**PSHE/C Curriculum – EYFS Summer Term 2**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Theme: Healthy and Safer Lifestyles: Healthy Lifestyles** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| 1. To understand what their bodies need to stay healthy.  2. To understand why different foods and drink are important for their bodies. (MS)  3. To understand what exercise is and why it is good for them.  4. To understand the importance of sleep for their bodies.  5. No Outsiders – Blue Chameleon – To make a new friend | | **Keyword** | **Definition** | **Keyword** | **Definition** | | Personal, Social and Emotional Development:  ELG: Managing Self  -Manage their own basic hygiene and personal needs, including  dressing, going to the toilet and understanding the importance of  healthy food choices. | |
| healthy | keeping strong and well so that you are in good health | physical activity | any active movements that you make with your body that are good for your health | |
| hospital | a place where people who are ill or injured are treated and taken care of by doctors and nurses | bedtime routine | a series of events that you do before bed to help you calm down, relax and get ready for sleep | |
| exercise | physical activity that you do to make your body strong and healthy | concentrate | to focus all of your attention on a particular object or activity. | |
| portion | the amount of a particular food that is served to one person | interrupt | to stop an activity from happening | |
| vitamins | nutrients that are needed in small amounts for us to grow and stay in good health | lonely | being unhappy because you are not with other people (feeling alone) | |
| energy | the power and ability to be physically and mentally active | greeting | something friendly, kind or polite that you do or say when you meet or welcome someone | |
| chameleon | a small slow-moving lizard that changes colour to match their surroundings (good at camouflaging themselves) | friend | a person who you know well and who you like a lot, but who is usually not a member of your family | |
| **Current Learning (EYFS)**  This unit of learning in EYFS will look at the importance of understanding what our bodies need to be healthy and what activities children need to do to maintain a healthy body. This will help children understand the healthy choices available to them, and the importance of these choices, and then to equip them with the skills to make their own decisions (when possible) to keep themselves healthy and follow a healthy lifestyle. The children will explore, through a variety of activities, how to keep healthy. This includes understanding the need for a balanced diet, rest, sleep and regular exercise. | | | | **Future Knowledge (Year 1)**  In year 1, children will look at the importance of developing a healthy lifestyle, focussing particularly on how to create a healthy, balanced diet and why physical activity is essential. They will look at other ways to stay healthy including; sleep, dental hygiene and hand washing, building on what the children have already learnt in EYFS. Children will learn about the Eatwell guide and develop their understanding of why it is important to eat a range of foods, including at least five portions of fruit and vegetables each day. Although children are not always able to make their own choices about food, as adults often choose meals for them - when children are given the opportunity to make choices, children are encouraged to make healthy choices which will benefit their health, growth and energy levels. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| 1. What can I do when I feel good and healthy?  What can’t I do when I am feeling ill or not so healthy? | * Understand what ‘being healthy’ means * Identify ways they can look after their body * Recognise ways that they can stay healthy * Understand how to help to keep their bodies healthy Understand that keeping their bodies healthy will help them to feel happy and good about themselves * Recall activities that they carry out at particular times of the day to look after their bodies and keep themselves healthy (e.g. three meals a day, drinking water, brushing teeth twice a day etc)- using questions as prompts; What is your first meal?, When do you clean your teeth?, When do you exercise?, When do you rest or go to sleep? When do you wash your hands? When do you play? * Able to use a ‘Healthy Day Clock’ to understand healthy practices and when they happen in their day * Understand what a hospital is – using the story Hospital Dog * Recognise emotions; shy, sad, bored, cross, scowling – from the story * Understand reasons that a child might be feeling above emotions e.g. they are feeling hot/have spots/have hurt themselves/can’t go out to play/miss their friends etc. * Understand how a person might feel if they are feeling poorly and give examples * Identify their own experiences of feeling ill with characters from the story * Recognise that feeling poorly or injured can give you limitations (things they can’t do properly, like you used to before) and relate this to the story – ‘Dot can’t do because of her leg - i.e. no jumping, no climbing, no swimming, no bus rides. * Understand that everyone gets ill sometimes, even if they do all the things to keep healthy, but that if we don’t do those things (eat, drink, rest and sleep), then we are more likely to get ill. * Understand that we can help ourselves to feel better when we are poorly by earing, drinking, resting and sleeping * Recognise ways that they could help someone else feel better (smile, ask them if they are ok or if they need anything, make them a get well soon card, visit them in hospital, fetch and adult if someone hurts themselves at school, give physical contact might help (hug), but might not be welcomed or possible). | | | | | * sharing * listening respectfully to others’ ideas and opinions * turn-taking * communicating effectively with others | |
