



MEDIUM TERM PLANNING - RHE

Year Group:	FS2	TERM:	Summer 1	Theme: Staying Healthy
<p>EYFS curriculum: Personal, social and emotional development and the EYFS</p> <p>PSED is one of the three prime areas within the Early Years Foundation Stage (EYFS). Each prime area is divided into early learning goals, for PSED these are:</p> <ul style="list-style-type: none"> • Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. • Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. • Building Relationships - Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs. 				
<p>Context: This unit builds on the work the children have covered on their mental health. The children will learn that in order to feel good they also need to look after their bodies through healthy diets and staying active. The children will learn to recognise healthy and unhealthy food choices and will also learn good oral health practises. This unit is taught during the summer term so that the children can use out outdoor</p>	<p>Concepts: Healthy, wellness , safety</p>	<p>Vocabulary: Exercise, wellbeing, safe, diet, sleep, brushing teeth, healthy, unhealthy, stranger</p>		

<p>environment to grow healthy foods and take part in new sports.</p>		
<p>Prior Knowledge: The children will be able to say what makes them feel good in relation to their mental health. The children will also know which foods they like and dislike.</p>	<p>Future Knowledge: The children will begin to understand that we cannot always feel fit and healthy particularly if we get ill or injured. However, keeping an active life style. Eating well, sleeping properly and brushing our teeth can help us to stay healthy and strong.</p>	
<p>End points /by the end of this unit pupils will.. Be able to identify healthy and unhealthy food choices Know when they should brush their teeth and wash their hands</p>	<p>Crucial Knowledge Which foods are good for your body? Which foods are not healthy for us? Why should we wash our hands and clean our teeth?</p>	

Lesson Number 1

<p>Key learning: I can say which adults help to keep my body healthy and safe.</p>	<p>Concepts: Healthy, wellness , safety</p>	<p>Lesson structure: Introduction Recap the circle time rules. Use the make a circle song to create a class circles. Sing Head shoulders, knees and toes. Explain to the children that this half term we are going to be learning about how we can look after our bodies and keep them fit and healthy.</p>
<p>Success Criteria: I can say who the people are that keep me safe</p> <p>I know that parts of my body are private</p>	<p>Suggested resources:</p>	<p>Direct teaching Look at photos of different health worker. Who helps to look after our bodies? Children to pass round the class toy Who looks after your body? Remind the children that lots of people might look after them but the most important person is themselves! Practise identifying different body parts. Where is your head, shoulders etc. Remind the children that some parts of their bodies are private and just for them. Listen to the pants song by the NSPCC https://www.youtube.com/watch?v=LnroTxz7USI Activities, Children to answer the question – How do I help my body to stay healthy and safe? Add to the class floor book.</p> <p>Draw around a child’s body. Can the children add the labels to the correct place? key questions Who keeps my body safe and healthy?</p>

Vocabulary Exercise, wellbeing, safe, diet, sleep, brushing teeth, healthy, unhealthy, stranger

Lesson Number 2

<p>Key learning: We are learning to understand that regular exercise helps to keep our bodies healthy</p>	<p>Concepts: Healthy, safety, wellbeing</p>	<p>Lesson structure: Introduction Recap the circle time rules. Use the make a circle song to create a class circles. Remind the children that this half term we are learning about how we can look after our bodies and keep them fit and healthy. Listen to the Macmillan healthy song.</p>
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		https://www.youtube.com/watch?v=8xu8qNXb51M direct teaching, Children to pass the class toy around the circle to say which sports they enjoy. I enjoy playing ...?
Success Criteria: I can say which physical activities I enjoy. I know that exercise is good for our bodies.	Suggested resources:	Explain to the children that regular exercise is good for our bodies as it helps to keep our hearts fit and healthy and makes our muscles stronger. Remind the children that exercise can also make our minds feel good too. Activities Children to bring in a photograph of a sport they enjoy playing outside of school Children to give a talk to the class Record using a speech bubble and photograph. Children to practise playing different playground games outside. key questions How many different sports can we think of? How does regular exercise help us? Challenge: Adaptive teaching for SEND:
Vocabulary: body, fit, healthy, active, exercise		

Lesson Number 3		
Key learning: To understand that some foods are healthier than others	Concepts: Healthy, wellness , safety	Lesson structure: Introduction Recap the circle time rules. Use the make a circle song to create a class circles. Sing Head shoulders, knees and toes. Explain to the children that this half term we are going to be learning about how we can look after our bodies and keep them fit and healthy.

<p>Success Criteria: I can say which foods are healthy foods and which foods are treat foods I can say why some foods are good or bad for my body.</p>	<p>Suggested resources: Class toy Circle time rules Flip chart</p>	<p>direct teaching, Children to pass around the circle time toy What is their favourite food? Explain to the children that some foods are healthy foods and some foods are treat foods Children to sort food on to different plates. Why are some foods good for our bodies or bad for us? Vegetables and fruit have vitamins Chocolate and sweets have lots of sugar in them How can we stay healthy? Explain to the children that we need to eat treat food occasionally.</p> <p>key questions What good food choices can we make? Why are some foods bad for us?</p> <p>Activities Children to make their own healthy lunch box. Children to grow their own bean plant</p> <p>Challenge: Adaptive teaching for SEND:</p>
<p>Vocabulary: healthy food, treat food, sugar, fruits, vegetables, bodies, diet</p>		

Lesson Number 4

<p>Key learning: To understand how we can keep our teeth healthy</p>	<p>Concepts: Health. Wellness, safety</p>	<p>Lesson structure: Introduction Recap the circle time rules. Use the make a circle song to create a class circles. Sing Head shoulders, knees and toes.</p>
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<p>Success Criteria: I can say how to keep my teeth healthy I can say when should brush my teeth.</p>	<p>Suggested resources: Book – Why Should I brush my teeth by Katie Daynes Class toy Circle time rules.</p>	<p>Remind the children that this half term we are learning about how we can look after our bodies and keep them fit and healthy.</p> <p>Direct Teaching Read the book; Why Should I brush my teeth? By Katie Daynes Can the children remember which foods are high in sugar? Look at a large model of a mouth. Model how we need to brush each side of each tooth.</p> <p>Activities</p> <p>Children to use the tooth brush and shaving foam to practise brushing the model mouth Snap shot observations for the class floor book.</p> <p>key questions What should we brush our teeth Which foods are bad for our teeth? How can we look after our teeth?</p> <p>Challenge: Adaptive teaching for SEND:</p>
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Vocabulary:
Teeth, tooth, brushing, healthy, mouth, sugar, dentist

<p>Lesson Number 5</p>		
<p>Key learning: To say how we can keep our bodies healthy and safe.</p>	<p>Concepts: Healthy, wellness, safety</p>	<p>Lesson structure: Introduction Recap the circle time rules. Use the make a circle song to create a class circles. Remind the children that this half term we are learning about how we can look after our bodies and keep them fit and healthy.</p>

<p>Success Criteria: I can say how to keep my body healthy and safe.</p>	<p>Suggested resources: Class toy Circle time rules Class floor book</p>	<p>Listen to the Macmillan healthy song. https://www.youtube.com/watch?v=8xu8qNXb51M</p> <p>Direct teaching Recap previous learning about how we keep fit and healthy through, diet, exercise and making sure we spend time with people we trust. Children to revisit the question in the class floor book. How do we keep our bodies safe and healthy?</p> <p>Activities Children to draw pictures or write sentences for the class floor book key questions How do we keep ourselves safe and healthy?</p> <p>Challenge: Adaptive teaching for SEND:</p>
<p>Vocabulary:</p>		