

<b>Unit of work: Healthy Lifestyles</b>	
<b>PSHE/RHE Theme: Health and Well-being</b>	
<b>Assessment Outcomes:</b>	
<b>Healthy Lifestyles</b>	
<ul style="list-style-type: none"> <li>· I understand that if I do not exercise, I may become obese</li> <li>· I know the importance of regular exercise and can plan it into my daily and weekly routine.</li> <li>· I know that I can stop germs, (including bacteria and viruses) from making me ill by washing my hands</li> </ul>	
<b>Nutrition and Food</b>	
<ul style="list-style-type: none"> <li>· I understand the role of food groups in making a healthy diet</li> <li>· I can plan and make a healthy meals</li> </ul>	
<b>Health and Well-Being</b>	(H1) how to make informed decisions about health (H2) about the elements of a balanced, healthy lifestyle (H3) about choices that support a healthy lifestyle, and recognise what might influence these (H6) about what constitutes a healthy diet; how to plan healthy meals; benefits to health and well-being of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. (H7) how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle (H9) that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it (H19) a varied vocabulary to use when talking about feelings; about how to express feelings in different ways
<b>Relationships Education</b>	
<b>Living in the Wider World</b>	

**Key Learning**

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Links back to prior learning	New learning this unit (Focus) This unit should begin with a recap of links to previous learning	Links with future learning
<p>In Y1, children learn about exercise and resting and the impact on their health and mood, as well the importance of a healthy diet and regular handwashing. The importance of brushing our teeth is also explored in Y2.</p>	<p>In this unit, children explore exercise further, finding out the risks of an inactive lifestyle as well as what exercise does to the body. They use this to take control of their own daily and weekly exercise plans. They learn more about why we need to wash hands and the spreading of germs, and are able to explain to others how to wash hands thoroughly. This is taken further, with the understanding of daily and weekly personal hygiene practices.</p> <p>They will also learn more about the different food group and the specific benefits of different foods on physical and emotional health, with a focus on quantities of different foods for a balanced diet. They again, begin to take more ownership of their health than in previous year by planning and making a healthy meal.</p>	<p>The importance of and different ways to look after our physical, emotional and mental health are continued in Y4's Autumn 2 PSHE unit, looking more closely at different emotions and mental health. The link between them is then explicitly explored in Y5's PSHE unit in Summer 2, where children learn how all three combine to make up our 'health'. In Y5, children learn more about hygiene, including the importance of a clean environment.</p> <p>Nutrition and food is delved further into later in Year 3 within the Summer 2 Science unit 'Nutrition and Diet'—, providing a good opportunity to revisit and expand knowledge gained in PSHE unit. It is also revisited alongside in Y5, where children recap prior knowledge and learn about allergies, vaccinations and immunisations, as well as the effect of our diet on our health, such as alcohol.</p>

**Vocabulary and terminology arising in this unit:** (words in *italics> may have been encountered but not explicitly taught as part of a specific lesson)*

**Healthy lifestyles:** exercise, active, inactive, obesity, fitness, workout, heart, endorphins, mental health, bone density, germs, virus, bacteria, infection, hygiene, sanitiser

**Nutrition and food:** nutrition, diet, carbohydrates, protein, dairy, vitamins and minerals, fruit and vegetables, sugar and fats, calcium, energy, calories, balanced

