

National Curriculum Objectives:

English Year 5: Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.

[More resources with this objective.](#)

Differentiation:

Section A Match six words taken from the text to their definitions.

Section B Find six words in an excerpt that match given definitions.

Section C Write the meaning of ten words from the text.

Section D Write sentences using a selection of words from Section C.

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Health-Conscious Kids Run Rings Around Healthy School Award

St. Chad's Primary School get given a clean bill of health!

D: (Q6) What does the phrase 'health-conscious' mean? To be concerned about how healthy your diet and lifestyle are.

E: (Q1) From the headline alone, what would you expect this newspaper report to be about? Children should be able to predict that the story is about a school achieving an award for being awareness of health issues.

M: (Q16) List some of the features you would usually see in a newspaper report.

Answer might include: headline, by-line, orientation, main body of text expands upon orientation, quotes, mostly past tense, facts in main body although opinions may be present in quotes, impersonal, passive voice, reorientation.

Staff and children at St. Chad's Primary School were so concerned about their unhealthy eating habits that they decided to take matters into their own hands. As a school, they have taken the decision to launch an 'eat well and move more' campaign in a bid to get healthier and fitter. The effect of this campaign has been staggering, resulting in fitter children, staff and parents. So, what exactly did they do?

M: (Q17) '...they decided to take matters into their own hands.' What do you think the reporter meant by this? The reporter meant that the children and staff had decided to do something about their poor eating habits themselves.

Headteacher Margaret Collins (54) explained, "It's all thanks to our marvellous Year 5 children, who took the initiative to make a real change for the better. It all began after they carried out a survey as part of a science topic, which looked into what the pupils ate at break time and during lunch. They were shocked and saddened to discover the vast quantities of crisps, cakes, chocolates and sugary drinks being consumed on a daily basis. The staff took part in the survey too and I'm ashamed to say that they were found guilty of eating far too many biscuits and drinking seriously high levels of caffeine. The children, very wisely, brought this to my attention and together we concocted a plan to get the whole school moving more and eating better."

E: (Q2) What unhealthy habits were the staff discovered to have? They ate too many biscuits and drank too much caffeine.

D: (Q7) Think of TWO more words that mean the same as 'vast'. E.g. massive, huge, enormous, gigantic, immense, titanic, immeasurable etc.

S: (Q11) Why do you think the Headteacher thought that Year 5 were 'wise' to bring the results of the survey to her? It made her aware of the situation which led to the concoction of the plan to get the whole school moving more and eating better.

So, what exactly does the plan involve? “Much time has been spent encouraging the children to eat healthy snacks at break time. For those who choose a healthy option, like a banana, pack of raisins or a bag of carrot sticks, there are stickers given out as a reward. Each sticker gets added to a card that, once full, entitles the child to an extra ‘active’ playtime on a Friday afternoon. During this playtime, skipping ropes, hoops and balls are handed out to encourage the children to move around more and to have fun.” The inspirational Year 5’s have also set up a tuck shop which only sells healthy food such as: packets of fruit, drinking yoghurts, cheese chunks, crumpets and bottled water.

D: (Q8) Other than the food items already mentioned, what healthy snacks would you bring to school? Only healthy snacks should be accepted as an answer.

S: (Q12) Do you like the idea of the reward stickers? Explain your answer with reference to the text. Various responses.

M: (Q18) Why do you think the Year 5 children have been described as ‘inspirational’? They have managed to inspire the rest of the children, staff and parents to adopt a healthier lifestyle.

It’s been hugely important to involve parents in the campaign too. They have been encouraged to participate in healthy-cooking workshops, where they have been shown how to prepare a variety of tasty and nutritious meals. In addition to this, families are invited to join the school on a monthly ramble to various local scenic spots; the family dog is welcome along too!

M: (Q19) Why do you think it’s important for parents to be involved in the campaign too? Parents are the ones who buy the food, provide the snacks and make the lunches. The children can’t really make these changes without them.

E: (Q3) What is a ramble? How often does the ramble take place? A ramble is a walk for pleasure, especially in the countryside. It takes place monthly.

One parent, John Morris (32) stated that, “At first I was a bit sceptical about this whole ‘eat well and move more’ malarkey. However, for the sake of my daughter, I agreed to play in the staff versus parents netball match. It was enormous fun, especially as we beat the teachers by an embarrassingly large amount. I was actually quite thankful that I’d been given the opportunity to act as a good role model for my child. Now, I’m usually the first to sign up for any of the fun activities.”

