

Learning Objective: Health and Wellbeing		Learning Outcomes: <ul style="list-style-type: none"> To know how everyday hygiene rules help us to stay clean and safe. To know how to maintain good oral hygiene To understand what constitutes a healthy balanced diet To evaluate the benefits of a balanced diet To know the different diet choices and how they can all be a balanced diet – <i>co-op</i> To understand the importance of physical activity – amount/ type/ balance with other activities To know the benefits of physical activity to your body and feelings To understand the importance of the amount of sleep we get. How the amount of screen time can affect our sleep and mood. Thinking Skills <ul style="list-style-type: none"> Identify big ideas in a stimulus and ask questions related to these Support and build on the ideas of others Keep focussed on the matter at hand Explain how ideas are linked Explore a range of different possibilities
Vocabulary: Cavities Decay Vegetarian Vegan Pescatarian Aerobic Strength Reduce Minimise Protected Routines Recognise Balanced Diet Maintain Oral Regular Flossing Positive Negative Goals		
Suggested Lessons	Aims of Sessions:	Content:
	Recap of prior learning:	
1	EYFS <i>Basic hygiene</i> <ul style="list-style-type: none"> To understand what it means to be healthy To be aware of your own personal hygiene 	L.O. To know how everyday hygiene rules help us to stay clean and safe. Skills Focus: Keep focussed on the matter at hand Explain how ideas are linked Get children to define personal hygiene – by keeping ourselves clean and tidy we look after our bodies. Ask children what hygiene rules they know of that help them stay safe and clean. Make a list of children’s ideas down on the board/flipchart. Then ask children what happens if we don’t follow these everyday hygiene rules. Make note on the board/flipchart. Explain to the children that we’ve experienced a very difficult virus (Covid-19) and it has reminded us the importance of following everyday hygiene rules. However, we shouldn’t follow these rules just because of Covid-19. There are lots of viruses/illness that we can catch if we don’t follow these rules.

		<p>Ask children to explain the different hygiene rules we should follow, encourage children to demonstrate to the rest of the class e.g. washing hands, blowing nose using a tissue etc.</p> <p>Go through Personal Hygiene Twinkl PPT, reminding children of the different rules we follow.</p> <p>Activity: Children to work in mixed ability groups. Groups to be given a different hygiene rules (washing hands, brushing teeth, using a tissue/keeping our nose clean, clean clothes, showering etc). Get each group to record an 'advert' explaining the hygiene rule. Adverts can be shown to year groups below or put on school website.</p>
<p>2</p>	<p><u>EYFS</u></p> <ul style="list-style-type: none"> • Basic hygiene • People who helps us. • To be aware of your own personal hygiene • To know about people in your community who could help (doctors, dentist etc) • To understand the risks of too much sugar to my body. • To understand the importance of dental hygiene. 	<p>L.O. To know how to maintain good oral hygiene This is a good lesson to have a dentist, dentist nurse or school nurse come in to do a workshop with the class.</p> <p>Skills Focus: Identify big ideas in a stimulus and ask questions related to these Explain how ideas are linked Explore a range of different possibilities</p> <p>Get children to reflect on previous lessons from KS1 when they learnt about oral hygiene. Ask them to share facts that they can remember. Ask children why teeth are important – help us eat, nice smile, help us speak clearly, stay healthy etc. Ask children what happens to teeth if we don't look after them – cavities, decay, discolouration, teeth falling out etc.</p> <p>Explain that it's important that we protect our teeth by having a good routine/maintaining good oral hygiene. Get children to discuss how they maintain good oral hygiene – brushing teeth, flossing etc. Quiz the children on their knowledge e.g. how long should you brush your teeth for? How often should you brush your teeth? Etc Discuss the harm of sugar and plaque and how it creates acid, which can lead to tooth decay.</p> <p>Activity: Children to create a 'Sugar Diary'. Children to write down what they ate the previous day or what they have eaten so far. Children to then reflect on what they've eaten and think about how the food/sugar could affect their teeth. Children may need support from teacher. Children to then answer questions about oral hygiene e.g. Did you brush your teeth at least two times yesterday? Did you brush your teeth for 2 minutes each time? Etc With their partner, children to decide on how they can improve their oral hygiene.</p> <p>Challenge: Once children have completed 'Sugar Diary' children to think about how they can improve their oral hygiene. Children to set themselves a target and write down on their worksheet. Children to explain their reasons for the goal e.g. Tomorrow, I will not have a glass of orange juice for breakfast because it is full of</p>

