



Summer 1 – How can I be responsible?

British Value Link: Individual Liberty

Lesson	Activity Outline	Knowledge and Skills	Context
1	<p><b>Objective: To understand how to keep safe around water.</b>  <b>Book Link: <a href="#">Stewie the Duck Learns to Swim</a></b></p> <p>To evaluate prior knowledge, engage the class in a brief discussion about any experiences they have had around water, such as swimming, paddling pools, or visits to the beach. This discussion will help assess the children's familiarity with water and potential exposure to water safety concepts.</p> <p><b>Starter</b>  The lesson will begin with a visual aid, such as a picture of a beach or a swimming pool, to prompt a class discussion. Encourage the children to share their experiences and what they know about water. This will help to gauge the children's prior knowledge and generate interest in the topic.</p> <p><b>Input</b>  Introduce the concept of water safety using child-friendly language and visuals. Explain why water safety is important and discuss simple rules, such as always being with an adult around water, not running near water, and using appropriate floatation devices. To reinforce the learning, use a story or video about water safety, highlighting key points and engaging the children's imagination. Visual aids and props, such as life jackets or buoyancy aids, can help to make the concept more tangible for the children.</p> <p><b>Main Activity</b></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 the school day successfully:</li> <li>-lining up and queuing</li> <li>-mealtimes</li> <li>• personal hygiene</li> </ul>	<p>This lesson plan aligns with the Foundation Stage Framework in Wales curriculum, specifically focusing on the Personal and Social Development area of learning. The objective is to develop the children's</p>



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	<p>Following the input, the children will participate in a role-playing activity, where they will take turns to demonstrate safe and unsafe behaviours around water. Facilitate discussions on each scenario, encouraging the children to explain why certain actions are safe or unsafe.</p>	<p>understanding and awareness of water safety, as outlined in the Outcome 3: Health and Well-being - "Children will begin to understand the importance of physical activity, and to make healthy choices in relation to food and the management of personal needs."</p>
<p>2</p>	<p><b>Objective: How do I keep myself safe at the sea-life centre?</b>  <a href="#">Sea Life Centre Birmingham</a></p> <p>Evaluate the students' prior knowledge by initiating a class discussion about the sea life centre. Questions like "Who has been to a sea life centre before?" and "What do you think are some things we need to be careful about when we visit the sea life centre?" can help gauge the students' prior knowledge about the sea life centre and staying safe at similar outings.</p> <p>Starter  Start the lesson by showing images of a sea life centre and asking the students to describe what they see. This will help generate interest and assess their prior knowledge.</p> <p>Input  Introduce the concept of staying safe at the sea life centre trip by discussing the importance of listening to the teacher and following instructions in unfamiliar places.</p>	<p>This lesson plan is aligned with the Foundation Stage Framework in Wales, focusing on the Personal and Social Development Area of Learning. The specific outcome from the Foundation Stage Framework in Wales that this lesson plan is based around is "Managing Feelings and Behaviour," with a focus on staying safe in a new environment such as the sea life centre trip.</p>



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<p>Discuss potential risks at the sea life centre, such as slippery floors, large crowds, and deep water tanks.</p> <p>Main Activities – choose one</p> <ul style="list-style-type: none"><li>• Role-play: Divide the class into small groups and ask each group to act out a scenario where they encounter a potential risk at the sea life centre and demonstrate how to stay safe.</li><li>• Safety walk: Take the students on a "safety walk" around the school, simulating potential risks like those at the sea life centre and discussing safety measures.</li></ul> <p>Plenary</p> <p>Review the key points about staying safe at the sea life centre trip. Ask students to share what they have learned and discuss any questions or concerns they may have.</p>	
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