Health and physical education, grade 1

All units for this subject and grade (unreviewed AI drafts)

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Grade 1 Health and PE: Moving and Dodging: Travelling, Warming Up and Safe Tag (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 9 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check space, footwear, medical and contact notes against your school's rules. Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the grade 1 year plan - Term 1

Big idea

Our bodies can travel in many ways, along many paths, and change direction quickly. A short warm-up that starts gently and gets faster gets us ready to move. In chasing games we keep each other safe with our space, a gentle tag and rules that give everyone a turn.

This is the first health and PE unit of the grade 1 year (term 1). It builds on the kindergarten units: "my bubble" space, the stop signal and soft landings from Moving safely, stop and go, and clean hands, and taking turns from Taking turns, food and sleep, and stop, look, listen. Term 2 (planned) goes on to throwing, kicking and catching.

Outcomes

By the end of the unit a student can:

1. Travel in at least four ways (for example walk, jog, gallop, side-step, hop, or their own way of wheeling or moving) and change between them on a signal.
2. Follow a straight, curvy or zigzag pathway shown on a card.
3. Dodge: change direction quickly to get past a cone or away from a partner without touching anyone.
4. Say what a warm-up is for ("to get my body ready") and that it starts gently and gets faster; lead one move of the class warm-up.
5. Play a tag game safely: a gentle "butterfly tag" on the shoulder, upper arm or upper back only; keeping to the space; following the game's rules.

Prior knowledge

- From kindergarten: "my bubble" space, freezing on the stop signal, two-foot jumps with soft landings, and taking turns.
- Most six-year-olds can walk, run and jump; galloping and side-stepping are usually possible, and hopping and skipping are still developing. Skipping usually keeps improving between about 7 and 12, so many children will not skip yet. Praise trying and their own way of moving.
- Many children already play chasing games at break time, often with their own rules. The unit uses that knowledge and adds safety rules.

Lessons

PE lessons are about 30 minutes (opening 3, warm-up 5, main 15, discussion 4, closing check 3). Leave a day or two between lessons. The stop signal from kindergarten is used in every lesson, and the class warm-up from lesson 2 starts lessons 3-5.

Lesson	Title	Main activity
1	Many ways to travel	Travelling words, pathway cards, high and low
2	Wake up, body!	Building a class warm-up that starts gently and gets faster
3	Dodge and swerve	Zigzag cones, side-steps and a "shadow and dodge" partner game
4	Safe tag	Butterfly tag, safe hoops and rotating taggers
5	Moving and dodging show	Stations and a one-to-one check

Materials (whole class unless noted)

- A hall, playground or cleared space with clear edges, at least a couple of metres from walls and furniture. Cones or floor spots to mark the edge.
- The stop signal from kindergarten, both heard and seen: a drum or tambourine plus a raised hand or a red card with a square.
- A class list for notes (every lesson). Water available in every lesson.
- Ear defenders and a quiet spot at the edge for children who need them (every lesson).
- Lesson 1: eight large travel cards, each with a word and a simple stick picture (walk, jog, gallop, side-step, hop, jump, tiptoe, "your own way"); three large pathway cards with a thick drawn line (straight, curvy, zigzag); a set of the three pathway cards (smaller copies) per group of four; floor tape or chalk to lay one example of each path; blank small cards and a pencil per group for early finishers.
- Lesson 2: six large warm-up cards with a word, a stick picture and dots from 1 (gentle) to 3 (faster), so the order can be read without colour: march (1), arm circles (1), knee lifts (2), side-steps (2), leg swings holding a wall or partner (2), jog gently (3); a set of the six cards (smaller copies) per group of four; the lesson 1 travel cards.
- Lesson 3: the large warm-up cards; about 20 cones or floor spots for zigzag lanes (five per lane, four lanes, about 1.5 metres apart); four lane-start floor spots.
- Lesson 4: the large warm-up cards; three to four tagger bibs (or soft sashes), each also marked with a big star shape so taggers can be seen without colour; six hoops or floor spots as safe "dens"; a large "where to tag" picture card (a body outline with the shoulders, upper arms and upper back shaded and the head, face and neck crossed out) and a second, plain body-outline card with no shading for checks; a timer with a second hand for the teacher; one or two short, soft foam noodles (about 50 cm); if touch tag is not allowed, one soft cloth "tail" (about 40 cm) per child.
- Lesson 5: the travel, pathway and warm-up cards (large and small sets); about 10 cones or floor spots and two lane-start spots for two zigzag lanes; two tagger bibs, three dens, the "where to tag" and plain outline cards, the foam noodles (and tails if used); three station signs with a picture (travel, dodge, tag); the timer.
- For blind or low-vision children: a sighted guide partner (every lesson); a raised-line copy of each pathway card (a line of dried glue on card); glue dots on the small warm-up cards; a small bell or shaker for the guide to sound before each turn in the zigzag.

⚠ Safety and access

- **Space and floor:** check the space for hazards before each lesson. Trainers or bare feet on a suitable surface, as your school allows; no socks on a slippery floor. Mark edges well away from walls.
- **Medical:** check records for conditions that affect exercise (asthma, heart, joint, epilepsy, diabetes) and follow each child's plan; keep inhalers to hand. Children can rest at the edge whenever they need to.
- **Stop signal for everyone:** always give it as a sound and as something to see, so deaf children and children who are not looking both get it.
- **Contact:** tags are a gentle tap with an open hand on the shoulder, upper arm or upper back only; never the head, face or neck; no pushing, pulling or grabbing clothes. Any child may choose not to be tagged by hand and use a foam noodle tag instead (or be tagged that way), with no reason needed.
- **Moving in your own way:** children who use a wheelchair, walker or crutches travel, dodge and tag in their own way (wheeling, turning, a foam noodle tag). Blind or low-vision children can travel with a sighted guide partner (holding hands, an elbow, or a short soft loop held by both) and can be told about the pathways by touch with a raised-line card (glue lines on card) as well as by walking them with the guide. Children who find noise or crowds hard can have ear defenders, a quiet spot at the edge and a smaller group.
- **Everyone keeps playing:** no tag game in this unit knocks children out; being tagged means a short job (freeze, or swap roles), then back in.
- **Feeling your heart:** in lesson 2 children may put a hand on their own chest to feel their heart. This is opt-in; children who do not want to can notice breathing or feeling warm instead.

Assessment

- Lessons 1-4: the teacher watches for changing travel on a signal, following a pathway, dodging without touching and gentle tags in the right place, and notes it on a class list.
- Lesson 5: a one-to-one check with five parts and an answer guide (about 4 minutes per child). Plan extra small-group or one-to-one slots in the week to finish the checks; some children show more when the whole class is not watching.

Sources

- Wikipedia, "Warming up" (read 9 November 2026): https://en.wikipedia.org/wiki/Warming_up
- A warm-up generally has a gradual increase in intensity (a "pulse raiser"), joint mobility exercise and stretching, followed by the activity; warm-ups should be specific to the activity.
- Dynamic stretching (moving a body part through its range) is recommended as part of a warm-up; static stretching held too long may weaken muscles and is not recommended as part of a warm-up.
- Evidence on warm-ups preventing injury is mixed; a 2010 meta-analysis found improved performance in about four-fifths of studies.
- Wikipedia, "Tag (game)" (read 9 November 2026): https://en.wikipedia.org/wiki/Tag_(game)

- Many variants; safe areas ("base", "den") where players cannot be tagged; freeze tag, where tagged players stay still until a free player unfreezes them.
- Some schools ban tag over injuries, rough play and complaints that it can lead to harassment; some allow only supervised tag with "butterfly tagging", a light tap on the shoulders, arms or upper back.
- A quoted president of the US National Association for Sport and Physical Education said teachers must modify rules, choose boundaries and keep pupils safe, and emphasise tag games that develop participation, fair play and cooperation.
- Wikipedia, "Gross motor skill" (read 9 November 2026): https://en.wikipedia.org/wiki/Gross_motor_skill
- By 5, balance and running have improved; between about 7 and 12 children's running speed increases and they get better at skipping.
- The grade 1 year plan (health and PE, term 1).
- No health or PE standard was read for this unit.

Known gaps

- No official standard was read. The choice and order of skills is mine, based on the grade 1 year plan.
- Sources on warm-ups and injury disagree, so the unit says a warm-up "gets your body ready" and does not promise that it stops injuries.
- The unit uses moving stretches (leg swings, arm circles) and no long held stretches, following the warm-up source; check this against your school's PE guidance.
- Tag rules differ between schools; some do not allow tag. Lesson 4 can be played as "tail tag" (taggers pull a cloth tail tucked into the waistband, no touching) if touch tag is not allowed.
- Skipping is only offered as a try; many grade 1 children will not skip yet.
- Pacing is untested; a class new to the space may need two sessions for lesson 4.
- Gemini 4 Argon text-checked the README and lessons 1-5 at 1b0b206 on 9 November 2026 (timings, links, counts, the warm-up order, safety and access routes were consistent); three notes (a plain outline card for the tag checks, tail-tag answer guides, water and ear defenders in every lesson's materials) were fixed in 8a891cb, which Argon also diff-checked the same day (see PEERCHECKS.md). This is a peer check by an AI agent, not an educator review.
- The order of lessons, the games and the timings are my choice, not taken from a source.

CC0 1.0. Games, cards and the warm-up in this unit were written for it and are also CC0.

Lesson 1: Many ways to travel

Unit overview - Next: Lesson 2

Goal: Children travel in at least four ways, change on a signal, and follow straight, curvy and zigzag pathways while keeping their own space.

Length: about 30 minutes.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- Eight large travel cards, each with a word and a stick picture: walk, jog, gallop, side-step, hop, jump, tiptoe, "your own way".
- Three large pathway cards with a thick drawn line: straight, curvy, zigzag.
- A set of the three pathway cards (smaller copies) per group of four.
- Floor tape or chalk to lay one example of each path.
- For blind or low-vision children: a raised-line copy of each pathway card (a line of dried glue on card), and a sighted guide partner.
- Blank small cards and a pencil per group (early finishers).
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting at the edge. "In kindergarten we learned our bubble and the stop signal. Show me your bubble with your arms. Now freeze!" (give the signal). "Today we find lots of different ways to travel."

Warm-up (5 min)

Walk in the space, then march, then jog gently, freezing on the signal three or four times. "Bubbles safe? Who is moving into the empty spaces, not following a friend?"

✎ Main activity (15 min)

1. **Travel cards (6 min).** Hold up one card at a time, say the word, and show it. Children travel that way until the stop signal. Try walk, jog, gallop (one foot always in front, like a horse), side-step (step together sideways, facing the same way), tiptoe, jump, hop (holding a partner's hand or the wall is fine), and "your own way". Children who use a wheelchair, walker or crutches show each card in their own way (fast and slow wheeling, turning, a big arm swing for "jump").
2. **High and low (3 min).** Travel tall (on tiptoe, arms up) and small (crouched walk, or leaning low in a chair). Change on the signal.

3. **Pathways (6 min).** Show the three pathway cards and walk each one on the taped or chalked example. Groups of four get a set of small cards; one child holds up a card and the others travel that path in the space, then swap the card holder. Blind or low-vision children trace the raised-line card with a finger, then walk the path with their guide.

✓ Discussion questions (4 min)

- "Which way of travelling was fastest? Which was slowest?" (Answer guide: usually jogging is fastest and tiptoe or crouching is slowest; accept what children noticed.)
- "How did you keep your bubble when everyone was zigzagging?" (Answer guide: looking up, going into empty spaces, slowing down near others; any sensible safety idea.)

✓ Closing check (3 min)

Hold up a travel card and a pathway card together (for example "gallop" + "curvy"); children travel that way until the stop signal. Do three pairs. (Answer guide: watch who changes travel and path to match both cards and stops without bumping; note it on the class list.)

Vocabulary

travel, walk, jog, gallop, side-step, hop, tiptoe, pathway, straight, curvy, zigzag, high, low

Differentiation

- Support: travel beside an adult or partner; use only two cards at a time; walk every path before trying it faster.
- Stretch: make up a new way to travel and teach it to the group; try a skip (step-hop, step-hop) as an extra card.
- Early finishers in the pathway groups: draw a new pathway on a blank small card (a spiral, a wave) for the group to try.

⚠ Safety

- Galloping and hopping can tire legs quickly; keep each turn short.
- Hopping is a try, not a test. Holding on is fine, and children may hop on either foot.
- Cards are read aloud and shown, so children who cannot read yet, and deaf children, both get them.

Teacher notes

- "Side-step" here means stepping sideways and bringing the feet together; it comes back in lesson 3 for dodging.

Lesson 2: Wake up, body!

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children learn that a warm-up gets the body ready, that it starts gently and gets faster, and they put a class warm-up in order.