		<p>sugar which isn't good for my health or teeth. Instead I will drink a glass of water.</p> <p>SEND: Show children a video of how we brush our teeth https://www.youtube.com/watch?v=hDZXSMU2IAk. Children can draw a picture of themselves brushing their teeth and then write down key facts on how to keep good oral hygiene.</p>
<p>3</p>	<p><u>EYFS</u></p> <ul style="list-style-type: none"> • Importance of choosing a healthy diet. • To understand what it means to be healthy • To be able to keep healthy through diet and exercise • To know that different things are needed to keep my body healthy 	<p>L.O. To understand what constitutes a healthy balanced diet To evaluate the benefits of a balanced diet To know the different diet choices and how they can all be a Balanced diet</p> <p>This is a good lesson to have Co-Op come in to do a workshop with the class. Co-Op offer workshops on balanced diets.</p> <p>Skills Focus: Explain how ideas are linked Explore a range of different possibilities Identify big ideas in a stimulus and ask questions related to these</p> <p>Ask children what a balanced diet is. Note down on board/flipchart. Explain the importance of a healthy diet – keeps us healthy, keeps us fit, helps improve our mood etc. Can they remember the food plate – how much protein, vegetables/fruit etc should I have? Show them one and discuss the different food categories and benefits. Children should be able to support with this, as they should have learnt about it in Science. Show video: https://www.bbc.co.uk/bitesize/topics/zrffr82/articles/zppvv4j</p> <p>On the flipchart, have 'The Benefits of a Balanced Diet'. Children to Think, Pair and Share their thoughts on what the benefits of a balanced diet are e.g. vitamins and nutrients, improves sleep etc. Remind children that a balanced diet does include things like having chocolate, crisps etc however, only every so often and not every day.</p> <p>Ask the class if anyone is vegetarian, pescatarian, vegan etc. Define the meaning of these. Ask children if they think you can follow one of these diets and still have a balanced diet? Show eat well plates for vegans, vegetarians and pescatarians and explain how they still get their vitamins and nutrients from other foods e.g. they may not get iron from eating red meat, but they can get it from green, leafy vegetable etc. Explain that any diet is a balanced diet if they include all the important nutrients and vitamins. A diet is not balanced if you constantly deprive/reduce the amount of food we eat.</p> <p>Activity: Children to be complete activity like Sienna's activity (Change4Life - https://campaignresources.phe.gov.uk/schools/resources/be-food-smart-ks2-toolkit). Children to decide the best options. Children should explain their choices e.g. She should choose the apple for her snack because it is full of vitamins and nutrients, it has better sugar for your body and teeth than the chocolate biscuits and it will fill her up more.</p>

		<p>Challenge: Give children the Sienna activity synopsis and then create a healthy, balanced diet for her to follow. Children to explain their choices.</p> <p>SEND: Children to be given different foods, decide whether they are healthy and unhealthy, and then decide how much they're allowed to eat of it.</p>
<p>4</p>	<p><u>EYFS</u></p> <ul style="list-style-type: none"> • Importance of physical activity. • To understand what it means to be healthy • To understand the importance of physical activity and rest • To know that different things are needed to keep my body healthy. 	<p>L.O. To understand the importance of physical activity – amount/ type/ balance with other activities</p> <p>Skills Focus: Keep focussed on the matter at hand Explain how ideas are linked</p> <p>Ask children what physical activity they do. Make notes on board/flipchart. Get children to discuss why physical activity is important to stay healthy. How does it affect their mood? How does it affect their body? Etc</p> <p>Tell children the amount of exercise they should do every day/week – at least 60 minutes every day.</p> <p>Ask children what types of physical activity they can do – walking, skateboarding, riding a bike, playing in the playground etc. Explain that these types of activities are called aerobic exercises and they typically help us burn fat. Many of these exercises also help us strengthen our muscles and bones. Why is it important that we do that? Can they list any other exercises they could do that would strengthen our muscles and bones? – Sit-ups, basketball, football, gymnastics, squats, tennis etc.</p> <p>Tell children that it is important that we don't do too much exercise because we can injure ourselves and we need to allow our bodies/muscles/bones to rest. Therefore, it's important that we have a healthy snack and rest after exercise.</p> <p>Activity: Children to complete 'Exercise Diary'. Children to think about the exercise they've done throughout the week. Ensure they include playground activities. Get them to reflect on their exercise. Have they done enough? Could they change the activities they've done? Children to set themselves a goal for the rest of the week.</p> <p>Challenge: Children to do the same activity as the rest of the class. Children can categorise their exercises to whether they are aerobic or strengthening exercises. Children to explain why physical activity is important and they can include facts.</p> <p>SEND: Children can list/draw the different physical activities they've done throughout the week.</p>

5

- EYFS
- Importance of physical activity.
 - To understand what it means to be healthy
 - To understand the importance of physical activity and rest
 - To know that different things are needed to keep my body healthy.

