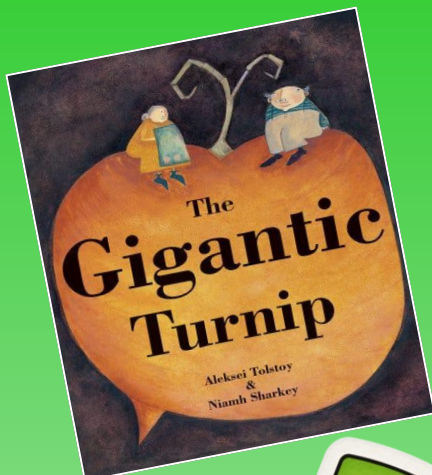


Ready, Steady, Grow!

Nursery and Reception

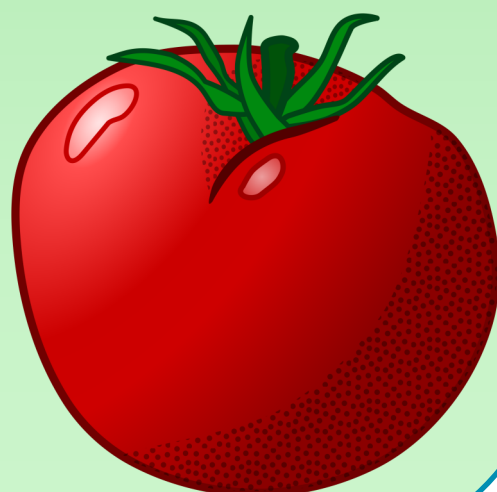


Reception and Nursery have really enjoyed getting stuck into their new curriculum topic, 'Ready Steady Grow'. The children were excited to explore their new turnip farm role play area linked to our text 'The Gigantic Turnip'. They have also been busy planting their own crops. Each child has planted their own pot with tomato seeds.



Ready, Steady, Grow!

Nursery and Reception



Pancake Day Nursery and Reception

Obviously, we couldn't let Shrove Tuesday pass without making some pancakes. The children helped to whisk the mixture and we enjoyed eating them during snack time.



We added eggs and milk to plain flour.

Then we whisked them together.



Pancake Day or 'Shrove Tuesday' is traditionally a Christian holiday celebrated in the UK. The celebration marks the beginning of 'Lent', a period in time when Christians prepare for Easter by giving up some of the things they might otherwise do for pleasure. Quite often this means giving up chocolate or sweets!



They tasted delicious!

HAPPY
PANCAKE
DAY

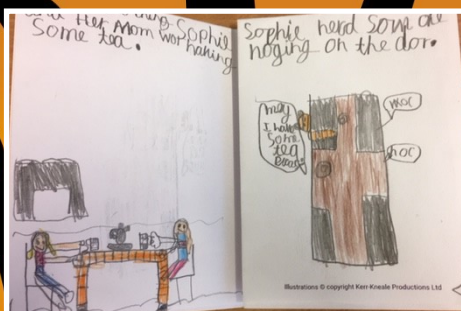


Paws, Claws and Whiskers

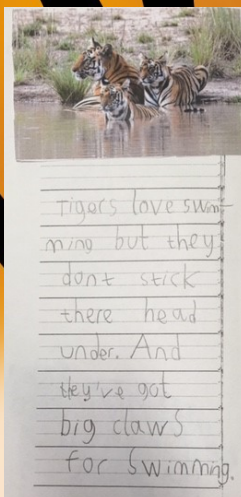
Year 1/2/3



The children in Year 1/2/3 have had a fantastic start to their new topic 'Claws, Paws and Whiskers' this week! The children listened to my story 'The Tiger Who Came to Tea' by Judith Kerr. The children re-told the story in their own words, producing some carefully written and illustrated mini-books. They went on to plan their own versions of the story coming up with alternative, alliterative titles such as 'The Snake Who Came for Supper' and 'The Bear Who Came to Breakfast.' In topic lessons, they enjoyed researching the diet, behaviours, and habitat of tigers in the wild and created informative leaflets about how to care for tigers. A great job by everyone, well done! Grrrr! The children also loved dressing up as their favourite animal for World Book Day.




The Tiger Who Came to Tea



A large group of children and adults posing for a photo in a classroom. The children are dressed in various costumes, including a rainbow sweater, a pirate hat, a frog suit, and a soccer jersey. The background features a green bulletin board with the text "HEALTHY MINDS" and various educational posters.

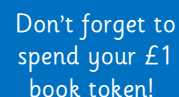
As part of our celebrations, each class has been exploring a different high quality picture book. We're so proud of everyone's hard work and love of reading. Lighthorne Heath really is a place full of beautiful book worms!

The logo for World Book Day 2022. It features the words "WORLD BOOK DAY" in a bold, black, sans-serif font, with "BOOK" being the largest word. The letter "O" in "BOOK" is stylized as an open book. Below this, the date "3 MARCH 2022" is written in a smaller, black, sans-serif font. At the bottom, a pink ribbon banner curves across the frame, containing the text "25 YEARS" in a white, serif font. The background is a solid light blue.

