



Topic:	Year group	Term
Health and wellbeing.	3	Aut 2 / Spring 1 (Kapow)

Background knowledge

Understanding that a healthy lifestyle includes physical activity, a balanced diet, and rest and relaxation; exploring identity through groups we belong to, and how our strengths can be used to help others; learning how to solve problems by breaking them down into achievable steps.

What should I already know?

Pupils who are **secure** will be able to:

Use multiple colours in a diagram to show how they can feel more than one emotion at a time. Describe how they would feel in a particular situation and understand that not everyone feels the same.

Understand the effect of physical activity on their body and mind.

Describe energetic physical activities that they enjoy.

Describe the positive effects of relaxation and know there are different ways to relax.

Know how to use breathing exercises to relax.

Recognise and describe what they are good at and what skills they would like to develop.

Create a complete ladder detailing achievable steps which work towards a goal.

Explain what a growth mind-set is.

Use strategies to stay calm during trick challenges.

Explain that a healthy diet is when we eat a balance of the right foods, describing some consequences that may arise from poor diet choices.

State what ingredients they can see on a dish and compare them with the food pyramid.

Understand what helps to keep teeth healthy.

Statutory objectives / Key Skills	The Journey
<u>Objectives</u> <u>To understand and plan for a healthy lifestyle including physical activity, rest and diet</u> <u>To perform a range of relaxation stretches</u>	<u>Quiz and knowledge catcher.</u> - My healthy diary - Relaxation: stretches - Wonderful me (Watch teacher video.) - My superpowers - Resilience: breaking down barriers - Communicating my feelings

3. To understand the different aspects of my identity
4. To identify my own strengths and begin to see how they can affect others
5. To break down barriers into smaller, achievable goals
6. To recognise when to give consent
7. To understand the benefits of healthy eating and dental health

7. Diet and dental health

Review and reflect on knowledge catcher.

Differentiation - see Kapow lesson plan.

Skills

- Discussing why it is important to look after my teeth.
- Learning stretches that can be used for relaxation.
- Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.
- Exploring my own identity through the groups I belong to.
- Identifying my strengths and exploring how I use them to help others.
- Being able to break down a problem into smaller parts to overcome it.

Outcomes

Secure understanding.

1. Creating a healthy diary, where energetic activities and high energy food are scheduled for the same day.
2. Stretching to relax their muscles. Can describe how relaxation affects the body
2. Can describe what they are good at and what they enjoy as well as naming groups or communities they are a part of.
3. Can identify their own strengths and that they can help other people.
4. Can describe how they would break a problem down into small, achievable goals.
5. Expressing their feelings; offering suggestions of what to say when setting a boundary and making note of things they like and dislike to help them create boundaries.

6. Can describe what is meant by a healthy, balanced diet and naming the different food groups. Can explain how to take care of your teeth.

Greater depth

1. Can describe how different food groups affect the body and can give a variety of examples for each.
2. Can describe when to use different relaxation techniques and understanding the positive impact on the body.
3. Independently naming a wide range of groups and communities they are a part of. Can describe how what they like, what they are good at, which groups they are a member of all contribute to who they are (their identity).
4. Can describe their strengths and the strengths of others, giving examples. Can describe how they would use their strengths to help other people.
5. Can describe how they would break a problem down into small, achievable goals. Adding notes to describe anything else they should look out for in order to be prepared.
6. Explaining the importance of sharing their feelings; identifying how boundaries may change depending on the person or situation.
7. Can describe the effects of different food groups on the body and understanding that all are necessary for a healthy body and mind. Can describe how an unhealthy diet might affect your concentration and energy levels. Can explain the importance of looking after your teeth and how this can be achieved through diet, hydration and brushing.

Key Vocabulary

alone
balance
barriers
belonging
identity

lonely
resilience

Cross-curriculum links.

Physical education

- develop flexibility, strength, technique, control and balance'

Science

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.'

English

- Develop positive attitudes to reading and understanding of what they read by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- identifying themes and conventions in a wide range of books
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar'.

Art and design

- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials'.

Assessment questions / outcomes

What do different food groups do for our bodies?

What healthy choices have we made recently?

What different groups do I belong to?

What are our strengths?

How can we solve problems or overcome challenges?

British Values

