**Health and Wellbeing Planner- Early - Incorporating Benchmarks**

| **Curriculum Organisers** | | **E’s and O’s** | **Planned learning Activities** | **Benchmarks to support judgements** | **Evaluation** |
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| **Food and Health** | **Nutrition** | I enjoy eating a diversity of foods in a range of social situations.  **HWB 0-29a** |  | * Eats socially with others. * Recognises that we eat different foods at different times of the day and on different occasions. * Prepares and tastes a range of familiar and unfamiliar foods. * Recognises and respects that others’ food choices may be different from their own. |  |
| Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy.  **HWB 0-30a** |  | * Recognises that eating more of some types of foods and less of others is good for health. * Identifies, prepares and tastes a rangeof foods, for example, fruit, vegetables. * Identifies how much water should be consumed in a day. |  |
| I know that people need different kinds of food to keep them healthy.  **HWB 0-32a** |  | * Uses the words lots, some and a little to prepare and describe the amount of food that should be eaten from each food group to stay healthy. |  |
| **Safe and Hygienic Practices** | I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth.  **HWB 0-33a** |  | * Demonstrates how to perform daily hygiene routines, for example, hand washing, teeth brushing. * Gets ready to prepare food, for example, wash hands, tie hair back, wear an apron. * Demonstrates an understanding of basic food hygiene and safety through, for example, washing fruit and vegetables, storing perishables in the fridge. * Works safely when using simple kitchen equipment. |  |
| **Food and the Consumer** | I explore and discover where foods come from as I choose, prepare and taste different foods.  **HWB 0-35a** |  | * Describes which foods come from plants and which come from animals when working with and tasting foods. |  |
| **Food and Textile Technologies** | **Creativity, Design, Dexterity, Problem solving,** **Developing appropriate items** | I enjoy exploring and working with foods in different contexts  **TCH 0-04a**  I enjoy experimenting with a range of textiles.  **TCH 0-04b**  I can share my thoughts with others to help develop ideas and solve problems.  **TCH 0-04c** |  | * Demonstrates simple food preparation techniques, for example, peeling, slicing, mixing, spreading. * Demonstrates simple techniques with textiles, for example, cutting, selecting materials, threading cards, gluing. * Within a food/textile context; - Explores and identifies at least two ideas to solve a problem. - Selects an appropriate solution. * Uses given resources to solve the problem / reach the solution. |  |

| **PSE** | | **E’s and O’s** | **Planned learning Activities** | **Benchmarks to support judgements** | **Evaluation** |
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| **Planning for choices and changes** | **Expectations and Aspirations**  **Relevance of learning to future choices** | I can describe some of the kinds of work that people do and I am finding out about the wider world of work.  **HWB 0-20a** |  | * Shares aspirations and goals for the future. * Talks about own learning, strengths and next steps. * Discusses some of the rewards that a job brings, for example, meeting new people, money, helping others. * Communicates with others about different jobs in the community. |  |
| **Physical Education** | **Physical Activity and Health** | I know that being active is a healthy way to be.  **HWB 0-27a**  I can describe how I feel after taking part in energetic activities and I am becoming aware of some of the changes that take place in my body.  **HWB 0-28a** |  | * Demonstrates different ways of being active, for example, energetic play. * Identifies how being active affects their body, for example, raised heartbeat, getting hot. * Gives reasons why being active is good for health. |  |
| **Substance Misuse** | **Use of substances**  **Action in unsafe situations** | I understand there are things I should not touch or eat and how to keep myself safe, and I am learning what is meant by medicines and harmful substances.  **HWB 0-38a**  I can show ways of getting help in unsafe situations and emergencies.  **HWB 0-42a** |  | * Identifies which substances may be helpful and which may be harmful in given situations. * Suggests ways to get help in unsafe and emergency situations, for example, seeking out an adult. * Names the emergency services. |  |
| **Relationships, sexual health, and parenthood** | **Physical changes, Sexual health and sexuality** | I recognise that we have similarities and differences but are all unique.  **HWB 0-47a**  I am aware of my growing body and I am learning the correct names for its different parts and how they work.  **HWB 0-47b**  I am learning what I can do to look after my body and who can help me.  **HWB 0-48a** |  | * Identifies body differences and similarities. * Describes how bodies change as they grow. Identifies body parts using correct names, for example, penis, testicles, vulva and nipples. * Demonstrates modesty and privacy through, for example, closing toilet doors. * Manages personal space with respect towards self and others. |  |
| **Relationships, sexual health, and parenthood** | **Physical changes, Sexual health and sexuality** | I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this.  **HWB 0-49a**  I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults.  **HWB 0-45a**  I am learning about where living things come from and about how they grow, develop and are nurtured.  **HWB 0-50a**  I am able to show an awareness of the tasks required to look after a baby.  **HWB 0-51a** |  | * Demonstrates an understanding of the concept, ‘my body belongs to me’. * Recognises and communicates uncomfortable feelings in relation to a person or situation using, for example, the 3-step model: say no, go away, talk to someone you trust. * Identifies people who can help, for example, teachers, family members. * Recognises that care can come from a variety of different people. * Identifies that families may be made up of different people. * Gives examples of where living things come from, for example, plants from seeds, fish from eggs. * Explains that living things need food, water and care to grow and survive. * Describes the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding, sleeping. |  |

