

TERM: Autumn			YEAR GROUP: Year 5		SUBJECT: PSHE – Health and Wellbeing		
WEEK 1 DATE: 04.11.24	WEEK 2 DATE: 11.11.24	WEEK 3 DATE: 18.11.24	WEEK 4 DATE: 25.11.24	WEEK 5 DATE: 25.11.24	WEEK 6 DATE: 2.12.24	WEEK 7 DATE: 06.12.24	
<p>LO: To use yoga poses and breathing to relax.</p> <p>Success Criteria: I can describe what has caused me stress or worry I understand the importance of relaxation I can perform yoga stretches I can describe how these stretches make me feel</p> <p>Main Event: Children to sit in a circle and discuss what stresses them out. Children follow cosmic yoga for the lesson.</p> <p>Support: May need to be positioned close to you during the yoga activity and/or somewhere they will not be clearly seen to help prevent them from feeling self-conscious.</p> <p>Challenge: Should be able to follow the yoga poses more accurately and come up with suggestions for when, where and with whom they could perform yoga activities.</p>	<p>LO: To understand the benefits of sleep.</p> <p>Success Criteria: I can describe why sleep is beneficial I understand what affects sleep I understand that I can take responsibility for my own sleep</p> <p>Main Event: Children are to create a script for what a good night's sleep looks like and what needs to be in place for this to happen.</p> <p>Support: Could use the <i>Activity: Script template example</i> which provides an example for the beginning of the script.</p> <p>Challenge: Should suggest varied ways their quality of sleep is affected as well as how this can negatively affect their mental and physical wellbeing.</p>	<p>LO: To understand the purpose of failure.</p> <p>Success Criteria: I can describe how failing makes me feel I know strategies to help manage feelings of failure I understand why failure is helpful I know that it is important to learn from failure</p> <p>Main Event: Children are to complete a range of maths problems with a partner and they can only move on when they have completed the problem. Children to be praised for giving things a go and be questioned about how it made them feel.</p> <p>Support: May need to work with a partner. Might need to speak to an adult about the emotional experience that comes with failure and strategies to manage these so that they are ready to try again.</p> <p>Challenge: Should be challenged to describe how this approach could be used in other areas of life.</p>	<p>LO: Learn how to set short-term, medium-term and long-term goals</p> <p>Success Criteria: I can identify what I want to learn or be better at I can say what I need to do to get better I can estimate how much time goals will take to achieve</p> <p>Main Event: Children are going to learn about setting goals. Discuss SMART goals and the children are to think about setting short term, medium term and long-term goals.</p> <p>Support: Would benefit from working as part of a guided group to share ideas before they draw or write their goals down.</p> <p>Challenge: Should describe a clear way of achieving each of their goals, considering the SMART approach for all.</p>	<p>LO: To take responsibility for their own feelings and actions and to use vocabulary to describe these</p> <p>Success Criteria: I can describe a range of feelings I understand that my actions affect other people I can use different strategies to manage my feelings</p> <p>Main Event: Children to create their own 'choose your destiny' story, based on different emotions. This can be written or in comic book format as long as it contains at least one choice and two contrasting outcomes.</p> <p>Support: Can use the <i>Activity: Choose your destiny template</i> and <i>Activity: List of dilemmas</i>.</p> <p>Challenge: Should be able to describe both scenarios in detail and relate to known situations.</p>	<p>LO: To understand and be able to plan healthy meals.</p> <p>Success Criteria: I can understand what a healthy diet consists of and create healthy meals using this knowledge. I can plan a healthy meal, following the NHS recommended daily intake allowance.</p> <p>Main Event: Children are to recap their prior knowledge on food groups. Children are to look at food packages and then design their own healthy food meal.</p> <p>Support: Could use the <i>Resource: Food groups</i> for support with placing the ingredients in their dish into the correct categories.</p> <p>Challenge: Should engage in further discussion on how the meals are also balanced with regards to the food groups and establish what the connection is between categories in each food group and calorie content.</p>	<p>LO: To understand risks associated with the sun and how these can be avoided, taking independence for my own sun protection.</p> <p>Success Criteria: I understand the risks of exposure to the sun. I can explain the things I need to do to keep myself safe in the sun. I understand as I get older, I need to take responsibility for my own safety in the sun.</p> <p>Main Event: Children are to discuss what they know about the dangers there are for the Sun. Children are to think about how they can keep themselves safe in the sun. Handout scenarios and children are to discuss their thoughts on each scenario.</p> <p>Support: Could act the scenarios out to help them decide what the characters should do.</p> <p>Challenge: Could develop their own sun safety scenario to share with the rest of the class.</p>	