



Lesson 1: Responsibility

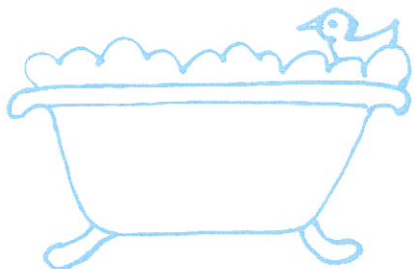
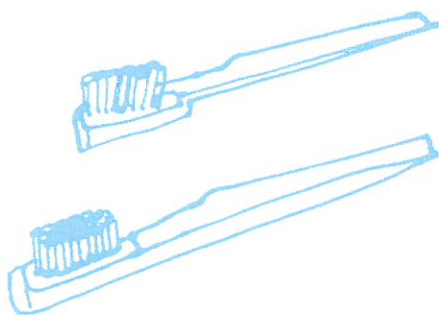


Learning Objectives

To understand what personal responsibility is

Resources

- 'How Do I Eat It?' by Shigeo Watanabe
- 'Time to Get Out of the Bath, Shirley,' by John Burningham



Starter Activity

In Circle Time, explain that as we grow we learn to do more things; the older we become, the more we learn about how to look after ourselves. Talk with the children about things they can do now for themselves that they could not do when they were younger.



Activity 1

Ask the children to draw and label pictures of the things they can do and be responsible for doing e.g. clean my teeth, choose my drink, read a book, put my shoes and coat on. In Circle Time, ask them to share their drawings and complete the sentence stem 'I can...'

Activity 2

Before reading the story 'Time to Get Out of the Bath, Shirley,' by John Burningham, discuss with the children the things they do for themselves and the things their parents/carers do to help them have a bath.

Ensure that the children recognise the difference between things that they are able to do for themselves and things that they are still learning to do, which are therefore the responsibilities of their parents/carers. Read the story and ask the children to identify ways in which Shirley could take more responsibility and help herself and her mother e.g. taking the soap out of the bath, folding her clothes, keeping the water in the bath, etc.

Activity 3

Read 'How do I eat it?' by Shigeo Watanabe. Stop at various points and ask the children if they can give the little bear any advice on how he should eat his meal.

Plenary

Ask the children to think about things that they could try for themselves and new responsibilities they could take on. Children then complete the sentence stem 'I could be responsible for...'



Lesson 2: Growing Up

Learning Objectives

To value their body, including physical achievements and capabilities

Resources

A4 photos of humans to sequence

Growing up pictures to sequence

Pictures to show physical progression

Points to Note

'I Can Do It!' Shigeo Watanabe is a suitable text for this lesson that could be shared with the children

Children will need to bring in photos of their families for next week's lesson.

Consider the circumstances of the children in the class, being mindful of children who are fostered/adopted/looked after, etc



Starter Activity

Look at pictures of humans at different stages of the life cycle. Discuss what happens as babies get older and then as they grow up. What changes happen? Can they sequence the pictures in time order as a group and discuss their choices?

Activity 1

Cut out and order pictures of humans at different ages to illustrate 'growing up'.

Activity 2

In small groups, ask the children to look at pictures of children at different stages e.g. newborn, toddler and now. Explain that as we become older our bodies grow. Look at the photos and describe the physical growth and changes that have taken place between each picture.

Think about what their bodies could and could not do at each age, including what they can do now. List the suggestions for each photo and help the children to see the progression and changes that have taken place in their physical capabilities.

Look for similarities and differences between themselves and other children in the group. Draw pictures to show what their bodies can do at each age.

Plenary

Think about things that they have learnt to do with their bodies since they were babies. Complete sentence stem 'I can...'. To the tune of 'Here we go Round the Mulberry Bush', ask the children to sing and mime the things they have learnt to do with their bodies, e.g. 'I know how to ride a bike, ride a bike, ride a bike...'

Or the children could mime activities that they can now do while the other children guess them.



Lesson 3: People Who Help Us



Learning Objectives

To know the adults who are responsible for looking after them

To recognise personal needs and to act on them where appropriate or ask for help

Resources

Activity 2

Pictures of people at different ages doing different activities

Points to Note

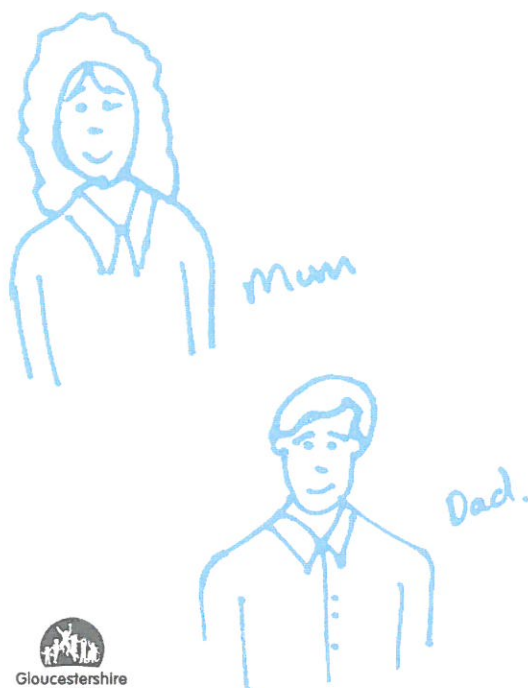
If carrying out Activity 1 – photos need to be requested prior to the lesson

