**COVID-19 Warriors; Primary Phase module Overview – Rationale**

This programme was mostly written in January 2021 and reflects information available, and guidance issued at the time, but has been updated where possible.

The aim of the COVID-19 focused Primary Education Module is to raise awareness in children across the age groups of 4 -11 of (a) how the COVID-19 virus spreads through sneezing, touching, talking and other everyday life activities; (b) how transmission can be limited by applying measures such as those included in the ‘Hands, Space, Face’ messaging; and (c) the importance of, and role that testing and vaccinations have in protecting themselves, their families and the wider community. Achieving these aims would mean that young children can better understand rules such as social distancing, wearing masks, testing, and self-isolation in the context of the pandemic, and why they need to follow these rules, as well as equipping them with the knowledge and skills needed to understand how the COVID-19 pandemic has changed the world we live in.

The COVID-19 focused Primary Education Module consists of 14 topic lessons co-designed by educational practitioners and researchers and are informed by feedback received from teachers and students, who have used the pilot activities. Using children’s ideas of what it means to fight the virus, the module is based around activities conducted with the help of a team of six COVID-19 Warriors. These characters provide a unifying theme across the 14 topic lessons aiding the children in recognising that by using the skills and tools that the Warriors have, they can stay healthy and happy themselves, and protect those in their wider community. The module adopts a cross-disciplinary approach with opportunities for learning linked to the core subjects of English, Mathematics, and Science as well as subjects such as Physical Education, Art and Design and PSHE. In addition to the curriculum specific links, the lessons have public health message-specific objectives, which aim to develop children’s understanding of the science behind the health messages and suggested behaviours we have been asked to adopt in the fight against COVID-19. Each lesson topic consists of four iterations, one for each key stage in primary education (Early Years, Key Stage 1, Lower Key Stage 2, Upper Key Stage 2), with the public health message objectives adapted to ensure they are appropriate for each key stage.

While initially the sessions were designed to be taught in order, as National restrictions changed and more sessions were developed, the module was redesigned to have a set of **Core Sessions: Saliva testing** (for Schools in the Saliva Testing Programme)**, Testing for Coronavirus** (for Schools not in the Saliva Testing Programme), **Variants of Concern**, **The Swiss Cheese Model** and **Vaccines**). The rest of the sessions can be taught as stand alone lessons, chosen based on teacher judgement of what topics are most relevant and would be most beneficial for their students.

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| **Overview of Primary Teaching Programme** | | | | |
| **Lesson Title** | **Lesson brief outline** | **Core Activities/resources** | | **Theme/puppet/**  **resources** |
| **Saliva testing**  ***(Core Session for Schools in the Saliva Testing Programme)*** | Children will learn about one of the tools to defeat the virus - Testing  In this lesson’s video introduction, it is explained how testing and isolating helps to stop the spread. | PowerPoint - main activity page. Show pictures of the saliva testing process and some key words.  EY/KS1: Sequence pictures of the saliva test, glue them on the strips of paper in order and label.  KS2: Make “Journey of the saliva” leaflet by sequencing pictures of the saliva test stages, and label each stage, using appropriate language.  Possible extension activities:  EY/KS1 - Set up a role play area as a science lab.  KS2 - design simple instruction booklets for the younger children to be able to do the testing | | **Puppet “Ace”**  Pictures of the saliva testing process  Link to videos of saliva journey in the lab |
| Curriculum-linked Objectives and Objectives to support Public Health messages and student support | | | |
| **Early Years** | **Key Stage 1** | **Lower Key Stage 2** | **Upper Key Stage 2** |
