



Manor Field
PRIMARY SCHOOL
Respect Believe Achieve

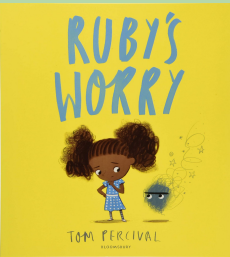


Manor Field Curriculum Intent: All pupils become socially and emotionally intelligent, as well as academically, so they can access all learning and life opportunities, now and in the future.

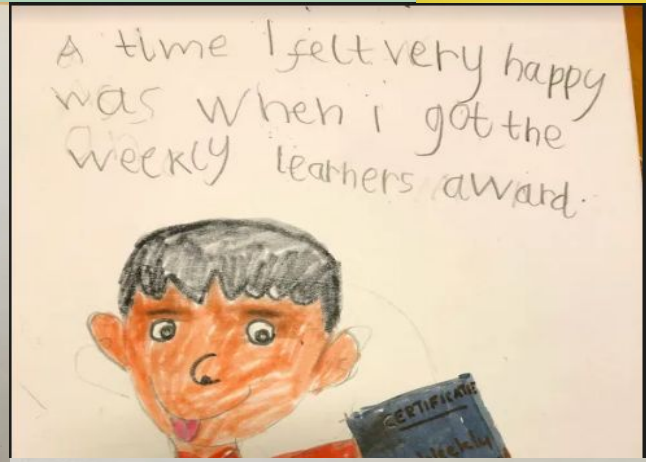
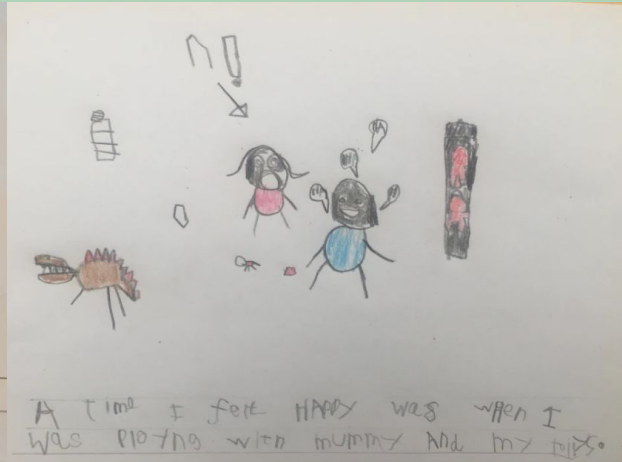
PSHE / Thrive and MindUp home learning at Manor Field School

Year 1 -Spring 1

Physical Health and Wellbeing - Feelings



I feel very happy when I play with my baby brother.



How Can You Help?

Someone hit Lily in the playground and called her a mean name.

How can you help Lily?

See if she is ok.

How Can You Help?

No one will play with Oliver at playtime, even though he asked to join in the games.

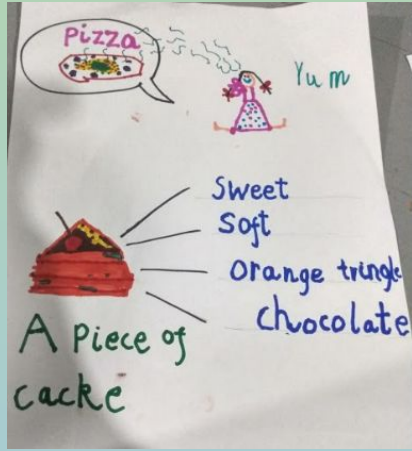
How can you help Oliver?

tell him to play with me.

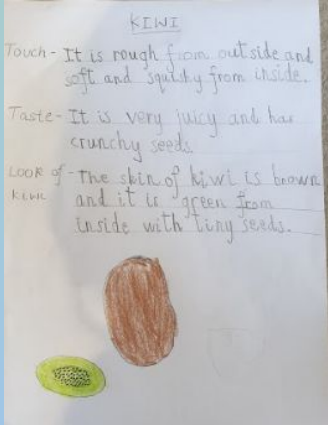
③ How can you help Lily?
say lets go and tell a grown-up.

