



Autumn 2 - What helps us to grow and stay healthy?

British Value Link: Individual Liberty

Lesson	Activity Outline	Knowledge and Skills	Context
1	<p>Anti-Bullying Week – Standalone Lesson</p> <p>Objective: I can identify bullying behaviours and reflect on what I can do to help stop bullying</p> <p><u>Activate:</u> Look together at the Big Questions and ask children to discuss their ideas in pairs before sharing their thoughts with the class: What types of unkind behaviour are there? What can we do if we see someone being teased or bullied, or if it happens to us? Use children’s responses as a baseline assessment of their existing understanding. Do children know the difference between friendly joking, teasing and bullying? Read the explanations of these types of behaviour and ask children to suggest examples of each kind. Explain to the children they are not to give specific names of other children when thinking of examples of these types of behaviour. Show children the behaviour labels that are stuck in different areas of the classroom. Read through the six scenarios. Ask children to identify the kind of behaviour in the scenario by standing next to the appropriate label. Share answers and discuss children’s responses.</p> <p><u>Main Event:</u> Looking at the Lesson Presentation, read the story of Chase the Cheetah and pause to allow children to discuss the questions with a partner before feeding back to the class. After the story, ask the children, ‘What can we do if we see</p>	<p>Knowledge: Y1: Exploring how friendship problems can be overcome. Y1: Exploring friendly behaviours. Y2: Understanding difficulties in friendships and discussing action that can be taken.</p> <p>Skills: Y1: To understand some characteristics of a positive friendship.</p>	<p>Be aware of any individual circumstances that may mean that children need extra support to enable them to participate in this lesson.</p> <p>Anticipate sensitive issues and plan how you will respond in the event of a spontaneous disclosure, so you are prepared to protect children from revealing personal information to others, while not discouraging them from seeking support.</p> <p>Always set aside time to explore any questions that are raised, either</p>



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	<p>teasing or bullying, or if it happens to us?’ Make a list of all the strategies that the children generate and use this as pupil voice evidence for the Floorbook.</p> <p>Read through the information on the Lesson Presentation to explain that it is everybody’s responsibility to make sure that people are treated kindly. Ask for volunteers to come to the front. Read out one of the scenarios from the Helping Hands Role Play Scenario Cards and ask the volunteers to act it out for the class. Ask the class, what could the people in the scenario do differently? If you saw this happening, what could you do to help? Repeat the activity with different volunteers. At the end, remind children of the Big Questions. What do children know now that they didn’t at the beginning of the lesson?</p> <p>Children to complete the Joking, Teasing or Bullying Activity Sheet, sorting behaviours into these groups.</p> <p>Floorbook expectation: pupil voice from the main event, images and QR codes.</p>	<p>Y1: To understand that friendships can have problems but that these can be overcome.</p> <p>Y2: To know some problems which might happen in friendships.</p> <p>Y2: To understand that some problems in friendships might be more serious and need addressing. (friendships)</p>	<p>with the whole class, or separately if more appropriate.</p>
2	<p>Objective: To understand what it means to have a healthy diet</p> <p>This lesson is following Kapow: Key Stage 1 > Y2 Health and wellbeing > Lesson 6: Healthy diet</p> <p><u>Activate:</u></p>	<p>Knowledge: Y1/Y2: Exploring some of the benefits of a healthy balanced</p>	<p>Walsall Director of Public Health Annual Report 2022 have stated that ‘in school aged children only 18% of</p>