S: (Q13) How do we know that John Morris was unsure about the campaign at the beginning? He says that he was sceptical to begin with and refers to the campaign as ‘malarkey’, which means meaningless or nonsense.

D: (Q9) Identify TWO reasons why John Morris enjoyed playing in the netball match. He was able to be a good role model for his daughter and the team also beat the teachers by a large amount.

The school has recently undergone an Ofsted inspection and the children of St. Chads Primary School have received high praise for their efforts. Reg Bowers (58), the lead inspector, believes that, 'As well as the obvious health benefits, it's been widely acknowledged that those children who enjoy a healthier lifestyle also achieve better at school. It's a joy to witness so many pupils, staff and parents working together to achieve one common goal. There have also been fewer reported cases of bullying as this campaign is helping the children to be more tolerant and understanding of each others differences. As a team, we were delighted by what we observed.'

S: (Q14) According to Reg Bowers, what are the advantages of campaigns like this one? People become healthier; achieve better at school; work better as a team; be less likely to bully others as they develop a better understanding and tolerance of others.

E: (Q4) What do you think the 'one common goal' is? Improving the overall health and fitness of everyone connected to the school.

M: (Q20) What is the importance of quotes in a newspaper report? They help develop the story by providing the reader with the opinions of the people involved.

So what now for this dynamic school? A science week is due to take place shortly, where the children will be learning all about the essential nutrients needed by the body before designing their own healthy, balanced meals. The future is certainly looking bright, and healthy, for these highly motivated young people.

E: (Q5) Why do you think the children are learning about nutrients before designing their own meal? The children will need to know what to include in their meal to ensure that it is healthy.

D: (Q10) What else do you think the school could do to improve their overall health? Various responses.

S: (Q15) Why do you think these children have been described as 'highly motivated'? A motivated person not only works hard but they look for things that need to be done without being asked.

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Staff and children at St. Chad's Primary School were so concerned about their unhealthy eating habits that they decided to take matters into their own hands. As a school, they have taken the decision to launch an 'eat well and move more' campaign in a bid to get healthier and fitter. The effect of this campaign has been staggering, resulting in fitter children, staff and parents. So, what exactly did they do?

Headteacher Margaret Collins (54) explained, "It's all thanks to our marvellous Year 5 children, who took the initiative to make a real change for the better. It all began after they carried out a survey as part of a science topic, which looked into what the pupils ate at break time and during lunch. They were shocked and saddened to discover the vast quantities of crisps, cakes, chocolates and sugary drinks being consumed on a daily basis. The staff took part in the survey too and I'm ashamed to say that they were found guilty of eating far too many biscuits and drinking seriously high levels of caffeine. The children, very wisely, brought this to my attention and together we concocted a plan to get the whole school moving more and eating better."

So, what exactly does the plan involve? "Much time has been spent encouraging the children to eat healthy snacks at break time. For those who choose a healthy option, like a banana, pack of raisins or a bag of carrot sticks, there are stickers given out as a reward. Each sticker gets added to a card that, once full, entitles the child to an extra 'active' playtime on a Friday afternoon. During this playtime, skipping ropes, hoops and balls are handed out to encourage the children to move around more and to have fun." The inspirational Year 5's have also set up a tuck shop which only sells healthy food such as: packets of fruit, drinking yoghurts, cheese chunks, crumpets and bottled water.

It's been hugely important to involve parents in the campaign too. They have been encouraged to participate in healthy-cooking workshops, where they have been shown how to prepare a variety of tasty and nutritious meals. In addition to this, families are invited to join the school on a monthly ramble to various local scenic spots; the family dog is welcome along too!

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So what now for this dynamic school? A science week is due to take place shortly, where the children will be learning all about the essential nutrients needed by the body before designing their own healthy, balanced meals. The future is certainly looking bright, and healthy, for these highly motivated young people.

