**Being My Best**

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| **National Curriculum** | **Year R** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Pupils will learn: | Children will know (how to)/be able to: | | | | | | |
| **1.** What constitutes a healthy diet (including understanding calories and other nutritional content).  **2**. The principles of planning and preparing a range of healthy meals.  **3.** The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).  **4.** The characteristics and mental and physical benefits of an active lifestyle.  **5**. How and when to seek support including which adults to speak to in school if they are worried about their health.  **6.** How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.  **7**. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.  **8.** The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.  **9.** About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.  **10.** About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.  **11**. The facts and science relating to allergies, immunisation and vaccination.  **12**.The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. | **Managing Self ELG**  \*Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.  **Self-Regulation ELG** - \*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. | \*Recognise what I can do if I find something difficult  \*Know why certain foods are healthy and why it’s important to eat at least five portions of vegetables/fruit a day. | \*Name different parts of my body that are *inside* me and help to turn food into energy.  \*Explain how setting a goal will help me to achieve what I want to be able to do. | \*Recognise a skill or talent that I’ve developed and the goal-setting that I’ve already done (or plan to do) in order to improve it.  \*Give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I’ve done which shows this. | \*Give examples of different things that I do already that help to me keep healthy.  \*Give examples of some of the things that I do already to help look after my environment. | \*Give an example of when I have had increased independence and how that has also helped me to show responsibility.  \*Name several qualities that make people attractive that are nothing to do with how they look, but about how they behave. | \*Describe how I can overcome problems and challenges on the way to achieving my goals.  \*I can identify high and low risk situations. |
| **Vocabulary** | | | | | | | |
| Children will recall and verbalise: | | | | | | | |
|  | bounce back  try  food  routine  encourage  energy  exercise  heart  calm  try again  grow  muscles  sleep  healthy  wash  fruit  vegetable  energy  dairy  grow | Starchy  healthy  germs  learning  praise  behaviour  dairy  fruit  disease  practice  support  consequences  protein  vegetables  hygiene  make mistakes  feedback  special person  fruit  dairy  spread  confidence  encourage  promise  vegetables  meat  achievement  feelings  vitamins  sugar  portion salt  cereal | practice  encourage  goal  achieve  challenge  choose  choices  healthy  unhealthy  vaccination  injection  disease  hygiene  germs  teeth  dental  hygiene  oxygen  water  food  exercise  rest  brain  heart  lungs  stomach  small intestine  large intestine  food  water | balanced diet  proteins  muscles  dairy  teeth  bones  starchy carbohydrates  energy  fruit & veg  healthy  infection  cleanliness  hygiene  rest  sleep  water  medicine  drug  dose  safety  instructions  debate  discussion  continuum  courteous  respectful  justify  goals  ambitions  improve  achieve  collaboration  cooperation  teamwork  goal-setting  talents  skills  intelligence | individual  unique  choices  balanced diet  wellbeing  mental health  refuse  reduce  re-use  rot  recycle  repair  re-think  community  first aid  injury  minor  accident  emergency  blood  nose bleed  choking  breathing  airway  unresponsive  casualty  burn  scald  wound  recovery | healthy choices  organs  body systems  perseverence  commitment  resilience  determintion  patience  interpersonal skills  community  school community  independence  responsibilty  personal qualities  celebrities | wellbeing  connect  be active  take notice (mindful)  keep learning (get creative)  give  aspirations  goal setting  perseverance  health  wellbeing  accurate  reliable  sources  assessing risk  weigh up  dilemma  assessing risk  weigh up  choices  influence  Red Cross  first aid  emergency  999  ambulance  operator  information  serious  adult  scenario  script  role  feelings  panic  calm  responsive  unresponsive |