

	<p>Year group: Year 1 - Spring 2</p>	<p>Area/topic: Healthy Me</p>
	<p>(Objectives from NC/ELG/Development matters)</p> <ul style="list-style-type: none"> <li>I know the difference between healthy and unhealthy choices</li> <li>I know how to keep myself clean and healthy</li> <li>I know that germs can cause illness and disease</li> <li>I know that medicines can help me when I am poorly and how to use them safely</li> <li>I know how to be safe crossing a road</li> <li>I know which people will help me when I don't feel safe</li> </ul>	

<p>Prior learning</p>	<p>Future learning</p>
<p>Children can make controlled healthy choices for themselves and understand why they need to do this. Children can manage their own personal hygiene and explain why this is important. Children can talk about why some foods/drinks are healthier than others and the need for a balanced diet. Children can talk about how they can be a safe pedestrian.</p>	<p>I am able to explain some ways I know that will keep me healthy, I can talk about medicines that can help me when I am poorly and know that some substances around the house can be dangerous. I know how to cross a road safely and can talk about ways I can keep myself safe. I can explain adults I can turn to for help if I am not feeling safe.</p>

What pupils need to know or do to be secure

Key knowledge and skills

Possible evidence

Outcome: Physical Health

Safety

School Value: Peace

Philosophical Question: What makes you 'you'?

- I can talk about ways to keep healthy
- I know that germs cause illness and disease and that keeping clean helps me to stay healthy [discuss products used to keep clean].
- I know that medicines can help me if I am poorly [talk about only taking medicines directed by an adult and that someone else's medicine can be dangerous to you].
- I can talk about substances/household items that can be unsafe if not used correctly
- I can talk about healthy food choices and can explain what a "balanced diet" means
- I can talk about being safe when crossing a road/stranger danger
- I know who I can talk to if I don't feel safe.

Observing children when faced with a challenge.

Observing children when they are given a partner task.

Talking to children about what might help them/how they could help themselves.

Role play/drama

Philosophy

During discussion

Key vocabulary

Healthy/unhealthy  
Balanced diet  
Choices  
Germs

Disease	
<p><i>Common misconceptions</i></p> <p>Children may think all medicines are good for you.  Children may not have a clear understanding of what a stranger is.</p>	<p><i>Books linking to this area</i></p> <p>Incredible You</p>
<p><i>Memorable first hand experiences</i></p> <p>Visit by dentist/road safety [Olly Day]  Making healthy fruit smoothies</p>	<p><i>Opportunities for communication</i></p> <ul style="list-style-type: none"> <li>• During discussion [whole class or small group]</li> <li>• During "Philosophy"</li> <li>• During drama</li> <li>• When planning and working in teams</li> <li>• Planning and working with a partner</li> </ul>

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Reasonable adjustments for pupils with SEND

<p>Communication and Interaction</p> <ul style="list-style-type: none"><li>simplified steps</li><li>songs/videos</li><li>smaller groups</li><li>using puppets</li></ul> <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"><li>social stories</li><li>real life experiences</li><li>songs/videos</li><li>smaller groups</li><li>using puppets</li></ul> <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"><li>Visual/practical activities</li><li>be aware of home life/experiences</li><li>have a trusted adult to talk to them</li></ul>	<p>Sensory and Physical</p> <p>explore ideas with visuals/equipment to reduce the need for vocalised communication [signing]</p>