



Healthy Lifestyles

Staff will use the following theme plan to highlight; they will highlight the activities and learning intentions/outcomes that they will cover. The final section of the document enables staff to add additional activities they may wish to do. These plans have been developed using the following documents, The Pre-Key stage standards, The Early Years foundation stage profile, The National Curriculum Key stage 1 and 2 documents and the Preparation for Adulthood across the age ranges for children and young people with SEND. Ideas for teaching are in black, the knowledge we wish the children to gain is in purple and skills are shown in red.



THEME FOR SUMMER

<p>Theme Healthy Lifestyles</p>	<p>Ideas for theme are shown in black Knowledge objectives are shown in Purple Skills objectives are shown in red</p>			
	<p>Communication and Language (including literacy)</p>	<p>Personal social</p>	<p>Physical sensory</p>	<p>Thinking skills (Mathematics)</p>
<p>MAPP</p>	<p>Sing songs like 'Head Shoulders Knees and Toes' encourage the children to know their own body parts. Use mirrors to look at their faces and touch different parts of their face and make different expressions. Read 'Bad tempered Ladybird' look at faces of people feeling cross, sad and angry. Read 'The Huge Bag of Worries' look at faces of people feeling worried and scared. Use salt dough to raise self-esteem, use ideas listed in the Creative education plans, 'Managing Feelings'</p>	<p>Read the story 'Pumpkin soup' work with the children to make a bowl of pumpkin soup. Use role play kitchens, to practice using different equipment. Play the corner game using different kitchen equipment and different food types. Use salt dough to make models of different foods. Experience movement and rest as a pattern during physical activities e.g. music and movement, TacPac activities. Play physical group games e.g. parachute game and then rest or engage in leisure activities.</p>	<p>Experience different textures and tastes of food, use the food programme techniques to encourage this. Have different dried foods on the Tough Trays so that children can touch and experience these. Experience visit from the school nurse, get her to take temperature and pulses. Set up role play areas for doctor, nurse and patient, experience adult being 'poorly' and giving medicine. Experience a series of movements designed by physiotherapist or part of a movement programme to extend and work available limbs and the whole body. Explore a range of physically demanding activities e.g. wheelchair dancing, rolling on a large physio ball use objects of reference to choose an activity.</p>	<p>Use different sizes of jugs and pour water from a bowl into the jugs. Sing counting songs such as 'Five little ducks' use fingers to count and then encourage the children to touch their fingers at the same time. Measure out amounts for making salt dough, support the children to make the dough and then use this for different activities. Count out cups, plates and food stuffs for snack time, choose healthy snacks, foods to try and for those who can not take food by mouth, use the sense of smell to experience the foods.</p>
	<p>Learning Intentions (Intent, assessed through MAPP) Children will have their own individual Learning intentions written by their Multi-professional team.</p>	<p>Learning Intentions (Intent, assessed through MAPP) Children will have their own individual Learning intentions written by their Multi-professional team.</p>	<p>Learning Intentions (Intent, assessed through MAPP) Children will have their own individual Learning intentions written by their Multi-professional team.</p>	<p>Learning Intentions (Intent, assessed through MAPP) Children will have their own individual Learning intentions written by their Multi-professional team.</p>

