

Unit Context



This unit of work focuses on developing children's awareness, knowledge and understanding of the importance of being healthy and the range of factors which contribute to maintaining their health. As well as physical health, children's emotional health plays a key part in their overall health and wellbeing and therefore work within this unit should sit alongside and complement learning within the Myself and My Relationships units. Teaching and learning around healthy lifestyles plays an important role in the

government strategy to promote healthy weight in children.

This is supported by the Department Of Health 'Change 4 Life' campaign which includes a range of programmes and materials to support families and schools. The Physical Education and Sport Strategy through the Schools Sports Partnerships (SSPs) has raised the profile of physical activity within and outside the school curriculum.

Learning within this unit will increase children's understanding of the health benefits of regular physical activity.

Unit Description

This unit looks at the importance of developing a healthy lifestyle, focussing particularly on how to create a healthy, balanced diet and why physical activity is essential. It also touches on other areas such as sleep, dental hygiene and hand washing, building on what the children have already learnt during the Foundation Stage unit.

Children will learn about the Eatwell plate and develop their understanding of why it is important to eat a range of foods, including at least five portions of fruit and vegetables each day. Staff need to be aware that children of this age do not always have the chance to choose foods and how to use their free time as adults will do this for them. When they are given the opportunity to make choices, children are encouraged to make healthy choices which will benefit their health, growth and energy levels.

Notes for Staff

It is important for staff to be aware of different traditions and cultural practices in families relating to food. This unit could provide opportunities to develop the children's awareness of difference and diversity in their school and community. Work in this unit can be supported by a visit from the Life Education Centre classroom, which as part of the Year 1 and 2 programmes, addresses the issue of developing a healthy and safer lifestyle.

It is sometimes the case that children know which are healthy choices and yet are not able to make these in their everyday lives for a variety of reasons. It is important to recognise that at this age parents will make some choices about the children's lifestyles (for example use of free time, food choices) and therefore the emphasis needs to be on choices children can make, whilst recognising that some responsibility remains with adults. Food costs and availability will also have an influence.

For this reason the unit also looks at the advantages of a healthy lifestyle such as having the energy to participate in favourite activities. As in Sensitive Issues below, it is important for teachers to help children understand that some illnesses and medical conditions are not caused by making unhealthy choices and therefore we should never judge people to be unhealthy or make insensitive comments about their size or appearance.

As adults, we need to be aware that being healthy is a continuum and we can always be healthier, although children of this age may find this concept hard to grasp. The Change4Life website section smallsteps4life encourages children to take up a challenge either individually or as a whole class. You may like to consider using this to reinforce the work in this unit.

Learning Expectations

At the end of this unit most pupils will:

- be able to give examples of how to be healthy and to reflect on their own lifestyles and choices.
- be able to explain why healthy eating and physical activity are both important.
- know the difference between being active and inactive and know how to maintain health.
- be able to say what changes physical and emotionally when they are active.
- be able to talk about food likes and dislikes and give reasons.
- understand that food can be divided into different groups and know that for good health we need a balanced diet.

Some pupils will not have made so much progress and will:

- be able to talk about how to be healthy, including healthy eating and physical activity.
- be able to give examples of activities where their bodies are active, explaining what this feels like.
- be able to say which foods they like and dislike.
- be able to identify some or all of the food groups and know that we need to eat a range of different foods to stay healthy.

Some pupils will have progressed further and will:

- be able to encourage others to make choices which will keep them healthy.
- be able to set themselves a challenge in terms of physical activity.
- be able to give reasons for their food choices based on their five senses.
- be able to say which food group a food belongs to and understand the food portions we need.
- be able to plan meals which contribute to achieving five portions of fruit and vegetables every day.
- be able to decide where changes could be made to their own lifestyle to become even healthier and describe healthy choices persuasively to others.
- understand that being healthy includes emotional health as well as physical and that the two are linked.

Activities for Recording Assessment

'A' at the end of an activity indicates an opportunity for recording assessment.

Activity 1.2 The Draw and Write activity about being healthy can be used at the beginning of the unit to assess the children's perceptions of health, and then again at the end to assess their progress.

Activity 2.3 Children's emails or letters can be used to assess their understanding of the need for healthy eating and physical activity.

Activity 3.4 Use this activity during or at the end of a P.E. lesson to assess their understanding of the difference between being active and inactive and the effects this has on the body.

Activities 5.2 and 5.3 The individual Eatwell plates and/or the circles for the Hungry Caterpillar can be used to assess their understanding of the food groups.

Out of School Learning

Activity 3.3 Screen Time / Active Time is designed to be taken home to complete. It is important to ensure that parents understand that this is not a monitoring exercise and that their children are investigating how they spend their time and reflecting on their own lifestyles rather than judging others.

Using the website www.nhs.uk/Change4life children and parents can access and discuss the section Change4Life for families. Each of the eight suggestions contains *Ideas*, for example *Meal Time* has a *recipe book* with simple, healthy ideas for meals and snacks and *Up and About* has tips for including more physical activity every day. Children could identify an area they would like to work on with their parents or wider family.

Sensitive Issues



Sensitive issues to be aware of are marked in the Points to Note column with this symbol. In particular in this unit, the importance of being sensitive to children's different home situations, including cultural and religious practices is emphasised. It is also important for staff to be aware that some children may know about healthy lifestyles and know that their family does not make healthy choices. They may therefore be reluctant to talk about their home situation. It is also important to help children develop sensitivity towards others and be aware that looking ill or overweight may not be as a result of unhealthy choices.

Children need to be taught not to make inappropriate or hurtful comments about their peers or adults. When running a food tasting activity, staff need to be aware that there may be some foods which some children will not be able to taste, due to religious beliefs or allergies. Parents and carers must be informed of food tasting and cooking activities in advance.

