**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.
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| 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.
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| 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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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|  | **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.
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|  | * 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.
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|  | * 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.
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|  | * 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.
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|  |  | * 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.
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|  |  | * Is beginning to demonstrate eye/hand and eye/foot co-ordination required for movement skills, for example, passobject from one hand to the other.
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| **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).
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| **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.
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|  | 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.
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| **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.
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| **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
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| **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.
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