WORLD
BOOK
DAY®

3 MARCH 2022

25 YEARS



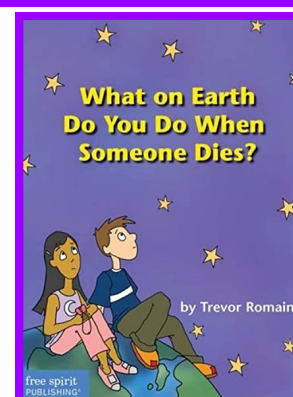
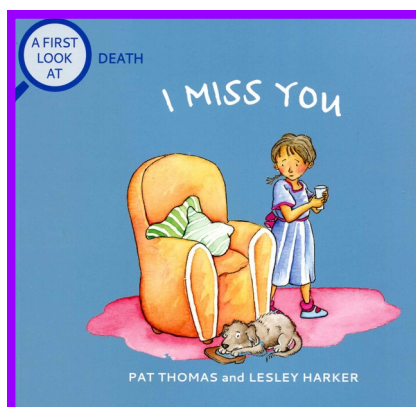
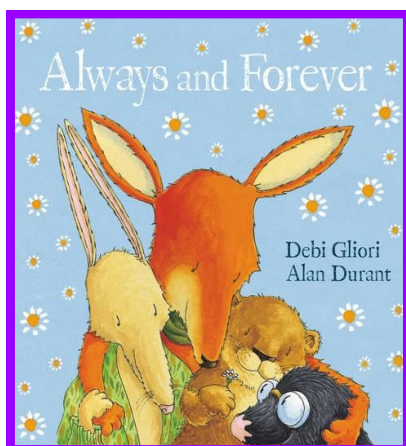
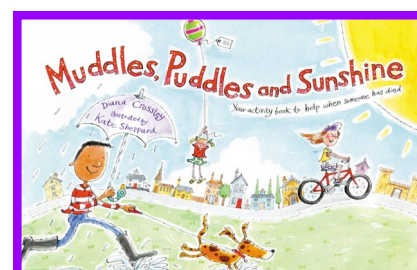
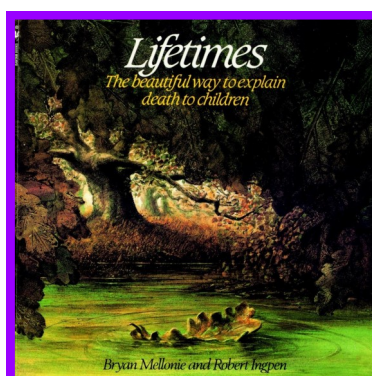
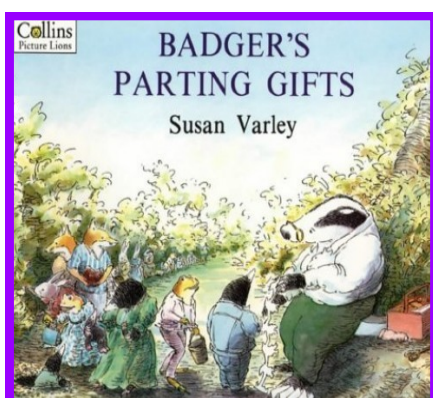


Evelyn's Gift

— Little acts of kindness —

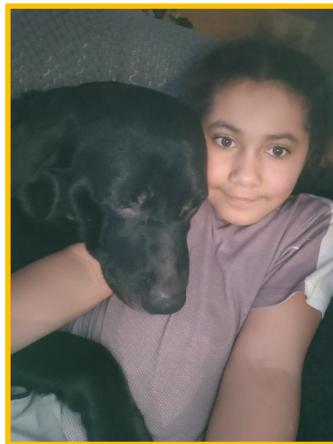
The charity Evelyn's Gift was formed in 2014 to do something positive in memory Evelyn Mary Smith, who passed away suddenly in September 2013, aged just seven. The aims of the charity are two fold: to provide little acts of kindness to people in need and to train as many people as possible in CPR and life-support skills. The charity produces packs of resources to support bereaved children and their families. The packs contain fiction and non-fiction books, as well as information about organisations that can provide further support.

We are very grateful to Evelyn's Gift for providing us with one of these thoughtful bereavement resource packs. Please let a member of staff know if you would like to borrow the pack or you would like your child to access these resources in school.



Love Your Pet Day

Sunday 20th February was **Love Your Pet Day!** Thank you for sharing your lovely photographs of you having some pet therapy!



Eldar and Deja love having snuggles!



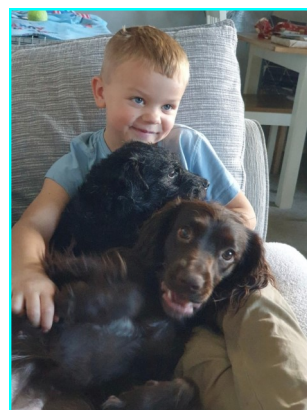
Deedee and Imelda adore their pet dog, Lola, and their two rats, Sumo and Clarence.



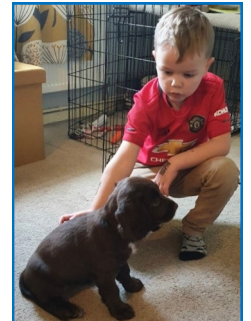
Josh, Lewis and Toby love all their pets!



Isla loves having cuddles with Pepper!



Love Your Pet Day



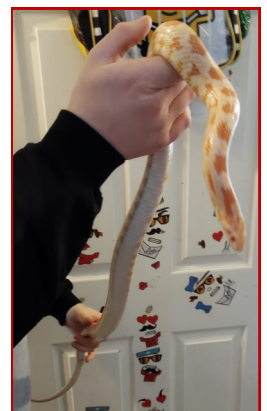
Mrs Manley adores her beautiful, fluffy bunny, Fudge.



Mrs Hendriksen enjoys taking Naughty Neville and Dexter Dawg for walkies!



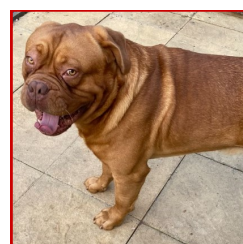
Mrs Russell's Labrador, Gryffen, and Parrot Cat, Angel, make her feel happy.



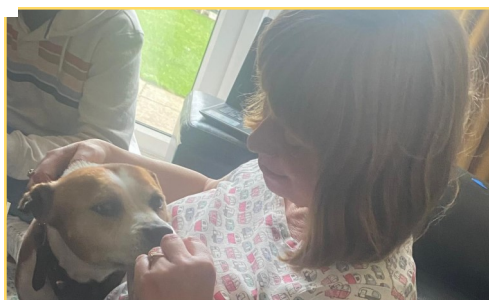
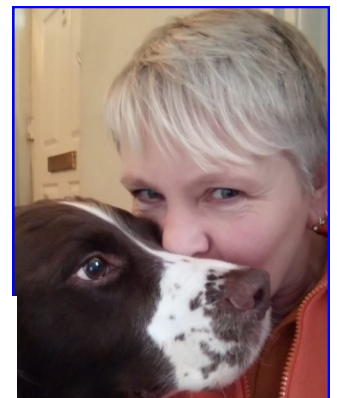
Mr Lickorish and Stella the Snake love having a slither together!



