

Year 5 and 6 People Skills Endeavour

Week	Objectives	Lesson Activities	Learning Outcomes	Links to other subjects	Characteristics for Success
1	<ul style="list-style-type: none"> To learn what people skills are and why they are important to develop. To plan out activities that will enhance our people skills. 	Mind-map different people skills: <ul style="list-style-type: none"> Ability to empathise Ability to communicate Ability to get along Ability to manage ourselves well Contribute to our community Be tolerant of others Accept our differences and differences in others 	<ul style="list-style-type: none"> Be able to plan a series of activities that will develop people skills effectively. Work in a team well. Contribute ideas to the team. 	PHSE – Citizenship, belonging to a community, learning tolerance.	<u>Organisation</u> <ol style="list-style-type: none"> Using time well. Planning ahead Staying focused <u>Getting Along</u> <ol style="list-style-type: none"> Works well with others. Forming good relationships.
2	<ul style="list-style-type: none"> To look after our school environment through gardening and litter-picking. Care for our local community. 	<ul style="list-style-type: none"> Prune and weed our school drive and flower beds. Litter-pick in our school grounds. Weigh in for each team. Encourage others to pick up their litter and put it in the bin. Write letters to the council about the litter issue and ask for more bins. Plant bulbs for Spring, or bedding plants in Autumn or in Summer. 	<ul style="list-style-type: none"> Learn to look after our school environment. Learn social responsibility. Measure how much litter we have at different times of the year and provide solutions. Learn what pruning and weeding are and why they are important. 	Science – planting bulbs in autumn, pruning and weeding. Maths – weighing litter Geography – environmental effects of living near shops (litter).	<u>Organisation</u> <ol style="list-style-type: none"> Using time well. Planning ahead Staying focused <u>Getting Along</u> <ol style="list-style-type: none"> Works well with others. Forming good relationships. <u>Persistence</u> <ol style="list-style-type: none"> Keep working hard (repetitive litter picks) Enjoy working tough (gardening) Has high standards (tidying up our environment and looking after it).
3	<ul style="list-style-type: none"> To read a story to younger children, using props and performance to make it engaging. To get along with different children of different ages. 	<ul style="list-style-type: none"> Discuss how you might talk to young children differently. What would you need to be mindful of? Intimidating them? Make sure they feel comfortable and safe? Ensure they enjoy themselves? Plan a story to read with young children. Select a suitable book – one that will engage. Practise and rehearse reading it. Plan some props or costumes to bring it to life. Set up a quiet reading area to read to them. Make them feel comfortable by getting to know them before reading to them. Involve them in the story and get them to read a bit. Get them to predict what might happen next. 	<ul style="list-style-type: none"> Get along with children of different ages. Choose an appropriate book Engage a younger child in a book. Read with fluency and expression and bring the book to life. 	English – Reading to others. PHSE – Being tolerant of others and showing patience.	<u>Organisation</u> <ol style="list-style-type: none"> Using time well. Planning ahead Staying focused <u>Getting Along</u> <ol style="list-style-type: none"> Works well with others. Forming good relationships. <u>Confidence</u> <ol style="list-style-type: none"> Rise to a challenge (reading to younger children) <u>Persistence</u> <ol style="list-style-type: none"> Follow through with ideas. Show patience and work tough (young children).

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		<ul style="list-style-type: none"> Did the children enjoy it? Could you have done things differently? How could you improve next time? 			
4	<ul style="list-style-type: none"> To plan an event for grandparents. To plan a budget and stick to it. Rehearse a performance that will entertain the audience. 	<ul style="list-style-type: none"> Plan a coffee and cake afternoon for grandparents. Set a budget and buy goods to make cakes and serve coffee or tea. Work out a price list that is reasonable. Rehearse a short performance to show to grandparents to entertain them while they eat coffee and cake e.g. singing, poetry, act out a scene. Make an invitation for grandparents. 	<ul style="list-style-type: none"> Make a budget and stick to it. Plan a series of events. Work in a team, each with a role. Be part of a short, entertaining performance. 	<p>Music – singing to an audience.</p> <p>English – performing poetry/act out a scene.</p> <p>Computing (Digital Literacy) – invitations.</p> <p>DT – Design a cake to bake.</p> <p>PHSE/Maths – Managing a budget.</p>	<p>Organisation</p> <ol style="list-style-type: none"> Using time well. Planning ahead Staying focused <p>Getting Along</p> <ol style="list-style-type: none"> Works well with others. Form good relationships <p>Confidence</p> <ol style="list-style-type: none"> Rise to a challenge (reading to younger children) <p>Resilience</p> <ol style="list-style-type: none"> Takes part. Has a positive attitude.
5	<ul style="list-style-type: none"> To perform a short skit/scene or song to an audience. To speak to people from different backgrounds and ages. To bake cakes for afternoon tea. To serve tea and coffee using manners. Or plan an Easter Egg hunt for toddlers. 	<ul style="list-style-type: none"> Bake cakes using a recipe. Perform song/skit/scene. Speak to people as you serve them, using good manners. 	<ul style="list-style-type: none"> Bake a cake to a recipe. Practise good manners and customer service in real life. Perform with confidence. 	<p>DT – Baking with a recipe.</p> <p>Maths – measuring amounts for a recipe</p> <p>PHSE – Engaging with our community.</p> <p>English – performing a scene/poetry.</p> <p>Music – performing a song.</p>	<p>Organisation</p> <ol style="list-style-type: none"> Using time well. Planning ahead Staying focused <p>Getting Along</p> <ol style="list-style-type: none"> Works well with others. Forming good relationships <p>Confidence</p> <ol style="list-style-type: none"> Rise to a challenge (reading to younger children) <p>Resilience</p> <ol style="list-style-type: none"> Takes part. Has a positive attitude.
6	<ul style="list-style-type: none"> Learn a new skill or talent. Rehearse and practise to improve over time. 	<ul style="list-style-type: none"> Learn to twirl a baton, plate spinning, juggle, play chess or complete a Rubic cube. Practise over and over to improve. 	<ul style="list-style-type: none"> Accomplish a new skill. Learn to be persistent and show determination. 	<p>PE – juggling/throwing and catching/hand-eye co-ordination.</p> <p>Problem solving – chess, Rubic cube.</p>	<p>Persistence</p> <ol style="list-style-type: none"> Follow through with ideas. Show patience and work tough (young children). Keep trying at hard challenges. <p>Confidence</p> <ol style="list-style-type: none"> Rise to a challenge (try to accomplish something hard) Aims for goals <p>Resilience</p>

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					<ol style="list-style-type: none"> 1. Bounce back 2. Takes part 3. Have a positive attitude.
7	<ul style="list-style-type: none"> • To interact with our community by visiting a community centre and make a positive contribution. • Perform to others. 	<ul style="list-style-type: none"> • Visit a community centre to play board games. • Perform our skit/scenes/poetry or songs for the audience. 	<ul style="list-style-type: none"> • Interact with people from different backgrounds. • Develop confidence in performing to entertain them. 	<p>Music – performing a song.</p> <p>English – performing a poem or acting out a scene.</p> <p>PHSE – Interacting with our community, making a positive contribution.</p>	<p>Confidence</p> <ol style="list-style-type: none"> 1. Rise to a challenge (try to accomplish something hard) <p>Getting Along</p> <ol style="list-style-type: none"> 1. Works well with others. 2. Forming good relationships