



SWALLOWS HIGHLIGHTS

Spring 1
2025

Forest School



Forest School



Forest School



Forest School



Children's Mental Health Week

Know Yourself, Grow Yourself!

Composed by the talented year 3 and 4 children at St Mary of the Angels Catholic Primary School

Verse 1:

The sun is shining over us
The birds are singing over us
Rain is light
Storm is hard

But the sun is bright and shiny
Emotions like the ocean
We don't want pollution
Stormy days, they come our way
We stick there for each other

Chorus:

Know yourself,
Grow yourself
Let's make time for our mental health
Feelings come, yeah feelings go
Let's learn from them
And let them flow

Verse 2:

Storms they can be worrying
But I'm gonna think positive
Sometimes sun and sometimes rain
All our feelings are okay
No big borders between us
Connection is a big plus
Little seeds, are like our hearts
They want to learn and grow

Children's Mental Health Week 2025



Composing the song
with John and Rosie
from ConnectEd &
Catholic Children's
Society made me feel



Children's Mental Health Week is important because

What the 2025 theme 'Know Yourself, Grow Yourself' means to me

Chorus:

Know yourself,
Grow yourself
Let's make time for our mental health
Feelings come, yeah feelings go
Let's learn from them
And let them flow

Verse 3:

We'll flourish just like flowers
We each have special powers
We like to play our instruments
Sports and crafts and travel
We like to grow together
Helping out each other
If someone's feeling lonely,
Ask them to play with you

Chorus/Outro:

Know yourself,
Grow yourself
Let's make time for our mental health
Feelings come, yeah feelings go
Let's learn from them
And let them flow
And let them flow
and let them flow

