

Physical wellbeing lesson overview and progression

Autumn term 1 – Body Foundations

‘The building is only as strong as the foundations it is built on.’

Lesson	EYFS	KS1	LKS2	UKS2
Lesson 1	<p>Eating healthily (food groups) Begin by listing children’s favourite foods, not thinking about how healthy they are. Make a class list. Why is it important to eat healthily? What are some healthy foods? See how many fruits and vegetables the children can list in 1 minute. Very simply explain the food groups to children https://www.youtube.com/watch?v=sQN8HWl6Svk Discuss the food groups – do they know any food from each group?</p>	<p>Eating healthily (food groups) Begin by listing children’s favourite foods, not thinking about how healthy they are. Make a class list. Why is it important to eat healthily? What are some healthy foods? See how many fruits and vegetables the children can list in 1 minute. Using the video, explain food groups to children. https://www.youtube.com/watch?v=sQN8HWl6Svk Discuss the food groups, can the children make a list of different foods from each group?</p>	<p>Eating healthily (food groups) Begin by listing children’s favourite foods, not thinking about how healthy they are. Make a class list. Why is it important to eat healthily? What are some healthy foods? See how many fruits and vegetables the children can list in 1 minute. Get children to write the alphabet in their books – how many letters can they fill in with a fruit or a vegetable next to them? Using the video, explain food groups to children. https://www.youtube.com/watch?v=mMHVEFWNLMc Discuss the food groups, can the children make a list of different foods from each group? Which tribe/group of children can create the biggest list in 1 minute?</p>	<p>Eating healthily (food groups) Begin by listing children’s favourite foods, not thinking about how healthy they are. Make a class list. Why is it important to eat healthily? What are some healthy foods? See how many fruits and vegetables the children can list in 1 minute. Get children to write the alphabet in their books – how many letters can they fill in with a fruit or a vegetable next to them? Using the video, explain food groups to children. https://www.youtube.com/watch?v=mMHVEFWNLMc Discuss the food groups, can the children make a list of different foods from each group? Which tribe/group of children can create the biggest list in 1 minute?</p>
Lesson 2	<p>Remind children of the food groups from last lesson – can they remember any foods from each group? Children to talk about what food they have eaten recently – as a class put the foods from healthiest to least healthy (adults included!). Can children explain which food group each item is from?</p>	<p>Remind children of the food groups from last lesson – can they remember any foods from each group? Children to talk about what food they have eaten recently – as a class put the foods from healthiest to least healthy (adults included!). Can children explain which food group each item is from?</p>	<p>Can children remember any foods from each food group last lesson? Have a quick recap of the food groups and the benefits that each food group gives you. Make a list of what food they have eaten recently (including adults)– individually put the foods from healthiest to least healthy and compare the results as a class. Discuss the reasons for their choices, why was this the most/least healthy? Can children explain which food group each item is from?</p>	<p>Can children remember any foods from each food group last lesson? Have a quick recap of the food groups and the benefits that each food group gives you. Make a list of what food they have eaten recently (including adults)– individually put the foods from healthiest to least healthy and compare the results as a class. Discuss the reasons for their choices, why was this the most/least healthy? Can children explain which food group each item is from?</p>
Lesson 3	<p>As a class, create a dream healthy 3 course meal that they could cook for their families – try to draw the meal that they have created.</p>	<p>In groups/tribes, create a dream healthy 3 course meal that they could cook for their families – try to draw the meal that they have created.</p>	<p>Master chef time! In tribes, children to create a dream healthy 3 course meal that they could cook for the other tribes in the class. Children must create the menu and then come to the front to present their meal. Other children vote on which meal was the best, thinking about the balance of food groups and the presentation skills.</p>	<p>Master chef time! In pairs, children to create a dream healthy 3 course meal that they could cook for the other children in the class. Children must create the menu and then come to the front to present their meal. Other children vote on which meal was the best, thinking about the balance of food groups and the presentation skills.</p>
Lesson 4	<p>Sleep is a very important aspect to keeping healthy.</p>	<p>Sleep is a very important aspect to keeping healthy.</p>	<p>Sleep is a very important aspect to keeping healthy.</p>	<p>Sleep is a very important aspect to keeping healthy.</p>

