

Foundation Subject Medium Term Planning

Subject: PSHE	Concept/Theme: Physical Health and Mental Health	Year Group: Year 4	Term: Summer 1
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Vocabulary:		End of Unit Milestones:
factors	Circumstances that are needed.	
diabetes	An illness that affects how food is turned to energy.	
obesity	To be overweight.	
medicine	To take when you feel unwell.	
cavity	Tiny holes in the tooth caused by a build-up of plaque.	
hobbies	An activity you enjoy doing.	
prescription	When a doctor gives you medicine.	
regulate	To calm down when you are feeling big emotions.	
enamel	The hard, outer layer of the tooth.	
plaque	A soft, sticky film that builds up on teeth and contains bacteria.	<ul style="list-style-type: none"> • I know a wide range of factors that maintain a balanced, healthy lifestyle. • I know what good physical health means and how to recognise early signs of physical illness. • I know that common illnesses can be quickly and easily treated with the right care. • I know how to maintain oral hygiene and dental health. • I know the importance of regular visits to the dentist. • I know the effects that different foods, drinks and substances have on dental health. • I know the benefits for the body of eating a range of fruits and vegetables. • I can identify ways of coping with feelings in different situations.

Prior Learning: Year 3 Summer 1	Future Learning: Year 5 Summer 1
<ul style="list-style-type: none"> • I know about the choices you make can affect your health. • I can identify healthy and unhealthy choices. • I can help people to make healthy choices. • I know what might negatively influence healthy choices. • I know about habits and ways to manage or stop them. • I know about a balanced diet. • I know the positive effects of being active. • I know about the things that affect feelings. 	<ul style="list-style-type: none"> • I know how sleep contributes to a healthy lifestyle. • I know healthy sleep strategies and how to maintain them. • I know about the benefits of being outdoors and in the sun for physical and mental health. • I can manage risk in relation to sun exposure, including skin damage and heat stroke. • I know how medicines can contribute to health and how allergies can be managed. • I know that some diseases can be prevented by vaccinations and

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<ul style="list-style-type: none"> • I know how to identify and talk about my feelings. • I know how people express emotions. <p>I know how emotions can change overtime</p>	<p>immunisations.</p> <ul style="list-style-type: none"> • I know that bacteria and viruses can affect health. • I know how to prevent the spread of bacteria and viruses with everyday hygiene routines. • I know how to keep a clean environment.
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Week One

<p>Objective:</p> <ul style="list-style-type: none"> • I can identify a wide range of factors that maintain a balanced, healthy lifestyle. 	<p>Success Criteria:</p> <ul style="list-style-type: none"> • I can identify a range of fruits and vegetables and the benefits of eating a balanced diet. • I can understand the benefits for the body of eating a range of fruits and vegetables. • I can understand how to make healthy choices.
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Learning And Teaching	Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i>
<p>Before the topic starts, have the knowledge organiser stuck in your book. Printed in colour please.</p> <p>At the start of the lesson do a class mind map (children can scribe) and record prior knowledge in blue pen using the previous milestones and vocabulary to focus the discussion: title "Physical Health and Mental Health".</p> <p>Retrieval: Open (Eat the rainbow) Premier League resource and select the start quiz.</p> <p>Link for resource to watch videos:</p>	<p>Create a mindmap of what the children already know about the unit – use the previous milestones to guide the conversation.</p> <p>In log include the objective and date.</p> <p>In logs display your 5 A Day team and record</p>

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<p>plpstars.com/0427EB21</p> <p>log in</p> <p>my email Password Oliierosie2014</p> <p>Discuss in pairs/groups:</p> <ul style="list-style-type: none"> • How many portions of fruits and vegetables should we eat every day? • Why is it important to eat a lot of different fruits and vegetables? <p>Think about:</p> <ul style="list-style-type: none"> • the different types of fruits and vegetables you hear about or see • what the people in the film say is important for a healthy footballer • what the people in the film say is good about fruit and vegetables <ul style="list-style-type: none"> • Any good football team needs a mix of players (defenders, midfielders, strikers). Show your managing skills by balancing fruit and vegetables of different colours. • Choose 5 players of different colours, PLUS one more player for the substitute bench. • Your fantasy 5 A Day team must also balance fruit and vegetables – choose 3 of each. • Who did you pick to play today? • Who is on your substitute bench? • Is your team balanced? • How would this team make you healthy? 	<p>quotes of a balanced diet and healthy lifestyle.</p>
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Week Two