④ How can you help Oliver?
Come and play with us.

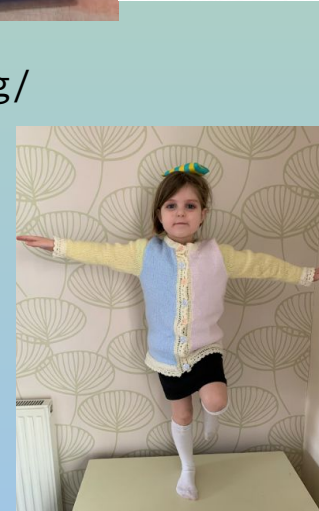
MINDUP



Mindful tasting



Mindful moving/
balancing



Year 2 - Spring 1

Physical Health and Wellbeing

Exercise diary

What keeps me healthy?

PSHE

For PSHE this half term we are learning about healthy diets and lifestyles.

This week we are looking at the importance of basic hygiene. Here is an oak academy lesson to watch including an experiment to try at home.

<https://classroom.thenationalacademy/lessons/healthy-hands-are-happy-hands-6wwk4d?activity=video&step=1>

Write a list of instructions for washing your hands properly and include an explanation about why this is so important. You could present this as a poster.

Molly's handwashing poster



PHSE
LO: To understand the importance of exercise

Exercise diary.

Total	Activity	Duration
	Saturday Tap Ballet	45m 45m
	Sunday Scooter	40m
1 hour	Monday trapeze Super	10 minutes 10 minutes
30m	Tuesday Dog Walk	30 minutes
1 hour	wednesday Walk	30m trampoline 20m supermovers 10m
50m	Thursday Walk	30m trampoline 20m
50m	Friday Walk	30m 20m



PSHE

For PSHE this half term we are learning about healthy diets and lifestyles.

This week we are learning about germs and the role of different professionals.

Make a list of different professionals who help us to stay healthy. What is their role and what do they do to keep us healthy?

PSHE

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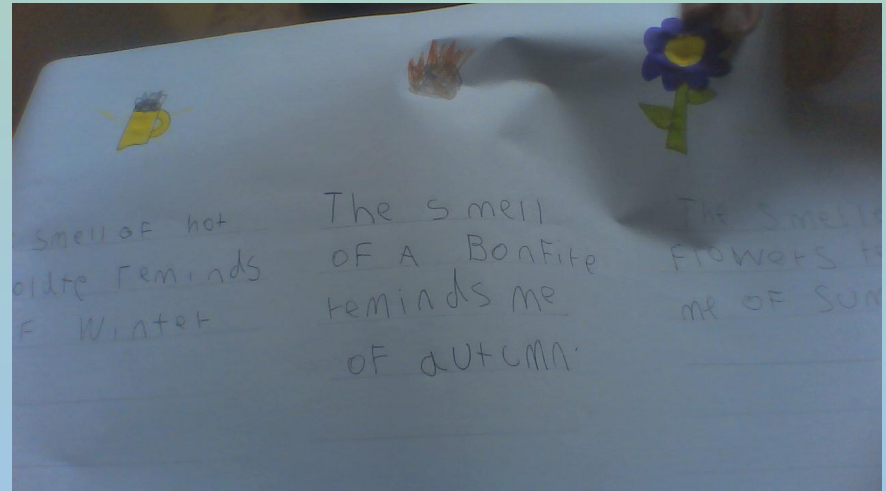
Make a list of different professionals who help us to stay healthy. What is their role and what do they do to keep us healthy?

- Scientist because they make medication for sick people. ✓
- Doctors because they give out the medication and help hurt people. ✓
- Nurses because they help people hurt or sick in serious situations. ✓
- Dentists because they help you take care of your teeth. ✓
- Gym workers because they have exercise equipment and supplies. ✓
- Vets because they help your pets. ✓
- People who only sell vegetables and fruit because they give you food but healthy food. ✓
- People who handle the taps because they give us water. ✓
- People who bottle the water because if the taps ran out we would still live. ✓

MindUp - Year 2

Task 1 - Can you think of 3 different smells that make you think of each season? They could be linked to different celebrations (maybe winter makes you think of a particular Christmas smell for example). Write and draw the smells you think of.