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	Communication and Language	PSHE	Physical Development	Understanding Of the world	Literacy	Maths	Expressive Arts and Design
Step 1	<p>Sing nursery rhymes such as 'Five currant buns' change the words to fit a healthy snack to the tune. Teach the nursery rhyme 'This is the way' to teach basic hygiene skills. Children listen to a story, encourage them to retell the story using pictures. Use pictures of different activities such as going for a walk, ask the children to make up a simple story using pictures. Ask the children to share their story with others.</p> <p>Learning Intentions (Intent, assessed using 'I can' statement) Children know that they need to connect their ideas when they are telling a story. Children express themselves clearly, showing awareness of listeners needs.</p>	<p>Set up a play corner with uniforms of health workers, enable the children to dress up. Play games such as Shopping List. Use pictures of different vegetables and fruits to make jigsaws. Use the Dental Health Education Kit to show the children how to clean their teeth. Play the Healthy Eating Shopping bag game.</p> <p>Learning Intentions (Intent, assessed using 'I can' statement) Children know the rules of the classroom. Children know that there are consequences for their behaviours if they do not follow the rules. Children develop their social skills and learn how to manage their feelings. Children are confident speakers in a familiar group.</p>	<p>Set up simple obstacle courses using equipment in school. Play different parachute games. Teach the children to play hopscotch using chalk in the yard. Use bubbles, blow these and get the children to run to pop the bubbles. Encourage the children to complete a simple course using a scoter or bike.</p> <p>Learning Intentions (Intent, assessed using 'I can' statement) Children know the importance of good health, of physical exercise and a healthy diet. Children can move confidently in a range of ways.</p>	<p>Make cards that tell the children where to buy vegetables. Use the 'Grow your own Veg' card to support the children to plant a vegetable and watch it grow. Use the internet to find pictures of physical activities and healthy foods. List technology used at home, make a simple timetable of how often we should use this technology, encourage children to think of activities that are not always screen based.</p> <p>Learning Intentions (Intent, assessed using 'I can' statement) Children know that a range of technology is used in the home and at school. Children can use technology to develop their knowledge of how to keep themselves healthy.</p>	<p>Read stories such as 'The Tiger who came to tea', 'Carrot Club' and 'I will not Ever Never Eat a Tomato' discuss these stories with the children. Make simple puppets reflecting characters from the stories. Write simple rules relating to exercise and looking after ourselves.</p> <p>Learning Intentions (Intent, assessed using 'I can' statement) Children can read some common irregular words in different contexts. Children can use their knowledge of common irregular words in writing and reading activities.</p>	<p>Use balance scales and weigh different fruits and vegetables. Plan daily snacks use a bar graph to record these. Use plastic foods and put into groups by colour and size,, for example which is the biggest apple etc.</p> <p>Learning Intentions (Intent, assessed using 'I can' statement) Children can calculate a simple addition or subtraction problem. Children can use their knowledge of addition and subtraction when they are involved in food technology lessons.</p>	<p>Design and make a simple ginger bread house. Use different fruits and veg to print with. Use vegetable peelings etc to dye cloth. Make clay models of different fruits and vegetables. Use songs to encourage the children to join in dances such as 'The Hokey Cokey'</p> <p>Learning Intentions (Intent, assessed using 'I can' statement) Children can name different types of media and materials. Children can use different materials and media to produce pieces of art work.</p>

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	PSHE	Physical Development	Literacy	Mathematics	Creative Arts
Formal Step 2	<p>Discuss feelings in Circle Time lessons, use the feelings puppets to show the emotions. Use the 'Zones of Regulation' to identify different emotions. Make a poster about looking after yourself. Discuss the amount of sleep that we need, make asleep diary. Develop a personal hygiene routine timeline, ask the children to check off what they have done each day. List the peoples who help us stay healthy, complete 'Healthy Living Superhero'</p> <p>Learning Intentions (Intent, assessed using 'I can' statement) Children can identify things that makes them feel happy. Children can identify things that makes them sad. Children can describe different kinds of feelings that they may experience.</p>	<p>Introduce different team games, discuss what tactics can be used in these games. Practice different tactics when playing games. Watch sport and discuss the tactics that are being used by each team.</p> <p>Learning Intentions (Intent, assessed using 'I can' statement) Children name different tactics that they use when playing a game. Children use different simple tactics when they are playing different games.</p>	<p>Keep a food diary. Write an acrostic poem using the name of their favourite food. Design a poster advertising physical activities available at playtimes. Write simple sentences that tell people how to keep active.</p> <p>Assessed using the B-Squared document</p>	<p>Order fruit and vegetables by size. Discuss with children the shapes of different fruits etc. Use tally marks to record what exercise people enjoy the most. Make a simple pictogram of peoples favourite exercise.</p> <p>Assessed using the B-Squared document</p>	<p>Make a paper plate using weaving designs. Use face mats and modelling clay to make facial pictures. Paint a self-portrait. Use clay to make a model of themselves. Use clay to make models of fruit and vegetables. Use different materials to make a plate from their own design. Create a design and use printing methods for a t-shirt they can use for PE.</p> <p>Learning Intentions (Intent, assessed using 'I can' statement) Children can name a range of different materials. Children use a range of materials creatively to design and make a product.</p>
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	Design and Technology	Humanities	Science	Computing/E Safety	RE/SMSC
Formal Step 2	<p>Make a design plan of a healthy sandwich, use a range of materials to make a model of this. Design a menu card of a healthy menu. Design a fruit kabab. Design and make a fruit smoothy. Tie-dye a t-shirt, use this for PE. Discuss different materials that maybe used in products that we use every day, such as toothbrushes for personal hygiene. Design a sports kit for The Grove School with our logo on it.</p> <p>Learning Intentions (Intent, assessed using 'I can' statement) Children can select from a wide range of materials. Children can explore and evaluate a range of existing products. Children use a wide range of materials in their design tasks.</p>	<p>Use atlases to locate hot and cold areas of the world, make lists of the foods that would grow in each area. Look at maps, use a simple key to colour areas that would be covered in vegetation. Discuss the word war and what this means, talk about what would have been different for a child in the war, focus on rations and where food would have been produced. Use a war time recipe book and make recipes that would have been possible.</p> <p>Learning Intentions (Intent, assessed using 'I can' statement) Children identify key geographical features including soil and vegetation. Children will know the location of hot and cold areas of the world. Children will be able to use a map to find the location of hot and cold countries in the world. Children know that there have been historical events such as the world wars that affected the way people lived their lives. Children will know that Christopher Columbus discovered America. Children will be able to compile a timeline of Christopher Columbus's life.</p>	<p>Encourage the children to keep a food and exercise diary, discuss what would be a healthy amount of exercise and food for a week. Plan a weeks exercise programme and follow this in school. Put a selection of foods on a table with labels of food groups, explain which food fits in which group and then get the children to sort by food group. Play 'Healthy habits, bingo. Complete the lesson 'Giant Plate'</p> <p>Learning Intentions (Intent, assessed using 'I can' statement) Children can name and identify different sources of food. Children can name different types of foods. Children can name different types of exercise. Children know what hygiene is. Children can with support take care of some of their own hygiene needs, such as washing their hands.</p>	<p>Make a poster that tells children how to stay safe online. Use online safety traditional tales slides. Make a list with the children about who they can trust to tell about something that is worrying them online.</p> <p>Learning Intentions (Intent, assessed using 'I can' statement) Children identify where to go for help if they are concerned about content or contact on the internet or other online technologies. Children can tell an adult that they trust about a concern that they may have.</p>	<p>Read the children 'Jesus feeds the 5000' talk about the story and draw a picture to represent the story. Discuss different faiths believes around different foods. Read the story 'The Loaves and the fishes' ask the children to retell the story using pictures.</p> <p>Learning Intentions (Intent, assessed using 'I can' statement) Children know what experiences they have had. Children know that what they do can have an impact on others. Children can talk about the experiences that they have had. Children can retell a religious story such as the story of 'The Loaves and the fishes'</p>
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	PHSE/Citizenship (Development)	Physical Development	Literacy	Mathematics	Creative Arts

