

## Reception:

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><b>Links to national guidance:</b></p> <ul style="list-style-type: none"> <li>- A1, A2, A3, A4, A6, K4, K5</li> </ul>	<p><b>Suggested activities</b></p> <p><b>Lesson 1: To consider the routines and patterns of a typical day:</b></p> <ul style="list-style-type: none"> <li>◦ <b>Role play:</b> Encourage the children to mime some of the things they do every day e.g. brushing their teeth, getting dressed, eating breakfast.</li> <li>◦ <b>Simon says:</b> Play the game Simon Says to role play daily routine activities with the children</li> <li>◦ <b>Sequencing:</b> Use the daily routine sequencing cards or the daily routine photocards to have the children order the different activities they do in the day</li> <li>◦ <b>Mime:</b> 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.</li> <li>◦ <b>Circle time:</b> the focus of a circle time session could be based on the importance of brushing teeth, washing hands, getting good sleep</li> <li>◦ <b>Mix up:</b> 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</li> </ul> <p><b>Lesson 2: To explain how to keep myself clean and healthy and explain why it is important</b></p> <ul style="list-style-type: none"> <li>◦ <b>Hand hygiene circle time:</b> 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.</li> <li>◦ <b>Personal hygiene station:</b> 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.</li> <li>◦ <b>Hand hygiene:</b> 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. <a href="https://www.youtube.com/watch?v=tNOAV030YCc">https://www.youtube.com/watch?v=tNOAV030YCc</a></li> <li>◦ <b>Handwashing – children enjoy sensory exploration:</b> 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.</li> </ul>	<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>

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	<p>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><b>Lesson 3: To identify the people in my family and explain where I can get help</b></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"> <li>◦ <b>Circle time:</b> 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.</li> <li>◦ <b>Family Photos:</b> 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</li> <li>◦ <b>Special people:</b> 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.</li> <li>◦ <b>My family:</b> 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.</li> <li>◦ <b>Giant genealogical tree:</b> 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.</li> <li>◦ <b>Role play:</b></li> <li>◦ Decorate your play home area with pictures of people of different ages.</li> <li>◦ Clothing children can wear to personify a mom, a dad, grandparents or children.</li> <li>◦ 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.</li> <li>◦ 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.</li> </ul>

Relationships Education lessons

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<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>◦ Photocards</li> <li>◦ Daily routine cards</li> </ul>	<p><b>Assessment opportunities</b></p> <ul style="list-style-type: none"> <li>◦ <b>Can the children identify and sequence daily activities?</b></li> <li>◦ <b>Can the children explain how to keep themselves clean?</b></li> <li>◦ <b>Can the children identify people in their family?</b></li> </ul>	