| To recognise that our saliva can be used to detect Coronavirus    To describe in simple words the testing process - how to submit a sample and what happens during the test  To order in the right sequence the steps followed during a saliva test  To talk about how transmission to others can be limited by identifying people who are infectious  ***Communication & Language****: They develop their own narratives and explanations by connecting ideas or events* | To recognise that our saliva can be used to detect Coronavirus    To describe in simple words the testing process - how to submit a sample and what happens during the test  To order in the right sequence the steps followed during a saliva test  To talk about how transmission to others can be limited by identifying people who are infectious  ***Y1- Writing****: write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it*  ***Y2 - Writing****: writing about real events, writing for different purposes* | To recognise that our saliva can be used to detect Coronavirus    To explain the testing process using key vocabulary- how to submit a sample and what happens during the test  To discuss how transmission to others can be limited by identifying people who are infectious, linking this to the importance of testing  ***Y3&4 - Writing****: have opportunities to write for a range of real purposes and audiences* | To explain how our saliva can be used to detect Coronavirus    To explain the testing process using key vocabulary- how to submit a sample and what happens during the test, and why this is important  To discuss how transmission to others can be limited by identifying people who are infectious, linking this to the importance of testing  ***Y5&6 - Writing****: identifying the audience for and purpose of the writing, selecting the appropriate form* |
| **Lesson Title** | **Lesson brief outline** | **Core Activities/resources** | | **Theme/puppet/**  **resources** |
| **Testing for Coronavirus**  ***(Core Session for Schools not in the Saliva Testing Programme)*** | Children will learn about one of the tools to defeat the virus – different kinds of testing for Coronavirus  In this lesson’s video introduction, it is explained how testing and isolating helps to stop the spread. | Children will be shown how a Lateral Flow test works using kitchen roll and food coloured water- they can see how the liquid travels along the paper.  Children will talk about the different tests and sort their features onto a chart.  They will also talk about why bit is important for people to take a test when they have symptoms. | | **Puppet “Ace”**  Chart worksheet  Pictures to sort  Kitchen roll  Food coloured water |
| Curriculum-linked Objectives and Objectives to support Public Health messages and student support | | | |
| **Early Years** | **Key Stage 1** | **Lower Key Stage 2** | **Upper Key Stage 2** |
| To recognise that tests can be used to detect Coronavirus  To use language connected to testing.  To talk about how transmission to others can be limited by identifying people who are infectious  ***Technology****: children recognise that a range of technology is used in places such as homes and schools.*  ***Communication & Language****:* ***Understanding****: children follow instructions involving several ideas or actions.* | To recognise that tests can be used to detect Coronavirus  To understand language connected to testing.  To talk about how transmission to others can be limited by identifying people who are infectious  ***English****:*  *ask relevant questions to extend their understanding and knowledge.*  *Use relevant strategies to build their vocabulary.* | To recognise that tests can be used to detect Coronavirus  To explain the differences between the tests using key vocabulary  To discuss how transmission to others can be limited by identifying people who are infectious, linking this to the importance of testing  ***Y3&4 - Writing****: have opportunities to write for a range of real purposes and audiences.* | To explain how tests can be used to detect Coronavirus  To explain the differences between the tests using key vocabulary  To discuss how transmission to others can be limited by identifying people who are infectious, linking this to the importance of testing  ***Y5&6 - Writing****: identifying the audience for and purpose of the writing, selecting the appropriate form.* |
| **Lesson Title** | **Lesson brief outline** | **Core Activities/resources** | | **Theme/puppet/**  **resources** |
| **Variants of Concern**  ***(Core Session*)** | Children will learn about mutation of the virus, how new variants appear and the potential impacts of these variants. This will help them understand the importance of stopping the spread of the virus, by using all the measures they have been learning about. | Children to make their own small Lego models and compare to show how different they are (variants). Some children will have an extra piece/different piece to demonstrate mutations. Explain that the more opportunities the virus has to duplicate itself, by being transmitted to more people, the higher the chance of mutations/changes.  Watch WHO video (with audio by LifeLab) explaining variants. (Upper KS2)  Recap what they can do to limit the spread of the virus. | | **Puppet Q**  WHO video link - link to clip with voiceover by LifeLab  KS1/KS2 - Lego (5 pieces per child)  YR - duplo or multilink cubes if Lego is hard to manipulate - 4-5 pieces per child |