L.O. To know the benefits of physical activity to your body and feelings.

Skills Focus:
 Support and build on the ideas of others
 Keep focussed on the matter at hand
 Explain how ideas are linked

Get children to reflect on previous lesson and the importance of physical activity. Quiz on what can they remember – how long should you exercise for? What types of exercises should you do? Did anyone complete his or her goal? Etc

On their whiteboards, get children to split their whiteboards in half. On one side they should write down how they're feeling right now (e.g. happy, tired, unfocused etc), what their heart rate is like, how their body is feeling, what their breathing is like etc. Get feedback from children and write on board/flipchart.

Play Joe Wicks exercise video and get children to take part - <https://www.youtube.com/watch?v=YIB2SJnBHBQ>.







Once children are finished, get them to write on the other half of the whiteboard how they're feeling, heart rate, how their body is feeling, what their breathing is like etc. Get feedback from the children and write on board/flipchart.

Discuss with children the changes they found in their body and mood after exercise. They may be feeling tired after the exercise, but they will feel more focused and soon they'll realise how they're feeling better. Explain to children that exercise releases endorphins, which make us feel good. Now discuss how it affects our body and why it's good for our health.

Activity: Take pictures of children working out to stick in their books. Children to write in speech bubble about how the physical activity affected their mood and body.

Challenge: Children to explain why physical exercise affects our mood and body – endorphins, burns fat/energy etc after they have written in speech bubble about how the exercise affected their mood and body.

SEND: Children to have different pictures similar to worksheet below. Children to tick how they felt after they did exercise. If able, children can write sentences about how they felt too.

 Your cheeks might turn red.	 Your cheeks might turn blue.
 Your heart will beat slower.	 Your heart will beat faster.
 Your body may feel warmer.	 Your body may feel colder.

6	<p><u>EYFS</u></p> <ul style="list-style-type: none"> • Healthy living and physical development. • Importance of physical activity. • To understand what it means to be healthy • To understand why we should limit screen time. • To understand why it is good to spend time outdoors. 	<p>L.O. To understand the importance of the amount of sleep we get. How the amount of screen time can affect our sleep and mood.</p> <p>Skills Focus: Support and build on the ideas of others Keep focussed on the matter at hand Explore a range of different possibilities</p> <p>Ask children how long they slept for the night before. Ask children how long children should sleep for during the night.</p> <p>Display on board – Does it matter if we don't get enough sleep? Get children to Think, Pair and Share. Teacher write notes on board. Show children video: https://www.youtube.com/watch?v=CoCL0IB4u4g</p> <p>Get children to think about their bedtime routine – get them to write it down on their whiteboard. Children to share routines, and teacher to make notes on board/flipchart. Can they notice any patterns with each other's routines e.g. do they all watch tv before bed? Do they have a snack before bed? Etc</p> <p>Explain to children that screen time can not only affect our mood, because we don't get to communicate with each other as much, go outside or do physical activity as much, but it can also affect our sleep. The blue light from screens tricks our brain into thinking it is still daylight, making it difficult to sleep. Therefore, it is important that we stop watching tv/using a device at least 30 minutes before bed. Instead, when we get into bed, we should read a book. Watch video: https://www.youtube.com/watch?v=aAmaCeq9v4</p> <p>Activity: Children to reflect on their bedtime routine and think about how they can change it. Children to write down their current bedtime routine, and then write down their new bedtime routine.</p> <p>Challenge: Children to evaluate their bedtime routine and improve it, giving reasons for their changes.</p> <p>SEND: Children to sequence bedtime routine.</p>
<p>Evidence for assessment will be from:</p>	<ul style="list-style-type: none"> • Knows how everyday hygiene rules help us to stay clean and safe. • Knows how to maintain good oral hygiene • Understands what constitutes a healthy balanced diet • Evaluates the benefits of a balanced diet • Knows the different diet choices and how they can all be a balanced diet – <i>co-op</i> • Understands the importance of physical activity – amount/ type/ balance with other activities • Knows the benefits of physical activity to your body and feelings • Understands the importance of the amount of sleep we get. • Knows how the amount of screen time can affect our sleep and mood. 	

Resources needed for project:	Personal Hygiene PPT (Twinkl) iPad Pictures of food Bedtime routine pictures Worksheet <ul style="list-style-type: none">- 'Sugar Diary'- Sienna's Day' (Change4Life – link provided)- 'Exercise Diary'- SEND worksheet – physical activity affects- 'Sleep Diary' Videos linked in lesson
Challenge: All tasks are accessible but there is room for stretch or solo taxonomy. SEND:	See individual lessons.