Health and physical education, grade K

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

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Source: https://k12-curriculum-drafts-328176.gitlab.io/ (commit 09103e72, built 2026-11-16)

Kindergarten Health and PE: Moving Safely, Stop and Go, and Clean Hands (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 6 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check space, footwear, medical and handwashing notes against your school's rules. Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Kindergarten year plan

Big idea

We can move fast and have fun and still keep ourselves and each other safe: we watch our own space, stop when we hear or see the signal, and land softly. Clean hands help keep us well, so we learn how and when to wash them.

This is the first health and PE unit of the kindergarten year (term 1). Term 2 goes on to balance, jumping and landing further, throwing and catching a large ball, and words for feelings.

Outcomes

By the end of the unit a student can:

1. Move around a shared space (walking, jogging or wheeling) without bumping into others, using "my bubble" space.
2. Stop and freeze within a couple of seconds of the class stop signal.
3. Jump forward with two feet together and land with bent knees ("quiet feet"); try a few hops on one foot (holding on is fine).
4. Wash hands in order (wet, soap, rub palms, backs, between fingers, thumbs and nails, rinse, dry) and keep scrubbing for about 20 seconds.
5. Name two times to wash hands: before eating and after using the toilet.

Prior knowledge

- Most children can walk and run by this age; balance and running are still improving, and hopping on one foot varies a lot at five. Expect a wide range and praise trying, not just success.
- Many children already wash hands at home or nursery, often quickly. The aim is a slower, more complete wash.

Lessons

PE lessons are about 25 minutes; the handwashing lesson is about 20 minutes and happens near the sinks. Leave a day or two between lessons. The stop signal from lesson 1 is used in every later lesson.

Lesson	Title	Main activity
1	My bubble, your bubble	Moving in our own space; learning the stop signal
2	Run, walk, stop!	Traffic-light game: go, slow, stop
3	Jump, hop and land softly	Two-foot jumps, soft landings, first hops
4	Clean hands	The handwashing steps, a 20-second chant, when to wash
5	Safe mover show	Stations circuit and end-of-unit 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.
- A stop signal that can be both heard and seen: a drum or tambourine plus a raised hand or a red card.
- Three large cards for lesson 2, each with a colour and a shape so they can be told apart without colour: green with a circle (go), yellow with a triangle (slow), red with a square (stop). Optional fourth card: blue with a star ("turn round once").
- Hoops or floor spots (one per child) for lessons 1, 3 and 5. A flat line of floor tape (or chalk outdoors) to jump over. Do not use a loose rope: a child who lands on it can roll an ankle or trip.
- Lesson 4: sinks, soap, paper towels or a hand dryer; washable paint in a tray (one small blob per child) for the "missed spots" demonstration; six large step cards (wet, soap, rub, scrub between fingers and thumbs, rinse, dry); a clock or timer with a second hand for the teacher.
- Lesson 5: one set of the six handwashing step cards (smaller copies) per station group, and a class list for notes.

⚠ Safety and access

- **Space and floor:** check the space for hazards before each lesson. No running in socks on a slippery floor; trainers or bare feet on a suitable surface, as your school allows. Walk, never run, near the sinks.
- **Medical:** check records for conditions that affect exercise (asthma, heart, joint, epilepsy) and follow each child's plan. Water available.
- **Stop signal for everyone:** always give the signal both as a sound and as something to see, so that deaf children and children who are not looking at that moment both get it.
- **Movement is opt-in in form, not in taking part:** children who use a wheelchair, walker or crutches travel, stop and "jump" in their own way (wheel and stop; a push-up lift or arm swing for a jump; lifting one foot while holding on, or a seated bounce, for a hop). Any child may hold a wall, rail or a partner's hand when hopping.
- **Noise:** offer ear defenders and a quiet spot near the edge; keep the drum soft.
- **Skin:** use school-approved soap. Frequent washing can dry skin; children with eczema or sore skin may need a gentler soap and to pat dry, as their family or plan advises. The paint demonstration is optional and uses washable, skin-safe paint only; skip it for children with skin conditions.
- **Touch:** support by touch (guiding a hand at the sink) only with the child's agreement.

Assessment

- Lessons 1-3: the teacher watches for moving without bumping, stopping on the signal and soft two-foot landings, and notes it on a class list.
- Lesson 4: watch each child wash once using the step cards.
- Lesson 5: a 5-part movement and talk check with an answer guide. Plan an extra small-group or one-to-one slot in the week to finish per-child checks; some children show more when not watched by the whole class.

Sources

- Wikipedia, "Hand washing" (read 6 November 2026): https://en.wikipedia.org/wiki/Hand_washing
- Steps: lather the backs of hands, between fingers and under nails; scrub for at least 20 seconds; rinse well under running water; dry with a clean towel or air dry.
- The most commonly missed areas are the thumb, the wrist, between the fingers and under the fingernails.
- Critical times include after using the toilet and before eating.
- Frequent hand washing can dry the skin.
- Wikipedia, "Gross motor skill" (read 6 November 2026): https://en.wikipedia.org/wiki/Gross_motor_skill
- By about three, children enjoy hopping, jumping and running back and forth; by about five, balance and running have improved.
- 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 kindergarten year plan.
- "After the toilet" and "before eating" are the two times the unit teaches because the source names them. Schools usually add others (after outdoor play, after messy play, after blowing your nose); add your own class rules.
- The 20-second chant is timed by saying it twice; check the timing with a clock once, because speed varies.
- Hopping is only introduced. Many children will not hop steadily yet; term 2 returns to balance and jumping.
- Peer check: Gemini 4 Argon did a bounded text, timing and answer-key check at d18fb8c (not an educator, safety or accessibility review). Its notes (loose rope as a trip hazard, missing materials, shapes on the traffic-light cards, access routes inside the end-of-unit check) were fixed in the follow-up commit 2fda61e (see PEERCHECKS.md), which Argon also diff-checked the same day.

CC0 1.0. Chants and games in this unit were written for it and are also CC0.

Lesson 1: My bubble, your bubble

Goal: Children move around a shared space without bumping into anyone and freeze on the class stop signal.

Length: about 25 minutes.

Materials

- A cleared space with cones or floor spots marking the edge.
- A drum or tambourine, plus a raised hand or red card (the stop signal).
- One hoop or floor spot per child (optional).

Steps

✎ Opening (3 min)

Sitting at the edge. "Today we are going to be bubbles. Stretch your arms out and turn slowly. That's your bubble. Can you touch anyone? If you can, scoot over until you can't." Point out the edge cones: "Our bubbles stay inside the cones."

✎ Main activity: bubbles on the move (15 min)

1. The stop signal (3 min): show it. "When I tap the drum twice and put my hand up, everyone freezes like a statue." Practise sitting down first: wiggle, signal, freeze. Repeat until it is quick. Then practise standing.
2. Walking bubbles (5 min): walk anywhere in the space, looking for empty spaces. "If your bubble is about to touch someone, turn away." Freeze on the signal every 20-30 seconds. After each freeze: "Look around. Is everyone's bubble safe?"
3. Faster bubbles (4 min): try tiptoe walking, then big steps, then a gentle jog if the space and the group are ready. Freeze often. If bumps happen, go back to walking.
4. Ways to move (3 min): children suggest a way to move (marching, stomping softly, sliding sideways, wheeling) and everyone tries it, still keeping their bubble.

✎ Game: statues (5 min)

Play music or the drum; children move in their bubbles. When the sound stops (and the hand goes up), freeze. No one is "out": anyone still moving gets a friendly "Caught you! Back to moving." Let a child be the one who gives the signal.

✓ Closing check (2 min)

Sitting. "Show me with your arms how big your bubble is. What do you do if someone is in the way?" (Answer guide: arms out to the side; turn away, go round, slow down or stop. Note who answers and who froze quickly in the game.)

Vocabulary

space, bubble, edge, freeze, stop, signal

Differentiation

- Support: a child who finds open space hard can move along a line of floor spots or hold an adult's hand for the first round.
- Stretch: "Can you find the emptiest space in the room and get there?"