Resources for This Unit

Specific resources for delivering the **Teaching Activities** in this Unit are referred to in the **Points to Note** column as appropriate.

Generic resources to support teaching and learning are also referred to in the **Points to Note** column.

All these resources can be accessed and downloaded using the **PD Planning Tool**.

Additionally, on screen users can access directly any resource shown in red type by clicking on it:

For example: See **Teaching Guidance** for information on **Circle Time** and using the **Draw and Write** technique.

A full list of resources is included at the end of this guide.

Linked Units

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SR 2 Sex and Relationships Education



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Section A - Staying Healthy

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
1. To know about the range of things that help make and keep them healthy.	To be able to: <ul style="list-style-type: none"> give examples of some ways I can be and stay healthy say what it feels like to be healthy 	<p>1.1 In Circle Time, ask the children to complete the sentence stems: <i>/ am healthy when ... and / or Being healthy is ...</i></p>	<ul style="list-style-type: none"> Circle Time can be found in the Teaching Guidance.
		<p>1.2 Give each child a sheet of A4 paper, and ask them to draw a picture of themselves in the middle looking and feeling healthy. Around that, ask them to draw and write about the things they think make and keep them healthy. Invite them to share aspects of these, either in small groups or as a class, including the reasons why they have included something. Ask them how it feels to be healthy and also how it might feel to be unhealthy. If children do not mention it, ensure their attention is drawn to the need for good personal hygiene and a sensible amount of sleep. A</p>	<ul style="list-style-type: none"> This draw and write activity is based on the Health for Life programme, and more detailed instructions for implementing and assessing it can be found there. Some children may need adult support to describe and label their drawings. Keep these drawings so that you can use them in activity 10.1 to review the children's learning over the course of the unit. Activity 1.2 is suitable for assessing children's understanding of what healthy means. It can be repeated at the end of the unit to assess their learning. It is important to look for the breadth of the children's understanding about health (whether they have included sleep and friends, for example, as well as the detail, e.g. the types of food and exercise they have included). If there appears to be an issue with children not having adequate sleep, you may wish to focus on this in more detail at some point during this unit
		<p>1.3 In Circle Time, play the game '<i>Change places if..</i>', by asking the children to stand and change places with someone else if they <i>e.g. ate breakfast this morning; brushed their teeth before they came to school; have drunk water at school today; went to bed before 8.00 last night; walked to school</i>. As a class, conduct a survey and make a bar chart which represents the different ways children in the class are keeping themselves healthy, <i>e.g. eating fruit and vegetables; playing with my friends</i>.</p>	


Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
2. To understand why healthy eating is beneficial and how it supports physical activity.	To be able to: <ul style="list-style-type: none"> explain why healthy eating is important understand that there is a relationship between what I eat and what I am able to do encourage someone else to make choices which would keep them healthy 	2.1 Ask the children to choose some examples of food and physical activity from their drawings. Give every child 2 large post – it notes and ask them to draw one food item and one physical activity. Collate these as a class into their 2 groups. Choose a physical activity and ask children to recommend a food to eat which would help them to do that activity. Ask them to give reasons for their choice, e.g. <i>Bananas give you energy; a ham sandwich would stop you feeling hungry so you could run for a long time; if you eat pasta you don't feel tired when you go swimming</i>	
		2.2 Show the children a Healthy Triangle with a label on each side <i>my body, my feelings, my relationships</i> . Explain that all three of these are important for good health. Show the class 2 people outlines side by side on IWB. One is Mrs. Healthy and the other is Mrs. Unhealthy. Ask the children to take turns to add to the outlines, showing what they might look like. Include speech bubbles / thought bubbles to show what each character is thinking / feeling. Discuss what they are able / unable to do. Organise the children into talking pairs and then ask them to tell their partner what your favourite day out would be like. Then ask them to imagine they are like Mrs. Unhealthy on that day – how do they feel?	<ul style="list-style-type: none"> See Resource 1 for Healthy Triangle and Mrs. Healthy / Mrs. Unhealthy.  The teacher may need to talk to the children about the fact that some people are or may look ill (or unhealthy) and that this is not necessarily because they have made unhealthy choices about food and physical activity. We all get ill sometimes and some people are more susceptible to illness.
		2.3 Ask the children to write an email or letter to Mrs. Unhealthy as a class or in pairs. Ask them to recommend some activities and foods to her. Ask them what they would say to make her want to change? A	


Section B - Exercise and Physical Activity

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
3. To understand the difference between being active and sedentary, simple benefits of regular exercise and how their bodies feel when they exercise.	To be able to: <ul style="list-style-type: none"> understand the difference between being physically active and inactive say at least one activity I enjoy which is active challenge myself to take part in a physical activity once or twice more each week say what changes happen to my body and my feelings when I am active 	3.1 Ask the children to talk to a partner about two things they like to do after school. Ask for an example and discuss with the children whether their body is active/moving (e.g. <i>playing football</i>) or inactive/not moving (e.g. <i>watching television</i>). Ask the children to talk again to their partner and find one active activity each which you like doing. You may wish to make a list of these to display and challenge the class to have done their activity once after school by a certain day.	<ul style="list-style-type: none"> Here you could refer to the activities they do in PE to help them understand what being active means. You could ask questions such as: Do they do any clubs after school? Are any of them active/sporting activities? You may wish to find out how aware the children are of these opportunities and how they usually find out about them. If your school is in a rural area, it may be the case that children are unable to stay after school due to transport issues.
		3.2 Discuss with the class how they feel when doing their chosen physical activity – include what changes in their body e.g. <i>faster heartbeat, red/hot face</i> and their emotions e.g. <i>I feel excited; I feel happy; I feel proud of myself</i> . Use Feelings Faces to prompt the children. As a class, talk about what would happen if you did your chosen activity most days, e.g. <i>I would be able to swim a long way, I would be able to run faster, I would be much stronger in gymnastics, I would be fitter</i> .	<ul style="list-style-type: none"> See the website www.smallsteps4life.direct.gov.uk for individual and group challenges for children. See Resource 2 for Feelings Faces.
		3.3 Give the children a copy of Screen Time/Active Time and ask them to record each day at home how much time they spend on a screen activity (e.g. computer, playstation, TV) and how much on physical activity (e.g. playing in the garden, trampolining, walking the dog). Discuss the results at the end of the week and in Circle Time ask the children to say something they are proud of or enjoyed (e.g. On Tuesday I walked to the shops and I played in the garden, This week I did ten hours of active time, I enjoyed going for a bike ride with my brother)	<ul style="list-style-type: none"> See Resource 3 for Screen Time/ Active Time. Make sure children know that a balance of activities is important and that screen time is not 'bad' but you need some active time each day too.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>3.4 In order to assess their understanding, you could conduct a question time in the next PE lesson to talk about their body, the effects of physical activity on it and how they feel. Is it like this when they do physical activity outside school? Do they get as out of breath/hot? Can they explain the difference between being active in PE and still in the classroom/watching TV? A</p>	