| Curriculum-linked Objectives and Objectives to support Public Health messages and student support | | | |
| **Early Years** | **Key Stage 1** | **Lower Key Stage 2** | **Upper Key Stage 2** |
| To recognise how a virus mutates.  To recognise the term Variant of Concern (ext. To explain in simple terms what it means).  To know the actions we need to take to slow the spread of COVID-19,  including the importance of testing.  ***Communication & Language****: respond to what they hear with  relevant comments, questions or actions*  ***Understanding of the world****: children know about similarities and differences in relation to places,  objects, materials and living things* | To recognise how a virus mutates.  To recognise the term Variant of Concern (ext. To explain in simple terms what it means).  To know the actions we need to take to slow the spread of COVID-19,  including the importance of testing.    ***PSHE: H5.*** *simple hygiene routines that can stop germs from spreading*  ***Science:*** *using their observations and ideas to suggest answers to questions* | To explain in simple terms how a virus mutates.  To explain what a Variant of Concern means.  To know the actions we need to take to slow the spread of COVID-19,  including the importance of testing.  ***PSHE: H9.*** that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection  ***Science:*** identifying differences, similarities or changes related to simple scientific ideas and processes | To explain in simple terms how a virus mutates.  To explain what a Variant of Concern means.  To know the actions we need to take to slow the spread of COVID-19,  including the importance of testing.  ***PSHE: H9.*** that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection  ***English:*** give well-structured descriptions, explanations and narratives for different purposes |
| **Lesson Title** | **Lesson brief outline** | **Core Activities/resources** | | **Theme/puppet/**  **resources** |
| **The Swiss Cheese Model**  **(Core Session)** | Discuss what we already know about COVID-19, how it spreads and what rules we follow to limit its spread.  Explore the Swiss cheese model - why it is still important to choose actions that help to slow the spread of the virus. | Start with class discussion of what we already know about COVID-19, how it spreads and what rules we follow to limit its spread.  Discussion - with more and more people vaccinated, why are we advised to still follow all the measures? Record children’s ideas.  EYFS: Make your own cheese slice game (kerplunk style game) either following the example in the video (cards with holes, empty plastic bottle, rice), or using a small basket and straws/pompoms or bouncy balls (pictures in PowerPoint)  KS1: As above, also draw and colour/label cheese slices, display cheese slices with measures written on each – to make a Swiss Cheese Model display  KS2: In groups children write all actions on pieces of card. They then play a game as a class, to help them remember all 7 actions (see lesson plan for details). | | **Puppet Ace**  YR/KS1:  •Plastic bottle, rice and cards OR  •Cutlery/pen basket, straws and pompoms or bouncy balls  KS2:  A4 or A5 card, scissors  \*Optional (resources listed for KS1/YR) |
| Curriculum-linked Objectives and Objectives to support Public Health messages and student support | | | |
| **Early Years** | **Key Stage 1** | **Lower Key Stage 2** | **Upper Key Stage 2** |
| To list as simple actions, steps we can take to limit the spread of COVID-19.  To know that we need to choose a few of these actions to stop the COVID-19 virus spreading.  ***Communication & Language****:* respond to what they hear with  relevant comments, questions or actions  ***Physical Development:*** *talk about ways to keep healthy and safe* | To list some simple actions we can take to stop COVID-19 spreading  To describe in own words how each action works.  To understand that a few actions together can help to stop the COVID-19 virus spreading.  ***PSHE****: H5. simple hygiene routines that can stop germs from spreading*  ***PSHE- L1****. what rules are, why they are needed, and why different rules are needed for different situations* | To remember the actions we can take to stop COVID-19 spreading.  To describe how each action works and know how choosing to do a few of these actions together can help stop the COVID-19 virus spreading.  ***PSHE- L1****. to recognise reasons for rules and laws*  ***PSHE****: H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it R30. that personal behaviour can affect other people.* | To remember the actions we can take to stop COVID-19 spreading.  To describe how each action works and know how choosing to do a few of these actions together can help stop the COVID-19 virus spreading.  ***PSHE- L1****. to recognise reasons for rules and laws*  ***PSHE****: H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it R30. that personal behaviour can affect other people.* |
