

	<p>Year group: Year 2 - Spring 2</p>	<p>Area/topic: Healthy Me</p>
<p>(Objectives from NC/ELG/Development matters)</p>		
<p>I know the difference between healthy and unhealthy choices                  I know how to keep myself clean and healthy                  I know that germs can cause illness and disease                  I know that medicines can help me when I am poorly and how to use them safely                  I know when I am stressed and anxious and know how this can make me feel                  I can suggest ways I can help myself to feel calmer and know which adults can help me.</p>		

<p>Prior learning</p>	<p>Future learning</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>	<p>I can explain that a "balanced diet" means having all the food groups represented [protein, carbohydrates, vegetables and fruit]. I understand that some snack foods are healthier than others. I can explain what I need to do to keep my body healthy and understand that having a healthy mind is important too, I know that when I am feeling anxious/stressed, I may have physical symptoms [ie; feeling sick, racing heart, sweaty etc]. I can talk about how I can calm myself down and who I can talk to if I am anxious. I can explain how medicines work in my body and</p>

	understand that medicines must be used safely.
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*What pupils need to know or do to be secure*

<i>Key knowledge and skills</i>	<i>Possible evidence</i>
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Outcome: Physical Health, Safety, Choices

School Value: Peace

Philosophical Question: How can feeling anxious affect your day?  
What is mental health?

I know how to keep my body healthy and I know that having a healthy mind is important too.

I can explain how it feels when I am stressed and anxious and ways I can use to make myself calm down,

I can talk about the different food groups needed to make a balanced diet,

I can talk about how medicines work in my body and know that medicines can be dangerous if they are not used correctly.

I know which foods are good when my body needs energy,  
I can choose and make a healthy snack.

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*

Protein, carbohydrates, fruit, vegetables, fibre

<p> <i>vitamins</i>  <i>Balanced diet</i>  <i>Medicines</i>  <i>Germs</i>  <i>Disease</i> </p>	
<p><i>Common misconceptions</i></p>	<p><i>Books linking to this area</i></p>
<p> <i>Children may think you can never eat "unhealthy" foods and not understand the concept of a balanced diet.</i> </p>	<p><i>"Wonderful Me"</i></p>
<p><i>Memorable first hand experiences</i></p>	<p><i>Opportunities for communication</i></p>
<p> <i>Making healthy snacks to try</i>  <i>Creating their own "calm down" songs or activities</i> </p>	<ul style="list-style-type: none"> <li>• <i>During discussion [whole class or small group]</i></li> <li>• <i>During "Philosophy"</i></li> <li>• <i>During drama</i></li> <li>• <i>When planning and working in teams</i></li> <li>• <i>Planning and working with a partner</i></li> </ul>

Dereham Church of England Infant and Nursery Academy

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> <ul style="list-style-type: none"><li>explore ideas with visuals/equipment to reduce the need for vocalised communication [signing]</li></ul>