





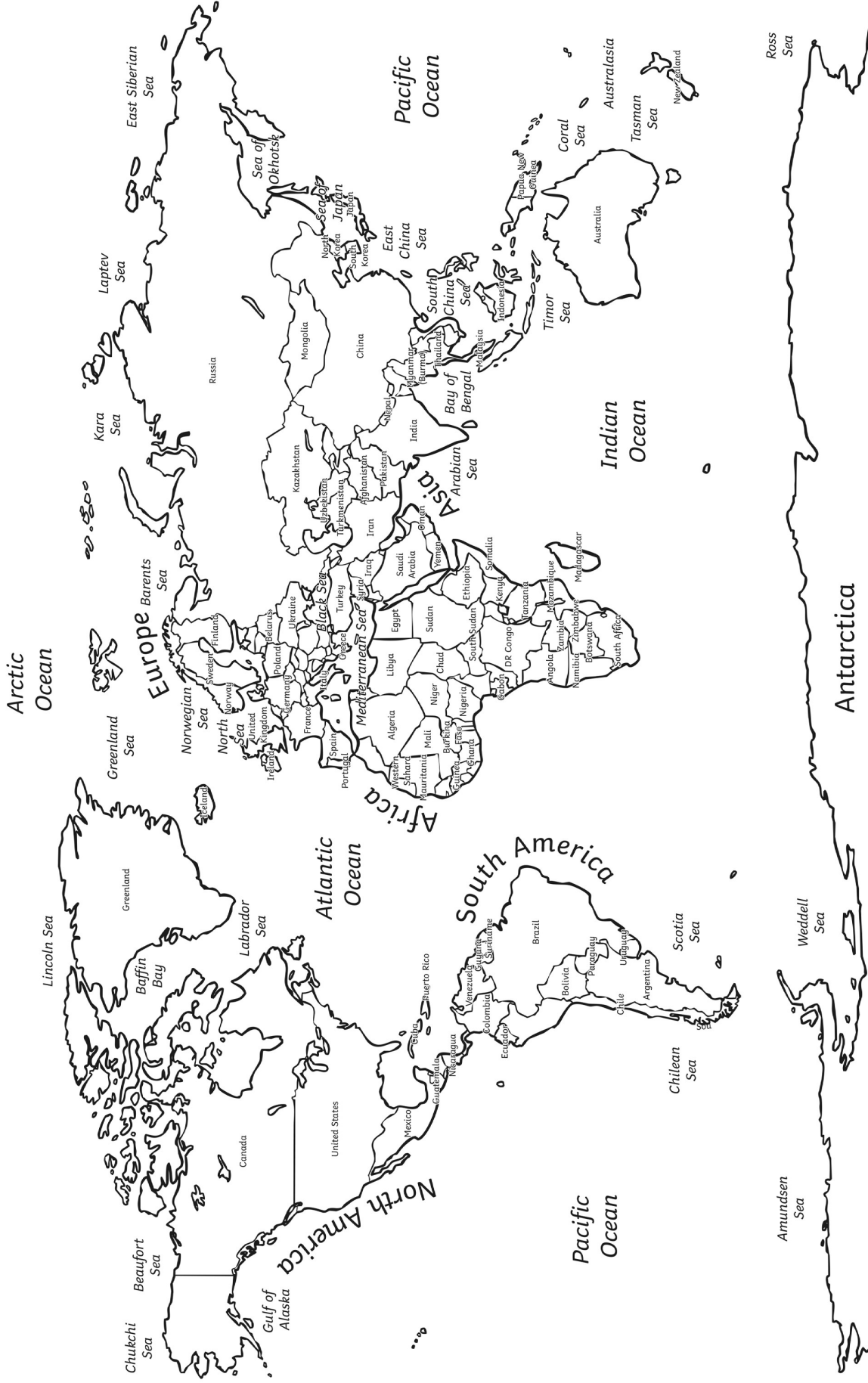


# Primary 4 Home Learning Grid: Week beginning 15.06.20

<b>Topic</b> 	<b>Mini Topic - Significant Sportsperson.</b>  <b>TASK:</b> Find out all you can about how they train and their diet. Think how you could display this information. Be creative and include your own drawings or pictures from the internet.	<b>TASK:</b> Last week you researched your sportsperson's achievements. This week, using the blank world map - <b>PDF file</b> - pinpoint the countries where they achieved these victories or maybe just where they have competed? Maybe highlight in a different colour, where they live?
<b>Expressive Arts</b> 	<b>ART and Design:</b>  <b>TASK:</b> Use your imagination to finish one of the doddles. Make it a work of art and frame it. If this is your type of activity, then choose a different each day. Imagination doddles found in <b>PDF file</b> . 😊	<b>Music:</b> I don't think anyone had a go at the body percussion, so I am leaving this on the grid.  <b>TASK:</b> Watch this click introducing you to some body percussion. You can either learn the one from the click or create your own. Why not invite all your family to join in? <a href="https://www.youtube.com/watch?v=sW2DY1OpgrI">https://www.youtube.com/watch?v=sW2DY1OpgrI</a>
<b>Health &amp; Wellbeing</b> 	<b>TASK P.E.</b> Check out this site:  All info. can be found in the <b>PDF file</b> .	<b>TASK: Adapting to challenges:</b>  British Red Cross activity. See PDF file. 😊
<b>STEM/ ICT/ RME</b> 	<b>RME: TASK: Adapting to challenges:</b>  British Red Cross activity. See PDF file. 😊	<b>ICT:</b>   The link for this activity is at the bottom of this grid: Too long to fit in here - sorry! 😊

# Map of the World



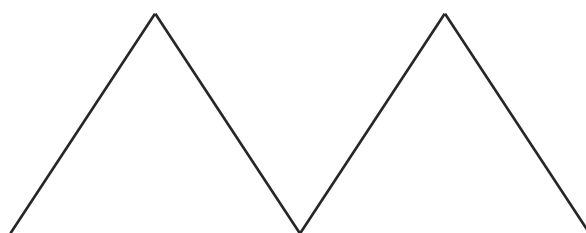
# Imagination Doodles **Drawing Warm-Up**

Use your imagination to finish this doodle. You can turn it into a real-life object or just create an interesting image. Let your imagination decide!



