




Here is the curriculum home learning for this week. Please upload the piece of work with a  symbol to Seesaw for the teacher to see as a priority.

Home learning is planned to:







- be as close to our school learning as possible
- be manageable at home
- build from the previous week's learning





English																			
<p>Monday <u>Explanation video</u></p>	<p>LAUNCH – be creative</p> <p>Read <i>Gobblechops</i> by Elizabeth Laird (see PDF) or listen to the author reading it here. <i>Gobblechops</i> is a story based on Rumi's fables, like <i>The Jackal who thought he was a Peacock</i>, which we read last term. Use your reading strategies (trigger prior knowledge, predict, read, clarify, question, summarise) while you read the story.</p> <p>Think about what makes a good description. Read the descriptions below (English resource 1) and consider which one is best by using the rubric to help you.</p> <p>Grammar recap – what is an expanded noun phrase? Watch this to remind yourself.</p> <p>Think of something you are afraid of. You are going to turn your fear into a monster!</p> <p>Draw something you are afraid of (see English resource 2) and then write noun phrases around your picture. Label the nouns (things – nouns) and describe them (using adjectives) to turn them into noun phrases, e.g. sharp, white fangs OR round, fluffy body.</p> <p>Can you use your senses to help you describe different things about your monster?</p>																		
<p>Tuesday <u>Explanation video</u></p> <p></p>	<p>EXPLORE – exclamation sentences</p> <p>Look at the monster you created yesterday. What fear does it represent?</p> <p>Watch these videos about the different sentences types (statement sentences, command sentences, question sentences and exclamation sentences).</p> <p>You will practise writing exclamation sentences today before you write your monster descriptions tomorrow. Exclamation sentences always start with 'what' or 'how' and do not require a response.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>What</th> <th>what like</th> <th>what</th> <th>who</th> <th>what doing</th> <th>!</th> </tr> </thead> <tbody> <tr> <td>What</td> <td>pointy</td> <td>ears</td> <td>he/she</td> <td>has</td> <td>!</td> </tr> <tr> <td>What</td> <td>sharp</td> <td>fangs</td> <td>it</td> <td>has</td> <td>!</td> </tr> </tbody> </table> <p>Create exclamation sentences using the jumbled-up words in English resource 3. Put the words into the correct order to make an exclamation sentence that makes sense.</p> <p>Look at your monster picture again. Can you use some of the noun phrases from yesterday to create your own exclamation sentences? E.g. <u>What sharp, white fangs</u> it has!</p>	What	what like	what	who	what doing	!	What	pointy	ears	he/she	has	!	What	sharp	fangs	it	has	!
What	what like	what	who	what doing	!														
What	pointy	ears	he/she	has	!														
What	sharp	fangs	it	has	!														

<p>Wednesday <u>Explanation</u> <u>video</u> </p>	<p>WRITE – description</p> <p>Look at your picture and word banks of noun phrases and exclamation sentences.</p> <p>Write an entertaining description of your own monster using your word banks from earlier this week. The audience is your teacher and the purpose is to describe and entertain them. Can you include different sentence types in your description and use the senses to describe different things?</p>
<p>Thursday <u>Explanation</u> <u>video</u> </p>	<p>WRITE – comprehension</p> <p>Recap: What is question? What question words do we know? (who, what, when, where, how, why?)</p> <p>Read <i>Gobblechops</i> (PDF) or listen here to the story again.</p> <p>Answer the questions about the story using English resource 5 (**) or English resource 4 (*) if that is too challenging. Can you think of any other stories we've read in school or that you've read at home that are similar? Write down what they are and how they are similar.</p>
<p>Friday <u>Explanation</u> <u>video</u></p>	<p>WRITE – book review</p> <p>Recap: Summarise what the story <i>Gobblechops</i> was about. You could tell a grown up at home or you could write it down. Remember that summaries are the main, most important parts of the story.</p> <p>Read an example of a book review (English resource 6).</p> <p>Write your own book review using the prompt questions about the story (English resource 7). The audience is someone who has not read <i>Gobblechops</i> before and the purpose is to inform them of your opinion (to tell them what you like/don't like about it).</p>
<p>Spelling</p>	<p>Practise reading and spelling these words.</p> <ul style="list-style-type: none"> • sixty • seventy • eighty • ninety • hundred <p>Write them in sentences.</p>
<p>Phonics</p>	<p>Click here to watch this week's spelling lesson</p> <p>Spelling resources – Try ** first then move to * if this is too challenging, or *** if you'd like more of a challenge.</p> <p>*spelling resource **spelling resource ***spelling resource</p> <p>You can find additional Phonics and spelling resources by clicking on the following links (free resources):</p> <p>https://www.lettersandsounds.org.uk/for-home/year-1 https://www.phonicsplay.co.uk/resources</p>

Maths

Monday <u>Explanation video</u> 	Consolidate place value and subtraction (renaming)
	<u>Learn the strategy</u> Then: <u>Complete this lesson</u>
	Support: see <u>maths resource 1 support</u> Deepening: see <u>maths resource 1</u>
Tuesday <u>Explanation video</u> 	Textbook 2A, Chapter 6: Mass, Lesson 4: Comparing masses of two objects
	<u>Learn the strategy</u> (from 2 minutes and 37 seconds)
	Deepening: see <u>maths resource 2</u>
Wednesday <u>Explanation video</u> 	Textbook 2A, Chapter 6: Mass, Lesson 6: Solving word problems
	<u>Learn the strategy</u>
	Support: see <u>maths resource 3 support</u> Deepening: see <u>maths resource 3</u>
Wednesday <u>Explanation video</u> 	Consolidate multiplication and division lesson
	Understanding equal/ unequal groups, repeated addition/ subtraction of equal groups and multiplication/ division <u>Complete this lesson</u>
	Deepening: see <u>maths resource 4</u>
Thursday <u>Explanation video</u> 	Textbook 2A, Chapter 6: Mass, Lesson 7: Solving more word problems
	To solve word problems involving mass. Use the bar model and calculation strategies below for multiplication and division problems. <u>Multiplication for word problems</u> <u>Division for word problem</u>
	Support: see <u>maths resource 5 support</u> Deepening: see <u>maths resource 5</u>
Friday <u>Explanation video</u> 	Textbook 2A, Chapter 7: Temperature, Lesson 1: Reading Temperature
	<u>Learn the strategy</u> See <u>maths resource 6</u> for a thermometer
	Deepening: see <u>maths resource 7</u>

Curriculum

Science Explanation video 	<p>How do our bodies change as we get older?</p> <ul style="list-style-type: none"> • Watch and complete this lesson. • How do our bodies change as we get older? <p>You will need: pencil and paper</p>
Science Explanation video	<p>Why is exercise so important?</p> <ul style="list-style-type: none"> • Watch and complete this lesson. • Why is exercise so important? <p>You will need: pencil, paper and an adult to supervise your exercise.</p>
History Explanation video 	<p>How did Joseph Bazalgette change the lives of Londoners?</p> <ul style="list-style-type: none"> • Have a look at the sources (the pictures and writing from the time) in Resource 1. What problem did London have? • Have a look at the sources (the pictures and writing from the time) in Resource 2. How did Bazalgette fix the problem? Create a poster explaining how Joseph Bazalgette changed London.
PSCHE Explanation video	<p>How can we deal with worries?</p> <ul style="list-style-type: none"> • Discuss the meaning of the word worry with an adult at home. • Read the book 'The Huge Bag of Worries' (PDF). While reading it, try to answer these questions: <ul style="list-style-type: none"> ○ What is the bag of worries and what did it do? ○ Have you tried to ignore your feelings before? What happens? ○ Have you talked to someone about your worries? ○ How were the worries making Jenny feel? ○ What did Jenny mean when she said the worries were like a horrible shadow? ○ Who helped jenny with her worries? • Draw or write two worries and then give yourself advice that could help (PSCHE resource 1).
Art	<p>Wild Things Watch Where the Wild Things Are Take a look at this video to see how Ms Green creates texture in a drawing. Draw a 'Wild Things' monster of your own design.</p>
RE Explanation video	<p>Why do we have rules in life?</p> <ul style="list-style-type: none"> • Why do you think we have rules in school? What are some of the rules? • Where else are there rules that we have to follow? Some people and some religious communities also have rules that are like instructions to help them live their lives. • What would happen if we didn't have any rules to follow? Write a sentence. <p>Challenge: Explain what you think the differences between rules and values might be.</p>
Music	<p><u>Rhythm Reading: Crotchets, Quavers, Crotchets and Minims</u> Follow Instruction Video – https://vimeo.com/498122472 Activity on the resource page</p>