Section A

1. From the headline alone, what would you expect this newspaper report to be about?

2. What unhealthy habits were the staff discovered to have?

3. What is a ramble? How often does the ramble take place?

4. What do you think the ‘one common goal’ is?

5. Why do you think the children are learning about nutrients before designing their own meal?

Section B

6. What does the phrase ‘health-conscious’ mean?

7. Think of TWO more words that mean the same as ‘vast’.

8. Other than the food items already mentioned, what healthy snacks would you bring to school?

9. Identify TWO reasons why John Morris enjoyed playing in the netball match.

10. What else do you think the school could do to improve their overall health?

Section C

11. Why do you think the Headteacher thought that Year 5 were ‘wise’ to bring the results of the survey to her?

12. Do you like the idea of the reward stickers? Explain your answer with reference to the text.

13. How do we know that John Morris was unsure about the campaign at the beginning?

14. According to Reg Bowers, what are the advantages of campaigns like this one?

15. Why do you think these children have been described as ‘highly motivated’?

Section D

16. List some of the features you would usually see in a newspaper report.

17. ‘...they decided to take matters into their own hands.’ What do you think the reporter meant by this?

18. Why do you think the Year 5 children have been described as ‘inspirational’?

19. Why do you think it’s important for parents to be involved in the campaign too?

20. What is the importance of quotes in a newspaper report?

Section A

Match the word to the correct definition.

Definition	Word
an awareness and understanding of something	
a regular tendency or practice that is hard to give up	
start or set in motion a new activity	
a compound found in tea and coffee	
give support, confidence or hope to someone	
a set of circumstances that make it possible to do something	

caffeine	habit	encourage	conscious	opportunity	launch
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Section B

So what now for this dynamic school? A science week is due to take place shortly, where the children will be learning all about the essential nutrients needed by the body before designing their own healthy, balanced meals. The future is certainly looking bright, and healthy, for these highly motivated young people.

Find the words in the excerpt that match the following definitions.

Definition	Word
absolutely necessary	_____
an appropriate proportion of something	_____
positive in attitude and full of energy and new ideas	_____
a substance that provides nourishment essential for life	_____
to have a good reason to do something	_____
deciding upon the look and function of something	_____

Section C

Write the meaning of each of these words.

acknowledge	
consume	
initiative	
inspirational	
malarkey	
nutritious	
option	
participate	
sceptical	
survey	

Section D

Choose a selection of the words above to include in your own sentences.

Section A

Match the word to the correct definition.

Definition	Word
an awareness and understanding of something	conscious
a regular tendency or practice that is hard to give up	habit
start or set in motion a new activity	launch
a compound found in tea and coffee	caffeine
give support, confidence or hope to someone	encourage
a set of circumstances that make it possible to do something	opportunity

caffeine	habit	encourage	conscious	opportunity	launch
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Section B

So what now for this **dynamic** school? A science week is due to take place shortly, where the children will be learning all about the **essential nutrients** needed by the body before **designing** their own healthy, **balanced** meals. The future is certainly looking bright, and healthy, for these highly **motivated** young people.

Find the words in the excerpt that match the following definitions.

Definition

Word

absolutely necessary

essential

an appropriate proportion of something

balanced

positive in attitude and full of energy and new ideas

dynamic

a substance that provides nourishment essential for life

nutrients

to have a good reason to do something

motivated

deciding upon the look and function of something

designing

Section C

Write the meaning of each of these words.

acknowledge	to accept or admit the existence or truth of something
consume	to eat, drink or ingest food or drink
initiative	the ability to assess and initiate things independently
inspirational	a person or thing that fills others with the urge to do something
malarkey	meaningless talk; nonsense
nutritious	nourishing; efficient as food
option	choice
participate	take part
sceptical	not easily convinced
survey	explore the opinions or experience of people by asking questions

Section D

Choose a selection of the words above to include in your own sentences.

Answers will vary.

Whole Class Guided Reading – Teaching Guide

- The text is for the children to read. Give each pair a copy of the text (without questions) to read individually or as a whole class. This text has been aimed at Year 5 (Wales)/Primary 6 (Scotland)/Grade 4 (Australia).
- The teacher should use the teacher version. It shows you where to pause after each section and provides questions for you to ask. The colours refer to our levels so that you can direct specific questions at specific students in terms of difficulty (their version does not have these colours to show them which is which). The questions are also numbered in the order they appear on the comprehension sheet.
 - Beginner – (Red)
 - Easy – (Blue)
 - Tricky – (Orange)
 - Expert – (Green)
- The children can record their answers to the questions at the end of the shared read/discussion or in a different session by using the comprehension sheet. The questions have been re-grouped into abilities so that you can assign sections to specific children.
 - Section A – Beginner
 - Section B – Easy
 - Section C – Tricky
 - Section D – Expert