Consider the circumstances of the children in the class, being mindful of children who are fostered/adopted/looked after, etc

Consider and celebrate the role of young carers

Key Vocabulary

Responsibility



Starter Activity

Who looks after me? In Circle Time, discuss with the children which adults look after them and what they do to take care of them.

Activity 1

In Circle Time, ask the children to show photographs of people in their family. Ask them to identify the people whose job it is to care for and look after them.

Encourage them to name and talk about these people and say what sort of thing they do to take care of them, e.g. 'My dad looks after me when he cooks my dinner'; 'My grandma looks after me when I stay at her house while mum is working'; 'My mum looks after me when she helps me to have a bath'; etc.

Activity 2

Provide small groups of children with a collection of pictures of people of all ages doing a variety of activities. Ask the children to sort them into sets using the criteria: things I can do now; things I will be able to do soon; things I can't do yet; things I need to practise.

Ask the children to identify activities in which they require help. Ask the children who could help them with these activities and make a list of the people they suggest.

Plenary

Give relevant scenarios and ask the children to think about who they would ask for help, e.g. I can't undo the zip on my coat; I can't find Mum or Dad in a shop; I have fallen over on the playground; I have had an argument with my friend, etc.

Lesson 4: Keeping Ourselves Clean

Learning Objectives

To understand basic hygiene routines, including toileting and washing

Resources

A story linked to bath time, for example 'The Bath Monster' Colin Boyd; 'Jojo Needs a Bath' Sujatha Lalgudi

NSPCC PANTS resources could be used at some point through the year. The resource reinforces how special the body is and promotes the idea of appropriate touch.

Points to Note

Be mindful of home circumstances when talking about bathing; consider how children can keep clean with limited facilities.

Starter Activity

Read a story linked to bath time (see resource list for ideas). Ask the children why they think the character in the story is having a bath.

Introduce the idea of keeping clean. Think of other ways to keep clean and make a list of ideas e.g. washing hands, cleaning teeth, washing hair, cutting nails, etc. Discuss when it is important to wash hands e.g. before eating, after using the toilet, etc.

Talk about what might be on their hands and introduce the idea of germs being bacteria that we cannot see, which may make us ill if they enter our bodies.

Explain how we can stop this from happening by washing our hands, washing and covering cuts and making sure that we don't put anything into our mouths which might have germs on.

Activity 1

Draw pictures of things they can do to keep themselves clean and germ-free e.g. brush teeth, wash clothes, wash hair, etc.

Activity 2

(possible role play area or one-off activity)

Provide small groups of children with dolls in a 'bathroom', equipped with bowls of water, towel, flannel, nailbrush, toothpaste, a toothbrush, soap, shampoo etc. Ask the children to imagine they are responsible for keeping these dolls clean and to demonstrate how they would do this.

What could they do if they didn't have all these things to use to keep them clean? What could we use if we went camping?

Plenary

In Circle Time, ask the children to share their pictures or experiences, and complete the sentence stem 'I keep myself clean by...'



Lesson 1: Life Cycles



Learning Objectives

- To understand what a cycle is
- To understand that changes happen constantly as we grow
- To understand the life cycles of humans and animals

Resources

Starter

Adult and baby pairing pack

Activity 1

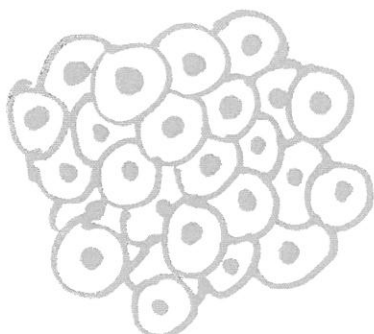
Mr Bean's Frogs clip online
www.youtube.com/watch?v=zHXswG4dNIk

Activity 2

'The Very Hungry Caterpillar' Eric Carle

Key Vocabulary

Lifecycle, birth, adulthood, reproduction, death



Starter Activity

Give each pupil a card from the Adult and Baby Pairing Pack and ask them to find their 'pair'. Once they are paired up, ask children to give reasons for their answers

Activity 1

Introduce the term 'life cycle' – growing from birth to adulthood and then reproducing young. Watch the Mr Bean's Frogs clip.

