

Y3

PSHE

MAKE time
For YOURSELF



are IMPORTANT

SLOW DOWN	KEEP CALM	BE POSITIVE	TAKE IT EASY
UNPLUG	ENJOY LIFE	HAVE FUN	BREATHE
RELAX	GO OUTSIDE	😊	MEDITATE



Looking after myself

Overview: In this unit, pupils will learn how to sustain their health, growth and well-being. They will learn about and understand the benefits of a healthy lifestyle, including physical activity, healthy eating and rest. They will learn to recognise what shapes positive mental health. They will learn how to make informed decisions about health and the elements of a balanced, healthy lifestyle. The children will learn that mental health, just like physical health, is part of daily life. They will investigate strategies and behaviours that support mental health - including how good quality sleep, physical exercise/time outdoors... and spending time with family and friends can support mental health and wellbeing. This unit introduces the benefits of regular exercise and highlights the risks of being inactive. It identifies what constitutes physical activity and how it can support our mental wellbeing and happiness. It provides recommendations for how long we should be physically active and what activities we should be participating in.

3 lessons on RSE: Valuing Differences and Keeping Safe.

Included within this topic: **Every Child a Life Saver - calling for help in an emergency, kindness and coping.**

Number of lessons: 10 lessons

<p>R</p>	<p><i>What knowledge and skills should children already have? (Forms pre-lesson AfL)</i></p> <p>In Key Stage 1, the children would have participated in many lessons about feelings. They would have categorised feelings into ‘good’ or ‘not so good’ feelings. The children would have spent time discuss ‘big’ feelings and how their bodies change when they are feeling ‘big’ feelings. In Year two, the children would have learnt some different breathing techniques to encourage calmness, relaxation and mindfulness.</p>
<p>A</p>	<p><i>What knowledge and skills will children acquire?</i></p> <p>In this unit, children will learn how to make informed decisions about health. They will learn the elements of a balanced, healthy lifestyle.</p> <ul style="list-style-type: none"> • Choices that support a healthy lifestyle. • What a balanced diet it. • How to recognise that habits can have both positive and negative effects on a healthy lifestyle. • How regular exercise benefits mental and physical health. • How sleep contributes to a healthy lifestyle. • That mental health, just like physical health, is part of daily life. • Strategies and behaviours that support mental health - including how good quality sleep, physical exercise/time outdoors... and spending time with family and friends can support mental health and wellbeing. • How to safely get help in an emergency, including calling 999. • Know some differences and similarities between males and females. • Name male and female body parts using agreed words. • Explain the benefits of physical activity on our body and mind. • Identify the recommendations of regular physical activity for their age group. • Explain how physical activity makes our bodies feel. • Describe why exercise makes us feel good. <p>Knowledge: Children will be able to answer the following questions.</p> <p>What is a balanced lifestyle? What is physical health? What is mental health? What is a healthy diet? How can you look after yourself? How can you look after your well-being? What is mindfulness? Do you know any mindfulness activities?</p> <p><i>National Curriculum Link</i></p> <p><i>To learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of healthy eating.</i></p>
<p>D</p>	<p><i>How will teachers facilitate children to develop their skills / knowledge?</i></p> <p>Through activities and discussion</p> <ul style="list-style-type: none"> • Children will learn songs, which promote looking after themselves and well-being.

	<ul style="list-style-type: none"> • Children will participate in a five-minute visualisation mindfulness session. • Children will participate in a mindfulness meditation session. • Children will be taught the importance of a balanced diet. • Children will learn about the benefits of physical activity on their bodies and minds. • Children will participate in different levels of physical activity. 			
A	<p><i>How will children apply their knowledge / skills?</i></p> <p>Children will suggest who to talk to if they need support. Children will listen to each other and take turns. Children will have discussions. Children will respond to mindfulness poetry. Children will answer key questions about looking after themselves. Children will plan a healthy picnic using the 'Eat well' plate. Explain the benefits of physical activity on our body and mind. Children will identify the recommendations of regular physical activity for their age group. Children will explain how physical activity makes our bodies feel. Children will describe why exercise makes us feel good. Children will design a poster giving people information on the benefits of exercise including important facts.</p>			
R	<p><i>Notes around what children need to remember.</i></p> <p>Recap 1: How to look after themselves. Recap 2: How to promote well-being. Recap 3: Mindfulness activities. Recap 4: Balanced diet. Recap 5: Calling 999.</p>			
R – Ready	A – Acquire knowledge and skills	D – Develop knowledge	A – Apply knowledge	R - Remember
Detective	Instructor	Facilitator	Mentor	Coach