Dress to Express



Dress to Express



Dress to Express



Dress to Express

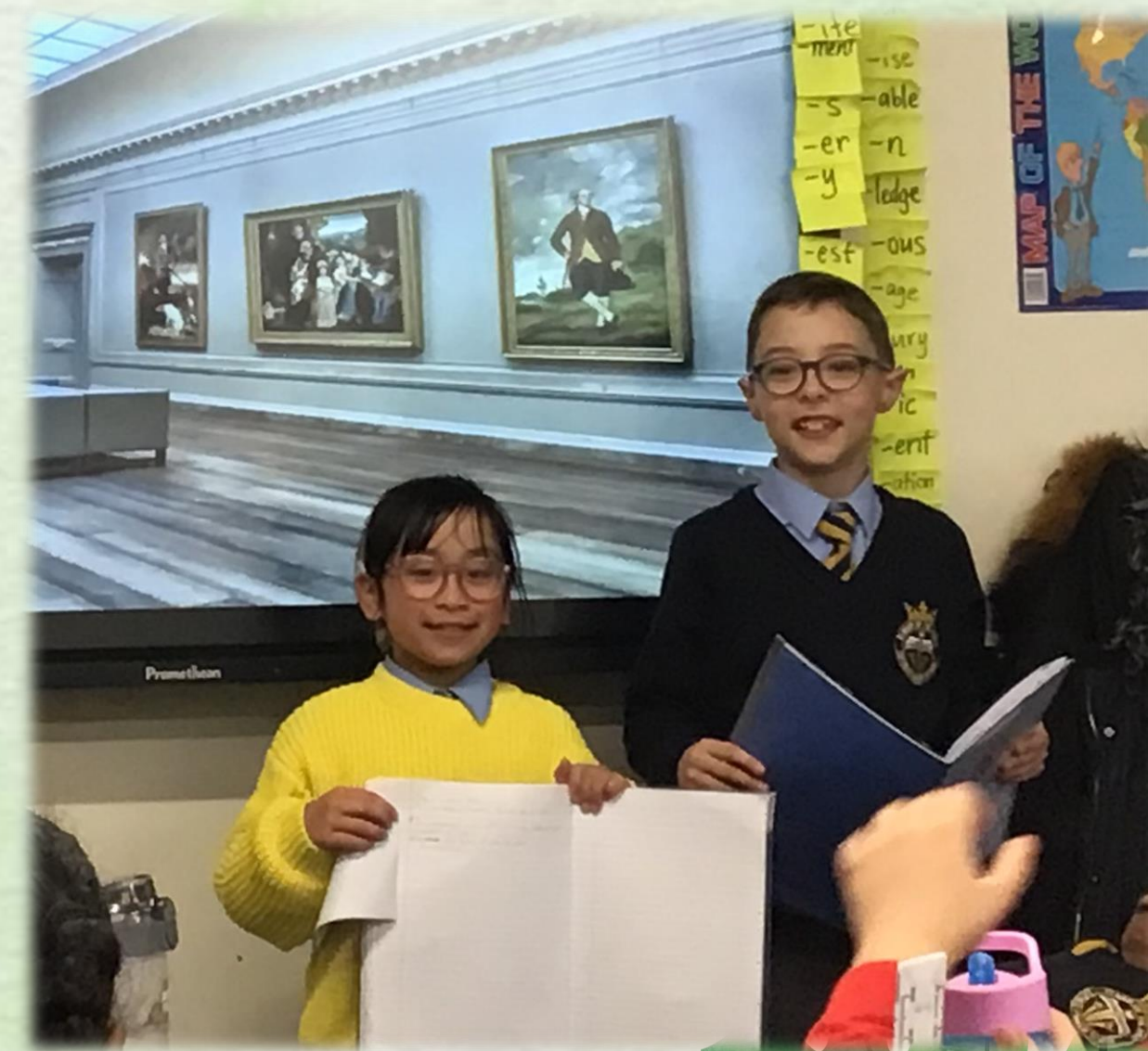
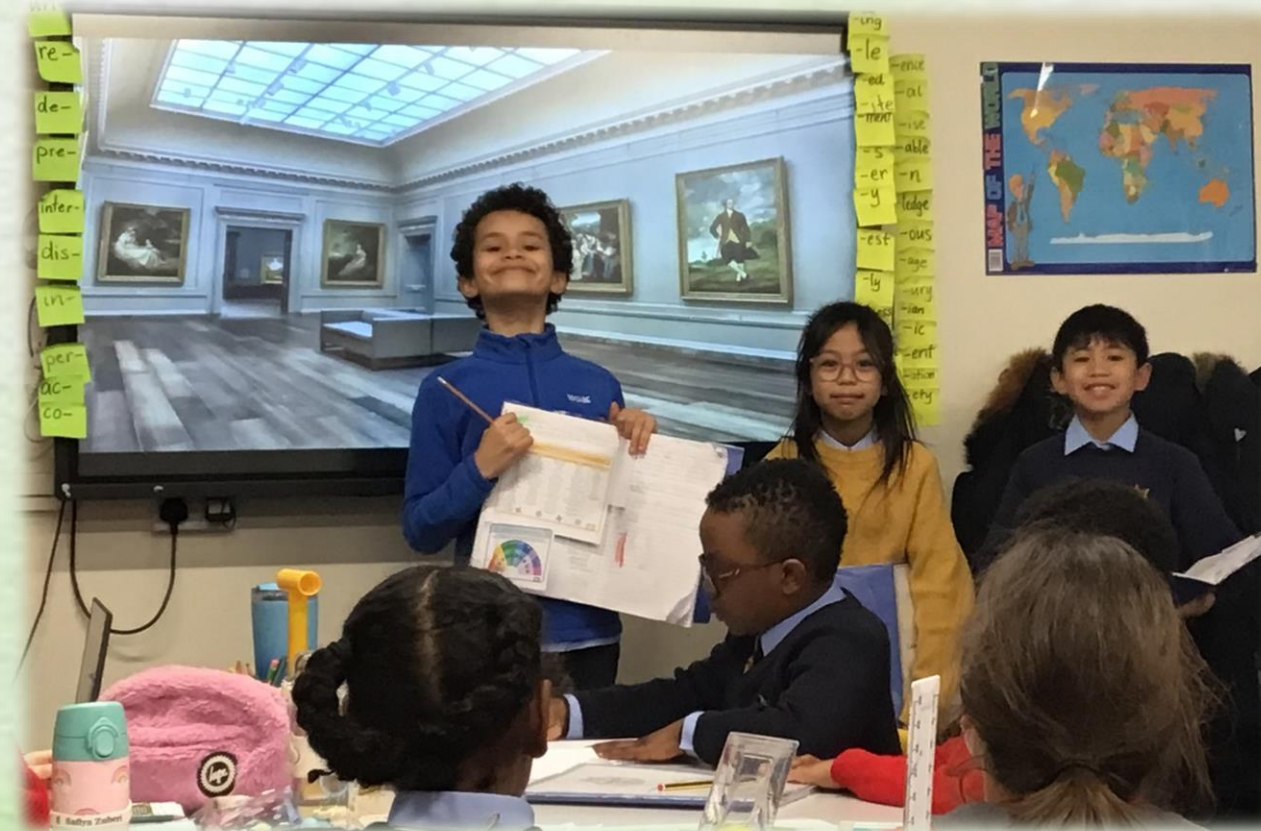