| 2. Why are food and drink good for us? (MS)  How can I make healthier choices about food? (MS) | * Identify some foods and their names using the resources at www.foodafactoflife.org - 3-5 Years, Healthy eating, Eatwell Guide. * Understand that we all need to eat different foods to stay ‘well’ and healthy. * Recall different foods and add them onto a Eatwell Guide * Identify where real foods would be sorted into different food groups * Understand why foods from the different food groups are good for us e.g. they give us energy so that we can play and move around. * Identify which types of foods belong to the four food groups * Understand how much of these foods we should eat each day to stay healthy and (portion-sizes) * Know what a portion-size is * Recognise that different foods give us different things e.g. they give us energy, they help us to grow, they give us vitamins which help to keep us healthy. * Understand what ‘5 a day’ means (eating 5 portions of fruits or vegetables a day) - using the website www.foodafactoflife.org.uk - 3-5 Years, Healthy eating, 5 a day. * Understand the importance of our bodies needing different types of fruit and vegetables * Recognise that it is important to eat these foods regularly to maintain good health. * Recall some of the different types of foods that they have eaten | | | | |
| 3. What is exercise and why is it good for us? | * Know what ‘exercise’ means * Understand that exercise is important to stay healthy * Understand that people exercise when they do physical activity * Know what ‘physical activity’ means * Recall different kinds of physical activity that they do at or outside of school e.g. running, dancing, walking the dog. * Understand effects that exercise can have on the body * Able to notice what happens to their own body after they exercise (immediately after the exercise) * Able to notice the different feeling in their body between standing still and then after exercise (physical activity) e.g. my face is hot/red, I am sweating, I can feel my heart beating faster, I am breathing more quickly. * Understand why it is good to get exercise which makes these changes in our bodies (above) - e.g. to get stronger, to help my muscles grow and develop, to help me concentrate better at school, to help me sleep better. * Identify some physical activities that people can do on the spot e.g. star jumps or jogging. * Able to carry out a physical activity for one minute then afterwards identify what is happening to their own bodies e.g. their hearts beat faster; they become hotter, possibly thirsty and tired. * Understand that humans need exercise to keep their bodies healthy and to make sure that they are fit and strong. * Identify some playground games which they could play that involve physical activity. * Understand how they would know if the playground games they were playing were providing them with exercise (physical activity) * Able to create their own playground game that involves physical activity * Able to talk about a sport or physical activity which they enjoy * Understand reasons why a sport or physical activity might be good for you * Able to talk about a sport or activity that they are not so good at or used to play but stopped. * Understand that we all have different strengths, likes and dislikes, but if we are exercising, often that can help us to feel happier, excited, and perhaps calmer after the exercise. * Understand that we might be able to concentrate better in school, or that we might feel less angry if we exercise * Understand that exercise (physical activity) is good for our brains as well as our bodies | | | | |
| 4. Why are rest and sleep good for us? | * To Identify some ways which they get ready for bed – using the story I Am NOT Sleepy And Will Not Go to Bed * Understand that bedtime is an important time * Know that a bedtime routine is important as it slows things down and gets you ready to go to sleep. * Understand that a bedtime routine helps themselves calm down and get ready to go to sleep. * Identify some things that they do as part of their own bedtime routines e.g. having a bath or wash, changing into pyjamas, cuddling a favourite toy, listening to a bedtime story or music. * Understand why sleep is important e.g. it is important for body growth e.g. muscles and bones, healing, restoring energy and helping us to concentrate and feel well and good about ourselves. * Understand the benefits of getting enough sleep * Recognise how you might feel if you are not getting enough sleep e.g. tired, moody, upset, grumpy etc. * Recognise some activities before bed won’t help you to calm down such as playing on the computer, drinking fizzy drinks and jumping up and down on the bed. * Able to suggest some ideas for a bedtime routine that would help Sammy (puppet) to slow down so that they could fall asleep. * Know that listening to relaxing music might help people to fall asleep * Know what lullabies are (bedtime music) * Understand that reading or listening to a story be read to them by a parent/carer (bedtime story) before bed is a good way to calm down, relax and get ready for sleep * Able to talk about their (named) favourite bedtime story * Identify why a particular story might be a good bedtime story that helps people go to sleep * Recognise that loud noises can interrupt someone’s sleep and make it difficult for them to get to sleep – using the story Peace at Last * Recognise that bright lights might make it difficult for someone to get to sleep e.g. sun shining through the window or keeping a bright light on * Identify ways to comfort Mr Bear (from the story) and help him feel better about the following night, e.g. Baby bear will be quieter, Mrs Bear won’t snore, you can close the window so you don’t hear the birds, stay in your own bed, make sure the bedroom is quiet and dark. * Understand reasons they might sometimes find it difficult to sleep and relate to their own experiences - e.g. going to bed while it’s still light outside, younger sibling crying, having a bad dream, worrying about something. * Recognise some ways they could help themselves get to sleep if one of those things is a problem, e.g. reading happy stories at bedtime, listening to calm music, talking to an adult about a worry, using blackout curtains/blinds, reminding yourself that resting is fine until you can get to sleep. | | | | |
| **No Outsiders**  5. Additional Learning- Blue Chameleon – To make a new friend | * Know everyone is different in my class * Understand that you can make friends with anyone. | | | | |