	<p>Ask children how much sleep they think they should have each night. Explain to chn that they need 10-12 hours of sleep a night. Discuss with children ways that they can get to sleep – do they do anything special before bed to help them sleep? Create a drawing/list with children about the perfect bedroom – what does it look like? Discuss absence of TV/games.</p>	<p>Ask children how much sleep they think they should have each night. Explain to chn that they need 10-12 hours of sleep a night. Discuss with children ways that they can get to sleep – do they do anything special before bed to help them sleep? Create a drawing/list with children about the perfect bedroom – what does it look like? Discuss absence of TV/games.</p>	<p>Ask children how much sleep they think they should have each night. Explain to chn that they need 10-11 hours of sleep a night. Discuss what this realistically looks like and whether it is similar or different to the amount of sleep that they get. Discuss with children ways that they can get to sleep – do they do anything special before bed to help them sleep? Each child to create a drawing of the perfect bedroom to sleep in – what does it look like? Discuss absence of TV/games.</p>	<p>Ask children how much sleep they think they should have each night. Explain to chn that they need 10-11 hours of sleep a night. Discuss what this realistically looks like and whether it is similar or different to the amount of sleep that they get. Discuss with children ways that they can get to sleep – do they do anything special before bed to help them sleep? Each child to create a drawing/write a paragraph of the perfect bedroom to sleep in – what does it look like? Think about colours, size of bed, cosiness etc. Discuss absence of TV/games.</p>
Lesson 5	<p>Wellbeing: It is important to look after our own mental health when we are trying to be healthy. A healthy mind and a healthy body are the best combination. Talk about emotions – ask children to show you faces that represent different emotions. Make a list of how different emotions make your body feel, e.g. anger, sadness, joy. What does your body do in each situation? What can we do if we feel too much of a bad feeling? Talk to children about strategies that they can use – perhaps make a list as a class.</p>	<p>Wellbeing: It is important to look after our own mental health when we are trying to be healthy. A healthy mind and a healthy body are the best combination. Talk about emotions – ask children to show draw faces showing different emotions – can they show these faces themselves? Make a list of how different emotions make your body feel, e.g. anger, sadness, joy. What does your body do in each situation? What can we do if we feel too much of a bad feeling? Talk to children about strategies that they can use – perhaps make a list as a class.</p>	<p>Wellbeing: Display a drawing of a person on a piece of flipchart paper (a stick-person is fine). Discuss with the class how we know if someone feels good in their body (physical health) and their mind (mental health). Write the pupils’ ideas inside the body outline. Then discuss clues that might mean someone does not feel good in their body. How do we know? What about if someone does not feel good in their mind? Are there similar clues? Write these outside the body outline. Are we always able to tell how someone feels (physically or mentally)? We cannot always tell – sometimes illness or ill-health is not obvious to others. Discuss with children how they know when they are having negative/positive feelings – what does their body do to show them how they are feeling?</p>	<p>Wellbeing: Display a drawing of a person on a piece of flipchart paper (a stick-person is fine). Discuss with the class how we know if someone feels good in their body (physical health) and their mind (mental health). Write the pupils’ ideas inside the body outline. Then discuss clues that might mean someone does not feel good in their body. How do we know? What about if someone does not feel good in their mind? Are there similar clues? Write these outside the body outline. Are we always able to tell how someone feels (physically or mentally)? We cannot always tell – sometimes illness or ill-health is not obvious to others. Discuss with children how they know when they are having negative/positive feelings – what does their body do to show them how they are feeling?</p>
Lesson 6	<p>Importance of being outdoors. Go on a sensory walk with the children around the school grounds. What can children see, hear and smell? Come back into class and make a list. Why is being outside good for us? Discuss different things that children can do outside, e.g. bike ride, walking, swimming, going on the beach, sitting outside a cafe. If there is time, take the children outside to play a game of their choice – let them explain how being outside makes them feel.</p>	<p>Importance of being outdoors. Go on a sensory walk with the children around the school grounds. What can children see, hear and smell? Come back into class and make a list. Why is being outside good for us? Discuss different things that children can do outside, e.g. bike ride, walking, swimming, going on the beach, sitting outside a cafe. If there is time, take the children outside to play a game of their choice – let them explain how being outside makes them feel.</p>	<p>Importance of being outdoors. Discuss with children whether they prefer being outside or inside – what are the reasons for their choices? Ask – what do you think the benefits of being outside are? Make a list together as a class. Make a list of things that they can do to spend more time outside to reap the benefits. Weather depending – take children outside to read a short book to them or play a game of their choice. Let them explain how being outside makes them feel.</p>	<p>Importance of being outdoors. Ask children – why is it important to be outdoors? Get them to make a list individually and then share ideas with the rest of the class. Do children prefer being outside or inside? Why? Make a list of things that children can do to spend more time outside ensuring that they benefit from it. Weather depending – take children outside to read a short book to them or play a game of their choice. Let them explain how being outside makes them feel.</p>