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	LO:	Success Criteria	Suggested Teaching Activities	C.C Links
<p><b>Session 1</b></p> <p>Exercise</p> <p><i>This lesson should begin with a recap of links to previous learning</i></p>	<p>To know the importance of exercise.</p>	<ul style="list-style-type: none"> <li>- Say why exercise is important for my physical and mental health</li> <li>- Know the risks of an inactive lifestyle</li> <li>- Know I need to exercise for at least 1 hour a day</li> <li>- Know what happens to my body when I exercise</li> <li>- List different types of exercise</li> <li>- Perform a poem to encourage different exercises.</li> <li>- Record a vlog as a group.</li> </ul>	<p><b>Harmony Pledge Reference: Pledge 1 Be Safe, Healthy and Happy</b></p> <p><b>Starter: Knowledge Harvest!</b> Explain that we are going to be looking at being healthy this term. What does that mean? How can we keep healthy? <a href="#">BBC Learning - What Do Humans Need To Stay Healthy - YouTube</a></p> <p>Today, we are looking at exercise. What do we know about exercise? Why is it important? What happens if we don't exercise? Add to knowledge harvest.</p> <p><b>Main:</b> Go through benefits of being active with children. Draw links to mental health, and explain this is an important part of our health. <a href="https://www.youtube.com/watch?v=NbEeaBULvys">https://www.youtube.com/watch?v=NbEeaBULvys</a></p> <p><b>Risks associated with an inactive lifestyle are:</b>  <b>Being overweight/obesity</b>  <b>Type 2 diabetes</b>  <b>Weaker bones</b>  <b>Weakened immune system</b>  <b>Less energy</b>  <b>Poorer sleep</b>  <b>Less confidence/self-esteem</b>  <b>Lower achievement at school</b></p> <p>Discuss problems of obesity, bone density and heart health involved with lack of exercise. What kinds of things are inactive?          Discuss too much TV/video games, staying in bed, not helping out etc. Watch <a href="#">What happens inside your body when you exercise? - YouTube</a> to learn about what happens inside body and why exercise important (<i>need to skip through/give own explanation for some more complicated parts</i>).</p> <p><b>Round Robin</b> – what ways can we exercise? Go through different types of exercise, splitting up strength and cardio, and drawing attention to other activities that are active (pushing the pram, gardening, hoovering etc) that are also good for us. Discuss stretching and relaxation – do we know any yoga poses? Why are these good for us? Explain that exercise should be balanced with cardio, strength and relaxation.</p> <p><b>Plenary</b></p>	<p>English – speaking and communication, poetry</p> <p>Drama – vlogs, dancing</p> <p>Science – effect of exercise on body, heart health, bone density</p>

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			<p>Children to create an 'exercise alphabet' – carry out the exercises required to spell their name.  <b>Home learning:</b> Children to record the different exercises they do for the week. Also record class activities in school.</p> <p><b>Task:</b> Read Make Exercise fun poem:  <b>Jump to the right and stand if you please,          Touch your elbows and now your knees.          Touch both heels, now your nose,          Hands on your hips, and now on your toes.          Hands on shoulders, and on your shoes,          Turn to the left and read the news.          Hands on heads, also on hair,          Hands on hips, now in the air.          Touch your face, now your feet,          Clap your hands and take your seat.</b></p> <p>Children add actions as read through poem. After read and acted out poem couple of times, ask how children feel different. Go through changes to body, changes to mood, and recap why it is good for us.          Children to then perform in groups for an exercise vlog – with children explaining why exercise is good for us, how we can exercise, and how often we should exercise.</p>	
<p><b>Session 2</b>           Exercise</p>	<p>To plan exercise into my daily and weekly routine.</p>	<ul style="list-style-type: none"> <li>- Explain why exercise is important</li> <li>- Explain the difference between strength and cardio exercise and the different benefits/effects of each</li> </ul>	<p><b>Harmony Pledge Reference: Pledge 1 Be Safe, Healthy and Happy</b></p> <p><b>Starter:</b> Recap learning from previous week – why is it important for us to exercise?          Go through exercise logs that the children were tasked with at the end of the previous session – how much exercise did we do? Teacher to fill in as bar chart on Purple Mash to show different exercises and how long spent on each.          What did we find out? Who was surprised? How many children completed their recommended daily exercise?           It's important to stress that children should complete 60 minutes of exercise everyday!</p>	<p>Maths – bar chart, exercise log</p> <p>Computing – purple mash bar chart</p> <p>English – speaking and communication,</p>