Length: about 30 minutes.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- Six large warm-up cards with a word, a stick picture and dots: march (1 dot), arm circles (1 dot), knee lifts (2 dots), side-steps (2 dots), leg swings holding a wall or partner (2 dots), jog gently (3 dots).
- A set of the six warm-up cards (smaller copies) per group of four.
- The eight travel cards from lesson 1 (for the warm-up).
- For blind or low-vision children: raised dots (glue dots) on the small warm-up cards so the order can be felt.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. "Who has seen a cat wake up? It stretches and moves slowly first, then it can run." Ask: "What do you think a warm-up is?" (Accept ideas.) Say: "A warm-up gets our bodies ready to move. It starts gently and gets faster."

Warm-up (5 min)

Use the lesson 1 travel cards: walk, then side-step, then gallop gently, freezing on the signal. "This was a warm-up too. Did it start gently?"

✎ Main activity (15 min)

1. **Learn the moves (5 min).** Show each large warm-up card and do it together for about 20 seconds: march on the spot; arm circles (small, then bigger, forwards then backwards); knee lifts (marching high); side- steps across the space and back; leg swings (hold the wall or a partner, swing one leg gently forwards and back, then the other); jog gently. Point out the dots: one dot is gentle, three dots is faster. Children in a wheelchair do arm circles, shoulder rolls and pushing forwards and back; any child may do the moves seated.

2. **Feel the change (3 min).** After the jog, freeze. "Put a hand on your chest if you want to. Can you feel your heart? Is it faster than when we sat down?" (Usually yes.) Children who prefer not to can notice their breathing or feeling warmer.
3. **Order the warm-up (7 min).** Groups of four get the six small cards and put them in an order that starts gently and gets faster (one-dot cards first, three-dot card last). Each group then leads its warm-up once while the class follows, about 10 seconds a move. Blind or low-vision children feel the glue dots to sort the cards.

✓ Discussion questions (4 min)

- "Why do we start gently, not with our fastest running?" (Answer guide: so our bodies get ready step by step; to warm up our muscles slowly; accept sensible ideas.)
- "When else might people warm up?" (Answer guide: before sport, before dancing, singers before singing; any reasonable example.)

✓ Closing check (3 min)

Hold up three warm-up cards out of order (for example jog gently, march, knee lifts). "Which comes first, and which comes last?" Children point or say. (Answer guide: march first (1 dot), knee lifts next (2 dots), jog gently last (3 dots). Note who orders them correctly.)

Vocabulary

warm-up, gently, faster, heart, breathing, ready, muscles

Differentiation

- Support: sort only three cards (one of each dot number); do the moves next to an adult.
- Stretch: add a move of their own and decide how many dots it gets.
- Early finishers: practise leading the class warm-up in a clear loud voice or with clear signs.

⚠ Safety

- Leg swings are always done holding a wall or a partner, and gently.
- No long held stretches in this warm-up; we keep moving.
- Feeling your heart is opt-in. Never ask a child to touch someone else's chest.
- Water available; children with asthma follow their plan and may rest.

Teacher notes

- The source we used says a warm-up builds up gradually and includes moving stretches; it also says evidence on warm-ups preventing injury is mixed. So say "gets our bodies ready", not "stops us getting hurt".
- Keep the class warm-up from this lesson; it starts lessons 3-5.

Lesson 3: Dodge and swerve

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children change direction quickly to get past a cone or away from a partner, without touching anyone.

Length: about 30 minutes.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six large warm-up cards from lesson 2.
- About 20 cones or floor spots for zigzag lanes (five per lane, four lanes), placed about 1.5 metres apart in a zigzag.
- Four lane-start floor spots.
- For blind or low-vision children: a sighted guide partner; a small bell or shaker for the guide to sound at each turn.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. "Have you ever had to move quickly out of the way, like when a ball rolls towards you or someone runs past?" Show a dodge: walk forwards, plant one foot, push off it and go the other way. "That's a dodge. Today we learn to dodge and swerve."

Warm-up (5 min)

The class warm-up from lesson 2, led by one group using the large cards.

✎ Main activity (15 min)

1. **Zigzag lanes (6 min).** Groups line up at the four lane-start spots. One child at a time walks the zigzag, going round each cone, then jogs back down the side of the lane to the start. Second turn: side-step the zigzag. Third turn: jog it, "push off your outside foot to turn". Next child starts when the one in front reaches the second cone.
2. **Shadow and dodge (6 min).** Pairs, in their own part of the space. One is the "shadow", one the "dodger". The dodger moves slowly and changes direction; the shadow tries to stay close, about one big step away, with no touching. On the signal, freeze: "Shadows, could you reach your dodger with one step?" Swap roles. Then speed up a little.

3. **Fake and go (3 min).** Pairs again: the dodger leans one way, then goes the other. Shadows try not to be fooled. Swap.

✓ Discussion questions (4 min)

- "What helped you dodge quickly?" (Answer guide: bending knees, small fast steps, pushing off one foot, looking where you want to go, leaning one way and going the other; accept what children noticed.)
- "How did you keep from touching your partner?" (Answer guide: watching them, slowing down, keeping a step away; any sensible idea.)

✓ Closing check (3 min)

Each child, in their lane, does one jogged zigzag (or one moved in their own way). (Answer guide: watch who changes direction at every cone without knocking cones or touching others; note it on the class list.)

Vocabulary

dodge, swerve, change direction, zigzag, push off, fake, shadow

Differentiation

- Support: walk the zigzag only; widen the gaps between cones to about 2 metres; an adult is the shadow.
- Stretch: put the cones closer (about 1 metre); dodge in a "fake and go" without looking at the floor.
- Wheelchair users: zigzag with wider spacing (about 2 metres); in shadow and dodge, turn and change direction in their own way.
- Blind or low-vision children: walk or jog the zigzag with a guide, who sounds the bell or shaker just before each turn.
- Early finishers: help reset knocked cones.

⚠ Safety

- Lanes are spaced at least 3 metres apart, and children return down the outside of their own lane.
- Shadows never grab or touch; it is a game of staying close, not catching.
- Quick turns are hard on a slippery floor; walk them if the floor is not grippy.

Teacher notes

- Watch for children who turn by stopping completely. Show the bent knees and push off the outside foot, but praise any safe turn.
- Lesson 4 uses these dodges in a tag game.

Lesson 4: Safe tag

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children play tag safely: gentle butterfly tags in the right place, keeping to the space, using dodges, and following rules that give everyone a turn.

Length: about 30 minutes.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six large warm-up cards from lesson 2.
- Three to four tagger bibs (or soft sashes), each also marked with a big star shape so taggers can be seen without colour.
- Six hoops or floor spots as safe "dens".
- A large "where to tag" picture card: a body outline with the shoulders, upper arms and upper back shaded, and the head, face and neck crossed out.
- A second, plain body-outline card with no shading, for the closing check.
- A timer with a second hand for the teacher.
- One or two short, soft foam noodles (about 50 cm) for tagging from a wheelchair or for children who choose noodle tags.
- If touch tag is not allowed at your school: one soft cloth "tail" (about 40 cm) per child, tucked loosely into the waistband at the back.
- For blind or low-vision children: a sighted guide partner.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. "Who plays chasing games at break time? What are they called?" (Accept names: tag, tig, it, chase.) "Some chasing games can end with someone getting hurt or upset. Today we learn to play a safe tag where everyone gets to play the whole time."

Warm-up (5 min)

The class warm-up from lesson 2, then one minute of the zigzag dodges from lesson 3 in the open space.

✎ Main activity (15 min)

1. **Safe tag rules (3 min).** Show the "where to tag" card. "A butterfly tag is a gentle tap with an open hand, like a butterfly landing, on the shoulder, upper arm or upper back. Never the head, face or neck. No pushing, pulling or grabbing clothes." Practise: each

child gives a partner one butterfly tag on the upper arm, and says "too hard" or "just right". Any child can say "noodle, please" and be tagged only with the foam noodle; no reason needed.

2. **Freeze tag with dens (10 min).** Three or four taggers wear the star bibs. Tagged players freeze with arms out wide. A free player unfreezes them by gently tapping their hand. The six hoops are dens: one child per den, and only while you count to five, then out. Every 60 seconds, give the stop signal and give the bibs to new taggers, so every child who wants a turn as tagger gets one. Nobody is ever out.
3. **Check the rules (2 min).** Stop. "Hands up if you got a butterfly tag that was too hard." Talk about it calmly, without blaming, and play one more round.

✓ Discussion questions (4 min)

- "Why do we change the taggers every minute?" (Answer guide: so everyone gets a turn; so taggers don't get too tired; so it is fair.)
- "What makes tag fun and safe for everyone?" (Answer guide: gentle tags, only on shoulder, upper arm or upper back; staying in the space; no one is out; dens; stopping on the signal; any sensible idea.)

✓ Closing check (3 min)

Show the plain body-outline card (no shading). "Point to where a butterfly tag goes." Then: "Tell your partner one rule of safe tag." (Answer guide: shoulder, upper arm or upper back; rules such as gentle open hand, never head, face or neck, no pushing or grabbing, nobody is out, stop on the signal. If your class plays tail tag: point to where the tail is tucked, at the back of the waist; rules such as pull only the tail, never touch the body, hand the tail back. Note who points to the right place and names a rule.)

Vocabulary

tag, tagger, butterfly tag, gentle, den, freeze, unfreeze, fair, rule

Differentiation

- Support: play in a smaller space with one tagger and an adult beside the child; walking-only tag.
- Stretch: taggers work as a team and choose who chases whom; free players try "fake and go" dodges from lesson 3.
- Wheelchair users: tag with a foam noodle; dens can be any floor spot they can reach; if needed, play a "walking pace" round where everyone walks.
- Blind or low-vision children: play with a sighted guide partner, both holding hands; the pair counts as one player and swaps who chooses where to go.
- Children who find the game too much: be the "den keeper" who counts to five aloud, or the timekeeper with the teacher, and join when ready.

⚠ Safety

- Taggers jog, never sprint, in a shared space; if bumps start, play a walking round.
- Mark the edges well away from walls and poles; nobody runs near the edges.
- Respect "noodle, please" every time.
- If touch tag is not allowed, play "tail tag": taggers pull a tail instead of tagging, then hand it back; nobody touches a body.

Teacher notes

- Some schools restrict tag because of injuries and children feeling picked on. Supervised tag with butterfly tags, dens and no one being out is one way to keep the fun and lower those risks; follow your school's rules.
- Watch who never asks to be tagger and offer them a turn quietly.

Lesson 5: Moving and dodging show

Unit overview - Previous: Lesson 4

Goal: Children show what they have learned at three stations, lead the warm-up, and take part in a short one-to-one check.

Length: about 30 minutes, plus one-to-one check slots in the week.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The eight travel cards and three large pathway cards from lesson 1, and a set of small pathway cards.
- The six large warm-up cards from lesson 2, and the small sets (one per group of four).
- About 10 cones or floor spots for two zigzag lanes, and two lane-start floor spots (from lesson 3).
- Two tagger bibs with stars, three hoops or floor spots as dens, the "where to tag" card, the plain body-outline card and one or two foam noodles (from lesson 4); tails if your school uses tail tag.
- Three station signs with a picture: travel, dodge, tag.
- A timer with a second hand for the teacher.
- For blind or low-vision children: the raised-line pathway cards, glue-dot warm-up cards, a sighted guide partner and a bell or shaker.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes, and the one-to-one check below.

Steps

✎ Opening (3 min)

Sitting. "This is our show lesson. You will show your travelling, your dodging and your safe tag, and one group will lead the warm-up."

Warm-up (5 min)

A group chosen in advance leads the class warm-up with the small cards, in the order the group chose. Any child can lead a move by doing it, by saying it, or by holding up the card.

✎ Main activity: stations (15 min)

Three groups rotate every 5 minutes on the stop signal.

1. **Travel station.** One child holds up a travel card and a pathway card together; the others travel that way. Swap the card holder each time.

2. **Dodge station.** Two zigzag lanes: walk, side-step, then jog the zigzag; then "shadow and dodge" in pairs.
3. **Tag station.** Freeze tag with dens in a small space, two taggers, swapping bibs every minute. An adult stays at this station.

The teacher moves between stations, noting on the class list.

✓ Discussion questions (4 min)

- "What can you do now that you couldn't do at the start?" (Answer guide: any honest answer: gallop, side-step, zigzag, dodge, gentle tags, lead the warm-up.)
- "What would you teach a younger child about safe tag?" (Answer guide: butterfly tags on the shoulder, upper arm or upper back; no pushing; nobody is out; stop on the signal.)

✓ Closing check (3 min)

Class warm-down: walk slowly in the space, then march on the spot more and more slowly, then stand still and take three slow breaths. "Is your body calmer now?" (Answer guide: children show a thumb up, middle or down, or say it. This is a feelings check, not a right or wrong answer.)

One-to-one check (about 4 minutes per child)

Do this with one child at a time, at the edge of the space during stations or in a separate slot. Children show in their own way; moving in their own way counts as success.