Coverage within this unit

Hillfort Specific	Embody the school's values Kindness, resilience, challenge, courage, aspiration	Cultural Isolation			Oracy & Tier 2 vocabulary
PSHE concepts	Identity - personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online.	Relationships - including different types and in different settings, including online.	Healthy balanced lifestyle – physically and emotionally, within relationships, exercise and rest, spending and saving and lifestyle choices.	Change - resilience and the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance, including bereavement.	
PSHE skills	Working with others Be able to working with others and demonstrate negotiation and compromise.		Decision making Know how to reach a conclusion or resolution after consideration of issues or facts.		

Overview of lessons

1	In this lesson, the children will start to think about how they can look after themselves. They will begin to think about their emotional and mental well-being. The children will suggest who they could go to if they need to talk to someone. They will participate in a short mindfulness session.
2	In this lesson, children consider their mental health and feelings. The children will listen to, respond to mindfulness poetry, and participate in a mindfulness meditation session. The children will have time to reflect and discuss questions concerning mental health.
3	In this lesson, children will learn about the importance of eating the right amounts of different food groups as part of a healthy lifestyle. Pupils will have the opportunity to design their own healthy meal and will identify foods they should eat plenty of, some of and small amounts of in their day-to-day lives.
4	In this lesson, the children will learn about the benefits of physical activity on their bodies and minds. They will be able to explain how physical activity makes their bodies feel and describe why exercise makes us feel good.
5&6	In this lesson, the children will design a poster giving people information on the benefits of exercise including important facts. They will need to include how it makes us feel in our minds as well as how it makes us feel in our bodies. Participate in Power Chargers activities. A collection of short, simple exercises designed specifically for children.
7	Teaching SRE with confidence. In this lesson, the children will explore the differences between males and females and name the body parts.
8	Teaching SRE with confidence. In this lesson, children will consider touch and to know that a person has the right to say what they like and dislike.
9	Teaching SRE with confidence. In this lesson, the children explore different types of families and who to go to for help and support
10	In this lesson, the children will learn how to safely get help in an emergency, including calling 999. They will practise coping skills and learn how to care for themselves and others, until help arrives.
	Optional Homework Your PSHE Optional Homework is to plan a healthy day. Think about your PSHE lessons recently. Recap – Mindfulness, healthy eating, and exercise. Plan what you will do in your day from the moment you wake up, what you will eat and drink, how you will keep busy right up until bedtime. You can create a timetable with a meal planner. Write a short story of your day or any other way you can think of planning and presenting your healthy day.

Lesson 1

Overview: In this lesson, the children will start to think about how they can look after themselves. They will begin to think about their emotional and mental well-being. The children will suggest who they could go to if they need to talk to someone. They will participate in a short mindfulness session.

New key vocabulary: active, safe, well, fit, confident, independent, mental health, physical health.

Recap:

Acquire knowledge & skills:

Children will begin to learn how to look after themselves.

They will learn what the terms physical well-being and mental well-being mean and begin to understand how they look after their own well-being.

The children will learn about and participate in a mindfulness session.

Develop knowledge & skills:

Children will develop their knowledge and skills by asking questions and participating in discussions and partner work.

Task 1: <https://www.bbc.co.uk/teach/super-movers/pshe-super-mood-movers-look-after-yourself/zx2gydm>

Listen, watch and enjoy 'Look after yourself'.

Listen to the song lyrics with the class. Ask pupils to work in pairs to choose their favourite two lines. Encourage the children to share and explain their choices.

Ask: 'Why do we need to remember to look after ourselves?'

Agree with pupils that we sometimes get so busy with our daily lives we forget to look after our health and wellbeing. So it's important to make looking after ourselves part of our daily routine.

Task 2: Write this list of words on the whiteboard: **active, safe, well, fit, confident, independent, mental health, physical health.**

Ask: 'What do these words mean to you?' gather pupils' responses and ask each pupil to choose two items and write a sentence/sentences about each, describing its importance when looking after yourself.

Task 3: <https://www.bbc.co.uk/teach/super-movers/pshe-super-mood-movers-wellbeing/zpxc3j6>

Encourage the children to sing and dance along with the song. Ask the children to join in with the breathing exercises.