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<p>Formal Step 3</p>	<p>Develop an understanding of health and safety on site. Make a list of treats that we can have every day, make these for a snack time. Make a poster that reflects people we have relationships with, this could be family and friends.</p>	<p>Take part in physical activities and keep a dairy, include running, jumping, throwing and catching Create a physical activity alphabet focusing on the first letter of each word. Have a morning/afternoon/day of action e.g. Skipping day/cycle Wednesday. Take part in a cricket and basketball game during PE activity time, watch a game on the television or visit a local club.</p>	<p>Keep a food diary. Perform poetry about exercise, foods etc. Create a presentation on Healthy Living them such as friendship Write a report or article on, for example, healthy minds. Follow instructions on food products on how to cook/store/freeze them.</p>	<p>Discuss and be able to assess 'value for money' in relation to shopping. Complete a survey of favorite healthy meals etc. Read and interpret simple graphs of favorite fruits etc. Make a collection of packaging sort this into different 3D shapes. Label parts of the 3D shapes.</p>	<p>Look at and talk about the work of artist that use food as a stimulus. Design healthy living posters. Create a musical sound story of a journey to school. Compose a Healthy Living rap. Use drama to begin to explore their own and others' feelings.</p>
	<p>Learning Intentions (Intent, assessed using 'I can' statement) Children know which foods are treats. Children know that medications can be taken to make us feel better or keep us well. Children know that some couples who love each other may decide to live together, get married or have a civil partnership, these can be people of the opposite sex or the same sex. Children can make choices about which foods to eat often to keep well.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statement) Children know which skills they are using during different PE activities e.g. running. Children know the rules of a competitive game such as basketball and cricket. Children can use the skills of running, jumping throwing and catching in isolation and in combination.</p>	<p>Assessed using B-Squared</p>	<p>Assessed using B-Squared</p>	<p>Learning Intentions (Intent, assessed using 'I can' statement) Children know which materials they wish to use when carrying out an art activity. Children can use different design and art techniques when completing an art activity, such as drawing using pencil and charcoal.</p>

