

<p><u>PD</u> <u>Health and Self Care</u></p>	<p><b>Nursery Skills</b></p>	<p><u>Development Matters 30-50months</u></p> <ul style="list-style-type: none"> <li>• Can tell adults when hungry or tired or when they want to rest or play.</li> <li>• Observes the effects of activity on their bodies.</li> <li>• Understands that equipment and tools have to be used safely.</li> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>• Can usually manage washing and drying hands.</li> <li>• Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> </ul>	<p><b>Reception Skills</b></p>	<p><u>Development Matters 40-60months</u></p> <ul style="list-style-type: none"> <li>• Eats a healthy range of foodstuffs and understands need for variety in food.</li> <li>• Usually dry and clean during the day.</li> <li>• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>• Shows understanding of how to transport and store equipment safely.</li> <li>• Practices some appropriate safety measures without direct supervision.</li> </ul> <p><b>Early Learning Goal</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>
<p><b>Autumn 1</b>  Environment</p>	<p>To take of coat with some support</p> <p>To know when they need to use the toiler</p> <p>Find toilets and use them with support if needed</p>	<p>Signs to help children communicate when they need the toilet</p> <p>Children's picture by their pegs for their coats</p> <p>Picture prompts to remind children how to use the toilet</p>	<p>To try and remain dry and clean during the day</p> <p>Find toilets and use them with support if needed</p> <p>To wash their hands as a whole class</p>	<p>Topic: <i>We've Got the Whole World in our Hands</i></p> <p>Signs to help children communicate when they need the toilet</p> <p>Picture prompts to remind children how to use the toilet</p> <p>Aprons</p> <p>Sink and soap in the classroom</p>
<p>Activities</p>		<p>Who can take their coat off first and find their peg to put it on?</p> <p>Adults modelling and showing children where the toilets are, where the soap and tissues are etc.</p> <p>Children to use picture prompts to support them using the toilet.</p> <p><b>Key Vocabulary: coat, peg, toilet</b></p>		<p>Adults to take and show children where the toilet is located.</p> <p>Children to have a toilet buddy if they are a bit worried about finding the toilet on their own.</p> <p>Adults will model simple signs to children e.g. wash your hands or go to the toilet.</p> <p>Adults will wear a copy of basic needs on a lanyard so children can point to what they need (SEN).</p>

				<p>Adults will model to children when an activity is messy they should use an apron to help them stay clean.  <b>Key Vocabulary: clean, soap, apron, toilet</b></p>
What you will see		<p>Adults support children in the first term with toileting and modelling how to take their coat off and find their peg.</p> <p>Children getting used to their new environment and being shown where things are.</p>		<p>Children starting to become independent when finding and using to the toilet.</p> <p>Children will use the appropriate resource to keep them dry and clean throughout the day e.g. apron for a messy activity.</p>
<b>Autumn 2</b>				
Environment	<p>Begin to be able to put their coat on with minimal adult support</p> <p>To wash hands as part of whole class</p>	<p>Pictures to remind children how to wash their hands effectively,</p> <p>Children's picture by their pegs for their coats</p> <p>Picture prompts to remind children how to use the toilet</p>	<p>To show understanding of how to transport and store equipment safely</p> <p>To dress and undress independently</p>	<p>Topic: Let's Celebrate</p> <p>Safe storage for tools and equipment</p> <p>Pictures to show how tools and equipment can be stored safely</p> <p>A list of instructions to support children getting changed</p>
Activities	<p>To begin to understand that tools have to be used safely e.g. not running with scissors</p>	<p>Adults modelling 'the flip trick' - how to put on their coat independently.</p> <p>Zips and buttons activities out for children to practise how to do their own coat up.</p> <p>Adults show children where and how to store and use equipment safely.</p> <p>Carpet learning time about rules of the classroom and how to stay safe.  <b>Key Vocabulary: zip, up, wash, hand, safe</b></p>		<p>Children will be practising changing for the Christmas show, adults will model how to do so and children will have a few dress rehearsals to practice.</p> <p>Children will have a carpet session on how to change for PE by writing together instructions, which children can use when changing.</p> <p>Adults will model how to store equipment safely and children will try to do independently after choosing time.  <b>Key Vocabulary: store, safe, button, zip</b></p>
What you will see		<p>Adults modelling and supporting children become independent learners.</p> <p>Children using equipment safely and purposefully inside and outside the classroom.</p>		<p>Adults modelling how to use and store equipment safely.</p> <p>Adults will be modelling activities to the children at the start of each day.</p> <p>Adults modelling to children how to take their jumpers off and other items when appropriate.</p>
<b>Spring 1</b>				
Environment		<p>Pictures to remind children how to wash their hands effectively.</p>	<p>To show some understanding of good practices e.g. exercise, eating,</p>	<p>Topic: A Helping Hand</p> <p>Parts of the body</p> <p>People who help us role play equipment</p>