Q: 'Who can remember any ways the song suggested we deal with stressful feelings?'

Make a list from the pupils' responses.

Q: 'Does anyone have any more suggestions on ways to tackle sad thoughts or low feelings?'

What do you do to cheer yourself up?' Gather pupils' suggestions (e.g. listen to music, chat to my grandma, feed my pet rabbit) to add to the class list.

Who can I talk to?: Ask pupils to work in pairs to come up with five suggestions of who to talk to if they had to advise someone who was feeling down. Pairs share their lists with the class and discuss.

Finish the lesson with a five-minute visualisation mindfulness session.

'Take five' mindfulness: Guide a whole-class, five-minute mindfulness session. Ask pupils to sit quietly, perhaps with eyes closed. To listen to the sounds of the world around them. To breathe deeply and focus on their breaths.

Today we are going to think about our favourite places. As we begin, close your eyes, take a deep breath in through your nose, and out through your mouth. As you continue breathing slowly, think of one of your favourite places to go. It can be somewhere outside, inside, near us or far away. It can be somewhere you have been a lot or somewhere you have only been to once. I want you to focus on picturing this place in your mind. What does it look like? What can you notice? Does it have certain sounds? Is it a loud place or is it quiet? Try and think about everything you can notice. What does it smell like?

Now, focus on how this place makes you feel. Does it make you calm? Happy? Excited? Something else? Really think about this feeling. Continue to breathe slowly and focus on the feeling it is giving you. When you are finished take a deep breath in through your nose and out through your mouth, and then slowly open your eyes.

Use this visualisation at other points in the week.

Resources: <https://www.bbc.co.uk/teach/supermovers/pshe-super-mood-movers-look-after-yourself/zx2gydm>
<https://www.bbc.co.uk/teach/supermovers/pshe-super-mood-movers-wellbeing/zpxc3j6>

Assess: The children should be able to explain what well-being is, both physical and mental. They should also be able to explain mindfulness.

Notes to teacher:

Lesson 2

Overview: In this lesson, children consider their mental health and feelings. The children will listen to, respond to mindfulness poetry, and participate in a mindfulness meditation session. The children will have time to reflect and discuss questions concerning mental health.

New key vocabulary: Mindfulness

Recap: Learning from previous lesson. How can you look after yourself? How can you look after your well-being?

Acquire knowledge & skills:

What is mental health and how to look after their mental health and well-being.

Children will learn meditation mindfulness.

Develop knowledge & skills:

Children will develop their knowledge and skills by asking questions and participating in discussions and partner work. Children will participate in mindfulness sessions.

Task 1: Explain that we are going to talk about our mental health and our feelings.

Questions: **What does mental health mean?**

Can you think of a time when you did not feel very happy?

Do people's emotions and wellbeing change?

Is it OK to not feel happy all the time?

Is our physical health more important than mental health?

Give the children time to reflect on the questions. Encourage the children to discuss their responses to the questions. Promote good listening, eye contact, not interrupting and respect.

Explain what mindfulness is and why it is important to mental well-being. Explain that mindfulness helps children learn how to better relax, focus on their breathing, become aware of body sensations, reduce stress, and let go of worries or anxiety from their busy days.

Make a mindfulness jar. (activity below). Using a pre-made mindfulness jar, shake it to allow the glitter to swirl around, and then read the mindfulness jar sheet. (below)

Participate in a short mindfulness meditation session - https://www.youtube.com/watch?v=VZ_wdeog5Ek (or find one of your own to use with your class.

If time, allow the children to do some mindful colouring.

Read - Breathe and Be: A Book of Mindfulness Poems by Kate Coombs and Anna Emilia Laitinen

Ask children to respond to the poems.

What feelings did the poem make you have?

Peer education circle sharing – **Q: what do you do to feel positive?**

What other ways are there to keep our bodies and mind healthy? Exercise, daylight, sleep, less screen time, drinking water, eating well. Etc. Create a class list.

Finish with key questions:

What can we do to help our mental health?

Will these strategies be the same for everyone?

What does mindfulness mean?

What other ways can we keep our minds and bodies healthy?

What should we do if we are feeling unhappy?

What should we do if we notice a friend feeling unhappy

Is there anything we could do in school or our class to help people's wellbeing?

