

# Brough Primary School – Curriculum Intention Plan 2022 - 2023



Subject: PSHE/RSE Year Group: Year 3/4		Area of learning: Being My Best	
Links to previous work/ Remember when	<ul style="list-style-type: none"><li>● Recognise the importance of fruit and vegetables in their daily diet;</li><li>● Know that eating at least five portions of vegetables and fruit a day helps to maintain health.</li><li>● Recognise that they may have different tastes in food to others;</li><li>● Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</li><li>● Understand how diseases can spread;</li><li>● Recognise and use simple strategies for preventing the spread of diseases.</li><li>● Recognise that learning a new skill requires practice and the opportunity to fail, safely;</li><li>● Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.</li><li>● Recognise how a person's behaviour (including their own) can affect other people.</li></ul>		
Term	Year 3/4	Key Skills to be taught	
<b>Summer 1 2023</b>  What the children should know at the end of this series of lessons	<ul style="list-style-type: none"><li>● Explain how each of the food groups on the Eatwell Guide benefits the body;</li><li>● Explain what is meant by the term 'balanced diet';</li><li>● Give examples of what foods might make up a healthy balanced meal.</li><li>● Explain how some infectious illnesses are spread from one person to another;</li><li>● Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;</li><li>● Suggest medical and non-medical ways of treating an illness.</li><li>● Develop skills in discussion and debating an issue;</li><li>● Demonstrate their understanding of health and wellbeing issues that are relevant to them;</li><li>● Empathise with different viewpoints;</li><li>● Make recommendations, based on their research.</li><li>● Identify their achievements and areas of development;</li><li>● Recognise that people may say kind things to help us feel good about ourselves;</li><li>● Explain why some groups of people are not represented as much on television/in the media.</li></ul>		

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## Vocabulary

balanced diet, proteins, muscles, dairy, teeth, bones, carbohydrates, energy, fruit & vegetables, healthy, infection, cleanliness, hygiene, rest, sleep, water, medicine, drug, dose, debate, discussion, courteous, respectful, justify, goals, ambitions, improve, achieve

Sequence of learning	Objectives and suggested details provided by the subject leader.
1	<p><b>Derek cooks dinner (healthy eating)</b></p> <ul style="list-style-type: none"> <li>• Explain how each of the food groups on the Eatwell Guide benefits the body;</li> <li>• Explain what is meant by the term 'balanced diet';</li> <li>• Give examples of what foods might make up a healthy balanced meal.</li> </ul> <p>w/c 24-4-23</p> <p><u>Learning outcomes:</u> I can recap on what a healthy, balanced diet means. I can look at the food groups and what they give us. I can plan a healthy, balanced meal for the character that responds to his email request. I can check my meal is balanced and improve, if needed.</p> <p>Draw and label a balanced meal. It can be a</p> <ul style="list-style-type: none"> <li>- a sit down 3 course menu (starter, main course and a desert)</li> <li>- a buffet-style meal (sandwiches and savoury snacks and sweet snacks too).</li> </ul> <p>It MUST be a <b>healthy, balanced meal!</b> Draw and label your ideas and then complete the tick box.</p> <p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/derek-cooks-dinner-healthy-eating">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/derek-cooks-dinner-healthy-eating</a></p>
2	<p>Poorly Harold</p> <ul style="list-style-type: none"> <li>• Explain how some infectious illnesses are spread from one person to another;</li> <li>• Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;</li> <li>• Suggest medical and non-medical ways of treating an illness.</li> </ul> <p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/poorly-harold">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/poorly-harold</a></p>
3	For or against?

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	<ul style="list-style-type: none"> <li>• Develop skills in discussion and debating an issue;</li> <li>• Demonstrate their understanding of health and wellbeing issues that are relevant to them;</li> <li>• Empathise with different viewpoints;</li> <li>• Make recommendations, based on their research.</li> </ul> <p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/for-or-against">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/for-or-against</a></p>
4	<p>I am fantastic!</p> <ul style="list-style-type: none"> <li>• Identify their achievements and areas of development;</li> <li>• Recognise that people may say kind things to help us feel good about ourselves;</li> <li>• Explain why some groups of people are not represented as much on television/in the media.</li> </ul> <p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/i-am-fantastic">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/i-am-fantastic</a></p>

## Learning Outcome/product

I can give a few examples of things that I can do to take ownership of my health and give an example of something that I've done which shows this.

I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.

Assessment records	List only those children who have not achieved the expected outcomes.

Assessment records	List only those children who have exceeded the expected outcomes.

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## End of unit assessment question

Talk about the things that you would like to do to improve your health – this is a health goal

Make a list of all the things you could do to achieve your health goals (can be done as a class, one list together).