1. **Travel.** Show four travel cards one at a time (for example walk, gallop, side-step, "your own way"). (Answer guide: travels in each way, or their own version of it, and changes on request.)
2. **Pathway.** Show the zigzag card. "Travel this path to the cone and back." (Answer guide: clear changes of direction, not a straight line.)
3. **Dodge.** Set three cones in a zigzag. "Go round the cones and come back." (Answer guide: changes direction at each cone without knocking them over; speed does not matter.)
4. **Warm-up.** "What is a warm-up for? Does it start gently or fast?" (Answer guide: "to get my body ready" or similar; starts gently and gets faster. Children may point to the one-dot and three-dot cards instead of speaking.)
5. **Safe tag.** Show the plain body-outline card (no shading). "Point to where a butterfly tag goes, and tell me one safe tag rule." (Answer guide: shoulder, upper arm or upper back; a rule such as gentle open hand, never head, face or neck, no pushing, nobody is out. If your class plays tail tag: the back of the waist, where the tail is tucked; a rule such as pull only the tail, never touch the body, hand the tail back.)

Vocabulary

travel, pathway, dodge, warm-up, warm-down, butterfly tag, station

Differentiation

- Support: an adult travels with the child at stations; in the one-to-one check, the child may copy the adult first, then try alone.
- Stretch: lead the dodge station and set new cone spacing; invent a new tag rule that keeps everyone safe and explain it.
- Non-speaking children answer checks 4 and 5 by pointing to cards or by signing.
- Early finishers at a station: help reset cones or hold the cards.

⚠ Safety

- Same rules as lessons 1-4: stop signal seen and heard, butterfly tags only, "noodle, please" respected, nobody out, jog not sprint.
- An adult stays at the tag station.
- Water available; children may rest at the edge.

Teacher notes

- The warm-down is not in the earlier lessons; it is a calm end to the unit and can be used after any later PE lesson.
- Keep the travel, warm-up and "where to tag" cards; term 2 (planned) uses the warm-up again.

Grade 1 Health and PE: Throw, Catch, Kick and Calm Down (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 9 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check space, equipment, medical and wellbeing notes against your school's rules. Text-checked by two other agents (Gemini 4 Argon, GPT-6.1 Terra); see Known gaps.

Back to the grade 1 year plan - Term 2

Big idea

We can send and receive objects: throw a beanbag to a target, catch something coming towards us, and kick a ball along the ground to where we want it to go. These skills get better with practice, and missing is part of practising. When a feeling gets big (for example when we keep missing), there are things we can try that may help us calm down, and a grown-up we can tell.

This is the second health and PE unit of the grade 1 year (term 2). It builds on Balance, jumping, ball skills and feelings words from kindergarten (rolling, a two-handed underarm throw, catching a big ball, five feelings words) and on the grade 1 term 1 unit Moving and dodging (the class warm-up, the stop signal and lanes). Term 3 goes on to games with fair rules, teeth, medicines and asking for help.

Outcomes

By the end of the unit a student can:

1. Throw a beanbag underarm towards a target, stepping forward with the foot opposite the throwing hand (or in their own way), so that it lands in or near a hoop about 3 metres away.
2. Catch a scarf they toss up themselves, and catch (or trap against the body) a large soft ball thrown gently from about 2 metres, with "ready hands" and eyes on the ball (or an agreed alternative, such as stopping a rolled bell ball by listening).
3. Kick a still ball along the ground with the inside of the foot through a cone gate about 3 metres away (or send it in their own way), and stop a gently rolled ball.
4. Say how a character in a made-up story might feel, using a feelings word (the kindergarten words or the new words frustrated, worried, proud and excited).
5. Show or tell two ways to calm down that may help when a feeling is big (for example slow breaths, counting to five, squeeze and let go, going to the calm spot, telling a grown-up you trust).

Prior knowledge

- From kindergarten: rolling a big ball to a partner, a two-handed underarm throw, catching or trapping a big soft ball from close by, and the words happy, sad, cross or angry, scared and calm, with one thing that can help when a feeling is big (from the story of Sami's tower).
- From grade 1 term 1: the class warm-up, the stop signal (heard and seen), lanes, and moving in your own way.

- Throwing, catching and kicking vary a great deal at six. Many children still catch by trapping the ball against their chest, and many throw without stepping forward yet. These skills usually keep improving for years. Praise watching the target or ball and "ready hands", not just hits and catches.

Lessons

PE lessons are about 30 minutes (opening 3, warm-up 5, main 15, discussion 4, closing check 3). Leave a day or two between lessons. The stop signal is used in every lesson, and the class warm-up from term 1 starts every lesson.

Lesson	Title	Main activity
1	Throw to a target	Underarm beanbag throws into hoops at three distances
2	Ready hands	Scarf catches, beanbag self-catches, partner catches with a big soft ball
3	Kick and stop	Kicking a still ball through cone gates; stopping a rolled ball
4	Big feelings, calm bodies	A made-up story (Remy's beanbag game), new feelings words, five calm-down ways, "pause, breathe, try again"
5	Throw, catch and kick stations	Three stations and a one-to-one check

Materials (whole class unless noted)

- A hall, playground or cleared space with clear edges, at least a couple of metres from walls and windows. Cones or floor spots to mark the edge.
- The stop signal, both heard and seen: a drum or tambourine plus a raised hand or a red card with a square.
- The six large warm-up cards from term 1 (every lesson).
- A class list for notes (every lesson). Water available in every lesson.
- Ear defenders and a quiet spot at the edge for children who need them (every lesson).
- Lesson 1: one beanbag per child; eight hoops; 24 floor spots (three throwing lines per hoop, at about 2, 3 and 4 metres; tape or chalk marks also work); one large "how to throw" picture card (look, swing back, step with the other foot, let go and point).
- Lesson 2: one soft chiffon or juggling scarf per child; one beanbag per child; one large, soft foam ball (about 20 cm across) per pair; four or five small soft foam balls (about 10 cm) for the stretch; 30 floor spots (two per pair, about 2 metres apart); one large "ready hands" picture card (hands out in front, fingers spread, eyes on the ball).
- Lesson 3: one large soft foam ball per pair (the same balls as lesson 2, or soft size 3 footballs); 16 cones for eight gates, each about 1 metre wide; 16 floor spots (a kicking spot about 3 metres from each gate and a partner spot just behind each gate); one large "how to kick" picture card (stand beside the ball, swing, kick with the inside of the foot, watch the ball); a foam noodle (about 50 cm) for children who push the ball instead of kicking.
- Lesson 4: one large picture of Remy (a made-up child) for each of the four parts of the story; nine large feelings cards with drawn faces and the word (happy, sad, cross, scared, calm, frustrated, worried, proud, excited); five large calm-down cards with a picture and the word (slow breaths, count to five, squeeze and let go, calm spot, tell a grown-up you trust); a set of the five calm-down cards (smaller copies) per group of four; the class calm spot (or a mat or corner set up as one); one beanbag per child, eight hoops and eight floor spots at about 3 metres from the lesson 1 throwing game.
- Lesson 5: three station signs with a picture (throw, catch, kick); the lesson 1 throwing set for one station (beanbags, four hoops, 12 floor spots); the lesson 2 scarves, foam balls and

floor spots for one station; the lesson 3 cones and balls for four gates; the "how to throw", "ready hands" and "how to kick" cards; the Remy pictures, feelings cards and calm-down cards for the one-to-one check; the foam noodle; a separate check corner with one hoop, two cones as a gate, three floor spots (3 metres from the hoop, 3 metres from the gate, 2 metres from the teacher), three beanbags, one scarf and one foam ball.

- For blind or low-vision children (every lesson): a sighted guide partner; a ball with a bell inside (or a foam ball in a crisp plastic bag, which rustles); for throwing, a sound source left in the hoop with nobody near it (a battery-powered beeper or small radio), placed and fetched only while throwing is stopped; for kicking, a small bell or clapper for the partner behind the gate (the soft ball rolls along the ground); raised-line copies of the "how to" picture cards (glue lines on card) and of the calm-down cards.

⚠ Safety and access

- **Space and floor:** check the space before each lesson. Trainers or bare feet on a suitable surface, as your school allows. Keep throwing and kicking well away from windows, doors and walls with pictures.
- **Soft equipment only:** beanbags, scarves and large soft foam balls (or soft size 3 footballs for kicking). No hard balls, and no balloons (latex allergy and bursting).
- **One direction:** in every throwing and kicking game everyone sends in the same direction, from lines or spots. Nobody walks into the target area to collect until the stop signal and "collect" are given. Kicking lanes are at least 3 metres apart.
- **Faces:** throws are aimed at hoops, gates or a partner's "ready hands" at chest height, never at anyone's face or head. Partners throw gently and only when the catcher says or shows "ready".
- **Medical:** check records for conditions that affect exercise (asthma, heart, joint, epilepsy, diabetes) and follow each child's plan; keep inhalers to hand. Children can rest at the edge whenever they need to.
- **Stop signal for everyone:** always give it as a sound and as something to see.
- **Moving in your own way:** children who use a wheelchair or walker throw and catch seated or standing as suits them; instead of kicking they can push the ball along the floor with a hand, a foot rest or a foam noodle. Blind or low-vision children use the bell ball, a guide, and a sound at the target; catches can be rolled along the floor. Children without full use of their hands can trap a ball against their body, or send it by pushing or kicking; their own way counts. Children who find noise hard can wear ear defenders and work in a smaller group.
- **Feelings and calm-down ways:** feelings are only talked about through Remy, a made-up child. Never ask children about their own feelings at home or what happens in their family. Sharing in class is opt-in: children may point to a card, show an idea, or pass. Slow breathing is gentle and optional; children with asthma or who feel dizzy breathe normally and use another way. If a child tells you something worrying, follow your school's safeguarding procedure.

Assessment

- Lessons 1-4: the teacher watches for looking at the target, stepping with the opposite foot, ready hands, kicking with the inside of the foot, and notes it on a class list. Agreed alternatives (a rolled bell ball, a sound guide, a seated throw) count fully. Using a calm-

down card in the lesson 4 game is optional and is not noted or treated as evidence of feelings.
- Lesson 5: a one-to-one check with five parts and an answer guide (about 4 minutes per child), done in the check corner while the others rotate through stations. Plan extra small-group or one-to-one slots in the week to finish the checks.

Sources

- Wikipedia, "Gross motor skill" (read 9 November 2026): https://en.wikipedia.org/wiki/Gross_motor_skill
- Gross motor skills include object control skills such as throwing, catching and kicking.
- Between about 7 and 12, children usually keep getting better at throwing and kicking (for example in precision).
- Wikipedia, "Emotional self-regulation" (read 9 November 2026): https://en.wikipedia.org/wiki/Emotional_self-regulation
- Describes a "process model" of ways people manage emotions, including choosing or changing a situation (for example moving away), shifting attention (including distraction), thinking about the situation differently, and changing the response (for example calming the body).
- Distraction is described as reducing how strong an emotion feels; hiding or holding in a feeling ("suppression") has mixed findings and social costs. The unit therefore teaches calming and telling someone, never "don't show it".
- Wikipedia, "Diaphragmatic breathing" (read 9 November 2026): https://en.wikipedia.org/wiki/Diaphragmatic_breathing
- Slow breathing in through the nose and out through pursed lips; the page says it "may help" with relaxation. The unit says slow breaths "may help" and keeps them gentle and optional.
- The grade 1 year plan (health and PE, term 2).
- No health or PE standard was read for this unit.

Known gaps

- Text-checked by GPT-6.1 Terra on 9 November 2026 at 684f072 (text only): one beanbag thrown twice, the sound guide standing behind the hoop, check criteria that ignored agreed access alternatives, and the lesson 4 calm-down step being recorded. Fixed in dee6c07, which Terra diff-checked the same day; two follow-up items (a sound source in the target area, collecting before the retry) fixed in e638821, which Terra also diff-checked the same day; one wording carryover in the lesson 5 check ("turns towards the guide's sound") was then fixed in 7ec113f, which Terra also diff-checked the same day (see PEERCHECKS.md).
- Written 9 November 2026. Text-checked by Gemini 4 Argon the same day (timings, equipment counts and distances, access routes, safeguarding and opt-in rules, the one-to-one check against the outcomes): no errors reported, so no changes were needed. This is a peer check by an AI agent, not an educator review. Not yet checked by a teacher.
- No official standard was read. The choice and order of skills is mine, based on the grade 1 year plan.
- The calm-down ways are common classroom ideas. The sources describe kinds of emotion regulation in general, not tested programmes for six-year-olds, so the unit says they "may help" and does not promise they work for every child.
- Many schools already have their own feelings approach (a calm corner, a feelings check-in, a named programme); use yours where it differs.

- The year plan mentions catching a smaller ball. The unit keeps the large soft ball for most children (many six-year-olds still trap it) and offers a small soft ball as a stretch in lesson 2.
- Distances (2, 3 and 4 metres) and gate widths are my estimates; change them so most children succeed about half the time.
- The order of lessons, the games and the timings are my choice, not taken from a source.