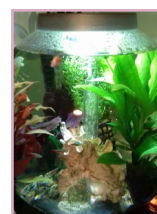
Isn't Mrs Cox's cat, Roxy, gorgeous?



Mrs Walker has lovely memories of her dog.



Mrs Stafford finds her fish and pet pooch relaxing to be with.



Read for Good

*Once you learn to read,
you will be forever free.*

Fredrick Douglass

Today marks the final day of our Read for Good sponsored read.

Thank you so, so much for all of your sponsors, both online and in school so far. I cannot wait to

share with you the grand total in next week's newsletter. Please remember to send your child's sponsor form in on Monday to help us see how many children have been able to join in the event.

This week, many of the children in school have been taking part in our sponsored Readathon called 'Read for Good'. By reading what they love, the children have been raising money to help seriously ill children in hospital and also earn some book vouchers for our school at the same time. We've really enjoyed hearing from children across the school who have been taking part. I look forward to sharing with you the final total in next week's newsletter. Thank you for all of your donations so far.

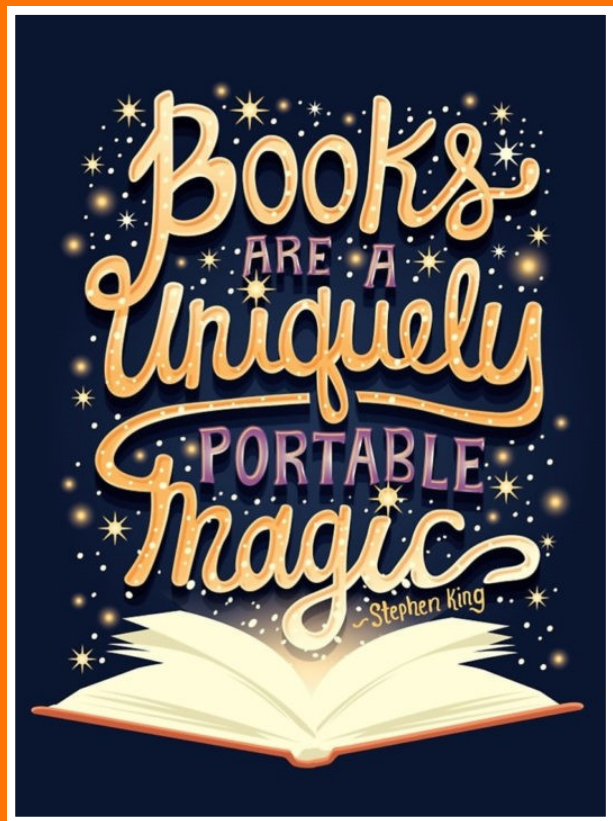
Please could all sponsorship forms and money (online and to the office) be handed in **by Friday 11th March**. All donations online are anonymous so it would be lovely to still have the sponsor forms handed in even if you completed your donations online.



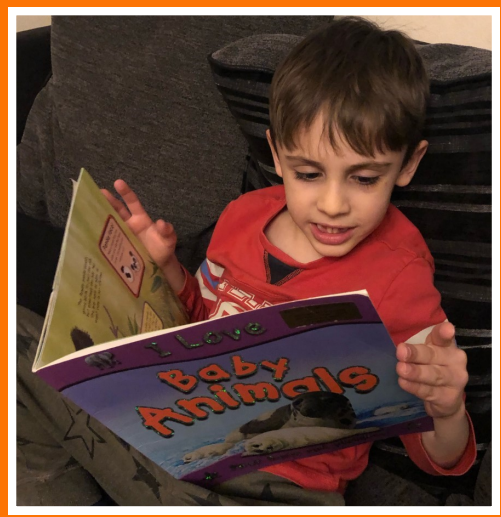
Some of our fantastic community of readers at Lighthorne Heath. Don't they look cosy and comfy whilst they're enjoying a little bit of everyday magic in their books?!



Read
for Good



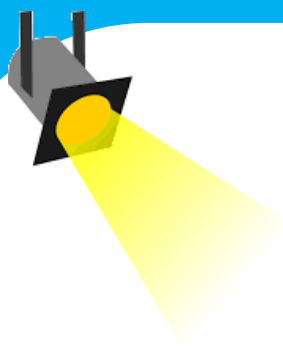
I love books and have at least 3 stories a day. So to make it an extra challenge I'm reading my school 'learning to read' books every day for the Readathon.



Be a Super Star Reader!

Congratulations to Deedee for being this week's Super Star Reader! We hope you enjoy your hot chocolate treat! Keep reading!





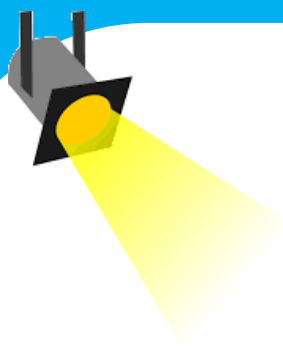
Spotlight on reading at school

At our school, children are given a book to take home to read which is colour banded to represent the level at which a child is reading. Below is a copy of these colours and the associated levels so that you can get an idea of how this works.

Remember that every child is different, and some will be further along this scheme than others.