<p>Objective:</p> <ul style="list-style-type: none"> • I know how to maintain oral hygiene and dental health. • I know the importance of regular visits to the dentist. 	<p>Success Criteria:</p> <ul style="list-style-type: none"> • I can identify how everyday actions affect dental health. • I can describe ways to maintain good dental health. • I can explain common risks to dental health and how to manage them.
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Learning And Teaching		Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i>
<p>Retrieval Sort the pictures into healthy lifestyle and unhealthy lifestyle.</p> <p>Resources for lesson are part of the dental lesson plan.</p> <p>Discuss the vocabulary and match the correct definition. Record this in groups on paper.</p> <p>Give each group a set of Resource 1: <i>Everyday Actions</i> and ask them to sort the cards into piles of 'positive actions', 'negative actions' and 'not sure/depends'</p> <p>In their groups, give pupils a set of Resource 3: <i>Dental Health facts</i>, and ask them to match the facts to the everyday actions from the previous activity. Then ask pupils to compile a 'dos and don'ts' list on maintaining oral hygiene, ensuring they justify their choices with a dental health fact</p> <p>Give pupils one scenario per group and ask them to consider how the dilemma could be solved by responding to the questions. Put these in the log.</p>		<p>Objective and date</p> <p>In logs put dilemmas in and children's problems solving responses.</p>
Week Three		
<p>Objective: To share our opinions through a debate.</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> • I can share my feelings and ideas. • I can explain why. 	
Learning And Teaching		Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i>

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<p>Retrieval task-</p> <p>Use slide 11 word match up activity.</p> <p>Debate:</p> <p>Childhood vaccinations should be compulsory.</p> <p><u>Introduction</u> Explain why we are considering the debate and how everyone's ideas are to be valued and respected.</p> <p>Thinking time - Consider what we know and how we feel about the debate subject. Why do you feel like this?</p> <p>Participate - Actively participate in a team discussion and demonstrate effective listening by allowing others to talk. How do your friends feel?</p> <p>Sharing - Discuss what happened in the team with the class. Was there agreement or disagreement? Why?</p> <p>Questioning - Ask questions to those with different opinions to find out why? What if?</p>	<p>In logs objective and date Title of debate.</p> <p>Quotes from debate and key vocabulary evidenced</p>
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Week Four

<p>Objective:</p> <ul style="list-style-type: none"> • I know what good physical health means and how to recognise early signs of physical illness. • I know that common illnesses can be quickly and easily treated with 	<p>Success Criteria:</p> <ul style="list-style-type: none"> • I know different ways to treat illness. • I can identify ways to prevent infections. • I know what to do if I am worried about my health.
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<p>the right care.</p>		
<p style="text-align: center;">Learning And Teaching</p>		<p style="text-align: center;">Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p>
<p>Retrieval: Draw a poster to show good oral hygiene.</p> <p>Reconnecting – True or False? Share the Big Questions and ask the children to discuss them in their groups. Ask the children to feed back their thoughts and then respond to the true or false statements provided in the Lesson Presentation. After listening to the children's responses, share the answers. This will provide a baseline of the children's current understanding.</p> <p>Exploring – Disease Knockout: Using the Lesson Presentation, ask the children to clarify the main ways that diseases spread. Using the Disease Knockout Cards, ask children to interact and play the game to give a practical example of how some diseases spread. Children could make new cards if they come up with a good idea of how to stop the disease from spreading.</p> <p>Exploring – Beat the Disease: Using the Beat the Disease Match Cards, ask children to match the disease to the way or ways it spreads. Then, ask children to think of their own ways to beat the disease. Remind children to find ways they can stop the disease by using good personal hygiene. Explore the way some diseases spread using the Lesson Presentation.</p> <p>Exploring – When We Get Ill: Explore the next slides to help children understand the signs to look for in themselves and others that may indicate illness. If time allows, children may wish to comment on this or share personal experiences of illness that they or someone close to them has experienced.</p> <p>Reflecting – Question Time: Choose one child to come to the front of the class and ask a question about today's learning, e.g. how can we stop a cold from spreading? Once a member of the class has answered the question correctly, they can come to the front of the class instead and ask a different question. Use this questioning and answering to assess children's learning.</p>	<p>Objective in book and add date.</p> <p>In the log have examples of disease and how they spread. Have explanations of how to manage the spread and resolve feeling ill. Examples can be recorded as a poster.</p> <p>Pupils needing extra support: Encourage children to use the prompts in the Lesson Presentation if needed. Ask children when and how they would wash their hands and clarify any misconceptions.</p> <p>Challenge: Ask children to find out about how different diseases spread, like measles, coughs and meningitis. Children should highlight what this can</p>	