Task 2 - Think of a time your sense of smell warned your amygdala, your brain's security guard, of danger. Use that memory to draw a safety poster.

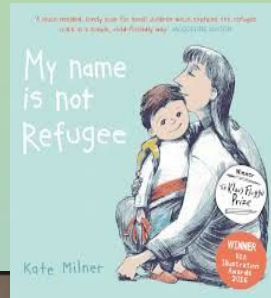


Year 3 - Spring 1

Identity, society and equality -

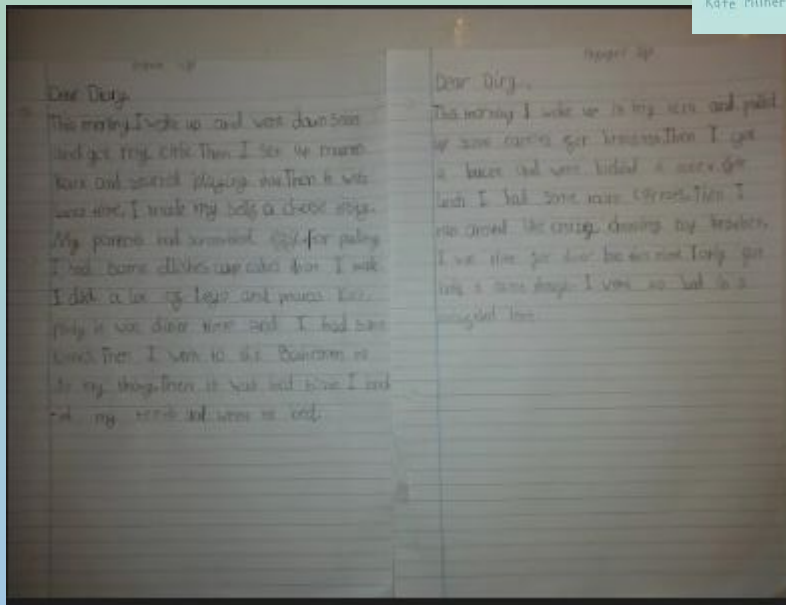
Celebrating difference

Comparing lives of a child in the UK to that of a refugee child - diary entries.

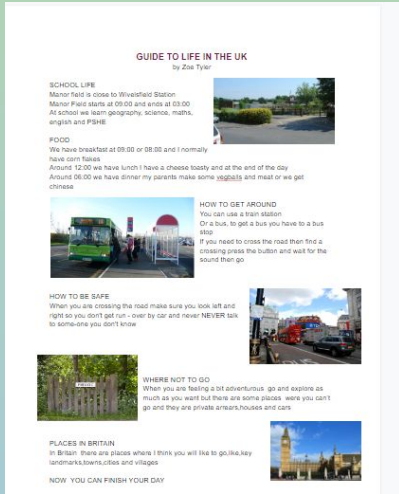


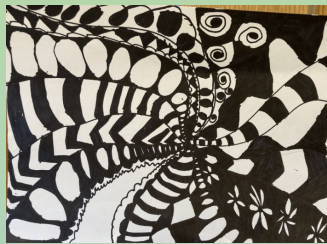
I live in a house with my mummy.
In the morning, I get out of bed, clean my teeth,
brush my hair, get dressed and have my breakfast.
At lunch, I have hot food.
In the afternoon, I do my homework
and do my go home maths.
For dinner, I had to take out a film.
At nighttime I brush my teeth go to
bed at 7:30.

I live in a tent with all my family.
In the morning I get out of my sleeping
bag.
I can go outside and play with my friends
all day.
We have to find water.
for lunch we had bread.
We have to try and keep warm, we set
up fire.