CC0 1.0. Games, cards and the Remy story in this unit were written for it and are also CC0.

Lesson 1: Throw to a target

Unit overview - Next: Lesson 2

Goal: Children throw a beanbag underarm towards a hoop, looking at the target and stepping forward with the foot opposite the throwing hand.

Length: about 30 minutes.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six large warm-up cards from term 1.
- One beanbag per child.
- Eight hoops laid flat in a row along one end of the space, about 2 metres apart.
- 24 floor spots (or tape or chalk marks): three in front of each hoop, at about 2, 3 and 4 metres.
- One large "how to throw" picture card: 1 look at the target, 2 swing your arm back, 3 step with the other foot, 4 let go and point at the target.
- For blind or low-vision children: a sighted guide partner; a sound source that can be left in the hoop with nobody near it (for example a battery-powered beeper or a small radio playing quietly), placed and fetched by an adult only while throwing is stopped; a raised-line copy of the "how to throw" card.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. Hold up a beanbag. "In kindergarten you threw a big ball with two hands. Today we throw with one hand, underarm, and try to land it in a hoop." Show the "how to throw" card and model it slowly twice: look, swing back, step with the other foot, let go and point. "If I throw with my right hand, I step with my left foot."

Warm-up (5 min)

The class warm-up from term 1, led by one group using the large cards. Add ten gentle arm swings forwards and back, like a pendulum.

✎ Main activity (15 min)

Groups of about four stand behind the 2 metre spot in front of each hoop. Everyone throws towards the hoops, in the same direction.

1. **Close throws (5 min).** One child at a time throws from the 2 metre spot, then goes to the back of the line. When each child has thrown their beanbag once, give the stop signal: "Collect." Children fetch beanbags together, then return behind the line. Remind: "Look, swing, step, point."
2. **Choose your distance (6 min).** Children may now throw from the 2, 3 or 4 metre spot. "Pick the spot where you land in the hoop about half the time." Stop and collect after every round.
3. **Freeze and point (4 min).** One more round: after letting go, children freeze with their throwing arm pointing at the hoop. The teacher walks the line: "Which foot is in front?"

✓ Discussion questions (4 min)

- "What helped the beanbag go into the hoop?" (Answer guide: looking at the hoop, swinging back, stepping with the other foot, pointing at the hoop after letting go, a gentle throw for close hoops and a bigger swing for far ones; accept what children noticed.)
- "What did you do when you missed?" (Answer guide: tried again, threw softer or harder, moved closer; any sensible idea. Missing is part of practising.)

✓ Closing check (3 min)

Each child throws once from the 3 metre spot. (Answer guide: watch who looks at the target, swings underarm and steps with the opposite foot; note it on the class list. Landing in the hoop is a bonus, not the check.)

Vocabulary

underarm, throw, target, swing, step, aim, distance

Differentiation

- Support: throw from the 2 metre spot or closer; use a bigger target (two hoops side by side, or a mat); stand side-on with the stepping foot already forward.
- Stretch: the 4 metre spot; a smaller target (a floor spot inside the hoop); throw with the other hand.
- Wheelchair users: throw seated, swinging the arm beside the chair; choose a distance as everyone else does.
- Blind or low-vision children: while throwing is stopped, an adult puts the sound source in the hoop and walks back behind the line; the child aims at the sound. The adult fetches it only on the next stop signal. If no sound source is available, the sighted guide stands beside the thrower (never in the target area), describes where the hoop is ("three big steps

ahead, a little to your left") and gently shows the direction by touching the child's arm, if the child agrees. Explore the raised-line "how to throw" card before starting.
- Early finishers: help collect beanbags on the signal.

⚠ Safety

- Everyone throws towards the hoops from behind their spot; nobody walks in front of a line until the stop signal and "Collect." Nobody stands in the target area while anyone is throwing; a sound source is placed and fetched only while throwing is stopped.
- Hoops are well away from windows, doors and pictures.
- Beanbags only; no balls in this lesson.

Teacher notes

- Many six-year-olds step with the same foot as the throwing hand, or do not step. Show it, praise any step, and do not insist on perfection.
- Left-handed children step with their right foot; check the card is shown both ways if needed.

Lesson 2: Ready hands

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children catch a scarf they toss up themselves, then catch (or trap against the body) a large soft ball thrown gently by a partner, with "ready hands" and eyes on the ball.

Length: about 30 minutes.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six large warm-up cards from term 1.
- One soft chiffon or juggling scarf per child.
- One beanbag per child.
- One large, soft foam ball (about 20 cm across) per pair.
- Four or five small soft foam balls (about 10 cm across) for the stretch.
- 30 floor spots: two per pair, about 2 metres apart.
- One large "ready hands" picture card: hands out in front, fingers spread, eyes on the ball.
- For blind or low-vision children: a sighted guide partner; a ball with a bell inside (or a foam ball in a crisp plastic bag, which rustles).
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. Show the "ready hands" card. "Before you catch, get ready hands: hands out in front, fingers spread, and eyes on the thing you are catching. Show me ready hands." Drop a scarf from high up: "A scarf floats slowly, so it is the easiest thing to catch."

Warm-up (5 min)

The class warm-up from term 1, led by one group. Finish with "ready hands" on the signal: children freeze and show ready hands.

✎ Main activity (15 min)

1. **Scarf catches (4 min).** Each child in their own space tosses their scarf up and catches it. Then: catch with the other hand; clap once before catching; catch it on your elbow, knee or head.
2. **Beanbag self-catches (4 min).** Swap scarves for beanbags. Toss the beanbag a little above the head and catch with two hands; then from one hand to the other. "A beanbag falls faster than a scarf. Watch it all the way."

3. **Partner catches (7 min).** Pairs stand on two floor spots about 2 metres apart, with one foam ball. The thrower waits until the catcher shows ready hands, then sends a gentle two-handed underarm throw to the catcher's chest. Catching with the hands, or trapping it against the chest, both count. After five throws, swap. If it is going well, take one step back each.

✓ Discussion questions (4 min)

- "What made catching easier?" (Answer guide: ready hands, watching the ball all the way, a gentle throw, standing closer, a bigger or slower object; accept what children noticed.)
- "How did you help your partner catch?" (Answer guide: waited for ready hands, threw gently to the chest, said "ready?"; any kind idea.)

✓ Closing check (3 min)

In pairs on the 2 metre spots, each child receives three gentle throws. (Answer guide: watch who shows ready hands before the throw (in their own way) and watches or listens for the ball; note catches and traps on the class list. Children using an agreed alternative, such as a rolled bell ball, a beanbag or a closer spot, are checked on that alternative.)

Vocabulary

catch, ready hands, trap, toss, watch, gentle, underarm

Differentiation

- Support: stand closer (about 1 metre); use a scarf or beanbag for partner catches; bounce the ball once before it reaches the catcher; an adult is the thrower.
- Stretch: catch with hands only (no trapping); one step back after every three catches; catch a beanbag thrown by a partner; catch a small soft foam ball (about 10 cm) from 2 metres.
- Wheelchair users: catch seated; the partner throws gently to chest height in front of the chair.
- Blind or low-vision children: the partner rolls the bell ball along the floor, saying "Rolling!", and the child stops it with hands or feet; with a guide, try a bounce catch with the bell ball.
- Children without full use of their hands: trap the ball against the body or stop a rolled ball with a foot; this counts as a catch.
- Early finishers: count catches in a row with a partner and try to beat it.

⚠ Safety

- Throws go gently to the chest, never to the face, and only when the catcher shows ready hands.
- Soft scarves, beanbags and foam balls only; no balloons.
- Pairs are spread out so that loose balls do not roll into other pairs; on the stop signal, everyone holds their ball still.

Teacher notes

- Many six-year-olds still trap the ball against their chest or close their eyes as it arrives. Praise watching and ready hands; catching usually keeps improving for years.
- Lesson 4 comes back to what we can do when we keep missing.

Lesson 3: Kick and stop

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children kick a still ball along the ground with the inside of the foot through a cone gate, and stop a gently rolled ball.

Length: about 30 minutes.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six large warm-up cards from term 1.
- One large soft foam ball per pair (the lesson 2 balls, or soft size 3 footballs).
- 16 cones for eight gates, each gate about 1 metre wide, set up as eight lanes at least 3 metres apart.
- 16 floor spots: in each lane, a kicking spot about 3 metres in front of the gate and a partner spot about 1 metre behind it.
- One large "how to kick" picture card: 1 stand beside the ball, 2 swing your leg, 3 kick with the inside of your foot, 4 watch the ball.
- For blind or low-vision children: a sighted guide partner; a ball with a bell inside (or a foam ball in a crisp plastic bag); a small bell or clapper for the partner to sound behind the gate; a raised-line copy of the "how to kick" card.
- For children who do not kick: a foam noodle (about 50 cm) to push the ball.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. Show the "how to kick" card. Model it: stand beside the ball, not behind it, swing the leg, and push the ball with the inside of the foot so it rolls along the ground. "We are not kicking high or hard today. We are kicking to a place, along the floor."

Warm-up (5 min)

The class warm-up from term 1, led by one group. Add gentle leg swings, holding a wall or partner.

✎ Main activity (15 min)

Groups of four (two pairs) at each lane. Everyone kicks in the same direction.

1. **Stop it (4 min).** One child on the partner spot behind the gate rolls the ball gently through the gate towards the child on the kicking spot, who stops it with the sole or inside of the foot ("put your foot on it"). Four rolls each, then swap.
2. **Kick through the gate (7 min).** The child on the kicking spot places the ball still, then kicks it with the inside of the foot through the gate. The partner stops it and rolls it back. Five kicks, then swap; then the other pair. Children who get it through most times take one step back.
3. **Kick and stop (4 min).** Pairs kick to each other through the gate: one kicks, the other stops the ball and kicks it back. Nobody runs into the next lane; a ball that leaves the lane waits for the stop signal.

✓ Discussion questions (4 min)

- "What helped the ball go through the gate?" (Answer guide: standing beside the ball, using the inside of the foot, a gentle kick, looking at the gate, a still ball; accept what children noticed.)
- "What helped you stop the ball?" (Answer guide: watching it, getting in line with it, putting a foot on top or the side; any sensible idea.)

✓ Closing check (3 min)

Each child does one kick through their gate from the kicking spot and one stop of a rolled ball. (Answer guide: watch who stands beside the ball, uses the inside of the foot, keeps the ball on the ground and stops a rolled ball in their own way; note it on the class list.)

Vocabulary

kick, inside of the foot, gate, aim, stop, roll, along the ground

Differentiation

- Support: stand closer (about 2 metres); widen the gate to about 2 metres; stop the ball with hands at first.
- Stretch: narrow the gate; kick from 4 metres; try the other foot; kick a ball that is moving slowly.
- Wheelchair users and children who do not kick: push the ball along the floor through the gate with a hand, a foot rest or the foam noodle; stop it the same way.
- Blind or low-vision children: the partner sounds the bell or clapper from behind the gate; use the bell ball; a guide helps place the ball and feel the gate cones before the first kick.
- Early finishers: count how many kicks in a row go through the gate.

⚠ Safety

- Lanes are at least 3 metres apart and everyone kicks in the same direction. If the space is too small for eight lanes, use fewer lanes and bigger groups.
- Kicks stay along the ground; no kicking at people.
- Nobody goes after a ball in another lane until the stop signal.

Teacher notes

- Many six-year-olds kick with their toes and the ball goes up or sideways. Show the inside of the foot and praise any kick that rolls.
- Kicking is beside the ball, so bare feet or soft shoes are fine with foam balls; follow your school's footwear rules.

Lesson 4: Big feelings, calm bodies

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children say how Remy, a made-up child, might feel in a story, learn four new feelings words, and try five calm-down ways that may help when a feeling is big.

Length: about 30 minutes, in the hall or cleared space.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six large warm-up cards from term 1.
- Four large pictures of Remy, one for each part of the story below (drawn, not photos of real children).
- Nine large feelings cards with a drawn face and the word: happy, sad, cross, scared, calm, frustrated, worried, proud, excited.
- Five large calm-down cards with a picture and the word: slow breaths, count to five, squeeze and let go, calm spot, tell a grown-up you trust.
- A set of the five calm-down cards (smaller copies) per group of four.
- The class calm spot (or a mat or corner set up as one for the lesson).
- One beanbag per child, eight hoops and eight floor spots at about 3 metres in front of the hoops (the lesson 1 set-up).
- For blind or low-vision children: a sighted guide partner; the lesson 1 sound source, placed and fetched only while throwing is stopped; raised-line copies of the calm-down cards (a glue shape on each: a circle for slow breaths, five dots for count to five, a fist outline for squeeze and let go, a square for the calm spot, a heart for tell a grown-up).
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. Show the five kindergarten feelings cards (happy, sad, cross, scared, calm). "Who remembers these feelings words?" Children say the word or point. "Today we meet four more, in a story about Remy. Remy is made up."