Section C - Healthy Eating

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
4. To be able to talk about foods they like and dislike with reasons why.	To be able to: <ul style="list-style-type: none"> describe how food tastes, looks, smells and feels talk about food I like and dislike and give reasons 	4.1 In Circle Time, ask the children to say which is their favourite food/ favourite meal. Read Bread and Jam for Frances and discuss why Frances' mum let her eat bread and jam every day. What would happen if you were allowed to eat your favourite food every day? Frances describes the jam as sticky, sweet and tasty. Help the children to come up with other describing words for food and write them up on the IWB. Repeat the Circle Time, this time children complete the sentence stem <i>My favourite food is... because it is...</i>	
		4.2 Use the Food - a fact of life website and download PowerPoint 101 I like that. You can use this to discuss children's favourite foods and the reasons why they like them, using the five senses to describe how the food tastes, looks, smells and feels. It also touches on food for celebrations.	<ul style="list-style-type: none"> To find this PowerPoint, go to www.foodafactoflife.org.uk click on the 5-8 years tab at the top of the homepage, then choose the <i>Healthy Eating</i> section, click on <i>Key Fact 2</i> and the link to the Powerpoint is at the bottom of this page.
		4.3 Run a food tasting activity which includes healthy foods with different appearances, textures and tastes. Ask the children to contribute words to describe the taste or feel of the food or drink in their mouth. Discuss likes and dislikes and how this is different for everyone. Also mention that likes and dislikes change over time (you could give a personal example here e.g. <i>I didn't used to like olives but now I do</i>). Ask the children to help work out some opposites e.g. <i>sweet/sour, crunchy/soft, juicy/dry</i> as well as other useful adjectives. Use Food Adjectives to broaden the children's vocabulary about food. Using Wordle, you could create a word cloud of different adjectives. Finish with a Circle Time completing the sentence stem: <i>I liked the ... because it was... e.g. I liked the bread sticks because they were crunchy</i> . Repeat with <i>I didn't like the ... because... e.g. I didn't like the raisins because they were too sticky</i> .	<ul style="list-style-type: none">  Ensure you ask parents' and carers' permission for their child to take part in the food tasting activity. Check if there are any allergies you should be aware of. You may wish to record what the children liked and disliked, especially if they have discovered a new food they have never tried before. This would provide parents and carers with the opportunity to develop this further at home. Remember that cost and availability of food may restrict parents' choices. See www.wordle.net and go to the Create tab. See Resource 4 for Food Adjectives.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
5. To recognise how foods fit within the basic food groups in the Eatwell plate, and what constitutes a balanced meal.	To be able to: <ul style="list-style-type: none"> talk about the different food groups in the Eatwell plate say which food group a food or drink belongs to understand that a healthy diet includes a balance of foods from four out of the five food groups 	5.1 Ask the children to describe what they had for dinner last night to a partner. Show the Eatwell plate which is available on the website www.foodafactoflife.org as a poster or as PowerPoint 102. Describe the five groups and give examples of foods which might be in each group. Ask the children to identify foods they ate for dinner and where they would fit on the Eatwell plate. Using the PowerPoint, explain that we need a range of foods from four out of the five groups to stay healthy. We may choose to eat foods from the fifth (Foods and drinks high in fat and / or sugar). (You could refer back to Frances and her unbalanced diet in activity 4.1).	<ul style="list-style-type: none">  Be aware that some children may be reluctant to talk about their eating habits at home as they may be embarrassed about what you or others think. Make sure the children know this activity is not about judging what people eat but about sharing and discussing.
		5.2 Once the children have understood the Eatwell plate, they could make their own balanced plate using the Eatwell plate model in one of the following ways: <ul style="list-style-type: none"> Using the interactive activity <i>Make a balanced plate</i> on www.foodafactoflife.org Make a large class version, asking each small group of children to take responsibility for drawing / painting examples of one of the food groups. Using paper plates, children make individual Eatwell plates by drawing or sticking on pictures from magazines or clipart. A 	<ul style="list-style-type: none"> The Eatwell plate produced by the Food Standards Agency gives a visual representation of the types and proportions of food people need for a healthy and well balanced diet. It is used by schools and health organisations to ensure everyone receives consistent messages about the balance of foods in a healthy diet. The Eatwell plate reflects the balance of a whole diet, not just one meal and is available as Resource 8.