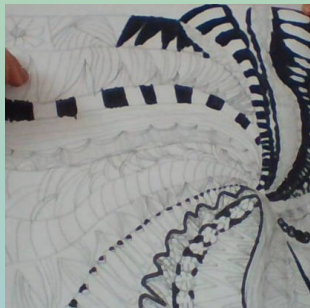
Children tasked with creating a guide to life in UK for a refugee child and to create posters to raise awareness of the refugee situation.





Year 4

During our **mindful seeing** lesson the children created simile poems using a random object in their houses

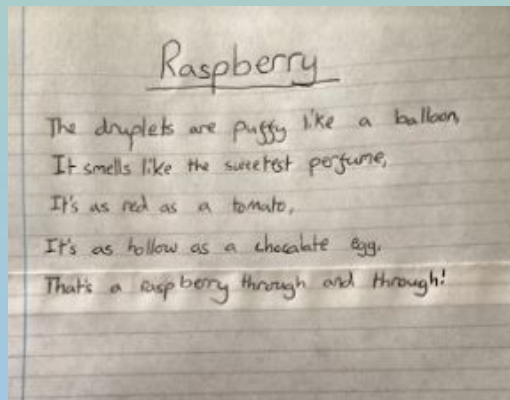


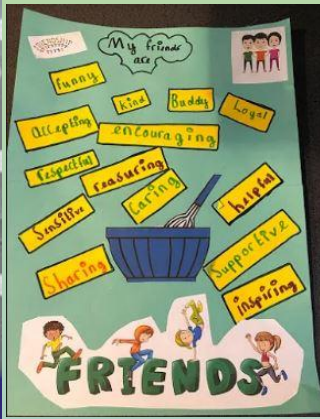
THRIVE

The children had a go at zentology

My Simile poem

The calculator is like a phone
But it has no digits to call home
It can come in colours like a rainbow
Mine is white like the colour of snow





Thrive

Class Story

Messages

Caitlin Brown's Parent (louise roberts)



Caitlin has spent whole morning doing the thrive activites- doodles, tree house meditation and now cosmic kids yoga! Much needed for us all, thanks.



Marked (See history)

Liam Gearing - Autobiography - fac...
Word



Autobiography/about me
Image

Friendship
Image



Autobiographies (21 Jan 2021 at 10...
Image

4 private comments



Hadleigh Bayley 15 Jan

This is great Liam! I love your Friendship poster! I'll re-post to Class Dojo for others to appreciate! (Excellent effort this week)



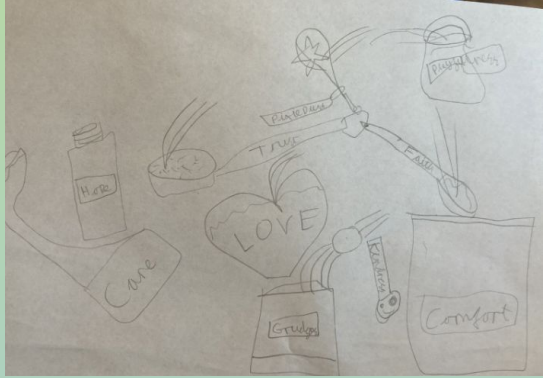
Hadleigh Bayley 20 Jan

We used your work as an example this afternoon, Liam, so thanks again!



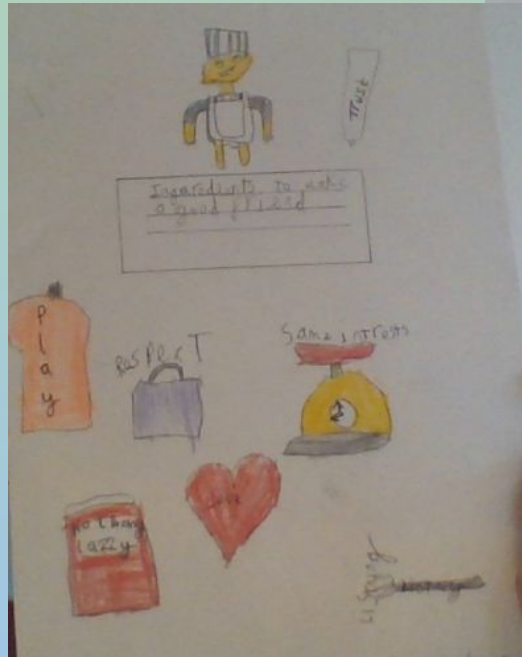
Liam Gearing 20 Jan

Thank-you Mr Bayley. I enjoyed this.