Warm-up (5 min)

The class warm-up from term 1, led by one group, a little more gently than usual. Finish standing still, then sitting down.

✎ Main activity (15 min)

1. **Remy's beanbag game (6 min).** Read the story, showing each Remy picture. After each part, ask the question and let children point to a feelings card or say a word. Accept any feeling that fits and add "might": "Remy might feel ..."

   Part 1. Remy's class is playing the hoop game. Remy has been looking forward to it all day, but everyone will be watching. (How might Remy feel? Maybe excited; maybe a bit worried. Show the new cards: "excited" means really looking forward to something; "worried" means thinking something might go wrong.)

   Part 2. Remy throws and misses. Remy throws again and misses. A third time, a miss. (Now? Maybe frustrated, cross or sad. Show "frustrated": "when you try and try and it doesn't work yet.")

   Part 3. Remy's face feels hot and Remy wants to throw the beanbag hard at the wall. Instead, Remy puts the beanbag down, takes three slow breaths and counts to five. Then Remy tells the teacher, "I keep missing." The teacher says, "Try one step closer." (How might Remy feel now? Maybe calmer; maybe still a bit frustrated. Both can be true.)

   Part 4. Remy throws from one step closer, and the beanbag lands in the hoop. (Now? Maybe proud or happy. Show "proud": "feeling good about something you did or kept trying at.")

1. **Five calm-down ways (5 min).** Show each large calm-down card and try it together, briefly:
2. **Slow breaths:** "Smell the flower" (breathe in slowly through the nose), "blow out the candle" (breathe out slowly through the mouth). Three times, gently. Anyone can breathe normally instead.
3. **Count to five:** count slowly to five in your head or in a whisper.
4. **Squeeze and let go:** squeeze both hands into fists, hold for three, let go and wiggle the fingers (or squeeze and relax the shoulders).
5. **Calm spot:** point to the class calm spot. "You can go there for a little while, then come back."
6. **Tell a grown-up you trust:** "Remy told the teacher. Who are grown-ups at school you could tell?" (Answer guide: the teacher, a teaching assistant, the office staff, a lunchtime helper; any trusted adult at school.)

"Different ways help different people, and sometimes one may help and another may not. You can try another one."

1. **Pause, breathe, try again (4 min).** Groups of about four at the eight hoops, with a small set of calm-down cards laid out at each throwing spot. Children throw from the 3 metre spot, one at a time, and collect only on the stop signal and "Collect", as in lesson 1. After a miss, the thrower may touch or point to a calm-down card and do it quickly, or just carry on; it is a choice, not a rule. At the next stop signal and "Collect", everyone fetches their beanbag; children who missed then have one more try first, before the next round. "Missing is part of practising." Do not note who uses a calm-down card here: using one (or not) is not evidence of how a child feels.

✓ Discussion questions (4 min)

- "How did Remy's feelings change in the story?" (Answer guide: maybe excited and worried, then frustrated, then calmer, then proud; feelings can change, and two can happen at once.)
- "Which calm-down way might you try in the hoop game, if you want to?" (Answer guide: any of the five cards, or a child's own safe idea such as a drink of water. Opt-in: children may point, show or pass. Do not ask about feelings at home.)

✓ Closing check (3 min)

Hold up the Part 2 picture of Remy: "How might Remy feel here?" Then: "Show me one calm-down way." Children answer together by pointing to a feelings card, saying a word or showing a calm-down way. (Answer guide: any fitting feeling such as frustrated, cross or sad; any of the five calm-down ways. Note who uses a new word and who shows a calm-down way.)

Vocabulary

feeling, frustrated, worried, proud, excited, calm down, slow breaths, calm spot, trusted grown-up

Differentiation

- Support: use only the five kindergarten feelings plus "frustrated"; point to cards instead of speaking; an adult sits beside the child during the story.
- Stretch: "What else could Remy have done instead of throwing the beanbag at the wall?"; "Can you think of a time in a story or film when a character felt proud?"
- Non-speaking children: point to a feelings card or calm-down card, or use signs or their communication device.
- Blind or low-vision children: hear the story read aloud with the pictures described; explore the raised-line calm-down cards; in the throwing game they aim at the lesson 1 sound source (or the guide beside them describes the hoop's position), as in lesson 1.
- Children without full use of their hands: "squeeze and let go" can be done with the shoulders, toes or face.
- Early finishers: help lay out calm-down cards at each throwing spot.

⚠ Safety

- Feelings are only talked about through Remy. Never ask children about their own feelings at home or their family. Sharing is opt-in; passing is fine.
- Slow breathing is gentle and short. Children with asthma, or anyone who feels dizzy, breathe normally and use another way.
- The calm spot is a choice, never a punishment.
- If a child tells you something worrying, follow your school's safeguarding procedure.
- Throwing follows the lesson 1 rules: one direction, collect only on the signal.

Teacher notes

- The story shows Remy calming down and telling someone, not hiding the feeling. Avoid "Don't be cross" or "Stop crying"; say what Remy did instead.
- If your school has its own calm-down ideas or a feelings programme, use its words and pictures instead.
- Lesson 5's one-to-one check uses the Remy pictures and the calm-down cards.

Lesson 5: Throw, catch and kick stations

Unit overview - Previous: Lesson 4

Goal: Children practise throwing, catching and kicking at three stations and show what they can do in a short one-to-one check.

Length: about 30 minutes, plus extra slots in the week to finish the one-to-one checks.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six large warm-up cards from term 1.
- Three station signs with a picture: throw, catch, kick.
- **Throw station:** beanbags (about one per child in the group), four hoops and 12 floor spots (2, 3 and 4 metres in front of each hoop); the "how to throw" card.
- **Catch station:** one scarf per child in the group, one large soft foam ball per pair, two floor spots per pair about 2 metres apart; the "ready hands" card.
- **Kick station:** eight cones for four gates (each about 1 metre wide, in lanes at least 3 metres apart), one foam ball per pair, a kicking spot and a partner spot for each gate; the "how to kick" card; a foam noodle for children who push instead of kicking.
- **Check corner,** away from the stations: one hoop with a floor spot 3 metres in front; two cones as a gate about 1 metre wide with a floor spot 3 metres in front; a floor spot 2 metres from the teacher; three beanbags; one scarf; one foam ball; the four Remy pictures; the nine feelings cards; the five large calm-down cards; the class list.
- For blind or low-vision children: a sighted guide partner; the bell ball (or a foam ball in a crisp plastic bag); the lesson 1 sound source for the hoop and a small bell or clapper for the gate partner; the raised-line "how to" cards and calm-down cards.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.

Steps

✎ Opening (3 min)

Sitting. Show the three station signs and the "how to" cards. "Today you visit all three stations. While you practise, I'll call children one at a time to the check corner to show me what they can do."

Warm-up (5 min)

The class warm-up from term 1, led by one group.

✎ Main activity (15 min)

Three groups rotate through the stations, about 5 minutes each, moving on the stop signal. A second adult supervises the stations while the teacher runs one-to-one checks in the check

corner. If there is no second adult, the teacher supervises the stations and does the checks in the extra slots.

1. **Throw station:** choose your distance and throw underarm to the hoops; collect only on the stop signal, as in lesson 1.
2. **Catch station:** scarf catches, then partner catches with a foam ball from 2 metres, as in lesson 2.
3. **Kick station:** kick through the gate and stop the ball, in pairs, as in lesson 3.

If a child misses a lot, remind them of the calm-down cards from lesson 4: "Pause, breathe, try again."

✓ Discussion questions (4 min)

- "Which station did you find easiest? Which was hardest?" (Answer guide: any answer; skills grow at different speeds.)
- "What did you do when it didn't work?" (Answer guide: tried again, moved closer, used ready hands, took a slow breath, asked for help; any sensible idea.)

✓ Closing check (3 min)

Sitting together. "Show me ready hands. Show me how you step when you throw. Show me the part of your foot you kick with." (Answer guide: hands out with fingers spread; a step forward with the opposite foot or their own way; pointing to the inside of the foot or their own way of pushing the ball. Note it on the class list.)

One-to-one check (about 4 minutes per child)

Use the check corner. Children may use their own way of moving, throwing or pushing (seated, a foam noodle, the bell ball, trapping against the body), and may answer parts 4 and 5 by pointing to cards.

Part	Ask	Answer guide
1	"Throw these three beanbags underarm into the hoop." (From the spot 3 metres away.)	Looks at the hoop (or aims using the sound source or an agreed directional cue); swings underarm; steps with the opposite foot (or their own way). At least one lands in or near the hoop.
2	"Toss the scarf up and catch it." Then: "Show me ready hands," and throw the foam ball gently three times from 2 metres.	Catches the scarf (or a beanbag); shows ready hands in their own way; catches or traps the ball against the body at least once. Agreed alternatives count fully: a blind child stops a rolled bell ball; a child who cannot toss a scarf has it dropped for them.
3	"Kick the ball through the gate." (Three kicks from the spot 3 metres away.) Then roll the ball gently: "Stop it."	Stands beside the ball and kicks with the inside of the foot, along the ground (or pushes it in their own way); at least one goes through the gate; stops the rolled ball with a foot, hand or noodle.
4	Show the Part 2 picture of Remy (three misses). "How might Remy feel here?"	Any feelings word that fits, e.g. frustrated, cross, sad or worried (said, signed or pointed to on a card).

Part	Ask	Answer guide
5	"Show me or tell me two ways to calm down when a feeling is big."	Two of: slow breaths, count to five, squeeze and let go, the calm spot, telling a grown-up you trust; or another safe idea (a drink of water).

Record each part as "yes", "with help" or "not yet" on the class list. Ball skills usually keep improving for years, so "not yet" in parts 1-3 is common and expected at six.

Vocabulary

station, underarm, ready hands, inside of the foot, gate, calm down

Differentiation

- Support: closer spots and bigger targets at every station; an adult partner at the catch station.
- Stretch: the 4 metre throwing spot; catch with hands only; narrow the gate.
- Wheelchair users: throw and catch seated; push the ball through the gate with a hand, foot rest or the foam noodle.
- Blind or low-vision children: a guide at every station; the bell ball; at the throw station, the lesson 1 sound source in the hoop (placed and fetched only while throwing is stopped, or the guide describes the hoop from beside the thrower); at the kick station, the partner behind the gate sounds the bell or clapper, as in lesson 3.
- Early finishers: help reset cones and collect beanbags on the signal.

⚠ Safety

- Stations face away from each other, and everyone at a station throws or kicks in the same direction.
- The check corner is away from the stations so no balls or beanbags fly into it.
- Soft equipment only; collect only on the stop signal.

Teacher notes

- Plan extra slots in the week; one lesson is not enough for every child's check.
- Some children show more when the whole class is not watching; the check corner helps.

Grade 1 Health and PE: Fair Games, Healthy Teeth, Medicine Safety and Asking for Help (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 10 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check space, equipment, medical, medicine and safeguarding notes against your school's rules.
>
> Text-checked by two other agents (GLM-5.3 Flash, Gemini 4 Argon); see Known gaps.

Back to the grade 1 year plan - Term 3

Big idea

A game is fun when its rules are fair: everyone has a real chance and everyone can play. A good sport says "Good game" whether they win or lose. We can look after our bodies in small, everyday ways: brushing our teeth twice a day, keeping sugary drinks and snacks small, and only taking medicine from a trusted grown-up. When something is wrong, we can ask a trusted grown-up for help, and ask another one if the first cannot help.

This is the third health and PE unit of the grade 1 year (term 3). It builds on Taking turns, food and sleep, and stop, look, listen from kindergarten (taking turns, food words), the grade 1 term 1 unit Moving and dodging (the class warm-up, the stop signal and lanes) and the grade 1 term 2 unit Throw, catch, kick and calm down (beanbags and hoops, Remy the made-up child, and "tell a grown-up you trust").

Outcomes

By the end of the unit a student can:

1. Play a relay game by its rules (one runner at a time, stay in your lane, one beanbag each) and say whether a rule or set-up is fair or not fair, and why (for example "Their hoop is closer, so it's not fair").
2. With a group, choose and test one rule change, checking "Can everyone in our group play with this rule?", and show a good-sport way to finish a game (saying "Good game" or "Well played", a wave, a thumbs-up or a sign), whether their team won or not.
3. Say that we brush our teeth twice a day for about two minutes, show the outer, inner and chewing surfaces on a model tooth, and say that sugary drinks and snacks are best kept small.
4. Say that medicine is only given by a trusted grown-up, and say or show what to do if they find pills or a bottle they are not sure of: don't touch, don't taste, tell a grown-up.
5. Name (or point to) a trusted grown-up at school and show how to ask for help: get the grown-up's attention, say or show what is wrong, and ask another grown-up if the first one cannot help.