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<p>Gather the class around the board and have the <i>Presentation: Healthy diet</i> ready. Explain that you are going to set a timer for one minute and the children are going to take it in turns to state a food that they can see on slide 2. Show the children slide 3 and repeat the task. After the timer has finished, ask the children what was the difference between slide 2 and slide 3 and what they think we will be learning about this lesson, allowing them to see each slide again if required.</p> <p>After listening to the children’s thoughts and ideas, watch this video from the link: 'Tesco Eat Happy Project'</p> <p><u>Main Event:</u></p> <p>Using slide 4 from the presentation, explain that our bodies must consume a variety of nutritious foods each day as they all contain different substances that are needed to keep us healthy. Our bodies need food for energy, to grow and be able to heal and repair itself from injuries and illnesses. When our body is healthy, we feel good.</p> <p>Show the children slide 5. Explain that each type of food that we eat or drink, can help our body in different ways. To eat a healthy diet, we need to (outlined in Kapow plan)</p> <p>Share with the class slide 7, and explain what the pre-completed example represents. Ask the children questions about the ingredients in the dish and whether it could be made even better? Give the children some ideas, adding to the food pyramid to show them how the dish could be improved and why. For example, the dish may be missing a food group, refer back to the benefit in the</p>	<p>diet (physical health and wellbeing)</p> <p>Y1/Y2: Suggesting how to improve an unbalanced meal (physical health and wellbeing)</p> <p>Skills: Y1/Y2: To understand the importance of exercise to stay healthy. Y1/Y2: To understand the balance of foods we need to keep healthy. (physical health and wellbeing)</p>	<p>children are getting their 5-a-day’ and ‘almost 1 in 4 pupils in reception are overweight or obese, and by Year 6 this has increased to almost half of all pupils’ along with ‘2 in 100 children in reception, and in Year 6, are underweight. Therefore, the need to help children to develop healthy eating habits and a balanced diet is important for parents, education, care, and leisure providers.’ (page 21)</p>
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	<p>guidance and explain ‘Protein is missing, perhaps this dish could include some meatballs? Protein helps our body grow and repair itself’.</p> <p>Move onto slide 8 and complete the food pyramid based on the example dish together as a class and discuss. Slide 9 – working in pairs, pupils categorise the different ingredients from a given dish (slide 9 – either A, B, or C) onto a copy of the <i>Activity: Food pyramid</i>.</p> <p>When the children have completed the activity, discuss their thoughts on each dish.</p> <p>Go on to explain that amounts of food can be understood as ‘portions’ and having too many or too few portions can result in our bodies becoming unhealthy.</p> <p>Review and discuss the answers as a class with slides 10-12.</p> <p>Share slide 13 and explain that there are some consequences of a poor diet.</p> <p>Floorbook expectation: pupil voice and images.</p>		
3	<p>Objective: To understand ways of looking after our teeth</p> <p><u>Activate:</u> Provide each student with a piece of paper and various magazines. Instruct students to cut out pictures of food and sort them into two categories - healthy for teeth and unhealthy. Ask students to create a collage using the healthy food pictures to form the shape of a tooth, and the unhealthy food pictures outside the tooth shape.</p> <p><u>Main Event:</u></p>	<p>Knowledge: Exploring the effect that food and drink can have on my teeth (health and prevention)</p> <p>Skills:</p>	<p>Looking after our teeth is a vital skill that children need to obtain. A good daily brushing habit, started young, will ensure children understand the importance of looking after their teeth – now and forever. If teeth are</p>



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	<p>Watch: https://www.youtube.com/watch?v=pDeoA8vHztM and https://www.youtube.com/watch?v=rTr8-l3C9TE</p> <p>Using the Public Health England, 'Keeping our teeth healthy' lesson, the children will be completing an exciting experiment to test the effect that different drinks have on the colour of white egg shells. After this lesson, children should be able to explain how sugary drinks can affect teeth, name some ways to keep their teeth healthy and understand the eating or drinking too much sugar causes tooth decay.</p> <p>For this lesson, you will need: egg shells, clear cups, high sugar cola, milk or water, high sugar sports drink/ squash/ orange juice and white labels for cups. Use the lesson presentation provided by Public Health England to support your planning.</p> <p>For this experiment, the egg shells will need to be left for at least a day. I recommend hiding the cups from the children and bringing the cups out again the following week for the children to investigate.</p> <p>Ensure that there is discussion with the children regarding visiting the dentist and maintaining proper dental hygiene. Please inform S.Samra and M.Tolley via CPOMs if the children express that they do not have access to a toothbrush and toothpaste at home.</p> <p>Floorbook expectation: pupil voice (I look after my teeth by... I think it is important to look after my teeth because...) and images.</p>	<p>To know that food and drinks with lots of sugar are bad for my teeth(health and prevention).</p>	<p>not cared for, they can decay and cause pain, abscesses, facial swelling, and will ultimately require treatment.</p>
4	<p>Recap last lesson and bring out the cups from the investigation to see the conclusions (maximum 10 minutes)</p>	<p>Knowledge:</p>	<p>It's important for children to learn how</p>