| **Lesson Title** | **Lesson brief outline** | **Core Activities/resources** | | **Theme/puppet/**  **resources** |
| **Vaccines**  **(Core session)** | Children will watch a video with a practical demonstration, explaining how vaccines work and will learn some vocabulary associated with the immune system. | Children will recap what they know about vaccinations, based on their personal experience of their childhood vaccinations, or vaccinations of their family members.  EYFS/KS1 children will play a simple game to help them understand how vaccines help to keep them healthy.  Key Stage 2 children will look at vaccine development and explore the way vaccines work through practical activities and games. | | **Puppet Ace**  **YR/KS1** - Card for the headband and printed out images of germs  KS2 – printout of game boards |
| Curriculum-linked Objectives and Objectives to support Public Health messages and student support | | | |
| **Early Years** | **Key Stage 1** | **Lower Key Stage 2** | **Upper Key Stage 2** |
| To explain in simple terms how a vaccine works.  ***Communication & Language:****They develop their own narratives and explanations by connecting ideas or events* ​  ***Physical Development:****talk about ways to keep healthy and safe.*​ | To explain in simple terms how a vaccine works.  ​  ***Science:****using their observations and ideas to suggest answers to questions* | To define ‘vaccine’  To explain how a vaccine works  To describe how a vaccine is developed  To discuss how vaccines can help you and your community  ***PSHE (from PSHE Association) - KS2: H10.****How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies to vaccines can be managed* ​  ​ | To define ‘vaccine’  To explain how a vaccine works  To describe how a vaccine is developed  To discuss how vaccines can help you and your community  ***PSHE (from PSHE Association) - KS2: H10.****How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies to vaccines can be managed*​​ |
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| **Keeping Cool** | Children will talk about their COVID-19 worries, and about how they can deal with them day to day. | Children will share their worries and discuss how worries make them feel.  They will talk about how to make themselves feel calmer/less worried.  They will do practical activities to help calming down.  Upper Key Stage 2 children will look at physiological responses to stress.  Key Stage 2 children will look at the skills they have gained during the pandemic and celebrate their own coping methods. | | **Puppet Buddy** |
| Curriculum-linked Objectives and Objectives to support Public Health messages and student support | | | |
| **Early Years** | **Key Stage 1** | **Lower Key Stage 2** | **Upper Key Stage 2** |
| To recognise feelings of worry.  To understand that worries are normal and that everybody has them.  To recognise the effect of calming activities.  ***PSHE****: They show sensitivity to others’ needs and feelings*  ***Health and self-care****: talk about ways to keep healthy and safe.* | To discuss feelings of worry.  To understand that worries are normal and that everybody has them.  To recognise the effect of calming activities.  ***PSHE****:* ***H15.*** *to recognise that not everyone feels the same at the same time, or feels the same about the same things*  ***H16.*** *about ways of sharing feelings, a range of words to describe feelings,*  ***H17.*** *about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)* | To understand how worries affect us.  To use different coping techniques.  To recognise our own resilience.  ***PSHE****:* ***H16.*** *about strategies and behaviours that support mental health — including how*  *good quality sleep, physical exercise/time outdoors, being involved in community*  *groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing*  ***H17.*** *to recognise that feelings can change over time and range in intensity,*  ***H18.*** *about everyday things that affect feelings and the importance of expressing feelings* | To understand how worries affect us physically and mentally.  To select different coping techniques.  To recognise our own resilience.  ***PSHE: H16.*** *about strategies and behaviours that support mental health — including how*  *good quality sleep, physical exercise/time outdoors, being involved in community*  *groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing*  ***H17.*** *to recognise that feelings can change over time and range in intensity,*  ***H18.*** *about everyday things that affect feelings and the importance of expressing feelings* |
