

Brough Primary School – Curriculum Intention Plan 2024 - 2025



Subject: PSHE Year Group: 1/2		Area of learning: Being my best
Links to previous work/Remember when	<ul style="list-style-type: none"> ● Feel resilient and confident in their learning. ● Name and discuss different types of feelings and emotions. ● Learn and use strategies or skills in approaching challenges. ● Understand that they can make healthy choices. ● Name and recognise how healthy choices can keep us well. 	
Term	Key Skills to be taught	
SUMMER 1 2025 What the children should know at the end of this series of lessons	<ul style="list-style-type: none"> ● Recognise that they may have different tastes in food to others; ● Select foods from the Eatwell Guide in order to make a healthy lunch; ● Recognise which foods we need to eat more of and which we need to eat less of to be healthy ● Recognise the importance of regular hygiene routines; ● Sequence personal hygiene routines into a logical order. ● Understand how diseases can spread; ● Recognise and use simple strategies for preventing the spread of diseases. ● Demonstrate attentive listening skills; ● Suggest simple strategies for resolving conflict situations; ● Give and receive positive feedback, and experience how this makes them feel. 	

Vocabulary:

dairy, fruit, protein, vegetables, meat, salt, sugar, vitamins, portion, healthy, hygiene, clean, spread, germs, praise, support, feedback, encourage, feelings.

Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	Learning Objective: <ul style="list-style-type: none"> To recognise the importance of fruit and vegetables in their daily diet; Know that eating at least five portions of vegetables and fruit a day helps to maintain health. 	I can eat a rainbow Start the lesson with some key questions about healthy eating such as: <ul style="list-style-type: none"> What sort of foods do you think are healthy for our body? Are there any foods we need to avoid eating lots of? Explain that different foods do different jobs for the body which is why we need to eat lots of different types of food to keep our body as healthy as possible. Use the images from the slides on the link. Option to do some food tasting or make food kebabs. https://www.coramlifeeducation.org.uk/scarf/lesson-plans/i-can-eat-a-rainbow
2	Learning Objective: <ul style="list-style-type: none"> To recognise that they may have different tastes in food to others; To select foods from the Eatwell Guide in order to make a healthy lunch; To recognise which foods we need to eat more of and which we need to eat less of to be healthy. 	Eat Well Start the lesson by explaining that today we are going to talk about our likes and dislikes. Set up a circle time in the usual way and remind the children of the circle time rules. There could be a circle time object to pass round. Perhaps a lunchbox? Opening with circle time activity based on 'I like bananas', pass the object to person next to you - if they like bananas they say the same but if they don't they say a different fruit. Go all the way around the circle - this shows that pupils have different likes and dislikes. Expand to talk about other foods: <ul style="list-style-type: none"> Which foods do they like/dislike? Which foods are healthy for us that we need to eat more of?

		<p>Refer now to the Eatwell plate (IWB slide provided - see Resources needed area).</p> <p>Activity:</p> <p>Overview: children put together a lunchbox or a picnic balancing different food types.</p> <p>Working in pairs, give children a copy of the <i>Healthy Packed Lunch</i> Activity sheet.</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/eat-well-</p>
3	<p>Learning Objective:</p> <ul style="list-style-type: none"> • To recognise the importance of regular hygiene routines; • To sequence personal hygiene routines into a logical order. 	<p>Harold's wash and brush up</p> <p>Start by telling the children a funny story about your morning routine.</p> <p>This story can lead to the fact that there are some things that we do every day and that we should do ourselves. Encourage the children to chat with others around them about things that they do every day.</p> <p>Activity - Harold's daily morning routine</p> <p>Give out the <i>Harold's morning routine</i> Activity sheet and the long strips of paper.</p> <p>Encourage children to try to remember the order of Harold's routine then cut out each of the 6 squares, sequence them, and stick them onto the long strips of paper.</p> <p>Ask the children to draw 2 additional things that Harold might do before he goes to school, e.g. choose something for his lunch box or get his schoolbag ready. Children can add things that they do in the morning.</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-wash-and-brush-up</p>

4	<p>Learning Objective:</p> <ul style="list-style-type: none"> • To understand how diseases can spread; • To recognise and use simple strategies for preventing the spread of diseases. 	<p>Catch it, bin it, kill it!</p> <p>Why is it so important that we wash hands etc.?</p> <p>Children will probably mention spreading germs.</p> <p>What diseases can be spread from one person to another? (e.g. cold, 'flu, chicken pox.)</p> <p>Can you think of diseases that cannot be spread? (e.g. asthma.)</p> <p>Explain that not all illnesses are caused by germs, but many are - and we can help to stop these from spreading through good hygiene routines.</p> <p>Display the "Catch it, Bin it, Kill it" Poster - or suitable alternative - on the IWB.</p> <p>What are these posters used for? Any ideas why the government wants people to have them displayed - for example in hospitals and schools?</p> <p>Activity</p> <p>Explain to the children that they will be making some posters for around the school to help prevent the spread of germs and diseases.</p> <p>https://www.coramlifeeducation.org.uk/scarf/less-on-plans/catch-it-bin-it-kill-it</p>
5	<p>Learning Objective:</p> <ul style="list-style-type: none"> • To name major internal body parts (heart, lungs, blood, stomach, intestines, brain); • To understand and explain the simple bodily processes associated with them. 	<p>Inside my wonderful body</p> <p>Using the slides on your IWB (see resource section) start the lesson with some key questions.</p> <p>Inside my wonderful body</p> <p>Children work in pairs or small groups. 1 child lies on his/her back on the rolled out paper and the other children in the group draw around them.</p> <p>Each pair or group then cut out the pictures of the brain, stomach, intestines, lungs and heart</p>

		<p>from the <i>Inside my wonderful body</i> Activity sheet.</p> <p>They then stick them onto their paper outline in the correct places.</p> <p>Children use red pen or crayon to draw the blood going round the body, giving energy. More able children may be able to write the names of the organs on or near the pictures of them.</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/inside-my-wonderful-body-</p>
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Learning Outcome/product
<p>I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.</p> <p>I can recognise the importance of daily hygiene routines.</p>

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