

1.1 Body and mind

GET STARTED

This topic is set in the context of working towards Activity Resource 1.1: Healthy Me Certificate which states key understanding and could be given out at a school assembly where children celebrate and share what they have learned with the rest of the school.

Show the children a certificate and explain that everyone in the class is going to work towards achieving this award. This topic focuses on the four statements that are on the children's certificate, which are:

I know what I can do to be safe and happy. (Social and Emotional Health)

I know that exercise is good for me. (Physical Health)

I know what kind of foods help me to stay healthy. (Physical Health)

I know that personal hygiene is important to keep me healthy. (Personal Hygiene)

Begin by asking the children (working in small groups) to draw around someone in the group on a large piece of paper, or using chalk on the playground outside. Once complete, tell the children to talk with the children in their group about what they do to keep healthy and what else they could do to keep healthy.

Encourage children in their discussions to think beyond exercise and food, to areas such as emotional health. E.g., things that they do that make them feel confident and happy, such as playing with friends, reading or having quiet times. Let the children annotate the body shape they have created with the ideas that they have discussed.

Once completed, the rest of the class can visit each other and the groups to think about and discuss what children have done. You might ask children to:

- comment on the work, making sure that they are kind, helpful and specific (offering a comment that might improve their work);
- take one thing from another group to think about and add to their own outline.

LET'S THINK LIKE SCIENTISTS

Use these questions to develop research skills and speaking and listening:

- What do you think would happen if you never did any exercise?
- How could you help other people in your family be healthier?
- Why do you think sleep is good for your health?

ACTIVITIES

1 WHAT MAKES ME HAPPY?

L.O. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Keeping healthy is not just working with children about fitness, diet and hygiene, but also about supporting children in developing their understanding that having positive relationships, being happy and

YOU WILL NEED

- PowerPoint Slides 5–8 are useful to support this set of activities.

free from worry (stress) is also important. We need to take care of our body *and* our minds. Hence you might wish to link this topic to your Personal, Social and Emotional Development (PSED) work.

This first activity aims to link PSED into this topic, so that a false impression of what it means to be healthy is not given to children.

This area does of course require sensitivity from the adult, and other children, towards children's feelings and personal circumstances. The focus for this activity is encouraging children to share the things that make them happy and children could decide how to communicate in different ways, such as:

'Happiness' picture book

'Happy Me' video

'These things make me happy' scrap book.

Ask children to think about what makes people happy and list their ideas so that children can choose which aspects they want to share.

E.g., family, homes, hobbies, places, holidays, friends, toys and pets.

You could also encourage children to share responses:

- People who are important to me.
- Things that I like about myself.
- Things that I think I do well.
- Things that I would like to get better at doing.
- Things that I like to do to cheer myself up.
- How I help myself when I am sad, angry, nervous, frustrated.
- What I like to do with my friends.
- Who I can talk with if I am sad or worried.

ASSESSMENT

Subject Knowledge

- Em. Children can describe what makes them happy.
- Exp. Children know that being happy is important to how they feel.
- Exc. Children know that they need water, food etc. and that being happy is also important to being well.

2 HOW DO WE LIKE TO KEEP FIT?

L.O. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

- Discuss with children why they think that exercise is important. Children's responses could be scribed and recorded in a big book, floor book or on a working wall.
- Ask children to bring to school anything they have about keeping fit to share with each other. To help to make sure that this activity is as inclusive as possible, encourage children to bring anything; from photographs of themselves perhaps playing on a beach, to a football kit, dance shoes, skipping rope, scooter etc.
- Once children have had the opportunity to share with classmates, ask them to think about what they have learned, e.g.:
 - What are the different ways that we can keep fit?
 - What was a surprising way of keeping fit?
 - Is there something that they would like to try? Could a friend teach them?

Use the online resources and discuss how exercise can help different parts of the body. Ask children to think about how exercise helps

YOU WILL NEED

- Keep fit materials provided by children
- PowerPoint Slides 9–10 are useful to use at this point.
- Interactive activity

ASSESSMENT

Subject Knowledge

- Em. Children begin to link exercise with being healthy.
- Exp. Children link the idea of exercise with being healthy.
- Exc. Children can say how different things e.g. skipping, helps the body.
- Each of the statements above is a positive one and does not focus on weight, to avoid young children becoming concerned about body image.

their bodies. Collect their ideas. At the end of the discussion there are four key points to pull together with the children. Exercise:

1. Keeps our hearts healthy – when we exercise we ‘give our hearts a work out’.
2. Strengthens our muscles in different parts of the body.
3. Helps to keep us flexible (supple).
4. Makes us feel good.

3 HOW DOES EXERCISE HELP ME?

L.O. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Gather and record data to help in answering questions.