		5.3 Read The Very Hungry Caterpillar and focus on the page where he eats a list of foods on Saturday. Which food groups do they fit into? Explain to the children that the caterpillar doesn't know about the Eatwell plate. Give out the Food Circles. On each circle, ask the children to draw a food from one of the food groups so that each food group is represented. Hole punch the circles to show the caterpillar eating his way through. The 5 circles could be joined together to make an individual book (with a pipe cleaner caterpillar attached to fit through the holes) or made into a large class display about choices for a balanced meal. A	<ul style="list-style-type: none"> See Resource 5 for Food Circles.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
6. To understand that we need food to grow, be active and maintain health.	To be able to: <ul style="list-style-type: none"> explain why we need food find ways of helping others who do not feel like eating understand why it is important 	6.1 In Circle Time , ask the children to think about how they feel and what happens to their body when they are hungry. Complete the sentence stem <i>When I feel hungry... e.g. my tummy rumbles, I feel grumpy, my body feels shaky</i> . Discuss with the children why we get these feelings i.e. our bodies need food. Ask them to give some reasons why we need food e.g. <i>So we can grow bigger, to make us strong, to give us energy</i> . Establish that these can be summarised in 3 areas – to grow, to be active, to stay healthy. Make posters in pairs or small groups to put up at lunchtime which might remind Reception children why it is important to eat a good lunch. Alternatively, children could make a short film to persuade others of the benefits of eating a healthy lunch.	
		6.2 Read the poem What shall we do about poor little Tigger? Or read the story in Chapter 2 of The House at Pooh Corner. Ask the children why the other characters thought it was so important to find Tigger a breakfast he liked eating? Remind them of the reasons we need food. Challenge the class to come up with as many ideas for healthy breakfasts as they can. There are some ideas in the meal time section of the Change4Life website Ask the children to choose the healthy breakfast idea they like best. Role play in small groups – one child playing the part of Tigger and the others persuading him to try their breakfast food.	<ul style="list-style-type: none"> What shall we do about poor little Tigger? can be found in The Hums of Pooh - see Resources to Support this Unit. Explain what energy is used for, e.g. <i>to help us move about, walk to school, do PE, play at playtime etc</i> www.nhs.uk/Change4life See Teaching Guidance for Role Play.
7. To know that everyone should eat at least 5 portions of fruit and vegetables every day.	To be able to: <ul style="list-style-type: none"> know that everyone should eat at least five portions of fruit and vegetables every day know that five portions include not just fresh fruit but also tinned, dried, frozen and juice suggest ideas of how to eat five a day 	7.1 Look at the fruit and vegetables section of the Eatwell plate and ask the children if they know how many portions of fruit and vegetables they should eat every day? Use the fingers of one hand to remind you how many (5) and the palm of that hand to remind you of the size of a portion. Talk to the children about different types of fruit and vegetables: fresh (e.g. <i>apples</i>), frozen (e.g. <i>peas</i>), dried (e.g. <i>raisins</i>), tinned (e.g. <i>sweetcorn, carrots, pineapple</i>) and juice (e.g. <i>orange juice</i>). Ask them to imagine that they are going to choose what they eat tomorrow and use Meal Planner. When they have drawn all the foods, circle the fruit and vegetables to show they have at least five.	<ul style="list-style-type: none"> See Resource 6 for Meal Planner. You may want to tell the children that the recommendation is at least five portions but that for now we are thinking about how to have five. Remember that fruit juice is not always the healthiest choice of drink as it can be relatively high in sugar. If appropriate, you may wish to discuss why we drink it in moderation. It also only counts for one of our five a day i.e. If we have it more than once, the other portions do not count.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>7.2 In Circle Time play the game <i>I went to the shops and I bought...</i> using only fruit and vegetables. When someone forgets, they start the game again from their point in the circle. Read Oliver's Vegetables and talk about the different vegetables he tries. Show a large IWB picture or poster of vegetables and identify some of the less well known ones. In small groups or pairs, the children pretend to be TV chefs and invent a new vegetable soup which contains five different kinds of vegetable. Record their ideas on Making Soup.</p> <p>7.3 Read Oliver's Fruit Salad and list as many different kinds of fruit as they can. Show some different smoothie cartons and look at the ingredients (these tend to say how many of each fruit has been used). You could write up the different fruits on the board and ask children to guess how many of each are in the carton. Give the children a folded piece of A4 card to act as a carton. In pairs or individually, the children decide which fruits they would use to make a smoothie e.g. <i>20 grapes, 2 apples, 10 raspberries</i>. They design the carton to make it look attractive adding pictures and words. The carton can be taped together down one side so that it stands up.</p>	<ul style="list-style-type: none"> Both activity 7.2 and 7.3 achieve the learning objective in a similar way and you could therefore choose between them. See Resource 7 for Making Soup. www.nhs.uk/livewell/5aday/pages/5adayhome.aspx contains 5 a day tips and ideas. Fruit smoothie recipes can be found on the Change4life website, in the <i>Meal Time</i> section. Children could make some for a summer fair or class celebration.