⚠ Safety

- Check the space before starting. Keep the edge at least a couple of metres from walls.
- The signal is both heard and seen every time.

Teacher notes

- The stop signal is the most important thing in this unit. Keep the same signal all year if you can, so it becomes automatic.
- Some children love freezing; some find being "caught" upsetting. Keep it light and never use it to single a child out.

Lesson 2: Run, walk, stop!

Goal: Children change speed when told and stop within a couple of seconds of the signal, without bumping.

Length: about 25 minutes.

Materials

- The cleared space and edge cones.
- The stop signal (drum and raised hand or red card).
- Three large cards, each with a colour and a shape: green with a circle, yellow with a triangle, red with a square. Optional: blue with a star.

Steps

✎ Opening (3 min)

Sitting. "What happens at traffic lights?" (Children may know green go, red stop, and yellow or amber in between.) "Today our bodies are cars."

Warm-up (4 min)

Bubbles from lesson 1: walk, then march, then tiptoe, freezing on the signal two or three times. A quick reminder: "Bubbles safe? Good."

✎ Main activity: traffic lights (12 min)

1. Learn the cards (2 min): green = go (jog), yellow = slow (walk), red = stop (freeze). Say the colour as you hold up the card, and give the stop signal with red.
2. Play (6 min): change cards every 10-20 seconds. Mix the order. Watch that children look up and around while jogging.
3. Stopping well (2 min): freeze and look. "Who stopped with their feet apart and knees a little bent? That's a strong, safe stop." Try a few more stops like that.
4. Extra cards (2 min, if going well): a blue card for "turn round once", or let a child hold up the cards.

✓ Discussion questions (4 min)

- "Why do we need to stop quickly?" (Answer guide: so we don't bump into someone or something; so we can hear what the grown-up says; accept any sensible safety reason.)
- "Is it harder to stop when you are running or walking?" (Answer guide: usually running, because you are going faster; accept what children noticed.)

✓ Closing check (2 min)

One last round: green, then red without warning. (Answer guide: watch who freezes within about two seconds, without bumping. Note it on the class list.)

Vocabulary

go, slow, stop, jog, walk, freeze, traffic light

Differentiation

- Support: a child who rushes can partner with an adult or calmer child and move together.
- Stretch: on red, freeze in a balance (one hand up, or on tiptoes).

⚠ Safety

- Jog, don't sprint, in a shared space. If bumps start, stay on yellow for a while.
- Colour cards are always said aloud as well, and each card has its own shape (circle, triangle, square), for children who find red and green hard to tell apart. Deaf or hard-of-hearing children can follow the shapes without needing the spoken word.

Teacher notes

- The traffic-light game links well to road safety in term 3 (stopping at the kerb), but this lesson is about stopping our bodies, not about crossing roads.

Lesson 3: Jump, hop and land softly

Goal: Children jump forward with two feet and land with bent knees, and try a few hops on one foot.

Length: about 25 minutes.

Materials

- The cleared space, edge cones and stop signal.
- One hoop or floor spot per child. Flat floor-tape lines (or chalk outdoors); not loose ropes, which can roll underfoot.
- A wall, rail or bench to hold for hopping.

Steps

✎ Opening (3 min)

Standing in bubbles. "Can a frog land quietly? Can an elephant?" Let children show a loud stomp and then a quiet landing. "Today we land like frogs: quiet feet, bendy knees."

Warm-up (4 min)

Traffic lights from lesson 2 (jog, walk, freeze), then march on the spot and swing arms.

✎ Main activity: jump, land, hop (12 min)

1. Two-foot jump (4 min): standing next to a hoop or spot. Model: "Feet together, swing arms back, jump, land on both feet, knees bend, freeze." Children jump in and out of their hoop. Praise quiet landings.
2. Over the river (3 min): jump over a flat tape line ("the river"). Move the lines a little wider for children who are ready; keep a narrow one for everyone else.
3. First hops (5 min): "A hop is one foot up, jump on the other foot." Hold a wall, rail or partner's hand. Try three hops on one foot, then change feet. Many children will manage one or two hops, or wobble; that is expected at this age. Children who prefer can lift one foot and hold the balance instead.

✓ Discussion questions (4 min)

- "What helps you land quietly?" (Answer guide: bending knees, landing on both feet, landing on the front of the feet; accept anything sensible that children noticed.)
- "Was hopping easier on one foot than the other?" (Answer guide: any honest answer; many people have a stronger foot.)

✓ Closing check (2 min)

Each child jumps into their hoop and freezes. (Answer guide: look for two feet taking off together and bent knees on landing. Note who did it. Hopping is not checked yet; just note who tried.)

Vocabulary

jump, hop, land, soft, quiet, knees, balance, one foot, two feet

Differentiation

- Support: jump down from a very low step or mat (no more than a few centimetres) holding a hand; or bounce on two feet on the spot.
- Stretch: hop along a short line; or jump and land in a shape (star, tuck) while still landing softly.

⚠ Safety

- Only jump over flat lines, not raised objects. Space hoops well apart so children do not land on each other.
- Hopping is tiring; keep it short and let children rest.
- Children with joint or balance conditions follow their own plan; seated or holding versions count as taking part.

Teacher notes

- Hopping on one foot develops at different times. Treat it as "having a go", not as a test. Term 2 comes back to balance and jumping.

Lesson 4: Clean hands

Goal: Children wash their hands in the right order, scrub for about 20 seconds, and name two times to wash.

Length: about 20 minutes. Run it near the sinks, in small groups if there are only a few sinks.

Materials

- Sinks, school-approved soap, paper towels or a dryer.
- Six large step cards (wet, soap, rub palms and backs, between fingers and thumbs and nails, rinse, dry), stuck up by the sinks.
- Optional: washable, skin-safe paint in a tray for the "missed spots" demo.
- A clock or timer with a second hand (for the teacher).

Steps

✎ Opening (3 min)

"Germs are tiny living things, too small to see. Most don't hurt us, but some can make us ill, and they ride around on our hands. Washing with soap and water helps get them off."

✎ Main activity part 1: missed spots (5 min, optional)

Each child who wants to puts a small blob of washable paint on their hands and "washes" with it (no water) the way they usually wash, for a few seconds. Then look: where is there no paint? (Usually the thumbs, the backs, between the fingers and the wrists.) "Those are the places we often miss." Then everyone washes the paint off properly in part 2. If you skip the paint, ask children to show how they usually wash and point to the thumbs and between the fingers.

✎ Main activity part 2: the six steps and our chant (8 min)

Point to each card and model at the sink:

1. Wet your hands.
2. Soap.
3. Rub palms together, then the backs of your hands.
4. Weave fingers together, twist each thumb, scratch your nails on your palm.
5. Rinse until the bubbles are gone.
6. Dry with a towel or the dryer.

Teach the scrubbing chant (written for this unit, CC0). Say it twice while scrubbing (steps 3 and 4):

> Rub the palms and rub the backs,
> In between the finger cracks,

Twist each thumb and scrub each nail,
Round and round, a snail's trail.

Each child then washes with an adult watching. Check once with a clock how long "twice through" takes for your class; aim for about 20 seconds.

✓ Discussion questions (2 min)

- "When should we wash our hands?" (Answer guide: before eating and after using the toilet are the two to remember. Accept others your class uses, such as after outdoor play, after messy play or after blowing your nose.)

✓ Closing check (2 min)

Hold up the six step cards in a jumbled order; children help put them in the right order. (Answer guide: wet, soap, rub palms and backs, between fingers and thumbs and nails, rinse, dry.)

Vocabulary

germs, soap, wash, rinse, dry, palms, thumbs, nails, wrists

Differentiation

- Support: an adult points to each card as the child washes (or guides their hands, only if the child agrees). Picture cards can stay up all year.
- Stretch: a child is "sink helper" and points to the cards for a friend.

⚠ Safety

- Walk near the sinks; wipe up spills.
- Skin-safe washable paint only; skip it for any child with sore skin or a skin condition. Use the school's soap; follow any child's skin plan.
- Check water temperature is comfortable.

