



**SUBJECT MEDIUM TERM PLANNING**

<b>Year Group:</b> One	<b>TERM:</b> Summer 1	<b>Theme:</b> Staying Healthy
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**National Curriculum:** RHE  
 P1 – How do I help my body to stay healthy?  
 Understand that active lifestyles including regular exercise can keep our bodies more healthy.  
 Appreciate that some people live with disabilities  
 Understand that we can't always have healthy bodies because sometimes we get ill or injured.  
 P3 – How do we stop getting ill?  
 Understand that germs are spread by coughs and sneezes and physical contact with dirt and other people  
 Understand that we can prevent the spread of germs by washing hands especially after we go to the toilet  
 Understand that we can prevent tooth decay by brushing our teeth regularly

**Context:** This unit build on the work the children have covered in FS2 with in Physical development. During this unit the children will learn to understand how their bodies can be different to others. The children will understand that nobody is the same or has the same body. The children will learn that their body's ability can vary. The children will learn that there are different factors that contribute to keeping their body healthy including exercise, diet, sleep and oral health. The children will learn that a germ can cause an infection which can make people sick They will also

**Concepts: Health, wellness, safety**

<b>Body</b>	Everything that makes up your physical self, including skin, hair, muscles and organs
<b>Germ</b>	A microorganism that can cause an infection and make you sick
<b>Ability</b>	Doing something as well as you can
<b>Disability</b>	A condition of the body or mind that makes it more difficult for someone to do something.
<b>Spread</b>	To expand over a larger area.
<b>Healthy</b>	To not be sick.

<p>learn how to prevent germs from spreading by learning about good hand hygiene</p> <p>The children will learn that the sun can damage their bodies and learn different ways they can stay safe in the sun. This includes covering their bodies, wearing sun cream and looking for shade,</p>			
<p><b>Prior Knowledge:</b> The children know the names for the different parts of their body. They are able to talk about different factors that support overall health and wellbeing e.g. healthy eating, handwashing and tooth brushing.</p>	<p><b>Future Knowledge:</b> Children will look in more detail about how to maintain a healthy diet and learn about the 5 different food groups.</p>		
<p><b>End points /by the end of this unit pupils will... (NB Crucial/sticky knowledge is highlighted):</b></p> <ul style="list-style-type: none"> <li>-Understand that active lifestyles including regular exercise can keep our bodies more healthy.</li> <li>- Appreciate that some people live with disabilities.</li> <li>- Understand that we can't always have healthy bodies, because sometimes we get ill or injured</li> <li>-Understand that we can prevent the spread of germs by washing our hands with soap</li> <li>-Understand that we can prevent tooth decay by brushing our teeth regularly.</li> <li>Understand that the sun can cause damage to our bodies</li> <li>Know some of the ways we can stay safe in the sun.</li> </ul>	<p><b>Crucial Knowledge</b></p> <p>How do I help my body stay healthy?</p> <p>The right nutrients, sleep, brush your teeth, hand washing, exercise</p> <p>How often and for how long should you brush your teeth?</p> <p>Twice a day for two minutes</p> <p>How can we stop germs from spreading?</p> <p>To know that when they sneeze they should try to use a tissue and throw it in the bin before washing their hands.</p> <p>How can we protect our bodies from the sun?</p> <p>Wear sun cream, stay in the shade, cover up.</p>		
Learning Objective	Teaching Input/ Activities	Key Questions	Resources

### Lesson Number 1

<p><b>Key learning:</b> Understand what I can do to keep my body healthy</p>	<p><b>Concepts:</b> Health, Wellness</p>	<p><b>Lesson structure: Introduction</b></p> <p><b>Learn Sheffield P1</b></p> <p><b>Look at the presentation</b> How do I help my body stay healthy?</p> <p>What do the children think humans need to stay healthy?</p>	
<p><b>Success Criteria:</b> I can name different things I need to keep my body healthy. I can appreciate that some people are differently abled.</p>	<p><b>Suggested resources:</b> Presentation: How do I help my body stay healthy?</p>	<p>Children to discuss in pairs</p> <p><b>Direct teaching</b></p>	

<p><b>I understand we can't always have healthy bodies</b></p>	<p>Clip – Your Body Is Awesome</p> <p>Book – It is ok to be different.</p> <p>Chalk</p>	<p>Help children to understand that not all bodies are the same and so they cannot all do the same things. Children to think about what they can do with their own body.</p> <p>Look at the clip “ Your body is awesome”</p> <p>Read the story “Its ok to be different”</p> <p>What can we do to keep our bodies healthy?</p> <p>Children to discuss in groups. Look at photos of children exercising, brushing teeth, handwashing, eating healthy foods and sleeping.</p> <p>How many of these did they think of?</p> <p>How can we make sure we do these things?</p> <p><b>Activities,</b> Children to work in pairs and draw around their partner's body with chalk before writing down ways to stay healthy.</p> <p><b>key questions</b> What amazing things can you do with your body? Can you name any ways our bodies can be different? What can we do to keep our bodies healthy?</p> <p><b>Challenge:</b> Make links to the daily Mile.</p> <p><b>Adaptive teaching for SEND:</b></p>
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**Vocabulary:** Health, healthy, body, die, different equal,