Prior knowledge

- From kindergarten: taking turns in a game, food words, washing hands.
- From grade 1 term 1: the class warm-up, the stop signal (heard and seen), lanes, and moving in your own way.
- From grade 1 term 2: underarm throws at hoops, Remy (a made-up child), feelings words and calm-down ways, including "tell a grown-up you trust".
- Six-year-olds usually care a great deal about winning and about whether things are fair. Many are starting to lose baby teeth. Never ask children about their own teeth, brushing, dentist visits or medicines at home; all personal examples come through Remy.

Lessons

Lessons 1 and 2 are PE lessons in the hall (opening 3, warm-up 5, main 15, discussion 4, closing check 3). Lessons 3-5 are classroom lessons (opening 5, main 15, discussion 5, closing check 5). All are about 30 minutes. Leave a day or two between lessons. The lesson 5 one-to-one check is done in extra short slots over the following days.

Lesson	Title	Main activity
1	Fair rules	A beanbag relay in lanes, then a "spot the unfair rule" round and fixing it
2	Our own fair rule	Groups test rule changes, choose one everyone can play with, and practise "Good game"
3	Looking after our teeth	A giant model tooth, the three surfaces, two-minute pretend brushing, and sorting food and drink picture cards
4	Medicine only from a trusted grown-up	Remy's story, "don't touch, don't taste, tell a grown-up", and sorting picture cards
5	Asking for help	Trusted grown-ups at school, what to say, Remy scenario cards, and a one-to-one check

Materials (whole class unless noted)

- Lessons 1-2: a hall or cleared space at least 10 metres long, with clear edges, away from walls and windows; cones or floor spots to mark the edge.
- Lessons 1-2: the stop signal, both heard and seen (a drum or tambourine plus a raised hand or a red card with a square); the six large warm-up cards from term 1; water; ear defenders and a quiet spot at the edge for children who need them.
- Every lesson: a class list for notes.
- Lesson 1: six lanes marked with cones or floor tape, about 3 metres apart (fewer lanes and longer teams if the space is narrower); 12 hoops (one at the start and one at the far end of each lane, about 8 metres apart); one beanbag per child (each team's beanbags start together in the far hoop of its lane, so a team of four has four beanbags there); two large picture cards, "fair" (a smiling face with a level balance) and "not fair" (a frowning face with a tipped balance); one small "fair" and one small "not fair" card per child (or children use thumbs up and thumbs down).
- Lesson 2: the lesson 1 lanes, hoops, beanbags and fair and not fair cards; six extra cones (one halfway along each lane); five large rule-change picture cards (hop or move in your own way; carry the beanbag on a flat hand; walk heel to toe; carry the beanbag on a paper plate; walk sideways); one paper plate per team; one blank card per team for a group's own

idea; one large "good sport" card showing four ways to say "Good game" (the words, a wave, a thumbs-up, the class sign for "good game").

- Lesson 3: one large picture of Remy; a giant model tooth (a large drawn tooth on card, or a box covered in white paper) with the outer, inner and chewing surfaces each shown in a different pattern and labelled; one large card cut-out toothbrush for the model; a two-minute sand timer; a "twice a day" picture card (a morning sun and a night moon); eight food and drink picture cards (water, carrot sticks, cucumber, cheese; sweets, fizzy drink, iced cake, a lollipop); two sorting labels ("not much sugar" and "lots of sugar: keep it small"); one small tooth picture per child, with the three surfaces outlined, and crayons.
- Lesson 4: four large pictures of Remy for the story; a "medicine rule" card with three pictures (a hand with a cross for "don't touch", a mouth with a cross for "don't taste", a child talking to a grown-up for "tell a grown-up"); eight scenario picture cards (listed in lesson 4); two sorting labels ("OK" and "Stop and tell a grown-up"). Pictures only: no real medicines, pill bottles, inhalers or sweets in the classroom.
- Lesson 5: a large picture of Remy; pictures or names of trusted grown-ups at school (the class teacher, teaching assistants, lunchtime staff, office staff, the school nurse if there is one), as your school allows; a large "how to ask for help" card with three pictures (get their attention, say what is wrong, ask another grown-up); five Remy scenario cards (listed in lesson 5); one "I need help" card per child (a picture of a raised hand and the words), which children can hand or show to an adult; a class puppet (optional); for the one-to-one check, the lesson 1 fair and not fair pictures, the "good sport" card, the small tooth picture, scenario card 2 from lesson 4 (tablets on a table) and the pictures of trusted grown-ups, plus two lane pictures (every hoop the same distance away; one hoop much closer) and a clean small tooth picture.
- For blind or low-vision children: a sighted guide partner; in lessons 1-2 a sound source at the far hoop of their lane (a battery-powered beeper or small radio), placed and fetched only while the relay is stopped; raised-line copies of the fair and not fair cards, the rule-change cards, the medicine rule card, the "how to ask for help" card and the "I need help" card (glue lines on card); a textured tooth (a different texture, such as sandpaper, corrugated card and smooth card, on each surface); scenario and food cards described aloud.

⚠ Safety and access

- **Relay space:** check the space before lessons 1 and 2. Lanes at least 3 metres apart. Runners walk or jog, stay in their own lane, go round their far hoop on the outside and come back the same way. Waiting children sit or stand behind the start hoop. Only one runner per team is out at a time.
- **No touch needed:** the next runner is sent with a wave or a high-five, whichever that child chooses.
- **Stop signal for everyone:** always given as a sound and as something to see.
- **Moving in your own way:** children who use a wheelchair, walker or crutches travel the lane in their own way; lanes are wide enough for a wheelchair. Blind or low-vision children run with a sighted guide (holding an elbow or a short loop of rope), with the sound source at their far hoop. Lesson 2's check question, "Can everyone in our group play with this rule?", must be answered for every child in the group; if not, the group changes the rule.
- **Medical:** check records for conditions that affect exercise and follow each child's plan; keep inhalers to hand. Children can rest at the edge.

- **No real toothbrushes, toothpaste, medicines, bottles or sweets:** lessons 3 and 4 use pictures, a card model and pretend brushing in the air only. No food or drink is tasted (allergies, and so nobody's food is judged).
- **Privacy:** never ask children about their own teeth, brushing at home, dentist visits, lost teeth, medicines at home or illnesses. Never inspect or comment on anyone's teeth or lunch. Personal examples come only through Remy, a made-up child. Sharing is opt-in; passing is fine.
- **No stranger-danger scripts:** lesson 5 is about asking trusted grown-ups at school for help, not about frightening stories.
- **Safeguarding:** if a child tells you something worrying (about medicine, being hurt, or anything else), follow your school's safeguarding procedure.
- **Inhalers and other prescribed medicine:** some children have an inhaler or other medicine at school as part of a plan agreed by their family and the school. That is a grown-up-agreed medicine; do not single out any child.

Assessment

- Lessons 1-4: the teacher notes on a class list who can say why a set-up is fair or not fair, who checks that everyone can play, who uses a good-sport way to finish, who shows the three tooth surfaces and says "twice a day" (and "about two minutes"), who sorts the sugar cards, and who can say the medicine rule. Pointing, signing or using a communication device counts fully.
- Lesson 5: a closing check with the "I need help" card, then a one-to-one check with five parts and an answer guide (about 4 minutes per child) in extra short slots over the following days, for example while the class does quiet reading or choice time.
- Winning or losing a game is never recorded.

Sources

- American Dental Association, MouthHealthy, "Brushing Your Teeth" (read 10 November 2026): https://www.mouthhealthy.org/all-topics-a-z/brushing-your-teeth
- "Brush your teeth twice a day with a soft-bristled brush"; brush "the outer surfaces, the inner surfaces, and the chewing surfaces"; use a fluoride toothpaste; "Eat a balanced diet that limits sugary beverages and snacks."
- National Institute of Dental and Craniofacial Research (NIDCR), "Tooth decay" (read 10 November 2026): https://www.nidcr.nih.gov/health-info/tooth-decay
- "Tooth decay begins when bacteria in your mouth make acids that attack the tooth's surface (enamel)"; when these bacteria come into contact with sugars and starches from foods and drinks, they form an acid. Its tips to prevent decay include "Brush teeth twice a day with a fluoride toothpaste" and choices "that limit sugary drinks and foods high in sugars and starches."
- KidsHealth (Nemours), "Mouth & Teeth" (read 10 November 2026; the page served at this address is the version for parents): https://kidshealth.org/en/kids/teeth.html
- The first set of 20 teeth (baby or primary teeth) "begin to fall out when a child is around 6 years old" and are replaced by permanent teeth; "Brush your teeth twice a day for two minutes at a time"; "Limit juice, sugary snacks, and sticky foods like dried fruit"; "Never walk or run with anything in the mouth, such as a toothbrush or pencil."
- Up and Away (read 10 November 2026): https://upandaway.org/en/
- An initiative of PROTECT, first created with the US Centers for Disease Control and Prevention. "To a young child, pills can look like candy and liquid medicines can look like

sugary drinks." It advises teaching children "what medicine is and why you or another caregiver must be the one to give it to them", and says "Never tell children medicine is candy." It reports that about 35,000 young children a year in the US go to the emergency room after getting into medicines left within reach.
- Wikipedia, "Sportsmanship" (read 10 November 2026): https://en.wikipedia.org/wiki/Sportsmanship
- Describes sportsmanship as enjoying a game "for its own sake, with proper consideration for fairness, ethics, respect, and a sense of fellowship with competitors"; a "good sport" is both a "good winner" and a "good loser"; the most common bad sportsmanship is cheating or breaking rules to get an unfair advantage.
- The grade 1 year plan (health and PE, term 3).
- No health or PE standard was read for this unit.

Known gaps

- Written 10 November 2026. Text-checked by two other agents on 10 November 2026 (not an educator or classroom review): GLM-5.3 Flash found no errors and made two optional wording notes (taken at a49f555); Gemini 4 Argon found no errors at a17096b, diff-checked a49f555, and made three optional access and assessment notes (taken at c88ba3a), which Gemini 4 Argon also diff-checked the same day. See PEERCHECKS.md. Not checked by a teacher.
- No official standard was read. The choice and order of topics is mine, based on the grade 1 year plan.
- The sources are US health organisations and Wikipedia. Toothpaste advice (for example how much a young child uses) and medicine rules at school differ between countries and schools; the unit leaves the amount of toothpaste to a grown-up and follows the school's medicine policy.
- The food and drink cards are an example, not from a source. Sorting them into "not much sugar" and "lots of sugar: keep it small" is a simple version of "limit sugary drinks and snacks"; it is not a full nutrition lesson, and fruit and juice are left out on purpose because they are harder to sort (KidsHealth also suggests limiting juice).
- Up and Away is about medicines. Other things children should not touch or taste (cleaning products, batteries, plants) are not covered here.
- The relay distances, lane widths and team sizes are my estimates; change them to fit your space.
- The games, story, scenarios and timings are my choice, not taken from a source.

CC0 1.0. Games, cards, the Remy story and scenarios in this unit were written for it and are also CC0.

Lesson 1: Fair rules

Unit overview - Next: Lesson 2

Goal: Children play a beanbag relay by its rules, spot a set-up that is not fair, say why, and help fix it.

Length: about 30 minutes, in the hall or cleared space.

Materials

- The cleared space (at least 10 metres long) and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six large warm-up cards from term 1.
- Six lanes marked with cones or floor tape, about 3 metres apart (fewer lanes and longer teams if the space is narrower).
- 12 hoops: one at each end of each lane, about 8 metres apart.
- One beanbag per child. Each team's beanbags start together in the far hoop of its lane (a team of four has four beanbags there).
- Two large picture cards: "fair" (a smiling face with a level balance) and "not fair" (a frowning face with a tipped balance).
- One small "fair" card and one small "not fair" card per child (or children use thumbs up and thumbs down).
- For blind or low-vision children: a sighted guide partner; a sound source for the far hoop of their lane (a battery-powered beeper or small radio), placed and moved by an adult only while the relay is stopped; raised-line copies of the fair and not fair cards (a level line and a tipped line).
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. "In kindergarten we learned to take turns. Today we play a relay game, and we think about rules. A rule tells everyone how to play. A fair rule gives everyone a real chance." Show the "fair" and "not fair" cards.

Warm-up (5 min)

The class warm-up from term 1, led by one group using the large cards. Add walking, then jogging, along a lane and back.

✎ Main activity (15 min)

Teams of four or five, one team per lane, sitting behind the empty hoop at their end. The full hoop is at the far end.

The rules (show and say them, and model once with a helper):

1. One runner at a time from each team.
2. Walk or jog in your own lane to the far hoop, take **one** beanbag, come back in your lane and put it in your team's hoop.
3. Send the next runner with a wave or a high-five (the next runner chooses).
4. When all the beanbags are in your hoop, your team sits down.