| **Lesson Title** | **Lesson brief outline** | **Core Activities/resources** | | **Theme/puppet/**  **resources** |
| **Hands/Face/Space**  **(Meet the Warriors)** | Start with class discussion of what we already know about COVID-19, how it spreads and what rules we follow to limit its spread.  Discuss how keeping distance, washing hands and covering face helps to reduce the spread of the virus.  EY and KS1 - together learn/ make up a rhyme that will help us remember the important rules  KS2 - make posters/write a rap to remind us of the rules | Watch COVID-19 Warriors lesson introduction - video of all 6 puppets introducing themselves and their tools.  EYFS:  Learn a rhyme/song to remember hands/ face/ space. (PowerPoint)  KS1: make up a rhyme to a familiar tune (using EYFS as an example?)  KS2: make up a simple rhyme/rap and design a poster of the Hands/Face/Space rules. (Optional) video the children doing the rap to show other classes/at assembly. | | Video  Bubbles - hands/soap  Ace - test/vaccine  Buddy - friend  Q - worrier/anxious  Stretch - space  Hidey - Face/mask |
| Curriculum-linked Objectives and Objectives to support Public Health messages and student support | | | |
| **Early Years** | **Key Stage 1** | **Lower Key Stage 2** | **Upper Key Stage 2** |
| To express in simple words what we know about Coronavirus, including its transmission via saliva.  To list as simple actions the measures/precautions we need to take to limit its spread.  To think of how we can encourage others around us to follow the rules  ***Communication & Language****: children follow instructions involving several ideas or actions* | To express in simple words what we know about Coronavirus, including its transmission via saliva.  To list as simple actions the measures/precautions we need to take to limit its spread, and explain in simple words how these actions can help stop transmission  To think of how we can encourage others around us to follow the rules  ***Y1 - Reading****: recognising and joining in with predictable phrases*  ***Y2 - Reading****: recognising simple recurring literary language* | To assess what we know about Coronavirus, including its transmission via saliva.  To identify measures/precautions we need to take to limit its spread, and provide reasons why these are important  To discuss, using key vocabulary, how we can encourage others around us to follow the rules, and make concrete suggestions in the form of a poster  ***Y3&4 - Writing****: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar* | To assess what we know about Coronavirus, including its transmission via saliva.  To identify the measures/precautions we need to take to limit its spread, and provide reasons why these are important  To discuss, using key vocabulary how we can we encourage others around us to follow the rules, and make concrete suggestions in the form of a poster  ***Y5&6 - Writing****: identifying the audience for and purpose of the writing, selecting the appropriate form* |
| **Lesson Title** | **Lesson brief outline** | **Core Activities/resources** | | **Theme/puppet/**  **resources** |
| **Germs** | In this lesson’s video introduction, we will look at how the virus can spread and how we can help to stop it.  Children will find out that the virus spreads through the air when an infected person breathes, speaks or coughs. | A bubble gun will be used to show how a virus can travel through the air.  Children will dodge the bubbles, then catch them using a tissue.  They will notice that once the bubble is popped it cannot be seen although the droplets are still in the air/on surfaces.  Look at how they are less likely to be ‘contaminated’ by a bubble the further away they are, and how the bubbles are less of a problem outdoors. | | **Puppet Stretch**  Teddies  Bubble gun  bubbles |
| Curriculum-linked Objectives and Objectives to support Public Health messages and student support | | | |
| **Early Years** | **Key Stage 1** | **Lower Key Stage 2** | **Upper Key Stage 2** |
| To use the word virus when describing in simple language that it spreads.  To be able to take precautions to avoid the spread of the virus by being able and knowing how:  To use a tissue to catch coughs.  To wash hands frequently.  To keep the 2 metre rule  To recognise that the virus cannot be seen.  ***Understanding the World****: They make observations and explain why some things occur, and talk about changes.*  ***Communication and Language****: They answer ‘how’ and ‘why’ questions about their experiences* ***Physical Development:*** *They manage their own basic hygiene and personal needs successfully* | To recognise that a virus can spread.  To use a tissue to catch coughs.  To remember to wash hands.  