Section D - Choosing a Healthy Lifestyle

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
8. To be able to make healthy eating choices and know how to prepare simple healthy foods.	To be able to: <ul style="list-style-type: none"> understand that we eat different types of food at different times of day depending on our traditions and cultures know how to make food choices which are healthy talk about their favourite foods, places to eat and people to eat with 	8.1 Show the children the food page in the book You choose . Ask a few children to choose their favourite food from the picture. Ask them if their choice would change depending on what time of day it was. Talk about the fact that we choose different food for different occasions and that some foods are eaten on special days. Display the Eatwell plate and choose a few foods from the book, saying which group they belong to e.g. <i>I can see a watermelon which belongs in the fruit and vegetables group; I can see some spaghetti from the bread, rice, potatoes and pasta group</i> . Finish with a Circle Time , asking the children to choose a healthy food from the picture e.g. <i>I choose some salad; I choose a sandwich</i> . This could be repeated for different meals e.g. <i>For breakfast I would choose cereal and orange juice</i> .	<ul style="list-style-type: none"> Be aware of and sensitive to different cultural or religious practices relating to food. Use this opportunity to extend the children's understanding of diversity.
		8.2 Introduce the idea that sometimes we have choices about our food. Give each group of children a category from <i>Where we eat; When we eat; Who we eat with</i> . When the children have had some discussion time, bring the class back together and use Mind Mapping to fill in the three areas as lists or pictures. Although some of their choices about food will be made by adults at this age, encourage the children to make healthy choices where possible. There are some good ideas on the website www.nhs.uk/Change4life in the <i>meal time</i> section	<ul style="list-style-type: none"> For Mind Mapping see the Teaching Guidance.
		8.3 Ask the children to imagine they can choose their favourite eating situation. They can choose which meal it is, where they eat it, who they are with and what they eat. Give each child a post-it note or a small piece of paper to draw on. Some children may want to write a few sentences about their picture. Bring the pictures back together as a class and talk about the differences and similarities.	
		8.4 During this unit, you may want to give the children the opportunity to prepare some simple snacks such as fruit kebabs or smoothies, maybe for a school event or celebration.	<ul style="list-style-type: none"> Preparing and cooking food is recommended as part of the curriculum. On the website www.foodafactoflife.org there are many recipe ideas, interactive games and suggestions.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
9. To know how to make choices which promote healthy living.	To be able to: <ul style="list-style-type: none"> • give examples of choices I can make which will help me to stay healthy • understand that sometimes I can choose and that at other times an adult will need to choose for me 	9.1 Read the story Dr Dog . Stop the story as Dr Dog treats each member of his family, and ask the children to identify better choices that these characters could have made to keep themselves healthy while Dr Dog was away, e.g. <i>Kev Gumboyle should have chosen not to share his comb with a friend; Gerty Gumboyle should have chosen to wear her raincoat and hat.</i>	
		9.2 Explain that being able to make choices is important because it is teaching us to be independent and helping us to do things for ourselves. Explain that, as we grow up, we learn to make more and safer choices and our knowledge and understanding grows. Some of this understanding and these choices are about keeping healthy. In Circle Time , ask the children to complete the sentence stem: <i>A choice I can make to keep myself healthy is</i> Ask the children if there are times when they need a bit of help from an adult to make a choice about something, e.g. <i>which programmes they can watch; which foods they can eat; which clothes they can wear.</i>	<ul style="list-style-type: none"> • Encourage children to suggest names of adults who might help them so that they can apply this learning directly to their situation.

Section E - Processing the Learning

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
10. To know which factors contribute to healthy living and to be able to share these with others.	To be able to: <ul style="list-style-type: none"> understand that there are many things which help make me healthy explain to others what we can do to stay healthy 	10.1 Repeat activity 1.2 to review the children's understanding of what it means to be healthy. Get out the children's <i>Draw and write activity</i> (1.2) from the beginning of the unit and then ask them to compare the two. Ask them to talk about anything new they have learnt e.g. <i>First I wrote that you need to eat healthy food, now I know you need at least five portions of fruit and vegetables every day.</i>	<ul style="list-style-type: none"> Speech bubbles / thought bubbles can be found in the Teaching Guidance.
		10.2 Put a large picture or photo of a boy and a girl on the whiteboard and tell the children they are very healthy. Give the children a set of speech bubbles / thought bubbles and ask them to write on them some things the children would be saying or thinking about what makes them healthy e.g. <i>I eat five fruit and vegetables every day; I play football every week; I wash my hands after going to the toilet.</i>	
		10.3 Encourage the children to reflect on new ideas and facts they have come across during this unit of work. Use a Circle Time to complete the following sentence stems: <i>I have learnt that to be healthy I could...; In the future, I will choose to...so that I stay healthy.</i>	

Resources to Support this Unit

The following resources are included in the HL1/2 Resource Pack linked to this Unit:

1. Healthy Triangle / Mrs. Healthy & Mrs. Unhealthy
2. Feelings faces
3. Screen Time/Active Time
4. Food adjectives
5. Food Circles for the Very Hungry Caterpillar
6. Meal Planner
7. Making Soup
8. The Eatwell plate

These resources are directly referenced within this unit:

Dr Dog Babette Cole

Bread and Jam for Frances Russell Hoban

You Choose Pippa Goodhart and Nick Sharratt

The Very Hungry Caterpillar Eric Carle

The Hums of Pooh A. A. Milne

The House at Pooh Corner A. A. Milne

Oliver's Vegetables Vivian French

Oliver's Fruit Salad Vivian French

Health for Life (Age 4 – 7 years) Noreen Wetton and Trefor Williams
Pub Nelson Thornes

Food - a fact of life www.foodafactoflife.org

Provides a progressive approach to teaching about healthy eating. Devised by the British Nutrition Foundation

Wordle www.wordle.net

Wordle is a device for generating "word clouds" from text that you provide. The clouds give greater prominence to words that appear more frequently in the source text. You can tweak your clouds with different fonts, layouts, and colour schemes.

Change 4 Life www.nhs.uk/Change4Life

An initiative by the Government designed to help families eat well, move more and live longer and happier lives. Includes the Small Steps for Life programme, which is about schools taking on challenges to encourage children and families to eat well, get active and feel good
www.smallsteps4life.direct.gov.uk

These may also support work on this unit:

Exercise and Play (Health Choices series) Cath Senker

Why must I... Take Exercise Jackie Gaff

Sources of Information and Support

Food Standards Agency www.food.gov.uk

This is the Food Standards Agency's consumer advice and information site. Its aim is to help consumers make healthy choices.

Great Grub Club www.greatgrubclub.com

Set up by the World Cancer Research Fund UK to help make food systems, food and physical activity essential parts of school life and learning.