Children in the infant classes and those who are reading at the earlier stages of the banded system are generally given one reading book to take home to practise their reading (some children are given more than one book depending on their stage, their confidence and how often they read to an adult at home). Children are also encouraged to pick an age-appropriate book of their choice from the library. This book is often too difficult for a child to read solely by themselves, so this is a book for the adult to read to their child. This gives parents and carers an opportunity to share with their child what reading aloud should sound like, as well as supporting their child's listening and comprehension skills. In fact, reading aloud to your child is still really important as they get older and more able to read themselves, even up to Year 6; because they are able to fully immerse themselves in the story without having to do any of the hard work themselves. This website gives some really good tips and research about how and why reading aloud to older children is so important: <https://home.oxfordowl.co.uk/blog/carry-on-reading-aloud-the-benefits-of-sharing-books-with-older-children/>

Year group	Age	Book band level
Reception	4-5 years old	Lilac
		Pink
		Red
		Yellow
		Light blue
Year 1	5-6 years old	Green
		Orange
		Turquoise
Year 2	6-7 years old	Purple
		Gold
		White
		Lime
Year 3	7-8 years old	Brown
Year 4	8-9 years old	Grey
Year 5	9-10 years old	Dark blue
Year 6	10-11 years old	Dark red



Spotlight on reading at school

Some questions that teachers get asked by parents and carers are:

“Why hasn’t my child’s book been changed yet?” and “Why hasn’t my child moved to the next book band level?”

Generally speaking, books are changed in the Infant classes once a week. This is because children need the opportunity to read a book several times at home in order to develop a variety of reading skills — decoding the actual words in order to be able to read them at a good pace; gaining an understanding of what is actually happening and why; and then reading with greater fluency once the book has become familiar. Reading their reading book alongside listening to their library book, and reading other familiar books that they have at home typically takes a week.

Teachers do not move children on to the next book band level unless they are certain that a child is ready in a number of ways: The teacher is listening out for how fluently a child is able to read — if they are reading each word robotically, even if they can recognise every word, they are not yet ready to move on. Equally, if children are able to read quite fluently, but cannot show their understanding of a text through reading with expression (e.g. rising up when reading aloud a question, emphasising a particular word in a sentence) or by not being able to answer questions about what is happening or why, they are not yet ready to move on.

Children who are more confident readers and who are reading longer chapter books will change their reading book less regularly. However, it is important to remember that even when children are confident to read every word in the book, we must always check their understanding both at school and at home. For example, do they get the gist of the story? Are they able to read between the lines (inference)? Are they aware of what some of the unfamiliar vocabulary means? Then we know that they are really developing as readers!

We hope that this has been useful!

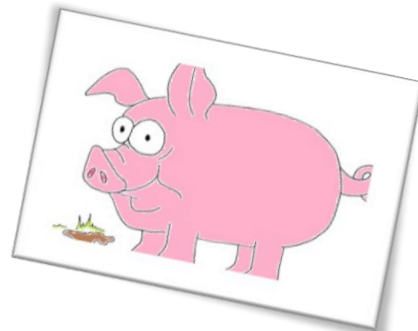
Lighthorne Heath Learning Heroes

Nursery and Reception

Mrs Hartley and Mrs Manley have chosen Elizabeth as their hero this week because she is always keen to try everything that we do. When retelling the story of 'The Gigantic Turnip' through drama Elizabeth played the part of the speckled hens and enthusiastically tried to pull the turnip out of the ground!



Co-operate



Have a go

Year 1/2/3

Mrs Hill and Miss Singh have chosen Bobby to be their class hero. He has settled well into the Y1/2/3 class and has been quick to make friends. He also shows a great attitude to his learning, joining in and offering ideas during class discussions. It's a pleasure to welcome him into our school community. Keep up the great work Bobby!



Persevere



Concentrate

Year 4/5/6

Mrs Cox's hero this week is Lucien. He did a fantastic job during our class debate, helping lead the 'Move to America' side of our argument to a solid victory. He showed hard work, curiosity, and tenacity in his reasoning and presented his opinion brilliantly. Well done Lucien.



Keep on improving



Be curious



Use your imagination



Enjoy learning



Upper Lighthorne Monument design competition

Taylor Wimpey and Barratt David Wilson are developing a brand new community known as Upper Lighthorne, an expansion of the village of Lighthorne Heath. The development will seek to deliver up to 1,461 new homes of a wider allocation. With the inclusion of Lighthorne Heath, this development will contribute to creating one of the biggest towns within the District.

There will also be a wealth of new community facilities as part of the wider proposals. The delivery of a village centre, with a supermarket and elderly accommodation, a new primary school, community hub, health centre, sports and recreational facilities as well as a 47 hectare ecological reserve.

To help integrate Upper Lighthorne with the neighbouring area, we are currently working to appoint a Community Champion who will plan and implement activities and events to help develop and nurture a strong sense of community.

Taylor Wimpey and Barratt David Wilson have been working in collaboration with Stratford-on-Avon District Council as well as Upper Lighthorne Parish, to develop plans for Upper Lighthorne and we want to build up positive and lasting relationships with the existing community.

We'd like to invite pupils at Lighthorne Heath Primary School to design a monument which will be a key focal point at Upper Lighthorne.

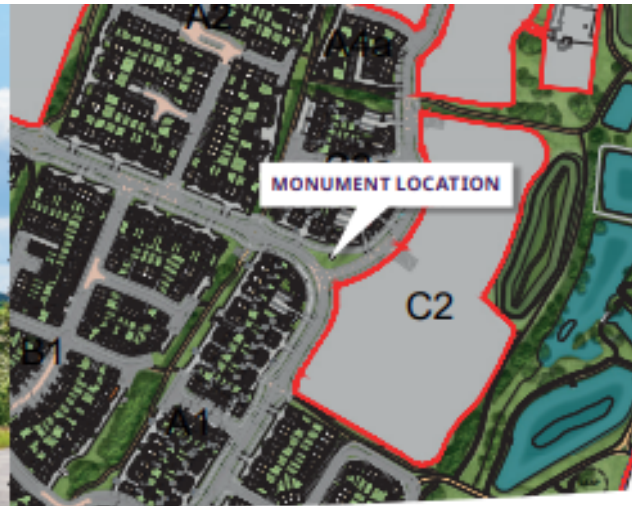


UN Convention on the Rights of the Child

Article 15: Freedom of association

Article 29: Goals of education

Article 31: Leisure, play and culture



Monument competition

Taylor Wimpey and Barratt David Wilson have agreed with the Parish and District Councils to place a monument within the development. The monument will be a staple piece, designed to recognise the rich heritage and history of the local area.