	To be able to manage washing and drying their hands independently before snack time and if hands are dirty - without as much prompting from an adult	Picture prompts to remind children to take their shoes off.  Storage for shoes when they are not being used	sleeping and hygiene can contribute to good health  To be able to talk about ways to keep healthy and safe	Role play area with dressing up clothes linked to a hospital or vets  Healthy and unhealthy food activities
Activities	To take shoes off and put them on again	In the water tray children can use soap dispensers, washing up liquid and water.  Children can practise washing babies' hands in the water tray and take their shoes on and off before and after.  Adults can model to children how to take their shoes off and support them putting them back on.  <b>Key Vocabulary: on, off, wash, soap</b>		Children can use real food to put make up a healthy and unhealthy lunchbox.  Children can draw a healthy lunch on a paper plate.  During PE lesson the teacher talks about exercise and why it is important to a healthy lifestyle.  Children have a go a taking a warm up in the PE lesson to get everyone moving.  Children have a visit from a doctor and a dental nurse, who talk about germs and why we need to wash our hands/brush our teeth.  <b>Key Vocabulary: healthy, exercise, eat, sleep</b>
What you will see		Adults modelling and supporting children become independent learners.  Children using equipment safely and purposefully inside and outside the classroom.		Children in the role play area modelling how to use equipment to keep our bodies healthy.  Children talking and communicating with one another about the components your need to have healthy lifestyle e.g. exercise, fruit & vegetables.
<u>Spring 2</u>  Environment	To be able to change themselves with minimal adult support if wet/dirty	Children will have a spare clothes bag on their own peg  Dressing up clothes in the environment  A safe space to change away from other children	Children can show understanding of the need for safety when tackling new challenges, and considers and manages some risks.	Topic: Let it Grow Safe storage for tools and equipment  Pictures to show how tools and equipment can be stored safely  Classroom rules  Pictures to support children washing their hands correctly

<p>Activities</p>		<p>Children play match the clothing to the body part with real clothes e.g. trousers go on legs.</p> <p>Children have access to dressing up clothes linked to interest and are encouraged to use them independently.</p> <p>Adults model and break down instructions to support children changing their clothes.</p> <p>Children can change and use their own wellies when it's raining or a messy activity outside.</p> <p><b>Key Vocabulary: trouser, jumper, clothes, wet, dirty</b></p>	<p>To wash their hands independently e.g. before snack</p>	<p>In the water tray children can use soap dispensers, washing up liquid and water.</p> <p>Children can practice washing babies hands in the water tray.</p> <p><b>Key Vocabulary Hygiene, risk, safety, challenge</b></p>
<p>What you will see</p>		<p>Adults modelling and supporting children become independent learners.</p> <p>Children showing independence when changing items of clothing or footwear.</p>		<p>Children tackling new challenges but asking for support when necessary.</p> <p>Children knowing when to wash their hands and doing so independently.</p>
<p><u>Summer 1</u></p> <p>Environment</p>	<p>Observe the effects of activity on their body e.g. being able to say I am hot or tired</p>	<p>Water bottle and water station</p> <p>Season table linked to summer</p> <p>Parts of the body - skeleton?</p>	<p>To manage their own basic hygiene e.g. if they get paint on their hand to wash it off before continuing another task</p>	<p>Topic: Fairy Tales</p> <p>Picture prompts and reminders to wear aprons and wash their hands</p> <p>Water play with aprons</p> <p>Painting station with aprons</p> <p>Messy activity aprons</p>
<p>Activities</p>		<p>Children will learn about seasons and the changing weather, as the weather gets warmer children will communicate what they need to help them stay cool or warm.</p> <p>Children will bring in their own sun cream, sunglasses and sun hat.</p> <p>Adults using language to model if they are feeling hot or cold and asking children.</p> <p>Children could have a summer table set up with all things that might happen in summer time for children to explore.</p>		<p>Adults will model to children how to complete a activity safely before children having a go.</p> <p>Children will have activities that involve water, paint and other messy things which would require an apron and rolling up sleeves.</p> <p>In the water tray there might be babies and soap for children to practice.</p> <p>In the water tray children can use soap dispensers, washing up liquid and water .</p> <p>.</p>

		<p>Lots of water activities out to show children how to cool down.</p> <p><b>Key Vocabulary: hot, cold, tired, happy, sad</b></p>		<p><b>Key Vocabulary: messy, hygiene, wash, apron</b></p>
What you will see		<p>Adults modelling and supporting children become independent learners.</p> <p>Children staying safe and learning ways to keep cool in warmer temperatures.</p>		<p>Children accessing activities in the classroom and managing their basic hygiene independently.</p> <p>Adults reminding children to wear aprons and wash hands where necessary.</p>
<b>Summer 2</b>		<p>Safe storage spaces for equipment and tools</p> <p>Safety DT work bench and child appropriate tools</p> <p>Picture prompts to show where equipment is kept safely</p>	Eats a healthy range of foodstuffs and understands need for variety in food	<p>Topic: Under the Sea</p> <p>Snack and milk table available to for children all morning</p> <p>Water bottle station /accessible cups and tap water</p> <p>Super market role play area linked to money</p> <p>Books in book area and snack table linked to healthy living</p>
Environment	<p>To understand that equipment and tools have to be used safely</p> <p>To be able to change themselves without adult support e.g. zipping up clothing</p>	<p>Adults to model activities that use a specific tool before children attempt them.</p> <p>Children in 2 or 3 at a time can work at the DT work bench using tools such as hammers and saws to make vehicles of objects safely with adult support.</p> <p><b>Key Vocabulary: change, clothes, zip, safely</b></p>		<p>Role play or table top activity where children can buy and sell food linked to money.</p> <p>During Spring 1 topic children will talk about healthy food linked to doctors and have a range of activities linked to healthy living.</p> <p>Having a snack table every day with a range of fruit to support children conversations.</p> <p>Adults have regular conversations with children at lunchtime around what they are eating, what is healthy in their lunchbox?</p> <p><b>Key Vocabulary: healthy food, bones, body,</b></p>
Activities		<p>Children putting their coats or clothing on independently</p> <p>Children using tools safely and effectively</p>		<p>Children when asked can hold a conversation about healthy lifestyle.</p> <p>Children will be talking at the snack table about the different types of fruit and exploring books linked to healthy living.</p>
What you will see				