



# TERRIFIC TEETH

## Exploring Looking After Our Teeth

### Mouth Explorer

Wash your hands and have a look inside your mouth (use a mirror to help you). How many teeth do you have at the moment? Remember some may be baby teeth nearly ready to fall out and some may be your adult teeth.



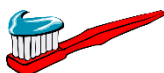
### Healthy Foods for Healthy Teeth

Look at the blue section of the Eatwell Guide.

Eating dairy/calcium rich foods such as milk, cheese, yogurt and fromage frais helps to build strong teeth. Drinking milk and water also helps plus not having too many sugary foods or drinks. Draw pictures of the foods you can eat that will keep your teeth healthy and strong inside the tooth shape on the next page.



### Brush Your Teeth Challenge

















Brushing your teeth twice a day is really important to keep your teeth clean and healthy. Use the Terrific Teeth brushing chart below to record your tooth brushing this week. Tick each morning and evening when you've brushed your teeth. You could keep this chart in the bathroom near your toothbrush.

## Healthy Foods for Healthy Teeth



# Mathematics/Display - Terrific Teeth - brushing chart



Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						
						



## 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

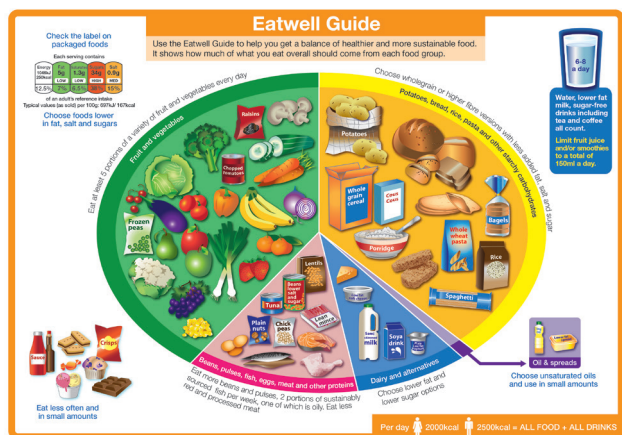
1. Open the tin of salmon and drain. Put the salmon in a mixing bowl and mash lightly with a fork.
2. Spoon the low-fat soft cheese into the bowl with the salmon.
3. Squeeze the juice of 1/2 a lemon into the same bowl.
4. Mix all of the ingredients thoroughly together.
5. Add 1 tbsp low fat yogurt to 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).







## BREATHING HAND BALL -10 minute Mindfulness practice

### WALT What Am I Learning Today?

- Awareness of the pace and rhythm of the breath.
- Noticing body sensations.

### WILF What I am Looking For?

- Following the breath in and out of the body.
- Matching pace of breathing to hand movements.
- Ability to notice body sensations and breathing.
- Ability to bring yourself back into the present moment.

### Guidance and preparation

- Children to sit on their own chairs or sitting in a circle on the carpet.
- Use chime bar to signal the beginning and end of the practice.

### Resources

- Chime bar (any percussion instrument).

### Useful for...

Calming down activity when angry, upset or worried or to improve concentration and focus before a piece of work.

### Activity (8 minutes)

1. Children to do 2 slow, deep breaths (mindful breath) before the practice starts.
2. Adult to demonstrate the practice using hands as the breathing ball.
3. Pretend you are holding an imaginary football.
4. On a breath in, move your hands slowly towards each other until your fingers touch.
5. Breathing out, move your hands away from each other and back to starting position.
6. Repeat the movement in time with the breath.
7. Children begin by exploring movement of the hands and when ready, match the movement to their breath.
8. Adult to signal end of the practice using chime bar.

### Discussion (2 minutes)

- What did you notice about your breath and was it fast or slow?
- Can you describe the sensations felt in your hands eg touch, pressure or warmth?
- Can you describe the physical sensation of breathing eg awareness of cold air entering nose?