Teacher notes

- The source used for this lesson recommends scrubbing for at least 20 seconds and lists the thumb, wrist, between the fingers and under the nails as the most commonly missed areas.
- Avoid scary messages about germs; the tone is "clean hands help keep us well", not fear.

Lesson 5: Safe mover show

Goal: Children show what they have learned in a short stations circuit, then do an end-of-unit check.

Length: about 25 minutes.

Materials

- The cleared space, edge cones and stop signal.
- Traffic-light cards (colour plus shape), hoops or floor spots, a flat tape "river" (not a loose rope).
- A set of the six handwashing step cards (smaller copies) per station group.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. "This week we learned to keep our bubble, stop on the signal, land like frogs and wash our hands. Today is our show." Quick bubble walk and one freeze to warm up.

Stations circuit (10 min)

Four stations, about 2 minutes each, plus moving between them. Groups move on when the signal sounds.

1. **Bubble walk:** travel around a marked square without touching anyone.
2. **Traffic lights:** an adult or child holds up the cards; jog, walk, freeze.
3. **Frog jumps:** jump in and out of hoops and over the river; have a go at hopping (holding on is fine).
4. **Clean hands cards:** at a table, put the six handwashing cards in order and act out the scrubbing chant.

✓ Discussion questions (5 min)

- "Which station did you like best? Why?" (Answer guide: any honest answer.)
- "What is one thing that helps keep everyone safe when we move?" (Answer guide: keeping our bubble, looking where we go, stopping on the signal, landing softly; accept any sensible idea.)

✓ End-of-unit check (7 min)

Work with small groups while others play a calm bubble game or rest. Five parts:

1. **Bubble:** walk across the space and back without touching anyone. (Answer guide: no bumps, looks around. Wheeling or moving with a walker counts the same.)

2. **Stop:** jog on green, freeze on the signal. (Answer guide: freezes within about two seconds, without falling or bumping. Wheeling, or moving arms while seated, counts the same; for a deaf child, watch for the raised hand or red square card.)
3. **Jump:** jump forward with two feet and land. (Answer guide: both feet take off and land together, knees bend. A hop is a bonus, not marked. A child who cannot jump shows a seated or arm "jump": both arms push up together and come down softly. That counts.)
4. **Wash steps:** put the six cards in order, or show the steps with your hands. (Answer guide: wet, soap, rub palms and backs, between fingers and thumbs and nails, rinse, dry. Small swaps within step 3-4 are fine. Pointing, signing or using an AAC device counts the same as saying.)
5. **When to wash:** "Tell me two times we wash our hands." (Answer guide: before eating and after using the toilet. Other class times such as after outdoor play also count, but listen for at least one of these two. Pointing to picture cards, signing or AAC counts the same as saying.)

Use the extra small-group or one-to-one slot later in the week for children not checked yet.

Vocabulary

bubble, stop, signal, jump, land, hop, wash, before, after

Differentiation

- Support: each check can be shown in the child's own way: wheeling instead of walking, pointing to cards instead of saying, a seated or arm "jump".
- Stretch: a child explains one station to a younger visitor or a family member.

⚠ Safety

- Keep stations well apart, with the river and hoops away from walls.
- Give the stop signal both as a sound and something to see.

Teacher notes

- Record what each child can do, not a score. Term 2 builds on landing and balance, so note who found jumping or hopping hard.

Kindergarten Health and PE: Balance, Jumping, Ball Skills and Feelings Words (5 lessons, about 2 weeks)

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Kindergarten year plan · Term 1 unit: Moving safely, stop and go, and clean hands

Big idea

Our bodies get steadier with practice: we can balance, jump and land, and send and catch a big ball. Our feelings change too, and having words for them helps us tell other people and ask for help.

This is the second health and PE unit of the kindergarten year (term 2). It builds on term 1 (own space, the stop signal, soft landings). Term 3 goes on to simple team games, food and sleep, and road safety.

Outcomes

By the end of the unit a student can:

1. Hold a still balance for a count of five on a wide base (two feet, or two hands and two knees), and try a one-foot balance, holding on if needed.
2. Walk along a straight floor line, mostly keeping their feet on it.
3. Jump forward from two feet and land on two feet with bent knees, then freeze ("bend and freeze").
4. Roll a large ball to a partner, and send it with a two-handed underarm throw; catch or trap a large, soft ball thrown gently from close by.
5. Name at least four feelings (happy, sad, cross or angry, scared, and calm) and say one thing that can help when a feeling is big.

Prior knowledge

- Term 1: "my bubble" space, the stop signal (sound plus something to see), two-foot jumps with soft landings, first hops.
- Balance, throwing and catching vary a great deal at five. Some children catch a big ball easily; many trap it against their chest; some do not catch yet. Praise watching the ball and having ready hands, not just catches.
- Children already have and show feelings; many know "happy" and "sad". The aim is more words and the idea that you can tell someone.

Lessons

PE lessons are about 25 minutes; the feelings lesson is about 20 minutes and happens in the classroom. Leave a day or two between lessons. The term 1 stop signal is used in every PE lesson.

Lesson	Title	Main activity
1	Statues and wobbles	Still balances on wide and narrow bases
2	Walk the line, bend and freeze	Line walking; jumping and landing on two feet
3	Roll it, throw it, catch it	Rolling, two-handed underarm throws, catching a big ball
4	How do I feel?	Feelings words, how feelings can show, what helps
5	Balance and ball show	Stations circuit and end-of-unit check

Materials (whole class unless noted)

- A hall, playground or cleared space, as in term 1; cones or floor spots for the edge; the stop signal (drum or tambourine plus a raised hand or red card).
- Floor lines: flat tape, or rope taped down so it cannot roll or slide, about 3 metres long, one for every 4-5 children. Floor lines only; no raised beams in this unit.
- Hoops or floor spots (one per child).
- Large, soft balls (about the size of a football or a little bigger; foam or soft playground balls), one per pair. A few softer or bigger balls, or balloons or beanbags, for children who find a ball hard to catch.
- Lesson 4: four or five large picture cards of made-up children showing feelings (drawn, not photos of real pupils), and a "feelings corner" or calm spot if your class has one.

⚠ Safety and access

- **Space and floor:** check for hazards; no running in socks on a slippery floor. Pairs throwing stand well apart from other pairs, all throwing the same way.
- **Medical:** follow each child's plan (asthma, joint, heart, epilepsy, balance or vision conditions). Water available.
- **Balls:** soft balls only; gentle throws from close by; nobody throws at faces. A child may always choose to roll instead of throw, or trap instead of catch.
- **Movement in each child's own way:** children who use a wheelchair, walker or crutches balance, "line walk" and jump in their own way (holding a still seated position while reaching; wheeling along the line; a push-up lift or arm swing for a jump). Any child may hold a wall, rail or partner's hand for one-foot balances. Children with low vision may use a rope they can feel with their feet, a brightly coloured line, or a bell ball or a ball that is rolled rather than thrown.
- **Feelings:** children are never asked to share their own feelings or family events. The lesson uses made-up characters, and any child can say "pass". If a child tells you something worrying, follow your school's safeguarding procedure.
- **Touch:** support by touch (steadying a child) only with the child's agreement.

Assessment

- Lessons 1-3: the teacher watches for still balances, line walking, bend-and-freeze landings, ready hands and watching the ball, and notes them on a class list.
- Lesson 4: listen for feelings words during the card and story talk. No child has to talk about themselves.
- Lesson 5: a 5-part movement and talk check, about 3 minutes per child, with an answer guide. Plan an extra small-group or one-to-one slot in the week to finish per-child checks. Record "yes", "with help" or "not yet".