Ask the children how frogspawn turns into a frog. What do they think happens at each stage?

Children can then draw pictures to represent the stages of development, either three (frogspawn, tadpole, frog) or four/five (frogspawn, tadpole, tadpole with legs, froglet, frog) and label their diagrams.

Activity 2

Read 'The Very Hungry Caterpillar' Eric Carle. Discuss how the caterpillar changed through its life. Display the life cycle of a butterfly on the board and discuss the stages with the children.

Plenary

What other life cycles do the children know?
Elicit the stages of the human life cycle.





Lesson 2: The Human Life Cycle

Learning Objectives

To understand the different stages of the human lifecycle

To understand that humans, like other animals, change over time

Resources

Starter

'YouTube clip; Ageing Process in 40 seconds
www.youtube.com/watch?v=jN6q9AaFSok

Human lifecycle pictures to sequence

Activity 1

Human lifecycle pictures for the children to sequence

Key Vocabulary

Baby, toddler, child, teenager, adult, pregnancy, elderly

Starter Activity

Talk about the human life cycle. Order a sequence of pictures of humans in a cycle to make a timeline of development.

Discuss the terms at each of the stages: baby, toddler, child, teenage, adult, elderly.

Summarise this by watching the video clip on ageing.

Activity 1

The children can produce their own human lifecycle. Cut out and sequence the pictures provided or draw their own.

Or the children can label the stages of the lifecycle, by matching the pictures to the names at each stage.

Plenary

Divide a piece of paper into two. On one side, ask the children to draw a picture of themselves now. Label with current heights, hair colour, etc.

Then ask them on the other side to draw and label a picture of what they think they will look like in year six (these pictures could be kept and be revisited in year six).



Lesson 3: Being Unique



Learning Objectives

To value their own body and recognise its capabilities and uniqueness

Recognise that people are similar in some ways and different in others

Resources

Activity 2

Class Survey

NSPCC PANTS resources reinforce how special the body is and promotes the idea of appropriate touch. Visit the NSPCC website for activities and a 'Pantosaurus' video to use with the children.

Points to Note

Links: development of positive body image; concept of tolerance linked to British Values.

Activity 2 could be used as a maths data handling lesson.

Key Vocabulary

Unique, tolerance



Starter Activity

With a talk partner, the children will identify three ways in which their body is the same as their partner's and three ways in which it is different.

Activity 1

Ask the children to draw a self-portrait on a piece of paper and draw and label (around it) pictures of all the things their bodies can do. In small groups ask the children to share their work and note any similarities and differences in what their bodies are capable of doing. Discuss things that they can all do and things that some can and some cannot do.

Activity 2

Complete class survey of physical characteristics. Review the findings as a whole class. Would our results be the same as other classes? Why/why not?

Plenary

Play a class version of **Guess Who?** All stand up and ask questions: Are you a girl? Do you have long hair? Can you do a forward roll? Children who answer 'yes' remain standing. Continue the game until only one child is standing (note it is important to make sure the attributes selected are positive).



Lesson 4: Personal Hygiene



Learning Objectives

To learn basic information about how the body works and ways of looking after it

To know how to keep themselves clean

Resources

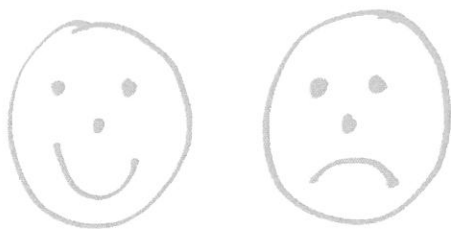
Activity 1

Scenario cards

Happy and sad face cards

Key Vocabulary

Hygiene, hygienic



Starter Activity

Ask the children about how they look after themselves and their bodies. In Circle Time, ask the children to take it in turns to mime something they do to look after themselves, e.g. brush hair, clean teeth, get dressed, etc. The other children can try to guess the mime action and then join in by copying. Use the song 'Here we go round the Mulberry Bush', and each time the mime is guessed all the children join in.

Activity 1

Give each child two cards showing a smiley face and a sad face. During Circle Time, share a number of scenarios to the children; ask the children to show either their smiley or sad face once they have listened to the scenario and decided whether it represents 'good hygiene' or 'bad hygiene'. Talk through each scenario and discuss the reasons for the children's choices (this could be done as a sorting activity in small groups).

Activity 2

Draw pictures of themselves doing something to keep their bodies clean and healthy. Make a class display. This is how Class... keep their bodies clean and healthy.

Activity 3

The children could produce simple posters to put up around school giving advice about keeping clean, e.g. handwashing signs in the toilets/dinner hall.

Plenary

Stand up, sit down. Call out instructions to the class such as 'clean your teeth twice a day'. Stand up if it's a good way to keep clean, sit down if not.

