### All about me Autumn 1

# Knowledge 4



## Organiser

Reception - Seahorse Class

## Key line of enquiry – Why do I need to keep my body healthy?

## Task – Create a body map and name the different parts and functions.

### I am special

- I can create a body map
- I can describe my feelings
- I can construct a family tree
- I can talk about people and objects that are special to me

### My body

- I can name the different parts of the body and their functions
- I can explore my senses and describe them
- I can talk about the importance of sleep, exercising, and eating healthily

## Key questions and focus

Can you remember a time when you have felt happy, sad, angry, or scared?

What can you do to help yourself when you are feeling....?

Who do you go to when you are feeling.....?

Can you make a happy, sad, angry face?

How do you express your feelings?

What makes you special?

We will learn about our bodies and how they work.

We will observe the effects of activity on our bodies

Can you name some body parts?

What can we do to keep our bodies healthy?

What are the 5 senses?

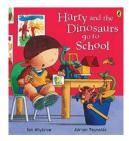
What body parts are connected to the 5 senses?

What is inside our body?

How do you look after your teeth?

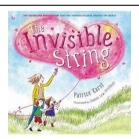


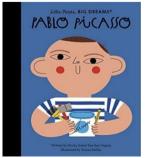




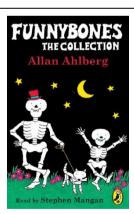












Vocabulary		Vocabulary			Vocabulary		
Hair, eyes, eyebrows, eyelashes, nose, nostrils, lips, mouth, chin, cheeks, ears	The five senses	Sight, hear, taste, smell, touch		Rules	A set of instruct to behave	A set of instructions that show how to behave	
Happy, sad, angry, excited, tired, scared, worried, surprised, embarrassed	Body parts	Head, neck, shoulders, elbows, wrists, hands, fingers, tummy, back, hips, legs, knees, ankles, feet, toes		Routines	A sequence of a followed	A sequence of actions regularly followed	
One of a kind	Exercise	Moving to keep our bodies fit and healthy		Praise	An act to expres	An act to express approval	
Not the same	Healthy	Well, not ill or sick		Behaviou		The way in which someone acts or conducts themselves	
Almost the same	Germs	Bacteria that can make us ill		Conseque	ence Something that or situation	Something that follows an action or situation	
Exactly the same	Skeleton	The bones that are inside our bodies		Privacy	The right to pro space	The right to protect your personal space	
Create a body and label it	Heart	An organ inside our bodies that pumps our blood		Choices	Choosing between possibilities	Choosing between 2 or more possibilities	
	Lungs	nelps us breathe		Strategies	Plans to achieve	Plans to achieve something	
		Curriculum links					
PSED	Physical	Literacy	Mathen	natics Ur	nderstanding the world	Expressive art and design	
Discuss our special objects and events in our 'This is me' bag  Express their feelings and consider the feelings of others  Identify and moderate their own feelings socially and emotionally.	Develop overall body-strength, balance, co-ordination and agility  Further develop the skills they need to manage the school day successfully:  Know and talk about the different factors that support their overall health and wellbeing	Explore non-fiction and fiction books on the body  Begin to write my name  Listen to Golden Rules stories  Label a skeleton  Blend sounds into words	length  Measure differ of the body  Compare child features  Recognise patt children's featurents	rent parts Tot Sm Hec ren's Sig Tal terns in imr ures Unday date are	uch-Feely boxes ste- tasting food hell- smelly playdough ar- sounds walk ht- Kim's game lk about members of their mediate family and community derstand that some places e special to members of	Draw a self portrait  Create a skeleton using cotton buds/straws  Pablo Picasso Jackson Pollock	
	Hair, eyes, eyebrows, eyelashes, nose, nostrils, lips, mouth, chin, cheeks, ears Happy, sad, angry, excited, tired, scared, worried, surprised, embarrassed  One of a kind  Not the same  Exactly the same  Create a body and label it  PSED  Discuss our special objects and events in our 'This is me' bag  Express their feelings and consider the feelings of others  Identify and moderate their own feelings	Hair, eyes, eyebrows, eyelashes, nose, nostrils, lips, mouth, chin, cheeks, ears  Happy, sad, angry, excited, tired, scared, worried, surprised, embarrassed  One of a kind  Exercise  Not the same  Healthy  Almost the same  Exactly the same  Create a body and label it  Discuss our special objects and events in our 'This is me' bag  Express their feelings and consider the feelings of others  Identify and moderate their own feelings socially and emotionally.  The five senses  Body parts  Body parts  Exercise  Develop parts  Skeleton  Develop overall body-strength, balance, co-ordination and agility  Further develop the skills they need to manage the school day successfully:  Know and talk about the different factors that support their overall health and	Hair, eyes, eyebrows, eyelashes, nose, nostrils, lips, mouth, chin, cheeks, ears  Happy, sad, angry, excited, tired, scared, worried, surprised, embarrassed  One of a kind  Exercise  One of a kind  Exercise  Almost the same  Exactly the same  Exactly the same  Create a body and label it  Discuss our special objects and events in our This is me' bag  Express their feelings and consider the feelings of others  Discuss our special objects and ewents in our Clean identify and moderate their own feelings socially and emotionally.  The five senses  Sight, hear, taste, sme Sight, hear, taste, sme will specified to sense.  Head, neck, shoulders wrists, hands, fingers, back, hips, legs, knees feet, toes  Moving to keep our broand healthy  Well, not ill or sick  Bacteria that can make bodies  The bones that are insubodies  An organ inside our broand helps us breathe  Curriculum links  Express their feelings and consider the feelings of others  Express their feelings and consider the feelings of others  Express their feelings and consider the feelings of others  Further develop the skills they need to manage the school day successfully:  Know and talk about the different factors that support their overall health and blend the different factors that support their overall health and blend the different factors that support the skills they need to manage the school day successfully:  Know and talk about the different factors that support the skills they need to manage the school day successfully:  Begin to write my name  Listen to Golden Rules stories  Label a skeleton  Blend sounds into words	Hair, eyes, eyebrows, eyelashes, nose, nostrils, lips, mouth, chin, cheeks, ears  Happy, sad, angry, excited, tired, scared, worried, surprised, embarrassed  One of a kind  Exercise  One of a kind  Exercise  Moving to keep our bodies fit and healthy  Not the same  Healthy  Well, not ill or sick  Almost the same  Germs  Bacteria that can make us ill  Exactly the same  Skeleton  The bones that are inside our bodies  Create a body and label it  Heart  An organ inside our bodies that pumps our blood  Lungs  An organ inside our bodies that helps us breathe  Curriculum links  PSED  Physical  Discuss our special objects and events in our This is me' bag  Express their feelings and consider the feelings of others  Identify and moderate their own feelings socially and emotionally.  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