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		<ul style="list-style-type: none"> <li>- Work with my group</li> <li>- Think of exercises</li> <li>- Perform exercises for my class</li> <li>- Order exercises and explain my reasoning</li> <li>• Create an exercise plan</li> </ul>	<p><b>Main:</b> Explain that today we are going to plan exercise into our daily and weekly routine. Think about other routines in our life. What other routines so we have and how have they become positive habits?</p> <p>Building routines in our daily life mean we are more likely to do it:        Make it fun, find your path!        Start Small        Do things in a different, more active way        Look at what can be done in the local area – playgrounds, outside space, etc</p> <p><b>Snowball</b> different types of exercises we could do.</p> <p><b>Task 1:</b> Teacher to set up exercise carousel and split class into groups. Each group has 1 minute to show each other different exercises, then pick one cardio and one strength for their station. Model for class – prompt children to discuss if it is cardio or strength training. Recap – why is it important we have both? Do they need equipment? Could you do them at home? Then, each group goes round carousel performing each move in intervals switching between cardio and strength (play music). End with yoga relaxation. Why is it important to relax and rest our bodies?</p> <p><b>Task 2: Diamond ranking</b> – order the exercises you have learned from ones you are definitely going to incorporate into your daily exercise, which will be in your weekly exercise, and which ones might be used less often.</p> <p><b>Rally robin</b> – Explain why.        Set children to main task.</p> <p><b>Plenary</b>  <b>Stand up, Hand up, Pair up</b> – children to think of an exercise. Then, as pair up, perform exercise for partner and vice versa, then perform their exercise for next partner.</p> <p><b>Home learning task:</b> Children to keep another exercise log, and then create a bar chart using Purple Mash of their time spent exercising per day.</p> <p><b>Main Tasks:</b> Talk to the children about the fact that exercise needs to take place daily/regularly – children to create an exercise timetable, including: cardio training, strength training and relaxation etc.</p> <p><b>LA/SEND</b> – To be provided with a CIP key word mat showing different exercise activities that they could include in their timetable.</p> <p><b>SEND/INA</b> - cut and stick the CIP into the timetable if needed.</p>	<p>diamond ranking and explaining reasons</p> <p>Science – effect of exercise on body</p>
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<p><b>Session 3</b></p> <p>Hygiene</p>	<p>To understand the importance of hygiene</p>	<ul style="list-style-type: none"> <li>- Explain why it is important to keep clean</li> <li>- Explain what things I can do daily and weekly to keep clean</li> <li>- Use imperative verbs</li> <li>- Use conjunctions</li> <li>- Draw pictures</li> </ul>	<p><b>Harmony Pledge Reference: Pledge 1 Be Safe, Healthy and Happy</b></p> <p><b>Starter:</b> What have we been learning about so far in our PSHE? Recap keeping healthy. What are the other ways we can keep healthy? Refer to knowledge harvest. Introduce idea of hygiene. Why is this so important for being healthy?</p> <p><b>Main:</b> How can we look after our hygiene? <b>Round robin</b> – then scribe on a flipchart. Watch <a href="https://www.youtube.com/watch?v=eh0_KjbrCBs">https://www.youtube.com/watch?v=eh0_KjbrCBs</a>        Summarise the main ways to stay hygienic.</p> <ul style="list-style-type: none"> <li>- Bath or shower</li> <li>- Comb hair</li> <li>- Brush teeth</li> <li>- Cut nails</li> <li>- Cover mouth when cough</li> <li>- Wash hands</li> </ul> <p>Model writing instructions for how to stay hygienic, with a large emphasis on adding conjunctions to explain why it is important. <b>Set children to main task.</b></p> <p><b>Plenary:</b> Create an ‘essence machine’ style acting carousel of different hygiene activities with different groups performing different cleaning activities.</p> <p><b>Main Task:</b> Children to create a poster about how to stay hygienic.  <b>HA:</b> Children to create poster with tips to look after hygiene including conjunctions and drawing own pictures.  <b>MA:</b> Children to create poster with tips to look after hygiene including conjunctions and drawing own pictures, using key word mat.  <b>LA:</b> Children to create poster with tips to look after hygiene including conjunctions, using key word mat and given picture prompts.  <b>SEND/INA:</b> Children to create poster with tips to look after hygiene, using key word mat and picture prompts. Finger tell sentences with group first.</p>	<p>English – writing</p> <p>Drama – acting out activities</p> <p>Science – importance of hygiene</p>
<p><b>Session 4</b></p> <p>Hygiene</p>	<p>To know ways of stopping germs (including bacteria and viruses) from making me ill.</p>	<ul style="list-style-type: none"> <li>- Explain what germs are</li> <li>- Explain how they are spread</li> </ul>	<p><b>Harmony Pledge Reference: Pledge 1 Be Safe, Healthy and Happy</b></p> <p><b>Starter:</b> How are germs spread? Watch germ spreading story on <b>myON ‘A germ’s journey’</b>. Demonstrate how germs are spread by using glitter and hand lotion. Give children hand lotion to rub in, then show how easy it is to pick up ‘germs’ (glitter) from surfaces, and to spread to other surfaces.</p>	<p>English – writing, persuasive leaflet, instruction writing, oral</p>