Following discussion with Lighthorne Heath Primary School, the **housebuilders will run a workshop at the school on 9th March 2022** to announce the competition and to help the children with their monument designs.

As agreed with Upper Lighthorne Parish Council, we'd like the **designs to have a 'wings and wheels' theme** in recognition of both the military and car manufacturing industries of the area. We'll provide the children with an entry form and/or lego bricks to help them with their entries.

We hope that most of the children will complete their designs during the workshop on 9th March but, we'd like to set a **final deadline of Friday 18th March 2022** to receive all entries.

Taylor Wimpey and Barratt David Wilson along with the **parish council and local stakeholders, will select their top 5 entries** from the designs of pupils at Lighthorne Heath Primary School. We will then ask the local community to vote for their favourite design and this will be used as a basis for the actual monument that will be constructed and placed within the development.

Once the monument has been manufactured and placed within the community, the **Community Champion will organise an unveiling event for the local community.** We are currently working to have the monument installed at Upper Lighthorne in the summer of this year.

Entries should be sent to:
Mary.Powell@taylorwimpey.co.uk



UN Convention on the Rights of the Child
Article 15: Freedom of association
Article 29: Goals of education
Article 31: Leisure, play and culture

Diary Dates

Wednesday 9th March 2022	Taylor Wimpey, Barratt and David Wilson Homes 'Wings and Wheels' Monument competition workshop
Thursday 17th March 2022	Year 5 Residential Trip to Stratford-upon-Avon
Friday 18th March 2022	Year 5 Residential Trip to Stratford-upon-Avon
Thursday 10th March 2022	School Nurse Annual Health Needs Assessment Year 6
Thursday 10th March 2022	School Nurse National Child Measurement Programme Year 6 and Reception
Wednesday 23rd March 2022	Whole school Silent Disco MUFTI Day—bring 50p to wear non-uniform
Friday 8th April 2022	Break up for Easter holiday
Monday 11th —Friday 22nd April School Closed for Easter holidays	
School re-opens on Monday 25th April 2022	
Friday 29th April 2022	MUFTI Day—bring 50p to wear non-uniform
Monday 2nd May School Closed for Early May Bank Holiday	
School re-opens on Tuesday 3rd May 2022	
Wednesday 25th May 2022	Queen Elizabeth II Big Platinum Jubilee Celebrations
Friday 27th May 2022	Break up for Half-Term holiday
Monday 30th May—Friday 3rd June School Closed for Half-Term Holiday	
Monday 6th June 2022—School closed for teacher training (INSET Day)	
School re-opens on Tuesday 7th June 2022	
Friday 24th June	MUFTI Day—bring 50p to wear non-uniform
Thursday 21st July 2022	Break up for Summer holidays
Friday 22nd July—Friday 2nd September 2022 School Closed for Summer Holidays	
Monday 5th September 2022—School closed for LA Designated teacher training (INSET Day)	
School re-opens on Tuesday 6th September 2022	



With best wishes from Mrs Westwood and all
the staff at Lighthorne Heath. Have a happy half-term break!

Nursery and Reception

Ready Steady

Grow

This project teaches children about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle.



Nursery and Reception Key Vocabulary



air



animal



calf



cow



drink



eat



exercise



farm



food



grow



healthy



lamb



money



plant



seed



sheep



shop



sunlight



warmth



water

Nursery and Reception Key Knowledge



A shop is a place where people go to buy food, drink and other things with money.



A farm is an area of land and its buildings used for growing plants and rearing animals. Farms make lots of the foods that we eat.



Food can be from plants or animals. Fruit and vegetables are from plants. Meat, milk and eggs are from animals.



Many plants grow from seeds. Plants need water, sunlight, air and warmth to grow.



Many animal babies are known by different names than the adult animal, such as cow and calf or sheep and lamb.

