



TERRIFIC TEETH

Let's talk about looking after our teeth. What do we use our teeth for?

We use them for biting, chewing and eating our food, but we also need them for talking and they help us when we smile.



Phonics Fun

With an adult in your house say the word 'teeth' out loud. Can you hear the consonant digraph 'th'? Think of some other words that have the same sound in them. (think, thick, thin, thunder, bath, both, month, north)

Mouth Explorer

Now wash your hands and have a look inside your mouth (use a mirror to help you). Discuss and name the different parts of the mouth with an adult – teeth, gums, tongue and the roof of the mouth. Count how many teeth you have.



Sing a Song

Brushing your teeth twice a day is important to keep your teeth clean and healthy. Try the sing-a-long teeth brushing song. Sing to the tune of "Row, row, row your boat..."

Brush, brush, brush your teeth
Brush them every day
We put toothpaste on our brush
To help stop tooth decay

Clean, clean, clean your teeth
Clean them every day
Your teeth will sparkle for years to come
In the most beautiful way

Brush, brush, brush your teeth
Brush them every day
Happy, healthy teeth you'll have
If its done this way

(The British Dental Health Foundation)



SUPER SALMON DIP

This fishy dish uses tinned salmon (an oily fish) which contains healthy omega-3 fatty acids. Delicious served with raw veg sticks and/or wholemeal pitta bread. So easy for kids to make ... and learn to love fish!



Skills Check: Follow a recipe; follow food safety & hygiene rules; tidy away; use measuring spoons and cups; use weighing scales; use a tin opener safely; beat ingredients together; mash; use a citrus squeezer; use a sieve; season to taste.

Equipment: Weighing Scales, Tin Opener, sieve, Fork, Spoon, Bowl, Citrus Squeezer.

Allergens*: Fish | Milk

Ingredients (serves 2):

- 100g low-fat soft cheese
- 100g canned pink salmon (in water)
- 1/2 lemon
- 1 tbsp low fat natural yogurt
- Freshly ground black pepper to taste

Method

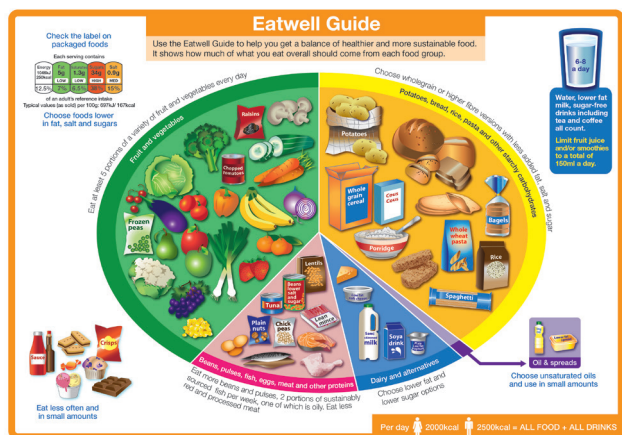
1. Open the tin of salmon and drain. Put the salmon in a mixing bowl and mash lightly with a fork.
2. Spoon the low-fat soft cheese into the bowl with the salmon.
3. Squeeze the juice of 1/2 a lemon into the same bowl.
4. Mix all of the ingredients thoroughly together.
5. Add 1 tbsp low fat yogurt to make the mixture a dipping consistency.
6. Add black pepper to taste and serve with raw vegetable and pitta sticks, or crackers/breadsticks.

*Please note the allergens listed are indicative only. Allergens vary depending on brand; check the labels on the products you use.



SUPER SALMON DIP

Nutrition Information



The Eatwell guide shows the proportions of the main food groups that form a healthy, balanced diet:

- Eat at least 5 portions of a variety of fruit and vegetables every day
- Base meals on potatoes, bread, rice, pasta or other starchy carbohydrates; choosing wholegrain versions where possible
- Have some dairy or dairy alternatives; choosing lower fat and lower sugar options
- Eat some beans, pulses, fish, eggs, meat and other proteins (including 2 portions of fish every week, one of which should be oily)
- Choose unsaturated oils and spreads and eat in small amounts
- Drink 6-8 cups/glasses of fluid a day

So, thinking about salmon dip ...

Salmon is an excellent source of protein, as well as a range of vitamins and minerals. It is an oily fish and so contains high levels of omega-3 fatty acids. These are healthy fats and are very good for our bodies.

