

Being My Best

(Red = Science)

| | Knowledge | Skills |
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| Nursery | <ul style="list-style-type: none"> • Talk about healthy choices and activities • Develop resilience and persistence in their learning • Working cooperatively with others when faced with a challenge | <ul style="list-style-type: none"> • I can choose a healthy snack and activity. • I can keep trying. • I can listen to my friends and take turns. |
| Reception | <ul style="list-style-type: none"> • Feel resilient and confident in their learning. • Name and discuss different types of feelings and emotions. • Learn and use strategies or skills in approaching challenges. • Understand that they can make healthy choices. • Name and recognise how healthy choices can keep us well. | <ul style="list-style-type: none"> • I can keep trying if the way I choose doesn't work. • I can talk about the different types of feelings we have. • I can have a go at something new. • I can make my own healthy food choices. • I can make healthy sleep and exercise choices. |
| Y1 | <ul style="list-style-type: none"> • Recognise that learning a new skill requires practice and the opportunity to fail, safely • To identify strategies to resolve conflict. • To give and receive praise | <ul style="list-style-type: none"> • I can be persistent when learning a new skill. • I can name a few different ideas of what I can do if I find something difficult. • I can help my friends when they fall out. • I can explain why praise helps me to keep trying. |
| Y2 | <ul style="list-style-type: none"> • Explain the stages of the learning line showing an understanding of the learning process • To understand the importance of good hand and dental hygiene. • To recognise what the body needs to have energy and stay well. • To identify parts of the body that process food and create energy. • To recognise how a healthy variety of food can make us feel great. | <ul style="list-style-type: none"> • I can make choices that help me play and work well with others. • I can use some strategies when I feel upset or angry. • I can ask for help from a trusted adult. • I can name some ways I can look after my environment. • I can make choices with money. • I can choose a healthy meal with different food groups. |
| Y3 | <ul style="list-style-type: none"> • To recognise how different food groups work in our body. • To explain how some infectious illnesses are spread from one person to another. | <ul style="list-style-type: none"> • I can choose foods that make a balanced meal. • I can explain how washing hands can prevent infections spreading. • I can describe how food, water and air get into the body and blood. • I can plan a healthy, balanced meal. |

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| | <ul style="list-style-type: none"> • To name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain) and explain the respiratory and digestive processes. • To identify my achievements and skills to work on. • To explain how skills are developed. | <ul style="list-style-type: none"> • I can set goals and make a plan to develop a new skill. |
| Y4 | <ul style="list-style-type: none"> • To identify how they and their friends are unique. • To recognise that we all make different choices because we are unique. • To understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health. • To understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs) | <ul style="list-style-type: none"> • I can say how being unique makes everyone special, different and valuable. • I can give examples of choices I make and the choices others make for me. • I can give examples of the ways people can look after their physical and mental wellbeing. • I can give different examples of some of the things that I do already to help look after my environment. |
| Y5 | <ul style="list-style-type: none"> • To describe the four main internal systems of the human body. • To understand the actual norms around smoking and the reasons for common misperceptions of these. • To identify the skills and qualities that make us successful and achieve our best. • To recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life. • To consider the different responsibilities that they and others have for their health and wellbeing. | <ul style="list-style-type: none"> • I can explain how one organ functions and how it contributes to the health of my body. • I can explain how choices relating to smoking and drinking can effect a persons health. • I can think of ways to improve a skill and the strategies that will help me do this. • I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave. • I can give examples of how I am independent and manage my own success. |
| Y6 | <ul style="list-style-type: none"> • To consider how healthy wellbeing and mental health can contribute to a persons aspirations and success. • To define aspirations and goals. • To recognise that we will meet challenges on the way to achieving our goals. | <ul style="list-style-type: none"> • I can explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing. • I can set goals so that I can achieve an aspiration. • I can tell you how I can overcome problems and challenges on the way to achieving my goals. • I can identify risk factors in a given situation |

- To understand and explain the outcomes of risk-taking in a given situation, including emotional risks.
- To understand risks related to growing up and explain the need to be aware of these.

- I can assess the level of risk and explain how a risk can be reduced.