<p><b>Key learning:</b> I can understand why I can do to stop germs from spreading</p>	<p><b>Concepts:</b> Health, Wellness</p>	<p><b>Lesson structure: Introduction</b> <b>Learn Sheffield – How do we stop getting ill?</b> Children to begin by watching a short video about handwashing – see flipchart</p> <p><b>direct teaching,</b> Remind the children that it is good to do exercise but that sometimes our bodies can become injured and that is normal.</p> <p>Children to discuss the key question What makes us poorly?</p> <p>Discuss what germs are and where they come from before sharing response : sick, poo, hands, coughs and sneezes</p> <p>Children to discuss how we can stop germs spreading around before sharing different images. Handwashing, teeth cleaning, sneezing in to a tissue, covering mouth when coughing.</p> <p><b>key questions</b> What makes us poorly? How can we stop germs from spreading?</p> <p><b>Activities</b> Follow up – Children to create poster to show what we can do to stop germs from spreading.</p> <p><b>Challenge:</b> Children to share their posters with the class and explain what we need to do to stop germs from spreading.</p> <p><b>Adaptive teaching for SEND:</b></p>
<p><b>Success Criteria:</b> I understand that my body may not always be healthy. I understand that there are things that can make me poorly. I can think of things we can do to prevent the spread of germs</p>	<p><b>Suggested resources:</b> Handwashing video Flipchart Poster making frame</p>	
<p><b>Vocabulary:</b> : Health, healthy, body, equal, body, germ, spread, prevent, poorly</p>		

### Lesson Number 3

**Key learning:**

Understand why we need to keep our teeth healthy.

**Concepts:**

Health, Wellness

**Lesson structure: Introduction**

Watch the Hey Duggee Tooth brushing song.

How often should you brush your teeth? Ask the children to discuss in pairs.

**Direct teaching**

Explain to the children that their teeth are really important as they help us to eat food but that we have to look after them by brushing regularly.

Why do we need to brush our teeth? – explain that we need to kill the germs and bacteria living in our mouths.

Remind the children that we need to brush our teeth for two minutes and that we need to make sure we brush all sides of our teeth to remove the plaque

Remind the children that we can also look after our teeth by seeing a dentist regularly.

Children to work in pairs to brush laminated mouth in order to remove the pretend plaque.

Revisit the different steps needed to brush your teeth well.

**Activities**

Children to create their own comic strip to show someone the 6 steps needed to brush their teeth.

**key questions**

Why do we brush our teeth?

How long do we brush our teeth for?

What is plaque?

**Challenge:**

Deepening – Children to write sentences to explain why it is important to clean and brush their teeth.

**Adaptive teaching for SEND:****Success Criteria:**

I know the different parts of my body I have to keep clean.

I understand why I need to brush my teeth.

I can think about how to brush my teeth properly.

**Suggested resources:**

Flip Chart

Cleaning teeth song

Laminated mouth

Toothbrushes and

whiteboard pens.

Comic strips.

**Vocabulary:** Health, healthy, body, , body, germ, spread, prevent, poorly, dentist, teeth, decay, same.

### Lesson Number 4

<p>Key learning: Understand how I am the same am different from others</p>	<p>Concepts: Same different</p>	<p>Lesson structure: Introduction Listen to the story “Just Ask”. What was the key message in the story?</p> <p>Direct teaching, ( Circle Time)</p> <p>Recap the circle time rules before moving the children in to a circle. Children to look at the mini Me’s they have made. Discuss the key questions What would the world be like if we were all the same? Do they have differences? Are they all equal? Are they all important? What makes you unique?</p> <p>Introduce the term Differently abled. Help the children to understand that we may not always be able to see how someone might need support. Just because someone is differently abled does not mean they are poorly. Some people may have been born differently abled, others may not. Children to discuss what may make someone differently abled. Show the children some pictures of adaptive equipment that some people may need. How does it help them? Children to have an opportunity to discuss the following questions.</p> <p>How can we make someone feel included? Can two people be different and the same?</p> <p>Children to end the circle time by singing “True colours” together.</p> <p>Activities N/a key questions</p> <p>What would the world be like if we were all the same? Do they have differences? Are they all equal? Are they all important? What makes you unique? How can we make someone feel included? Can two people be different and the same?</p>
<p>Success Criteria: I can share my thought I can respect my friends opinions I can put my hand up I can listen to others I can say how I am unique I can say how I am similar to others.</p>	<p>Suggested resources: Flip Chart “Just Ask” Story</p>	

Challenge:  
Adaptive teaching for SEND:

**Vocabulary:** same. Difference, equal, importance, unique ability, differently abled

### Lesson Number 5

<p><b>Key learning:</b> To understand how I can stay safe in the sun.</p>	<p><b>Concepts:</b> Safety</p>	<p>Lesson structure: Introduction See sun safety flip chart Watch you tube clip: Despicable me 2 safety in the sun Direct teaching, Discuss the key question: What is sun safety? Discuss how skin damage can happen without people even realising. Why is sun safety even more important in the summer? Being outside in the sun can be fun. However ultra violet rays can cause damage to our skin if we don't protect it. If you've got fair skin, or moles and freckles, you'll need to take extra care to protect your skin Introduce the sun safety code. Children to test each other. Can they remember the 5 different steps? Children to discuss where they can find shade outside? How can we cover our bodies? It is important that the children realise that they can burn outside even on cloudy days. Discuss the benefits of sun cream. What does the spf number means? Activities In pairs children to answer the true/ false quiz questions. How much have they learnt? Look at photos of children in the sun. Who is being careful? Why? Children to design a sun safety poster to teacher other children how to stay safe in the sun. key questions What is sun safety? How can we protect ourselves?</p>
<p><b>Success Criteria:</b> I know that damage can be caused by the sun. I know how to protect myself from the sun</p>	<p><b>Suggested resources:</b> Sun safety clip: despicable me sun safety campaign Sun safety flipchart.</p>	

		<b>Challenge:</b> <b>Adaptive teaching for SEND:</b>
<b>Vocabulary: sun, damage, protect, burn, skin</b>		