Thrive

The children made friendship recipes



MY RECIPE TO THE ANSWER OF FRIENDSHIP

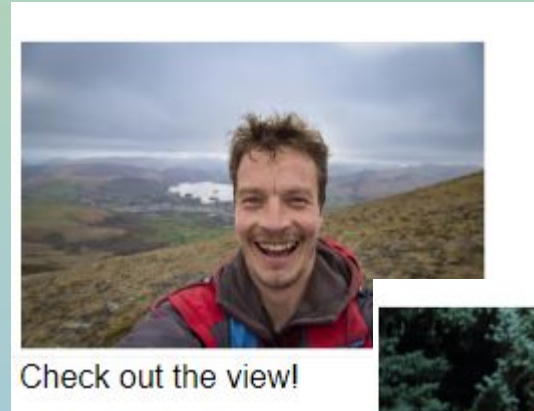
Ingredients, (you can find them all in the 'FRIENDSHIP SHOP'):

- 8g of love RECIPE:
- 3g of patience First get your love and put it in your smoothie maker, next, add
- 6g of forgiveness your strength. You don't want to add your strength too early or too
- 1g of adventure late otherwise it goes all lumpy. After this you are going to need
- 10g of respect your respect. Mix for 3-5 minutes. Now you need to add kindness,
- 0.7g of strength adventure and forgiveness at the same time because it makes it
- 9g of kindness smoother. Last but not least, add your love. Now blitz it all together.

Year 5 - Spring 1 - Keeping safe and managing risks When things go wrong

Pupils can talk confidently about how to keep safe in a range of situations, including online and in relationships.

The screenshot shows a PowerPoint presentation in progress. The main slide is titled "Social Networks" and asks "Do you use any of these and did you know the age restrictions?". It lists several social media platforms with their respective age restrictions represented by human icons: Twitter (13), Facebook (13), Instagram (13), Snapchat (13), LinkedIn (14), WhatsApp (16), YouTube (18), and TikTok (13 with parental permission). The presentation interface includes a menu bar with options like File, Edit, View, Insert, Format, Slide, Arrange, Tools, and Help. A sidebar on the left shows a navigation pane with thumbnails for other slides.



Dave didn't want me to post this! LOL.

Children created their own 'posts' and 'status' and during a Google meet we placed them on a continuum of SAFE to UNSAFE.

Thrive

No due date

Choose two or 3 activities from Thrive that you think will be most fun. Create some slides to present the activities you chose.

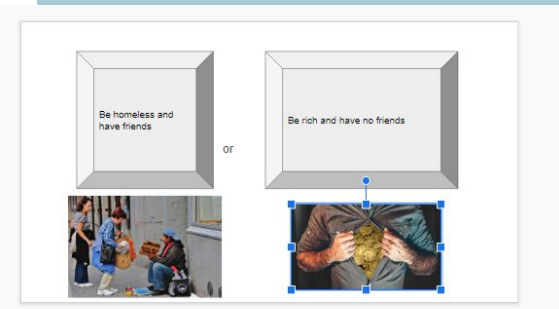
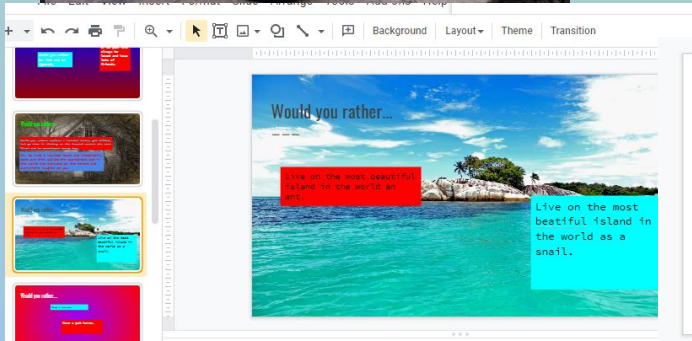


-week-four.pdf
PDF

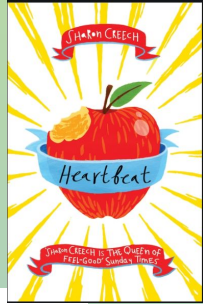
2 class comments

Thrive activities included

- 'Create a slide show of 'Would you Rather?' questions to share with your friends.
- Make something to give as a random act of kindness
- Take time in nature - breath!