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		<ul style="list-style-type: none"> <li>- Explain how I can help reduce the spread</li> <li>- Explain the importance of washing hands</li> <li>- Give instructions on how to wash hands using:               <ul style="list-style-type: none"> <li>- imperative verbs</li> <li>- Time adverbials</li> <li>- Adverbs</li> </ul> </li> </ul>	<p>How can we protect ourselves and the people around us from germs? Why is that important?  <b>Rally robin</b> – what are the steps involved in washing our hands?</p> <p><b>Main:</b> Explain that today we are going to create a leaflet persuading the rest of the school of the importance of hand washing with instructions on how to wash our hands properly.</p> <p>Model washing glitter off with just water. Why doesn't this work? Children to experiment best ways to get rid of the glitter. Did we miss any steps in our instructions? Do we need any extra equipment?        What did we find was important? Children to conduct soap experiment, using pepper, water and soap, to demonstrate why we need soap.</p> <p>Model writing steps of washing hands on board, prompting children to add time adverbials, imperative verbs and adverbs. Pictures to support. After modelling first step, children to <b>rally robin</b> rest of steps adding in instruction features.</p> <p><b>Plenary</b>        Is hand sanitiser better or worse at removing germs?  <b>Home learning task (Optional):</b> Complete Purple Mash washing hands 2do – create a poster.</p> <p><b>Main Task:</b> Children to create a leaflet with instructions on how to wash their hands and why it is important. Include fun facts and top tips. Speak well bubbles to support.  <b>HA:</b> Children to create leaflet – synonym extension – can you up-level your imperative verbs?  <b>MA:</b> Word mat to support.  <b>LA:</b> Word mat and picture prompts to support.  <b>INA:</b> Children to order steps using picture prompts, and practice orally retelling.</p>	<p>retelling, myON reading</p> <p>Computing – Purple Mash</p> <p>Science – experiments, group work, problem solving, germs</p>
<p><b>Session 5</b>          Nutrition</p>	<p>To understand the role of food groups in a healthy diet.</p>	<ul style="list-style-type: none"> <li>- Explain why it is important to have a healthy diet</li> <li>- Explain what the different food groups are</li> </ul>	<p><b>Harmony Pledge Reference: Pledge 1 Be Safe, Healthy and Happy</b></p> <p><b>Starter:</b> What have we been learning about so far? Recap previous learning on health. How else can we look after our health? A healthy diet, nutrition. What does that mean? Ensure draw out and correct misconception that healthy diet means losing weight or staying thin, and that not eating enough leads to health problems as well. It is about eating the correct foods.</p>	<p>Computing – Purple Mash</p> <p>English – speaking and communication,</p>