Then:

1. **Practice and race (5 min).** One practice round at walking pace, then one race. After the race, give the stop signal. Each team walks along the side of its own lane to the other end, so the full hoop is now the far hoop. Say "Good game" to the class as a whole: no team is praised or teased for winning or losing.
2. **Spot the unfair rule (6 min).** "This time I am going to change one thing. Watch carefully. Your job is to spot it and say if it's fair." While everyone is sitting, move the far hoop of one lane to about 4 metres from its team (half the distance). Race once. Then stop and ask: "Was that race fair?" Children show the fair or not fair card (or thumbs). "Why?" (Answer guide: that team's hoop was closer, so they had less far to go; the others had no real chance to win.) Say clearly: "It wasn't that team's fault. They played by the rules. The set-up was not fair."
3. **Fix it (4 min).** "How can we make it fair again?" (Answer guide: move the hoop back so every team goes the same distance; or move every hoop closer.) A child shows where the hoop should go; an adult moves it while the relay is stopped. Teams turn round as before and race once more.

✓ Discussion questions (4 min)

- "What made the second race not fair?" (Answer guide: one team had a shorter distance; the rule or set-up was different for one team.)
- "What other things could make a game not fair?" (Answer guide: someone taking two beanbags, starting before the wave, cutting across a lane, one team having more runners; any sensible idea. If a child names another child, steer back to the rule: "What would the rule be?")
- "How could you tell the other team 'well done' at the end?" (Answer guide: saying "Good game", a wave, a thumbs-up. Lesson 2 practises this.)

✓ Closing check (3 min)

Describe three quick set-ups, pointing at the lanes as you go: (1) every hoop the same distance away; (2) one team allowed to take two beanbags at a time; (3) every team takes turns, one runner at a time. Children hold up "fair" or "not fair" for each. Ask two or three

children "Why?". (Answer guide: fair, not fair, fair. Note who can say why, for example "they get two, the others get one".)

Vocabulary

rule, fair, not fair, take turns, lane, relay, team

Differentiation

- Support: a partner runs alongside; shorter lanes for a team that needs them, with every team in that game using the same shorter lane.
- Stretch: "Is it fair if one team has five runners and another has four?" (Answer guide: not quite; the team of four could have one runner go twice, or one team could have fewer beanbags.)
- Wheelchair, walker or crutch users: travel the lane in their own way. If one team's travel is much slower, discuss in lesson 2 whether a rule change makes it fairer; never single out a child.
- Blind or low-vision children: run with a sighted guide holding an elbow or a short loop of rope; the sound source is at their far hoop. Explore the raised-line fair and not fair cards before the closing check.
- Deaf children: the stop signal is always seen as well as heard; the wave start works for everyone.
- Non-speaking children: answer "why" by pointing at the hoop or the lanes, or with signs or a communication device.

⚠ Safety

- Walk or jog only; no diving for beanbags.
- Everyone stays in their own lane, goes round their far hoop on the outside and comes back the same way. Only one runner per team is out at a time.
- Hoops and the sound source are moved only while the relay is stopped.
- Waiting children sit or stand behind their start hoop, not in the lane.

Teacher notes

- The unfair round is announced as a puzzle, so no team feels tricked, and the closer team is never blamed.
- Six-year-olds often say "not fair" about losing. Use the lesson to separate the two: losing a fair game is still fair.

Lesson 2: Our own fair rule

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Groups test rule changes for the relay, choose one that everyone in the group can play with, and practise finishing a game as a good sport.

Length: about 30 minutes, in the hall or cleared space.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six large warm-up cards from term 1.
- The lesson 1 lanes, 12 hoops and one beanbag per child.
- Six extra cones, one halfway along each lane (about 4 metres from the start), for testing rules.
- Five large rule-change picture cards: hop or move in your own way; carry the beanbag on a flat hand; walk heel to toe; carry the beanbag on a paper plate; walk sideways.
- One paper plate per team.
- One blank card per team, for a group's own idea (an adult draws or writes it).
- One large "good sport" card showing four ways to say "Good game": the words, a wave, a thumbs-up and the class sign.
- The lesson 1 "fair" and "not fair" cards.
- For blind or low-vision children: a sighted guide partner; the lesson 1 sound source, placed and moved only while the relay is stopped; raised-line copies of the rule-change cards (a simple glue shape on each: one foot, a flat hand, two feet in a line, a circle, a sideways arrow).
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. "Last time we spotted a rule that wasn't fair and fixed it. Today your team makes up its own rule for the relay. A good rule is fair, and everyone in your team can play with it." Show the five rule-change cards.

Warm-up (5 min)

The class warm-up from term 1, led by one group. Add a few steps each of hopping (or moving in your own way), walking heel to toe and walking sideways.

✎ Main activity (15 min)

Same teams as lesson 1, one per lane.

1. **Test two rules (6 min).** Give each team two rule-change cards (or its own idea on a blank card). Each child tries each rule once, to the halfway cone and back, carrying a beanbag where the rule needs one (a flat hand or the team's paper plate). One child at a time per lane.
2. **Choose and check (3 min).** Each team chooses one rule. Before they keep it, an adult asks the check question, and the team answers it for every child: **"Can everyone in our group play with this rule?"** If the answer is no for anyone (for example hopping for a child who uses a wheelchair, or heel to toe for a child using crutches), the team changes the rule or adds "or move in your own way". The adult writes or draws the final rule on the team's card.
3. **Play and say "Good game" (6 min).** Pair each team with the team in the next lane. Show the "good sport" card: "At the end of every race, both teams say or show 'Good game' to the other team, whoever finished first. If you finish first, you can also say 'Well played'." The two teams race with team A's rule (both teams using the same rule), then with team B's rule, turning round between races as in lesson 1.

✓ Discussion questions (4 min)

- "Was it fair for both teams in a race to use the same rule? Why?" (Answer guide: yes; both teams had the same job, so both had a real chance. If each team used a different rule, one might have an easier job.)
- "Why did we ask 'Can everyone play with this rule?'" (Answer guide: so nobody is left out; a game is only fair if everyone can join in.)
- "What does a good sport do when their team wins? When their team doesn't win?" (Answer guide: winning: says "Good game" or "Well played", no showing off; not winning: says "Good game", tries again next time. Both are good sports.)

✓ Closing check (3 min)

Each team holds up its rule card and one child says or shows the rule and whether everyone could play. Then each child shows the teacher their "good game" way (words, wave, thumbs-up or sign). (Answer guide: note who answers the check question for their team and who shows a good-sport way. Any of the four ways counts.)

Vocabulary

rule, change, fair, everyone can play, good sport, "Good game", "Well played", win, lose

Differentiation

- Support: choose from two cards only; an adult helps the team ask the check question; walk the race instead of jogging.

- Stretch: invent a new rule and draw it on the blank card; "Is your rule fair if one team has a paper plate and the other doesn't?"
- Wheelchair, walker or crutch users: every rule includes "or move in your own way" if needed; carrying the beanbag on a flat hand or plate works seated.
- Blind or low-vision children: test rules with the guide; explore the raised-line rule cards; the sound source stays at the far hoop for races.
- Non-speaking children: show "Good game" with a wave, thumbs-up, sign or communication device; choose a rule by pointing to a card.
- Children without full use of their hands: carry the beanbag in the crook of an arm, or skip carrying and touch the far hoop instead; their own way counts.

⚠ Safety

- The lesson 1 rules stay: walk or jog, own lane, one runner per team, round the far hoop on the outside, hoops and the sound source moved only while the relay is stopped.
- Hopping is a few hops at a time; children can switch to walking at any point.
- Heel-to-toe and sideways walking are slow on purpose; no racing in those rules during testing.
- Paper plates only (no hard plates).

Teacher notes

- Some children will be upset about not winning. Name the good-sport ways rather than telling children not to be upset, and remind them of the term 2 calm-down ways.
- Winning and losing are never recorded.

Lesson 3: Looking after our teeth

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children learn that we brush our teeth twice a day for about two minutes, practise brushing the outer, inner and chewing surfaces on a model (and in the air), and sort food and drink pictures by how sugary they are.

Length: about 30 minutes, in the classroom.

Materials

- One large picture of Remy (the made-up child from term 2).
- A giant model tooth: a large drawn tooth on card, or a box covered in white paper, with the outer, inner and chewing surfaces each shown in a different pattern (stripes, dots, zigzags) and labelled.
- One large card cut-out toothbrush for the model.
- A two-minute sand timer.
- A "twice a day" picture card: a morning sun and a night moon.
- Eight food and drink picture cards (drawn, an example, not from a source): water, carrot sticks, cucumber, cheese; sweets, fizzy drink, iced cake, a lollipop.
- Two sorting labels: "not much sugar" and "lots of sugar: keep it small".
- One small tooth picture per child, with the three surfaces outlined, and crayons.
- For blind or low-vision children: a raised-line version of the giant tooth or small tooth picture with a different texture on each surface (sandpaper, corrugated card, smooth card); the food cards described aloud.
- A class list for notes.

Steps

✎ Opening (5 min)

Show Remy. "This is Remy again. Remy has a wobbly tooth. Remy's first teeth are called baby teeth. Many children start to lose baby teeth at around six, and a new, bigger tooth grows in its place. The new teeth are called permanent teeth, which means they are meant to stay, so we look after them." Do not ask who has lost a tooth or who has a wobbly tooth; if children offer it, say "Thank you" and move on.

✎ Main activity (15 min)

1. **Three surfaces (4 min).** Show the giant tooth. "Every tooth has an outside, an inside and a top where we chew." Point to each surface and its pattern: the **outer surface** (the side next to your cheeks and lips), the **inner surface** (the side next to your tongue) and the **chewing surface** (the top). Brush each one on the model with the card toothbrush, saying its name. Children say the names with you.
2. **Twice a day, two minutes (5 min).** Show the "twice a day" card: "Dentists say to brush twice a day: once in the morning and once at night." Show the sand timer: "Each time, about two minutes. That is longer than it feels!" Everyone holds a pretend

toothbrush in the air in front of them (not in their mouths) and "brushes" with small circles while the teacher calls out each surface and points to it on the giant tooth at the same time (so deaf and hard-of-hearing children have a visual cue): outer, inner, chewing, top teeth and bottom teeth, until the sand runs out. "A soft toothbrush and a toothpaste with fluoride in it help. A grown-up decides how much toothpaste."

3. **Sugar sort (6 min).** Explain simply: "Tiny living things called bacteria live in everyone's mouth. When they meet sugar, they make acid, and acid can hurt the hard outside of our teeth. So it's kinder to our teeth to keep sugary drinks and snacks small, and to brush." Show the eight cards one at a time. Children say or show which label each goes under; a child places it. (Answer guide: not much sugar: water, carrot sticks, cucumber, cheese; lots of sugar, keep it small: sweets, fizzy drink, iced cake, lollipop.) Say: "Sugary food isn't bad, and nobody is in trouble for eating it. We just keep it small and brush our teeth."

✓ Discussion questions (5 min)

- "Why do we brush all three surfaces?" (Answer guide: so every part of the tooth gets clean; the sugar and bacteria can be on any side.)
- "Remy's family has cake at a party. What could help Remy's teeth afterwards?" (Answer guide: a drink of water, brushing at bedtime as usual; not "never eat cake".)
- "When do we brush?" (Answer guide: twice a day, morning and night, for about two minutes.)

Do not ask who brushes at home, who has been to a dentist, or what children eat or drink at home.

✓ Closing check (5 min)

Each child marks the three surfaces on their small tooth picture in three different ways (colours, or stripes, dots and zigzags) and shows the teacher, who asks: "Show me the chewing surface. How many times a day do we brush?" (Answer guide: points to the top of the tooth; "twice" or "two" or shows two fingers or the sun and moon card. Note on the class list.)

Vocabulary

tooth, teeth, baby teeth, outer surface, inner surface, chewing surface, brush, twice a day, two minutes, sugar, sugary

Differentiation

- Support: learn "outside, inside, top" before the longer names; point to the surfaces instead of naming them.
- Stretch: "Why might sticky sweets be harder on teeth than water?" (Answer guide: accept "the sugar stays on the teeth longer" as a sensible guess; label it a guess.)
- Non-speaking children: point to the surfaces and the sun and moon card, or use signs or a communication device.

- Blind or low-vision children: explore the textured tooth (a different texture for each surface); hear each food card described.
- Children without full use of their hands: "brush" in the air with any movement they choose, or tell an adult where to brush on the model.

⚠ Safety

- No real toothbrushes or toothpaste in class. Pretend brushing is in the air, not in mouths.
- No food or drink is tasted or brought in (allergies). Cards only.
- Never comment on anyone's teeth or lunch. Never ask about brushing at home, dentist visits, lost teeth or what children eat at home.
- If a child mentions tooth pain or something worrying, tell the school nurse or follow your school's procedure; if it is a safeguarding concern, follow your school's safeguarding procedure.

Teacher notes

- The sources advise brushing twice a day, for two minutes, with a soft brush and a fluoride toothpaste, brushing all three surfaces, and limiting sugary drinks and snacks (see the unit's sources). How much toothpaste a young child uses differs between countries; the unit leaves it to a grown-up.
- KidsHealth also advises never walking or running with anything in the mouth, such as a toothbrush; you could add this as a safety tip.
- Some families cannot easily get toothbrushes or toothpaste. Never make a child feel judged; if your school has a toothbrushing scheme, follow it.

