


Dereham Church Infant and Nursery School- PSHE

	<p>Year group: Nursery</p>	<p>Area/topic: PSHE Healthy Me!</p> <p>(Objectives from NC/ELG/Development matters)</p> <p>Talk about their feelings using terms such as worried, sad, happy etc.</p> <p>Become increasingly independent in meeting their own needs [washing hands, using the toilet, putting on own coat etc].</p> <p>Make healthy choices about food, drink, activity and toothbrushing,</p>
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Prior learning	Future learning
<p>Children will have different experiences relating to “making healthy choices” . Some children may just be used to having choices made for them and not have any understanding about what “being healthy” means. Other children may have been supported to make healthy choices for themselves and have some understanding about what being healthy means,</p>	<p>Children will learn to express their own ideas about what being healthy means. They will begin to talk about and name parts of their body. They will become more aware about what their body needs to grow and what choices they can make with regard to food and drink.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<ul style="list-style-type: none"> • I can name parts of my body, • I can talk about how to keep my body healthy [keeping clean and exercise]. • I know that some foods and drinks are healthier than others, • I know that my body needs rest 	<p>Tapestry observations</p> <p>Adults modelling social language in activities with children.</p>

<ul style="list-style-type: none">• I know what to do if I get lost• I know about "stranger danger"		Adults modelling sharing/taking turns.
Key vocabulary		
Body parts names [head, shoulders, legs etc]. Heart beat, breathe, teeth, clean, toothbrush, wash, sleep, healthy, fruit, vegetables, meat, fish, stranger,		
Common misconceptions	Books linking to this area	
Children may have limited understanding about healthy choices due to their age and experience, Children may think if they see someone regularly -then they are not a stranger.	Dorling Kindersley " Keep healthy" "Big words for little people -being healthy" by Helen Mortimer "My friend Toothy" by Stacey Laviolette "I can eat a rainbow" by Olena Rose	
Memorable first hand experiences	Opportunities for communication	
Visit from a police officer to talk about being safe/strangers Visit from a dentist to talk about looking after their teeth	Circle times Singing together [I've got a body, a very busy body"/"Heads, shoulders knees and toes"/"One finger, one thumb"].	

DCINS Reasonable adjustments for pupils with SEND

<p><i>Communication and Interaction</i></p> <p><i>simplified steps</i> <i>songs/videos</i> <i>smaller groups</i> <i>using puppets</i> <i>"Time to talk" resource [for ASD/children with communication and understanding difficulties].</i></p>	<p><i>Cognition and Learning</i></p> <ul style="list-style-type: none"> <i>activities/games that encourage social co operation and turn taking</i> <i>singing songs together</i> <i>encouraging children to be independent and make choices]ie at snack time; "apple or an orange?"</i> <i>encouraging children to develop good hand washing routines</i> <i>encouraging children to put on their own coats and boots etc</i>
<p><i>Social, Emotional and Mental health</i></p> <p><i>Visual/practical activities</i> <i>be aware of home life/experiences</i> <i>have a trusted adult to talk to them</i></p>	<p><i>Sensory and Physical</i></p> <p><i>explore ideas with visuals/equipment to reduce the need for vocalised communication [signing]</i></p>