Sources

- Wikipedia, "Gross motor skill" (read 6 November 2026): https://en.wikipedia.org/wiki/Gross_motor_skill
- Object control skills include throwing, catching and kicking.
- At about five, balance and running improve.
- Children with visual impairments often achieve still (static) balance later, and use objects such as furniture for balance for longer.
- Wikipedia, "Balance (ability)" (read 6 November 2026): https://en.wikipedia.org/wiki/Balance_(ability)
- Balance means keeping the body's centre of mass over the base of support. Some sway is normal even when standing still.
- Balance uses the inner ear, the feel of the body and the floor, and sight.
- Wikipedia, "Emotional literacy" (read 6 November 2026): https://en.wikipedia.org/wiki/Emotional_literacy
- Claude Steiner's parts of emotional literacy begin with knowing your feelings and having a sense of empathy.
- Wikipedia, "Emotion classification" (read 6 November 2026): https://en.wikipedia.org/wiki/Emotion_classification
- Ekman's 1992 study proposed six basic emotions (anger, disgust, fear, happiness, sadness, surprise); whether there are basic emotions, and how reliably faces show them, is debated.
- 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 kindergarten year plan.
- The feelings words are a small starting set, not a list of "the" basic emotions. Faces do not always show how someone feels, so the lesson teaches asking as well as looking. Feelings words and how feelings are shown differ between languages and cultures.
- One lesson on feelings is a start, not a wellbeing programme. Schools often have their own approach (a feelings check-in, a calm corner); use yours.
- Kicking is not included; many schools add it here or in term 3.
- Peer check: GPT-6.1 Terra did a bounded text check at fc872d5 (not an educator, safety or accessibility review); the four issues it raised were fixed in 688eddf. See PEERCHECKS.md.

CC0 1.0. Games in this unit were written for it and are also CC0.

Lesson 1: Statues and wobbles

Goal: Children hold still balances on a wide base for a count of five, and try narrower balances, including one foot (holding on is fine).

Length: about 25 minutes.

Materials

- The cleared space, edge cones and stop signal.
- One hoop or floor spot per child.
- A wall, rail or bench to hold for one-foot balances.

Steps

✎ Opening (3 min)

Standing in bubbles. "Stand very still. Are you completely still?" Let children notice tiny wobbles. "Everybody wobbles a little, even grown-ups. Today we find ways to be steadier."

Warm-up (4 min)

Traffic lights from term 1 (jog, walk, freeze on the stop signal), then march on the spot and stretch up tall and curl small.

✎ Main activity: statues (12 min)

1. Wide statues (4 min): move around; on the stop signal, freeze as a statue with feet wide apart. Count to five together. Then try feet together. "Which was easier to keep still?" (Usually feet apart.)
2. Four-point and three-point statues (4 min): hands and knees on the floor (four points), then lift one hand (three points). Count to five. "Now you have fewer points on the floor. Is it wobblier?"
3. One-foot statues (4 min): next to a wall, rail or partner, lift one foot a little and count. Let go only if they want to. Try the other foot.

✓ Discussion questions (4 min)

- When was it easiest to keep still? With feet wide, or lots of points on the floor. (Accept what they noticed; some children find another position easier.)
- What helps you balance on one foot? Holding on, arms out, looking at one spot, going slowly. (Any reasonable idea.)
- Is wobbling bad? No. Everyone wobbles a little; practice makes it smaller.

✓ Closing check (2 min)

"Show me your steadiest statue and hold it while I count to five." Then: "Show me a wobblier one." Look for a wide base for the steady one and a narrower base (fewer points or one foot) for the wobbly one.

Vocabulary

balance, still, wobble, steady, statue

Differentiation

- **Support:** stay with wide statues; count to three; hold a partner's hands.
- **Stretch:** one-foot statue with arms out, then with eyes on a spot on the wall; a "make a bridge" statue on two hands and two feet.
- **Different ways to move:** a seated statue (sit tall, then lift one hand or reach out to one side and hold); wheel and freeze.

⚠ Safety

- Keep statues low and on the floor; no balancing on equipment in this lesson.
- Children with balance or vision conditions may hold on throughout. Do not ask children to close their eyes when balancing.

Teacher notes

- "Wide base is steadier" is what most children will feel, and it matches the idea of keeping the body over what it stands on. Do not insist; if a child says a narrow position felt easier, accept it.

Lesson 2: Walk the line, bend and freeze

Goal: Children walk along a straight floor line, and jump forward from two feet, landing on two feet with bent knees and freezing ("bend and freeze").

Length: about 25 minutes.

Materials

- The cleared space, edge cones and stop signal.
- Floor lines (flat tape, or rope taped down along its whole length so it cannot roll or slide; about 3 metres long), one for every 4-5 children.
- One hoop or floor spot per child.

Steps

✎ Opening (3 min)

Show a floor line. "This is a tightrope, but it's on the floor, so it is low and safe to step off. Can you walk all the way along it?"

Warm-up (4 min)

Traffic lights (jog, walk, freeze), then wide statues from lesson 1 on the stop signal.

✎ Main activity: lines and landings (12 min)

1. Line walking (5 min): in small groups at each line, walk slowly along it, one child at a time. Arms out like wings. Try heel to toe if they want. Then sideways steps along the line.
2. Bend and freeze (7 min): standing behind a floor spot, jump forward with two feet onto or past it. Land on two feet, knees bend, freeze. "Bend and freeze!" Then jump over a floor line, side to side, three times, freezing after each.

✓ Discussion questions (4 min)

- What helped you stay on the line? Going slowly, arms out, looking ahead. (Any reasonable idea.)
- Why do we bend our knees when we land? It makes landing soft and quiet and helps us stop. (Accept "so it doesn't hurt" or "so we don't fall".)
- What does "freeze" mean after a jump? Stay still on two feet before you move again.

✓ Closing check (2 min)

Each child does one jump to a spot and freezes. "Show me bend and freeze." Look for two feet, bent knees and a still finish.

Vocabulary

line, slowly, land, bend, freeze

Differentiation

- **Support:** a wider line (two lines side by side, each taped flat like the others; walk between them); hold an adult's hand; small jumps.
- **Stretch:** walk the line forwards then backwards slowly; jump and land in a hoop; three jumps in a row with a freeze after each.
- **Different ways to move:** wheel along the line; "jump" with a push-up lift or a big arm swing; children with low vision use a rope they can feel with their feet.

⚠ Safety

- Lines are secured flat on the floor: tape, or rope taped down so it cannot roll under a foot. Loose rope can trip children.
- Children can still wobble and fall over even on a floor line. Check the floor is dry, clear and non-slip, and keep lines away from walls, furniture and sharp edges.
- Leave space between groups so children do not jump into each other.
- One child on each line at a time; others wait behind.

Teacher notes

- Many five-year-olds step off the line now and then. "Mostly on the line" is the aim.

Lesson 3: Roll it, throw it, catch it

Goal: Children roll a large ball to a partner, send it with a two-handed underarm throw, and catch or trap a large, soft ball thrown gently from close by.

Length: about 25 minutes.

Materials

- The cleared space, edge cones and stop signal.
- One large, soft ball per pair; a few softer or bigger balls, balloons or beanbags for children who want them.

Steps

✎ Opening (3 min)

Hold up a ball. "When a ball is coming, what do you think your eyes should do?" (Watch it.) "And your hands?" (Get ready.) Show "ready hands": hands out in front, fingers spread, like a big bowl.

Warm-up (4 min)

Traffic lights, then "bend and freeze" jumps from lesson 2 on the stop signal.

✎ Main activity: send and catch (12 min)

Pairs sit or stand about 2 big steps apart, all pairs facing the same way, with space between pairs. On the stop signal, everyone holds their ball still.

1. Roll (3 min): sitting with legs apart, roll the ball to your partner. They stop it with both hands. "Watch it all the way."
2. Two-handed underarm throw (4 min): standing, hold the ball low in two hands, swing it forward and let go so it goes up a little and over to your partner. Gentle. Count three good throws.
3. Catch or trap (5 min): partner makes ready hands. Throw gently. Catch with hands, or hug the ball in to your chest ("trap it"). Both count. If it is too hard, go back to rolling or use a softer ball, balloon or beanbag.

✓ Discussion questions (4 min)

- What helped you catch? Watching the ball, ready hands, a gentle throw, standing close. (Any reasonable idea.)
- If you miss, what can you do? Fetch it, try again, stand a bit closer, ask for a gentler throw.