Dress to Express



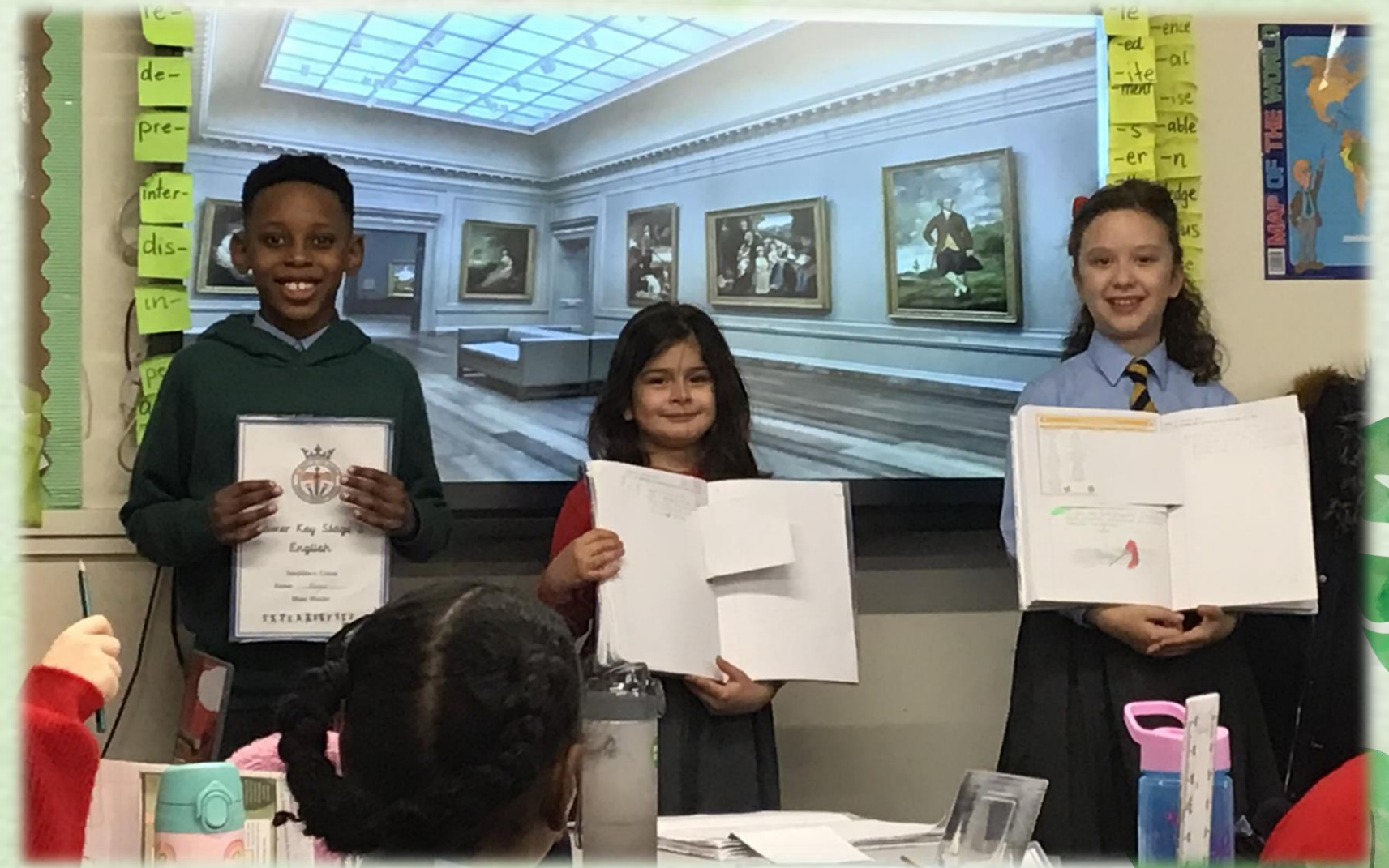
