



Spring 1 - Why should we eat well and protect our teeth?

British Value Link: Individual Liberty

Lesson	Activity Outline	Knowledge and Skills
1	<p><b>External Body Workshop – bolt-on.</b></p> <p><b>Objective: I can identify how to keep myself safe.</b></p> <p>This lesson will be delivered by Lisa McCarthy - Community Futures Support Worker.</p> <p><b>All children in the hall – Friday 12<sup>th</sup> January 1:30-2:15</b></p> <p>The workshop will be based on keeping safe on the street, stranger danger etc.</p> <p>Floorbook expectation: pupil voice and images.</p>	<p>Knowledge: Y3: Identifying things people might do near roads which are unsafe. Y3/Y4: Discussing how to seek help if I need to.</p>
2	<p><b>Objective: To understand the benefits of healthy eating and dental health</b></p> <p><b>Book link: I Will Not Ever Never Eat a Tomato (Charlie and Lola)</b></p> <p>This lesson is following Kapow: <a href="#">Mixed-age Year 3/4 &gt; Y3/4: Health and wellbeing (Cycle A) &gt; Y3/4 Lesson 2 (Cycle A): Diet and dental health</a></p> <p><u>Activate:</u> Ask: What is meant by a healthy, balanced diet? Look at the link: Eatwell guide: <a href="#">'Eatwell interactive game'</a> As a class, sort the foods into their correct groups then ask:</p>	<p>Knowledge: What constitutes a healthy diet (including understanding calories and</p>



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<ul style="list-style-type: none"> <li>• What do you get from each food group?</li> <li>• How does this make you feel?</li> </ul> <p>How does this make you feel?</p> <p><u>Main Event:</u></p> <p>Explain to the children that:</p> <ul style="list-style-type: none"> <li>• <b>Fruits and vegetables</b> – provide us with vitamins, fibre and energy.</li> <li>• <b>Bread, cereals and potatoes (starchy carbohydrates)</b> – give us energy and fibre to help digest food.</li> <li>• <b>Dairy products</b> – give us protein and calcium for strong teeth and bones.</li> <li>• <b>Meat, fish, beans and other proteins</b> – provide protein for building muscles and repairing the body.</li> <li>• <b>Unsaturated oils/spreads and other good fats</b> – help to give us energy, a stronger immune system and improved brain function (note that there are good fats and bad fats).</li> <li>• <b>Water</b> – the brain is 75% water – dehydration alters how we think and feel by slowing the circulation system and slowing the flow of oxygen to the brain.</li> </ul> <p>What did we miss?</p> <ul style="list-style-type: none"> <li>• <b>Sugary, fatty foods</b> – These are not necessary for a healthy, balanced diet but can be eaten in small quantities.</li> </ul> <p>Put the children into six groups and assign them each a food group.</p> <p>Ask the children in their groups to research their food group using books and the internet. They can record their findings on <i>Activity: Researching a food group</i>.</p> <p>Direct the children to the page <a href="https://www.nutrition.org/healthy-sustainable-diets">Nutrition.org Healthy Sustainable Diets</a> which allows groups to click on their food group for information.</p> <p>Floorbook expectation: pupil voice from the attention grabber and photo evidence from the main event.</p>	<p>other nutritional content). The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). Skills: About dental health and</p>
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		the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
3	<p><b>Objective: To understand and plan for a healthy lifestyle including physical activity, rest and diet</b></p> <p><b>Book link: <a href="#">Looking After Your Health (Usborne Life Skills)</a></b></p> <p>This lesson is following Kapow: <a href="#">Y3/4: Health and wellbeing (Cycle A) &gt; Y3/4 Lesson 1 (Cycle A): My healthy diary</a></p> <p><u>Activate:</u></p> <p>Look at the different food groups using the interactive '<a href="#">NHS Eatwell Guide</a>'</p> <p>Explore the roles of different foods and discuss whether they are:</p> <ul style="list-style-type: none"> <li>• Giving us energy</li> <li>• Helping our body to repair itself</li> <li>• Helping our bones become strong</li> </ul> <p>Ask the children: If you were going to be very active, which type of food would you need?</p> <p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• What do different food groups do for our bodies?</li> <li>• What type of food do we need when we are very active?</li> </ul> <p><u>Main Event:</u></p> <p>Watch the video: '<a href="#">Operation Ouch: Fuelling the body</a>' which looks at what food does for the body and why having a balance of food intake and activity is important. Following the clip, ask children what they have learnt.</p>	<p>Knowledge</p> <p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>Skills:</p> <p>The characteristics</p>



