

<b>Learning Objective:</b> <b>Health and Wellbeing</b>		<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>To know that different things are needed to keep my body healthy</li> <li>To understand the importance of physical activity and rest</li> <li>To understand why we should limit screen time.</li> <li>To understand why it is good to spend time outdoors.</li> <li>To know how to be safe in the sun</li> <li>To understand the risks of too much sugar to my body</li> <li>To understand the importance of dental hygiene</li> </ul> <b>Thinking Skills:</b> <ul style="list-style-type: none"> <li>Show that they are actively listening and responding</li> <li>Suggest what might happen if...</li> <li>Demonstrate how to build on others' ideas</li> <li>Be an effective member in small group tasks</li> <li>Suggest different possibilities/ideas</li> </ul>
<b>Vocabulary:</b> protect sugar screen clothing body person personal change nutrients endorphins plaque		
<b>Suggested Lessons</b>	<b>Aims of Sessions:</b>	<b>Content:</b>
	<b>Recap of prior learning:</b>	
<b>1</b>	<u>EYFS</u> <ul style="list-style-type: none"> <li>Importance of physical activity.</li> <li>Importance of choosing a healthy diet.</li> <li>Basic hygiene</li> <li>People who helps us.</li> </ul> <u>Year 1</u> <ul style="list-style-type: none"> <li>To understand what it means to be healthy</li> <li>To be able to keep healthy through diet and exercise</li> <li>To be aware of your own personal hygiene</li> <li>To know about people in your community who could help (doctors, dentist etc.)</li> <li>To recognise your own strengths and what you want to be better at</li> </ul>	L.O. To know that different things are needed to keep my body healthy.  Skills Focus: I can share my views respectfully. Suggest what might happen if...  Reflect on prior learning in EYFS and Year 1. Can children list how they keep their body healthy? Make notes on board/flipchart.  Discuss how different foods are considered healthy/unhealthy. Why are carrots healthier than a chocolate bar? Explain that a carrot would have more nutrients and have less sugar than a chocolate bar.  Discuss the importance of drinking water, physical activity, rest, taking time for ourselves; eating healthily and learning are needed to keep our bodies healthy. Encourage children to develop those points e.g. what does physical activity do to our body.  Children to complete 'Healthy Lifestyle Evaluation'. Children to write three things that are good about their lifestyle e.g. I eat fruit and vegetables, I do clubs after-school so I get physical exercise, I sleep for 10 hours. Children then to write two things that they could do to improve their lifestyle e.g. spend time reading and relaxing before I go to bed and not spending forever on my iPad.  Challenge: Explain their reasons for improving their lifestyle e.g., I'm going to eat more vegetables because...  SEND: Children have a range of statements and children to choose which 2 they do already, and 2 they would like to improve on.

<p>2</p>	<p><u>EYFS</u></p> <ul style="list-style-type: none"> <li>• <i>Importance of physical activity.</i></li> </ul> <p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>• <i>To understand what it means to be healthy.</i></li> </ul>	<p>L.O. To understand the importance of physical activity and rest</p> <p>Skills Focus:            Show that they are actively listening and responding            Be an effective member in small group tasks</p> <p>Define what physical activity and rest is - children give different examples for physical activity and rest. Ensure children understand that rest does not just mean sleeping.</p> <p>Ask children why physical activity is important. It helps us stay healthy; it gives us endorphins/good feelings, helps us focus in our learning and helps us sleep well. Get children to partake in an exercise (Joe Wicks on YouTube or give them a range of different exercises) <u>for 5 minutes</u>. Ask children how they feel afterwards.</p> <p>Ask children why rest is important. It helps us relax, helps your body to recover, clear your mind, focus on an activity afterwards. List different ways we can rest e.g. sleep, read a book, colour, watch TV, mindfulness etc.</p> <p>Activity: Children complete an exercise and rest diary. Children to note down what they have done and reflect on how they feel. Has the increase in physical activity meant they can sleep better/focus on their learning more? Etc.</p> <p>Challenge: Make up a “Joe Wicks” session that should last 5 minutes that they can teach to their class throughout the week. Children to write down the sequence of exercises. Children to then write a reflection on whether it was successful and how it improved other people’s physical self</p> <p>SEND: Children to draw what physical activities and restful activities they do over a week. Children to write key words down.</p> <p>End of session: choose a mindfulness YouTube video from Kids Zen Den and get children to participate. Children to reflect on how they feel afterwards.</p>