To understand why we need to keep the 2 metre rule  To understand that the virus cannot be seen.  ***PSHE****: H5. simple hygiene routines that can stop germs from spreading*  ***Science:*** *using their observations and ideas to suggest answers to questions* | To use information from observation to describe how a virus can spread.  To be able to take precautions to avoid the spread of the virus by being able and knowing how:  To use a tissue to catch coughs. to wash hands frequently  To keep the 2-metre rule  To understand why we need to keep the 2 metre rule  To explain in simple terms, and based on observation, why the virus cannot be seen.  ***PSHE****: H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it R30. that personal behaviour can affect other people.*  ***Science:*** *making systematic and careful observations* | To use information from observation to describe how a virus can spread.  To use a tissue to catch coughs.  To remember to wash hands.  To explain why we need to keep the 2 metre rule  To explain in simple terms, and based on observation, why the virus cannot be seen.  ***PSHE****: H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it R30. that personal behaviour can affect other people. Science: making systematic and careful observations* |
| **Lesson Title** | **Lesson brief outline** | **Core Activities/resources** | | **Theme/puppet/**  **resources** |
| **Design a Face Mask** | In this lesson’s video introduction, we learn about the importance of wearing face coverings and how they limit the spread of the virus.  Children will investigate and test a range of materials to choose the most suitable material for making a face covering. | **What kind of material is suitable for a face mask?** Look at the selection of materials and discuss why paper, plastic, hessian are not suitable.  Demonstrate using glitter and tube demonstration (cover end of the toilet paper tube with a piece of fabric and blow flour/glitter at it, using a pipette).  Children to test different materials in groups using the pipette/basting tool, cardboard tubes and glitter/flour (in groups, one group test plastic, another test hessian, another test fabric, etc).  Choose a suitable material to cut and stick on their teddy face poster.  Include How to wear a Face covering correctly points (cover mouth and nose, don't touch your face)  KS1/2 - record your findings, what materials you tested and why they are /aren’t suitable  **Optional:** As a class, choose a suitable material (from various patterns already cut to size) and make a face mask for teddy. | | **Puppet Hidey**  Teddy  materials for testing  pipettes/basting tools  Worksheet/picture of teddy’s face (optional) |
| Curriculum-linked Objectives and Objectives to support Public Health messages and student support | | | |
| **Early Years** | **Key Stage 1** | **Lower Key Stage 2** | **Upper Key Stage 2** |
| To identify wearing face masks as a prevention measure of spreading the virus  To test materials suitable for a face mask  ***Expressive Arts & Design****: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function* | To identify wearing a face mask as a prevention measure of spreading the virus  To test materials and suggest those that will be suitable for a face mask, giving simple reasons to support their suggestions  ***Y1- Science****: identify and name a variety of everyday materials*  *describe the simple physical properties of a variety of everyday materials*  ***Y2 - Science****: identify and compare the suitability of a variety of everyday materials for particular uses* | To identify wearing a face mask as a prevention measure of spreading the virus  To test materials and choose those suitable for a face mask, giving reasons to support their choice  ***Science****: asking relevant questions and using different types of scientific enquiries to answer them* | To identify wearing a face mask as a prevention measure of spreading the virus  To explain using key vocabulary how transmission can be reduced when wearing a face mask  To test materials and choose those suitable for a face mask, giving reasons to support their choice  ***Y5 - Science****: give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials*  ***Y6 - Science****: using test results to make predictions to set up further comparative and fair tests* |
| **Lesson Title** | **Lesson brief outline** | **Core Activities/resources** | | **Theme/puppet/**  **resources** |
| **Sneeze Test** | This lesson’s video introduction will explain what a sneeze is and why we sneeze.  The children will learn about how a sneeze can spread a virus and what we can do to lower the risk. | Set up a Sneezing Table per group and give each group a spray bottle filled with coloured water.  The spray bottle will act like a sneeze, spraying microbes over the paper. The children will test how far and wide the microbes spread by measuring.  They will test what happens when they block the spray with a hand or a tissue.  Key Stage 2 will record their results. | | **Puppet “Bubbles”**  Long sheets of paper  Small spray bottles  Food colouring  30cm long stick  Kitchen roll  Tape measure |