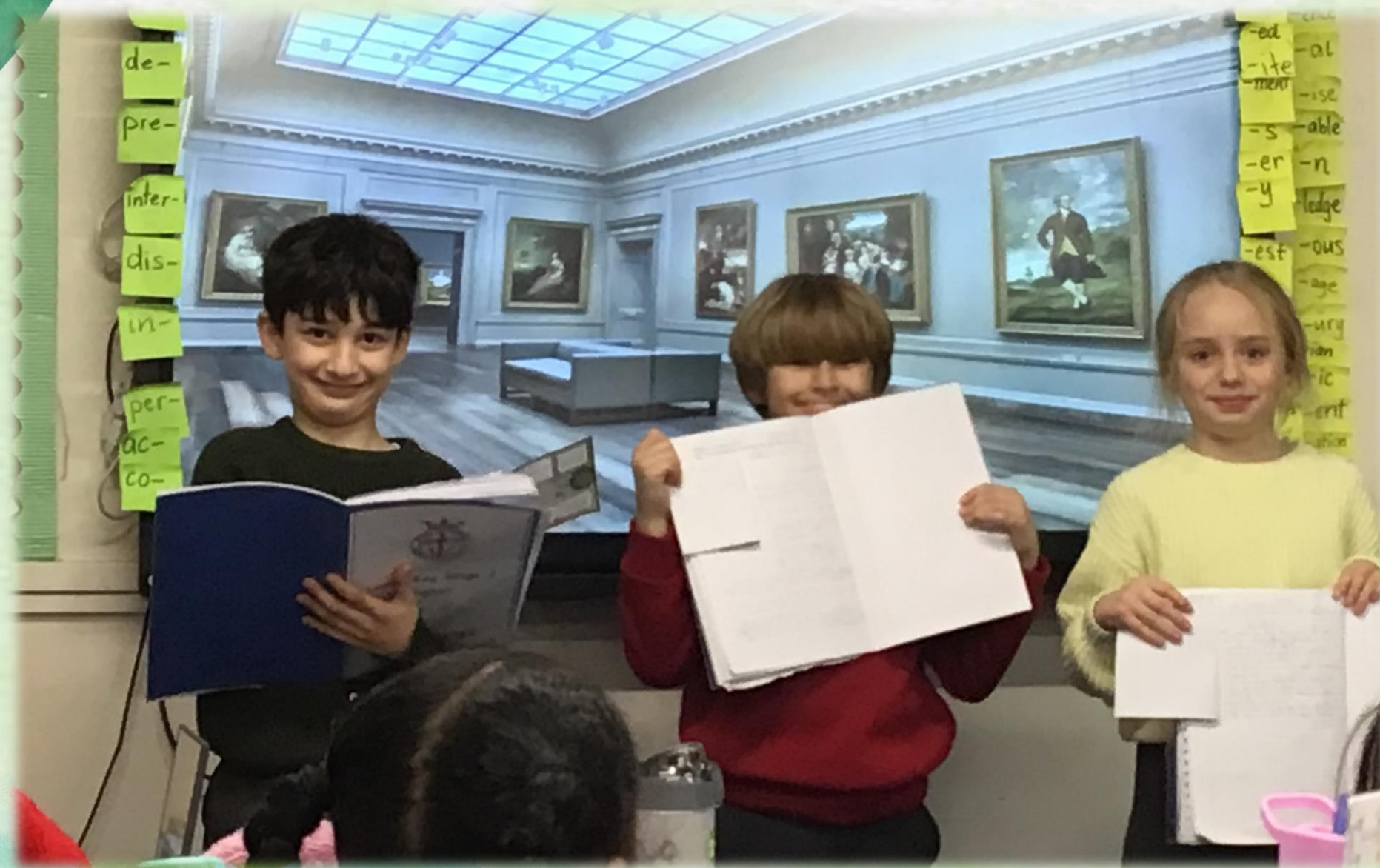
English