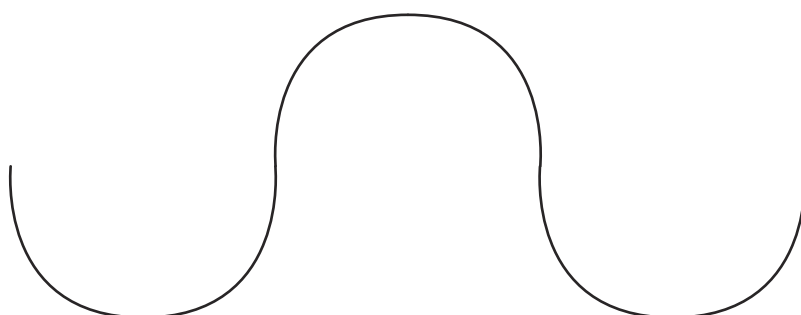
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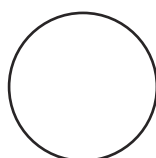
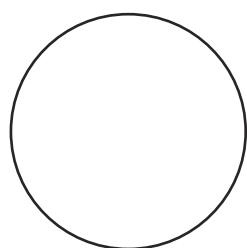
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# change 4 life

Research shows that physical activity can help school aged children in lots of ways.



Improves behaviour, self-confidence and social skills



Improves attention levels and performance at school



Develops co-ordination



Strengthens muscles and bones



Improves health and fitness



Maintains healthy weight



Helps them sleep better



Improves mood and makes them feel good

Here is a fun quiz for you to do - there are only 3 questions but on the answer page you will find links to many other areas of this site. For example: Plenty of delicious recipes for you to make and eat, indoor and outdoor fitness challenges, facts about food and more.

I hope you enjoy dipping in and out of this site over the course of the week and onwards. 😊

<https://www.nhs.uk/change4life/activities/disney-sports-quiz>









Most of these questions asked are rhetorical questions and here to support your thinking.

**Adapting to challenges:** People in crisis often have to make vital decisions very quickly, and manage lots of changes. Refugees and asylum seekers especially have to deal with these things and may be in dangerous situations that demand quick actions and thinking.

Use this resource to think about how others adapt to challenges and learn to empathise with their feelings.








**Learning focus - Learners will:**

-  consider the different reasons why people leave their home
-  empathise with people who must flee their homes
-  make decisions and understand how others might feel
-  reflect on how we can support new people in our community

**Primary ages (7-11)**

**Starter activity: Why do people leave?**

The reasons for leaving home can be seen as **push** or **pull** factors. 'Pull' reasons tend to be positive, such as going to university. 'Push' factors are mostly negative, such as fleeing conflict or natural disaster. Think about the reasons below as why people leave their home, are they 'push' or 'pull'? Do some fit into both groups?

-  school
-  jobs
-  family
-  natural disasters, such as floods, earthquakes, hurricanes
-  to travel
-  beliefs
-  dangers

Think about how push or pull factors might make someone feel? Take each one and think, how might you feel if you had to leave your home because of one of the push or pull factors?

**Photo activity: Should I stay, or should I go?**

Look at these three photos. Imagine you were in this situation. The sentences underneath explain the situation behind the picture. Think about each one. What would you do? Would you stay in this place or would you leave?

Think about your answers. Is it an easy choice? What else could you do?

Photo one:



There has been an outbreak of fighting in your country. You can hear guns and bombs every night. Lots of people have already left. Some young people are being rounded up by the fighters to become soldiers. Stay or go?

Photo two:



It never rains and no food grows in your country. Stay or go?

Food costs a lot of money and many people are hungry. Stay or go?

Fresh water, schools and shops are a two hour walk away. Stay or go?



The next village is flooded. The water is coming to your house soon. Stay or go?  
This happens every year when it rains heavily. Stay or go?  
You have had to move house because of the flooding. You are staying with family but there are six other people in the house. Stay or go?

Here is a link to Leen's story. I am suggesting you watch it with an older member of your family or an adult. You may wish to pause it as you go. It is not hyperlinked so please copy and paste it into your web browser. Thank you. 😊

<https://youtu.be/Kve20N4WejU>

### **Creative activity: Welcome poster**

Think about how you could welcome young migrants who have arrived in your area. How could you help them to adapt to their new community?

- 🚦 What might it be like to arrive in a new place? Have you ever moved house or school - how did it feel?
- 🚦 What things might you need to feel at home in a new place?

Make a poster or leaflet to give them the information and support they will need. Think about what you know about your own community. You can draw pictures, write about key places or write advice to them or messages of welcome. Use the table below to help with ideas.



Where can you get clothes?	Where is the hospital and the doctor's surgery?	How do you travel around the area?	How might someone improve their English?
How do you know where to go?	Have you included sport or physical activities?	What do you enjoy doing?	Where do you go to eat? What do you eat?

