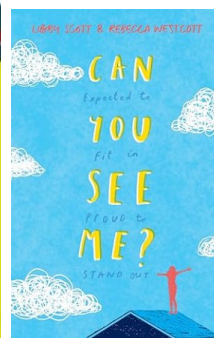
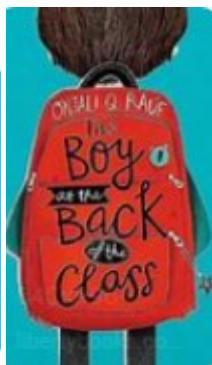
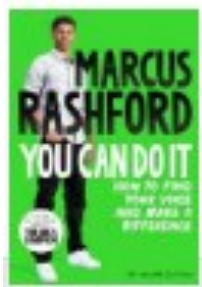


### Theme Overview

'Good for Me, Good for You, Good for Everyone!' is a PSHE based unit that will enhance the children's understanding how they can develop into best version of themselves and be prepared for best.

### Recommended Reading...



Access books online for free through Hampshire School Library Service. Ask your child's teacher for their barcode/login information.

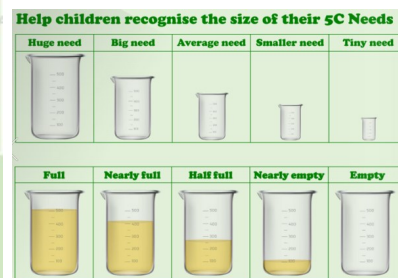
### What we should know...

For a person to be at their best there are 5 needs that need to be met:

| Comfortable | Connected | Count | Capable | Control |
|-------------|-----------|-------|---------|---------|
|             |           |       |         |         |

**When these 5C needs are met well, our brain can focus its energy on learning and play (rather than staying alive).**

To be at our 'Brain Best' we need our 'cups of need' to be filled. Different people have a different sized cups of need.



When are needs are met well our body releases chemicals that make us feel good.

| D  | O  | S  | E  |
|--|--|--|--|
| <b>I feel capable &amp; in control</b>   | <b>I feel connected</b>  | <b>I feel I count and matter</b>   | <b>I feel great in my body!</b>  |
|  |  |  |  |
| <b>The motivator.</b><br>Flows when we succeed AND keeps us coming back for more. It's the feeling 'Yes! I did it!' or 'I got it!' | <b>The trust drug.</b><br>Flows with a smile, hug or massage - when we feel loved, supported & connected to others. It's the calming drug. | <b>The happy hormone.</b><br>Flows when we feel important and of value - when we feel we matter, are needed and count. | <b>The pain reliever.</b><br>Flows when we exercise hard or laugh uncontrollably. Meditation works too. 'The runner's high'. |

### Daily DOSE of feel good chemicals

We can get our daily 'DOSE' in helpful or unhelpful ways. We need to ensure that we get our DOSE in ways that are 'Good for Me, Good for You and Good for Everyone' For example your body could get its 'DOSE' of Oxytocin in a helpful way by finding new ways of meeting new friends e.g. joining a club, or playing sports; however you could get in an unhelpful way such as getting involved in a 'gang' that is involved in things that aren't good for other people.

# Prep4Best

**Prep4Best as often as possible – make it part of your daily routine.**

## 1 Predict to Prevent



1. What will this task or event be like?
2. What will be **my** needs?
3. What will be the needs of **others**?
4. What will be **expected** of me so the **needs of others** are met too?
5. What might I find hard?
6. What could go wrong?

## 2 Plan to succeed



1. How can I make sure my own needs are met well?
2. How can I make sure other people's needs are met well and I meet expectations?

"Good for me, good for you and good for everyone!"



3. What help or resources do I need?

## Prep 4 Best

We will be developing the skills to support our progress and relationships even when we might not feel prepared, rested, patient, tolerant due to other external factors.

We will practise catching a prickly feeling before it escalates.

## In Geography we will be looking at Natural Disasters

### Key Vocabulary you should discuss with your child

**Climate:** the usual weather conditions in a place

**Drought:** a long period with little or no rain

**Earthquake:** shaking or other movement of part of the earth's surface

**Flood:** an overflow of water onto land that is not normally submerged

**Hurricane:** a large rotating storm with high speed winds that forms over water in tropical areas

**Magma:** hot, melted rock that erupts from a volcano hot, liquid matter beneath the earth's surface that cools to form igneous rock

**Minerals:** a substance formed in the earth that is not an animal or plant

**Mountain:** a land mass with great height and steep sides that is higher than a hill

**Mountain Range:** a group of connected mountains that were formed during the same time period

**Rock:** a solid mass made up of minerals. Rock forms much of the earth's outer layer, including cliffs and mountains.

**Soil:** the top layer of the earth's surface

**Tectonic Plate:** a massive, irregularly shaped slab of solid rock

**Tornado:** a storm of very strong winds that form a cloud shaped like a funnel

**Tsunami:** a very large, often destructive sea wave caused by a marine earthquake or volcanic explosion

**Typhoon:** a hurricane that occurs in the western Pacific area and the China Sea.

**Volcano:** an opening in the earth's crust through which melted rock, ash, and gases are forced out

Please talk to your children about the information on this sheet. The more children discuss their learning the more likely they are to embed the learning to their memory. If you have any questions please don't hesitate to contact your child's class teacher.

## English

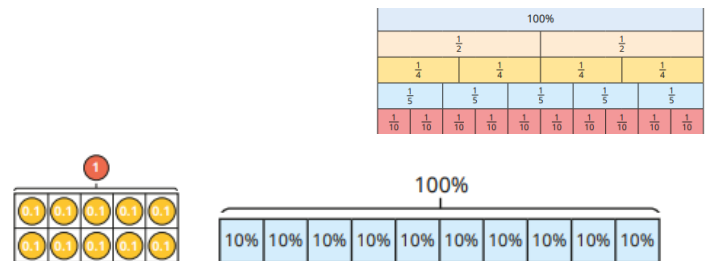
In our Guided Reading lessons, we are reading the book *Pig Heart Boy* by Malorie Blackman. Inspired by the story of Cam, the young man desperately in need of a heart, we are writing formal, persuasive letters to heart surgeon Dr Bryce. We will use emotive language, facts, opinions and powerful vocabulary to persuade him that Cam should receive the new heart.

Linking in with our Geography topic of natural disasters, we will write a recount in which we imagine we witnessed the Boxing Day tsunami of 2004. We will use our knowledge of how tsunamis occur to add detail to our recounts, describing what is happening to the landscape as well as the people.

As SATs become ever closer, we continue to revise our spelling, grammar and punctuation. These important elements of writing are crucial as they help make the writing easier for the reader to understand, adding clarity and cohesion.

## Maths

In maths we will be looking at fractions, decimals and percentages. They will be using their knowledge of fractions to convert fractions into decimals and then into percentages. We will also focus on reasoning problems where they will have to use division to find percentages of amounts.



**Art**—the children will be exploring sculpture, linking to their geography unit to sculpt a flower which grows after a natural disaster. They will be studying the work of Yayoi Kusama



## Computing

We will be learning about spreadsheets and formatting

**Science**—the children will be looking at the human circulatory system. They will be investigating how the structure of the human heart, blood vessels and composition of the blood supports our bodies to function.

**PE** Our PE days are Monday and Wednesday.

Remember the correct PE kit uniform on these days.



## Music

We will be learning about and playing Folk Music.



**PSHE** Children will continue to develop their social, emotional and physical wellbeing in two sessions of PSHE per week.

## RE

We will be looking at resurrection and how it links to Easter.

