

HEALTH AND WELLBEING

LEARNING OBJECTIVES/WALT

- What they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing
- Practise daily self-care routines e.g. exercise, healthy eating, hygiene

KEY VOCABULARY/LANGUAGE

- POSSIBLE STEM SENTENCE - *I feel good because I ...*
- Self care
- Routine
- Wellbeing
- Healthy habits
- Positivity
- Preparedness

WHAT YOU WILL NEED

- Lesson 5 resources doc [link here](#)
- Interactive white board for slide 3 or large paper roll or pieces taped together with slide 3 timeline copied on
- Pens or interactive pen
- Print slide 5 - 1 cube for each child 2 per page
- Scissors
- Crayons, felt tips pencils etc
- Bluetac or glue to make tower of cubes
- Musical instrument (any)

LESSON 5 - HEALTH AND WELLBEING - Daily doings

Lesson Content	Time guide	Outcomes
EXPLORE DRAMA - Daily routines - Find a space in the room - Ask individuals for an example of something they do daily to look after themselves e.g. 'exercise' 'clean my teeth' etc. - All act this thing out around the space (jumping, cleaning teeth, washing hands)	5 mins	Exploring topic with physical activity Established concept of self care = feel good
EXPLORE DRAMA, DESIGN & MUSIC - Day in the life (example slide 5) Create a class 'day in the life' that illustrates all the healthy actions they take and record it as a picture score. Use slide 3 blank day timeline on white board - Children will draw on white board, pictures and words etc - Ask the class to decide what they do as soon as they wake up e.g. run downstairs to eat breakfast/clean teeth - Have a volunteer draw a simple picture of this on the left hand side of whiteboard or on paper - Find a quick action, an onomatopoeic word (eg. brush or swish), and an instrumental sound for the decided 'thing' and perform it <i>four</i> times all together - sound with action - after 4 steady beats from the teacher (counted or on an instrument). - Skip forward to the next routine doing the same thing, draw picture, action, word and instrument and cover the whole day (example slide 4) - Read the score left to right, and keep performing from the start after each new addition (always with a 4-beat introduction) E.g. 1,2,3,4 Brush brush brush brush (with maraca) - <i>brushing teeth</i> Chomp chomp chomp chomp (with tambourine) - <i>eating breakfast</i> - Once you have completed the day ending in 'a good night's sleep' look at the picture score that has been created and Perform the score as a whole: words, instruments and actions.	30 mins	Creation of a visual score and rhythm piece Teamwork and class achievement to complete Embedding the concept and learning new actions that can help us feel good Vocabulary extension - onomatopoeic words Visual, aural and physical outcome
EXPLORE DESIGN - Building blocks for a good day Individually create a 2d building block decorated to represent one of these daily routines - Hand out cube to each child and scissors - each cuts out their cube - Decorate your cube with coloured pencils and crayons to show one of these self care routines e.g. Sleep, Healthy Breakfast, Water, Fresh air, Nutritious lunch, Singing, Football etc - Use simple drawings to indicate the routine and add background colour. Make them bold and bright (slide 6 examples) - Put all the decorated blocks together to build a big strong tower - We need these building blocks to make yourself strong for the day. Stick them to a large piece of paper for display	20 mins	Fine motor scissor practice Individual work then linked into larger display piece Individual reflection
EVALUATE - Head and shoulders, knees and toes evaluation scale - Using a physicalised scale of head to toes being confident to not confident, ask the questions on slide 9	5 mins	Assessment of their understanding and opportunity to check learning