Non-Chronological Reports



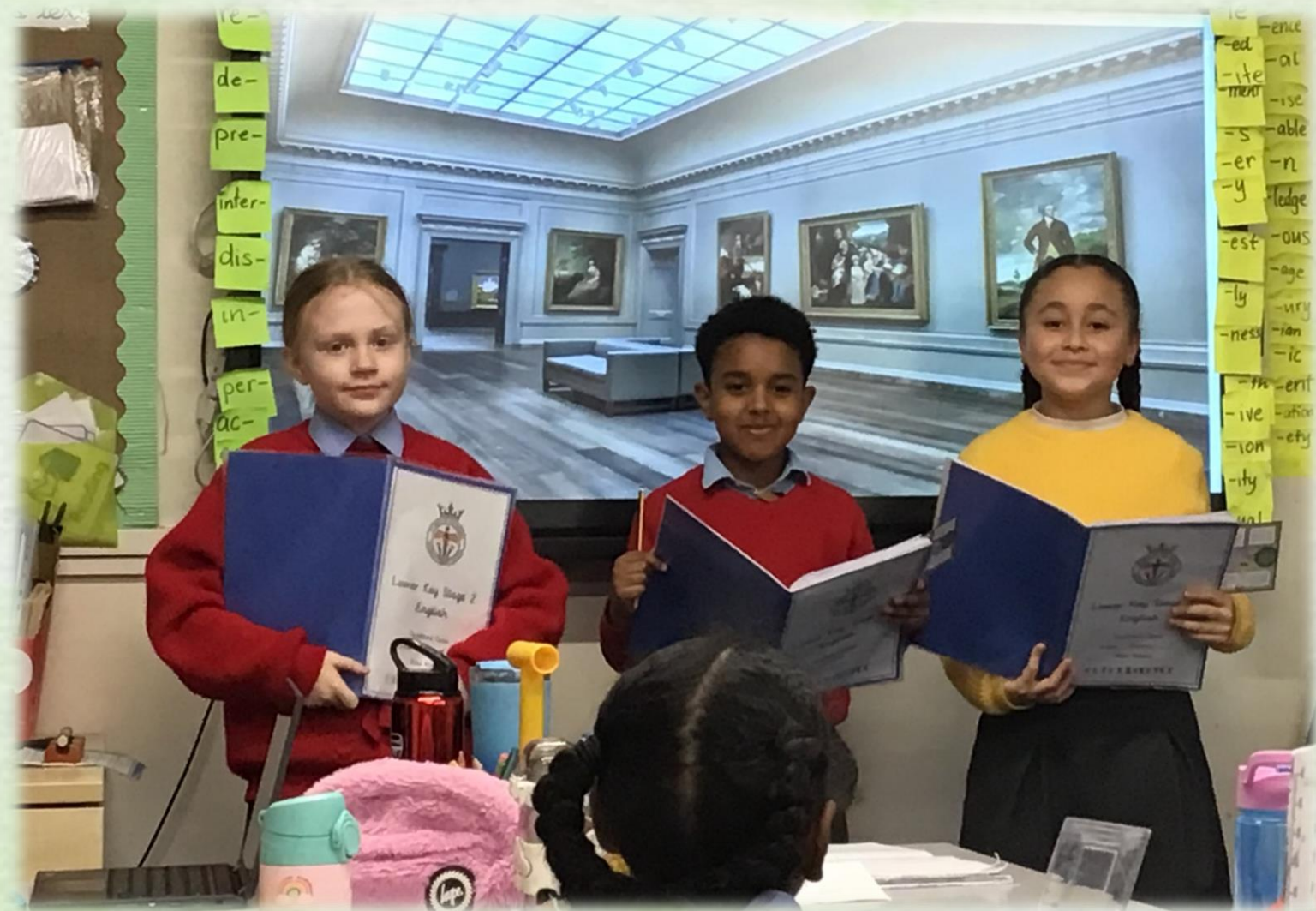
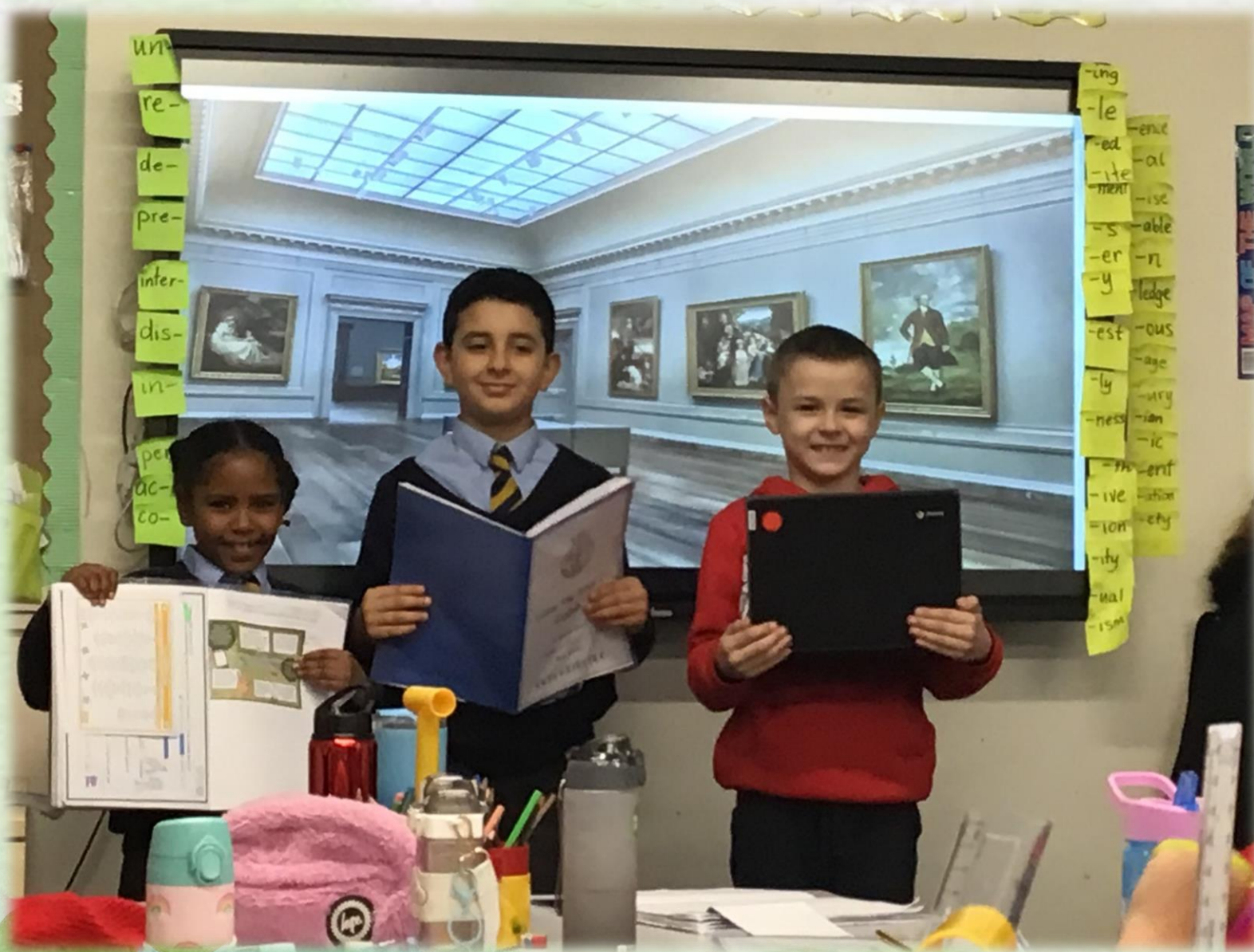
English