PE	<p>Warm up and Stretching</p> <ul style="list-style-type: none"> In a space practice creeping on the spot lifting up your knees and using your arms. What else can you do, can you make yourself small and hide or surprise me with a big shape? How about turning around to chase your tail, look for it through your legs, look side to side and swing your tail. Bounce small and pounce with a high jump! Can you shake your hands and feet, circle your shoulders, wave your arms, stretch your arms and legs, reach sideways and melt slowly? Now repeat it all again! Click here to follow a video. <p>Physical Activity:</p> <ul style="list-style-type: none"> Choose 3 or more of the action words above in red and join together to make a short movement phrase. Try it again really slowly in parts and with lots of energy. Perform it to someone else at home. Use some music of your own to inspire your moves! What did your audience think you performed well?
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Resources

English

English resource 1

Descriptions – think about which are best and why?

Use the rubric below to help you.

1. The monster is big. He smells like cabbage. He makes a loud sound and his teeth are sharp and he is smelly. I am scared of him.
2. The monster towers over me like a huge willow tree. His dirty grey fur is matted and rotten. Smelling like pond water, he creeps through the dark without a sound. He licks his lips and bares his teeth while looking for me. What sharp fangs he has! My body shivers with fear.
3. The monster is green, gross, huge, ugly, powerful, scary, terrifying and mean.
4. The dog is not big but she is not small. She is stripy like a hyena and her fluffy soft fur is a mix of browns and greys. She barges around like a bull in a china shop. What a wild dog she is! Her nose leading the way and her long spindly legs carrying her.

She smells like old socks. Her long pink tongue hangs from her mouth while her gold eyes gaze at me.

5. The Snail slithered around the street slowly leaving a trail of slime in his wake. His shell was hard, a deep red colour with brown spots. His big black eyes were on long stalks and his body was green like the leaves. He smelt a bit like damp soil and had a glistening slimy texture to his skin. How disgusting he looked!

Description rubric – use this to help you determine which description(s) is best.

	Not good *	Good **	Great ***
Noun Phrases (including exciting adjectives)			
Couplets (and extra details)			
Different sentence starters			
Different sentence types (statements, questions, commands or exclamation sentences)			

English resource 2

WALT: be creative

Add exciting noun phrases to label your picture.



Example monster pictures.



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English resource 3

WALT: write exclamation sentences.

Sort the jumbled up exclamation sentences below into the grid to create exclamation sentences that make sense.

What/How	what like	what	who	what doing	!

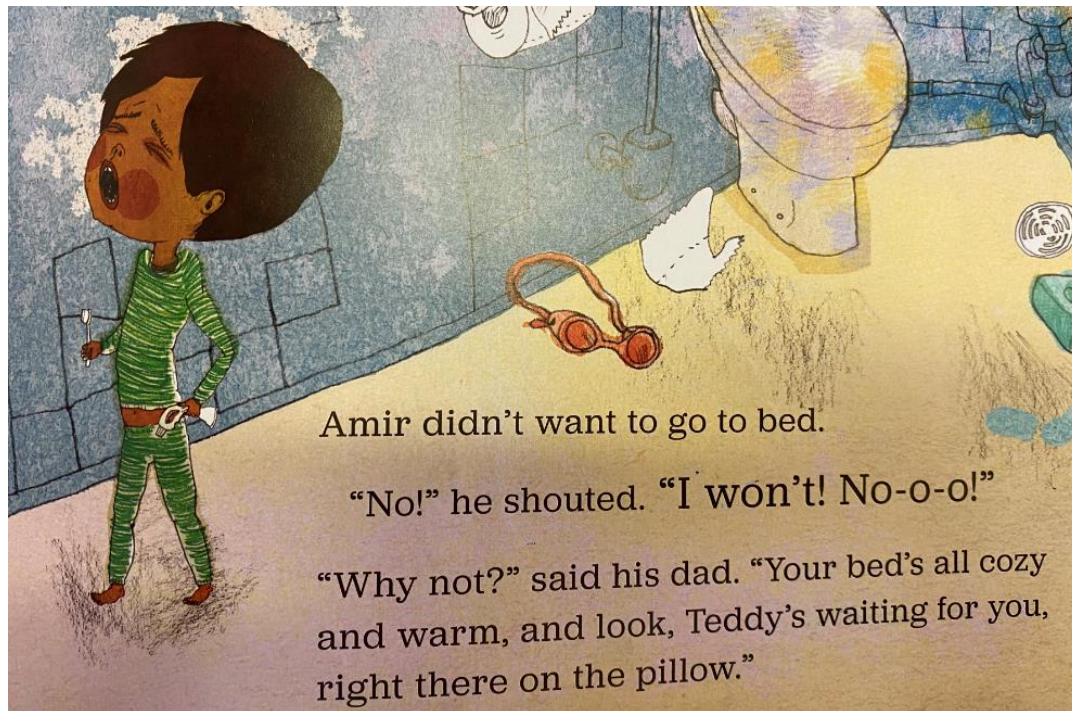
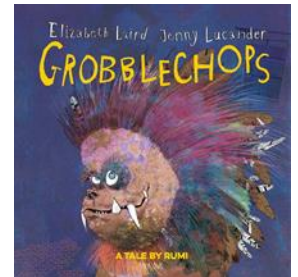
long	she	What	legs	!	has
evil	What	!	has	eyes	he
sharp	What	!	have	fangs	they
stinky	fur	How	is	!	they're
!	What	powerful	has	jaws	he

Deepening: Write your own exclamation sentences to describe your monster.

English resource 4

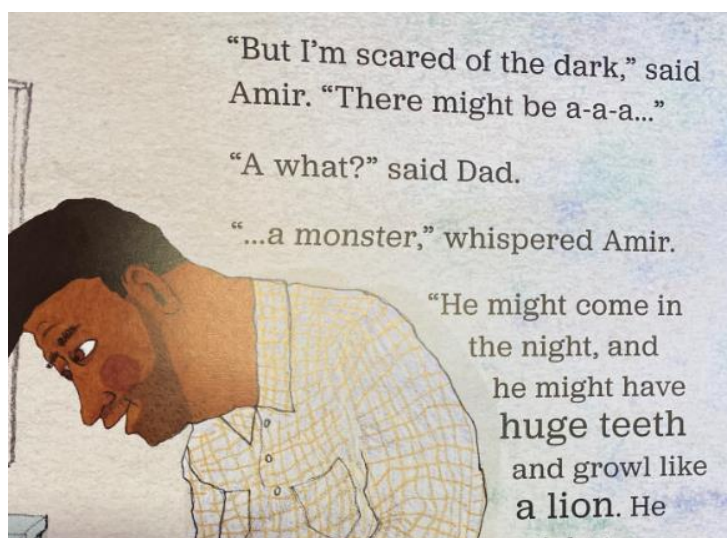
Comprehension *

WALT: answer questions about the text.

