

Nursery:

Lesson:	Learning Objective	Suggested activities	Links to early Learning Goals
<p>6, 7 and 8</p> <p>Lessons 6, 7 and 8 are the Relationships Education lessons for Reception.</p>	<p>The suggested activities are guides and ideas to use over the space of three weeks. Teachers are advised to use and adapt any activities they feel are relevant to the needs of their class.</p> <p>Lesson 1: To consider the routines and patterns of a typical day</p> <p>Lesson 2: To explain how to keep myself clean and healthy and explain why it is important</p> <p>Lesson 3: To identify the people in my family and explain where I can get help</p> <p>Links to national guidance:</p> <ul style="list-style-type: none"> - A1, A2, A3, A4, A6, K4, K5 	<p>Suggested activities</p> <p>Lesson 1: To consider the routines and patterns of a typical day:</p> <ul style="list-style-type: none"> ◦ Role play: Encourage the children to mime some of the things they do every day e.g. brushing their teeth, getting dressed, eating breakfast. ◦ Simon says: Play the game Simon Says to role play daily routine activities with the children ◦ Sequencing: Use the daily routine sequencing cards or the daily routine photocards to have the children order the different activities they do in the day ◦ Mime: Children should act or mime the activities they do everyday e.g. Brushing teeth, washing hands, eating breakfast. You could display picture from the photocards for the children to mime. Ask the children what they see in the picture. have them talk about what they see, when this activity is done and why it is important. ◦ Circle time: the focus of a circle time session could be based on the importance of brushing teeth, washing hands, getting good sleep ◦ Mix up: Give each child a photocard. Jumble the children up. Then ask other children to sequence the photocards in the correct order of what we do each day <p>Lesson 2: To explain how to keep myself clean and healthy and explain why it is important</p> <ul style="list-style-type: none"> ◦ Hand hygiene circle time: Q: What about when they wipe or blow their noses, where do they put the tissues? Q: Do they clean their hands after wiping their noses or sneezing. Q: What do they do with the paper towels when they have cleaned their hands? Talk about the importance of disposing of tissues and paper towels hygienically to stop the spread of germs. ◦ Personal hygiene station: You could have a personal hygiene station in your classroom, where children can find tissues, a mirror to see to wipe their noses properly and a pedal bin to dispose of tissues? This is a great addition to any classroom as it helps to promote independence and self-care. ◦ Hand hygiene: Q: Do you know how to clean your hands properly? Q: Do you know why we need to clean our hands? Explain how cleaning our hands reduces the number of germs on them. Explain how these germs can sometimes cause disease and make us unwell and if we don't clean our hands we spread the germs onto everything and everyone we touch. Show the children the 5 steps to clean hands animation. Sing along to the 5 steps song and get the children to add actions for the 5 different steps. Practise with the children until they are familiar with the 5 steps. https://www.youtube.com/watch?v=tNOAV030yCc ◦ Handwashing – children enjoy sensory exploration: Set up some bowls with warm water and different soaps, allow the children to experiment and explore making and playing with the bubbles. Join in with the fun, developing games such as ‘Follow my leader’ – soapy bubbles only on the thumbs, or two fingers, or a soap glove to cover the whole hand; let the children take turns at being the leader. Maybe use whatever handwashing song you have taught them, to see which type of soap foams the best before the end of the song (e.g. something to the tune of ‘row your boat’). Add in flannels, sponges and nail brushes and see what games the children create. 	<p>◦ 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>◦ They know about similarities and differences between themselves and others, and among families, communities and traditions</p>