| Curriculum-linked Objectives and Objectives to support Public Health messages and student support | | | |
| **Early Years** | **Key Stage 1** | **Lower Key Stage 2** | **Upper Key Stage 2** |
| To recognise that sneezes can spread viruses.  To recognise that using simple actions like using a tissue when sneezing can lower the spread of a virus  ***Physical Development****: talk about ways to keep healthy and safe.*  ***Communication & Language****: answer ‘how’ and ‘why’ questions about their experiences*  ***Maths****: use everyday language to talk about size, distance* | To use information from simple observations and measurements to describe that sneezes can spread viruses.  To recognise that using simple actions like using a tissue when sneezing can lower the spread of a virus  ***Science****: observing closely, using simple equipment*  *performing simple tests using their observations and ideas to suggest answers to questions*  *PHSE: H5. simple hygiene routines that can stop germs from spreading*  ***Maths****- Year 1: compare, describe and solve practical problems for lengths*  ***Maths****- Year 2: compare and order lengths* | To use information from observations and measurements to describe how sneezes can spread viruses.  To evaluate if their tests are ‘fair’ and suggest ways of improving them  To explain how actions such as using a tissue can help lower the spread of a virus.  ***H9****. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection*  ***LKS2****: Science: setting up simple practical enquiries, comparative and fair tests* | To explain how sneezes can spread viruses, using evidence from their experiments  To evaluate if their tests are ‘fair’ and suggest ways of improving them  To explain how to lower the spread of a virus.  ***H9****. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection*  ***UKS2****: Science: using test results to make predictions to set up further comparative and fair tests* |
| **Lesson Title** | **Lesson brief outline** | **Core Activities/resources** | | **Theme/puppet/**  **resources** |
| **Worries** | This lesson’s video introduction - Q is feeling worried, too many things to remember- keeping distance and wearing masks, not having playdates with friends... She doesn’t understand why some rules changed.  Circle time talking about how people might feel about the virus, wearing masks, testing etc.  **Ruby’s Worries** book, to prompt discussion on how to express/share feelings. | **EY/KS1** - Read Ruby’s Worries. Make a mind map of all the things that the children worry about concerning the virus and its effects on their lives.  Talk about how worry can manifest physically - feeling tired, feeling sad, not hungry (or constantly hungry), not sleeping well, etc.  Make another mind map of what they can do about their worries - talk to a friend, talk to a trusted adult (parent, grandparent, teacher), play with friends at school, do something they enjoy, do some dancing, etc.  **Lower KS2** - talk about points as above. Children make their own little card of things they can do to help them when they’re worried - based on whole class suggestions. Make a “Worry box” from an empty tissue paper box, where children can post their worries and let them know that the teacher/assistant will check the box regularly. Also, talk about looking out for others who might be lonely or feeling worried. How can we help?  **Upper KS2** - Make a mind map of their worries. Talk about the importance of talking through their worries. What other things can they do? Talk about things they can do to support others too. Can they spot someone who is lonely or feeling worried? How can they help them – refer to Ruby’s worry and how they talked about their worries and felt better after that.  Make a Self soothe box. At school the children could draw and label what would go into their box, and they could make it at home if they wanted to. | | **Puppet Q**  Book Ruby’s Worry - (or YouTube link)  small shoe box/tissue box for a “worry box” |
| Curriculum-linked Objectives and Objectives to support Public Health messages and student support | | | |
| **Early Years** | **Key Stage 1** | **Lower Key Stage 2** | **Upper Key Stage 2** |