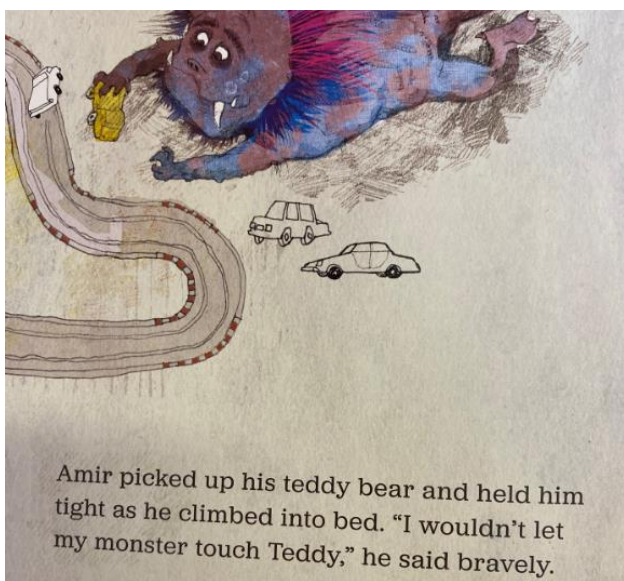


1. Who didn't want to go to bed?

2. Who was waiting on the pillow?

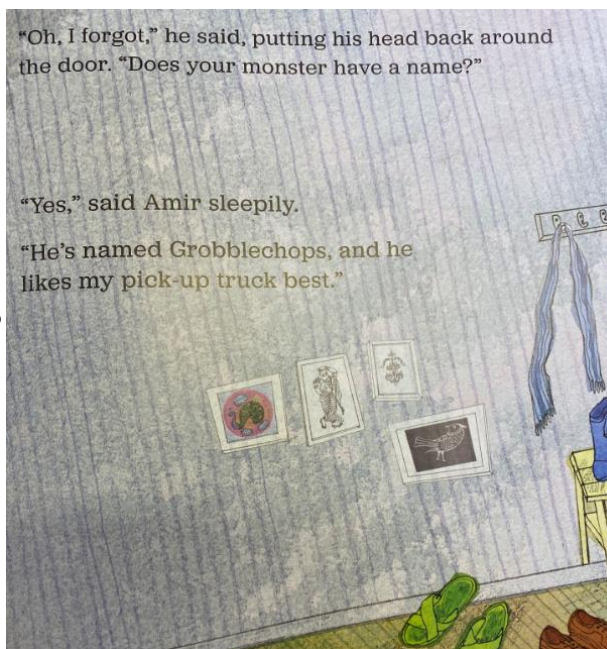
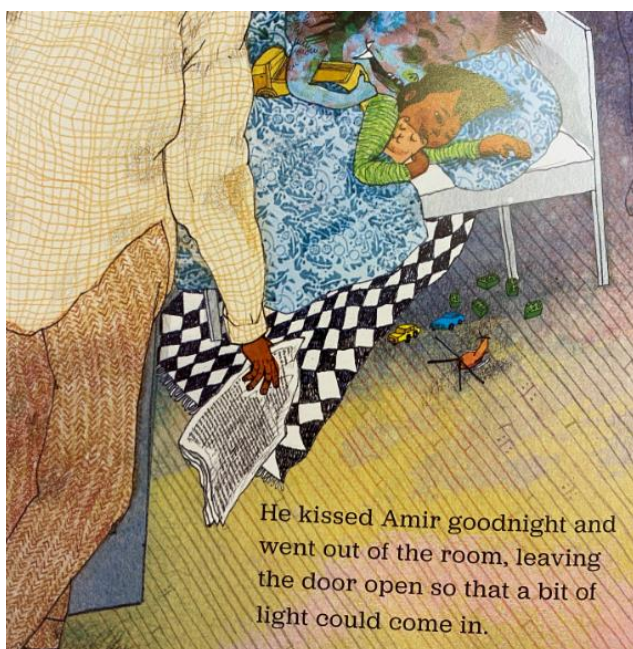


3. What was Amir scared of?



4. Who did Amir pick up?

5. Where did Amir climb?



Tick **one**.

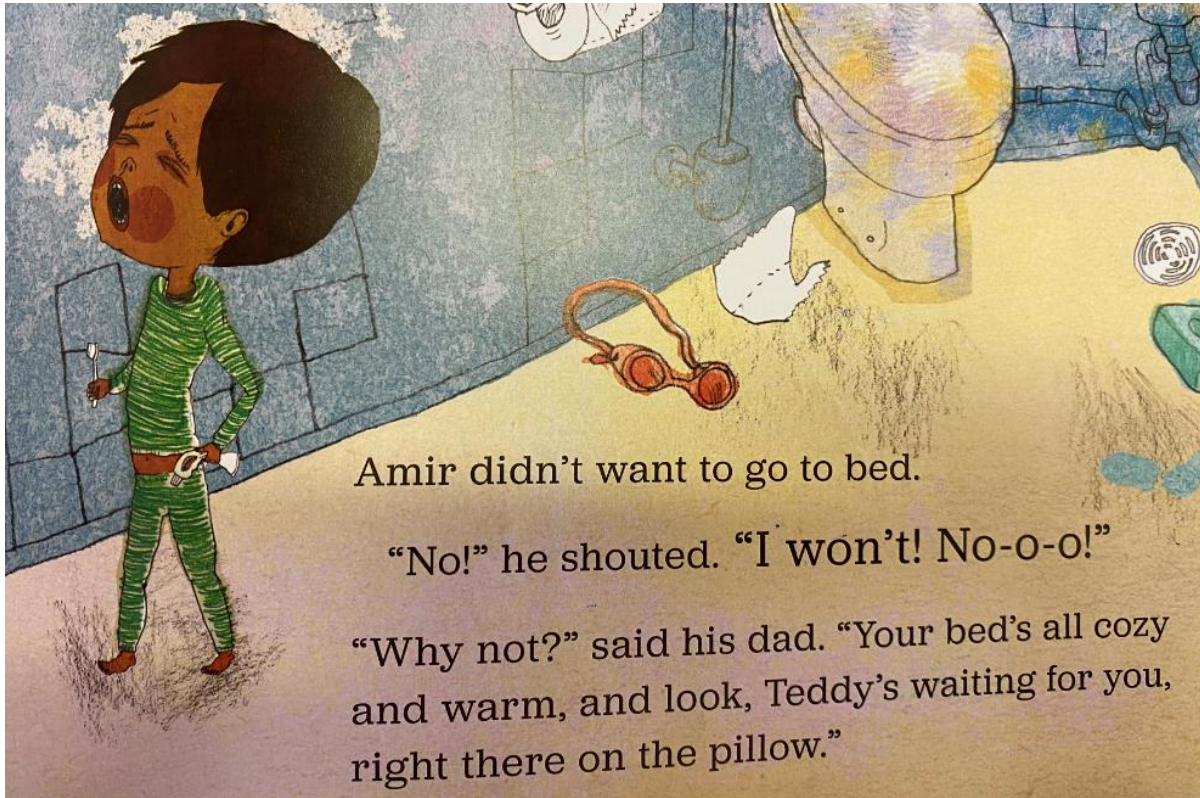
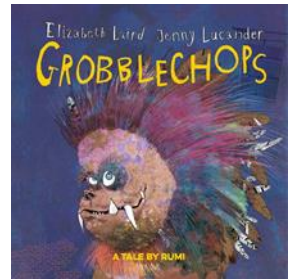
Day time	
Night time	

