

COVER DAY · YEAR 5-6 / GRADE 4-6

# Cover Day Full-Day Pack — Year 5-6

Self-contained, no-prep, curriculum-aligned

## Read this first (5 mins)

Welcome. This pack contains a full Y5-6 cover day. ~5 hours teaching plus breaks. WHAT YOU'LL TEACH: • Literacy (60 mins) — Argumentative writing planning + drafting • Numeracy (60 mins) — Fractions, decimals and percentages workout • Topic (60 mins) — Class debate: 'Should homework be banned?' • Afternoon (75 mins) — Art (one-point perspective drawing) + reading • Reflection (15 mins) Y5-6 CHILDREN: They are usually polite, capable and able to work independently. Treat them with respect, give them ownership, and they'll give you a good day. IF SOMETHING GOES WRONG: Y5-6 challenges tend to be social (one child winding up another) or refusal-based (won't engage). Stay calm, move alongside the child, ask 'what would help right now?'

## Morning routine (15 mins)

9:00 — REGISTRATION Take the register. Note any absences for end-of-day. 9:05 — INTRODUCE YOURSELF 'I'm [name]. Mrs/Mr [usual teacher] is out today. I've been given an excellent plan. Let's get on with it together.' Set expectations briefly: • 'I won't waste your time, you don't waste mine.' • 'Hands up to speak.' • 'You're old enough to know what's expected. I'll trust you to start with.' 9:10 — Quick warmup Write on the board: • What's 0.75 as a percentage? • What's  $\frac{3}{4}$  of 60? • What's the area of a rectangle 7cm by 4cm? • Round 4.367 to 2 decimal places. • What's 25% of 200? Give 3 minutes. Check together. 9:15 — Move to literacy.

## Literacy — Argumentative writing (60 mins, 9:15-10:15)

TASK: Plan and draft an argumentative piece on 'Should children be allowed mobile phones at school?' 9:15 — INTRODUCE (10 mins) 'Today's writing is a debate piece. Your job: argue ONE side persuasively. You will be assigned a side — even if you don't agree with it. That's the point — you have to argue your case fairly.' Divide class: half FOR, half AGAINST mobile phones at



school. (Y5-6 don't usually mind being told which side.) 9:25 — PLANNING (15 mins) Using the planning template (page 6), each child plans:

- 3 main arguments for their side
- Evidence or examples for each
- A counter-argument from the OPPOSITE side, and how they'd respond to it
- A strong opening hook
- A memorable closing line

9:40 — DRAFTING (30 mins) Children write their argumentative piece. 250-400 words. KEY DEVICES TO USE (display on board):

- Rhetorical questions
- Statistics or specific numbers
- Modal verbs (should, must, will)
- Counter-argument with rebuttal
- Rule of three
- Strong concluding call to action

10:10 — SHARE (5 mins) Quick volunteers — one or two children read their opening hook aloud. 10:15 — Move to break.

### Argumentative writing planning template (children's sheet)

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### Break (10:15-10:30)

Take the class out at break time (varies by school). USE THE 15 MINUTES:

- Find another teacher and ask about routines, lunch, end of day
- Where's the staff toilet? Coffee?
- Anything I need to know about specific children? (Behavior triggers, anxieties, IEP needs, allergies)
- How does this class line up at lunch?

### Numeracy — Fractions, Decimals, Percentages (60 mins, 10:30-11:30)

TASK: Mixed FDP problems testing equivalence, conversion and word problems. 10:30 — STARTER (10 mins) Write on the board:

- Convert:  $0.4 \rightarrow$  fraction  $\rightarrow$  percentage
- Convert:  $\frac{3}{5} \rightarrow$  decimal  $\rightarrow$  percentage
- Convert:  $75\% \rightarrow$  fraction  $\rightarrow$  decimal

Children work in books. Discuss strategies. 10:40 — MAIN TASK (40 mins) Children work through 8 mixed problems (page 9). Show working out. DIFFERENTIATION:

- Y5 / support: complete questions 1-5
- Y6 / standard: complete all 8
- Stretch: invent a 'find the percentage' problem and a 'find the original amount' problem

11:20 — REVIEW (10 mins) Go through 3-4 selected problems. Ask different children to explain their methods. 11:30 — Move to topic.