- What makes a throw easy for your partner to catch? Gentle, to their tummy, not to their face, and when they are ready.

✓ Closing check (2 min)

Each pair shows one gentle throw and one catch or trap to the adult, who walks round and watches a few pairs. Look for watching the ball and hands ready; a trap counts. A catch from an adult throw for every child needs more time: do it later in small groups (or keep it for the lesson 5 check).

Vocabulary

roll, throw, catch, ready hands, gentle

Differentiation

- **Support:** keep rolling; a bigger, softer ball or a balloon (slower); sit closer.
- **Stretch:** take one step back after three good catches; clap once before catching; bounce the ball once to your partner.
- **Different ways to move:** throw and catch seated; roll down a ramp or along a table; a bell ball or bright ball, rolled, for children with low vision.

⚠ Safety

- Soft balls only; throws go to the tummy, never at faces. Pairs keep apart and face the same way so balls do not cross.
- On the stop signal, balls are held still.

Teacher notes

- Trapping against the chest is a normal stage before catching with hands. Praise watching and ready hands first.

Lesson 4: How do I feel?

Goal: Children name feelings (happy, sad, cross or angry, scared, calm), notice that feelings can show in faces and bodies but not always, and say one thing that can help when a feeling is big.

Length: about 20 minutes, in the classroom.

Materials

- Four or five large picture cards of made-up children, each showing one feeling: happy, sad, cross, scared, calm. Drawn pictures, not photos of real pupils.
- A short made-up story (below).
- Your class calm spot, if you have one.

Steps

✎ Opening (3 min)

"Feelings are what we feel inside. Everybody has them, grown-ups too. Today we learn some words for feelings." Show the happy card. "How do you think this child feels?" (Happy.)

✎ Main activity: feelings words (11 min)

1. Feelings cards (5 min): show each card. Children say the word and, if they want, make the face or body shape. Add the word to a class feelings display. Words: happy, sad, cross (or angry), scared, calm.
2. Story (4 min): tell it slowly and pause at each question.

> Sami was building a tall tower of blocks. (How might Sami feel? Maybe happy or proud; accept other ideas if the child can say why.) A ball rolled into it and the tower fell down. (How might Sami feel now? Maybe sad or cross; both are fine.) Then a dog barked very loudly outside. (Now? Maybe scared, or surprised.) Sami's friend helped build the tower again, and they sat together and took slow breaths. (Now? Maybe happy or calm.)

Accept any feeling a child can explain: we can only guess how someone else feels, so "might" is the right word. 3. What helps (2 min): "When a feeling is very big, what can help?" Tell a grown-up or a friend; take slow breaths; have a hug if you want one; go to the calm spot; have a drink of water. Try three slow breaths together.

✓ Discussion questions (4 min)

- Can you always tell how someone feels by looking at their face? Not always. Some people look calm when they are worried, or don't show feelings in their face. You can ask: "Are you OK?"
- Is it OK to feel cross? Yes, all feelings are OK. Hurting people or things is not OK, even when we are cross.

- Can you feel two things at once? Yes, sometimes, like excited and a bit scared on the first day somewhere new.

✓ Closing check (2 min)

Point to two cards in turn: "What's this feeling?" Then: "Tell me one thing that can help when a feeling is big." Any child may answer by pointing to a card or showing a breath.

Vocabulary

feeling, happy, sad, cross, angry, scared, calm

Differentiation

- **Support:** fewer cards (happy, sad, scared); point instead of saying the word; use the class's home-language words alongside.
- **Stretch:** add "excited", "worried" and "surprised"; "What might make Sami feel that way?"
- **Communication:** children can sign, point to a card or use a device. Autistic children and others may show or read feelings differently; never require eye contact or making faces.

⚠ Safety

- Children are not asked about their own feelings or what happens at home. The story and cards are made up. Any child can say "pass".
- If a child tells you something worrying, follow your school's safeguarding procedure.

Teacher notes

- The five words are a starting set, not "the" basic emotions; researchers disagree about whether there are basic emotions and how reliably faces show them (see Sources). The aim is having some words and knowing you can ask and tell.
- Feelings words and how feelings are shown differ between languages and cultures. Welcome words from children's home languages.

Lesson 5: Balance and ball show

Goal: Children use the unit's skills at stations, and the teacher checks each child's balance, landing, catching and feelings words.

Length: about 25 minutes, plus extra time in the week for one-to-one checks (about 3 minutes per child).

Materials

- The cleared space, edge cones and stop signal.
- Four stations: floor lines; floor spots for jumping; soft balls (one per pair); a statue spot next to a wall or rail.
- The feelings cards from lesson 4.
- A class list for recording "yes", "with help" or "not yet".

Steps

✎ Opening (3 min)

"Today we show what our bodies have learned to do. There are four stations. When you hear and see the stop signal, freeze, then move to the next one."

Warm-up (4 min)

Traffic lights, then wide statues on the stop signal.

✎ Main activity: four stations (14 min)

Small groups, about 3 minutes per station, then the stop signal and move on (about 2 minutes in total for changing over).

1. **Statues:** wide statue, then one-foot statue (holding on is fine), count to five.
2. **Line walk:** walk the floor line, then sideways steps.
3. **Bend and freeze:** jump to a spot, land on two feet, freeze.
4. **Catch:** roll, then throw and catch or trap with a partner.

The teacher or another adult stays at one station and starts the checks below.

Closing (4 min)

Back in bubbles. Three slow breaths together. "Which station was your favourite? Which was trickiest?" (Any answer.)

✓ End-of-unit check (one-to-one or in a small group)

About 3 minutes per child. Any child may show in their own way (seated, holding on, wheeling, pointing to a card, signing or using a device).

Part	Ask or watch	Looking for
1	"Show me your steadiest statue while I count to five."	A still hold on a wide base (two feet, or hands and knees).
2	"Now try standing on one foot. Holding on is fine."	Tries; lifts a foot briefly (a few seconds is good at this age).
3	"Jump to that spot and show me bend and freeze."	Two-foot take-off, two-foot landing, bent knees, still finish.
4	Adult throws a large, soft ball gently from about two steps.	Watches the ball, ready hands; catches or traps it.
5	Point to two feelings cards: "What's this feeling?" Then: "What can help when a feeling is very big?"	Names two feelings (e.g. sad, scared); one helpful idea (tell a grown-up, slow breaths, calm spot, a hug if wanted).

Record "yes", "with help" or "not yet" for each part. Part 2 is a "tried it" part: lifting a foot while holding on counts as "yes". Part 5 is about the cards, never about the child's own feelings. The "Looking for" column describes the usual way; a child who shows the skill in their own way (a seated or supported hold, wheeling to the spot, trapping the ball with arms or body, tracking it by sound, pointing or signing) is recorded "yes", with a note of how. "With help" means an adult helped with the skill itself, not that the child used an accessible way of doing it.

Vocabulary

Review: balance, steady, line, land, bend, freeze, catch, ready hands, feelings words.

Differentiation

- **Support:** stations with fewer steps (wide statue only; rolling only).
- **Stretch:** one-foot statue without holding on; catch after one step back.
- **Different ways to move:** as in lessons 1-3.

⚠ Safety

- Same space, ball and touch rules as lessons 1-3. Pairs at the catch station keep apart and face the same way.

Teacher notes

- Use the check to plan term 3, where team games need stopping, sending and catching. Children marked "not yet" for catching can keep using a bigger, softer ball.

Kindergarten Health and PE: Taking Turns, Food and Sleep, and Stop, Look, Listen (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 6 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check space, equipment, food, medical, road-safety and wellbeing notes against your school's rules.
>
> Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Kindergarten year plan · Term 1 unit: Moving safely, stop and go, and clean hands · Term 2 unit: Balance, jumping, ball skills and feelings words

Big idea

Games work when everyone takes turns and plays together. Our bodies need many kinds of food, water and plenty of sleep. Near roads, we stop, look and listen, and we always cross with a grown-up.

This is the third health and PE unit of the kindergarten year (term 3). It builds on term 1 (own space, the stop signal, clean hands) and term 2 (balance, rolling and throwing, feelings words).

