



Core Theme 1: Health and Wellbeing

Strand: Physical

General topic for all classes - Living long, living strong

## Year: 1 and 2

### Lesson 1

L.O: To recognise and name body parts.

Key vocab: arm, leg, hand, foot, ankle, wrist etc.

Possible activities: Draw around each other and labelling different parts of the body. Children to work in pairs and match names of body parts to a picture of a body. Play the body to body game - find a pair and put elbow to elbow, foot to knee etc. Draw a self-portrait and label parts of the body and things that the part of the body can do.

### Lesson 2

L.O: To know how to keep clean.

Possible SC: I understand why hygiene is important.

Key vocab: hygiene, clean, germs, routines, washing, sweat, smelling.

Possible activities: Class discussions - when we need to wash our hands? Why do we change our clothes for PE? Why do we clean our teeth? Introduce the idea of germs as being something on their hands they cannot see and discuss how they can get into the body (cuts, mouth). Ask the children which parts of the body sweat? (under arms, feet). Go through the day and highlight parts of the day where cleaning takes place e.g. shower, brush teeth, washing hands, changing in PE kits etc. Group work - design posters for the class and around the school to remind people to wash their hands before eating, after the toilet etc. Read stories such as Freckly Feet, Itchy Knees, Mr Archimedes, The Smelly Book.

### Lesson 3

L.O: To know how to look after our teeth.

Possible SC: I understand why it is important to brush my teeth regularly.

Key vocab: Teeth, decay, bacteria, brushing, regularly, toothbrush, toothpaste, dentist.

Possible activities: Whole class discussion - bring in props such as different types of toothbrushes and toothpastes and adverts from magazines. Ask the children what kind of toothbrush they use and how many times a day they use it. Pair work - Write and illustrate ways which we look after our teeth. Invite a dentist (we have a few parent dentists) to speak to the children.

#### **Lesson 4 - Healthy living week**

L.O: To know how to stay healthy.

Possible SC: I can give examples of what keeps me healthy and why.

Key vocab: healthy, fit, exercise, eating, heart, pulse, blood, fat.

Possible activities: Whole class - run on the spot for 1 minutes and check pulse rate. Ask the children how they feel and why. Ask the children what does our pulse rate tell us. Ask the children about the exercise that they do. Ask the children what makes good health. Ask the children if they have a choice about having a healthy lifestyle. Group work - Conduct a survey/ tally chart about the different ways that the children keep themselves healthy e.g. eating fruit, playing, sport etc. Individual - children keep a diary about the food they eat and discuss in pairs which foods are healthy and which foods could be healthier.

#### **Lesson 5**

L.O: To set a personal goal.

Possible SC: I can choose a realistic goal. I can break a goal down into small steps.

Key vocab: goal, achieve, steps, wishes, hopes, dreams, persistence, frustrated, bored.

Possible activities: Whole class - our dreams. Ask the children to complete the sentence: When I grow up I want to be... Ask the children to think of a simple goal they would like to achieve to help them become healthier e.g. eat more fruit, being able to run faster, keep skipping for longer etc. Pairs work - share goals and help each other come up with at least two steps to achieve it. How do you keep going towards a goal without giving up? How can we help each other keep going?

# Year 3 and 4

## Lesson 1

L.O: To know about people who are special to me and support networks.

Possible SC: I can describe why certain people are special to me. I know where to get support.

Key vocab: friendships, relationships, family, mother, father, brother, sister, aunt, uncle, special, trust.

Possible activities: Whole class - describe different types of friendships and relationships (best friend, family friend, new friend, pen friend, sibling, aunt etc.) What do you do with these people. How do you spend time. Who would you go to for help if you had a problem. Discuss what trusting someone and feeling comfortable is like. Individual - draw concentric circles and write names of people you are closest to. Identify the role these people have e.g. parent, sibling, auntie etc. Why are these people special. What qualities do they have.

## Lesson 2

L.O: To know how to keep clean.

Possible SC: I understand why personal hygiene is important.

I know that I am valued at school for my gifts and talents.

Key vocab: hygiene, clean, routines, washing, sweat, smelling.

Possible activities: Whole class - bring in and show various items associated with personal hygiene and ask the children which items are used to clean which parts of the body and what for (shampoo, soap, deodorant, toothbrush, toothpaste, clean socks, towel etc.) Individual - discuss and draw a sequence of pictures to show good daily hygiene routines.

## Lesson 3

L.O: understand what helps to make people feel happy.