7. What was the monster's name?

English resource 5

Comprehension **

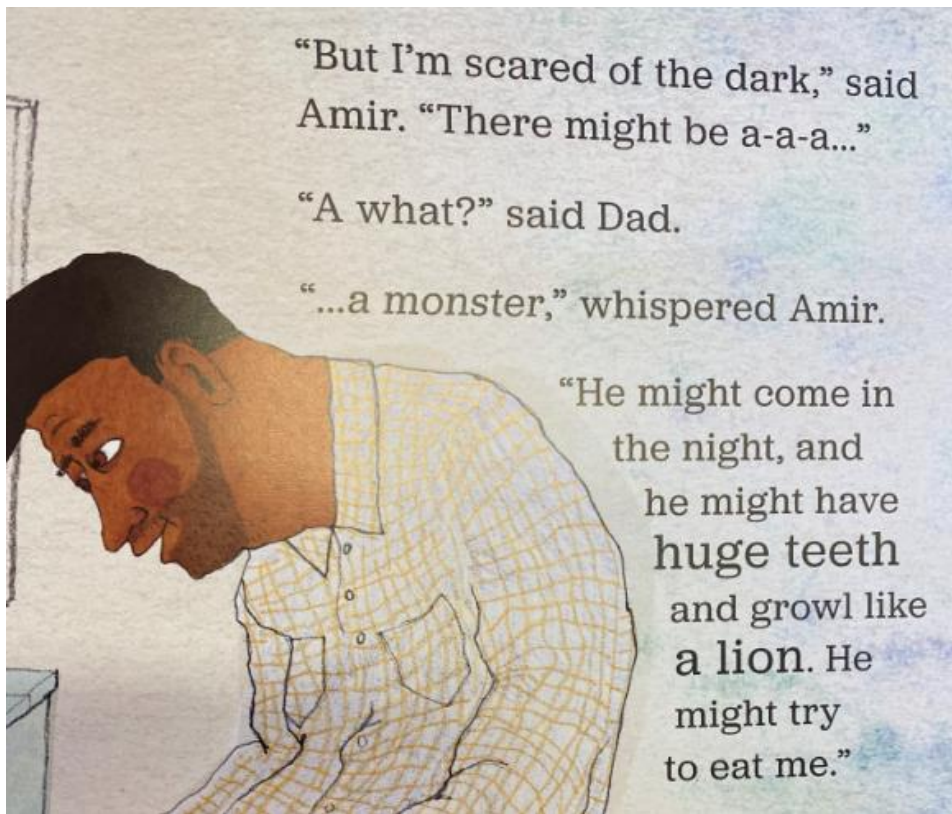
WALT: answer questions about the text.



1. What did Amir not want to do?

2. Write **one** word that tells you Amir spoke loudly.

3. Who was waiting on the pillow?

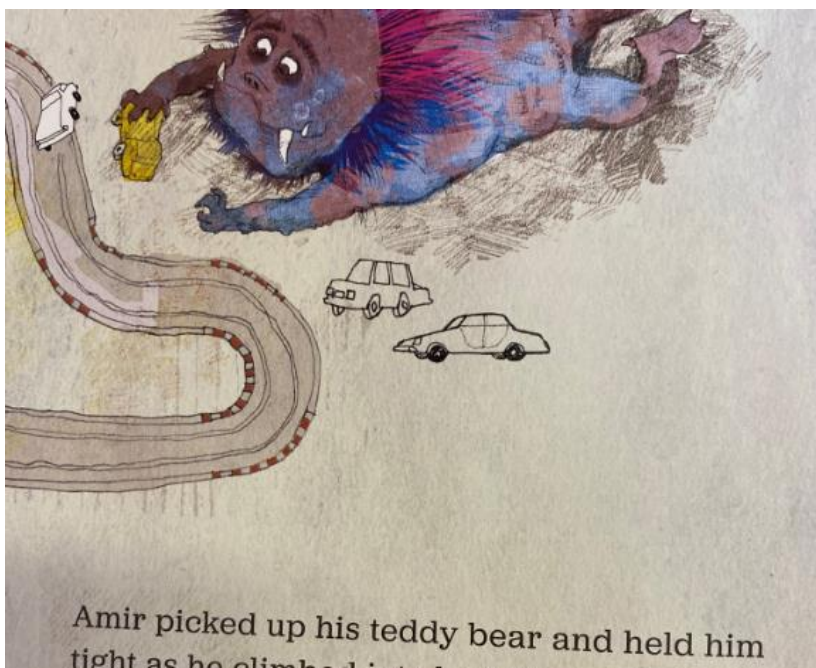


4. What was Amir scared of?

5. What might the monster do?

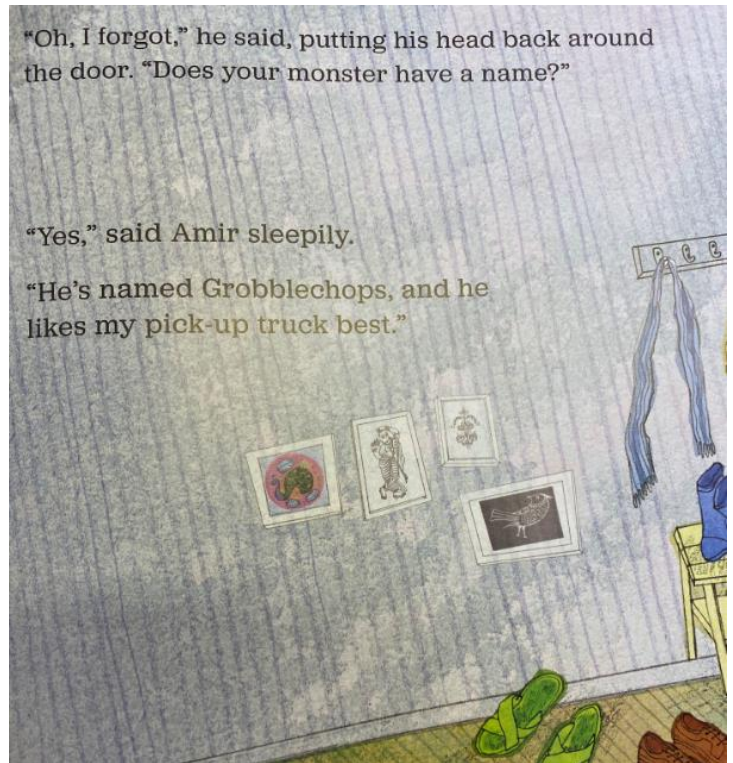
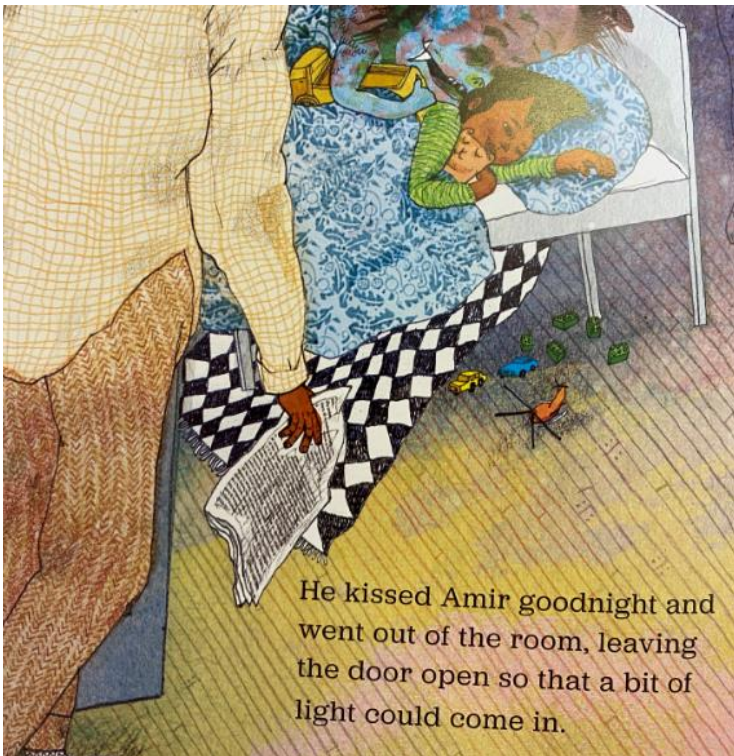
Write **two** things.

1. _____
2. _____



6. Which word tells us Amir didn't want to let his teddy go?

7. Where did Teddy climb? _____



8. Why did dad leave the door open?

9. What does Grobblechops like the best?

10. Which word tells us Amir was tired?

English resource 6

Book Review - example



Where the Wild Things are

Where The Wild Things Are was written by Maurice Sendak. It was published in 1963 and it has also been made into a film. It is an exciting adventure into a fantasy land.

Setting

The story begins in Max's bedroom. It soon becomes the land of the Wild Things. It is a huge rainforest with towering, multi coloured trees and crashing waves.

Characters

Max is confident and mischievous and he has an amazing imagination. He goes on an adventure to a fantasy land and becomes 'King of the Wild Things'.

The Wild Things are huge imaginary monsters. They look scary to start with. They soon think that Max is their king and throw a big 'rumpus' for him to show they are fun loving creatures too!

