

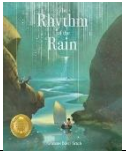



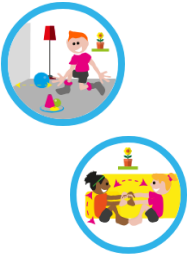










Owls and Woodpeckers

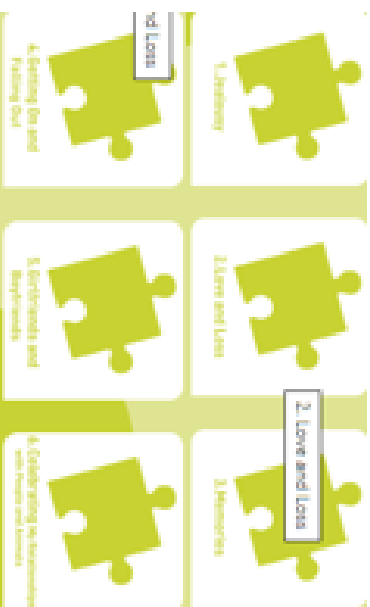


<p><u>English</u> In English this half term, we will be using the text 'The Promise' to write a letter in role as one of the characters.</p> 	<p><u>Maths</u> In maths this half term, we will be continuing to learn about fractions and we will be starting to learn about decimals.</p>  <p>$\frac{3}{5}$ three-fifths</p>	<p><u>Guided Reading</u> In Guided Reading, we will be using the text Rhythm of the Rain and the poem The River to develop our fluency, recall and inference skills.</p> 
<p><u>Science – Animals including humans.</u> We will be learning about the human digestive system and our teeth. We will compare these with other animals; whilst we also explore teeth health</p> 	<p><u>Geography – Mapping London's Changes</u> The children will explore, through digital technologies, the physical geographic changes, the land use and will develop a more in-depth understanding of why places change.</p> 	<p><u>History – Vikings</u> The children will learn about Viking exploration, Viking ships, the raiding of monasteries, religious beliefs and the story of King Canute and the waves. They will also be asking and answering questions from archaeological evidence.</p> 
<p><u>PE – Agility and Balance</u> In this unit, the children will develop and apply their reaction, response, and floor work balance through focused skill development sessions, healthy competition and cooperative games.</p> 	<p><u>Music – Recorder</u> We are continuing to make progress in our recorder playing. We will practise the three notes learnt so far, and learn more new notes to allow us to play more complex pieces.</p> 	<p><u>French – Transport</u> In French this half term, we will be learning about types of transport and how to say that we are going to places in France. We will also discuss the geography of France and learn more about the capital city, Paris. We will also continue to build on our knowledge of French phonics</p> 
<p><u>Computing</u> In this unit, we will evaluate a range of websites, explore different website features and use these to design our own website.</p> 	<p><u>RE – Celebration</u> The children will investigate the reasons and importance of celebrations.</p> 	<p><u>PSHE</u> The children will be learning about relationships this half term. See the Knowledge Organiser attached for more details.</p> 
<p><u>DT</u> In this unit, children will continue to learn about a varied and healthy diet. They will use seasonal vegetables to create a salad snack such as a wrap or a filled pita.</p> 		



Puzzle Five – Relationships

Summer 1: 'Building positive, healthy relationships'



Content Overview:

Jealousy
Love and loss
Memories of loved ones
Getting on and Falling Out
Girlfriends and boyfriends
Showing appreciation to people and animals

Vocabulary

Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Trust, Loyal, Empathy, Betrayal, Amicable, Appreciation, Love.

Song: 'R-E-L-A-T-I-O-N-S-H-I-P'

Puzzle Outcome: Our relationships fiesta

DfE Statutory Relationships & Health Education Guidance.

(R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up (R5) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R19) the importance of permission-seeking and giving in relationships with friends, peers and adults (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R32) where to get advice e.g. family, school and/or other sources

(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online (H10) it is common for people to experience mental health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough