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| North Beckton Primary School - HomeCurwen Primary School - The Tapscott Learning Trust  **Being Healthy – Curriculum Map 2022/23** | | | | |
|  | **Autumn** | **Spring** | **Summer 1** | **Summer 2** |
|  | **Understanding Being Healthy** | **Setting Targets** | **Mid-Point Assessment** | **Reviewing Targets** |
| **Mental Health**  **Intent:** To be able to successfully manage their behaviour and own mental health | What is Mental Health?  How do we determine good mental health?  Discuss strategies that work for improving own mental health | Recap Mental Health strategies  Understanding when to use mental health strategies  Understanding triggers for negative and positive emotions  Set targets for their mental health to improve and cope with negative emotions  Which strategies are they going to use?  How are they going to monitor/track to reach their targets? | Remind of targets  What strategies are they using?  Are they beneficial?  Could they try something else? | Final results  Which targets did they set?  Did they reach them?  Can they determine which strategy/ies work best for their negative emotions?  Evaluate |
| **Physical Health**  **Intent:** To be physically active, fit young people | What is Physical Health?  How do we determine good/bad physical health? | What do pupils need to be physically able to do at their age group?  Select an area, carry out test and measure results  Set target and plan to carry out strategies ready for Mid-Point Assessment | Look back at their targets  What strategies do they have in place?  Retest, have they met their target?  What can they do to improve? | Final results  What targets did they set?  Retest, measure results  Did they reach targets?  What would they do again/differently?  Evaluate |
| **Eating Healthy (Edible Playground)**  **Intent:** To develop skills and knowledge to independently manage their diets and nutrition | Preparing Edible Playground beds  Weeding and planting Autumn Seeds  Where is Yr Group bed?  What seeds are they planting?  Why is it important to grow organically and source locally? | Eating Healthily  What are the benefits of eating healthily?  What is healthy eating? Talk about balanced diets (meal plate)  Create a healthy menu  Can they harvest what was planted in Autumn?  Plant spring seeds | DT/Cooking  Pupils can produce a meal or dish using harvested crops and their healthy menus | Can they harvest what was planted in Spring?  Country fair  summer fair, sell harvested crops |

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| **Autumn 1** | **Mental Health** | **Physical Health** | **Eating Healthily/Edible Playground** |
| **EYFS/PMLD** | **Personal, Social and Emotional Development - Managing Feelings**  • I understand different feelings and can name them  Content/knowledge:  What is mental health?  Explore a range of feelings and name them – can they spot different emotions using images   * I know how to express my own feelings and can consider the feelings of others   Content/knowledge:  When to express feelings, feeling monsters, zones of regulation | **Managing their own needs**  **Focus area: Personal Hygiene**   * I understand ways to keep healthy and safe.   Content/knowledge:  What is physical health?  The importance of physical activity, how to brush teeth, having a good sleep routine, when to wash hands  Second hour  **Focus area: Gross Motor Skills**  Possible activities:   * Walking – forwards, backwards, eyes closed, giant steps, tip toes, heels * Star jumps – small/big jumps, side to side, backwards, forwards, eyes closed * Mats – pupils to travel across mat in different way – skip, roll, crawl, slide   Pupils to select one activity from above, test their gross motor skills– can they improve each time?  Pupils to self-assess during this activity – was it easy? hard? Why? How can they improve? - practise | * I know the importance of a healthy diet for good health.   Content/knowledge:  What is a healthy diet? – link to balanced diets, sort healthy and unhealthy foods  Why is it important to eat healthily? – give us energy, makes us feel good, helps the body grow and repair  Second hour – Edible Playground   * Introduce seeds for planting and the conditions required for growth * Clear beds / weeding * Plant new seeds (seed trays if necessary) * Research recipes including these ingredients   **Autumn Seeds:** Carrots, Cress |
|  | **Mental Health** | **Physical Health** | **Eating Healthily/Edible Playground** |
| **Yr 1** | **Mental wellbeing; recognising different feelings**   * I know how to recognise and name different feelings   Content/knowledge:  What is mental health?  Recognise and name some feelings that they and others might have, explore how feelings look (facial/body expressions), explore how feelings can make their bodies feel inside   * I understand ways of sharing feelings, and a range of words to describe feelings   Content/knowledge:  Describe how other’s might be feeling using scenarios, identify who can help them with feelings, and how they can help others | **Managing their own needs**  **Focus area: Personal Hygiene**   * I know ways to take care of themselves on a daily basis   Content/knowledge:  What is physical health?  How often to clean different parts of my body- which body parts need to be washed every day/twice a day or more, what items do we need to help us keep clean, when and how to wash my hands thoroughly, explain why we need to keep clean.  Second hour  **Focus area: Fine Motor Skills**  Possible activities:   * Tracing – pupils to trace a line with their pencil as accurately as possible * Threading beads onto a thread as quickly as possible * Paperclip chains – how many paperclips can they link together? - timed   Pupils to select one activity from above, test their fine motor skills – can they improve each time?  Pupils to self-assess during this activity – was it easy? hard? Why? How can they improve? - practise | * I know about healthy and unhealthy foods, including sugar intake   Content/knowledge:  What is a healthy diet? – link to balanced diets, foods, healthy eating plate  Why is it important to eat healthily? – give us energy, makes us feel good, helps the body grow and repair  Second hour – Edible Playground   * Introduce seeds for planting and the conditions required for growth (one seed type per class to sow – ensure chn are aware of what is being planted across all classes in year group) * Clear beds / weeding * Plant new seeds (seed trays if necessary) * Research recipes including these ingredients   **Autumn Seeds:** Radish, Pak Choi |
|  | **Mental Health** | **Physical Health** | **Eating Healthily/Edible Playground** |
| **Yr 2** | **Mental wellbeing; managing feelings and asking for help**   * I know habits for maintaining good mental health   Content/knowledge:  What is mental health?  The importance of good habits such as sleep, food, relaxing, connecting, learning, talking and exercise – why are these important? How does it make us feel? What do I need to do more of to maintain good mental health (pupils to create an action plan/to do list)   * I know how to describe and share a range of feelings   Content/knowledge:  What is a feeling? What feelings do you know? Are some feeling good and others bad? How do we know when someone is happy/sad/angry etc? What does their face look like? What about their body? Why is it important to talk about how you feel? | **Why sleep is important; medicines and keeping healthy; keeping teeth healthy;**   * I know habits for maintaining good physical health   Content/knowledge:  What is physical health?  What does good physical health look like and what can we do to maintain this – regular exercise, balanced nutrition and enough rest.  How can sleep and rest help us stay physically healthy? – think about recovery and reparation of the body. (Helps us grow and prepare our bodies for the next day).  Second hour  **Focus area: Balance**  Possible activities:   * Pupils to hold static balances for as long as they can – one leg, one-legged star, on tiptoes, on tiptoes in crouch position, on bottoms with feet and hands in the air * Pupils to hold weight shifting balances – tiptoes to crouch tiptoes, crouch tiptoes to tiptoes   Pupils to select one activity from above, test their balance – can they improve their balance each time?  Pupils to self-assess during this activity – was it easy? hard? Why? How can they improve? - practise | * I understand how and know which foods come from a plant or an animal.   Content/knowledge:  What is a healthy diet? Why should we eat healthily?  Pupils to identify different food groups – fruit and veg, milk and dairy, meat/fish, starchy foods (breads, rice) and fats/sugars  Pupils to sort foods into 5 different food groups  Which of these foods come from an animal or plant?  Second hour – Edible Playground   * Introduce seeds for planting and the conditions required for growth (one seed type per class to sow – ensure chn are aware of what is being planted across all classes in year group) * Clear beds / weeding * Plant new seeds (seed trays if necessary) * Research recipes including these ingredients   **Autumn Seeds:** Broad Beans, Spring Onions |
|  | **Mental Health** | **Physical Health** | **Eating Healthily/Edible Playground** |
| **Yr 3** | **Mental wellbeing; what affects feelings; expressing feelings; managing and reframing setbacks**   * I know about different feelings and emotions people experience   Content/knowledge:  What is mental health?  What is a feeling? Explore everyday feelings at different times of the day at school/home (individually) and share, categorise moments that may result in good/bad feelings   * I understand how feelings and emotions change and what helps people feel good   Content/knowledge:  Why do feelings change throughout the day? Look at a timeline of feelings for a day at school, What types of feelings can a person experience throughout the day? Decide how someone can deal with/talk about feelings | * I know about the healthy and unhealthy choices that people make in daily life that could affect their physical health   Content/knowledge:  What is physical health?  Can the pupils identify good and bad physical health?  What things can affect our physical health in daily life? – playtime, being outdoors, PE lessons, not going outside, not attending clubs etc. Can they relate this to homelife?  Provide scenarios – which would they choose to do? - explore healthy and unhealthy choices  How would this benefit their physical health?  Second hour  **Focus area: Strength**  How strong is my body?  Target activities: Timed   * Wall-Sit * Bear Crawl * Plank   Pupils to select one activity, test their muscular strength/endurance and use this as a target. Can they beat their score?  What can they do to improve their muscular strength/endurance?  1. Introduce timed activities above and their purpose  2. Dry run for the above activities (record evidence)  3. Investigate strategies to develop strength and improve their results  4. Decide on which strategy to help develop their strength and record | * I understand what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally   Content/knowledge:  What is a healthy diet? Why is it important to eat healthily?  Can the pupils identify the food groups and the foods in them?  Do they understand the importance of each group – eating things in moderation, occasional foods and regular foods  Produce their own healthy eating plate  Second hour – Edible Playground   * Introduce seeds for planting and the conditions required for growth (one seed type per class to sow – ensure chn are aware of what is being planted across all classes in year group) * Clear beds / weeding * Plant new seeds (seed trays if necessary) * Research recipes including these ingredients   **Autumn seeds:** Turnips, Peas |
|  | **Mental Health** | **Physical Health** | **Eating Healthily/Edible Playground** |
| **Yr 4** | **Mental wellbeing; what affects feelings; expressing feelings; managing and reframing setbacks**   * I understand ways of a range of feelings and emotions   Content/knowledge:  What is mental health?  What are feelings and emotions? Find as many words to express feelings, identify strong feelings, rank feelings (feelings thermometer), match feelings to temperature (fiery temper, boiling with rage, as cool as a cucumber), feelings as colours (tickled pink, feeling blue, she saw red, green with envy), match feelings to images (over the moon, shaking like a leaf, walking on sunshine)   * I know ways to express feelings and emotions and can explain why this is important   Content/knowledge:  Go back to earlier feelings - Where in the body would someone experience that feeling? What colour/shape/texture/image/sound would it be?  Why is it important to express feelings? Explore scenarios – what can help? What is stopping the person getting help? Consequences of not expressing feelings? Explore support options available such as ChildLine | * I understand what good physical health means and how to recognise early signs of physical illness   Content/knowledge:  What is physical health?  Why is it important to be physically healthy?  What things can affect our physical health both positively and negatively? – illness, disease, inactivity, exercise etc.  Can you spot the signs of physical illness? – colds, flus, injuries (link to why rest is important and sleep)  Second hour  **Focus area: Speed**  How fast is my body?  Target activities: Timed 60m Timed Runs (20 secs, 15 secs, 10 secs)   1. Introduce timed runs and their purpose 2. Dry run of timed runs (record evidence) 3. Investigate strategies to develop speed and improve results 4. Decide on strategy to develop speed and record | * I know the importance of food and drink for the body and how the appearance, taste, texture and aroma of food can impact the consumer   Content/knowledge:  What is a healthy diet? Why is it important to eat healthily?  Do the pupils understand the importance of food and drink for the body? – re/hydration, nutrition, vitamins/minerals, proteins – provide us with energy  How can the appearance, taste, texture and aroma affect people buying healthy foods? – junk food looks good (packaging) and tastes good (sugar) – encourages people to buy it etc.  Second hour – Edible Playground   * Introduce seeds for planting and the conditions required for growth (one seed type per class to sow – ensure chn are aware of what is being planted across all classes in year group) * Clear beds / weeding * Plant new seeds (seed trays if necessary) * Research recipes including these ingredients   **Autumn Seeds:** Chili Peppers, Spinach, Kale |
|  | **Mental Health** | **Physical Health** | **Eating Healthily/Edible Playground** |