Outcomes

By the end of the unit a student can:

1. Wait for their turn in a small-group game and pass the turn on (for example by handing over a beanbag or tapping the next player's hand).
2. Play a simple team game where everyone works towards one shared goal, and follow its one or two rules.
3. Say that our bodies need many different foods and water, and sort pictures of fruit and vegetables by colour.
4. Put four pictures of a made-up bedtime routine in order, and say that children need lots of sleep to grow, learn and feel well.
5. Show and say the road steps: stop at the kerb, hold a grown-up's hand, look all around and listen, and walk straight across when the grown-up says it is safe, still looking and listening.

Prior knowledge

- Term 1: "my bubble" space, the stop signal (sound plus something to see), clean hands before eating.
- Term 2: rolling and two-handed throws, feelings words (helpful when a game is lost or a turn feels long).
- Waiting is hard at five. Keep groups small (four or five) so that turns come round quickly, and praise good waiting.

- Children already eat, sleep and travel near roads in very different ways. The lessons use made-up characters and pictures; children are never asked what they eat, when they go to bed or how they come to school.

Lessons

PE lessons are about 25 minutes; lessons 3 and 4 are about 20 minutes in the classroom. Lesson 5 is about 25 minutes in a playground with a chalk "road", never on a real road. The term 1 stop signal is used in every PE lesson.

Lesson	Title	Main activity
1	My turn, your turn	Turn-taking games in small groups
2	One team, one goal	Shared-goal team games (fill the hoop, keep the balloon up)
3	Food that helps us grow	Many foods and water; sorting fruit and vegetable pictures by colour
4	Bo the bear goes to bed	Sleep and rest; putting a made-up bedtime routine in order
5	Stop, look, listen	Pretend-road practice in the playground and end-of-unit check

Materials (whole class unless noted)

- A hall, playground or cleared space, as in terms 1 and 2; cones or floor spots for the edge; the stop signal (drum or tambourine plus a raised hand or red card).
- Lessons 1-2: beanbags (about 4 per group of four or five, plus 20-30 for the middle hoop in lesson 2); one hoop per group plus one big hoop or mat for the middle; one large soft ball per group; one balloon per group, plus spares (check for latex allergies; use non-latex balloons or soft beach balls instead if needed).
- Lesson 3: about 20 picture cards of fruit and vegetables in different colours (for example red apple, strawberry, tomato; orange carrot, orange; yellow banana, sweetcorn; green peas, broccoli, cucumber; purple grapes, aubergine/eggplant, plum; brown or white potato, mushroom), one sorting mat with five coloured circles (red, orange or yellow, green, purple, other), each also marked with a shape (see lesson 3), with the same shape drawn in a corner of each matching food card; a picture card of a cup of water. **No food is tasted or handled in this unit.**
- Lesson 4: a teddy bear or bear puppet ("Bo"); four large picture cards of Bo's bedtime (bath or wash, brush teeth, story, lights off in bed); one small set of the same four cards per pair.
- Lesson 5: playground chalk or floor tape for a pretend road (two kerb lines about 4 metres apart), a picture of a grown-up and child holding hands, a pretend "car" (a tricycle or ride-on pushed slowly by an adult, or an adult walking with a cardboard steering wheel), and a class list for the check. Enough adults to hold hands with children in turn (the teacher plus a helper if possible). For the end-of-unit check: a ball, two fruit cards and the cup-of-water card from lesson 3, and a set of Bo cards from lesson 4.

⚠ Safety and access

- **Space and floor:** as in terms 1-2. In lesson 2, children walk (never run) to the middle hoop, and only one child per group goes at a time.
- **Medical:** follow each child's plan. Water available.
- **Food (lesson 3):** pictures only; nothing is tasted, smelled or handled, because of allergies. Foods are never called "good" or "bad", and no child's lunch, home food, body or weight is discussed. Some children may not eat some foods for religious, cultural,

medical or family reasons; all of these are fine. Adapt the picture set to foods your children know.
- **Sleep (lesson 4):** children are not asked when they go to bed or where or with whom they sleep. Bo is made up. Children's homes, rooms and routines differ, and that is fine.
- **Road safety (lesson 5):** practice is on a chalk road in a closed playground only, never on or next to a real road. The "car" moves at walking pace and is driven or pushed by an adult; children never stand in its path. The main message for five-year-olds is: **always cross with a grown-up, holding hands.** This unit does not teach children to cross alone.
- **Countries differ:** traffic drives on the left in some countries and on the right in others, so the lesson says "look all around" rather than "look left first". Use your country's crossing rules and words (kerb/curb, pavement/sidewalk).
- **Movement in each child's own way:** children who use a wheelchair, walker or crutches take turns, play the team games and practise the road steps in their own way (wheeling to the hoop; holding the grown-up's hand or keeping a hand on the wheelchair while the grown-up pushes). Children with low vision can use a bell ball, a bright tape kerb they can feel with their feet, and extra listening practice. Deaf or hard-of-hearing children use the visual stop signal, and in lesson 5 "look all around" carries more of the work; "listen" can be signed or shown, and they hold the grown-up's hand as everyone does.
- **Touch:** holding hands for the road practice is with an adult the child knows; a child who does not want to hold a hand may hold the adult's sleeve or a short loop, or walk with a hand on the wheelchair or pushchair, as many children do on real streets.

Assessment

- Lessons 1-2: the teacher watches for waiting, passing the turn on and following the game rules, and notes them on a class list.
- Lessons 3-4: listen for "many foods", "water" and "sleep helps us grow" during the talk; the closing checks use pointing or speaking.
- Lesson 5: a 5-part road-steps and talk check, about 3 minutes per child, with an answer guide. Plan an extra small-group slot in the week to finish per-child checks. Record "yes", "with help" or "not yet".

Sources

- Wikipedia, "Green Cross Code" (read 6 November 2026): https://en.wikipedia.org/wiki/Green_Cross_Code
- The Green Cross Code is a UK pedestrian road-safety campaign begun in 1970 by what is now the Royal Society for the Prevention of Accidents (RoSPA).
- Its basic tenets, "Stop, Look, Listen, Think", have stayed the same. The 2018 version: think, find the safest place to cross; stop near the kerb; look all around and listen; wait until it is safe and let traffic pass; go straight across, not running or walking diagonally; keep looking and listening while you cross.
- The earlier Kerb Drill was replaced partly because its military style was confusing to children.
- Wikipedia, "Pedestrian safety" (read 6 November 2026): https://en.wikipedia.org/wiki/Pedestrian_safety
- Road traffic crashes kill about 300,000 pedestrians a year; the World Health Organization says crashes are predictable and preventable.

- Responsibility for pedestrian safety is contested; the idea that pedestrians are to blame was partly promoted by motoring lobby groups. (This is why the lesson is about how we keep safe together, not about blaming walkers.)
- Wikipedia, "Sleep" (read 6 November 2026): https://en.wikipedia.org/wiki/Sleep
- Children need many hours of sleep to develop and function, up to 18 hours a day for newborns, declining with age.
- A bedtime routine usually involves rituals such as a bath, brushing teeth and a bedtime story, and a consistent bedtime; it can improve a child's sleep. These look different in different families.
- Wikipedia, "Healthy diet" (read 6 November 2026): https://en.wikipedia.org/wiki/Healthy_diet
- A healthy diet gives the body what it needs, including water; it may contain fruits, vegetables and whole grains, and can be met from many plant-based and animal-based foods.
- Wikipedia, "Turn-taking" (read 6 November 2026): https://en.wikipedia.org/wiki/Turn-taking
- About conversation: speakers take turns, conventions vary by culture, and turn-taking develops very early. Used only as background; the games are mine.
- No health, PE or road-safety standard or official guidance was read for this unit.

