

## HEALTHY SCHOOLS Long Term Planning

At County Bridge, our Healthy Schools agenda is focused on supporting children with the knowledge of a healthy lifestyle so that they can make informed choices regarding their diet and exercise. We provide opportunities and initiatives for children to become excited about healthy lifestyles and to try new foods or exercises that they may not have tried before.

AUTUMN 1	AUTUMN 2
<p><u>Healthy Snacks</u> By the end of this half-term, children will begin to make informed healthy choices when it comes to a snack for break-time. Children will have the understanding of what makes a snack healthy or unhealthy which will help inform their healthy choices.</p> <p><u>EYFS</u></p> <ul style="list-style-type: none"><li>• Children can identify whether a snack is healthy or unhealthy.</li><li>• Children can make healthy choices by choosing a healthy snack.</li></ul> <p><u>KS1</u></p> <ul style="list-style-type: none"><li>• Children can sort a variety of snacks into whether they are healthy or unhealthy.</li><li>• Children can sort a variety of cereal bars into whether they are healthy or unhealthy.</li></ul> <p><u>KS2 Y3/4</u></p> <ul style="list-style-type: none"><li>• Children can make healthy choices when selecting a break-time snack.</li><li>• Children can explain differences between a healthy snack and an unhealthy snack.</li><li>• Children can identify, and begin to understand, the nutritional value of different fruits and vegetables, beginning to make informed healthy choices between different fruits and vegetables.</li></ul> <p><u>KS2 Y5/6</u></p> <ul style="list-style-type: none"><li>• Children can explain why a snack is healthy or unhealthy, using nutritional language.</li><li>• Children can explain how the nutritional value of fruits and vegetables differ based on their sugar, protein, fat and fibre content. They can make informed decisions about organising fruit and vegetables based on how healthy they are (e.g. apples are healthier than bananas because bananas typically contain 14g of sugar).</li></ul>	<p><u>Wellbeing</u> By the end of this half-term, children will have identified a number of ways in which they can improve their own wellbeing. Children will have the opportunity to discuss what wellbeing is, understand factors that positively and negatively impact on our mental health before identifying methods to improve our wellbeing.</p> <p><u>EYFS</u></p> <ul style="list-style-type: none"><li>• Children can identify the difference between happy and sad.</li><li>• Children can identify what makes them happy and what makes them sad.</li></ul> <p><u>KS1</u></p> <ul style="list-style-type: none"><li>• Children can identify activities or objects that make them feel happier.</li><li>• Children can identify triggers that make them feel sad.</li><li>• Children can identify ways in which they can overcome issues to improve their wellbeing.</li><li>• Children can begin to speak and act with a growth mindset.</li></ul> <p><u>KS2 Y3/4</u></p> <ul style="list-style-type: none"><li>• Children can understand 'triggers' or events that upset their mood.</li><li>• Children can identify what improves their mood and can implement strategies to address low moods.</li><li>• Children can understand how poor wellbeing and poor mental health can affect other areas of our lives (friendships, academic achievements etc.).</li><li>• Children can develop a positive, growth mindset to adopt in school and at home.</li></ul> <p><u>KS2 Y5/6</u></p> <ul style="list-style-type: none"><li>• Children can understand triggers or events that upset their mood.</li></ul>

<ul style="list-style-type: none"> <li>Children can make healthier choices when bringing a break-time snack to school.</li> </ul>	<ul style="list-style-type: none"> <li>Children can start to infer and anticipate potential triggers that might affect their wellbeing and adopt strategies to protect and defend their wellbeing.</li> <li>Children can identify a variety of ways in which they can positively impact on their own wellbeing.</li> <li>Children can adopt a growth mindset both in and out of school, in order to tackle any challenge that they may face.</li> </ul>
<p><b>SPRING 1</b></p>	<p><b>SPRING 2</b></p>
<p><u>Keeping Fit</u> By the end of this half-term, children will understand the importance of keeping fit. The physiological and mental benefits of physical exercise are explored and children will look at a variety of ways in which they can keep fit and exercise.</p> <p><u>EYFS</u></p> <ul style="list-style-type: none"> <li>Children can identify ways in which they keep active.</li> <li>Children can identify activities that they enjoy which are physical and choose to complete these activities regularly.</li> </ul> <p><u>KS1</u></p> <ul style="list-style-type: none"> <li>Children can identify different ways of exercising and take part in these activities at break-times.</li> <li>Children can understand what happens to our bodies (particularly the heart) when we exercise.</li> <li>Children can understand how taking part in physical exercise can positively improve our mental health.</li> </ul> <p><u>KS2 Y3/4</u></p> <ul style="list-style-type: none"> <li>Children can identify a range of different exercises and can understand the parts of the body in which they have the greatest impact.</li> <li>Children can understand why our heart rate increases and the importance of blood being pumped to our muscles when we are active.</li> <li>Children can identify how physical exercise makes them feel and begin to identify that some activities make them feel happier than others.</li> </ul>	<p><u>Stay hydrated</u> By the end of this half-term, children will understand the importance of keeping hydrated and the impact dehydration has on our bodies.</p> <p><u>EYFS</u></p> <ul style="list-style-type: none"> <li>Children bring a reusable water bottle to school every day with water only.</li> <li>Children have an understanding that juice has sugar in it and is not as healthy as water.</li> </ul> <p><u>KS1</u></p> <ul style="list-style-type: none"> <li>Children bring a reusable water bottle to school every day with water only.</li> <li>Children can explain why water is a healthier option than juice.</li> <li>Children develop an understanding of the importance of keeping hydrated each day.</li> </ul> <p><u>KS2 Y3/4</u></p> <ul style="list-style-type: none"> <li>Children bring a reusable water bottle to school every day with water only.</li> <li>Children can use nutritional facts to explain why water is a healthier option than juice.</li> <li>Children can understand the impact of dehydration our wellbeing and how we physically feel when our bodies lack water.</li> <li>Children can identify side effects of feeling dehydrated.</li> <li>Children understand the difference between keeping hydrated and consuming too much water in one go, knowing that regular small drinks of water keeps us hydrated over a longer period of time.</li> </ul> <p><u>KS2 Y5/6</u></p> <ul style="list-style-type: none"> <li>Children bring a reusable water bottle to school every day with water only.</li> </ul>