Resources: Breathe and Be: A Book of Mindfulness Poems by Kate Coombs and Anna Emilia Laitinen

Assess: Ask the children to explain ways they can practice mindfulness.
Ask the children to plan their own mindfulness session.

Notes to teacher: Mind Your Way – creative and practical activities to support health and wellbeing
<https://mindyourway.co.uk/resources/>
Positive Psychology – creative and practical activities to explore ideas of mindfulness with children
<https://positivepsychology.com/mindfulness-for-children-kids-activities/>

Lesson 3

Overview: In this lesson, children will learn about the importance of eating the right amounts of different food groups as part of a healthy lifestyle. Pupils will have the opportunity to design their own healthy meal and will identify foods they should eat plenty of, some of and small amounts of in their day-to-day lives.

New key vocabulary: balanced diet, carbohydrates, protein, fats

Recap:

Acquire knowledge & skills:

Children will learn what a balanced diet is. They will learn about the 'Eat well' plate and learn about different food groups.

Develop knowledge & skills:

The children will explain their decisions. Children will work as a group to consider solutions to common classroom and playground problems. Children will plan a healthy picnic to show their understanding of a balanced diet.

Task 1: Start the lesson by asking the class to think, pair and share their responses to the question on slide 2.

Q: Why do we need food?

After listening to pupil feedback, talk through slides 3-5 which clarify why the human body requires food. Slide 3 explains that, like fuel for an engine or charge for an electrical device, humans require energy. Slide 4 identifies that the human body needs energy to:

■ Grow; ■ Move; ■ Repair (heal from wounds, recover from illness); ■ Keep warm.

Slide 5 states that the human body needs to eat different foods to obtain different nutrients.

Nutrients- substances that a living thing needs in order to function healthily.

Task 2: Food groups

In this section of the lesson the pupils are introduced to the main food groups that form a balanced diet.

This information is based on guidance from the NHS eatwell guide which can be found at:

<https://www.nhs.uk/Livewell/Goodfood/Documents/The-Eatwell-Guide-2016.pdf>



Slide 6 explains that the 'Eatwell plate' helps us to understand that we need more of some types of foods and less of others in order to create a healthy balanced meal.

The PowerPoint continues by briefly introducing each of the food groups.

- Fruits and vegetables (slides 7-8)
- Carbohydrates (slide 9)
- Proteins (slide 10)
- Dairy (slide 11)

- Fats (oils and spreads) (slide 12)
- Water and healthy (sugar free) drinks (slide 13)
- Foods high in sugars, fats and salts (slide 14)

Split the class into pairs or groups and ask pupils to match each food group title to its simple description on activity sheet 1. Go through the answers as a class, clarifying any misconceptions.

Task 3: Healthy picnic

Explain to pupils that they will be creating their own healthy lunch by selecting pictures of foods from different food groups that are laid out around the classroom.

Display or cut the food images from activity sheets 2 a-d ahead of this task.

Provide pupils with a copy of activity sheet 3 that shows a simplified model of the 'Eat-well plate'. Model selecting items from each food group so that the plate reflects the recommended portions. Foods can be drawn or images stuck onto the sheet depending on the pupils' ability. An example is provided on slide 15. Pupils may also wish to draw their own ideas.

Portion guidelines can be found at: <https://www.nhs.uk/live-well/eat-well/5-a-day-portion-sizes/>

Foods included on activity sheets 2a-d are below.

- Fruits and vegetables- apple, tangerines, grapes, strawberries, carrot sticks, cucumber slices, lettuce, cherry tomatoes.
- Carbohydrate- brown bread, baked potato, pasta, rice
- Protein- tuna, boiled egg, slices of cooked meat (avoid processed meats), hummus (chickpea based), baked beans
- Dairy- cows' milk, soya milk, cheese, yoghurt
- Fats- butter, vegetable spread
- Drinks- water, sugar free juice

Resources: Activity sheet 1.

Pictures of food 2a – d.

Activity sheet 3 – model of an 'Eat well' plate.

Assess: Children should understand the importance of a balanced diet. They should be able to list some foods from each food group.

Notes to teacher: <https://www.nhs.uk/live-well/eat-well/5-a-day-portion-sizes/>

Lesson 4

Overview: This lesson introduces the benefits of regular exercise and highlights the risks of being inactive. It identifies what constitutes physical activity and how it can support our mental wellbeing and happiness. It provides recommendations for how long we should be physically active and what activities we should be participating in.

New key vocabulary: light, moderate and intensive exercise.

Recap: How can we look after our bodies and minds? Recap previous lessons on looking after ourselves.

Acquire knowledge & skills:

Children will learn that different types of exercise can be categorised as light, moderate and intensive.

Develop knowledge & skills:

They will learn about the benefits of physical exercise on their bodies and their minds.

Task 1: Explain that we are going to talk about physical activity.

Create a safe space with the children ensure that pupils understand that the classroom is a confidential space and free from judgement.

Elicit past learning by asking the children the key questions and write their answers on the board.

Key Questions:

- **What does physical activity mean?**
- **What types of activities are physical?**
- **How much exercise do you think you should do each day/each week?**

Key Messages:

Children and young people should:

- Aim for an average of at least 60 minutes of physical activity a day across the week.
- Take part in a variety of physical activities across the week to strengthen your muscles and bones.
- Reduce the time spent sitting or lying down and break up long periods of not moving with some activity.
- All activities should make you breathe faster and feel warmer.

Discuss children's answers.

Task 2: Explain to the children that there are different types of activities, which can be divided into either light, moderate or intensive.

Ask the children to think about what exercise or physical activities they do and which category they might fall into.

Take suggestions and make a list:

Light – slow walking, making the bed, washing dishes

Moderate – walking to school, riding a bike, playground games

Intense – running, football game, basketball, dancing

Key Questions

- **What are the 3 categories for physical activity?**
- **What do you think we mean by moderate activity?**
- **What does intensity mean?**
- **Which physical activities have you done this week?**
- **Which category did they fall into?**

Key Messages

- Moderate intensity activities will raise your heart rate, and make you breathe faster and feel warmer.
- One way to tell if you're working at a moderate intensity level is if you can still talk, but not sing.

Why is physical activity so important?

Task 3: Ask the children to think about why physical activity is so important.

Initially they may focus on the health benefits. If needed, share some other benefits with them.

Builds confidence and social skills

Improves concentration

Improves co-ordination

Improves sleep

Helps maintain a healthy weight

Makes you feel good

Take suggestions from the children.

Key Questions

- **What do you think are the benefits of physical activity?**
- **Are there any beyond just our health?**

Key Messages

- Physical activity is important for our physical health however, it also supports our wellbeing. Taking part in physical activities can help build friendships and connect us with other people.

How does physical activity affect us?

Activity (can be completed in a classroom, a hall or outside)

Ask the children to think about the different types of physical activities discussed at the beginning of the lesson.

Ask the children to think about how they are feeling now – calm, cool, resting etc.

Put the children into groups and explain that each person in the group will complete a physical activity and will then describe how they feel. Each child will complete the activity for 2 minutes and should be mixture of light, moderate and intense activities.

Children can record their heart rate before and after the activity.

The activities could include: Star jumps/Burpees/Running around the playground/Slow walk around the playground/Slow or fast dancing to a piece of music.

After each activity, the children should describe how they feel now – are they hot, sweaty, increased heart rate.

Key Questions

- **How these exercises made you feel?**
- **Can you feel your heart beating?**
- **Are you warmer?**
- **Is your brain more alert?**
- **Did you feel better when you were up and moving about?**
- **Did you smile at each other?**

Resources:

Stopwatch and space for physical activities

Assess: Revisit questions. Can the children answer them?

Notes to teacher:

Lesson 5 and 6

Overview: In this lesson, the children will design posters to promote the benefits of physical exercise. It will reinforce the key messages in the previous lesson.

New key vocabulary: Endorphins

Recap: Key messages from previous lesson –

We all need regular physical activity to keep us healthy.

Physical activity also has other benefits.

Children should have 60 minutes of physical activity per day.

Activity is either light, moderate or intensive.

Physical activity makes us feel better due to endorphins.

Acquire knowledge & skills:

What endorphins are.

Develop knowledge & skills:

They will learn about the benefits of physical exercise on their bodies and their minds.

Task 1: How can we spread the fitness bug?

Ask the children to describe how they feel about the physical activity.

Did they notice anything happening to their bodies?

Ask them to think about how they can help other people become more physical.

Encourage the children to explain ways they can persuade other people to join in more physical activity.

Key Questions

- How did the physical activity make you feel?
- Did you enjoy it?
- How can you help other people become more active?

Recap the main messages from last lesson.

