



SUBJECT MEDIUM TERM PLANNING

Year Group: Two	TERM: Summer 1	Theme: Staying Healthy Staying safe																		
<p>National Curriculum: RHE</p> <p>P1 – How do I help my body to stay healthy? Understand that active lifestyles including regular exercise and sleep can keep our bodies more healthy.</p> <p>P2 – How do I decide what to eat? Identify the components of a balanced diet</p> <p>P4 – How can I stay safe Identify common dangers that they may encounter both at home and in the wider world: - Know what to do in an emergency situation</p>																				
<p>Context: (This unit builds on the work the children have covered in year 1 on staying healthy in Summer 1. The children will already know good hand hygiene and oral health practises and will now learn about the importance of physical activity and good sleep habits in order to stay healthy.</p> <p>During this unit the children will learn to identify the 5 different food groups needed for a healthy diet. Children will be able to name the 5 different food groups: carbohydrate, fats, fruit and vegetables, dairy and protein and give examples of food that fall in to each group. This unit is taught in Summer 1 as the children are able to use the outdoors to plant their own healthy fruits and vegetables.</p> <p>The children will also build on the work covered during road safety week in the Autumn term and look in more detail about the dangers that can be found both inside and outside the home. The children will learn how to stay safe with medicines and what to do in an emergency situation. They will also learn about the dangers near open water and how to keep themselves safe. This unit is taught during the summer term when children are more likely to be outdoors.</p>	<p>Concepts: Health, Wellness, Safety</p>	<p>Vocabulary</p> <p><u>Staying Healthy</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">Heart</td><td style="padding: 2px;">Organ that pumps blood through the body</td></tr> <tr><td style="padding: 2px;">Energy</td><td style="padding: 2px;">The ability to do work</td></tr> <tr><td style="padding: 2px;">Relaxation</td><td style="padding: 2px;">When your body and mind are free from stress</td></tr> <tr><td style="padding: 2px;">Diet</td><td style="padding: 2px;">The things that you eat and drink</td></tr> <tr><td style="padding: 2px;">Healthy</td><td style="padding: 2px;">Making choices that look after your body and mind.</td></tr> </table> <p><u>Safety</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">Danger</td><td style="padding: 2px;">Being at risk of getting hurt</td></tr> <tr><td style="padding: 2px;">Emergency</td><td style="padding: 2px;">A situation where help is needed straight away</td></tr> <tr><td style="padding: 2px;">Help</td><td style="padding: 2px;">To give assistance or support</td></tr> <tr><td style="padding: 2px;">adult</td><td style="padding: 2px;">Someone over 18 years of age.</td></tr> </table>	Heart	Organ that pumps blood through the body	Energy	The ability to do work	Relaxation	When your body and mind are free from stress	Diet	The things that you eat and drink	Healthy	Making choices that look after your body and mind.	Danger	Being at risk of getting hurt	Emergency	A situation where help is needed straight away	Help	To give assistance or support	adult	Someone over 18 years of age.
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<p>Prior Knowledge: The children will be able to list different ways to stay healthy including good handwashing and oral health hygiene They will understand that germs can make us poorly. They will also be able to discuss different ways to prevent germs from spreading.</p>		<p>Future Knowledge: Children will start to think about opportunities for making their own choices with food and discuss what factors can influence their food choices; habits, bacteria, hygiene</p>
<p>End points /by the end of this unit pupils will... (NB Crucial/sticky knowledge is highlighted): Children will be able to name the 5 different food groups. Children will be able to discuss the impact physical activity can have on their body. Children will be able to what they should do in an emergency.</p>		<p>Crucial Knowledge What are the five different food groups? carbohydrate, fats, fruit and vegetables, dairy and protein Why is being active good for our body? Physical Activity keeps our heart healthy and makes us feel good mentally What can you do in an emergency? Call 999, tell an adult?</p>
<p>Lesson Number 1</p>		
<p>Key learning: To understand the benefits of physical activity.</p>	<p>Concepts: Health, Wellness</p>	<p>Introduction How do I help my body Stay Healthy? Learn Sheffield P1 On post it notes children to brainstorm ideas to keep their body healthy</p>
<p>Success Criteria: I can identify the benefits of physical activity. - I can describe how you feel after exercise. - I can identify physical activities that I enjoy. - I can identify ways of building regular exercise into a daily or weekly routine. - I can create my own 10 minute shake up.</p>	<p>Suggested resources: Flip Chart Channel 4 shake up games Post it notes</p>	<p>Direct teaching Discuss the key questions: What is physical activity? Explain that it is anything that helps your body to move – we can also call it exercise. Help the children to understand that they need energy to be able to exercise. Where does energy come from? Have the children been active today so far? Discuss the benefits of physical activity on the different parts of the body. Help the children understand that being active can also help us to concentrate better and protects our mental wellbeing. With a partner children to discuss how physical activity makes them feel by practising different activities for 1 minute e.g. sitting, marching on the spot etc. Discuss how long you should exercise for each day. Children to think of as many different ways as they can to be active before sharing with the group.</p>