| **Yr 5** | **Mental wellbeing; Maintaining a balanced lifestyle to support mental wellbeing**   * I know that we can take care of our mental health as well as our physical health   Content/knowledge:  What is mental health? Can the pupils identify good and bad mental health? Why is it just as important as physical health? – improves mood, confidence, motivation to do physical activity  Who and where can the pupils ask for help to support their mental wellbeing? – Place2Talk, Childline, trusted adults  How do these provisions provide us with support?   * I know everyday behaviours and strategies that help to support mental health   Content/knowledge:  Mental health can affect feelings – scenarios/what feelings would they experience?  Feelings can fluctuate throughout day – how can we manage our feelings positively?  What strategies can the pupils think of to manage their feelings? – talking to a trusted adult, write a diary, happy place, sleep | •I know how sleep contributes to a healthy lifestyle and know healthy sleep strategies and how to maintain them  Content/knowledge:  What is physical health?  Why is it important to be physically healthy? – improves movement, strength - improves mental health (link)  Why is sleep important to maintaining good physical health? – link to recovery and reparation of the body (resets body for the next day, enables the body to repair itself after exercise/injury)  Explain the consequences of not enough rest/sleep?  How can we ensure we have enough rest/sleep? – downtime online, put phones/tablets away, reading books, mindfulness to help us sleep.    Second hour  **Focus area: Flexibility**  How flexible is my body?  Target activities: Measure using rulers, guides   1. Introduce flexibility and which areas of the body can be flexible 2. Explain importance of flexibility 3. Dry run of 3 tests below:  * Sit & Reach (can they touch their toes?) * Splits * Backwards bend  1. Investigate strategies to develop flexibility and improve test results   Decide on strategy to develop flexibility and record | Where does our food come from?   * I know where food comes from and understand the importance of seasonality   Content/knowledge:  What is a healthy diet? Why is it important to eat healthily?  Why do we grow/eat different things over the Autumn/Winter months? (Seasonality-Weather)  What is the difference between grown, reared and caught? – sorting and comparing  Second hour – Edible Playground   * Introduce seeds for planting and the conditions required for growth (one seed type per class to sow – ensure chn are aware of what is being planted across all classes in year group) * Clear beds / weeding * Plant new seeds (seed trays if necessary) * Research recipes including these ingredients   **Autumn Seeds:** Parsley, Onion Tough ball |
|  | **Mental Health** | **Physical Health** | **Eating Healthily/Edible Playground** |
| **Yr 6** | **Mental wellbeing: What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online**   * I know what can impact mental health and understand how it can be affected   Content/knowledge:  What is mental health? Identify good and bad mental health – what does it look like?  How can electronic devices affect our mental health? – long hours, no sleep, cyber bullying, introverted etc.  Life events and circumstances can affect mental health – conflicting feelings, changes over time  Who can you talk to if this is affecting your mental health negatively?  Second hour   * I know positive actions to support mental wellbeing and understand how to manage mental health during difficult times   Content/knowledge:  Recap strategies – can the pupils set their own targets to manage their time online using the strategies  What difficult times might we face?  Pupils to create a log/diary to monitor mental health – life events/circumstances  How can the pupils balance their time online? – switching phones off, set times, allowing enough time for outdoor activities, downtime at night | * I know how medicines can contribute to health and how allergies can be managed   Content/knowledge:  What is physical health?  Why is it important to be physically healthy?  improves movement, strength - improves mental health (link)  What things can affect our physical health? – illnesses, disease, injuries, allergies  How can we maintain good physical healthy when faced with these challenges? – medication (aid with recovery and reparation of the body)  Second hour  **Focus area: Stamina** (bleep test)   1. Introduce bleep test and its purpose 2. Dry run of bleep test (record evidence) 3. Investigate strategies to develop stamina and improve bleep test results   Decide on strategy to develop stamina and record | First hour   * I know how crops and animal produce are processed into ingredients that can be eaten or used in cooking   Content/knowledge:  What is a healthy diet? Why is it important to eat healthily?  Do the pupils understand drying, threshing, winnowing, milling grain, shelling nuts and butchering animals?  Do they understand canned and preserved foods?  How do they become ingredients that can be cooked with? – think of examples where these ingredients are used  Second hour – Edible Playground   * Introduce seeds for planting and the conditions required for growth (one seed type per class to sow – ensure chn are aware of what is being planted across all classes in year group) * Clear beds / weeding * Plant new seeds (seed trays if necessary) * Research recipes including these ingredients   **Autumn Seeds:** Lettuce, Cauliflower Snowball, Rocket |