Possible SC: I understand why rest and relaxation is an important part of being healthy.

Key vocab: relaxation, leisure, hobbies, happy, stress, worries.

Possible activities: Whole class - identify ways of keeping healthy (keeping fit and healthy eating). Introduce the idea of relaxing and leisure time and ask for examples. Individual - make a collage of ways of relaxing after school, at the weekend and in the holidays. Visualisation - imagine your special place. Draw a picture on a piece of card to remind of their special place to be used as a reminder to relax if feeling worried, upset or angry.

## Lesson 4 - Healthy living week

L.O: To know how to keep healthy.

Possible SC: I can make positive choices to support a healthy lifestyle.

Key vocab: healthy, lifestyle, positive, choices, food, exercise, sleep, relaxation, pressure, persuasion.

Possible activities: Whole class - think about all the ways in which we keep healthy and happy (good food, exercise, sleep, relaxation, cleanliness, feeling happy). Role play around choices. Imagine you are a TV advertiser or a business person and you are trying to persuade people to buy or do something which they know is unhealthy (e.g. buy new sort of sweets, stay up late and watch more tv). What kind of arguments would you use. How would your audience resist the pressure. How do you feel when you make the right choice.

### Lesson 5

L.O: To understand what helps us to overcome barriers to reaching goals.

Possible SC: I can identify ways to overcome barriers to achieving my goals.

Key vocab: barriers, obstacles, excuses, responsibilities.

Possible activities: Whole class - making excuses. Divide into two columns on whiteboard - barriers I can change and barriers I can't change. Pairs work - children come up with excuses or reasons for not making healthy choices e.g. I'm not good at sport, I'm too busy to do sport, I don't like vegetables etc.) Sort into barriers I can change and barriers I can't change. Discuss and explore each excuse. Individual - one goal I'm going to achieve in order to be healthier. Work out and draw or write small steps in order to reach goal.

# Year 5 and 6

## Lesson 1

L.O: To recognise different types of relationships.

Possible SC: I understand the different types of relationships... marriage and those between friends and families.

Key vocab: marriage, family, friendship, love, care.

Possible activities: Whole class - what makes a good friend. How do your relationships change as you grow older. Emphasise the importance of loving stable relationships in which to have children. Agree/ Disagree game - Why do people get married... To have a party. Because their parents say so. To have a family etc. Emphasise no right or wrong answers. Individual - draw a picture of someone on your family getting married.

## Lesson 2

L.O: To know how to be an effective learner.

Possible SC: I know the skills and attributes of an effective learner.

Key vocab: goals, targets, skills, talents, learner.

Possible activities: Whole class - Read the story of The Fourth Son and discuss. Create a display about the skills needed to be an effective learner. What did the fourth son in the story do? (listened well, observed others, practised hard etc.) Individual - 'one skill I have as a learner is'...

## Lesson 3

L.O: To understand what makes people positive.

Possible SC: I understand what I need to keep going towards my goal.

Key vocab: role model, admiration, challenge, perseverance, resilience.

Possible activities: Whole class - Ask pupils for names of a few famous people e.g. David Beckham, Barak Obama, JK Rowling. Why are they famous? What did they have to do to succeed and reach their goals? (work hard, study, be focussed, have a plan, get support etc.) What qualities would they have needed. Explain terms patience, perseverance, resilience. What do you think they said when they felt like giving up? Pairs work - think of a time when you found something really difficult and you felt like giving up but you kept going and reached your goal. Tell your partner about it. Why was it difficult. What helped you to keep going. How did you feel when you reached your goal. How did you reward yourself when you reached your goal.

## Lesson 4 - Healthy living week

L.O: To understand the concept of well-being.

Possible SC: I understand the importance of a balanced lifestyle.

Key vocab: balance, lifestyle, rest, eating, exercise.

Possible activities: Whole class - recap on what constitutes a healthy lifestyle (eating healthy, exercise, rest, leisure, cleanliness). Individual - give each pupil a

large circle divided into 24 sections to represent a typical day. As a whole class decide on a colour code to represent various activities e.g. blue for sleeping, red for school time, green for playing. Pupils colour in own chart according to how they spend their day. Whole class discussion - what is a healthy balance of activities?

#### Lesson 5 (lesson 3 continued...)

L.O: To understand what makes people positive.

Possible SC: I understand what I need to keep going towards my goal.

Key vocab: role model, admiration, challenge, perseverance, resilience.

Possible activities: Individual - choose a role model a research using ICT and make a fact file about that person with key elements of their life. Present chosen person.