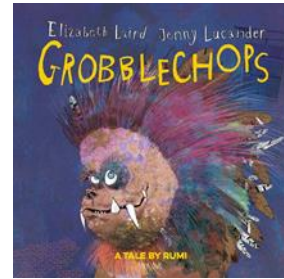
Recommendations

I would recommend this book to children who want to go on an adventure and use their imagination. Where the Wild Things are has amazing illustrations and I really liked the way the author drew the Wild Things. They look scary but also friendly. I think the author could have written more pages and described Max's journey even more.

I give the book 4 stars!

English resource 7

WALT: write a book review



Introduction

Did I enjoy the book? Explain why.

I enjoyed the book because _____

Setting

Where is this story set?

The story is set in _____

Character

Who is my favourite character? Explain why.

My favourite character is _____ because _____

Spelling

Spelling resource 1

WALT: Use contractions *

Sort these words.

don't	it'll	hasn't	didn't
can't	he'll	she'll	won't

do not

did not

it will

she will

he will

will not

can not

has not

Use the contracted words in sentences below.

Spelling resource 2

WALT: use contractions **

A contraction is

do not

did not

it will

she will

he will

will not

can not

has not

Use the contracted words in sentences.

Spelling resource 3

WALT: use contractions***

A contraction is

do

not

did

not

it

will

she

will

he

will

will

not

can

not

has

not

Write as many other words with contractions as you can think of.
Write a 'how to' guide to explain to people how to remember
where the apostrophe goes in contracted words.

Maths

Maths resource 1 support

$$\begin{array}{r} 1) \quad 34 \\ - 21 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 52 \\ - 11 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 58 \\ - 23 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 97 \\ - 34 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 48 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 29 \\ - 22 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 49 \\ - 16 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 76 \\ - 23 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 57 \\ - 40 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 87 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 87 \\ - 32 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 85 \\ - 54 \\ \hline \end{array}$$

$$\begin{array}{r} 13) \quad 65 \\ - 33 \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 76 \\ - 42 \\ \hline \end{array}$$

$$\begin{array}{r} 15) \quad 64 \\ - 34 \\ \hline \end{array}$$

$$\begin{array}{r} 16) \quad 94 \\ - 72 \\ \hline \end{array}$$

$$\begin{array}{r} 17) \quad 69 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 18) \quad 39 \\ - 33 \\ \hline \end{array}$$

$$\begin{array}{r} 19) \quad 75 \\ - 42 \\ \hline \end{array}$$

$$\begin{array}{r} 20) \quad 85 \\ - 74 \\ \hline \end{array}$$

Maths resource 1

$$\begin{array}{r} \overset{4}{\cancel{3}} \overset{1}{3} \\ - 26 \\ \hline 27 \end{array}$$

1. Why is there the digit 1 in front of the ones digit?

2. Why have the tens become one ten less?

3. Why did we need to rename?

Maths resource 2

Choose objects from your house to complete the sentences.

The mass of the _____ $<$ the mass of the _____.

The mass of the _____ $>$ the mass of the _____.

The mass of the _____ $=$ the mass of the _____.

Maths resource 3 support

- 1) The cat's mass is 8kg. The dog is 4kg heavier than the cat. How heavy is the dog?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

- 2) The mass of an empty suitcase is 7kg. If 9kg of clothes are put inside the suitcase,

what is the total mass of the suitcase full of clothes?



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

- 3) The mass of Elliott's school bag is 11kg. Lulu's school bag is 5kg lighter than Elliott's. How heavy is Lulu's school bag?



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

- 4) Ruby's mother has 18 grams of sugar. She uses 9 grams in her cup of tea. How much sugar does she have left?



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

- 5) At a farm, Ravi picks 3kg of strawberries. Holly picks 5kg of strawberries and Emma picks 9kg of strawberries. What is the total mass of the strawberries the 3 children have picked?

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$



Maths resource 3

Answer the following word problems.

Remember to:

1. Draw a bar model
2. Write the equation and solve it.
3. Write a statement to answer the question.

1. A bowl has a mass of 38g. I put a bunch of bananas into the bowl that has a mass of 53g.

a) What is the mass of the bowl of bananas?

b) My sister then ate one banana that had a mass of 12g. What is the new mass of the bowl of bananas?

2. It is my friend's birthday! One of her presents (in a blue box) has a mass of 3kg. Another present (in a red box) is 6kg heavier than the blue present. What is the total mass of both presents?

Maths resource 4

a) Fred has 13 sweets. He shares them between 2 friends. How many sweets do they each get?

Draw:

Equation:

Statement:

b) Alex had 18 stickers. He split them equally between 5 children. How many stickers do they get each?

Draw:

Equation:

Statement:


c) Explain how you can use 12×2 to solve 13×2 .

Maths resource 5 support

My Times Tables

2 times table				5 times table				10 times table			
0	x	2	= 0	0	x	5	= 0	0	x	10	= 0
1	x	2	= 2	1	x	5	= 5	1	x	10	= 10
2	x	2	= 4	2	x	5	= 10	2	x	10	= 20
3	x	2	= 6	3	x	5	= 15	3	x	10	= 30
4	x	2	= 8	4	x	5	= 20	4	x	10	= 40
5	x	2	= 10	5	x	5	= 25	5	x	10	= 50
6	x	2	= 12	6	x	5	= 30	6	x	10	= 60
7	x	2	= 14	7	x	5	= 35	7	x	10	= 70
8	x	2	= 16	8	x	5	= 40	8	x	10	= 80
9	x	2	= 18	9	x	5	= 45	9	x	10	= 90
10	x	2	= 20	10	x	5	= 50	10	x	10	= 100
11	x	2	= 22	11	x	5	= 55	11	x	10	= 110
12	x	2	= 24	12	x	5	= 60	12	x	10	= 120

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$5 \times 10 =$ _____

$2 \times 5 =$ _____

$3 \times 5 =$ _____

$5 \times 5 =$ _____

$5 \times 7 =$ _____

$5 \times 12 =$ _____

$8 \times 5 =$ _____

$9 \times 5 =$ _____

$10 \times 2 =$ _____

$2 \times 5 =$ _____

$3 \times 2 =$ _____

$1 \times 2 =$ _____

$5 \div 5 =$ _____

$30 \div 5 =$ _____

$55 \div 5 =$ _____

$25 \div 5 =$ _____

$45 \div 5 =$ _____

$40 \div 5 =$ _____

$15 \div 5 =$ _____

$10 \div 5 =$ _____

$2 \div 2 =$ _____

$12 \div 2 =$ _____

$22 \div 2 =$ _____

$10 \div 2 =$ _____

Maths resource 5

Answer these word problems involving mass. Tip! Some might have some **remainders**.

1. Mr Bevan has eight 1kg weights. He shares them equally between the 7 tables in 2B. How many weights does each table get?

Draw:

Equation:

Statement:

2. Miss Peach has seventeen 20g weights. She puts 5 weights in each box to put them away. How many boxes does she need?

Draw:

Equation:

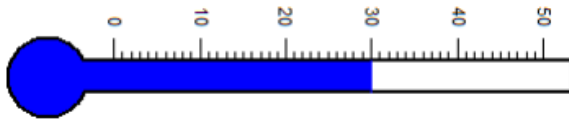
Statement:

Maths resource 6

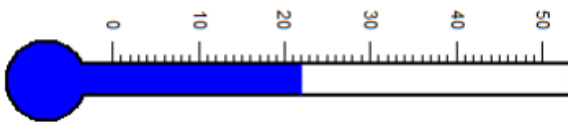
Maths resource 7

Read the temperatures on the thermometers.