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	teach us about personal hygiene.
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Week Five

Objective: <ul style="list-style-type: none">• I know how to manage feelings and emotions in different situations.• I know how to get help, advice and support with feelings and	Success Criteria: <ul style="list-style-type: none">• I can explain how feelings and emotions can influence our actions and behavior.
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<p>emotions.</p>	<ul style="list-style-type: none"> • I can identify ways of coping with feelings in different situations. • I can explain why it is important to talk about feelings and describe how this can feel. • I know that help, advice and support about feelings comes from different sources. 	
<p style="text-align: center;">Learning And Teaching</p>		<p style="text-align: center;">Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p>
<p>Retrieval-</p> <p>Look at the steps for handwashing and discuss how we can beat diseases.</p> <p>Display the following feelings words on the flipchart or whiteboard: surprise, excitement, anger, fear, disappointment, sadness, joy plus any others you wish to include. Pupils work in pairs to choose one of the words and jot down the different actions or reactions people might have to this feeling. Take feedback.</p> <p>Using Resource 3: Think, feel, do scenarios, pupils work in groups to look at a different scenario each (choose the ones you feel are most appropriate for your pupils' needs) and complete Resource 4: Think, feel, do worksheet, part 1.</p> <p>Discuss with the class how many of them suggested the character (in the previous activity) talk to someone about how they were feeling (either the other people in the situation or someone else). Why did they think this would help the character? Display the following words and phrases on the flipchart or whiteboard: nervous, embarrassed, relieved, weight-off-your-shoulders, good, unsure, ashamed, ok, relaxing.</p> <p>Discuss these questions with the pupils: Is it likely people might feel these things when talking about their feelings and emotions? Do they feel other things? Are any feelings more likely than others? Would any of the characters they have been talking about feel these things? Should people still talk about their emotions, even if they feel embarrassed or nervous, for example? Why?</p> <p>Read aloud each of the scenarios the class has been looking at in the previous activity, allowing time in between each for pupils to go and stand next to the label showing the person they feel would be the best to help the character in the situation. Choose individual pupils to feedback, explaining their thinking and justifying their reasoning.</p> <p>Flag up children's websites and helplines such as ChildLine (www.childline.org.uk 0800 1111) and discuss when these might be needed. If pupils are not already aware of it, show them the website and how to access it.</p>		<p>In log objective and date</p> <p>Put photographs of the children doing the feelings activity and have recorded quotes.</p> <p>Pupils needing extra support:</p> <p>Pupils working at greater depth:</p>

Week Six		
<p>Objective:</p> <ul style="list-style-type: none"> I know the effects of different foods, drinks and substances have on dental health. 	<p>Success Criteria:</p> <ul style="list-style-type: none"> I can explain the effect certain foods and drinks have on our teeth. 	
<p>Learning And Teaching</p>		<p>Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p>
<p>Retrieval: Do the emotional scale activity and create your own scenario.</p> <p>Watch the video and watch the effect sugary drinks have on real teeth: https://www.bbc.co.uk/bitesize/clips/znr4wx</p> <p>First predict which will have the worst effect. Was your prediction right?</p> <p>Share the mind map from the first session. Today we are going to add to it and add our new knowledge. Share questions on the</p>		<p>Add new knowledge to mindmap – ensure that the vocabulary and milestones are included.</p>

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board and share read.

Recap the mind map from the first lesson. Add new learning in purple ensuring that the milestones and vocabulary are included and exemplified.

What have we learned?