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| Lesson | Activity Outline | Knowledge and Skills | Context |
| 1 | **LO: To create a class page in the floorbook****Evaluation of Prior Knowledge**Prior to this lesson, students should have a basic understanding of:* The importance of working together in a team.
* Different ways of communicating ideas and feelings.
* The concept of respect and building positive relationships with others.

**Instructional Strategies****Starter:**1. Begin the lesson by revisiting the concept of effective communication and its importance.
2. Show examples of class pages in floorbook from previous years to inspire creativity and teamwork.

**Input:**1. Explain to students the objective of creating a class page in the floorbook and its purpose.
2. Introduce the key vocabulary (e.g., collaboration, teamwork, communication) they will encounter during the lesson.
3. Discuss the elements that should be included on the class page, such as class rules, photos, and positive messages.
4. Model how to work collaboratively with others to brainstorm ideas and delegate tasks.

**Activity:**1. Divide the class into small groups and assign each group a specific section of the class page to work on.
2. Provide students with drawing materials, photographs, stickers, and other resources to support their creative process.
3. Circulate around the classroom, offering guidance and support as needed.
4. Encourage students to communicate effectively and cooperate with their group members.

**Plenary:**1. Gather the class together to share and discuss the completed class page.
2. Allow each group to present their section and explain the choices they made.
3. Facilitate a reflection session where students can talk about their experiences working as a team.

**Plenary: Marvellous Me ‘Activity’**Floorbook expectation: QR codes, pupil voice, videos, and images. | L1. about what rules are, why they are needed, and why different rules are needed for different situations | This lesson plan aligns with the 2014 National Curriculum for England and focuses on the Personal, Social, Health and Economic education (PSHE) strand. The specific learning objective for this lesson is to create a class page in the floorbook, which falls under the Communication and Relationships aspect of the PSHE curriculum for Year 2 and Year 3 students. |
| 2 | LO: What does ‘being healthy’ mean?**Evaluation of Prior Knowledge:**To assess prior knowledge, the teacher can start the lesson by asking students what they think it means to be healthy. This can lead to a class discussion where students can share their ideas and experiences related to health. Additionally, students can be asked about activities they enjoy doing to keep themselves healthy.**Instructional Strategies:****Starter:*** Begin the lesson by showing images of different healthy foods, exercises, and personal hygiene routines.
* Ask students to discuss with a partner what they see in the images and why they think those things are important for staying healthy.
* Bring the class back together and have a brief discussion based on their ideas.

**Input:*** Introduce the concept of 'keeping healthy' by explaining that it means taking care of our bodies and minds to stay strong and well.
* Discuss different aspects of keeping healthy such as eating healthy foods, regular exercise, and good personal hygiene.
* Define key vocabulary: healthy, exercise, hygiene.

**Activity:*** Divide the class into small groups and provide each group with a set of picture cards showing various activities related to keeping healthy.
* Ask each group to sort the cards into categories such as food, exercise, and hygiene.
* Encourage discussions within the groups about why they placed each card in a specific category.

**Plenary:*** Bring the class back together and have each group present their categorised cards and explain their choices.
* Summarise the key points about keeping healthy discussed during the lesson.
1. Encourage students to ask any questions they may have about keeping healthy.

