**School name: FOUNDATION PLANNING YEAR A**

**BRONZE**

**Theme: Year: 3/4 Term: Autumn 1**

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| **ART** | **D&T** | **Geography** | **History** | **ICT** | **MFL** | **MUSIC** | **PE & SPORT** | **PSHE/SMSC**  **x** | **RE** | **SCIENCE** |

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| **Lesson** | **Learning Objective and Success Criteria** | **Learning Tasks & Activities** | **Resources/ICT** | **Links to the Arts** |
| **1** | **Healthy Lifestyles**  L.O To learn what makes a ‘balanced lifestyle’  Success Criteria:   * I must: Identify different ways to maintain good health. * I should: Recognise what is meant by ‘a balanced lifestyle’. * I could explain why a balanced lifestyle is important. | **Starter-** Tell pupils that we are finding out about a ‘balanced lifestyle’. Show the first and second ppt, slide and ask pupils to tell Maz all they know about a ‘Balanced Lifestyle’, completing the first sheet for their booklet.  **Core activity**- Look at slides 3 & 4 and consider some of the things that help us to achieve a balanced lifestyle. Ask pupils to suggest some things that they do that help them to achieve a ‘balanced lifestyle’. Go to slide 5 and ask pupils to think about ‘why’ it might be important to have a ‘balanced lifestyle)  ‘Ask pupils to complete the next sheet for their booklet. (considering the amount of time, they might spend doing different activities in the week) do they think it is balanced or do they think they could improve it.  **Plenary**- Return to the starter sheet and add anything more (using a different coloured pencil) that they think might help Maz to achieve a balanced lifestyle. | Ppt.on Balanced lifestyle  Worksheets  Pencils  Alternative colour pencils. | Make a rap song to promote Healthy Lifestyles |
| **2** | **Healthy Lifestyles**  L.O. To learn about making choices in relation to health  Success Criteria:   * I must: Describe what it means to make an informed choice. * I should : Give examples of the kinds of choices people make in their daily lives. * I could: Describe choices that have more positive consequences on health and those which have a more negative effect. | **Input**- ask children to describe what is meant by ‘a choice’. Offer them a choice of ‘an activity’ that is in your left hand or your right hand. (just have a blank piece of paper in ach hand) children have no information about either hands contents and so are not ‘informed’ enough to make anything other than a guess as to which to choose. They may ask for more information but you refuse, encourage them not to choose as their may not be a good outcome for them.  **Task**- pupils take part in a short ppt discussing and offering ideas as the presentation progresses. Pupils cut out and sort the cards in pairs or small groups. They choose 4 cards to stick into their books (leaving room to write under each picture, what is happening, whether it is a good or not good choice and what the consequences of each might be, (good or not good)  **Plenary-** pupils share the results of their activity. Ask them what would have helped them to choose from your hands in the beginning (ie more information) give them more information about the starter to emphasise how the choice can be more informed. | Ppt  12 sets of Sorting cards (for pairs.)  Worksheet proforma if needed. |  |

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| **Lesson** | **Learning Objective and Success Criteria** | **Learning Tasks & Activities** | **Resources/ICT** | **Links to the Arts** |
| **3** | **Healthy Lifestyles**  L.O. To learn about what makes up a balanced diet.  Success Criteria:   * I must: Recognise what make a balanced diet. * I should: Identify what food they think should be eaten regularly to maintain good health * I could: Describe how to keep teeth healthy | **Starter**- ask pupils to complete the initial assessment sheet about a balanced diet.  **Main Activity**- pupils take part in a ppt about nutrition and what nutrients our bodies need and why. Discuss and ask for input throughout the presentation. Ask pupils to return to their worksheets and add in the second part of the sheet what new things they have learned about a balanced diet.  **Plenary**- Quickfire on protein food and why they are needed, on carbohydrate foods and why they are needed etc. ask about fibre and where to get it. | Healthy eating baseline assessment on Healthy eating.  Healthy Eating Ppt. |  |
| **4** | **Healthy Lifestyles**  L.O. To learn about making healthy choices.  Success Criteria:   * I must: Describe what they like and dislike. * I should: Recognise what a ‘choice’ is. * I could: Identify some choices that can help improve how they feel. | **Input:** Recap the last lesson that the children completed. Discuss the different food groups and what we need to make a healthy balanced diet.Show children some food choices. Children to make a choice. Is this a healthy choice or would it be better to pick something else?  **Task:** Children to create their own healthy food dish. Children to think about all the different ingredients within the food and decide what food groups they belong to. Children to label the different food groups.  **Plenary:** Children to share their dishes. Tell the class why is your dish a healthy choice? Is your dish balanced? What ingredients make your dish? | Smart board of different food both healthy and unhealthy choices. |  |

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| **Lesson** | **Learning Objective and Success Criteria** | **Learning Tasks & Activities** | **Resources/ICT** | **Links to the Arts** |
| **5** | **Healthy Lifestyles**  L.O. To learn about ‘different kinds of feelings’  Success Criteria:   * I must: Name feelings that they have had, both good and not so good.   .   * I should: Demonstrate how our faces and bodies show these feelings to others. * I could explain why feelings are important. | **Input**- tell pupils lesson is going to be about feelings. Begin the ppt. about Feelings. Ask them to silently reflect on ‘how they are feeling today’. *They* ***keep thoughts to themselves.***  **Baseline assessment**: ‘Tell it to an Alien’ ppt. introduces  Maz the Alien. He is visiting Earth to find out more about people, specifically ‘Feelings’. In pairs or small groups, pupils record all they know about feelings onto their Maz picture.  **Task-** continue with ppt. with following on whole class contribute to making a list of different feeling that people might have in a day ppt will add another feeling with each click that may or may not match what pupils suggest.. Pupils take turns to show a face/body action to show Maz what the different feelings look like.  On their sheet they record 4 feelings from the list in pictures. Stick the correct word onto the correct picture. S**upport**-use feelings face match cards.  **Plenary**- tell Maz what to look for if someone was scared (or any of the other feelings) Write what they might say or do. |  |  |
| 6 | **Healthy Lifestyles**  L.O. To learn about managing ‘different kinds of feelings’  Success Criteria:   * I must: Identify where in their bodies, they have these feelings. * I could: Identify some ways to feel better, if not feeling so good. * I should: Explain what makes them feel good and not so good. | **Input**- refer to previous lesson on feelings and remind pupils of the variety of feelings we can go through in just one day. Begin ppt.  Look at the’ ***How Are You Feeling Today’*** poster and in your mind choose one feeling and write/ draw it in your workbook.  **Task**-working in pairs or small groups, give each pupils a ‘scenario slip’ and ask them to try and identify the ‘feeling’ that is being portrayed. Pupils stick in the slip into their workbooks.  Next in pairs or small groups give pupils one or two cut out words to discuss the feeling, in terms of how it might make a person’s body react (clenched fists, downturned mouth, sinking tummy etc) **Teacher models** some sentences to describe a feeling ,Pupils individually make an information sheet for Maz to tell him what it feels like to have the feeling they have discussed.  **Plenary**- pupils consider how the scenarios that don’t make people feel so good, can be managed so that they have more positive feelings. e.g what could Maddy do so that she didn’t feel jealous? |  |  |

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