Food for life www.focusonfood.org

A campaign to raise the profile and importance of food education which focuses on the making and cooking of food to enable children to learn about the social importance of food.

Health Matters Education www.healthmatterseducation.co.uk

A cross curricular resource designed to inspire and motivate children about the importance of a healthy, active lifestyle. It includes a wide range of resources, materials and activity ideas to promote healthy eating and physical activity. It is approved by the Change 4 Life programme and the Association for Physical Education.

Festivals and Celebrations <http://www.Chiddingstone.kent.sch.uk>

A multi faith calendar of religious holy days and festivals which may give you food / cooking activity ideas.

British Heart Foundation www.bhf.org.uk/teachers

This contains an extensive list of resources for schools, children and young people, many of which are free to download or to order with suggested donations. These include: Active Schools Resource Pack; The Big Heart Book; Artie Beat books and The Big Food Challenge.

Adviser for Physical Education, Cambridgeshire Advisory Service (or your local P.E. Adviser) www.pe.ccceducation.net

For P.E. advice and under Useful Links you can find Schools Sports Partnerships.

Outdoor Education Adviser Service (CCC portal resource id 279), or your local Outdoor Education Service. For your local OE adviser a list is on www.oep.info

Cambridgeshire schools - for advice and guidance about planning and organising visits and out of school learning opportunities see Evolve website www.cccpccvisits.org.uk

For national information and guidance about organising visits and off site learning, see www.oaepg.info

Cambridgeshire Healthy Schools Programme

The Cambridgeshire Healthy Schools Programme provides schools with a framework and a process to review and develop a whole school approach to promoting pupil wellbeing. Consultancy is offered to schools to support needs analysis, setting outcomes, implementing actions and evaluating impact.

For Cambridgeshire schools, contact the PSHE Service.

Life Education Centres (LEC) www.lifeeducation.org.uk
(National Coram Life Education website)

Programmes to support and enhance Drug and Health Education in primary schools. This work is predominantly delivered through a visit from the LEC classroom with trained educators.

Cambridgeshire and Peterborough - contact Cambridgeshire PSHE Service - 01480 376256

Links between Unit HL 1/2 and the LEC programmes:

The Year 1 LEC programme has as a key focus the concept of a healthy balanced diet, the main food groups and the different jobs that they do for their bodies.

The Year 1 and Year 2 LEC programmes consider the importance of healthy food and drink, oxygen, exercise and sleep.

School Food Trust www.schoolfoodtrust.org.uk

An independent organisation set up by the DfES, to help deliver school food standards, develop food skills amongst children and young people, and bring longer term improvements to their health and education.

Comic Company www.comiccompany.co.uk This website provides health information resources including posters, leaflets and stickers.