	<ul style="list-style-type: none"> ◦ Teeth cleaning – using an egg timer: Laminate large pictures of a mouthful of teeth and, using wet wipe pens, draw a few pieces of food or a germ on the teeth. Add some toothbrushes, toothpaste and a bowl of water. Can they clean the teeth? Add an egg timer. Can they remove all the germs before the egg timer runs out? What if the teeth have more germs and food? Encourage the children to draw their own and play the game again. ◦ Coughing and sneezing – identifying germs: Put laminated pictures of germs with double sided sticky tape on the back into several bags. Ask children to pretend to cough into their hands and then ask them to go somewhere or do something such as find a pair of boots and put them on or choose a story from the book corner. Everything they touch with their hand they stick a germ on. Call them back. Do they have any germs left in their bag? Walk around the setting hunting down all the germs. Count them together. Now ask them to cough into their inner elbow and do the task again only leaving germs when their inner elbow touches something. Talk about what they discover. ◦ Handwashing – where germs like to hide: Germs are invisible so it is hard for young children to remember they exist. Help them to understand by using substitutes for germs. To extend the handwashing game cover the children's hands in a light oil and sprinkle cinnamon on them. Pretend the cinnamon are germs and wash them away. Try just using water, then soapy water. Notice where the germs like to hide – such as under nails. Can they remove them all? To extend the handwashing game cover the children's hands in a light oil and sprinkle cinnamon on them. Pretend the cinnamon are germs and wash them away. Where do the germs like to hide? Children will begin to make comparisons between quantities while playing ◦ Magic soap: Magic soap is a fun game to play. Sprinkle a little black pepper onto a bowl of water. Put one finger in and the pepper germs stick to the finger. Put the finger in liquid soap first and feel the germs run away. ◦ Teeth cleaning: Make some teeth in a mouth shape from plastic egg boxes, use washable paint for the dirt and leave toothbrushes and toothpaste next to the resources for the children to play and experiment with. Add plasticine food between the teeth. Can they think of something to use to remove the dirt? Add in the problem of decay, holes and cavities, make some in the 'teeth', and ask each person to make a set of teeth dirty. Give the dirty teeth to the person next to them to clean. How much harder is it to remove the dough and paint from the cavities? ◦ Handwashing – 'frozen' hands: Fill thin latex type gloves with water and freeze them. Use a washable marker pen to make the hands dirty. Place them on trays or in a sand tray and challenge children to wash the hands. You could add a timer and give them different things to wash their hands with, finding out which one is the quickest. Leave the frozen hands for the children to 'dirty' and observe how they play with them. ◦ Teeth cleaning: Set up a 'keeping teeth clean' game. Prepare a set of egg carton 'teeth' for each child. Throw a dice to see if you add food to the teeth or remove food by cleaning. Use string or pieces of fabric to stick in between teeth, have a set time for cleaning. As a group decide how the game ends. ◦ Coughing and sneezing – a puppet with a cold: Introduce a puppet with a cold and start to read a story or play a game with the puppet on your lap. The puppet keeps wiping its nose with its hand. The children tell the reader what is happening. Can they help the puppet to use tissues properly?
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<p>Then the puppet begins to sneeze, use beads to 'spray' the children with germs. Can they make something to go around the puppet's arm for the puppet to sneeze into instead of spreading the germs around the room?</p> <p>Lesson 3: To identify the people in my family and explain where I can get help</p> <p>When talking about families with children, it is important to be remember that families will look different. Remind children that not all families will look like their family, what is important is that our family loves us and takes care of us.</p> <ul style="list-style-type: none"> ◦ Circle time: Begin the week with a discussion about what children did with their families over the weekend. Ask them questions about their rituals, what they enjoy doing together, etc. This theme is perfect for having a "Star of the Day". You will need parents' collaboration. Send a note home asking children to prepare a box containing their favourite objects, a few family photos, etc. (inform parents that the photos will be used for a craft and will not be returned). Select a different child to be the "Star of the Day" each day. This child may present the content of his box to the group. You may invite parents to be present or have children choose a guest of their choice. Ask them if they have any brothers or sisters and how many family members there are in each of their families. Discuss different types of families (separated, divorced, different ethnic cultures, etc.) Ask children if there are any special phrases their parents tell them regularly or if their parents have given them nicknames. ◦ Family Photos: Ask parents for some pictures of family members and relatives (or even pets!) and create a memory box that you can share with the children randomly during the day. You could also try making an actual family tree, or a wall display, or a photobook ◦ Special people: During a circle time session have the children talk about people who are special to them. Explain that everyone has different special people in our lives. These special people take care of us and love us. ◦ My family: during a circle time session, have the children talk about who is in their family. explain that families often look different and not everyone has the same type of family. explain to the children that the most important things are our family looks after us and takes care of us and loves us. Explain that if we are not getting love and care from our family, we should talk to someone we trust. ◦ Giant genealogical tree: Cut a tree trunk out of brown cardboard. Trace children's hands (one hand per family member). Have children cut the hands and glue them to the tree trunk. Write the names of children's family members on each hand. ◦ Role play: ◦ Decorate your play home area with pictures of people of different ages. ◦ Clothing children can wear to personify a mom, a dad, grandparents or children. ◦ Taking care of a baby: dolls, towels, small bathtub, empty bath product bottles children may use to pretend they are washing their baby; bowls, spoons, baby bottles and bibs to feed their baby; diapers and accessories to change their baby's diaper. ◦ Family meal: table, chairs, dishes, utensils, tablecloth, candles, plastic food items children can use to reproduce a meal. This is the perfect occasion to show children how to set the table. 	
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Relationships Education lessons

		<ul style="list-style-type: none"> ◦ Hanging genealogical tree: Choose a shape you particularly like (star, moon, heart, animal...) and cut out several copies. On the shapes, glue a picture of each family member. Use string to hang the shapes from a clothing hanger or branch. ◦ Arts & crafts: ◦ Ask parents to provide photos of family members and let children reproduce their portraits. ◦ Provide catalogues children can use to cut out people to represent their family. ◦ Using portraits or people cut out of catalogues, make a puppet family. ◦ Ask children to draw a tree and complete it with them to make it a genealogical tree. Don't forget pets! ◦ Use drawings or two-dimensional crafts to prepare family books with your group. ◦ Make cards for grandparents. ◦ Make a collective mural which represents the children's families. ◦ Recycled materials. ◦ That's me! On a large piece of cardboard, trace the outline of children's bodies. Let them decorate their body outline as they wish, drawing clothing, features, etc. Cut out the silhouette (two arms, two legs, and the head) and assemble with fasteners to make it articulated. ◦ What a family! Cut people out of catalogues. Glue them onto cardboard to create a family. ◦ Family frame: Give each child four Popsicle sticks and show them how to glue them together to make a frame. Have children paint their frame and add glitter. Add a picture of their family. Encourage the children to talk about how their family may be similar or different to other families in the class. ◦ My family drawing: Children draw their family on a paper plate. Punch two holes near the top of the plate and thread a piece of yarn through it to make a pretty family frame. Encourage the children to talk about how their family may be similar or different to other families in the class. 	
<p>Resources needed:</p> <ul style="list-style-type: none"> ◦ Photocards ◦ Daily routine cards 	<p>Assessment opportunities</p> <ul style="list-style-type: none"> ◦ Can the children identify and sequence daily activities? ◦ Can the children explain how to keep themselves clean? ◦ Can the children identify people in their family? 		