		<p>Activity</p> <p>children to think of their own ten minute shake up game for a class of children. Children to work in groups to plan their game</p> <p>Key Questions</p> <p>What is physical activity? Where does energy come from?</p> <p>How long should you exercise for each day?</p> <p>How does being active help our bodies?</p> <p>Challenge: Adaptive teaching for SEND:</p>
<p>Vocabulary: Physical, exercise, benefit, heart, energy, muscle,</p>		

Lesson Number 2		
<p>Key learning: I understand what it means to have a healthy diet</p>	<p>Concepts: Health, Wellness</p>	<p>Lesson structure: Introduction How do I decide what to eat? Learn Sheffield P2</p>
<p>Success Criteria: I can identify the components of a healthy diet and how much we need of each of these</p>	<p>Suggested resources: Flip Chart Food for sorting Healthy meal design sheet.</p>	<p>Children to look at the different food options and think about which dish they would rather eat. direct teaching Children to discuss what makes a healthy diet. Could you eat the same food for every meal and be healthy? Discuss the five different food groups and encourage the children to offer examples.</p>

<p>I understand how different foods help us to stay healthy I can create a healthy, enjoyable meal for Census Day</p>		<p>Look at a picture of a balanced plate. Can the children say which food groups we should eat most/least of? Children to match up the food group to the benefit to the body. Children to practise sorting food on each table in to the correct food group. key questions What makes a healthy diet Could you eat the same food for every meal and be healthy? What are the 5 different food groups?</p> <p>Activities Children to create their own healthy, balanced meal for census day that contains:</p> <ul style="list-style-type: none"> • Two portions of fruit and veg • One portion of protein • One portion of carbohydrates • One portion of dairy <p>Children to share with the rest of the class</p> <p>Challenge Consider the key questions: Which meal would you choose? Why did you choose this meal? Adaptive teaching for SEND:</p>
<p>Vocabulary: healthy, protein, carbohydrate, vegetable, fruit, diet, fats, dairy</p>		

