

| Lesson No. | Lesson Title | Learning Outcomes | Content | Key Vocabulary |
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| 1 | You Can Do It! | <ul style="list-style-type: none"> • Explain the stages of the learning line showing an understanding of the learning process. • Help themselves and others develop a positive attitude that support their wellbeing. • Identify and describe where they are on the learning line in a given activity and apply its positive mind-set strategies to their own learning. | <p>Discuss key questions: What sort of things can you do now that you couldn't when you were younger? Was it always easy to learn to do those things? Look at the learning line and discuss the steps that we go through when we are learning something new. Can children share experiences of this e.g. when learning to read or ride a bike?</p> <p>Activity- Children carry out activities which are challenging but achievable e.g. throwing a beanbag over an obstacle.</p> <p>Discuss: What are the things that make the activity difficult? What encouraging phrases can we think of to help the child improve?</p> | <p>Encourage Goal Achieve Challenge</p> |
| 2 | My Day | <ul style="list-style-type: none"> • Understand and give examples of things they can choose themselves and things that others choose for them. • Explain things that they like and dislike, and understand that they have choices about these things; • Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. | <p>Think about a typical day. Ask the children: During the day, when can we make our own choices? When do others choose for us?</p> <p>Share ideas with others. What would children choose to eat for breakfast? What would a healthy choice be?</p> <p>Activity- Children complete 'My day' activity sheet. Draw what they would choose for breakfast, to do in class, what to eat first in their lunch box, who to play with at break time.</p> <p>Children to share their choices with their partner. Did they choose the healthy options? How could they make healthier options in the future?</p> | <p>Choices Healthy Unhealthy</p> |
| 3 | Harold's Postcard (helping us to keep clean and healthy) | <ul style="list-style-type: none"> • Explain how germs can be spread; • Describe simple hygiene routines such as hand washing. • Understand that vaccinations can help to prevent certain illnesses. | <p>Read Harold's postcard about his holiday and the vaccinations that he had before going.</p> <p>Discuss a time the children or someone they know have had an injection and why people have them. Explain that vaccinations were not always available in the past. Summarise the story of Edward Jenner and finding the vaccine for small pox.</p> <p>Explain there are things we can do to help prevent some illnesses - vaccines, washing hands, 'catch it, bin it, kill it'.</p> <p>Recap how to wash hands effectively.</p> | <p>Injection Disease Hygiene Germs</p> |

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| | | | Activity- Children to use the information to help them draw or write about how to wash hands properly. | |
| 4 | Harold's Bathroom | <ul style="list-style-type: none"> <input type="checkbox"/> Explain the importance of good dental hygiene. <input type="checkbox"/> Describe simple dental hygiene routines. | <p>Make a class list of items Harold would need to keep in his bathroom to keep himself clean. Discuss what might happen if people don't use any of these items.</p> <p>Explain that today's focus is learning how important it is to look after their teeth. Share what they know about looking after their teeth.</p> <p>Activity- Children create a 5 Top Tips poster for keeping teeth clean e.g. brush twice a day, brush for at least two minutes etc.</p> | Dental Hygiene |
| 5 | What Does My Body Do? | <ul style="list-style-type: none"> <input type="checkbox"/> Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain). <input type="checkbox"/> Describe how food, water and air get into the body and blood. | <p>Look at the image of the human body and discuss: What do you think the bones that are inside the chest are called? What jobs do the ribs do? How big is the heart?</p> <p>Name different parts inside the body and discuss their functions e.g. lungs, stomach, intestines etc.</p> <p>Activity- Children play the game 'What does my body do?' in pairs or small groups. Children roll a dice with each face having a different function written on it. Children then colour in the organ which relates to this function. Label the completed body picture.</p> | Heart Lungs Stomach Small intestine Large intestine Food Water |
| 6 | My Body Needs... | <ul style="list-style-type: none"> • Understand that the body gets energy from food, water and oxygen • Recognise that exercise and sleep are important to health. | <p>Children to put their hands on their chest and take a big breath in. Ask, what do you notice?</p> <p>Children imagine they are holding their favourite fruit or vegetable. Take a bite, chew it and swallow. Now wash it down with a drink of water. Where does the food and drink go in the body?</p> <p>Listen to the song 'Different Foods' and ask what else the body needs to stay alive.</p> <p>Activity- Set up 5 activity stations in the hall: skipping, dancing, balancing, throwing and catching, hopscotch. Encourage everyone to take a sip of water before they start and after each activity. Get children to feel their heart rate and discuss what is happening.</p> <p>Finish by doing some gentle stretching exercises.</p> | Water Food Exercise Rest |