Cambridgeshire Primary Personal Development Programme

Healthy and Safer Lifestyles 7 • HL 1/2 Healthy Lifestyles

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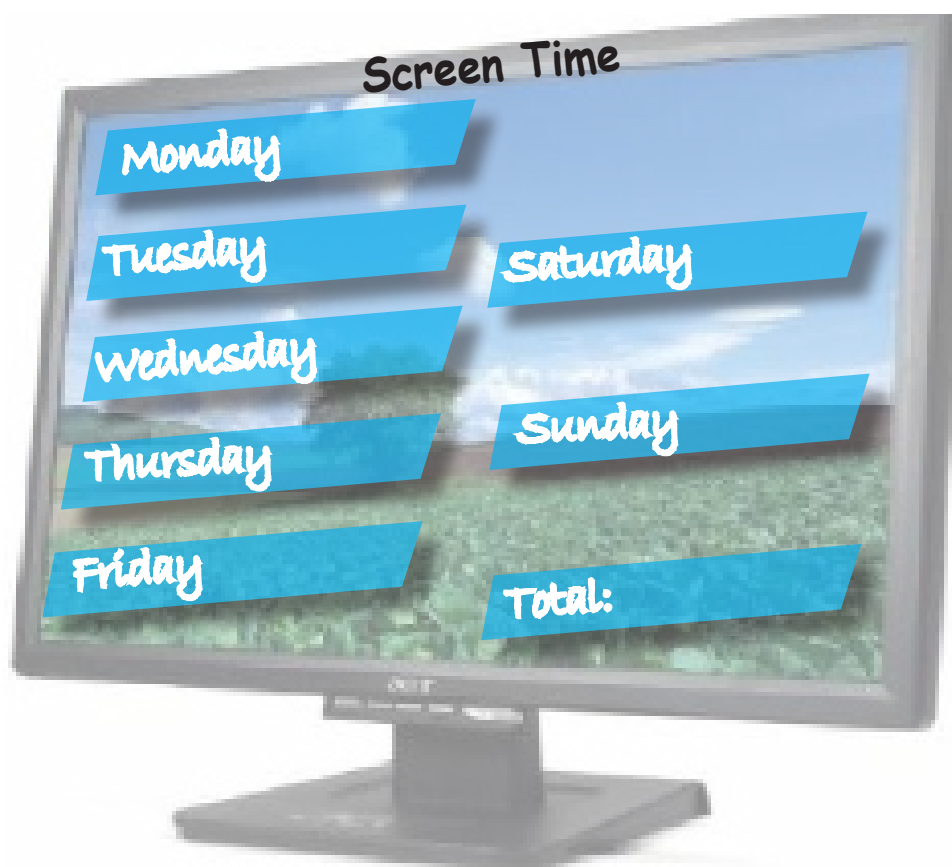
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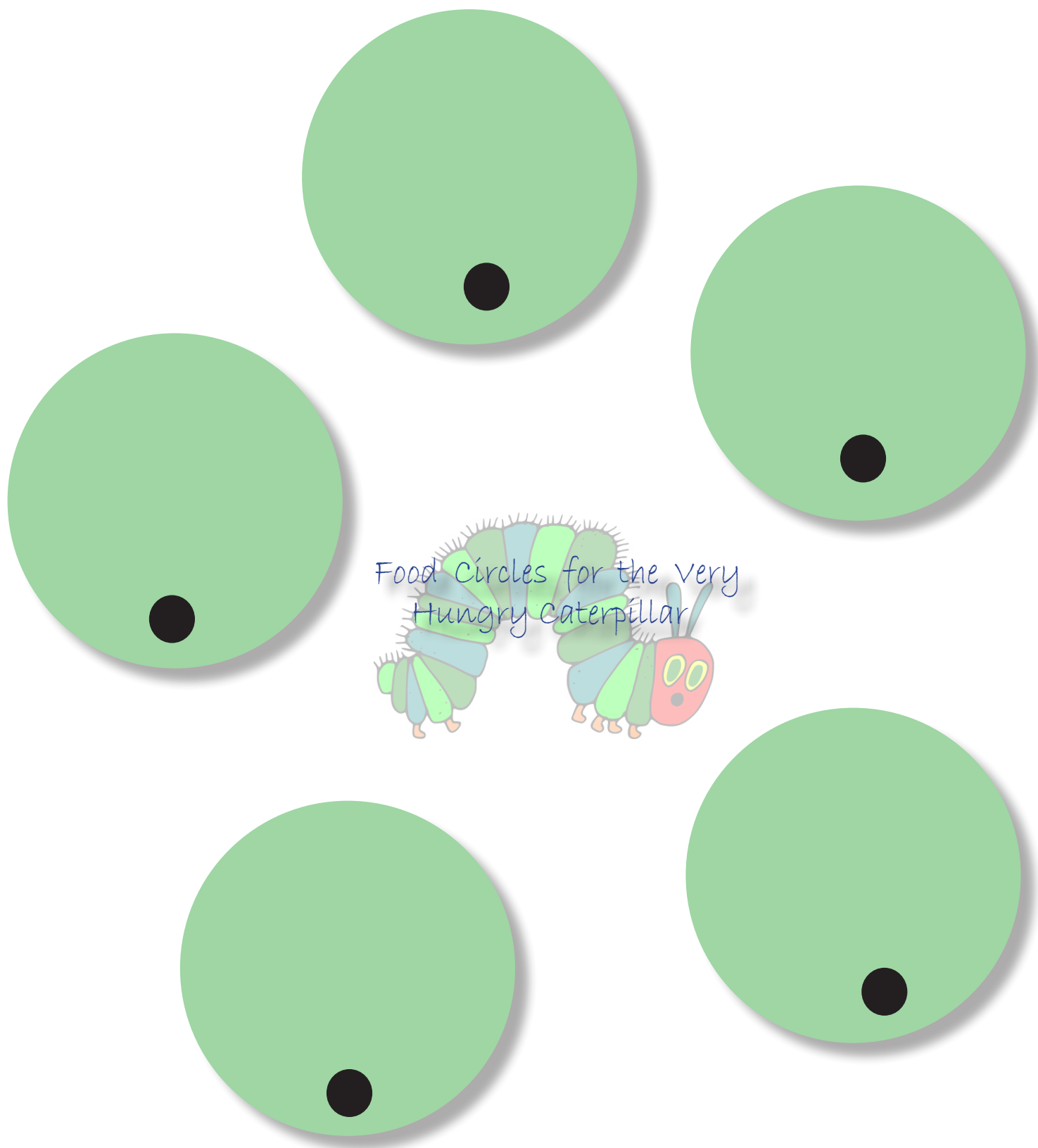
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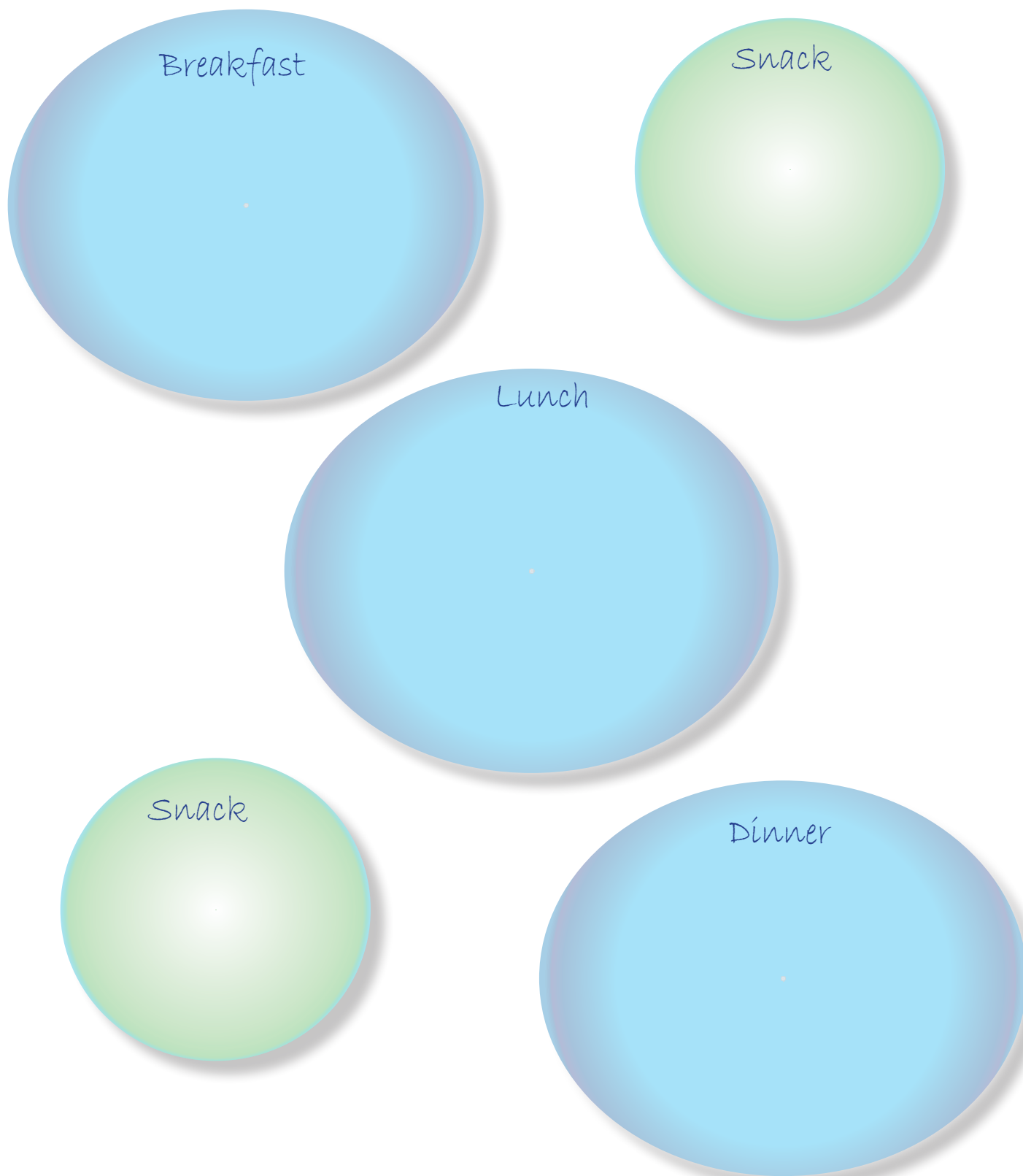
