



# Spring 2 in Year 6!



## English

In English this half term, we are going to be writing a letter to raise awareness of the plight of refugees. We will be using the text "The Day War Came" by Nicola Davies



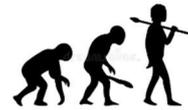
## Maths

In Maths this half term, we will be revisiting the four main operations and solving problems within those concepts. We will be focusing on multi-step problems that include different skills.



## Science

In Science this half term, we will be learning about evolution and inheritance. We will be looking at the evidence scientists use to show evolution and how humans and other animals have evolved.



## Guided Reading

In Guided Reading this half term, we will be looking at a range of short texts – fiction, non-fiction and poetry. We will working on our fluency and comprehension skills.



## Music

In Music we will be continuing our exploration of pitch with the keyboards - further developing the skill of reading music and composing on a stave



## Geography

This half term, we are learning about South America. We will explore key human and physical characteristics of South America including the factors affect population distribution.



## RE

This half term, the children are learning about the concept of resurrection within Christianity looking at the Easter Story.



## French

In French this half term we will be reflecting on similarities and differences between England and France and seeking answers to our questions about life in France from our French pen pals. We will also discuss the concept of stereotypes.



## Art

This half term, the children will be learning about Art of Latin America. The children will use the skills of weaving to create Ojo de dios and think about contrasting colours to recreate work by Beatriz Milhazes.



## PSHE

This half term's unit is Healthy Me. Children will look at ways in which they can keep themselves safe and healthy, as they grow older.





Ages 10-11

## Puzzle Four – Healthy Me

Spring 2: 'Being and Keeping Safe & Healthy'



## Content Overview:

Taking personal responsibility  
How substances affect the body  
Exploitation, including 'county lines' and gang culture  
Emotional and mental health  
Managing stress

## Vocabulary

Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure.

Song: 'Make a Good Decision'

Puzzle Outcome: The Healthy, Happy Me recipe book

## DfE Statutory Relationships & Health Education Guidance.

(R6) 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 (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. 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 (R15) the importance of self-respect and how this links to their own happiness (R16) 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) (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources (H1) that mental wellbeing is a normal part of daily life, in the same way as physical health (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 (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (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 ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early (H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. (H17) where and how to report concerns and get support with issues online (H18) the characteristics and mental and physical benefits of an active lifestyle (H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise (H20) the risks associated with an inactive lifestyle (including obesity (H21) how and when to seek support including which adults to speak to in school if they are worried about their health (H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours.