

	Year group: Nursery - Spring 2	Area/topic: Healthy Me
	<p><i>(Objectives from NC/ELG/Development matters)</i></p> <p>Talk about their feelings using terms such as worried, sad, happy etc. Become increasingly independent in meeting their own needs [washing hands, using the toilet, putting on own coat etc]. Make healthy choices about food, drink, activity and toothbrushing</p>	

Prior learning	Future learning
<p>Children will have different experiences relating to "making healthy choices". Some children may just be used to having choices made for them and not have any understanding about what "being healthy" means. Other children may have been supported to make healthy choices for themselves and have some understanding about what being healthy means,</p>	<p>Children will learn to express their own ideas about what being healthy means. They will begin to talk about and name parts of their body. They will become more aware about what their body needs to grow and what choices they can make with regard to food and drink.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Outcome: My Body (physical health)</p>	<p>Tapestry observations</p>

School Value: Peace

Philosophical Question: What is peace?

- I can name parts of my body,
- I can talk about how to keep my body healthy [keeping clean and exercise].
- I know that some foods and drinks are healthier than others,
- I know that my body needs rest
- I know what to do if I get lost
- I know about "stranger danger"

Adults modelling social language in activities with children.

Adults modelling sharing/taking turns.

Key vocabulary

Body parts names [head, shoulders, legs etc].

Heart beat, breathe, teeth, clean, toothbrush, wash, sleep, healthy, fruit, vegetables, meat, fish, stranger,

Common misconceptions

Children may have limited understanding about healthy choices due to their age and experience,
Children may think if they see someone regularly -then they are not a stranger.

Books linking to this area

"I can eat a rainbow" by Olena Rose

Memorable first hand experiences

Visit from a police officer to talk about being safe/strangers

Opportunities for communication

Circle times

Visit from a dentist to talk about looking after their teeth

Singing together [I've got a body, a very busy body"/"Heads, shoulders knees and toes"/"One finger, one thumb"].

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Reasonable adjustments for pupils with SEND

<p>Communication and Interaction</p> <ul style="list-style-type: none">simplified stepssongs/videossmaller groupsusing puppets <p>"Time to talk" resource [for ASD/children with communication and understanding difficulties].</p>	<p>Cognition and Learning</p> <ul style="list-style-type: none">social storiesreal life experiencessongs/videossmaller groupsusing puppets <p>"Time to talk" resource [for ASD/children with communication and understanding difficulties].</p>
<p>Social, Emotional and Mental health</p> <ul style="list-style-type: none">Visual/practical activitiesbe aware of home life/experienceshave a trusted adult to talk to them	<p>Sensory and Physical</p> <ul style="list-style-type: none">explore ideas with visuals/equipment to reduce the need for vocalised communication [signing]