



Spring 2 – How can I keep myself clean?

British Value Link: Individual Liberty

Lesson	Activity Outline	Knowledge and Skills	Context
1	<p><b>Objective: To understand how we can look after our teeth</b>  <b>Book Link: <a href="#">I Know Why I Brush My Teeth By Kate Rowan</a></b></p> <p>SS has large model teeth that will support the teaching of this lesson, please ask for the resource beforehand.</p> <p>To evaluate prior knowledge, ask questions such as:          "Who can tell me why it is important to keep our teeth clean?"          "Have you ever been to the dentist? What happens at the dentist's office?"          "What do you think will happen if we don't take care of our teeth?"</p> <p>Starter          Display pictures of different types of teeth (e.g., ones with cavities, ones with braces, healthy teeth, etc.).          Ask the students to share their observations about the pictures and discuss what they notice.          Lead a class discussion about the importance of having healthy teeth.</p> <p>Input          Introduce the main topic of the lesson: "Looking After Our Teeth."          Explain the importance of keeping our teeth clean and healthy, and how it helps to prevent dental problems.</p>	<ul style="list-style-type: none"> <li>• Manage their own needs.</li> </ul> <p>Physical Development:</p> <ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and wellbeing:</li> <li>-regular physical activity</li> <li>- healthy eating</li> <li>-toothbrushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian •</li> <li>Further develop</li> </ul>	<p><a href="#">National Library of Medicine:</a>          "About half of parents reported brushing their child's teeth twice a day (58%). All parents tried to have their children brush, but three children refused."</p> <p>Link for statistics:  <a href="#">National Smile Month: Oral health statistics in the UK (dentalhealth.org)</a></p>



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<p>Discuss the different components of effective dental hygiene, including brushing teeth, using toothpaste, and visiting the dentist. Use age-appropriate language and visuals to explain the concept of plaque and its relationship to dental decay. Key vocabulary:</p> <p>Teeth: Hard white structures in our mouths that help us chew food.</p> <p>Plaque: A sticky film of bacteria that can form on our teeth.</p> <p>Decay: Damage that occurs to our teeth when bacteria in plaque produce acids that attack the tooth enamel.</p> <p><b>Main Activity</b></p> <p>Demonstrate the proper technique for brushing teeth using a large model tooth and a giant toothbrush, emphasizing the importance of brushing all surfaces of the teeth.</p> <p>Laminate pictures of open mouths with teeth, laminate or place in a plastic wallet and allow the children to ‘brush’ the teeth (shaving foam for toothpaste).</p> <p>Encourage the students to discuss their experience and ask questions about brushing teeth.</p> <p><b>Plenary</b></p> <p>Display pictures of different food and drink items on the interactive whiteboard. Invite students to classify the items as "good for teeth" or "bad for teeth" by raising their hands. Facilitate a brief discussion to justify their choices. Emphasise the importance of choosing tooth-friendly foods and drinks for good oral health. Summarize the key points covered in the lesson and encourage students to share what they have learned.</p>	<p>the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> <li>-lining up and queuing</li> <li>-mealtimes</li> <li>• personal hygiene</li> </ul>	
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<p>2</p>	<p><b>Objective: How do I keep myself clean?</b></p> <p>To evaluate the prior knowledge of the students, the teacher will initiate a class discussion by asking questions related to cleanliness and hygiene. For example:          What does it mean to be clean?          Why is it important to keep ourselves clean?          What actions do we take to keep our bodies clean?</p> <p><b>Starter</b>          Gather the students in a circle and display a picture of a clean and messy child on the board. The teacher will ask the students to discuss the differences they see and prompt them to think about how they can keep themselves clean. The teacher will elicit responses from the students and encourage them to share their experiences.</p> <p><b>Input</b>          Introduce the key vocabulary necessary for the lesson, such as "clean," "hygiene," "soap," and "brush.". Provide simple definitions and examples for each term.          Explain the importance of personal hygiene. Utilise visual aids, such as pictures or videos, to demonstrate healthy habits and their benefits.</p> <p><b>Main Activities – choose one</b></p> <ul style="list-style-type: none"> <li>• Interactive Handwashing Demonstration: The students will gather around a sink and engage in a step-by-step handwashing demonstration led by the</li> </ul>	<p>This lesson plan is aligned with the Early Years Foundation Stage (EYFS) Framework in England, specifically focusing on the Personal, Social and Health Education (PSHE) aspect. It supports the outcome of the EYFS Framework, which states that children develop an understanding of the importance of hygiene and healthy habits to keep themselves clean and healthy.</p>	
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	<p>teacher. The teacher will emphasise the importance of proper handwashing, including using soap and warm water, rubbing hands together, and rinsing thoroughly. The students will be encouraged to follow along and practice the steps.</p> <ul style="list-style-type: none"> <li>• <b>Sorting Activity:</b> The teacher will provide a range of pictures representing different actions related to cleanliness and hygiene, such as brushing teeth, combing hair, washing hands, etc. The students will be divided into small groups and given a sorting mat with two columns: "Clean" and "Dirty." They will work collaboratively to sort the pictures into the appropriate columns based on whether the actions represent cleanliness or dirtiness.</li> <li>• <b>Sorting Activity:</b> The teacher will provide a range of pictures representing different actions related to cleanliness and hygiene, such as brushing teeth, combing hair, washing hands, etc. The students will be divided into small groups and given a sorting mat with two columns: "Clean" and "Dirty." They will work collaboratively to sort the pictures into the appropriate columns based on whether the actions represent cleanliness or dirtiness.</li> </ul> <p>Plenary For the plenary, the students will gather back in the circle. The teacher will initiate a discussion by asking questions: Why is it important to keep ourselves clean? What are some of the actions we learned during this lesson that help us stay clean? How can cleanliness contribute to our overall health and well-being?</p>	<ul style="list-style-type: none"> <li>• Manage their own needs.</li> </ul> <p>Physical Development:</p> <ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and wellbeing:</li> <li>-regular physical activity</li> <li>- healthy eating</li> <li>-toothbrushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> <li>• Further develop the skills they need to manage</li> </ul>	
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PSHE EYFS



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		the school day successfully: -lining up and queuing -mealtimes •personal hygiene	
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