Lesson Number 3

<p>Key learning: To know why sleep is important for good health</p>	<p>Concepts: Health, wellness</p>	<p>Lesson structure: Introduction, How do I help my body Stay Healthy? Learn Sheffield P1</p>
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<p>Success Criteria: I can understand the importance of sleep.</p> <ul style="list-style-type: none"> - I know that I can affect the quality of sleep that I get. - I understand the impacts of a lack of sleep. - I can think of ways to get ready for sleep. - I can recognise when relaxation may help me 	<p>Suggested resources: Flipchart Mindful breathing clip – see flip.</p>	<p>Children to recap what it means to have a healthy lifestyle. Children think in pairs. Reveal the hidden cards showing, a healthy diet, an active lifestyle and sleep.</p> <p>direct teaching</p> <p>Discuss why sleep is important and the consequences of having a lack of sleep.</p> <p>Children to share their own thoughts on sleep. Do they find it difficult or easy to get to sleep? What can they do to get ready for sleep? Teacher to mind map the children's ideas</p> <p>Activities</p> <p>Children to silently act out their bedtime routine with as partner. Can their partner guess what they are doing?</p> <p>Children to practise mindful deep breathing using the video clip.</p> <p>key questions</p> <p>Why is sleep important?</p> <p>What are the consequences of a lack of sleep?</p> <p>Do you find it easy to get to sleep?</p> <p>What can you do to prepare for sleep?</p> <p>Challenge: Children to consider the key question: Why do we need to relax as well as sleep?</p> <p>Adaptive teaching for SEND:</p>
<p>Vocabulary: Sleep, quality, relaxation, healthy, habits.</p>		

Lesson Number 4

<p>Key learning: How to stay safe inside my house</p>	<p>Concepts: safety</p>	<p>Lesson structure: Introduction</p> <p>P4 – How can I stay safe</p> <p>Learn Sheffield</p> <p>Presentation: Dangers inside the home</p>
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<p>Success Criteria:</p> <ul style="list-style-type: none"> -Identify common dangers that they may encounter at home -Know what to do in an emergency situation <ul style="list-style-type: none"> • Telling adults • Calling emergency services 	<p>Suggested resources:</p> <ul style="list-style-type: none"> - Presentation: Dangers inside the home - presentation Being safe around medicines - safety in the house recording sheet. 	<p>Children to visit the different room of the house. Discuss the dangers they can see in pairs. Share with the class to make a list of dangers for each room.</p> <p>These may include: Chemicals and medicines, Coin batteries, Electrical products and wires, Plug sockets, Fires and matches, Electric hobs, Gas hobs, Boiling water, Falling down stairs and off tables, chairs and beds, Ropes and blinds</p> <p>direct teaching</p> <p>Discuss what they would do in a n emergency situation.</p> <ul style="list-style-type: none"> - Tell adults - Call emergency services (999) <p>Look in more detail at safety with medicines – see presentation Being safe around medicines</p> <p>What is a medicine? Something you take if your rent feeling well. However, they could make us sick if we don't follow the correct rules.</p> <p>Where should we store medicines? Who should give us medicines?</p> <p>Share the two different scenarios with the children. What decisions should Layla and Jack make?</p> <p>Activities Children to write down what dangers to look out for in each room of the house</p> <p>key questions What dangers do I have to look out for? What should I do in an emergency?</p> <p>Challenge: Adaptive teaching for SEND:</p>
<p>Vocabulary: Emergency, safety, danger, help, medicine</p>		

<p>Key learning: How to stay safe outside my house</p>	<p>Concepts: safety</p>	<p>Lesson structure: Introduction Can the children remember how to stay safe on the roads? What can the children remember? Discuss in pairs direct teaching</p>
<p>Success Criteria: -Identify common dangers that they may encounter in the wider world Riding bicycles and scooters Environmental Railways Water Fires</p> <p>-Know what to do in an emergency situation</p> <ul style="list-style-type: none"> • Telling adults • Calling emergency services 	<p>Suggested resources:</p>	<p>There are lots of other dangers outside the home too including water and railways Look at the power point: safe and unsafe situation What are the dangers? How can we protect to selves and stay safe e.g. helmets on bikes and scooters.</p> <p>Some of the biggest dangers during the summer time can be found near open water. Look at PowerPoint: staying safe near water. Why might people want to go in the water during the summer? How could this be dangerous? What should we do to stay safe?</p> <p>key questions What dangers can be found out ide How can we stay safe? What should we do in an emergency?</p> <p>Activities Children to use the ipads to record a safety video for other children about how they can stay safe near water.</p> <p>Challenge: Adaptive teaching for SEND:</p>
<p>Vocabulary: Emergency, safety, danger, help</p>		