- We all need regular physical activity to keep us healthy.
- Physical activity also has other benefits.
- Children should have 60 minutes of physical activity per day.
- Activity is either light, moderate or intensive.
- Physical activity makes us feel better due to endorphins.

Watch simple YouTube clip on endorphins - <https://www.youtube.com/watch?v=7Aw8lvANfuM>

Endorphins are natural chemicals in the body that fight pain. Endorphins are released when a person gets hurt, but also during exercise. In addition to blocking pain, endorphins can make people happy.

Watch YouTube clip - What are the benefits of physical activity?

<https://www.aboutkidshealth.ca/article?contentid=641&language=english>

- Physical activity keeps the body strong and healthy and can improve mental health by decreasing symptoms of depression, anxiety, pain and loneliness.
- Physical activity can also improve focus, school performance, sleep and energy levels.
- Children who participate in regular physical activity enjoy improved relationships and a more positive body image.
- Regular physical activity helps your child develop in a range of ways. Not only does it help their physical health, but it also helps improve their brain function and emotional wellbeing.

Design a poster giving people information on the benefits of exercise including important facts.

Include how it makes us feel in our minds as well as how it makes us feel in our bodies.

Power Chargers is a collection of short, simple exercises designed specifically for children. Choose from two, five or ten-minute Power Chargers activities, depending on the time and space available. These exercises are put together for kids give them a quick activity break throughout the day, allowing their bodies and minds to refocus.

<https://healthpoweredkids.org/power-chargers/>

Look at the website and encourage the children to try lots of the different activities and simple exercises. Remind them that you don't have to think you're good at something to enjoy and to benefit from it. If they stay open to new possibilities they may be surprised by what they discover.

Resources:

Paper to make a poster

Coloured pencils and pens

<https://healthpoweredkids.org/power-chargers/>

Assess: Formative assessment should be throughout the lesson through the use of questioning. The children should be able to describe the different types of physical activity, why it is important and what changes the body experiences.

Notes to teacher:

<https://www.gov.uk/government/publications/physical-activity-guidelines-infographics>
<https://www.earlyyearsresources.co.uk/blog/2018/04/physical-activity-mental-development/>
<https://www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-and-young-people/>

Lesson 7, 8 and 9. Do not start this set of lessons until a letter has been sent to parents.

Overview: Teaching SRE with confidence.

In lesson 5, the children will explore the differences between males and females and name the body parts.

In lesson 6, children will consider touch and to know that a person has the right to say what they like and dislike.

In lesson 7, the children explore different types of families and who to go to for help and support

New key vocabulary: Gender

Stereotype

Private parts

Penis

Vagina

Testicles

Womb

Family

Fostering

Adoption

Relationships

Recap:

Acquire knowledge & skills:

- Know some differences and similarities between males and females.
- Understand personal space.
- Understand that all families are different and have different family members.

Develop knowledge & skills:

- Class discussion
- Talking about themselves and their feelings.
- Explaining their understanding
- Use reflect and review section of lesson plans.

Task 1:

Implement the 3 lessons planned and prepared for Year 3 from the Christopher Winters Project – ‘Teaching SRE with confidence’.

A letter will be sent to parents detailing the lessons before hand.

Resources: Christopher Winter Project ‘Teaching SRE with confidence’.

Assess: All included in plans

Notes to teacher:

Lesson 7

Overview: In this lesson, the children will learn how to safely get help in an emergency, including calling 999. They will practise coping skills and learn how to care for themselves and others, until help arrives.

New key vocabulary: calm, emergency, assist

Recap: In Year One, the children learn how to call 999 for help.

Acquire knowledge & skills:

What to do in an emergency.

Develop knowledge & skills:

How to cope calmly in an emergency.

Task 1: Calling for help when there is an emergency, use Red Cross website below.

Watch video and practice with the class.

<https://firstaidchampions.redcross.org.uk/primary/safety/calling-999/>

In these activities, children will learn how to look out for some of the dangers that could cause an accident. Practise calling 999, to safely get help in an emergency and look at some safety scenarios.

<https://firstaidchampions.redcross.org.uk/primary/kindness-and-coping/>

Complete activities on kindness and coping.

Resources:

<https://firstaidchampions.redcross.org.uk/primary/safety/calling-999/>

<https://firstaidchampions.redcross.org.uk/primary/kindness-and-coping/>

Assess: Children know how to call for help. Children will know how to recognise dangers that could cause an accident.

