only watch things that are appropriate for our age;
- make sure we only play games and use apps which are appropriate for our age;
- make sure we only use websites which are appropriate for our age;
- make sure we never share personal information and photographs of ourselves;
- learn to know when our bodies and minds have had too much screen time and do something else instead;
- be honest and open about what we are doing when we use computers, tablets and other digital technology;
- learn about Internet safety.



A Healthy Digital Life

It is important we use the Internet and other digital technology positively and in a way that does not harm our health and wellbeing.

Design and create a poster to explain to others in school what digital wellbeing is and how they can stay healthy when spending time online and using other digital technology.