Non-Chronological Reports



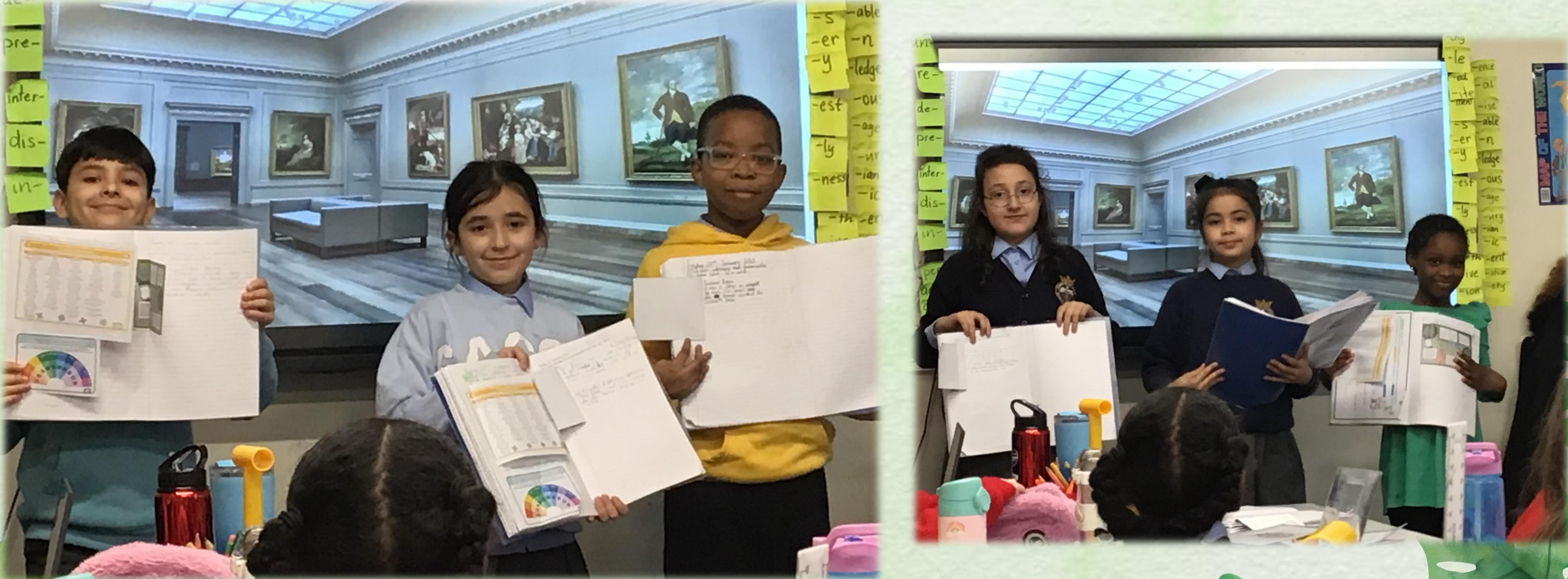
English

Non-Chronological Reports