Year 6 PSHE - Spring term 1 - Drugs and Alcohol - Weighing up risk



Q How do you say "NO" if someone offers you drugs?

- It is the same as saying "no" to anything you know or feel is wrong or not safe
- Keep your body assertive, don't smile and make good eye contact
- Say "No, I'd rather..."
- Decide what you want to say and stick to it.
- Role play with someone else how to say "no" in different ways
- Avoid situations where you feel you may be offered drugs
- Be with friends that you know well and who share your views on drugs
- Remember the possible side effects, dangers and long-term problems you may have if you take drugs
- Talk to an adult you trust (parent, family member, teacher or police officer) and tell them if you are worried,

BE STRONG - BE SAFE!

REMEMBER!
ALL MEDICINES ARE DRUGS BUT NOT ALL DRUGS ARE MEDICINES!!

...but we soon found out who our real friends were. And together we didn't let those pushers push us around, did we? Teehee!

What every year 6 pupil should know about drugs...

Use this booklet to help you understand the benefits and dangers of drugs. Understand the **Q** Questions? Look at the tips **T**ips and the useful **R**eminders and **E**xercises on each page.

Add your own thoughts and slogans to the pages as you work through them. Think about what you find out and remember to never be afraid to ask any questions, or share your thoughts with others.

KEY WORD ALERT! DOSAGE - means the amount of medicine that is taken at any one time.

NOW OVER TO YOU! Please read this booklet carefully and if there is anything you don't understand, then please ask an adult you trust and help.

LG: to make reasoned conclusions why and when people might use drugs

Success Criteria

- To know there are legal and illegal drugs
- Understand "Drugs" is not always a negative word
- Know that positive and negative outcomes of using drugs occur





What do drugs look like?



Year 6 PSHE


Scenario	How could the risk be reduced?
<p>Alice, who is ten, is feeling unwell. No one is at home but she goes to the medicine cabinet and finds some calpol. She can't find the measuring spoon so takes a spoon from the drawer in the kitchen and pours herself some Calpol.</p>	<p>Keeping the medicine locked away somewhere Alice can't get to it.</p>
<p>Asir has never tried a cigarette before and he is a bit frightened to do so in front of his friends in case he coughs badly, especially as he is asthmatic. He wants to try it first so he can be sure he doesn't embarrass himself in front of them. He steals one from his dad's pack and takes it to his bedroom to smoke.</p>	<p>Investigate the risk/effects of smoking when you have asthma.</p> <p>Take the cigarette outside in case he burns something and causes a fire.</p> <p>Tell his parents what he is wanting to try.</p> <p>Say no.</p>

<p>Drug Misuse </p>	<p>'Use drugs' Correctly</p>
<p>Use these websites to find measurements for medicine:</p> <p>Calpol.co.uk Nurofen.co.uk Drugs.com Smart patients Mayo Clinic </p>	<p>Look on packaging or Search up measurements</p>

Examples of mixed ability year 6 PSHE work

line or the police they will guide you how to stop yourself using a drug.

If you ever get into a place when your misusing illegal drugs call child helpline or someone that can help.



NEVER USE ILLEGAL DRUGS

call 999 or 10660000

Child Helpline

Year 6 - Thrive and Mind up

LG: to use mindful movement to help cope with stress and anxiety



MY BODY FEELS A LOT CALMER AFTER DOING THESE MINDFUL MOVEMENTS

Private comments

 Katy Rooney
1 Feb, 11:17

This is so detailed Lottie. You have written a lovely reflection on each of the mindful activities. Well done :)

MINDFUL MOVEMENT

WHY are we doing THIS?