**Plenary: Marvellous Me ‘Activity’*** Floorbook expectation: QR codes, pupil voice, videos, and images.
 | H1. about what keeping healthy means; different ways to keep healthy | This lesson plan is aligned with the 2014 National Curriculum in England for Key Stage 1 PSHE. The lesson focuses on the learning objective of understanding what keeping healthy means and exploring different ways to keep healthy as outlined in the National Curriculum. |
| 3 | LO: What happens if I eat too much sugar?**Evaluation of Prior Knowledge:**To assess prior knowledge, the teacher can start by asking simple questions such as "What do you know about sugar?" and "Can you tell me some foods that have a lot of sugar in them?"**Starter:** Begin the lesson by showing pictures of different foods and ask students to sort them into two categories: high in sugar and low in sugar. Engage students in a class discussion about their favourite foods and whether they think those foods have a lot of sugar in them.**Input:** Introduce the concept of sugar and explain that while it can provide energy, too much sugar is not good for our bodies. Show visuals or videos illustrating how sugar affects the body, such as tooth decay or weight gain. Discuss the importance of eating a balanced diet and limiting sugary foods and drinks.**Activity:** Divide the class into small groups and provide each group with food labels or pictures of different foods. Ask each group to categorise the foods into 'high sugar' and 'low sugar' groups. Encourage discussions within the groups. Have each group present their findings to the class and explain why they placed each food in its category.**Plenary:** Review the key points of the lesson by asking questions like "Why is it important to limit sugary foods?" and "What are some healthier alternatives to sugary snacks?" Encourage students to reflect on their own food choices and think about how they can make healthier decisions.**Plenary: Marvellous Me ‘Activity’**Floorbook expectation: QR codes, pupil voice, videos, and images. | H2. about foods that support good health and the risks of eating too much sugar | This lesson plan is aligned with the 2014 National Curriculum in England for PSHE for Year 1 and Year 2 students. The lesson focuses on the question "What happens if I eat too much sugar?" This aligns with the curriculum's objective of helping children understand the importance of making healthy choices, including understanding the effects of different foods on their bodies. |
| 4 | LO: How does physical activity keep me healthy?**Evaluation of Prior Knowledge**To evaluate students' prior knowledge, the teacher could start by asking questions such as:Do you know what physical activity means?Have you ever played a game or sport that made you feel good and active?Why do you think moving and playing are important for our bodies?**Starter:** Begin the lesson by engaging students in a quick physical activity such as jumping jacks or stretching, to get them energised and ready to learn. Display pictures of children engaging in different physical activities and ask students to identify and name each activity.**Input:** Define physical activity as any movement that makes your muscles work and requires energy. Discuss with the class the importance of physical activity for keeping our bodies healthy. Introduce different types of physical activities like running, cycling, dancing, and explain their benefits.**Activity:** Physical Activity Matching Game: Provide cards with pictures of various physical activities. Ask students to match each activity card with its corresponding benefit card (e.g., running with strong heart).Healthy Habits Collage: Provide magazines, scissors, and glue. Ask students to create a collage showing different physical activities that can keep them healthy.**Plenary:** Review the benefits of physical activity discussed during the lesson. Ask students to share their favourite physical activity and explain why they enjoy it. Summarise the key points about how physical activity keeps us healthy.**Plenary: Marvellous Me ‘Activity’**Floorbook expectation: QR codes, pupil voice, videos, and images. | H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday | This lesson plan aligns with the 2014 National Curriculum in England for PSHE for Year 1 and Year 2. The specific focus is on the learning objective: "How does physical activity keep me healthy?" |
| 5 | LO: Why is sleep important?**Evaluation of Prior Knowledge:** The teacher could start by asking students what they know about sleep. This could lead to discussions about bedtime routines, times they go to bed, and how they feel after a good night's sleep.**Starter:** The lesson can begin with a simple question: "What do you think happens when you sleep?" This will help assess initial understanding and get students thinking about the topic.**Input:** Introduce the concept of sleep: Explain that sleep is a natural state of rest for the body and mind. Discuss why sleep is important: Highlight how sleep helps to recharge our bodies, helps us grow, and helps us stay healthy. Connect to personal experiences: Encourage students to share their bedtime routines and how they feel after a good night's sleep.**Activity:** Bedtime routine chart: Ask students to draw or write about their bedtime routine. This can include brushing teeth, reading a story, or anything they usually do before bed. Storytime: Read a children's book about sleep and discuss the importance of bedtime. Bedtime yoga or relaxation: Lead the class in a short session of calming exercises to promote the idea of winding down before sleep.**Plenary:** Review key points: Recap why sleep is important and how a good bedtime routine can help us sleep better.**Plenary: Marvellous Me ‘Activity’**Floorbook expectation: QR codes, pupil voice, videos, and images. | H4. about why sleep is important and different ways to rest and relax | This lesson is aligned with the 'Personal, Social, Health and Economic Education (PSHE)' area of the 2014 National Curriculum in England for Year 1 and Year 2. The learning objective is to understand why sleep is important for health and well-being. |
| 6 | LO: Why is it important to take a break from screen time?**Evaluation of Prior Knowledge:** Before starting the lesson, the teacher can initiate a discussion with students about their experiences with using screens and ask questions like:What do you enjoy doing on screens?How long do you think is too long to spend on screens?Do you ever feel tired after spending a lot of time on screens?**Starter:** The lesson can begin with an engaging introduction using pictures or videos showing children engaging in various screen activities. Ask students to share what they see in the images and express how they feel about screen time.**Input:** Introduce the concept of screen time and discuss examples like watching TV, playing video games, or using tablets. Explain why it is important to take breaks from screens to rest your eyes, body, and mind.Use relatable scenarios to help students understand when it might be suitable to take a break from screen time.**Activity:** Divide the class into small groups and provide each group with cards displaying different screen activities. Ask each group to sort the cards into two categories: 'Good to continue' and 'Time for a break'.Encourage discussions within the groups about why they made certain choices. Have each group present their categorizations to the class.**Plenary:** To conclude, gather the class and recap the main points discussed during the lesson. Encourage students to share one thing they learned about taking breaks from screen time.**Plenary: Marvellous Me ‘Activity’**Floorbook expectation: QR codes, pupil voice, videos, and images. | H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV | The lesson plan aligns with the overarching goal of the 2014 National Curriculum in England for PSHE, which emphasizes the importance of recognizing when to take breaks from screen time to promote a healthy digital lifestyle. |
| 7 | Assessment: Children to create a daily routine worksheet. | As above |  |