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		<ul style="list-style-type: none"> <li>- Explain why they are good for us</li> <li>- Explain why it is important to have a varied diet</li> </ul>	<p><b>Main: Rally robin:</b> different types of food. What are the benefits of these foods? Go through how different foods effect how we feel physically and mentally (for example, bananas reduce anxiety and help you sleep, as well as being good sources of energy - calories). Show food pyramid. Go through different food types and give examples of each. Watch <a href="#">Science   KS1   Keeping my body healthy   BBC Teach - YouTube</a> Explain that today we are going to be completing a carousel to learn about the different types of food we should have, and how much of them.</p> <p><b>Plenary:</b> Look at each food group and ask children what food could go in each one – this could be a show me activity on whiteboards.</p> <p><b>Carousel task: (You may want to use less tasks in the carousel depending on the amount of time you have for the lesson or extend the lesson for this week)</b></p> <p>Children to move in mixed ability groups round different food stations.</p> <p><b>Table 1:</b> Fruit and vegetables rainbow – children to group foods into colours to match to reasons they are healthy, and then create a labelled fruit and vegetable rainbow. Ensure children are aware need to eat 5 a day and the importance of a variety of colours to ensure getting lots of different vitamins.</p> <p><b>Table 2:</b> Food sampling! Sample different foods from different groups. Use pyramid ranking to show favourites.</p> <p><b>Table 3:</b> Food groups – children to have real items from different food groups to put into different groups to match to reasons they are good for us. Food pyramid and healthy plate set up to demonstrate quantities per day.</p> <p><b>Table 4:</b> iPads – Purple Mash animate different foods and write in speech bubbles, e.g. “I am Peter Pasta and I am needed for energy”</p> <p><b>Table 5:</b> iPads – Purple Mash food groups 2do: children to group different kinds of foods and write why they are good for them (in partners).</p> <p><b>Table 6 (optional):</b> Children to draw fruit and vegetable self-portraits</p>	<p>diamond ranking and explaining reasoning</p> <p>Science – nutrition and health</p>
<p><b>Session 6</b></p> <p>A balanced diet</p>	<p>To plan and make a healthy meal.</p> <p><i>(If possible, this could be done over 2 sessions –</i></p>	<ul style="list-style-type: none"> <li>- Understand that we need different amounts of different foods for a balanced diet</li> <li>- Explain why we need a varied diet</li> </ul>	<p><b>Harmony Pledge Reference: Pledge 1 Be Safe, Healthy and Happy</b></p> <p><b>Starter: 2 minute draw!</b> On whiteboards – what did you eat yesterday for every meal? Scribe onto flipchart. What do we think of these foods? Are they healthy or unhealthy? What do these words mean? Recap learning from last week. Watch video, drawing attention to physical and mental benefits of healthy eating: <a href="https://www.youtube.com/watch?v=mMHVEFWNLMc">https://www.youtube.com/watch?v=mMHVEFWNLMc</a></p>	<p>Science – nutrition and health</p> <p>Computing – Purple Mash</p>

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<p><i>plan the meal in one lesson and then do the making a healthy meal in another or the TA could take out groups throughout a day to prepare each groups healthy snack/meal for the picnic)</i></p> <p><i>*picnic may have to be done at an inside location as it will be weather dependent in Autumn2.</i></p>	<ul style="list-style-type: none"> <li>- Plan a healthy meal</li> <li>- Make a healthy meal</li> </ul>	<p><b>Main:</b> Show food pyramids from last week and recap the 5 main food groups. Show “balanced plate” – discuss portion sizes of each and for e.g. why not as much fat? Why do we need lots of carbohydrates?</p> <p><b>Round Robin:</b> Give groups with sheet of images of healthy and unhealthy lunches. Children to take it in turns to explain if one is healthy, unhealthy, or what could be improved (2 stars and a wish). Ensure children are extending their sentences to explain why, how would it make the person feel etc. Draw links back to problems of inactive lifestyle and obesity (‘they aren’t eating enough to go and exercise, they won’t have enough energy’, ‘they will gain too much weight and find it hard to exercise’ etc).</p> <p><b>Plenary: Round Robin:</b> Agree or disagree? Use speak well wheels to help children express their opinions and explain why.  <i>Chocolate makes you obese.</i>  <i>It is good for you to have a very colourful plate.</i>  <i>If you exercise enough, you can eat whatever you want.</i>  <i>A salad is the healthiest lunch you can have because it is low in calories.</i>  <i>Cheese is healthy.</i></p> <p><b>Main Task:</b>  <b>Task 1:</b> Children to complete Purple Mash 2do creating a healthy, balanced meal – plan a meal. Picture prompts to help.</p> <p><b>Task 2:</b> Children to make different healthy meals in groups, and class eats a healthy picnic together.  <i>(Teacher to choose healthy recipes that are easily made in the classroom for this second task)</i></p>	<p>English - debate</p>
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