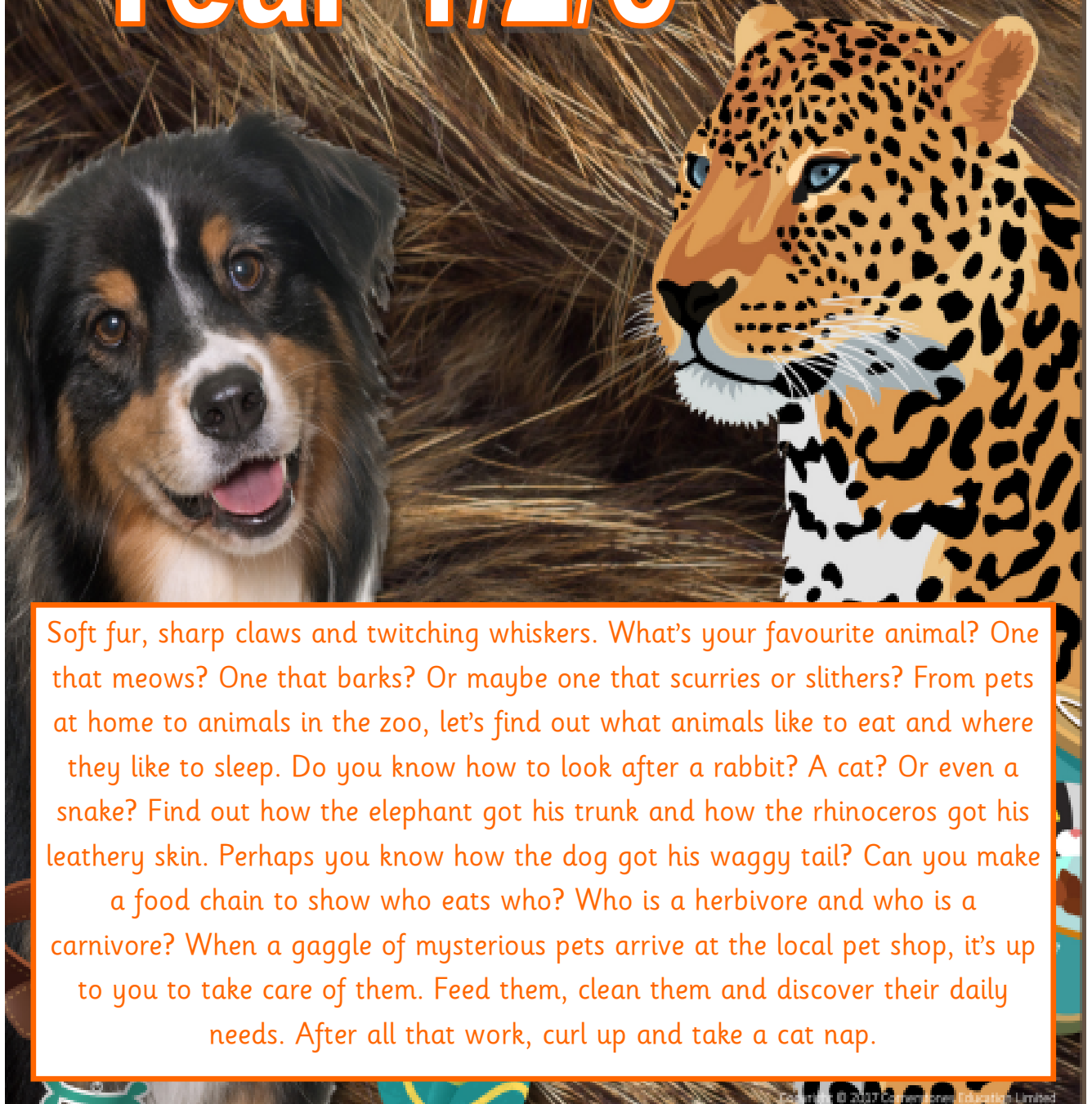


To stay healthy, we should eat at least five portions of fruit and vegetables a day, and exercise.

Parents and carers,
You can support your child's learning this half-term by helping them to learn and understand the topic-related vocabulary and key knowledge on this page.

Paws, Claws and Whiskers

Year 1/2/3



Soft fur, sharp claws and twitching whiskers. What's your favourite animal? One that meows? One that barks? Or maybe one that scurries or slithers? From pets at home to animals in the zoo, let's find out what animals like to eat and where they like to sleep. Do you know how to look after a rabbit? A cat? Or even a snake? Find out how the elephant got his trunk and how the rhinoceros got his leathery skin. Perhaps you know how the dog got his waggy tail? Can you make a food chain to show who eats who? Who is a herbivore and who is a carnivore? When a gaggle of mysterious pets arrive at the local pet shop, it's up to you to take care of them. Feed them, clean them and discover their daily needs. After all that work, curl up and take a cat nap.

Paws, Claws and Whiskers



Year 1/2/3 Knowledge Organiser

A knowledge organiser is a set of key facts or information that pupils need to know and be able to recall in order to **master** a unit or topic. Please share this with your child to help her / him to visualise the layout of the page, which in turn helps them to memorise the information better.

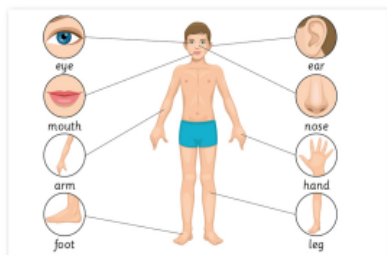
Paws, Claws and Whiskers

Living things

All living things need food, water, air and shelter to survive. Some animals have other special features or behaviour that help them survive. For example kangaroo rats have adapted to survive in the desert without ever taking a sip of water. Instead, they get all the water they need from the seeds that they eat. Black rhinoceros have thick, layered skin to protect them from sharp grasses and thorns.

Humans

Humans are animals. Humans have some common features and some features that vary. For example eye and hair colour can vary.



Classifying animals

Animals can be grouped in different ways.

Diet

Animals can be sorted by the type of food they eat. A lion is a carnivore because it eats meat. A rabbit is a herbivore because it eats plants.



lion



rabbit

Wild or domestic

Animals can be sorted by whether they are wild or domestic. Different species of dog can be found in the wild and in the home as a domestic pet.



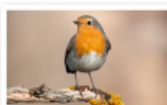
African wild dog



labrador

Appearance

Animals can be sorted by appearance. For example, birds can be sorted by size, colour, pattern or beak shape.



Camouflage

Camouflage is a special adaptation that allows animals to blend in with their environment. Camouflage can help an animal to survive by hiding it from its predators or prey.



This peppered moth uses camouflage to hide from its predators.



This tiger uses camouflage to hide from its prey.

Animals from around the world

This map shows the world's seven continents and some of the animals that live there. Animals are adapted to survive in the habitat in which they live. For example, polar bears living in the snowy Arctic, have white fur that helps them blend in with the snow and ice and a layer of fat under its skin to help it stay warm.

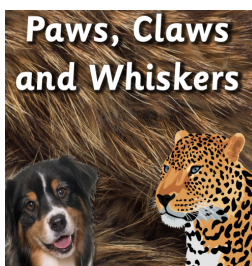


Key

- Africa
- Asia
- Europe
- South America
- Antarctica
- Australia
- North America

Glossary

adaptation	A feature or behaviour that helps a living thing to survive in its habitat.
carnivore	An animal that eats other animals.
continent	A large area of land. The seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.
domestic animal	A trained, tame animal that is cared for by humans.
habitat	The place in which an animal or plant lives.
herbivore	An animal that eats plants.
omnivore	An animal that eats plants and animals.
pet	An animal that people look after at home.
predator	An animal that hunts, kills and eats other animals.
prey	An animal that is hunted, killed and eaten by other animals.
wild animal	An animal that lives naturally without help from people.