Known gaps

- No official standard or road-safety guidance was read; the Green Cross Code is UK-specific. Use your local road-safety guidance and crossing rules.
- No sleep-hours figure for five-year-olds is given, because the source read gives none for this age. Do not invent one; use your health service's guidance if you want a number.
- One lesson each on food and sleep is a start, not a nutrition or sleep programme. Schools often have their own food policy; use it.
- The team games are cooperative on purpose. Many schools add simple competitive relays here; if you do, keep teams small and praise good waiting, not only winning.
- Peer check: Gemini 4 Argon did a bounded text, timing, link, safety and lesson 5 check at 7b62558 (not an educator, safety or accessibility review); timings sum and links resolve. Its four notes (water card in the check; flexible bedtime order; access routes as a full "yes" in the crossing check; shape symbols and low-vision cues on the food cards) were fixed in 30f8485, which Argon also diff-checked the same day (see PEERCHECKS.md). Not reviewed by a teacher.

CC0 1.0. Games, Bo the bear and the routine cards in this unit were written for it and are also CC0.

Lesson 1: My turn, your turn

Goal: Children wait for their turn in a small group, pass the turn on clearly, and say what good waiting looks like.

Length: about 25 minutes, in the hall or playground.

Materials

- Stop signal; cones or spots for the edge.
- One hoop and one large soft ball per group of four or five; 4 beanbags per group.
- A class list for notes.

Steps

✎ Opening (5 min)

Warm-up from term 1: walk, jog and freeze on the stop signal in "my bubble". Then sit in a circle. "Today's games need turns. When it is my turn, I play. When it is your turn, I wait and watch. Then I pass the turn on."

✎ Main activity: turn games (12 min)

1. Pass and say (4 min): groups of four or five sit in small circles. One child holds the ball, says their name (or signs it, or just smiles) and rolls the ball to someone in the group. That child now has the turn. "The ball tells us whose turn it is."
2. Beanbag in the hoop (5 min): each group stands behind a floor line about 2 metres from its hoop. One child at a time throws one beanbag underarm towards the hoop. When all four beanbags are thrown, one child (a different one each round) fetches them and hands them to the next throwers; anyone who has not had a turn yet goes first. Children move the line closer or further for themselves. "Did everyone get a turn?"
3. Tap to pass (3 min): groups stand in a line. The first child does any move (a jump, a hop, a stretch, a spin of the wheels) and taps the next child's hand to pass the turn. The next child copies the move and adds a new one, then taps on. Children may skip adding a move and just copy.

✓ Discussion questions (5 min)

- How did you know it was your turn? The ball or beanbag came to me; someone tapped my hand; it was my place in the line.
- What does good waiting look like? Watching the player, staying in my space, cheering, keeping hands to myself.
- What can help if waiting feels too long? Count the people before me, watch and cheer, take a slow breath (term 2 feelings words: it is OK to feel cross about waiting).

✓ Closing check (3 min)

Show one group playing "pass and say" for one round. Ask the class: "Who has the turn now?" (Whoever has the ball.) "What should everyone else do?" (Wait and watch.) Note children who waited and passed the turn on.

Vocabulary

turn, my turn, your turn, wait, pass, group

Differentiation

- **Support:** groups of three so turns come round faster; an adult sits in the group; a picture card "my turn" that moves with the ball.
- **Stretch:** in "tap to pass", remember and copy two earlier moves.
- **Movement and communication:** a child can roll, push or hand over the ball or beanbag instead of throwing; name-saying can be signed, pointed to on a name card or skipped.

⚠ Safety

- Groups well apart; beanbags thrown only towards the group's own hoop, never at people.
- Fetching happens only when the whole group has thrown.

Lesson 2: One team, one goal

Goal: Children play two games where the whole group works towards one shared goal, follow one or two simple rules, and say how they helped the team.

Length: about 25 minutes, in the hall or playground.

Materials

- Stop signal; cones or spots for the edge.
- One hoop per group of four or five, placed round the edge; one big hoop or mat in the middle with 20-30 beanbags in it.
- One balloon per group, plus spares (non-latex if anyone has a latex allergy), or soft beach balls.

Steps

✎ Opening (4 min)

Warm-up: walk and freeze; then "team statues": on the stop signal, each group makes one shape together (a tall tower, a long snake). "Today the whole team has one goal."

✎ Main activity: shared-goal games (13 min)

1. Fill the hoop (7 min): groups line up behind their own hoop at the edge. Rules: (1) one child from each group at a time; (2) walk, don't run, to the middle, take **one** beanbag, walk back and put it in the hoop, then tap the next child. On the stop signal, everyone freezes and each group counts its beanbags together. Play twice. Second time, the goal is shared by the whole class: "Can we empty the middle hoop together before the drum?" (Count the class total, not the winner.)
2. Keep it up (6 min): groups of four or five stand in a small circle with one balloon. The team goal is to keep it off the floor by tapping it gently upward, each tap by a different person if they can. Count taps together. If it touches the floor, start counting again; nobody is "out". Try to beat the team's own best count.

✓ Discussion questions (5 min)

- What was the team's goal in "keep it up"? To keep the balloon off the floor together, and beat our own best count.
- How did you help your team? Waiting my turn, tapping gently, saying "yours!", cheering, picking up and starting again.
- What did we do when the balloon fell? Started again; nobody was out, and it was nobody's fault.

✓ Closing check (3 min)

"Tell me one rule of 'fill the hoop'." (One child at a time; walk, don't run; one beanbag each time.) "Show me with your thumb: was our class goal reached?" Note children who followed the rules and who helped others.

Vocabulary

team, goal, rule, together, help, best count

Differentiation

- **Support:** one rule only ("walk, don't run"); a buddy walks with a child; bigger, slower balloons.
- **Stretch:** in "keep it up", call the next person's name before tapping.
- **Movement:** a child who uses a wheelchair or walker can wheel to the middle and carry the beanbag on their lap, or the group can bring the hoop closer; balloon taps can be with any body part or a short soft bat. Children with low vision may use a bright beach ball with a bell inside.

⚠ Safety

- Walking only in "fill the hoop"; one child per group in the middle at a time keeps the middle uncrowded.
- Balloons: non-latex if needed; gentle taps; burst balloon pieces picked up at once (a choking risk).

Lesson 3: Food that helps us grow

Goal: Children say that our bodies need many different foods and water, name some fruits and vegetables, and sort fruit and vegetable pictures by colour.

Length: about 20 minutes, in the classroom.

Materials

- About 20 picture cards of fruit and vegetables in different colours, for example:
  - red: apple, strawberry, tomato
  - orange or yellow: carrot, orange, banana, sweetcorn
  - green: peas, broccoli, cucumber
  - purple: grapes, aubergine (eggplant), plum
  - other colours: potato, mushroom
- A sorting mat with five circles, each with a colour and a shape so that children with colour-vision differences can use it too: red circle with a heart; orange-or-yellow circle with a sun; green circle with a leaf; purple circle with a star; white circle with a question mark for "other colours". Draw the matching shape in a corner of each food card too, so children can sort by shape if colours are hard to tell apart. For children with low vision, say each card's colour aloud and make the shapes raised (glue, felt or a sticker) so they can be felt.
- A picture card of a cup of water.
- **No real food.** Nothing is tasted, smelled or handled, because of allergies.

Steps

✎ Opening (3 min)

"Cars need fuel to go. Plants need water and light. What do our bodies need to grow and play?" Take ideas. "Our bodies need lots of different foods, and water to drink, and sleep (next lesson!)."

✎ Main activity: many foods (10 min)

1. Name the pictures (3 min): hold up cards one by one; children name them if they can, in any language. "Is this a fruit or a vegetable?" Accept both for tomato and say that people argue about it.
2. Colour sort (5 min): children come up in turns (practising lesson 1) and put a card on the matching circle. Count each circle together. "Our bodies like lots of different colours of fruit and vegetables, on different days."
3. Water (2 min): show the cup of water. "When we run and play, we get thirsty. Water helps our bodies." Remind the class where they can get water at school.

✓ Discussion questions (5 min)

- Is any one food all our bodies need? No; our bodies need many different foods and water.
- Are some foods good and some bad? We don't say that. Different foods help in different ways, and people eat different foods at home, and that's fine.
- Why do we wash our hands before eating? (Term 1.) To wash away germs we can't see.

