Year 5

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson** | **Key Questions** | **Activities** | **Intended outcomes for these Y3 lessons** |
| 1 | When in a day will I need the Five Ways? | Recap from last year’s lessons, or any previous experiences of using the 5 ways to wellbeing, what they are, how the children can find out more about them – <https://www.youtube.com/watch?v=yF7Ou43Vj6c>Refer to this link if the concept is new, or to help with the initial conversation – previously used and discussed in KS1 lessons.Reiterate how all ages of people can find the Five Ways helpful and that everybody can take part in them. Examples of different activities that various age groups can be discussed. Can use different websites as a stimulus to show how different ages participate in the Five Ways, eg University of Third Age: <https://www.u3a.org.uk>, Parkrun <https://blog.parkrun.com/uk/2020/05/11/the-five-ways-of-wellbeing/>Share the Key question with the children.Discuss as a class about activities children currently take part in (both in an outside of school). These could be listed on the board as these will be useful for the group activity.**Resource Sheet 1** can be used at this point for children to individually/in pairs note down the activities they have completed in the last week and ideas from the board can be added to this. *Be aware of the differing experiences that children will have (particularly outside of school)*. Pairs/groups feedback to rest of class:* What activities have been completed?
* What is the most popular Five Ways activity?
* What section doesn’t have so many activities in?
* Why might some areas be more popular than others?

Ask children at what point in the day they enjoy doing these activities, eg a ‘Take Notice’ activity may be good just before going to bed in order to help ‘relax and feel calm.’ An energetic ‘Be Active’ activity would be better at the beginning of the day to get the body and brain ready for learning.For each of the areas, discuss as a class/groups (pick to suit needs of children) how the activities within each area make them feel, eg a ‘Be Active’ activity, the words could be: energised, upbeat etc whereas for a ‘Take Notice’ activity, the words are likely to refer to calmness, relaxed, etc. Children could be given a word mat containing different emotion/descriptive words to take ideas from. This is a great way of broadening vocabulary! A Mind Map could be produced by the children for each of the Five Ways with the emotion/descriptive words written around each of them. The idea here is that the children make the link to each of the Five Ways and the types of feelings/mood associated with each so that they’re able to identify when in a day these would be most suitable.* What has been noticed about each of the Five Ways and the words that link to each?
* How do you think this will link to the time of day that the activities are carried out?

Highlight that knowing that certain activities suit different times of day will help when planning out activities in the next session.Revisit key question and discuss as a class the learning from this lesson.  | **Children, and adult, will be able to:**Understand how the Five Ways activities can link to the time of day and how they are feeling.Consider the activities that they currently undertake and where there are patterns/trends.Produce a plan for daily activities.  |
| 2 | Am I able to access what I need in school? What else can be added? | Recap on main points from previous lesson, particularly the link between the way different activities make us feel and the emotions as well as the best activity to choose matched to the time of day. Share the lesson’s Key Question. Explain that today we are going to be thinking about the activities currently happening in school and activities that children would like to do but as of yet are not happening.This activity could be completed either as a whole class or in groups. Use **Resource Sheet 2** to list activities that are already done in school. Gather feedback:* which of the Five Ways has the most activities listed?
* which of the Five Ways has the least?
* what parts of the day are these activities carried out?

Move on to discussing what activities that are not being done already and children would like to try. Are there parts of the day where activities can be included that are currently not? Use the second sheet on Resource Sheet 2 to record ideas.Feedback what ideas have been generated.Encourage discussion about the practicality of the activities that children have written in their charts. Can they easily be incorporated into the school day? |
| 3 | How can we put into action what we have learnt? | Recapping on the previous two lessons, now it’s time to put together a plan to put into action the activities decided upon.Introduce the activity – children are going to be making a class plan for a day and aim to include all Five Ways into a day.* What will the plan look like?
* Will activities stay the same each week or will there be a rotation for each of the Five Ways?
* Are there a balance of activities which address different feelings and are appropriately matched to the time of day?

Discussion as a class can be carried out to decide how best to make a plan eg as a table with headings:

|  |  |  |
| --- | --- | --- |
| Five Ways Area | Activity | When? |
|  |  |  |

What other ways can be used? A timetable? Mind Map?Children work together to produce a class Five Ways to Wellbeing Daily PlanOther linked activities:* Make a personalised plan for home incorporating the Five Ways. Can be produced as a timetable, leaflet or poster.
* Produce a ‘guide’ for other classes and/or parents/carers detailing how they can incorporate the Five Ways into their day.
* Children’s work could be presented in assembly to the rest of the school explaining how they have worked through the process in creating a class plan.
 |
| Additional notes: |