My **PREFRONTAL CORTEX**

Is the **WISE LEADER**

But when I **FLIP MY LID**

My **AMYGDALA** does the talking

and then I **CANT**

Make my **BEST RESPONSE**



How to get ready to do things

What helps me.

Breathing in and out helps me feel calm and in a good mindset.



Private comments

 Katy Rooney
13 Jan, 14:31

Thomas, thank you so much for sharing your mindfulness exercises. Did you find it helped you?

 Thomas Stephenson
3 Feb, 13:25

yes because its calming as i can breath and some movements. i can also focus on things with my mind.

Mindful movement with comments from pupils and feedback from teacher

Year 6 - Thrive and Mind up

PSHE LG: describe a character's perspective from a character

As part of our mind up learning on how our brain works, watch this video from lesson 10 through the link: <https://mindup.org/mindup-lesson-10-perspective-taking/>

Then from a well known story, write from the perspective of a character (preferably not the main character in the story)

MindUP Lesson 10 –



Title of the story	
Name of the character	
Specific event in the story	She locked Cinderella in the attic because she found out she went to the ball.
Explain the feelings of the character around the time of this event	She was angry that Cinderella went to the ball and the prince liked her instead of her daughters.

PSHE LG: describe a character's perspective from a character

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Then from a well known story, write from the perspective of a character (preferably not the main character in the story).

Title of the story	Gangster granny
Name of the character	MUM (Linder)
Specific event in the story	The mum and the dad are dance fans who are unaware of ben's passion for punting. So they send him into a dance competition.
Explain the feelings of the character around the time of this event	She feels excited because she is finally having the one thing she ever dreamed off. Making her son a dancer.
Why do you think the character acted the way it did	She acted this way because she might forget she thought ben might forget the punting dream and become a professional dancer.
Could your character's actions have been misunderstood?	Yes because No because she put purposely ignored what ben wanted to do.
Do you like the character? Explain your reasons?	Not at the start because she had no belief in her son, to do the thing he loved.
Can you relate to their actions?	No because I would never doubt someone for doing the thing they love.

Foundation stage

We have set fortnightly Thrive learning linked to MindUp (whole school approach). This has been positively received by parents.



WB: 8.2.21 and WB 23.2.21 Thrive and Mindfulness Activities



Laura Dobson • 5 Feb (Edited 19 Feb)

Here are some links and ideas to help you to support your children's emotional well being at this very difficult time. We hope they are helpful.

THRIVE

This week we would like you to have a try at mindful listening. This is where your child closes their eyes (if they feel comfortable) and concentrates on the sounds they can hear around them. It is a way of slowing down, thinking about their breath and engaging their senses. It can really improve focus. Below is a link explaining about going on a mindfulness listening walk. This may be a nice way to use your daily exercise.

How do Dinosaurs eat their food?

We are thinking about the difference between mindful and unmindful behaviours over the next 2 weeks. Use the example of trying new foods to explain to your child.

Mindful- Tasting a little bit of a new food even though it looks different to anything I have eaten before.

Unmindful- Seeing a food and immediately deciding they don't like it and then stating that they don't like orange food.

We thought this would tie in nicely with food tasting and Chinese New Year. Listen to the story that Mrs Dobson has uploaded called How do Dinosaurs eat their food? There is a Youtube link to an animated version as well. Get your child to decide which of the behaviours in the book are mindful or unmindful. Could they suggest how to be more mindful in some of those situations?

Here are some simple activities that may help to support your child emotionally at this time (PDF attached)

Jump Start Johnny

There are some good breathing routines to listen to in the Mindfulness section. We have done some of them together in school this term.



Thrive-Wellbeing-toolkit-for...
PDF



Free Kids Exercise and Danc...
<https://www.jumpstartjonny.co.u...>



Listening walk activity: 4-6 y...
<https://raisingchildren.net.au/gui...>



HOW DO DINOSAURS EAT T...
YouTube video 8 minutes

