



Year 5: Exploring emotions

Subject Specific Vocabulary		Sticky Knowledge	How you can support your child at home
Feelings	An emotional state or reaction.	- I can tell you how I feel. - I can tell you how my friend feels. - I can tell you how I would react / respond in different situations and why. - I can tell you three strategies I	Poem: What if by Shel Silverstein https://www.youtube.com/watch?v=M-Wc3CG-Cbw Read the poem 'What if' by Shel Silverstein. What is the poem about? (worrying) Which worries are likely? Which worries are unlikely? What can we do to help us with our worries? Is there anything you are worried about? <u>Other activities to do at home:</u> Look at a picture of the characters from the film 'Inside Out'. Can you name any of the characters? Why do they have those names? Write an A-Z down the edge of a piece
Strategies	A plan or action designed to achieve an aim / goal.		
Resolve	Settle or find a resolution to a problem.		
Disputes	A disagreement or argument.		
Emotional	Having feelings that are easily excited or openly displayed.		
Intensity	The quality of being intense.		
Conflicting	Incompatible or at variance; contradictory.		
Emotions	A strong feeling deriving from one's circumstances, mood or relationships with others.		

Curriculum overview:

This unit focuses on the core themes 'relationships' and 'health and well-being'.

Throughout this unit, the children will be recognising a wider range of feelings in others and be learning how to respond to them appropriately. They will learn to recognise that their actions can affect themselves and others. They will develop strategies to resolve disputes. They will continue to deepen their understanding of good and not so good feelings. They will continue to extend their emotional vocabulary. They will explore the intensity and range of feelings. They will also learn to recognise when they experience conflicting emotions and how to manage these.

could use to resolve a dispute.

- I can tell you three strategies I could use to manage my emotions.

of paper. Can you think of an emotion for each letter? Then can you colour code the emotions – use one colour for the emotions that feel good and one for the emotions that don't always feel good.

- What does the word embarrassment mean? Make a brainstorm. Around the word embarrassment draw pictures of times you have been embarrassed. Then think about a scale of embarrassment. 0 being not embarrassed and 10 being extremely. How did you feel in all of these situations?
- Pretend you are going on a rollercoaster. How do you feel before you go on it? Does everyone feel the same? How do you feel during the ride? How do you feel after the ride? Are there any conflicting emotions? Why can this be confusing? Why can conflicting emotions sometimes be a barrier or stop people from doing things? Can you think of any other examples where you have experienced conflicting emotions?