Year 1/2/3 Topic Glossary

Parents and carers, you can support your child's learning this half-term by helping them to learn and understand the topic-related vocabulary in the glossary below.

camouflage

The colour or shape of an animal that helps it blend in with its surroundings.

carnivore

An animal that eats other animals.

claw

A curved, sharp nail on an animal's toe. Cats and birds have claws.

climate

The weather of a place.

domestic animal

A trained, tame animal that humans look after.

enclosure

An area with a barrier or fence where animals are kept.

fable

A short story with a moral where animals act and speak like humans.

farm

A place where crops are grown and animals are kept.

feathers

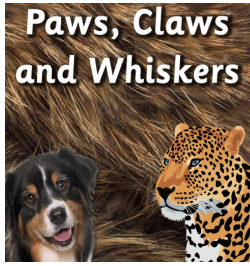
A soft layer that grows out of the skin and covers the body of a bird. Feathers can help birds fly, stay warm and keep dry.

fur

The short, thick hair of some animals. Fur can help animals stay warm.

habitat

The place where a plant or animal lives.



Year 1/2/3 Topic Glossary

Parents and carers, you can support your child's learning this half-term by helping them to learn and understand the topic-related vocabulary in the glossary below.

herbivore

An animal that eats plants.

markings

The patterns on an animal's skin or fur.

omnivore

An animal that eats plants and animals.

paw

An animal's foot that has claws and pads. Dogs and lions have paws.

pet

An animal that people look after at home.

predator

An animal that hunts and eats other animals.

prey

An animal that predators hunt for food.

scales

Small, flat pieces that cover the skin of some animals. Fish and reptiles can have scales.

whiskers

Long hairs that grow on the faces of some animals. Cats and mice have whiskers.

wild animal

An animal that lives in its natural habitat.

zoo

A park where people can look at animals.

zookeeper

A person that looks after animals in a zoo.

Year 4/5/6 Time Traveller

Tick, tock, tick, tock. The hands on the clock never stop. From the moment we are born, from toddler to teen, middle age to elderly, time stops for no man. Find out what happens to our bodies and brains as we grow older, and how we cope with these changes. How long does a human baby take to grow inside the womb? Does it take longer than an elephant calf? Or a kitten? Take a good look at yourself. How has your face changed since you were a baby and how will it change as you grow older? Can you photograph it, change it, age it? And what would happen if the clock struck 13? In *Tom's Midnight Garden*, he travels to the past. Imagine that you could time travel too. When would you like to travel to and what would you like to see? Will you head back to your past or into your future? You decide.



Year 4/5/6 Knowledge Organiser

A knowledge organiser is a set of key facts or information that pupils need to know and be able to recall in order to **master** a unit or topic. Please share this with your child to help her / him to visualise the layout of the page, which in turn helps them to memorise the information better.

Time Traveller

Human life cycle

1. Before birth

Human life begins when an egg inside a female's uterus is fertilised by a sperm cell from a male. This single cell multiplies into many cells that eventually grow into a baby.

2. Infancy and early childhood (birth–4 years)

A baby is born after growing for nine months in its mother's body. A baby grows into an infant quickly, learning how to crawl, walk, talk and behave with others. Infants rely on adults for personal care, love and protection.

3. Childhood (5–12 years)

Children learn new skills quickly, including how to read, write and make friends. They become more independent and start to care for themselves.

4. Adolescence (13–19 years)

During the teenage years, humans go through puberty and develop into adults. They live more independently and start to make decisions about the future.

5. Adulthood (20–64 years)

Adulthood is when humans become fully independent, taking on responsibilities, such as a career, buying a house, getting married and having children.

6. Older adulthood (over 64 years)

Older adults usually retire from work and experience physical changes such as grey hair and wrinkles due to old age. They may also grow physically frail and suffer from loss of eyesight, hearing and memory. Some may need to be cared for by others.

Puberty

Puberty is a period of time when young people change and develop into adults.

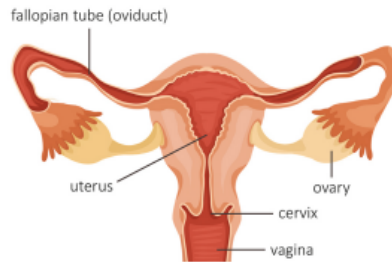
Girls

When girls go through puberty, their breasts develop, periods start, body and pubic hair begins to grow, mood swings increase, acne may develop, sweat and body odour increases and growth spurts occur.

Boys

When boys go through puberty, their penis and testicles develop, voice deepens or 'breaks', facial, body and pubic hair begins to grow, mood swings increase, acne may develop, sweat and body odour increases and growth spurts occur.

Female reproductive system



The two **ovaries** hold millions of eggs and one is released every month.

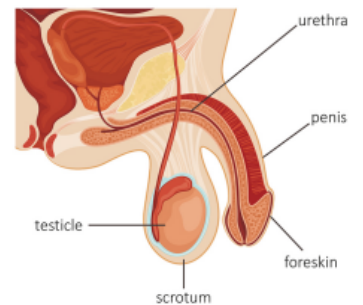
The **fallopian tubes** allow eggs to travel to the uterus.

The **uterus** has a thick lining that either protects a growing baby or comes away during a period.

The **cervix** is the neck of the uterus.

The **vagina** leads to the cervix.

Male reproductive system



The **scrotum** holds the testicles.

The two **testicles** store millions of sperm cells.

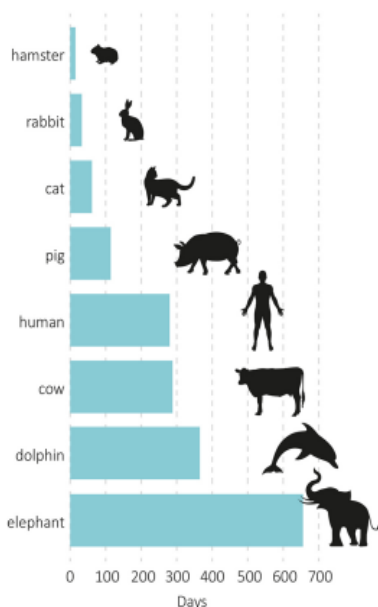
The **penis** transfers sperm cells to the female reproductive organs.