Soft cheese is an excellent source of protein and calcium. Choose reduced fat varieties where possible.

Yogurt is an excellent source of calcium, and a good source of vitamin D for strong teeth and bones.



Energy, sugar, fat and salt per serving

Per 139g serving

ENERGY
581kJ / 138kcal

7%

MED

FAT
5.0g

7%

MED

SATURATES
2.2g

11%

LOW

SUGARS
4.1g

5%

MED

SALT
1.0g

16%

% of an adult's reference intake

Typical values per 100g : Energy 418kJ / 99kcal

Notes

A **traffic light system** is used on nutrition labels to make it easier to see which foods and drinks are lower in calories, fat, sugar and salt. Try and choose more 'greens' and 'ambers' and fewer 'reds', and stick to smaller portions of 'reds'.

Just because a recipe or a food has a red traffic light doesn't mean you shouldn't eat it. Understanding why a food or recipe might have a red light can be helpful. For example oily fish is high in total fat and so any recipe containing oily fish is likely to be 'red' for fat. But it is recommended that we eat oily fish at least once a week because the type of fat it contains is beneficial for our health.

% Reference Intakes are also shown. Reference Intakes are guidelines about the approximate amount of particular nutrients and energy required for a healthy diet (based on an average-sized woman doing an average amount of physical activity). Most children will require less than these Reference Intakes. The contribution of one serving of a food or drink to the Reference Intake for each nutrient is expressed as a percentage

GET PHUNKY IN 15 MINUTES WITH THE PHUNKY15



A series of 15 minute physical activity ideas that you can do in the home with no equipment or apparatus. The children can even do this in their home clothes—no need to get changed. So there really is no excuse, start now, get active, get Phunky with Phunky15.

The warm up...

Baked beans - The children should stand in a space. The adult should call out a 'bean' command for the children to follow such as broad bean – stretch your legs and arms out as wide as you can; baked bean – lie on the floor sunbathing; jelly bean – wobble like a jelly on the spot; chilli bean – shiver and shake on the spot; bean sprouts – stand up as tall and thin as you can.



Main activity...

Ball Catch - Give each child a soft ball. Ask the children to throw their ball in the air and catch it with both hands, with one hand, with their right hand only and with their left hand only. To make the activity more difficult can the children throw the ball into the air with one hand and catch it with the other, try throwing and catching the ball faster and try throwing and catching with one eye closed.

Cool down...

Changing weather - Children should stand in a space. The adult will call out different weather conditions and the children should act it out starting with more severe weather to calmer weather. Tornado (raise your hands above your head with your hands clasped and move round in a circle); Thunderstorm (wave arms and body around energetically) Rain (move arms up and down in front of you wiggling your fingers); Sunshine (start with arms by your sides and slowly raise them with arms outstretched above your head); Breeze (sway from side to side gently).





MINDFUL BREATHING - 5 minute Mindfulness practice

WALT What Am I Learning Today?

- Focus on breathing.
- Noticing body sensations.

WILF What I am Looking For?

- Awareness of breathing.
- Whether breathing is fast or slow.
- Awareness of where the breath goes in the body.
- Noticing body sensations (eg warmth / pressure).

Guidance and preparation

- Children's starting position: Sat cross legged with hands together in front of chest.
- Use chime bar to signal the beginning and end of the practice.

Resources

- Chime bar (any percussion instrument).

Useful for...

Settling children at the start/end of the day or returning to learning after a break.

Activity (3 minutes)

1. Adult and children to sit in a circle facing each other.
2. Children to sit cross legged in the circle.
3. Adult to demonstrate practice and give simple instructions.
4. Children to put hands together in front of chest, fingers pointing upwards, and close their eyes.
5. Adult to use chime bar to signal start of practice.
6. Breathing in, hold hands out, palms facing upwards.
7. Breathing out, turn hands over, palms facing down.
8. Turn palms in time with the breath so it is a continuous movement.
9. Adult to use chime bar to signal to children to place hands on their hearts and notice sensation.
10. Children to breathe in and out and notice the rise and fall of the chest.
11. Adult to signal the end of practice using chime bar. Children return their hands to their laps and open eyes.
12. Adult to lead a brief discussion on what children noticed about their breathing and any sensations in the body.

Discussion (2 minutes)

- What did you notice about your breathing?
- Was it fast or slow?
- When you put your hands on your chest, what did you notice?