

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	I Can Eat A Rainbow	<ul style="list-style-type: none"> Recognise the importance of fruit and vegetables in their daily diet. Know that eating at least 5 portions of fruit and vegetables a day helps to maintain health. 	<p>Start a discussion with the children about foods that are healthy and those we should eat less of.</p> <p>Explain that different foods do different jobs for the body. Humans need to eat lots of different types of food to help maintain a healthy body.</p> <p>Go through each of the food groups: carbohydrates, dairy foods, protein foods, fruit and vegetables.</p> <p>Discuss the types of food in each group and how each food group helps the body. Play the Different Foods song. Encourage the children to do the actions and to sing the chorus.</p> <p>Activity – Make fruit skewers.</p> <p>Discuss the different colours of the fruit and vegetables. Explain that eating lots of different colours is good for us – the different vitamins in them help our bodies in different ways and that they all help us go to the toilet (fibre in fruit and veg). Ask the children to count the colours of fruits and vegetables in their next meal.</p>	Starchy Dairy Protein Fruit Vegetables Vitamins Portion
2	Eat Well	<ul style="list-style-type: none"> Recognise that they may have different tastes in food to others. Select foods from the Eatwell Guide in order to make a healthy lunch. Recognise which foods we need to eat more of and which we need to eat less of to be healthy. 	<p>Starting with a circle time, explore the children’s likes and dislikes. Passing around a lunchbox, use the stem sentence ‘I like/dislike... to show that the children have different likes and dislikes.</p> <p>Expand to talk about other foods; which foods do they like/dislike? Which foods are healthy for us that we need to eat more of?</p> <p>Refer back to Eatwell plate. What foods are less healthy that we need to eat less of?</p> <p>Explain to the children that sometimes choosing things that are healthy to eat, even though they may not be our favourite, are better for our bodies.</p> <p>Activity – Children to create a balanced lunchbox or a picnic using the different food types. Children share their balanced meal and other children identify the food groups included and what makes the meal healthy.</p>	Healthy Fruit Vegetables Dairy Meat Sugar Salt Cereal

<p>3</p>	<p>Harold’s wash and brush up</p>	<ul style="list-style-type: none"> • Recognise the importance of regular hygiene routines; • Sequence personal hygiene routines into a logical order. 	<p>Start by telling the children a funny story about your morning routine. For example...</p> <p>“Every morning, as part of my daily routine I set my alarm to wake me up, I get up, have a shower, get dressed, brush my teeth, have my breakfast - I always have toast and orange juice, then put on my muddy outdoor shoes and I walk my dog. On weekdays, when I get home I change out of my muddy shoes and put on my shoes for school; I always leave these at the back door of my house. Then I come to school. But this morning, just as I was changing my shoes, the doorbell rang. It was the postman delivering a parcel that was too big to fit through my letter box. I had a quick chat with the postman and then realised the time... I was going to be late for school! I quickly put on my coat and left straight away. It was only once I got to school and the other teachers were giving me funny looks that I realised what I had done...I had only changed one of my shoes!”</p> <p>This story can lead to the fact that there are some things that we do every day and that we should do ourselves. Encourage the children to chat with others around them about things that they do every day. “Why do you think it so important that we have daily hygiene routines?” If the children haven't heard of Harold the giraffe before, explain that he is a very healthy, happy giraffe. Play the audio of Harold's daily morning routine. You can model good practice - e.g. correct hand washing and tooth brushing techniques - and the children can join in. Give out the <i>Harold's morning routine</i> Activity sheet and the long strips of paper.</p> <p>Encourage children to try to remember the order of Harold's routine then cut out each of the 6 squares, sequence them, and stick them onto the long strips of paper. Ask the children to draw 2 additional things that Harold might do before he goes to school, e.g. choose something for his lunch box or get his schoolbag ready. Children can add things that they do in the morning.</p> <p>Summing up : Share some of the finished sequencing sheets. Allow children to tell the class about the other routine items they added. Ask the children if they have any ideas why it is important to: wash hands brush teeth eat breakfast etc. Remind the children that these are things that they are now old enough to do for themselves.</p>	<p>Aspirations Community Economic education including money Responsibility</p>
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4	Catch It! Bin It! Kill It!	<ul style="list-style-type: none"> • Understand how diseases can spread. • Recognise and use simple strategies for preventing the spread of diseases. 	<p>Start a discussion with the class about the importance of washing hands. Talk about how germs spread and that they can be passed on from one person to another. Using glitter, give a demonstration of how germs spread. Now encourage the children to think of diseases that cannot be spread (e.g. Asthma). Explain that not all illnesses are caused by germs, but many are. Explore good hygiene routines as a way to help stop the spread of germs. Show the children the 'Catch it, Bin it, Kill it' Poster. As a class, discuss what the poster is used for and why the government want people to have them displayed in places like hospitals or schools. Activity - Design a poster to show one aspect of preventing spread of diseases: wash hands after toilet, hand over mouth when coughing etc. Share posters - what were the key messages of each poster? Where would be best to display the posters?</p>	Germs Disease Hygiene Spread
5	Harold Learns To Ride His Bike	<ul style="list-style-type: none"> □ Recognise that learning a new skill requires practice and the opportunity to fail, safely. □ Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. 	<p>Discuss what sort of things the children can do now that they couldn't when they were a baby. Was it always easy to learn to do those things? Which of the things can they do now, which they couldn't when they were younger? Which things have been the hardest to learn? What did they have to do in order to make it easier? Ask the children who can ride a bike. Read the story about the time when Harold the giraffe learnt to ride his bike. After the story, ask the following questions: Why did Harold think that riding his bike was easy at the start? How do the children think Harold felt when he fell off? Why did he feel like that? Who helped Harold? How did she help him? Why did Harold get better? How did Harold feel when it all clicked and he found he could ride his bike? Discuss the steps Harold took to learn to ride his bike and use the Learning Line to show each step. Activity – Children draw something they have learnt to do. Using the Learning Line for support, ask the children to write down the steps taken that allowed them to learn. In school we learn to do new things all of the time. Children brainstorm words/ phrases of encouragement for when others are finding something challenging.</p>	Learning Practice Make mistakes Confidence Achievement

6	Pass On The Praise	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate attentive listening skills. <input type="checkbox"/> Suggest simple strategies for resolving conflict situations. <input type="checkbox"/> Give and receive positive feedback, and experience how this makes them feel. 	<p>Use role-play to demonstrate to the class giving praise and feedback.</p> <p>Demonstrate praising a child for something they have done and show how a teacher supports a child improve with next steps.</p> <p>Ask the children to feedback how they felt during the process.</p> <p>Ask: Who supports and encourages the children? Who in particular does this at school? How do the children feel when being supported and encouraged? Who do they give support and encouragement to? How does it feel to give this as well as to get it?</p> <p>Activity – Children to create an emotions plate and explain a time when they felt that emotion.</p> <p>How did the children feel as they have received support and feedback whilst making their plates?</p>	<p>Praise Support Feedback Encourage Feelings</p>
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