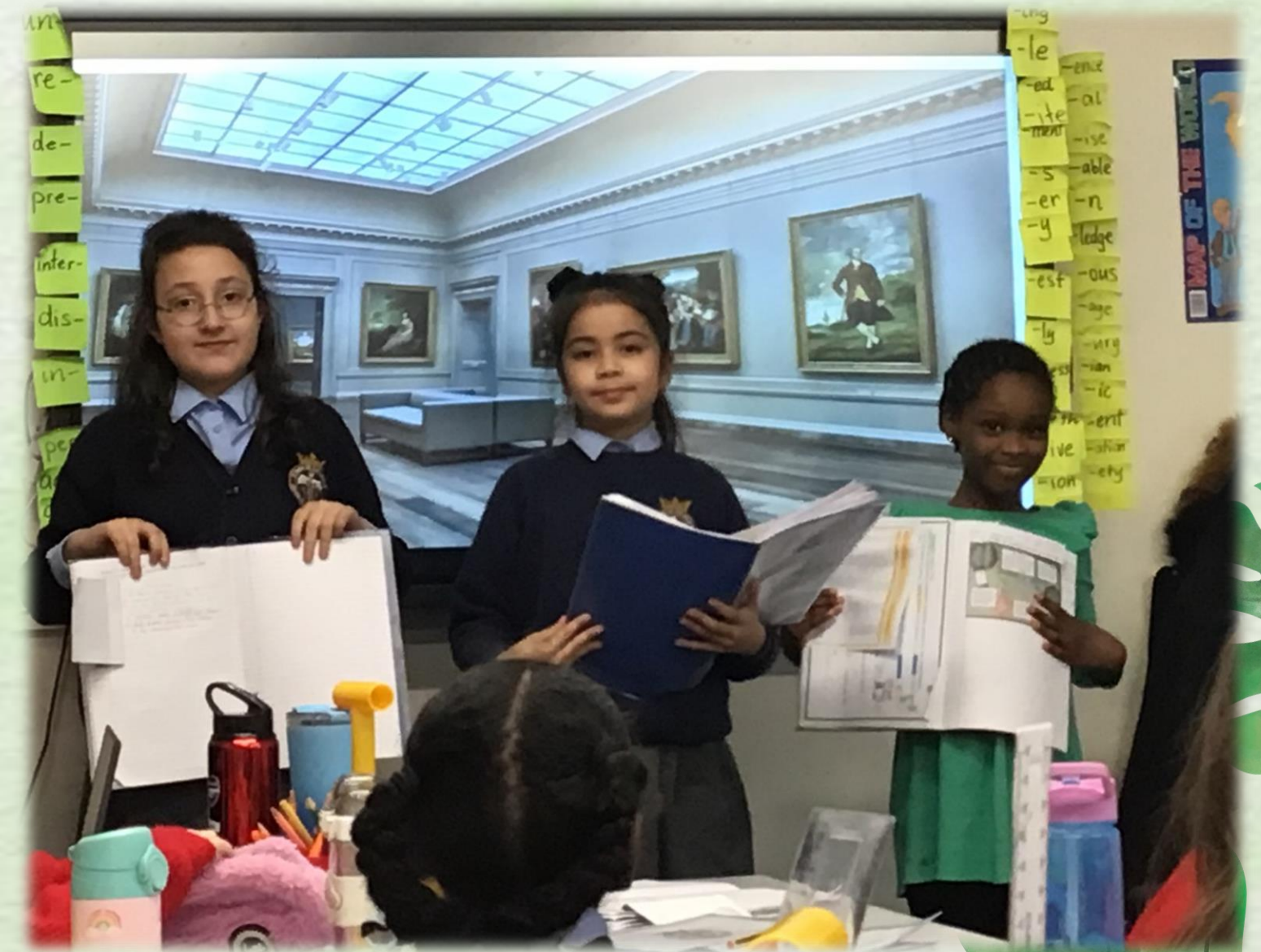
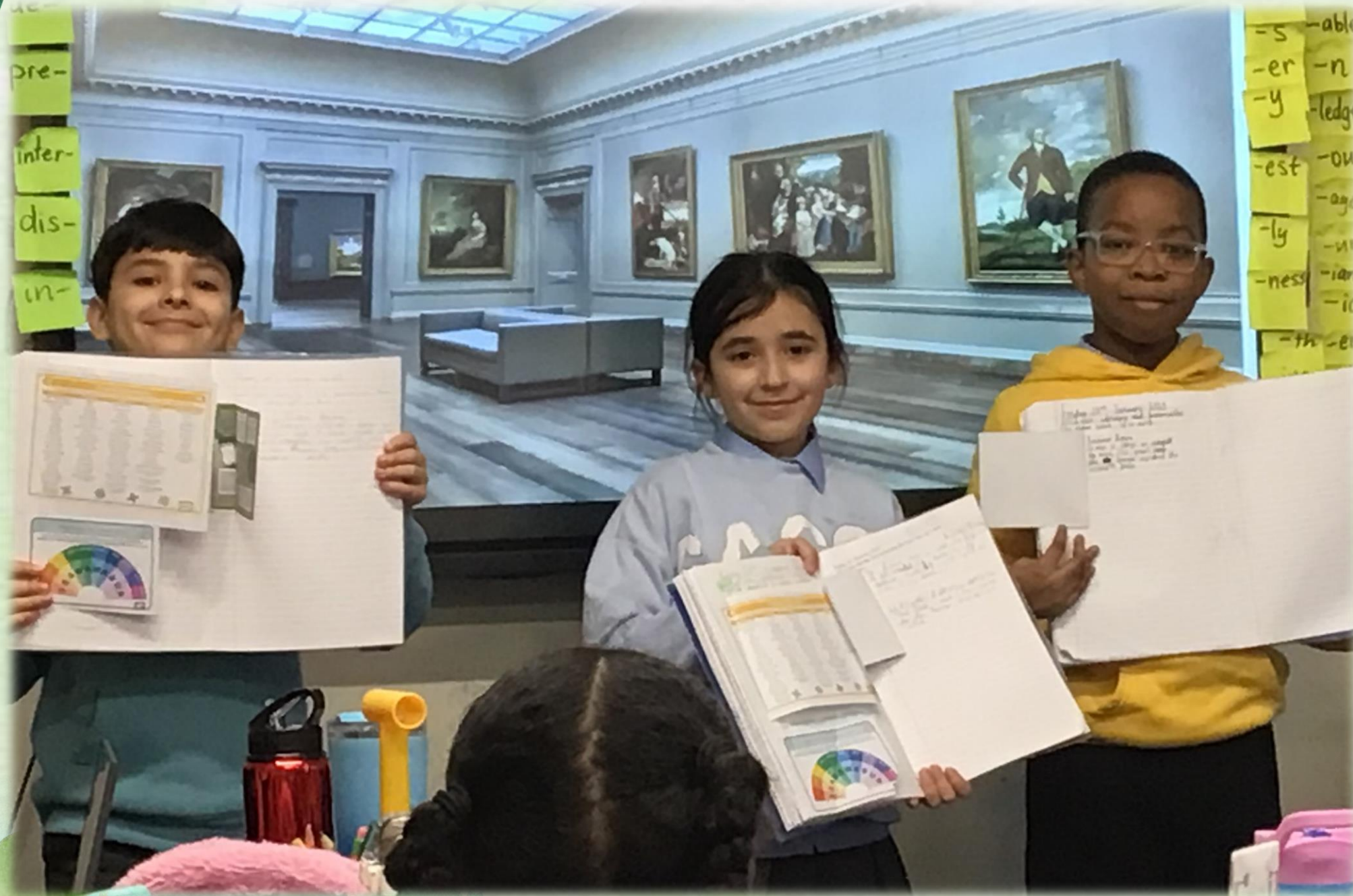