Notes to teacher: Please revisit regularly as a recap.



Healthy eating

Activity Sheet 1

Food group match

Fruits and vegetables

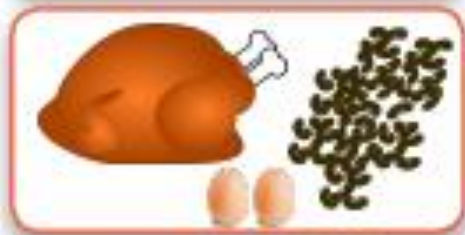
Carbohydrates

Proteins

Dairy

Healthy fats

Foods high in salt,
fat or salt





Healthy eating

Activity Sheet 2a

Fruit and Vegetables



Apple



Tangerines



Strawberries



Grapes



Carrot sticks



Cucumber



Cherry tomatoes



Lettuce



Healthy eating

Activity Sheet 2b

Carbohydrates



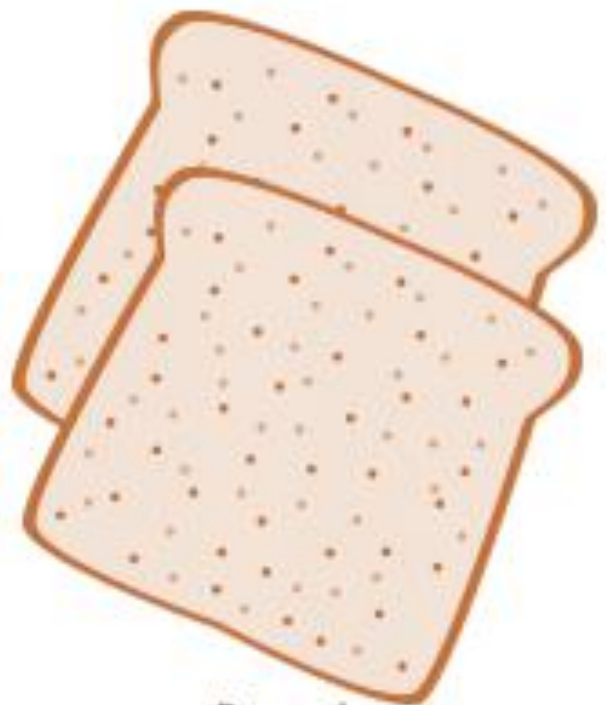
Baked potato



Pasta



Rice



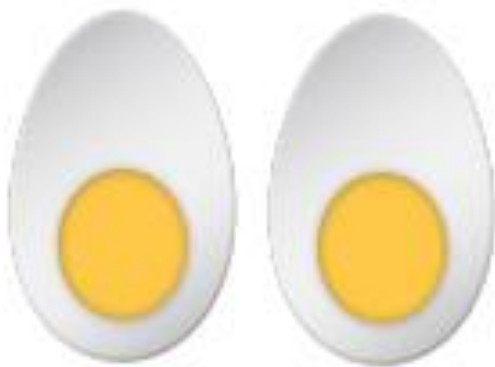
Bread



Healthy eating

Activity Sheet 2c

Proteins



Boiled egg



Sliced cooked meat
(ham, turkey,
chicken or beef)



Tuna



Hummus (chickpeas)



Beans



Healthy eating

Activity Sheet 2d

Dairy



Yoghurt



Cheese

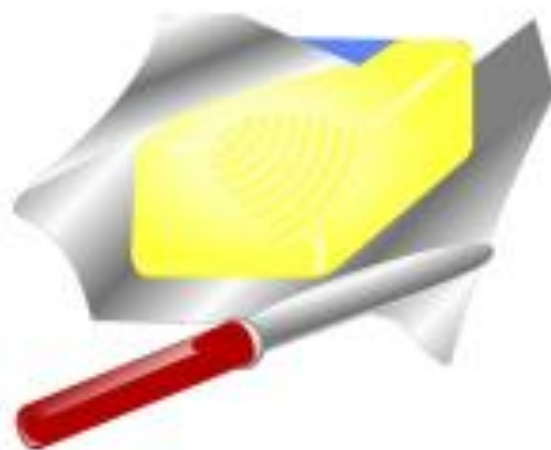


Cows', soya, oat
or almond milk

Healthy fats



Oils



Vegetable spreads



Healthy eating

Activity Sheet 3