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	Design & Technology	Humanities	Languages	Science	Computing/E Safety	RE/SMSC
Formal Step 3	<p>Design a plate with a fruit and vegetable theme. Design a healthy menu. Design a set of clothes that can be worn for exercise. Design a 3D model of a bicycle, use Lego to make the design and include wheels. Design a 3D model of a scooter and use different resources to construct these models.</p>	<p>Categorise different fruits and vegetables and discover their country of origin. Discuss real walks the pupils take (e.g. walking to or around school) and model how to describe a journey referencing landmarks, directions etc. Investigate foods from around the world and have a tasting session. Research how lifestyles differed in the past through topics such as Victorians. Create a report/presentation on how eating habits have changed over time. Use maps to calculate journeys of pupils and of products use an online map to work out mileage.</p>	<p>Learn the French name for different fruits and vegetables. Learn the French name for different parts of the human body.</p>	<p>Set up a smoothie and juice bar in the class. Keep a food diary. Recognise and identify parts of the human body. Create A healthy meals cook book. Categorise different foods under 'Eat Well plate' Use a picture of a human body, label and identify the different parts. Get the children to look at a model of teeth, note the different types and shapes, make a list of what each type of tooth does.</p>	<p>Use a selection of programs get the children to look at the sequence, selection and repetition that occurs in them. Get the children to complete these programs. Support the children to make a simple program using a Beebot.</p>	<p>Share creation stories learning about what animals and humans were supposed to eat as outlined in the bible. Share with children the different foods eaten by different religions and faiths. Compare lifestyles of different faiths and religions. Make a list of available leisure activities locally, encourage the children to visit these. Make a list of what might happen if the children make choices that are not positive, what is a consequence of these choices.</p>
	<p>Learning Intentions (Intent, assessed using 'I can' statement) Children name different types of mechanisms that they have used in their designs, for example levers, sliders, wheels and axles. Children can use different mechanisms in their designs, such as wheels.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statement) Children know what economic activity is and how trade routes have been developed for the movement of food around the world. Children know that there are physical topographical features including rivers and how these affect land use patterns. Children can use a map to locate areas of food production. Children know about the Anglo Saxon invasions, settlements and kingdoms. Children know about lifestyles, including diets from the Anglo Saxon period. Children can note the connections, contrasts and trends over time and use historical terms.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statement) Children know the French words for different fruits. Children can label fruit with the correct French words.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statement) Children know the main body parts associated with the digestive system, including mouth, tongue and teeth. Children identify different types of human teeth and their functions. Children can label a diagram with the correct names associated with the digestive system.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statement) Children know what sequence, selection and repetition in programs means. Children can use sequence, selection and repetition in a program.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statement) Children know what a consequence is. Children. can make informed choices about their lifestyle. Children know what leisure activities are available in the local area. Children can develop a list of available activities and visit these with support.</p>

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	Employment	Independent Living	Community Inclusion	Health
Step 4	<p>Make a list of different employment opportunities locally. Visit different local businesses. Complete a CV and share these with the class. Complete mock interviews, plan for what they might wear and how to present themselves. Look at job descriptions for different roles think about what they would need to ensure they could do before applying. Interview different staff about their job roles in school.</p>	<p>Visit different local leisure activities, plan how they would access these. Support the children to join the gym, support them to know how they would book sessions. Discuss what a budget it, share how we budget in school and at home. Make a list of what would need to be paid in a household budget. Use business model in class to plan a simple budget.</p>	<p>Support the children to make a list of activities that they can do in their leisure time. Invite different people in to talk about leisure activities, ask staff to share what they in their free time. Make up timetables of leisure time and what the children may do in these times.</p>	<p>Make a list of the role of a GP. Ask a GP to visit if possible or watch programmes about what GP's do. Make a list of what they might need to ask a GP.</p>
	<p>Learning Intentions (Intent, assessed using 'I can' statement) Pupils will know what employment opportunities are and how they may be able to apply for these. Pupils can use the computer to find out about different employment opportunities.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statement) Pupils will know what skills they need to access leisure activities in their community. Pupils will know what a budget is. Pupils can access their community independently with supported if appropriate. Pupils can use their numeracy skills to understand a simple budget.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statement) Pupils will know that they can make decisions about how to spend their free time. Pupils will be able to make a timetable of activities that they can do in their free time.</p>	<p>Learning Intentions (Intent, assessed using 'I can' statement) Pupils will know when they may need to see their GP. Pupils will use the different methods of appointment access to make a GP's appointment if appropriate (practicing this with support)</p>

Additional ideas for class group

A large, empty rectangular box with a thin black border, intended for students to write their additional ideas for the class group. The box is currently blank.

Core Vocabulary

English, Step two

Accident, accidental, bicycle, caught, circle, position

English, Step three

Competition, equipment, recognise, vegetable

Science

Head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, tongue, digestive system