<ul style="list-style-type: none"> <li>Children can see physical exercise as a release of negative energy or frustration.</li> </ul> <p><u>KS2 Y5/6</u></p> <ul style="list-style-type: none"> <li>Children can select specific exercises in order to improve a specific area of their fitness (stamina/endurance - Daily Mile).</li> <li>Children can explain the physiological impact on our bodies when we exercise, focusing on our heart and muscles.</li> <li>Children can see the positive impact that physical exercise has on our wellbeing.</li> <li>Children develop a competitive streak whilst also understanding the importance of being a good sport when competing.</li> </ul>	<ul style="list-style-type: none"> <li>Children can understand and explain how dehydration can affect us physically and our performance levels when completing tasks.</li> <li>Children can identify the nutritional differences between a range of drinks, understanding the amazing health benefits of drinking water.</li> </ul>
<p><b>SUMMER 1</b></p>	<p><b>SUMMER 2</b></p>
<p><u>Food Groups</u> By the end of this half-term, children will be able to remember the five major food groups and understand how and why our 'Eat Well' plate is divided unequally; understanding the effects of having too much or too little of food from specific food groups. Children will also explore what a balanced diet is and that treats are allowed but in moderation.</p> <p><u>EYFS</u></p> <ul style="list-style-type: none"> <li>Children can identify the difference between fruits and vegetables.</li> <li>Children can identify everyday foods and whether they are healthy or unhealthy.</li> </ul> <p><u>KS1</u></p> <ul style="list-style-type: none"> <li>Children can identify the five major food groups and recall their names.</li> <li>Children can sort foods into the correct food groups.</li> <li>Children can use their knowledge of food groups to begin to devise their own 'Eat Well' plate of foods based on foods that they like.</li> </ul> <p><u>KS2 Y3/4</u></p> <ul style="list-style-type: none"> <li>Children can recall the five major food groups and identify foods that belong to each group.</li> <li>Children can use their knowledge of food groups to devise their own 'Eat Well' plate of foods based on foods that they like.</li> <li>Children can understand the divisions between the food groups on the 'Eat Well'</li> </ul>	<p><u>Understanding food packaging labels</u> By the end of this half-term, children will be able to understand and share what labels on food packaging mean. They will be able to identify the colour coded system used for food packaging and identify whether an item is classed as healthy or unhealthy.</p> <p><u>EYFS</u></p> <ul style="list-style-type: none"> <li>Children can identify where the colour coded system is on different packaging.</li> <li>Children can understand and explain that red is bad, amber is okay, and green is good in terms of nutritional information.</li> </ul> <p><u>KS1</u></p> <ul style="list-style-type: none"> <li>Children can identify the colour coded system on different food and drink packaging.</li> <li>Children can use the colour coded system to decide whether the food or drink is healthy or unhealthy.</li> <li>Children can sort foods out into their food groups and then also sort into sub-divisions based on how healthy they are.</li> </ul> <p><u>KS2 Y3/4</u></p> <ul style="list-style-type: none"> <li>Children can use the colour coded system to decide whether the food or drink is healthy or unhealthy; explaining that we are allowed unhealthy foods and drinks but in moderation.</li> </ul>

plate and identify that some food groups are better for us in smaller amounts.

- Children can create their own breakfast, lunch, dinner and snack/treat menu for a week at school.
- Children can explain what a balanced diet is in order to create healthy meal choices throughout the day.

#### KS2 Y5/6

- Children can confidently recall the five major food groups, identify foods which are a part of each food group and explain which food groups we should consume more or less of.
- Children can explain what a balanced diet is and explain why specific food groups should be consumed in smaller amounts
- Children can create their own school dinner menu for a week at school, considering three options including a vegetarian option. They will be able to consider foods that 'go together' when designing a menu.
- Children can identify areas of the 'Eat Well' plate that they need to improve on. As a result they will begin to make changes to their diet.

- Children can identify the recommended daily allowances for nutrients for adults and children.
- Children can identify and explain how some foods may be healthy for some nutritional aspects but unhealthy in others (a food may be high in protein but also in fats).
- Children can identify the food groups that different foods belong to and sort healthy and unhealthy foods for each food group.

#### KS2 Y5/6

- Children can identify how the colour coded system is linked to the recommended daily allowances of nutrients for both adults and children.
- Children can problem solve from scenarios where individuals need to improve their diet. Children will look at food labels, assessing whether they have exceeded their quota for nutrients or if they are lacking in specific nutrients.
- Children can explain the food groups that specific foods belong to and how they can differ in whether they are healthy or unhealthy.