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<p style="text-align: center;"><b>3</b></p>	<p><u>EYFS</u></p> <ul style="list-style-type: none"> <li>• <i>Healthy living and physical development.</i></li> <li>• <i>Importance of physical activity.</i></li> </ul> <p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>• <i>To understand what it means to be healthy</i></li> </ul>	<p>L.O. To understand why we should limit screen time. To understand why it is good to spend time outdoors.</p> <p>Skills Focus: Suggest what might happen if... Be an effective member in small group tasks</p> <p>Ask which children have a laptop/computer/iPad/mobile phone in their house. How long do they spend on it? What do they do on it? Then ask children who goes to the park/into their garden/after-school club etc. to play/spend time outside after-school or at the weekends?</p> <p>Why is it good to spend time outdoors? Children to Think, Pair and Share. Teacher to write ideas on board. Then ask why using a device isn't good all the time? Children to Think, Pair and Share. Teacher to write ideas on board. Stretch learning by discussing the importance of fresh air and sun.</p> <p>Teacher to develop the ideas of why it's not good to spent so much time on a device and why it's important that we limit that time. Too much time on the screen can affect our mood, hurt our eyes, affect our concentration and mood, affect our focus in learning and decrease the amount of time we spend doing physical activity. Remind children that it's ok to spend time on their device because it can help us rest, however, only for a certain amount of time e.g. 15 minutes. Remind children that being on a device or watching TV before bed can affect our sleep so it's important that before bed, we do a different restful activity e.g. reading.</p> <p>Activity: Children to work in mixed ability groups to create a poster/information card for pupil's year below them advising them about limiting screen time and spending more time outdoors.</p> <p>Challenge for GD: List advantages and disadvantages to using a device.</p>
<p style="text-align: center;"><b>4</b></p>	<p><u>EYFS</u></p> <ul style="list-style-type: none"> <li>• <i>Healthy living and physical development.</i></li> </ul> <p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>• <i>To understand what it means to be healthy</i></li> </ul>	<p>L.O. To know how to be safe in the sun.</p> <p>Skills Focus: Demonstrate how to build on others' ideas Be an effective member in small group tasks</p> <p>Ask children what facts they already know about being safe in the sun. Take note on board/flipchart and encourage children to develop why they have to do these to stay safe in the sun.</p> <p>Go through Twinkl PPT (Keeping Safe in the Sun) that explains sun safety and complete quiz at the end of the PPT</p> <p>Activity: Children to work in mixed ability groups and create a song/rap/poem about how to stay safe in the sun. Children to perform to their class.</p>

<p style="text-align: center;">5</p>	<p><u>EYFS</u></p> <ul style="list-style-type: none"> <li>• Basic hygiene</li> <li>• People who helps us.</li> </ul> <p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>• To be aware of your own personal hygiene</li> <li>• To know about people in your community who could help (doctors, dentist etc.)</li> </ul>	<p>L.O.: To understand the risks of too much sugar to my body.</p> <p>Skills Focus: Suggest what might happen if... Suggest different possibilities/ideas</p> <p>Ask children what sugar is and where it comes from. Distinguish between sugar that is naturally created (e.g. fruit) and sugar that is man-made/artificial (e.g. sweets, chocolate etc.). Explain to children that too much sugar can be a risk to our bodies. Does anyone know how? Teeth and weight. Explain what they can do to our teeth and weight.</p> <p>Ask children if they've had any problems with their teeth. Do they know anyone who is diabetic? Explain what diabetes is and how it can affect a person's body. <i>Caution: ensure that children understand that not everyone gets this from eating too much sugar but it's a risk.