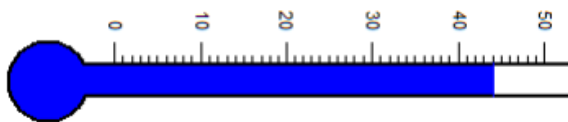
A:



B:

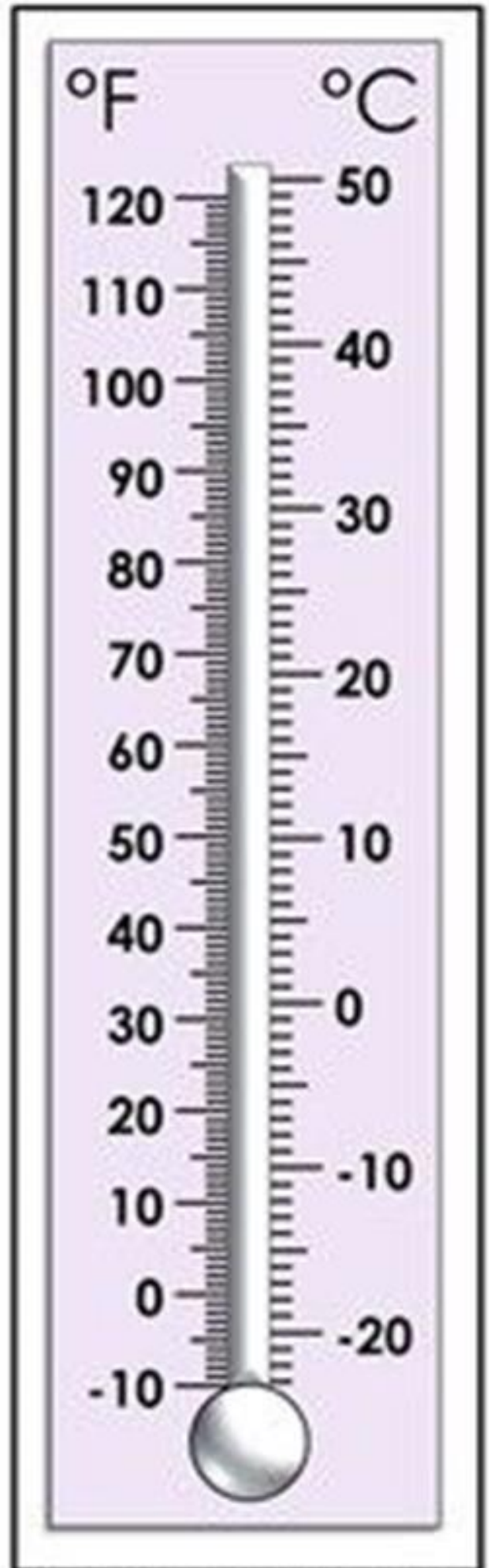


C:



What can you say about the three temperatures shown on the thermometers? Use $<$, $>$ and $=$.

Explain how you knew.



History

History resource 1

The Summer of 1858, the Great Stink of London



Filthy river, filthy river,
Foul from London to the Nore,
What are you but one vast gutter?
One tremendous common shore?



THE "SILENT HIGHWAY" - MAN.
"Your MONEY or your LIFE!"



“He who drinks a glass of London water has literally in his stomach more creatures than there are men, women and children on the face of the globe.” **Sydney Smith**

“This noble river has become a terrible pool stinking of horror” **Benjamin Disraeli**

“The intense heat and stink had driven the MPs from those parts of Parliament which overlook the river. A few brave members, who wanted to investigate the problem, went into the library, but they were instantly forced to run away, each man with a handkerchief to his nose!” **The Times newspaper**

“We live in muck and filth. We aint got no privies, no dust bins, no water splies and no drain or suer in the whole place. If we fall ill, nothing can help us.” **Letter from the Poor of London sent to The Times.**

(ain't – haven't / privies – toilets / splies – supplies / suer – sewer)

“Near the bridges the toilet waste of London rolled up in clouds so thick that they could be seen at the surface of the river... the whole river was a real sewer” **Michael Faraday**, writing after seeing the Thames.

1) What do you think the problem was?

2) Why were people falling ill in London?

History resource 2

The Great Stink of 1858 caused Parliament to vote for someone to fix the problem. They chose the engineer, Joseph Bazalgette. Who designed a new sewer system for London; have a look at the sources below to see what kind of work happened.





Work began on the system in 1859, and took twenty years to complete. Bazalgette's building work cost around £3 million at Victorian prices (about £400 million today!).

They designed and built **82 miles** of new tunnels, and used **318 million bricks** to do it. The price of bricks rose, and the workers were paid 6 shillings a day (about £50).

