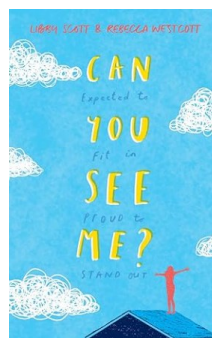
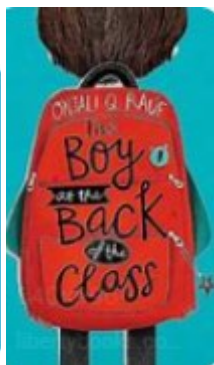
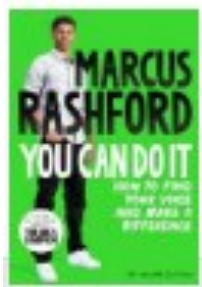


Theme Overview

Throughout the first half of the Summer Term, '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.

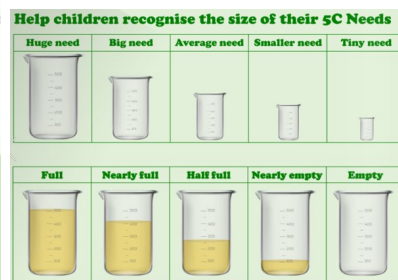
What we should know...

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

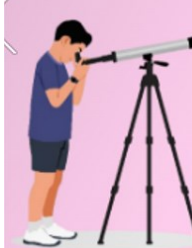
Daily DOSE of feel good chemicals

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?
 3. What help or resources do I need?
- "Good for me, good for you and good for everyone!"*

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 continue 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.

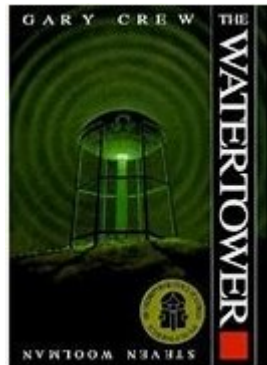
Volcano: an opening in the earth's crust through which melted rock, ash, and gases are forced out

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 still reading and enjoying the book *Pig Heart Boy* by Malorie Blackman. We are also looking closely at shorter texts focusing on the key skills and techniques we will need for our SATs test.

In writing we will be using *The Water Tower* book as a stimulus for a suspense story. We will also be writing revolting recipes based on Roald Dahl's *Willy Wonka*.



As SATs becomes 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.



Computing

We will be learning to programme to sense movement.

Music

We will be learning about and playing Folk Music.



Science—the children will be looking at the electrical circuits. They will compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.

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

Maths

In maths, we will be revisiting and revising many areas of maths that have been covered this year to ensure the children are as fully prepared as they can be for their upcoming SATs tests and to ensure they can access the secondary curriculum.

To support at home, please encourage your child to access:

www.doodlelearning.com

www.bbc.co.uk/bitesize/subjects/z4mktcw

<https://satstestsonline.co.uk/>

<https://mathsbot.com/primaryMenu>

Art—the children sculpted their artwork last half term using clay. This term they will use paint to transform to a style inspired by Yayoi Kusama



PE Our PE days are Monday and Wednesday.

Remember the correct PE kit uniform on these days.



RE

We will be looking at flight as a symbol.