Lesson 4: Medicine only from a trusted grown-up

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children learn what medicine is, that only a trusted grown-up gives it, and what to do if they find pills or a bottle they are not sure of: don't touch, don't taste, tell a grown-up.

Length: about 30 minutes, in the classroom.

Materials

- Four large pictures of Remy, one for each part of the story below (drawn, not photos).
- A "medicine rule" card with three pictures: a hand with a cross ("don't touch"), a mouth with a cross ("don't taste") and a child talking to a grown-up ("tell a grown-up").
- Eight scenario picture cards (drawn), listed in the main activity.
- Two sorting labels: "OK" and "Stop and tell a grown-up".
- For blind or low-vision children: a raised-line copy of the medicine rule card (a glue hand, a glue mouth and two glue figures); the scenario cards described aloud.
- A class list for notes.
- Pictures only: no real medicines, pill bottles, inhalers, vitamins or sweets in the classroom.

Steps

✎ Opening (5 min)

Sitting. "When people are poorly, a doctor or nurse might say they need medicine. Medicine can help our bodies get better. Medicine can be a tablet, a liquid on a spoon, a cream, or an inhaler that helps with breathing." "Medicine is not sweets. It can help when the right person gives the right amount, but it can be dangerous if a child takes it without a grown-up." Do not ask children about medicines or illnesses at home.

✎ Main activity (15 min)

1. **Remy's story (6 min).** Read the story, showing each picture, and ask the question after each part.

   Part 1. Remy has a sore ear and feels poorly. Remy's grown-up gives Remy medicine on a spoon, the way the doctor said. After a few days Remy feels better. (Who gave Remy the medicine? A grown-up who looks after Remy.)

   Part 2. Remy asks, "Is medicine like sweets?" Remy's grown-up says, "No. Medicine is not sweets. You only have medicine when a grown-up who looks after you gives it to you." (Why does a grown-up give it? They know which medicine and how much.)

   Part 3. At a family party, Remy sees some small, bright tablets on a table. They look just like sweets. (What do you think Remy should do? Let children suggest.)

Part 4. Remy doesn't touch them and doesn't taste them. Remy finds a grown-up and says, "There are tablets on the table." The grown-up says, "Thank you for telling me," and puts them away, high up, out of reach. (How might Remy feel? Maybe proud, maybe a bit worried; both are fine.)

1. **The medicine rule (3 min).** Show the medicine rule card and say it together, with actions (hands behind back, lips closed, pointing to a grown-up): **"Medicine only from a trusted grown-up. If you find pills or a bottle you're not sure about: don't touch, don't taste, tell a grown-up."** "Some tablets look like sweets, and some medicines look like juice. That's why we tell a grown-up even if we think it's a sweet."
2. **OK or stop and tell? (6 min).** Show each scenario card; children show thumbs up for "OK" or a flat "stop" hand for "Stop and tell a grown-up", and a child places it under a label. (Answer guide in brackets.)
3. Remy is poorly and Remy's grown-up gives medicine on a spoon. (OK)
4. Small coloured tablets on a table. (Stop and tell)
5. A bottle of pink liquid on the floor that looks like a drink. (Stop and tell)
6. A child uses their own inhaler with a grown-up's help at school, as their plan says. (OK)
7. An older child says, "Try my medicine, it tastes nice." (Stop and tell: say "No" and tell a grown-up)
8. A packet of tablets falls out of a coat on the floor. (Stop and tell)
9. An open tub of chewy shapes that might be vitamins, on a low shelf. (Stop and tell: vitamins are not sweets either)
10. Remy has a cough and the grown-up who looks after Remy reads the label and gives the right amount. (OK)

✓ Discussion questions (5 min)

- "What is the same about all the OK cards?" (Answer guide: a trusted grown-up gave the medicine, or helped, as the plan said.)
- "Why should Remy tell a grown-up even if the tablets look like sweets?" (Answer guide: tablets can look like sweets; you can't always tell; a grown-up can check and put them away.)
- "Some children have an inhaler or medicine at school. Is that OK?" (Answer guide: yes; their family and the school have agreed it, and a grown-up helps. Do not name or point to any child.)

✓ Closing check (5 min)

Hold up scenario card 2 (tablets on a table): "What should Remy do?" Then: "Who gives us medicine?" Children answer together by saying the rule, showing the three actions or pointing to the medicine rule card; ask a few children individually. (Answer guide: don't touch, don't taste, tell a grown-up; a trusted grown-up gives medicine. Note on the class list.)

Vocabulary

medicine, tablet, pill, liquid, inhaler, trusted grown-up, don't touch, don't taste, tell a grown-up

Differentiation

- Support: learn only "don't touch, tell a grown-up" first; sort four cards instead of eight.
- Stretch: "What could a grown-up do so children don't find tablets?" (Answer guide: put medicines away high up and out of sight.)
- Non-speaking children: show the three actions, point to the rule card, or use signs or a communication device.
- Blind or low-vision children: explore the raised-line rule card; hear each scenario described.
- Children who use an inhaler or other medicine at school: the lesson treats it as normal and grown-up-agreed. Check the materials with their family or the school nurse beforehand if you think a child may feel singled out.

⚠ Safety

- No real medicines, bottles, inhalers, vitamins or sweets in class.
- Never call medicine sweets, even as a joke.
- Do not ask about medicines, illnesses or who looks after children at home. Say "a grown-up who looks after you", not "mum" or "dad".
- If a child says they have taken medicine they found, or anything worrying, act at once: follow your school's first-aid and medicine procedure (and safeguarding procedure if needed).

Teacher notes

- The source (Up and Away) advises teaching children "what medicine is and why you or another caregiver must be the one to give it", and never telling children medicine is candy. It also says pills can look like candy and liquid medicines like sugary drinks.
- Follow your school's medicine policy for anything it says differently (for example who gives medicine at school).
- Up and Away is about medicines; cleaning products and other things children shouldn't touch are not covered here.

Lesson 5: Asking for help

Unit overview - Previous: Lesson 4

Goal: Children name trusted grown-ups at school and practise asking for help: getting a grown-up's attention, saying or showing what is wrong, and asking another grown-up if the first one cannot help. A one-to-one check over the following days covers the whole unit.

Length: about 30 minutes, in the classroom, plus about 4 minutes per child for the one-to-one check in extra short slots.

Materials

- One large picture of Remy.
- Pictures or names of trusted grown-ups at school (the class teacher, teaching assistants, lunchtime staff, office staff, the school nurse if there is one), as your school allows.
- A large "how to ask for help" card with three pictures: 1 get their attention, 2 say what is wrong, 3 ask another grown-up.
- Five Remy scenario cards (drawn), listed in the main activity.
- One "I need help" card per child (a picture of a raised hand and the words), which children can hand or show to an adult.
- A class puppet (optional), for modelling.
- For the one-to-one check: the lesson 1 "fair" and "not fair" cards and two pictures (lanes with every hoop the same distance away; lanes with one hoop much closer); the lesson 2 "good sport" card; the lesson 3 small tooth picture (a clean copy); scenario card 2 from lesson 4 (tablets on a table); the pictures or names of trusted grown-ups; a class list.
- For blind or low-vision children: a raised-line copy of the "how to ask for help" card (a glue hand, a glue mouth, two glue figures); a raised-line "I need help" card (a glue hand); the textured tooth from lesson 3; the raised-line fair and not fair cards from lesson 1 and the raised-line medicine rule card from lesson 4, for the check.
- A class list for notes.

Steps

✎ Opening (5 min)

Sitting. "In term 2, Remy told a grown-up when a feeling got big. In lesson 4, Remy told a grown-up about the tablets. Today: who can we ask for help at school, and how?" Show the pictures or names of trusted grown-ups and name each job: "These are grown-ups whose job at school includes helping children." Children point to or name ones they know.

✎ Main activity (15 min)

1. **How to ask (4 min).** Show the "how to ask for help" card. The teacher (or the puppet) models each step:
2. **Get their attention:** go to the grown-up, then say "Excuse me", put your hand up, sign, or show your "I need help" card.

3. **Say or show what is wrong:** "I need help. My friend is hurt." / "I feel sick." / "I can't find my class." Pointing or showing the card is fine too.
4. **Ask another grown-up** if the first one is busy or can't help: "If the first grown-up can't help, ask another one." Model a muddled version ("Um... um...") and a clear one, and ask which was easier to understand.
5. **Remy scenarios (8 min).** Show each card. Children say who Remy could ask and what Remy could say. Volunteers may act it out with the teacher or puppet as the grown-up (opt-in; nobody has to perform; children can also point or show their card). (Answer guide in brackets.)
6. In the playground, Remy's friend falls over and hurts their knee. (Go to a playground grown-up: "Excuse me, I need help. My friend is hurt.")
7. Remy feels sick in class. (Tell the teacher or teaching assistant: "I feel sick.")
8. After assembly, Remy can't find the class line. (Stay in the hall and ask a school grown-up nearby: "I can't find my class.")
9. Remy sees tablets on the floor in the corridor. (Don't touch, don't taste; tell the nearest school grown-up.)
10. Remy asks a grown-up for help, but the grown-up is busy and says "Just a minute." Remy's friend is still hurt. (Say "It's important, my friend is hurt", or ask another grown-up.)
11. **Practise with the card (3 min).** Give each child an "I need help" card. In pairs, one child is the grown-up and one shows the card and says or shows one thing from the scenarios; then swap. Children keep the card in their tray or bag if your school agrees.

✓ Discussion questions (5 min)

- "Why is it a good idea to say what is wrong, not just 'help'?" (Answer guide: the grown-up knows what to do faster.)
- "What can you do if the first grown-up can't help?" (Answer guide: ask another grown-up; say "It's important".)
- "Which grown-ups at school could you ask?" (Answer guide: any trusted grown-up at school from the pictures; accept any school job.) Do not ask about grown-ups at home.

✓ Closing check (5 min)

Each child, in turn around the room or in small groups, shows the teacher how they would get a grown-up's attention and says or shows one thing they might need help with. (Answer guide: "Excuse me", a raised hand, a sign or the card; then any clear statement or showing such as "My friend is hurt". Note on the class list.)

One-to-one check (about 4 minutes per child, in extra slots)

Over the following days, in a quiet corner while the class reads or does choice time, check each child alone. Answers can be spoken, pointed, shown, signed or given on a communication device; agreed alternatives count fully.

1. **Fair or not fair?** Show the two lane pictures. "Which race is fair? Why?" (Answer guide: the one where every hoop is the same distance; in the other, one team has less far to go.) For a blind or low-vision child, describe the two set-ups aloud or use raised-line lane cards.

2. **Good game.** "Show me what a good sport does at the end of a game." (Answer guide: says "Good game" or "Well played", waves, thumbs-up or signs; any one counts.)
3. **Teeth.** Give the clean tooth picture (or the textured tooth). "Show me the outer, inner and chewing surfaces. How many times a day do we brush? For about how long? Should sugary snacks be big or small?" (Answer guide: points to all three; "twice"; "about two minutes" or "until the sand runs out"; "small". Two of three surfaces plus "twice" is a secure start.)
4. **Medicine.** Show the tablets card (and describe it aloud for a blind or low-vision child). "What should you do?" (Answer guide: don't touch, don't taste, tell a grown-up; "medicine only from a trusted grown-up".)
5. **Asking for help.** Show the pictures of grown-ups. "Who could you ask for help at school? What would you say if a friend was hurt?" (Answer guide: names or points to one trusted school grown-up; gets attention and says or shows what is wrong, for example "Excuse me, my friend is hurt".)

Record each part as secure, developing or not yet. Never record winning or losing, or anything about home.

Vocabulary

help, trusted grown-up, "Excuse me", "I need help", hurt, sick, lost, ask another grown-up

Differentiation

- Support: practise only step 1 and one sentence ("I need help"); use the card instead of speaking.
- Stretch: "What if you can't see any grown-up?" (Answer guide: go to where grown-ups usually are, such as the classroom or office; ask a friend to come with you.)
- Non-speaking children: the "I need help" card, signs or a communication device are a full answer; check the class sign or device page for "help" in advance.
- Blind or low-vision children: explore the raised-line cards; hear the scenario cards and staff pictures described (use staff names and voices).
- Deaf children: practise getting a grown-up's attention by going to them and showing the card or signing.

⚠ Safety

- No stranger-danger stories. The lesson is about asking trusted grown-ups at school.
- Role play is opt-in; nobody acts being hurt on the floor.
- Do not ask children about grown-ups, illnesses or incidents at home.
- If a child tells you something worrying, follow your school's safeguarding procedure.

Teacher notes

- Check the staff pictures with your school's photo rules; names alone are fine.
- Children may say "I'd tell my mum". Accept it warmly and add: "And at school, who could you tell?"