



## Summer 1

### Whole School Topic: Healthy hearts and minds

Healthy hearts and minds	Jigsaw	Art	Design and Technology
Our healthy hearts and minds curriculum will be looking into individual self esteem and coping mechanisms in light of the ongoing pandemic. The unit is based around individual assessed needs of our children and is tailored so that they are given the opportunities to talk about events and feelings which have affected them over the last year. We will be dedicating a lot of time to physical exercise and showing the positive links between mental health and exercise. We will also be including some healthy competition and team building skills.	Throughout this unit we will be offering support on different types of friendship and ways these might change. We will also help children to stay safe when using technology to communicate with friends. It will also help children to understand the difference between online friendships and in person friendships and give them the tools to enable them to make informed and conscientious decisions about their online life.	The children will be studying the artist Georgia O'keeffe and recreating paintings in her style on canvas. They will then be displaying their art in a gallery opening where they will be inviting the school and parents to come and see their work.	In design technology the children will be learning how to join different materials together to create a bug hotel as part of our wider garden project. They will also be creating their own kitchen garden so that they can produce their own vegetables in order to eat or donate at this year's harvest festival.

### Key drivers of the curriculum

Aspirations	Global citizenship	Wellbeing
We will be linking our topics and the people who work in the gardening, building and mental health industry throughout this unit. We will be encouraging children to look at different roles in our communities were the skills we learn will be relevant and the wider working world and seeing the potential in that career path.	We are working with the children to ensure they know that a <b>global citizen</b> is someone who is aware of and understands the wider world - and their place in it. We will be taking more of an active role in our community to make our planet more peaceful, sustainable and fairer.	We will be working alot our our mental health and well being this term to ensure all the children have the skills in order to understand how they are feeling, what they can do about it and where they can go to get help if needed.

### Core links through the curriculum.

#### Basic Skills

#### Real World Applications

English	Numeracy	Using Technology including Computer Science	Science
<p><b>Key texts-</b> Hey little ant Kindness is my superpower</p> <p><b>Writing opportunities</b> Persuasive writing opportunities will be ongoing throughout this term. We will be writing adverts for our bug</p>	We will be using our data collection skills to record different animals and plants in our environment and also use our area and perimeter skills to map out a vegetable patch. All of our measuring skills will also come in handy when trying to win a variety of competitions e.g. tallest	In our ICT lesson we will be learning how to use the software Audacity. This software is a multi track audio editor and it will enable us to lay down different layers of audio to create our persuasive adverts.	In science we will be studying the biology of plants. We will be looking at how pollination and fertilisation happens and why some plants have both male and female reproductive systems. This then leads us into looking at the biology of male and female animals before studying humans.

<p>hotels along with trip advisor reviews using all of our persuasive skills learnt in our English lessons. We will also be creating fictional stories which take place in our local environment but from a garden creatures perspective.</p>	<p>sunflower, biggest pumpkin and not to mention all the watering devices we will make to ensure our crops get regular access to water.</p>		
<p><b><u>Reading opportunities</u></b></p>			

Objectives	Activities
<b>Jigsaw:</b>	
<p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p> <p>I understand that belonging to an online community can have positive and negative consequences</p> <p>I understand there are rights and responsibilities in an online community or social network</p> <p>I know there are rights and responsibilities when playing a game online</p> <p>I can recognise when I am spending too much time using devices (screen time)</p> <p>I can explain how to stay safe when using technology to communicate with my friends</p>	<p>Recognising Me</p> <p>Safety with Online Communities</p> <p>Being in an Online Community</p> <p>Online Gaming</p> <p>My Relationship with Technology: screen time</p> <p>Relationships and Technology</p>
<b>Healthy hearts and minds</b>	
<p>I can say how I feel</p> <p>I know what to do if I get upset</p> <p>I can talk about my worries</p> <p>I can calm myself down when I am worried</p> <p>I can sort out arguments with my friends</p> <p>I can control my temper when something annoys me</p> <p>I have friends and like school</p>	<p>Do we all feel the same? - explore different feelings</p> <p>Where do I go for help? - sign post children</p> <p>Is talking helpful? - understanding coping mechanisms</p> <p>How can I be calm? - developing strategies</p> <p>Can I help? - being restorative</p> <p>Is it ok to feel mad? -developing and understanding strategies</p> <p>What's in this community for me? - exploring our school community and the opportunities within it.</p>
<b>ICT:</b>	
<p>I can listen to and improve on their own recordings by re-recording</p> <p>I can locate and download existing sound files to be imported into recording software</p> <p>I can combine two or more tracks to make a new, original recording#</p> <p>I can plan and record appropriate audio content for a podcast</p> <p>I can evaluate what features makes good quality audio content</p>	<p>Applied digital skills</p> <p>Select and research an event</p> <p>Plan tasks for your event</p> <p>Communicate with Gmail and calendar</p> <p>Create a logo</p> <p>Build a flyer to advertise</p> <p>Share your event digitally</p>
<b>D&amp;T</b>	

<p>I can gather ideas through a range of research methods.</p> <p>I can produce design specification</p> <p>I can design a product which appeals to a set individual or group of people</p> <p>I can make accurate measurements to the nearest mm. I can use tools for accurate assembly.</p> <p>I can build frameworks using a range of materials: wood, card, corrugated plastic.</p> <p>I can critically evaluate the quality of a design, its manufacture and if it fulfils the design brief.</p> <p>I can collect feedback from others to find out how to improve my product</p>	<p>Where do bugs live?</p> <ul style="list-style-type: none"> <li>- a research project to study the different habitats of insects</li> <li>- design a bug hotel</li> </ul> <p>Who wants to sleep here?</p> <ul style="list-style-type: none"> <li>- to build a bug hotel</li> </ul> <p>Tripadvisor- would you recommend this hotel?</p> <ul style="list-style-type: none"> <li>- to evaluate a design</li> </ul>
<p><b>Art</b></p>	
<p>I can study an artist</p> <p>I use hard and soft pencil lines to create detail</p> <p>I can create layers of paint to add detail</p> <p>I can show movement in paint through brush strokes</p>	<p>Who is Georgia O'keeffe?</p> <p>Can I sketch like Georgia O'Keeffe?</p> <p>Can I paint in the style of Georgia O'keeffe?</p>