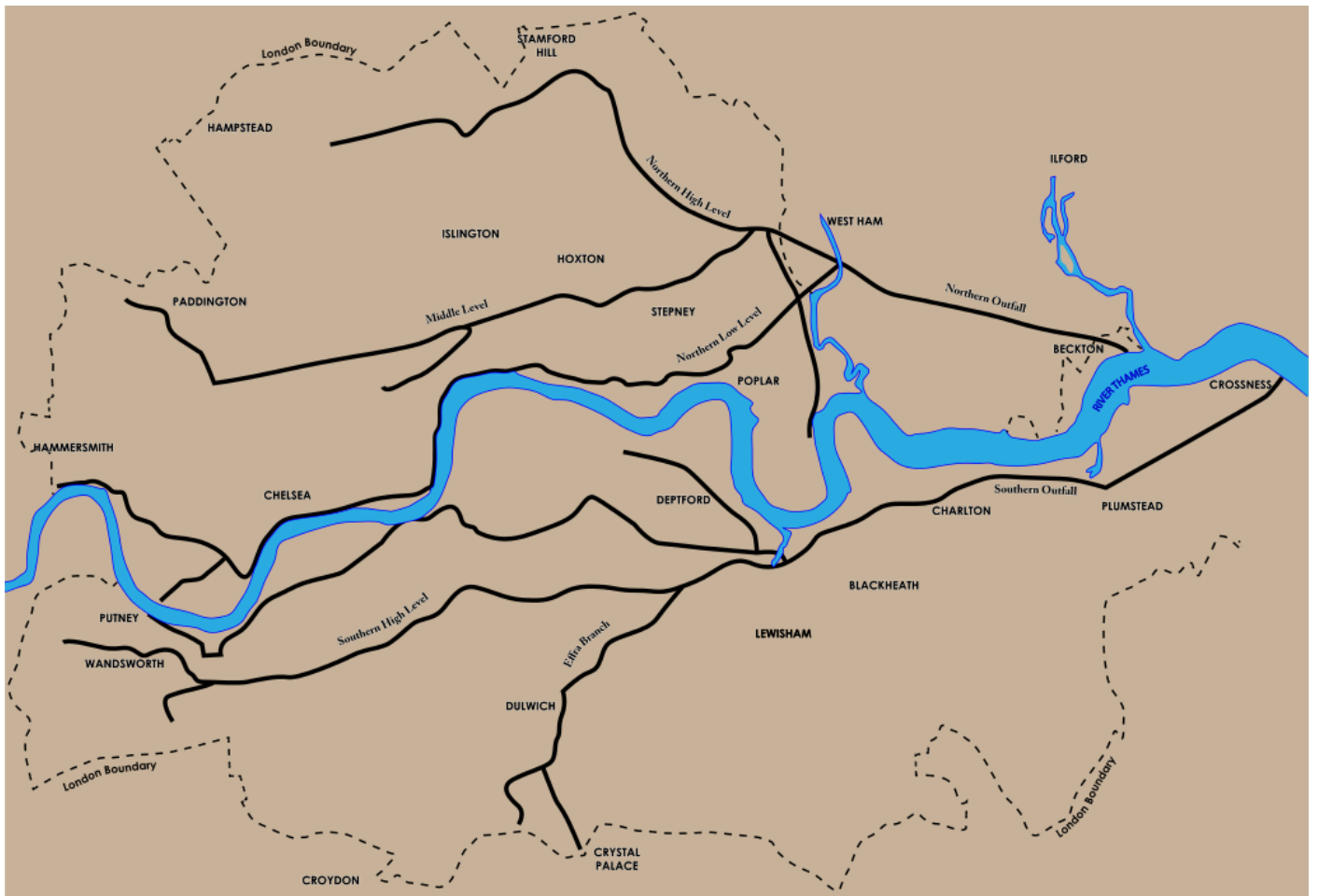
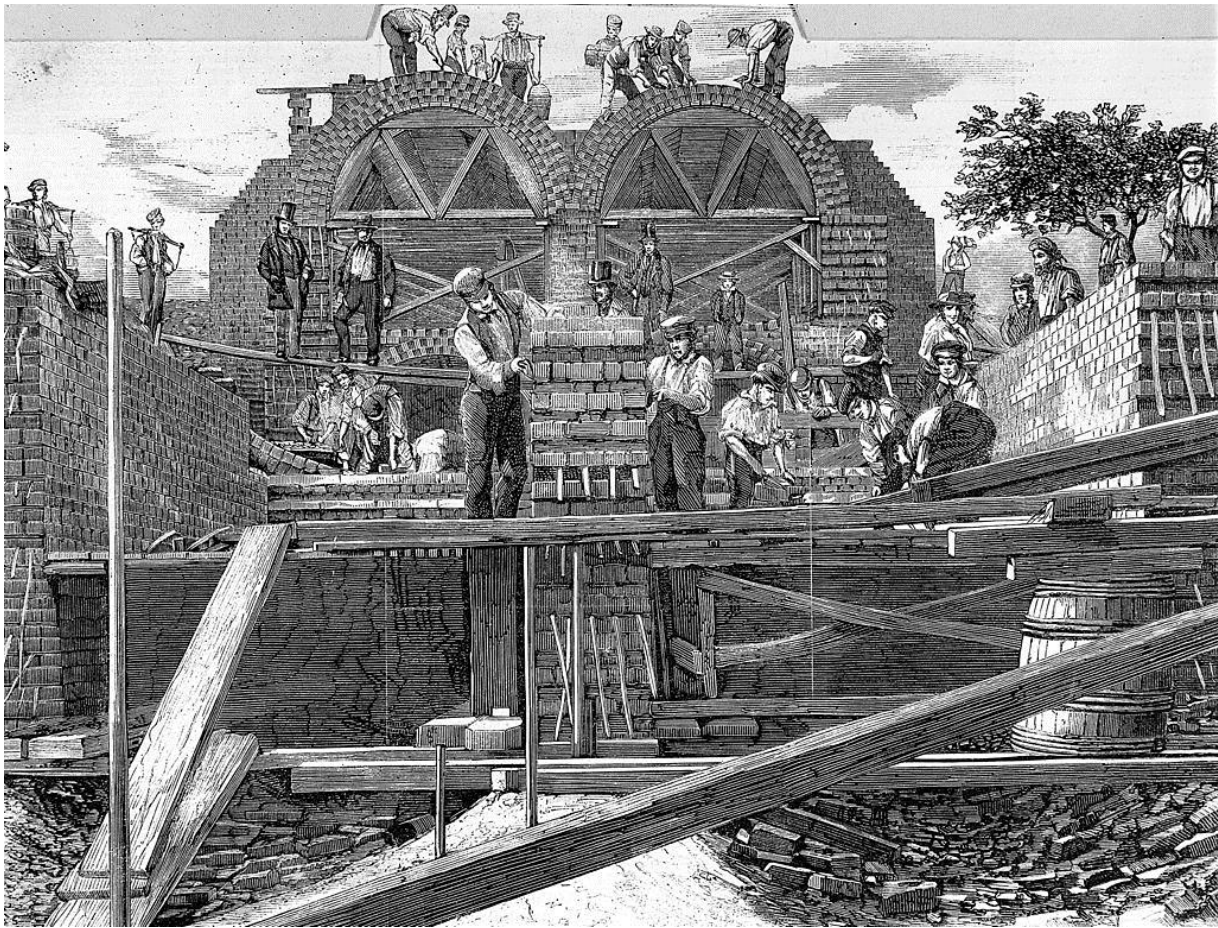
In 1866 the system had already worked – no-one in London fell ill from cholera that year except in parts that weren't connected to the sewers yet.

Bazalgette did not do all the work himself, but helped design and checked all of the plans himself. He also visited every connection between the old drains and his new sewers to check that no waste was escaping. He also found time to design lots of other Thames projects, including Battersea Bridge, Albert Bridge, Putney Bridge, and early plans for the Blackwall Tunnel