### Maths problems — Y5-6 FDP



#	Problem	Skill
1	Find 25% of 88	Find percentage
2	What is $\frac{3}{8}$ of 56?	Fraction of amount
3	Convert 0.625 to a fraction in simplest form	Decimal to fraction
4	A coat costs £80 and is reduced by 20% in the sale. What's the sale price?	Percentage decrease
5	There are 240 children in a school. 35% are in KS2. How many are NOT in KS2?	Word problem
6	A pizza is cut into 12 equal slices. Tom eats $\frac{1}{3}$ of the pizza, and Mira eats 25% of the pizza. How many slices are left?	Multi-step FDP
7	A train ticket usually costs £45. Mary has a $\frac{1}{3}$ off rail card AND can use a £5 voucher. What does she pay?	Multi-step
8	After a 15% pay rise, Sami earns £368 a week. What did he earn before the pay rise?	Reverse percentage (Y6 stretch)

## Topic — Class debate (60 mins, 11:30-12:30)

**TASK:** Run a structured class debate on 'Should homework be banned?' 11:30 — **INTRODUCE** (5 mins) 'This morning you wrote a one-sided argument piece. This afternoon we're going to **LISTEN** to both sides. Each side will argue for 5 minutes, then have 2 minutes for rebuttal, then we'll vote.' 11:35 — **TEAM PREPARATION** (20 mins) Divide class: • **TEAM PRO:** Homework should **NOT** be banned • **TEAM ANTI:** Homework **SHOULD** be banned Each team works in groups of 3-5 to prepare their case. Use the structure: • 3 main arguments • Likely opposing arguments and how to counter • A team spokesperson (or rotate) 11:55 — **THE DEBATE** (25 mins) • 5 mins: Team Pro argues their case (different speakers) • 5 mins: Team Anti argues their case • 2 mins: Each team prepares rebuttal • 5 mins: Rebuttals (Anti goes first, then Pro) • 5 mins: Audience questions to either team • 3 mins: Closing statements 12:20 — **VOTE AND DISCUSS** (10 mins) • Vote (secret ballot if controversial) • Discuss: did anyone change their mind? Why? • Was anyone arguing **AGAINST** what they actually believe? How did that feel?



## Lunch (12:30-13:30)

Children line up. Lunch routine varies — usually they go to dining hall. YOU go to staff room. Eat. Refuel. Speak to other teachers. USEFUL LUNCH QUESTIONS for staff: • What's the routine after lunch? • Anything specific I should know about [class number] in the afternoon? • What's the end-of-day timing?

## Afternoon — Art (60 mins, 13:30-14:30)

TASK: One-point perspective drawing. 13:30 — INTRODUCE (10 mins) Draw an example on the board: • A horizon line across the middle • A vanishing point on the line • A simple road or rail track converging to that point • A few buildings on each side, sides converging 'Today we're learning one-point perspective. It's how artists make a 2D picture LOOK 3D. The trick is the vanishing point — every line that goes 'away from you' meets at that one point.' 13:40 — STEP-BY-STEP DEMO (15 mins) Demonstrate, step by step: 1. Draw horizon line 2. Mark vanishing point 3. Draw a road or path receding to the vanishing point 4. Add buildings/trees with edges that line up to the vanishing point 5. Add details: windows, doors, road markings, sky 13:55 — INDEPENDENT DRAWING (30 mins) Children draw their own one-point perspective scene. Choices: • A street scene • A railway line through countryside • A corridor inside a building • A road through mountains DIFFERENTIATION: • Children who finish quickly: add shading and shadows (light source from one direction) • Children who struggle: provide a structure printed on their paper (horizon line + dot for vanishing point) 14:25 — DISPLAY (5 mins) Gallery on a table. Quick gallery walk.

## Reading time (30 mins, 14:30-15:00)

Children read independently. They get their book bag / class library book. IF THEY DON'T HAVE A BOOK: have them write a film review of their favourite recent film, focusing on what made it good or bad. YOU model — sit with your own book. 14:55 — Five-minute warning. Books away.

## End-of-day reflection (15 mins, 15:00-15:15)

WHOLE-CLASS DISCUSSION: 3 questions, going round the class — each child answers ONE: • What was the best part of today? • What was the hardest? • What do you wish there had been more time for? YOU close: 'You've worked really well today. I'll write a note for [usual teacher] saying [one specific positive thing]. Thank you for making my day easier.' 15:15 — End-of-day routines Varies by school. Ask a child or TA. USUAL: Books and pencils away. Coats. Notices. Line up. Dismiss in a calm, named order — not a free-for-all. Well done. You got through it. Most cover days that go well are like this — show up, follow the plan, treat children with respect.



**Notes for the regular teacher**

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