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<p>Objective: To begin to understand how germs are spread and how we can stop them spreading</p>	<p>Learning how to wash hands properly (health and prevention)</p>	<p>and when to keep their hands clean as it stops germs from spreading and helps prevent the children and those around them from getting an infection.</p>
<p>This lesson is following Being a Germ-Buster Lesson Plan provided by Albany Healthy Schools – pages 1 and 2 only.</p>	<p>Skills: To understand we can limit the spread of germs by having good hand hygiene (health and prevention)</p>	
<p><u>Activate:</u> Ask pupils: Q: Do you know how many steps there are to clean your hands properly? Introduce the class to the 5 steps to clean hands animation and get the class singing along with the 5 Steps Song. Alternatively, the words can be found in the Being a Germ Buster IWB Presentation. Explain the importance of each of the 5 steps to clean hands. Also complete the Soap and Pepper Experiment to introduce the importance of hand-washing to the children.</p>		
<p>Watch this video: Clean Challenge: Why Should We Wash Our Hands?  Brainchild Netflix After School - YouTube</p>		
<p><u>Main Event</u> Why is it important to clean our hands? Discuss pupils’ ideas. Explain how cleaning our hands reduces the number of germs on them. Establish how germs (scientists call them microbes) can cause disease and make us unwell and if we don’t clean our hands we spread the germs to everything and everyone we touch. Encourage pupils to use partner talk to brainstorm things we do that increase the number of microbes on our hands. Go through the picture clues on IWB Presentation to illustrate less obvious activities (e.g. picking up your bag from the floor, sitting with feet on your chair and then touching chair, putting</p>		



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	<p>objects in your mouth). Discuss with the class some rules to follow to help reduce the number of germs on our hands (introduce the term being hygienic). Pupils write and illustrate germ-busting rules to go on display around the classroom on colourful pieces of card or paper. Take videos of some children explaining their germ-busting rules to turn into QR codes for the Floorbook.</p> <p>Floorbook expectation: pupil voice, images and QR codes.</p> <p>Useful links: https://www.youtube.com/watch?v=llZn1N9B3Uo</p>		
5	<p>Objective: To learn why it is important to drink water</p> <p><u>Activate:</u> Watch the BBC video: Why is water so important? 1st level - BBC Bitesize to introduce today's learning. Gather pupil voice after watching the video of why children believe that water is so important. Then, gather a class survey of what the children's preferred drinks are and compare this to water. Link this discussion to lesson 2 and 3, where the children learnt about healthy lifestyles and keeping our teeth healthy.</p> <p>There is also a story of Potter teaches his friends the importance of drinking water to stay healthy and hydrated: Potter the Otter: A Tale About Water - YouTube</p> <p><u>Main Event:</u></p>	<p>Knowledge: Exploring the effect that food and drink can have on my teeth (health and prevention) Exploring some of the benefits of a healthy balanced diet (physical health and wellbeing)</p>	<p>Walsall Director of Public Health Annual Report 2022 state that 'the Spill the Beans report also found that water is still not available and accessible in all schools. Keeping regularly hydrated is essential and school-aged children should aim to drink 6-8 glasses of fluid a day. Water is the best form of fluid for children for</p>



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	<p>Divide the class into small groups. Explain that each group will create a short role play where they act as water superheroes. In their role play, the superheroes should promote the benefits of drinking water and encourage others to drink more. Provide time for groups to plan, rehearse, and create simple props or costumes if desired. Have each group perform their role play to the class. Discuss the key messages from each performance and reinforce the importance of drinking water.</p> <p>Useful links: The Importance of Drinking Water Hydration Facts for Kids (healthpoweredkids.org) Hydration PPT CfE Teaching Resources Twinkl - Twinkl</p> <p>Floorbook expectation: pupil voice, images and QR codes.</p>	<p>Skills: To know that food and drinks with lots of sugar are bad for my teeth (health and prevention)</p>	<p>hydration and so we should be encouraging all Walsall schools to ensure water is easily available to all students. ‘Water only schools’ is a toolkit produced by Change 4 Life to encourage all primary schools across London become water only and could be used locally here in Walsall.’ (page 22)</p>
<p>6</p>	<p>Assessment Objective: Big Finish – What helps us to grow and stay healthy?</p> <p>Today the children will have their Big Finish – answering the Big Question from this term - What helps us to grow and stay healthy?</p> <p><u>Activate:</u> Watch this video: https://www.youtube.com/watch?v=dhpCdqOtuj0 to remind the children of what we need to grow and stay healthy. Facilitate a class discussion from this of what we do daily to grow and stay healthy.</p> <p><u>Main Event</u></p>	<p>All of above knowledge and skills are relevant for today’s lesson.</p>	<p>Assess the children’s learning to see what they have learnt and if the lessons have been useful to their outlook on what the children need to grow and stay healthy.</p>



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	<p>Provide each student with a large sheet of paper and a variety of old magazines or printed food pictures. Ask the students to cut out pictures of different foods that contribute to a healthy diet. Have the students arrange and glue the pictures onto their papers to create a collage representing a healthy balanced plate. Encourage the students to label the foods and discuss why they are good for their growth and overall health.</p> <p>Floorbook expectation: pupil voice (we stay healthy by...), images and QR codes.</p>		
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