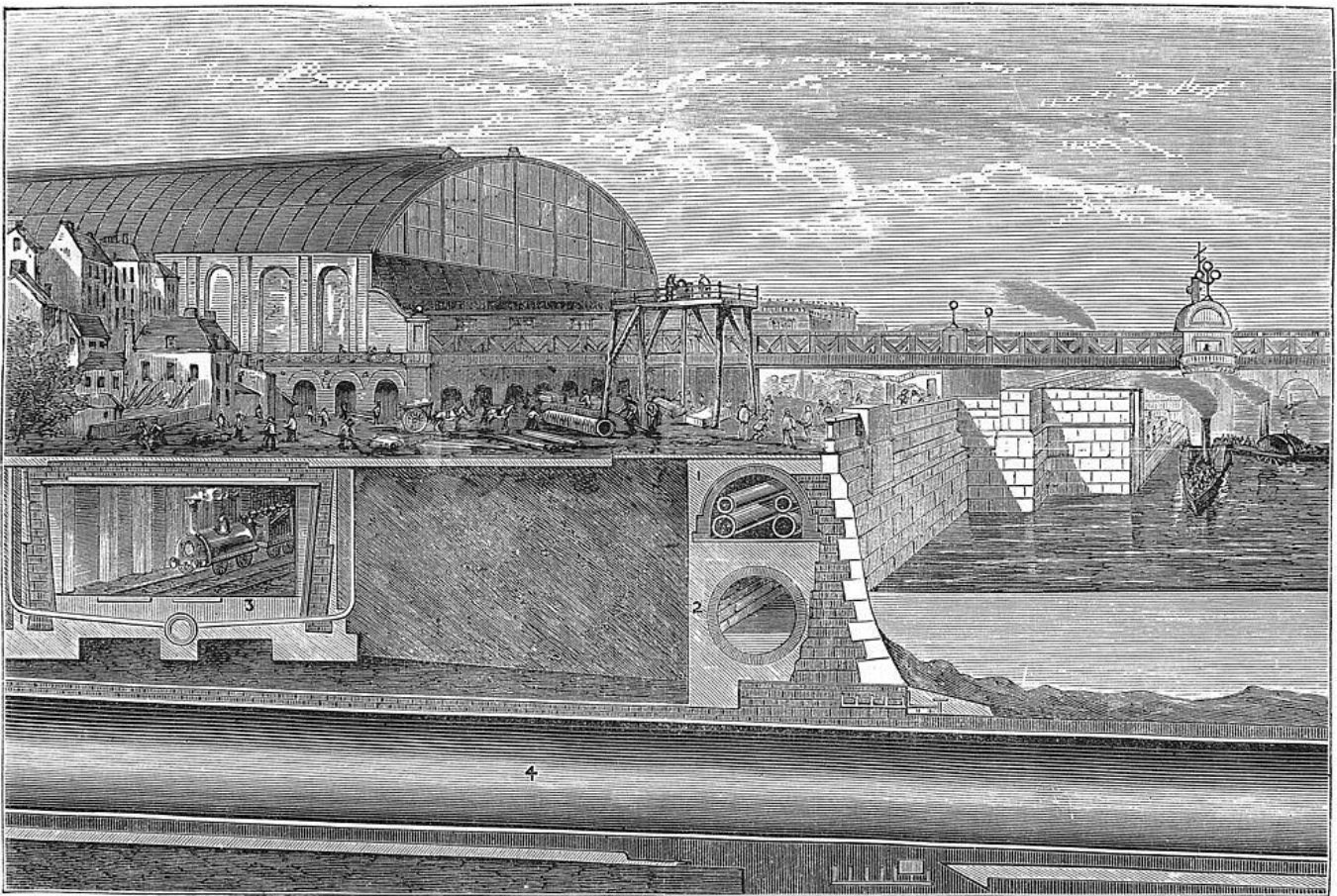


Workmen and engineers at one of Bazalgette's new pumping stations



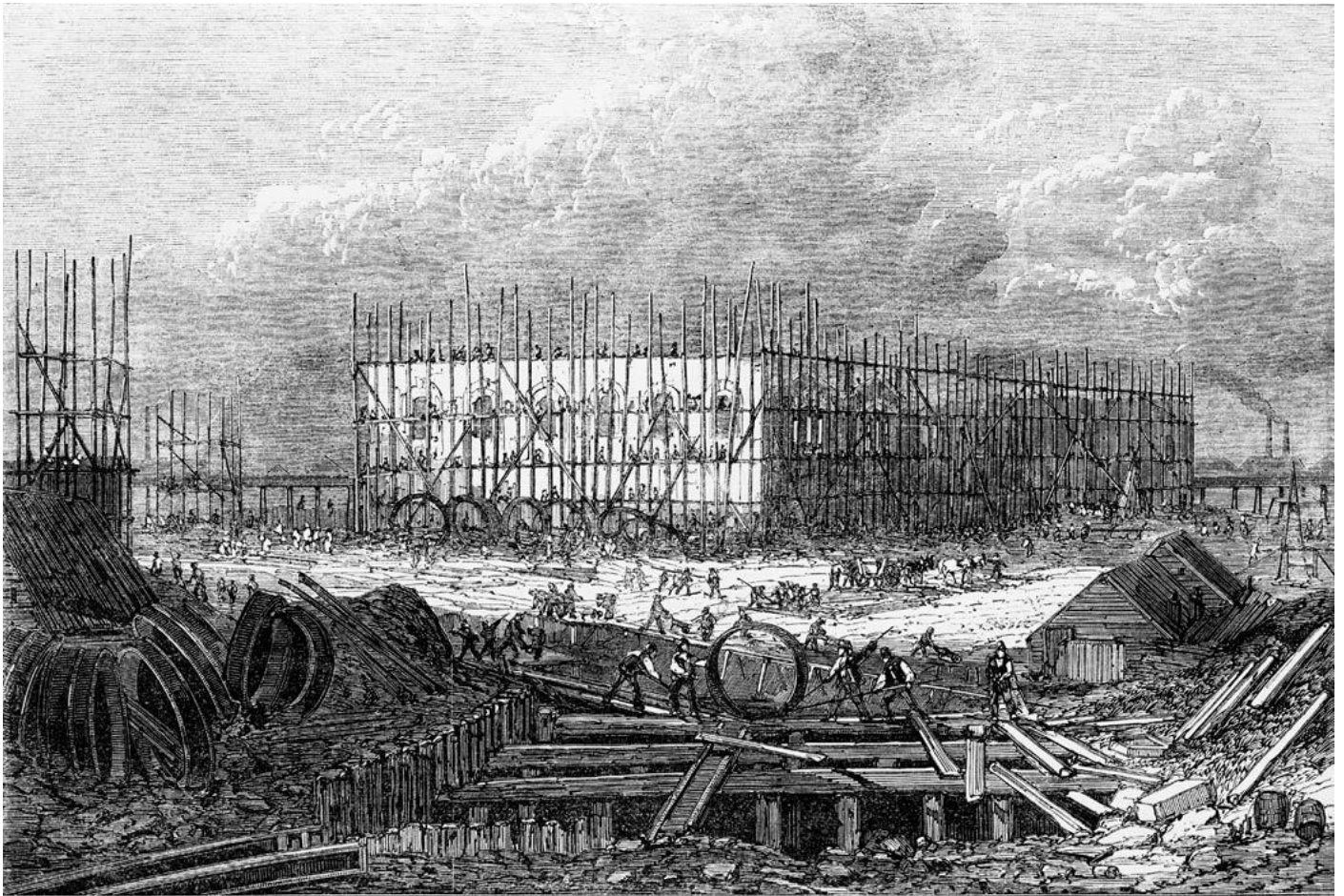


Map of Bazalgette's sewer pipe system.

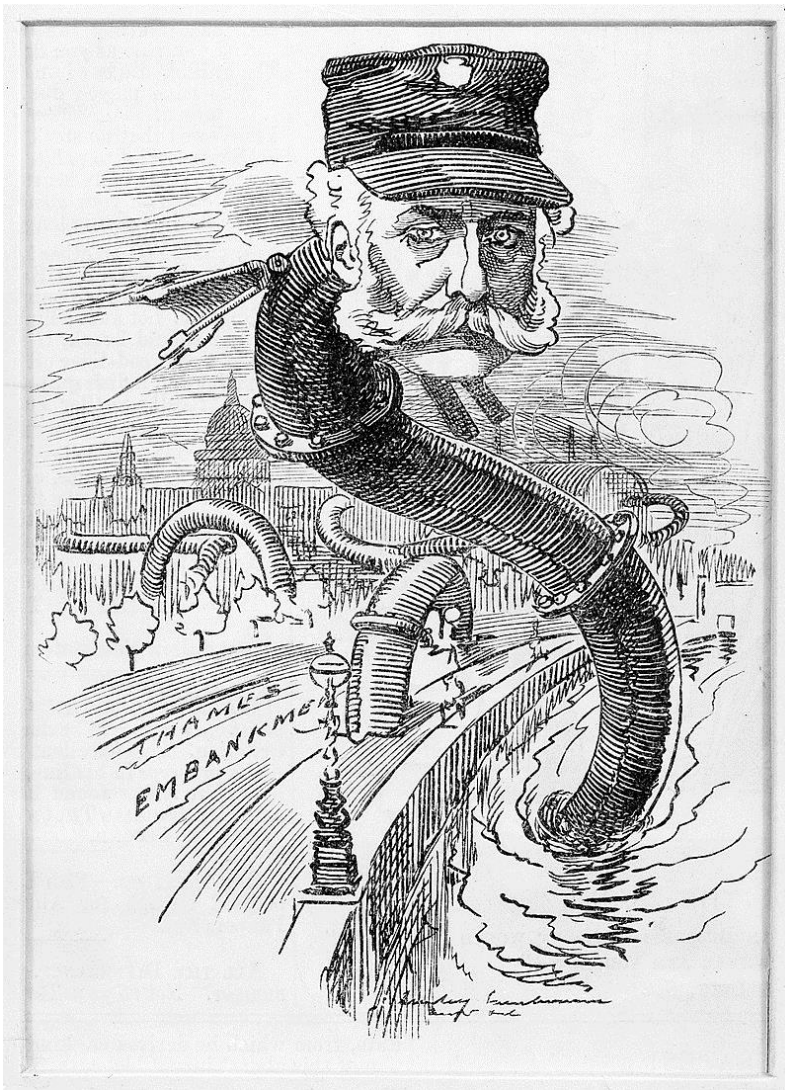


SECTION OF THE THAMES EMBANKMENT, 1867.

Showing (1) The Subway. (2) The Low-Level Sewer. (3) The Metropolitan District Railway. (4) The Pneumatic Railway.



METROPOLITAN MAIN DRAINAGE: PRESENT STATE OF THE ABBEY MILLS PUMPING STATION, WEST HAM.



A funny newspaper picture showing Bazalgette as the “sewer pipe snake”!

Bazalgette also made a very important decision. He calculated how much pipework each person in London would need, and then said “Well, we're only going to do this once and there's always the unforeseen” – and doubled the size of the pipes to make sure more people could live in London without the problem happening again.

Bazalgette's sewer system is still used today – only recently have new plans been needed to stop the bigger population of London swamping the Thames with poo again!

YEAR 2 RESOURCES

HOME LEARNERS – USE A WOODEN TO PLAY RHYTHMS

IN SCHOOL LEARNERS – COLLECT CLAVES FROM YELLOW TRAYS IN THE MUSIC ROOM AND KEEP IN CLASSROOM FOR WEEKLY USE

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CROTCHET
TA



QUAVERS
TI-TI



MINIMS
TO-E

PSCHE

PSCHE resource 1

Share two worries below.

I am worried about...

I am worried about...



Give yourself two bits of advice that could help. Ask a family member to help if you need to.

I think you should...

I think you should...