|  | | **E’s and O’s** | **Planned learning Activities** | **Benchmarks to support judgements** | **Evaluations** |
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| **Physical Education** | **Kinaesthetic Awareness, Balance and Control, Coordination and Fluency,**  **Rhythm and Timing, Gross and Fine Motor Skills** | I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space.  **HWB 0-21a**  I am developing my movement skills through practice and energetic play.  **HWB 0-22a** |  | **Physical Competencies:**   * Shows awareness of personal space (i.e. where body ends and space begins). * Moves at different speeds, levels and directions with others in a designated space. * Shows awareness of body parts and body positions when performing a range of different movements. |  |
|  | * Shows control of personal space and body parts when moving. * Holds balance in various shapes and maintains balance when moving. * Is beginning to manipulate objects as part of energetic play. |  |
|  | * Links movements together (moves body or parts of body in order). * Is beginning to move with purpose. * Is beginning to develop knowledge and understanding of what a quality movement looks like and feels like. |  |
|  | * Demonstrates how to use repeated patterns of movement to create simple sequences, for example, one foot to two feet jumping. * Responds with movement, for example, jump-clap-turn to recognised rhythm, beat, music, words. |  |
|  |  | * Performs basic components of movement, for example, run, jump, gallop, transfer of weight from one foot to another. * Is beginning to perform movement skills in sequence, for example, catch an object with two hands. |  |
|  |  | * Is beginning to demonstrate eye/hand and eye/foot co-ordination required for movement skills, for example, passobject from one hand to the other. |  |
| **Physical Education** | **Focus and Concentration, Cue Recognition, Sequential Thinking, Prioritising** | I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space.  **HWB 0-21a**  I am developing my movement skills through practice and energetic play.  **HWB 0-22a** |  | **Cognitive Skills:**   * Focuses on task and pays attention to stimuli, for example, instructions from a practitioner. * Recognises external cues that need an immediate response, for example, starting and stopping. * Remembers two-step simple instructions, for example, bounce the ball and then change direction. * Works out the order for dealing with information (or tasks). |  |
| **Physical Education** | **Decision Making, Multi-processing, Problem Solving, Creativity** |  |  | * Repeats tasks in the correct sequence. * Makes decisions in response to simple tasks, for example, knowing when to start and stop. * Listens to and makes sense of two/three pieces of information, for example, bounce the ball when moving forwards. * Uses prior knowledge and identifies key information to help form a solution. * Moves in response to a variety of stimuli. * Demonstrates imagination through energetic play. |  |
|  | I am developing my movement skills through practice and energetic play.  **HWB 0-22a**  I am aware of my own and others’ needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules.  **HWB 0-23a**  By exploring and observing movement, I can describe what I have learned about it.  **HWB 0-24a** |  | **Personal Qualities:**   * Participates with enthusiasm. Enjoys being challenged. * Sets targets in simple tasks. * Describes why people participate in physical activity, for example, to have fun. * Is developing an awareness of self and an increasing self-reliance in dealing with new situations. * Discusses learning with adult support and describes likes and dislikes. |  |
| **Physical Education** | **Motivation, Confidence and Self-esteem, Determination and Resilience**  **Responsibility and Leadership, Respect and Tolerance, Communication** |  |  | * Responds and contributes to self and peer assessment with respect. * Celebrates, values and uses achievements to build next steps. * Is learning how to be a good winner and cope appropriately with losing. * Stays on task that may at first seem challenging, to achieve success. * Identifies and expresses some emotions appropriately, for example, happy/sad and understands how they can affect behaviour. * Accepts direction from an adult or peer. * Seeks appropriate help. * Is beginning to use self-control when carrying out simple tasks. * Adopts different roles when working individually or as part of a group. * Makes choices about learning and playing in a variety of contexts. * Shares with others and shows consideration during energetic play. * Is aware of ideas, thoughts and feelings of others. * Takes turns with others to use equipment safely. |  |
| **Physical Education** |  |  |  | * Is developing the ability to know when to listen and when to talk when interacting with others. * Uses words and/or body language to express ideas, thoughts and feelings |  |
| **Stamina, Speed, Core Stability and Strength**  **Flexibility, Speed** | I am developing my movement skills through practice and energetic play.  **HWB 0-22a** |  | **Physical Fitness:**   * Sustains energetic levels of play/activity. * Recognises different body parts required to sustain energetic activity. * Identifies different ways to be physically active. * Describes how the body changes when engaged in moderate to vigorous activity. * Moves at different speeds – slowly, steadily and quickly. * Moves parts of the body at different speeds. * Starts and stops quickly. * Understands speed in simple terms. * Is developing postural control when performing physical actions. * Moves in control and maintains shape. * Holds body weight/position of stillness for short periods  of time. * Moves freely across a full range of movements. |  |