✓ Closing check (2 min)

Point to the purple circle: "Name a purple food." (Grapes, aubergine, plum.) Then: "What should we drink when we are thirsty after playing?" (Water.) Any child may answer by pointing to a card.

Vocabulary

food, fruit, vegetable, water, grow, thirsty

Differentiation

- **Support:** three circles only (red, green, other); match a card to a picture already on the circle.
- **Stretch:** "Find two foods that are the same colour but different shapes."
- **Communication:** children may point, sign or use a device; home-language food names are welcome.

⚠ Safety

- Pictures only; no tasting, smelling or handling of food.
- Never discuss children's lunches, home food, bodies or weight. Some children do not eat some foods for religious, cultural, medical or family reasons; say that this is fine.
- Adapt the picture set to foods your children know.

Lesson 4: Bo the bear goes to bed

Goal: Children say that sleep and rest help us grow, learn and feel well, and put four pictures of a made-up bedtime routine in order.

Length: about 20 minutes, in the classroom.

Materials

- A teddy bear or bear puppet, "Bo".
- Four large picture cards of Bo's bedtime: (1) bath or wash, (2) brush teeth, (3) story, (4) lights off in bed. One small set of the same four cards per pair, mixed up.
- Optional: a quiet piece of music for the rest time.

Steps

✎ Opening (3 min)

Bo yawns and rubs its eyes. "Bo is sleepy! Sleep is when our bodies and brains rest. Sleep helps us grow and get ready for a new day. Children usually need more sleep than grown-ups, and babies need the most."

✎ Main activity: Bo's bedtime (10 min)

1. Bo's story (3 min): "This is what Bo does every night. First Bo has a bath. Next Bo brushes its teeth. Then Bo has a story. Last, lights off and Bo goes to sleep." Show each big card as you say it.
2. Mixed-up cards (5 min): mix the big cards. "Oh no, Bo's bedtime is all mixed up!" Pairs put their small cards in order: bath, teeth, story, lights off. Use the words first, next, then, last (this links to computing "clear instructions").
3. Rest time (2 min): children lie down or sit comfortably, close their eyes if they want, and breathe slowly like a sleeping bear while the music plays. "How does your body feel when it rests?"

✓ Discussion questions (5 min)

- Why does Bo need sleep? To rest, grow and feel well; to have energy to play and learn tomorrow.
- What might Bo feel like after not enough sleep? Maybe tired, grumpy or cross, and finding it hard to play (term 2 feelings words; "might").
- Is everyone's bedtime the same? No. Families do bedtime in different ways. Many have a story or a wash, and going to bed at about the same time helps.

✓ Closing check (2 min)

Show the big cards mixed up: "What does Bo do first?" (Bath or wash.) "What does Bo do last?" (Lights off and sleep.) "Why do we need sleep?" (To rest, grow and feel well.) Any child may answer by pointing to a card.

Vocabulary

sleep, rest, tired, bedtime, first, next, then, last

Differentiation

- **Support:** three cards (bath, story, sleep); an adult reads the cards with the pair.
- **Stretch:** add a fifth card of their own (for example pyjamas or a drink of water) and say where it goes.
- **Communication:** pointing, signing or a device are all fine.

⚠ Safety

- Children are never asked when they go to bed, where they sleep or who they sleep with. Bo is made up.
- Rest time is optional: any child may sit and watch instead of lying down.
- If a child tells you something worrying, follow your school's safeguarding procedure.

Lesson 5: Stop, look, listen

Goal: Children practise the road steps on a pretend road in the playground (stop at the kerb, hold a grown-up's hand, look all around and listen, walk straight across when the grown-up says it is safe, keep looking and listening), and finish the end-of-unit check.

Length: about 25 minutes in a closed playground, plus per-child checks (about 3 minutes each) over the week.

Materials

- Playground chalk or tape: two "kerb" lines about 4 metres apart, with the "pavement" (sidewalk) outside them and the "road" between.
- A picture of a grown-up and a child holding hands.
- A pretend "car": a tricycle or ride-on pushed slowly by an adult, or an adult walking with a cardboard steering wheel and saying "brrrm".
- The teacher plus a helper if possible, to hold hands with children in turn.
- The stop signal; a class list for the check.
- For the check: the lesson 2 balloon or ball, two lesson 3 fruit cards and the lesson 3 cup-of-water card, the lesson 4 Bo cards.

Steps

✎ Opening (4 min)

Sit on the "pavement". "Roads are for cars, buses and bikes. They are fast and heavy. Drivers can't always see small people. So near roads we have a rule: **we always cross with a grown-up, holding hands.**" Show the picture. "Today we practise on a pretend road. We never practise on a real road."

✎ Main activity: the road steps (12 min)

1. Teach the steps (3 min) with actions:
    - **Stop** at the kerb (feet together on the pavement, a step back from the line).
    - **Hold hands** with your grown-up.
    - **Look all around** (turn your head both ways and behind) and **listen** (hand to ear).
    - **Wait** if a car is coming; let it go past.
    - **Walk straight across** when the grown-up says it's safe, still looking and listening. Don't run.
2. Practise with the pretend car (7 min): children cross in twos or threes, each holding an adult's hand (or the adult's sleeve, or with a hand on the wheelchair). The adult with the "car" sometimes drives slowly along the road and sometimes waits out of the way; children who are waiting on the pavement watch and call "car coming!" or "it's clear!". The car never drives towards a child, and children never step into the road while it moves.

3. Stop game (2 min): children walk around the playground; on the stop signal they find the nearest kerb line and **stop** a step back from it.

✓ Discussion questions (4 min)

- Who do we cross the road with? A grown-up, holding hands.
- Why do we look and listen? To see and hear cars, bikes and buses; some are quiet, so we look as well as listen.
- Why walk straight across, not run? Running can make us trip; straight across is the shortest way.

✓ Closing check (5 min)

Whole class: "Show me the steps!" Children do the actions together (stop, hold hands, look all around, listen, walk). Then begin the per-child checks.

✓ End-of-unit check (about 3 minutes per child)

Do this in a quiet corner of the playground or hall, one child at a time (or two together), with the class list. Record "yes", "with help" or "not yet".

Part	Ask or show	Answer guide
1	Roll the ball to the child and say "Your turn: roll it back, then it's my turn."	Rolls the ball back (passes the turn on). Any way of passing it is fine.
2	"Tell me one rule of 'fill the hoop'."	One child at a time / walk, don't run / one beanbag.
3	Show two fruit cards and the water card: "Our bodies need lots of different foods and something to drink. What drink?"	Water (saying it or pointing to the water card). Naming a fruit is a bonus.
4	Give the four Bo cards mixed up: "Put Bo's bedtime in order."	Bath or wash, teeth and story in any sensible order (families do these differently), then lights off last. With help is fine.
5	At the pretend kerb: "Show me how we cross the road."	Stops at the kerb, takes the adult's hand (or sleeve, loop, or the adult's hand on the wheelchair), looks all around and listens (or shows or signs "listen"), waits for the grown-up to say it is safe, walks or wheels straight across. Each of these routes is a full "yes".

A child may answer by pointing, signing, showing or using a device. Any movement in the child's own way counts.

Vocabulary

road, kerb (curb), pavement (sidewalk), stop, look, listen, safe, cross

Differentiation

- **Support:** fewer steps (stop, hold hands, look); the adult says the words while the child does the actions.
- **Stretch:** "What if a ball rolls into the road?" (Stop; don't chase it; tell a grown-up.)
- **Access:** deaf or hard-of-hearing children rely more on looking, and "listen" can be shown or signed; children with low vision use a bright tape kerb they can feel and extra listening; wheelchair users stop a wheel's width back from the line.

⚠ Safety

- Pretend road in a closed playground only. Never practise on or next to a real road.
- The "car" moves at walking pace, is controlled by an adult and never drives towards a child.
- The message is always "cross with a grown-up". This lesson does not teach children to cross alone.
- Traffic drives on the left in some countries and on the right in others; use your local crossing rules and words.