



Topic:	Year group	Term
Health and wellbeing.	1	Aut 2 /Spring 1 (Kapow)

### Background knowledge

This unit aims to educate young people to lead safe and healthy lives and achieve their potential.

### What should I already know?

The progression of learning in EYFS is a combination of; Development Matters, key skills specific to our children's needs and our own school's vision for our children.

I can express my feelings and consider the feelings of others.

I can talk about my hopes and dreams for the future.

I can set and work towards simple goals,

I can take part in physical challenges.

I know about the things that keep my body healthy.

I know the names of some healthy foods

I know that it is important to wash my hands after the toilet and before eating.

I can talk about people that help us.

Statutory objectives / Key Skills	The Journey
<p><u>Objectives</u></p> <ol style="list-style-type: none"> <li><u>To describe feelings and develop simple strategies for managing them</u></li> <li><u>To recognise and celebrate their strengths and set simple but challenging goals</u></li> <li><u>To understand the benefits of physical activity and rest</u></li> <li><u>To know how to relax in different ways</u></li> <li><u>To begin to understand how germs are spread and how we can stop them spreading</u></li> </ol>	<p><u>Quiz and knowledge catcher.</u></p> <ol style="list-style-type: none"> <li>Understanding my emotions</li> <li>What am I like?</li> <li>Ready for bed</li> <li>Relaxation</li> <li>Hand washing and personal hygiene</li> <li>Sun safety</li> <li>Allergies</li> <li>People who help us keep healthy</li> </ol> <p><u>Review and reflect on knowledge catcher.</u></p>

<p>6. <u>To begin to understand the risks associated with the sun</u></p> <p>7. <u>To begin to understand allergies</u></p> <p>8. To understand that there are people in the local community who help to keep us healthy</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• Learning how to wash my hands properly.</li> <li>• Learning how to deal with an allergic reaction.</li> <li>• Exploring positive sleep habits.</li> <li>• Exploring two different methods of relaxation: progressive muscle relaxation and laughter.</li> <li>• Exploring health-related jobs and people who help look after our health.</li> <li>• Identifying personal strengths and qualities.</li> <li>• Identifying different ways to manage feelings.</li> </ul>	<p>Differentiation – see Kapow lesson plan.</p>
<p><b>Outcomes</b></p>	
<p><u>Secure understanding.</u></p> <ol style="list-style-type: none"> <li>1. Using appropriate vocabulary to describe how they feel and recognising what these different feelings might look like and feel like. Describing situations which may provoke certain feelings.</li> <li>2. Can describe their qualities and strengths. Can recognise something they want to get better at.</li> <li>3. Can describe their bedtime routine and why sleep is important.</li> <li>4. Can explain how rest and relaxation affects our bodies, including mental functions. Can identify scenarios or thinking of examples where they could use relaxation to help manage difficult emotions.</li> <li>5. Understanding that germs can be spread via our hands and how to wash hands properly.</li> <li>6. Knows the three things they need to do when out in the sun to keep safe.</li> <li>7. Knows people can be allergic to certain things and how to help with an allergic reaction.</li> <li>8. Understands that there are a range of people who help to keep us healthy.</li> </ol>	

### Greater depth

1. Identifying and describing their own feelings as well as other people's. The ability to recognise what situations may provoke different emotions and suggest different ways of managing these feelings.
2. Understands and describing what they are like and how they would like to improve. Can identify ways to improve, including breaking these down into small, easily recognisable steps to keep themselves motivated.
3. Detailing why each part of their bedtime routine prepares them for sleep. Understands how sleep or lack of it can affect them.
4. Can articulate a range of different ways to relax and understands the impact of these on the body and mind. Can suggest how to adapt relaxation techniques according to their situation, taking into consideration: their environment, people around them, their feelings, their strength of feeling, etc.
5. Understanding why germs are bad, how to wash hands properly and the times when we should take extra care to wash our hands.
6. Knows the five things they need to do when in the sun to keep safe and be able to explain why.
7. Knows that allergens are not always obvious in foods and that potentially allergenic ingredients can be found in bold on food packaging.
8. Understands some of the things these people do to help keep us healthy.

### Key Vocabulary

allergy  
emotions  
feelings  
germs

### Resources

ill (poorly)  
qualities  
relax

### Cross-curriculum links

#### **English**

use relevant strategies to build their vocabulary

understand both the books they can already accurately and fluently and those they listen to by: making inferences on the basis of what is being said and done

participate in discussion about what is read to them, taking turns and listening to what others say

write sentences by: saying out loud what they are going to write about

write sentences by: composing a sentence orally before writing it

#### **Science**

find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

#### Assessment questions / outcomes

When have I felt emotions?

What do I want to get better at?

Why is sleep important?

What can they do to help relax?

How do we wash our hands properly?

What five things do we need to do to be safe in the sun?

What allergens are found in food?

What can we do to keep ourselves healthy?

#### British Values