The **urethra** carries the sperm in a liquid called semen.

The **foreskin** covers the end of the penis.

The gestation period

A gestation period is the length of time that a female mammal carries her offspring inside her body, before giving birth. The length of gestation is different for different mammals and is affected by the size of a mammal. Larger mammals usually have longer gestation periods than smaller ones. The chart below shows the gestation periods of different mammals.



Timelines

Timelines are used to show change and development that has happened over time, such as improvements in technology or historical time periods. People also make personal timelines that show their own, or their family's, history.



Time quotes

Many people have written about the importance and passage of time.

'The time is always right to do what is right.'

Martin Luther King Jr

'It's really clear that the most precious resource we all have is time.'

Steve Jobs

'Better three hours too soon than a minute too late.'

William Shakespeare

'It is not that we have a short time to live, but that we waste a lot of it.'

Seneca

'If time travel is possible, where are the tourists from the future?'

Stephen Hawking

Glossary

acne	Spots that usually appear on the face and neck, especially during adolescence.
adolescence	The stage in someone's life when they are developing from a child into an adult.
egg	A female cell that might develop into a baby if fertilised with sperm from a male.
fertilise	To cause a baby to develop by joining a female egg with a male sperm cell.
growth spurt	A rapid increase in weight and height.
life cycle	A sequence of important changes or events that happen to living things during their life.
mammal	An animal where the female feeds her young on milk from her body.
offspring	A person's baby or child, or the young of an animal or plant.
period	The bleeding from a woman's uterus that happens once a month when she is not pregnant.
puberty	The time when children develop into adults and become capable of having children.
reproduction	The production of offspring by humans, animals and plants.
retire	Leave work because of age or ill health.
sperm	A male cell that can combine with a female egg to produce a baby.



Year 4/5/6 Topic Glossary

Parents and carers, you can support your child's learning this half-term by helping them to learn and understand the topic-related vocabulary in the glossary below.

adolescence

The time in someone's life when they are developing from a child into an adult.

adulthood

The time in someone's life when they are fully grown as an adult.

age group

A number of people classed together because they are of a similar age.

analogue

Refers to a clock that uses numbers and hands to show the time.

bereavement

A time of mourning or loss, especially after the death of a loved one.

childhood

The time when someone is a child.

chronological

Following time order, or the order in which a sequence of events happened.

community

People living in the same area, or people who share the same interests, social group or nationality.

development

The process during which a person or thing changes, grows or becomes more advanced.

digital

Refers to time or information that is shown using an electronic image.

diurnal

Refers to animals that are awake during the day and asleep at night, such as humans.

embryo

The offspring of an animal in the early stages of growth and development.



Year 4/5/6 Topic Glossary

Parents and carers, you can support your child's learning this half-term by helping them to learn and understand the topic-related vocabulary in the glossary below.

emotion

A strong feeling that reflects your mood or the situation.

foetus

An unborn offspring of a mammal, such as a human baby in the womb.

gestation

The length of an animal's pregnancy while the foetus is developing.

hygiene

The practices that help you to keep healthy and clean.

infancy

The time when someone is a baby or very young child.

middle age

The time in someone's life when they are no longer young but are not yet old. This is usually considered to be from around 45 to 60 years old.

nocturnal

Refers to animals that are awake at night and asleep during the day, such as bats.

offspring

The young of an animal.

physical features

Details that make up the appearance of a person, object or landscape.

population

All the people living in a certain place, area or country.

portal

An important, large or grand entrance.

puberty

The time when children develop into adults and become capable of having their own children.



Year 4/5/6 Topic Glossary

Parents and carers, you can support your child's learning this half-term by helping them to learn and understand the topic-related vocabulary in the glossary below.

reaction

A feeling, action or behaviour that results from something else.

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relationship

The way two people or things are connected.

.....

reproduction

The production of offspring by humans, animals and plants.

.....

retirement

The act of leaving your job and not needing to return to work, usually after a certain age.

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sibling

A sister or brother.

.....

time capsule

A container that stores items from the present day, which is buried and left to be discovered in the future.

.....

time-lapse photography

A photographic technique where images are captured on film at a slower rate than normal. When the film is played back at normal speed, the images appear to be moving in fast-forward. The technique is used to show long-term changes over a much shorter period of time.

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timeline

A written representation of time, on which important dates of events are marked.

.....

toiletries

Items that are used when washing and grooming your body, such as shampoo, toothpaste and soap.



Mental Health in Schools Team (MHST)

Tips For Wellness:

Sleep

Sleep is time for us to reset our bodies ready for the next day. Just like our phones and tablets, we need to put ourselves on charge and sleep is the human version of this. If you struggle with going to sleep, explore your bedtime routine. What time are you turning screens off? When did you last have something sugary or caffeinated? If you find yourselves worrying about the next day, keep a worry journal next to you bed. If you find ideas or reminders pop into your head, keep a list pad near so you can write it down.

If you find you are over sleeping, try exploring your sleep routine and follow up with your morning routine. Snoozing your alarm may not be the best thing to do. Instead try waking a little later and teach yourself to sit up straight away.

Try one, or all, of the below activities throughout the week:

1.Keep a sleep journal - <https://www.mind.org.uk/information-support/types-of-mental-health-problems/sleep-problems/tips-to-improve-your-sleep/>

2.Try making a relaxing bedtime routine -
<https://www.sleepfoundation.org/sleep-hygiene/relaxation-exercises-to-help-fall-asleep>

Key Dates this week: LGBTQ History Month, National Bed Month, Walk All Over Cancer Month, 1st-7th Eating Disorders Awareness Week, 1st Self-Harm Awareness Day

MHST are available to support you and your school throughout the school year including term time and school holidays. Please contact your school's Mental Health Lead for information and advice.