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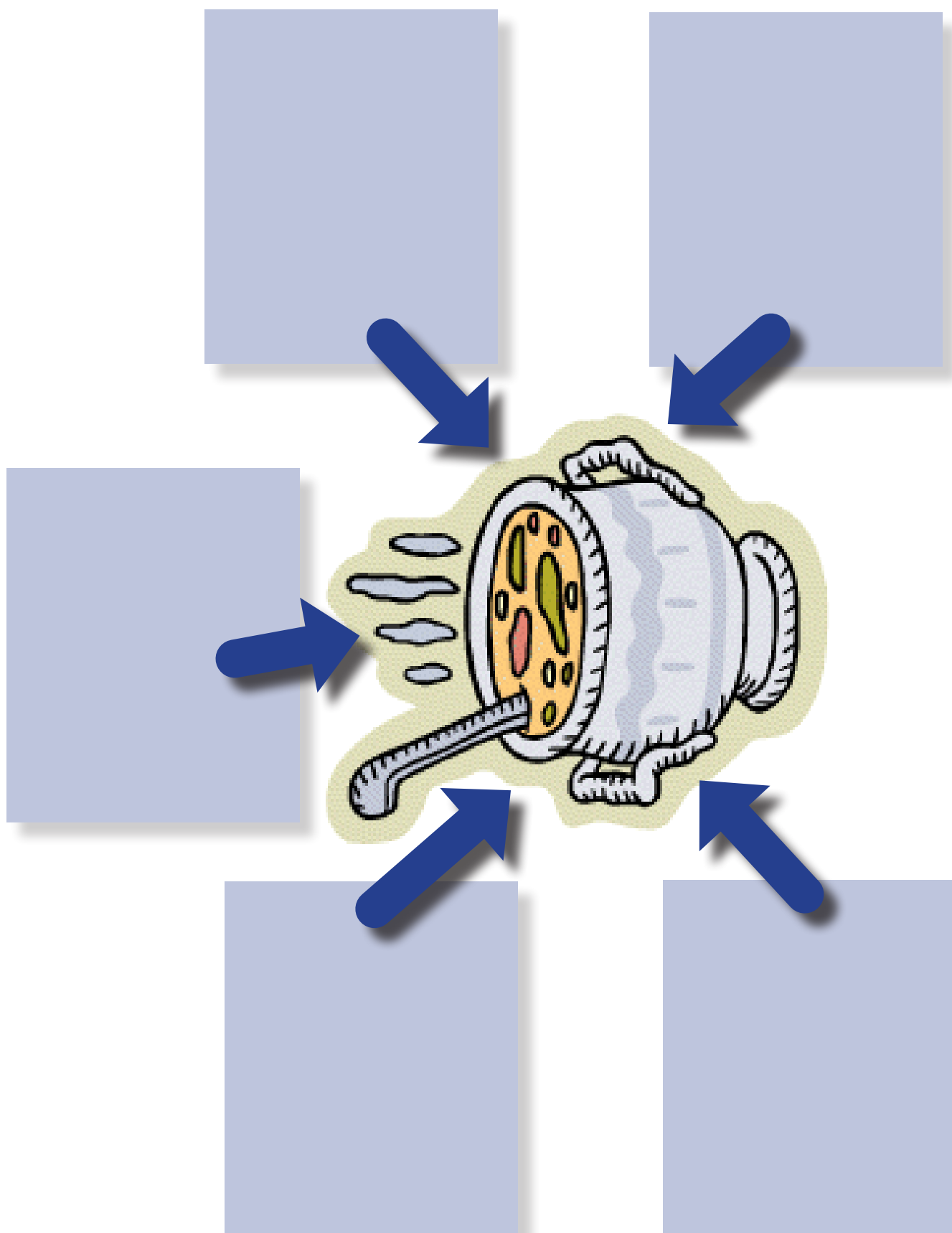
Resource 5 - Food Circles



Resource 6 - Meal Planner



Resource 7 - Making Soup



Resource 8 - The Eatwell Plate



The eatwell plate

Use the eatwell plate to help you get the balance right. It shows how much of what you eat should come from each food group.