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<p>Now ask them what energetic activities they do during the week, making sure they understand what is meant by this. (They sweat, become out of breath, heart beats faster, etc.)</p> <p>Do they use more energy on some days than others? How might this change the food they would need? Ask them to think about carbohydrates to give them more energy and protein to help the body repair itself. They might also need more rest on these days.</p> <p>Ask how they feel when they are hungry? Sleepy? Angry? Like giving up?</p> <p>Food is important for your body and your mind; eating healthily keeps your mood level, can stop you from getting ill or feeling tired and helps you to concentrate and maintain a positive attitude.</p> <p>Give each child the <i>Activity: My healthy diary</i> plan which looks at diet, exercise and rest.</p> <p>Discuss how they would need more energy when they are being more active.</p> <p>Share ideas for rest and relaxation activities. (For example, sitting, listening to calm music).</p> <p>What do they usually eat for breakfast, lunch, dinner or for snacks? Which of these will give them energy throughout the day?</p> <p>Fill in a few examples for each of the columns (food, exercise, rest) on the board. Then ask children to fill in their healthy diaries plan with things they want to do over the next week.</p> <p>Floorbook expectation: QR codes, pupil voice and images.</p>	<p>and mental and physical benefits of an active lifestyle</p> <p>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>The risks associated</p>
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		with an inactive lifestyle (including obesity).
4	<p><b>Objective: To understand how we can look after our teeth</b></p> <p>Book Link: <a href="#">I Know Why I Brush My Teeth By Kate Rowan</a></p> <p>This lesson is taken from Kapow: <a href="#">Y3/4: Health and wellbeing (Cycle B) &gt; Y3/4 Lesson 2 (Cycle B): Looking after our teeth</a></p> <p><u>Activate:</u></p> <p>Display the video clip of the <a href="#">‘Singing Dentist’</a> up to 1:08. Ask the children why they think the video clip might be a good way of getting people to think about looking after their teeth. Some possible answers might include a fun, catchy song, shares the message quickly. Ask the children what they can remember about how to keep their teeth healthy. Then, go through the <i>Activity: Keeping teeth healthy information sheet</i> together.</p> <p><u>Main Event</u></p> <p>Explain that today they are going to create their own way of sharing messages about keeping teeth healthy and they need to make them fun, interesting and memorable. It is also really important that the messages are correct. Put the children into groups of three or four and give each group a copy of the <i>Activity: Keeping teeth healthy information sheet</i>. Explain to children that they must include some of this information and their first task is to decide which key messages their group is going to share.</p> <p>Then they need to think about how they are going to present their messages. You may want to restrict their choices but they could include a song, rap, poem, an advert for radio or TV. Explain that their audience will be Year 2 pupils. The children should then put together their chosen way of presenting the information and practise it to be able to show to the rest of the class and Year 2 pupils at a later date.</p>	<p>Knowledge Y4:</p> <p>Developing an understanding of the impact of bullying and what to do if bullying occurs (friendships)</p> <p>Skills:</p> <p>Y4: To know that bullying can be physical or verbal.</p> <p>Y4: To know that bullying is repeated,</p>



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	<p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>• What key messages about dental health do we want to share?</li> <li>• How can we share information to get a message across?</li> </ul> <p>Floorbook expectation: QR codes from the main event, pupil voice, images.</p> <p>Useful links:  <a href="https://www.youtube.com/watch?v=wCio_xVlgQ0&amp;pp=ygUdQWxsIHRoZSBOb25zZW5zZSBpbiBteSBUZWV0aCA%3D">https://www.youtube.com/watch?v=wCio_xVlgQ0&amp;pp=ygUdQWxsIHRoZSBOb25zZW5zZSBpbiBteSBUZWV0aCA%3D</a>  <a href="https://www.youtube.com/watch?v=vcNAhUqH9U0&amp;pp=ygUdQWxsIHRoZSBOb25zZW5zZSBpbiBteSBUZWV0aCA%3D">https://www.youtube.com/watch?v=vcNAhUqH9U0&amp;pp=ygUdQWxsIHRoZSBOb25zZW5zZSBpbiBteSBUZWV0aCA%3D</a>  <a href="https://www.youtube.com/watch?v=4kXrUXDZKuM&amp;pp=ygUdQWxsIHRoZSBOb25zZW5zZSBpbiBteSBUZWV0aCA%3D">https://www.youtube.com/watch?v=4kXrUXDZKuM&amp;pp=ygUdQWxsIHRoZSBOb25zZW5zZSBpbiBteSBUZWV0aCA%3D</a></p>	<p>not a one off event.  Y3 /Y4: To understand the different roles related to bullying including victim, bully and bystander. (friendships)</p>
5	<p><b>Assessment</b></p> <p><b>Objective: Big Finish – Why should we eat well and protect our teeth?</b></p> <p>Today the children will have their Big Finish – answering the Big Question from this term - <b>Why should we eat well and protect our teeth?</b></p> <p><u>Activate:</u>  Start the lesson with a class discussion on the importance of eating well and maintaining proper oral hygiene. Students can share their own experiences of healthy meals. Encourage students to listen actively to their classmates and respond respectfully. This activity promotes communication skills and empathy.</p> <p><u>Main Event</u></p> <ul style="list-style-type: none"> <li>• Ask students to work in pairs or small groups with access to a computer or iPad.</li> </ul>	<p>All above knowledge and skills are relevant for today’s lesson.</p>



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	<ul style="list-style-type: none"><li>• Provide a list of popular food and drink items with their sugar content (using product labels or online sources).</li><li>• Instruct students to create an infographic or PowerPoint presentation comparing the sugar content of different items.</li><li>• Encourage students to reflect on the impact of excessive sugar on oral health and discuss alternative choices.</li><li>• Allow groups to present their findings to the class, emphasising the need to make informed decisions.</li></ul> <p>Floorbook expectation: pupil voice and images.</p>	
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