English

Non-Chronological Reports

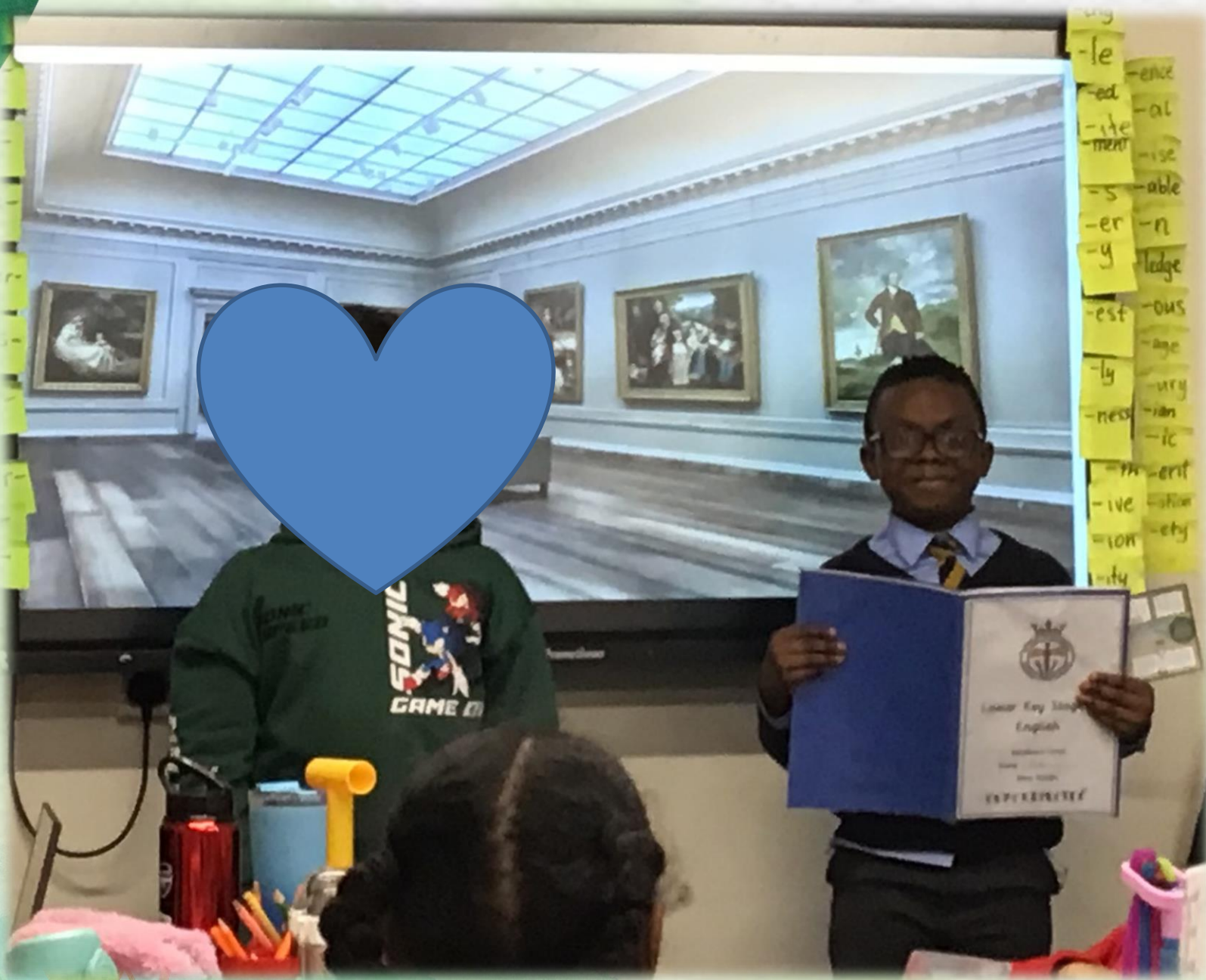


The image displays two photographs of students presenting their non-chronological reports. The left photograph shows three students (two boys and one girl) holding up their work, which includes a rainbow diagram. The right photograph shows three students (two girls and one boy) holding up their work, which includes a diagram of a building. The background of the slide features a light green and white pattern with green leaves and a large green leaf on the left side.



English

Non-Chronological Reports



Tuesday 28th January 2025

Learning Objective: To investigate the different responses to the Roman invasion using a range of sources.

Success criteria

- I can explain how the Celts responded to the Roman invasion.
- I can use this knowledge in a debate.
- I can decide whether evidence is a primary or secondary source.

During today's history lesson, we learned the meaning of the terms 'pros' and 'cons' which originate from Latin, the language of Ancient Rome.

We imagined that we were members of the tribe at Maiden Castle. **We had to decide whether to fight against the Romans or accept their rule.**

We held a mock debate where children had to justify their decisions and explain the positive and negatives that would come from the Roman's ruling in Britain.



British history: Why did the Romans invade and settle in Britain?



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IMG_7457



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The Romans

Homework Task



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IMG_5251



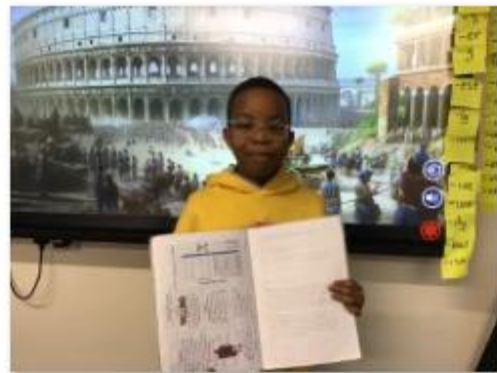
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The background is a soft, watercolor-style wash of light green and white. It is decorated with various green leaves and foliage. In the top left, there are large, dark green monstera leaves. In the top right, there are smaller, rounded green leaves. In the bottom left, there are more rounded green leaves. In the bottom right, there are monstera leaves and a small sprig of green leaves.

THANK
YOU