

Brough Primary School – Curriculum Intention Plan 2024 - 2025



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

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

Sequ ce of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	<p>Learning Objective:</p> <ul style="list-style-type: none"> • To explain how each of the food groups on the Eatwell Guide benefits the body; • To explain what is meant by the term 'balanced diet'; • To give examples of what foods might make up a healthy balanced meal. 	<p>Derek cooks dinner (healthy eating)</p> <p>Begin by showing the picture of Harold the giraffe, Derek the penguin and Kiki the kangaroo.</p> <p>Next, explain to the children that you have received an email/letter from Derek the penguin asking for advice.</p> <p>Show the children the email (provided - see Resources needed area) on the IWB so that you can read it together.</p> <p>Activity:</p> <p>As a group activity the children can work together to come up with a meal plan for Derek's party meal. This could be set up as a sit down meal i.e. starter, main, dessert, or a buffet/picnic style.</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/derek-cooks-dinner-healthy-eating</p>

2	<p>Learning Objective:</p> <ul style="list-style-type: none"> • To explain how some infectious illnesses are spread from one person to another; • To explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; • To suggest medical and non-medical ways of treating an illness. 	<p>Poorly Harold</p> <p>Start by showing a photo of Harold poorly in bed. Use as stimulus to discuss what might be the matter with Harold.</p> <p>What illness might he have? How might he have got that illness? How would it make him feel or behave?</p> <p>Can you think of a time when you have been not well? What helped make you feel better? Medicine will probably be mentioned. What is a medicine?</p> <p>Activity:</p> <p>Ask the children to work in groups make use of media to come up with their own campaign e.g. video/ simple animation/radio advert/jingle?</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/poorly-harold</p>
3	<p>Learning Objective:</p> <ul style="list-style-type: none"> • To develop skills in discussion and debating an issue; • To demonstrate their understanding of health and wellbeing issues that are relevant to them; • To empathise with different viewpoints; • To make recommendations, based on their research. 	<p>For or against?</p> <p>Begin the lesson with some key questions:</p> <ul style="list-style-type: none"> • What choices do we make about our everyday health and wellbeing? • Do we always make the best choices? • Do people always have the same opinions about what are the best choices? <p>Explain that this lesson will focus on looking at arguments for and against a particular issue to do with health.</p> <p>Give children some statements and debate.</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/for-or-against</p>

4	<p>Learning Objective:</p> <ul style="list-style-type: none"> • To identify their achievements and areas of development; • To recognise that people may say kind things to help us feel good about ourselves; • To explain why some groups of people are not represented as much on television/in the media. 	<p>I am fantastic!</p> <p>Discuss the following:</p> <ul style="list-style-type: none"> • Have a think about something you are really good at. Put up your hand to share it. • Think of something you have <i>achieved</i> and put up your hand to share it. [e.g. full marks in a Maths test, making a new friend.] • Think of something that you could <i>improve</i> on and share it. [e.g. save more goals - so practise more.] • Do people sometimes think they are better at things than they really are? Be honest, put up your hand if you sometimes think you are better at something that you really are. <p>Activity 1 - The U Factor</p> <p>Read the U Factor story to the class, then ask questions.</p> <p>Activity 2 – Achievement Audit</p> <p>Ask the children to complete the Achievement Audit, taking time to think about the things that they worked hard at to improve.</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/i-am-fantastic</p>
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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.