- Arrange a carousel of activities as part of a PE lesson. As they complete each activity, ask children to complete the record sheet (Activity Resource 1.2). Ensure that a wide range of activities are included. E.g.: jumping, running (perhaps on the spot), rolling, throwing, dribbling balls around obstacles, climbing, to match the four points mentioned in the previous activity. It would help children to complete the record sheet if each activity was numbered and named.
- As children work, ask them to think about what happens to the body when they exercise, e.g. the heart beats faster, they breathe faster, the body feels warmer. Ask which parts of the body each activity exercises.
- At the end of the session, share the results for each activity. Encourage children to think about how each exercise helped different parts of the body, which muscles were being used, if the activity helped to keep the body flexible (supple) and which ones made them feel good and why.

YOU WILL NEED

- Activity Resource 1.2
- Materials e.g. balls, cones for a range of exercises

ASSESSMENT

Subject Knowledge

- Em. Children begin to link exercise with different parts of the body.
- Exp. Children can say how different activities help parts of the body.
- Exc. Children can say how the activities affect the body.

Working Scientifically

- Em. Children are supported in observing and recording changes in their body during exercise.
- Exp. Children record observations.
- Exc. Children use data to make links between exercise and changes in their body.

4 KEEPING FIT CHALLENGE

L.O. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

- Arrange for someone, such as the Head Teacher or a teacher with responsibility for PE, to set the children a challenge which could be, e.g., to design and create one or more of the following:
 - A ‘Keeping Fit at Playtime Box’ with equipment and perhaps photographs to show children how to use the items during play and lunchtimes.
 - A ‘Healthy Buddy Day’ where children, perhaps in pairs, design some fun ‘keep fit’ activities, which they use with children from a younger year group, with whom they become their ‘Fitness Buddy’ at playtimes and lunchtimes.
 - A fitness video that children from other year groups can use.
 - A new game using small PE equipment that they could teach someone else in their class to use.

YOU WILL NEED

- Range of PE equipment for different activities

ASSESSMENT

Subject Knowledge

- Em. With support children can describe their activity and say how it helps someone to stay healthy.
- Exp. Children can say how their activities help children to keep healthy.
- Exc. Children design and talk about the impact of their activities on someone’s health using scientific vocabulary.

Explain to the children that whatever they do, they must make sure that the activity helps:

1. to keep the heart healthy (give the heart a workout)
2. to strengthen muscles in different parts of the body
3. to keep the body flexible (supple)
4. the person to feel good.

Before children share what they have created with other classes, give them the opportunity to peer review. Encourage children to talk about how their activity helps with one of the four main points (see above), which parts of the body it helped, what was good about the activity, as well as offer a helpful suggestion for improvement. Then, arrange for children from other classes to use the activities. The children can create a feedback form for them to fill in.

5 SAFE CYCLISTS

L.O. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Ask children to discuss with their partners why cycling is good exercise.
- Children bring a cycling helmet to school and you could add to the collection yourself. Give children time to explore the helmets and find out as much as they can about them.
- Discuss with children what they could look for, e.g. shape, materials used, padding, whether materials are hard or soft. Ask children what they have learned about cycle helmets, e.g. shape, names of materials, why those materials are used why helmets are important to wear, and how they protect people.

YOU WILL NEED

- Selection of different cycle helmets

ASSESSMENT

Working Scientifically

- Em. Children name materials and need support to link materials with why they are used.
- Exp. Children name materials and say why they have been used.
- Exc. Children compare the different materials and why they have been used and may suggest alternatives.

6 DESIGN, MAKE AND TEST A HELMET

L.O. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Perform simple tests.

Observe closely, using simple equipment.

Use their observations and ideas to suggest answers to questions.

- Ask children to talk in pairs about falling off a bike. What do they think might happen if they did not wear a helmet whilst cycling and crashed, hitting their head? At this point you could take the opportunity to remind

YOU WILL NEED

- PowerPoint Slides 11–13
- A range of found materials to make an egg-sized bike helmet, including plastic containers, metal, cardboard, soft and padded materials such as textiles and cotton wool.

children how to make an emergency call by using PowerPoint Slide 12. Give children a hard-boiled egg to put on their bike seat and let it drop off onto the ground. What happened to the egg? What can we learn from using the egg about what might happen if we were not using helmets and fell off our bikes?

- o Show children PowerPoint Slide 13 which challenges them to make a crash helmet for an 'egg cyclist' and test it on their egg.
- o Children work in pairs using a range of materials to make and test their helmet.
- o The children will be carrying out a comparative test, comparing the egg head before and after being dropped.
- o Use the word 'test' with the children so they develop understanding of the word. Ask them to think about how they will know if their helmet design was successful. Give them the opportunity to take before and after photographs, which they can annotate and write sentences about, or video their test describing what they are doing and the result.

ASSESSMENT

Working Scientifically

- o Em. Children make and test their helmet and need support to describe what happened and link to materials used.
- o Exp. Children make and test their helmet and are able to link use of material to their result.
- o Exc. Children make comparisons with the different materials used and suggest improvements on their test.



If someone needed an ambulance what would you do?

Make a play with your friend about ringing for an ambulance.

What would you say?