</i></p> <p>Discuss how sugar can be a risk to our body – put on weight, affects our organs, tired etc. Then discuss how sugar can be a risk to our teeth and how it affects our teeth.</p> <p>Read Change4Life story about Tilly the Molar to the children and get children to answer the questions. Encourage discussions.</p> <p>Activity: Change4Life sugar swaps for kids. Children to complete template of different sugar swaps that they and their family could make. Change4Life provide modelling opportunities and prompts to support children.</p> <p>SEND: Children to play a swap game where they swap a sugary item of food, for a healthier/less-sugary food.</p>
<p style="text-align: center;">6</p>	<p><u>EYFS</u></p> <ul style="list-style-type: none"> <li>• Basic hygiene</li> <li>• People who helps us.</li> </ul> <p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>• To be aware of your own personal hygiene</li> <li>• To know about people in your community who could help (doctors, dentist etc.)</li> </ul>	<p>L.O. To understand the importance of dental hygiene.</p> <p>Skills Focus: Show that they are actively listening and responding</p> <p>Children to remind you of their learning from the previous lesson. What can they remember about sugar and teeth? Can they remember any other facts?</p> <p>Ask children who can help us look after our teeth. Do any of them go to the dentist? Have any of them had to get work done on their teeth? Etc.</p> <p>Explain the importance of brushing our teeth – keeps our teeth clean, takes any plaque off keeps our breath smelling nice and fresh, stops our teeth rotting. Tell children how many times a day we should brush our teeth – twice a day, 2 minutes each time</p> <p>Explain to children the importance of brushing our teeth properly with the correct toothpaste. Demonstrate how much toothpaste they should use on their toothbrush. Show children video: <a href="https://www.youtube.com/watch?v=hDZXSMU2IAk">https://www.youtube.com/watch?v=hDZXSMU2IAk</a></p> <p>Activity: use tiles or laminated paper, cover with sticky substances e.g. juice, coffee, melted chocolate etc. Get children to clean the</p>

		<p>tiles/laminating using a toothbrush. Give them the opportunity to try it with toothpaste. Does toothpaste work better on cleaning the tiles/laminated paper than just a toothbrush by itself? Take pictures of children doing this to be stuck in book.</p> <p>Challenge: GD children to reflect on lesson and write in speech bubble their findings.</p> <p>SEND: Sequence brushing teeth (Twinkl)</p>
<p><b>Evidence for assessment will be from:</b></p>		<ul style="list-style-type: none"> <li>• By knowing the different things that are needed to keep their body healthy</li> <li>• Understanding the importance of physical activity and rest</li> <li>• Understanding why we should limit screen time.</li> <li>• Understanding why it is good to spend time outdoors.</li> <li>• Knowing how to be safe in the sun</li> <li>• Understanding the risks of too much sugar to my body</li> <li>• Understanding the importance of dental hygiene</li> </ul>
<p><b>Resources needed for project:</b></p>		<p>Worksheet for:</p> <ul style="list-style-type: none"> <li>• Healthy Lifestyle Evaluation</li> <li>• Exercise and Rest Diary</li> </ul> <p>Speech bubbles</p> <p>Mindfulness video:  <a href="https://www.youtube.com/watch?v=j9zpRAPIuI">https://www.youtube.com/watch?v=j9zpRAPIuI</a></p> <p>Joe Wicks video: <a href="https://www.youtube.com/watch?v=d3LPrhI0v-w&amp;t=211s">https://www.youtube.com/watch?v=d3LPrhI0v-w&amp;t=211s</a></p> <p>Stay Safe in the Sun Twinkl PPT</p> <p>Change4Life Tilly the Molar Story PPT:  <a href="https://campaignresources.phe.gov.uk/schools/resources/keeping-our-teeth-healthy-lesson-plans">https://campaignresources.phe.gov.uk/schools/resources/keeping-our-teeth-healthy-lesson-plans</a></p> <p>Chanfe4Life Sugar Swap activity:  <a href="https://www.nhs.uk/change4life/food-facts/sugar/sugar-swaps-for-kids">https://www.nhs.uk/change4life/food-facts/sugar/sugar-swaps-for-kids</a></p> <p>Brushing teeth video -  <a href="https://www.youtube.com/watch?v=hDZXSMU2IAk">https://www.youtube.com/watch?v=hDZXSMU2IAk</a></p> <p>Brushing Teeth Sequencing (Twinkl)</p>
<p><b>Challenge:</b> All tasks are accessible but there is room for stretch or solo taxonomy.</p> <p><b>SEND:</b></p>		<p><b>Written throughout the weekly lessons in blue.</b></p>