| To recognise that everyday things affect our feelings.  To know that everyone has worries.  To express feelings & try to support others who express their feelings.  To use strategies to help themselves feel better.  ***PSHE****: They show sensitivity to others’ needs and feelings* | To understand that everyday things affect our feelings.  To understand that everyone has worries.  To express feelings & try to support others who express their feelings.  To use strategies to help themselves feel better.  ***PSHE****: H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things*  *H16. about ways of sharing feelings; a range of words to describe feelings,*  *H17. about things that help people feel good (e.g. playing outside, doing things*  *they enjoy, spending time with family, getting enough sleep)* | To understand that everyday things affect our feelings.  To understand that everyone has worries.  To understand the importance of expressing our feelings & supporting others who express their feelings.  To identify strategies that can help themselves feel better.  ***PSHE****: H16. about strategies and behaviours that support mental health — including how*  *good quality sleep, physical exercise/time outdoors, being involved in community*  *groups, doing things for others, clubs, and activities, hobbies and spending time*  *with family and friends can support mental health and wellbeing*  *H17. to recognise that feelings can change over time and range in intensity,*  *H18. about everyday things that affect feelings and the importance of expressing feelings* | To understand that everyday things affect our feelings.  To understand that everyone has worries.  To understand the importance of expressing our feelings & find ways of supporting others who express their feelings.  To identify strategies that can help themselves feel better.  ***PSHE****: H16. about strategies and behaviours that support mental health — including how*  *good quality sleep, physical exercise/time outdoors, being involved in community*  *groups, doing things for others, clubs, and activities, hobbies and spending time*  *with family and friends can support mental health and wellbeing*  *H17. to recognise that feelings can change over time and range in intensity, H18. about everyday things that affect feelings and the importance of expressing*  *feelings* |
| **Lesson Title** | **Lesson brief outline** | **Core Activities/resources** | | **Theme/puppet/**  **resources** |
| **2 Metre Rule** | This lesson’s video introduction will remind the children about the 2-metre rule and remind them how far 2 metres is. | Safe distance measuring activity.  Use 2 metre ribbons to show the distance. Look for 2 metre long items around the school.  Play musical statues in the hall. Play music, stop - everyone space out 2m.  UKS2: Problem-solving activity- what would be the circumference of a circle when every child is standing 2 metres apart? Is there a way to take up less space? | | **Puppet Stretch**  2 metre ribbons  2 metre animal pictures  music player |
| Curriculum-linked Objectives and Objectives to support Public Health messages and student support | | | |
| **Early Years** | **Key Stage 1** | **Lower Key Stage 2** | **Upper Key Stage 2** |
| To identify 2 metres as a safe distance for limiting the spread of the virus  To recognise how long 2 metres is as a distance  ***Maths****: children use everyday language to talk about distance* | To identify 2 metres as a safe distance for limiting the spread of the virus  To recognise how long 2 metres is as a distance  ***Y1- Maths****: measure and begin to record lengths and heights*  ***Y2- Maths****: compare and order lengths* | To explain in simple terms how the 2-metre rule can limit the spread of the virus  To recognise how long 2 metres is as a distance  ***Y3- Maths****: measure, compare, add and subtract lengths*  ***Y4- Maths****: estimate, compare and calculate different measures* | To explain the 2 metre rule, and how it can limit the spread of the virus  To recognise how long 2 metres is as a distance  ***Y5- Maths:*** *use all four operations to solve problems involving measure*  ***Y6- Maths****: solve problems involving the calculation of units of measure* |
| **Lesson Title** | **Lesson brief outline** | **Core Activities/resources** | | **Theme/puppet/**  **resources** |
| **Resilience** | This lesson’s video introduction will explore the idea of resilience, and trying our best so that we can make a difference. | Children will watch a story about The Hare and the Tortoise.  They will talk about the themes of the story - trying your best, keeping going and trying not to focus on what you can’t control.  They will share what they can do to help others and make a difference. Could turn this into a class or personal pledge to support a friend/another class/a project in the local community | | **Puppet “Buddy”**  The Hare and the Tortoise story (YouTube) |
| Curriculum-linked Objectives and Objectives to support Public Health messages and student support | | | |
| **Early Years** | **Key Stage 1** | **Lower Key Stage 2** | **Upper Key Stage 2** |
| To recognise that your actions can make a difference.  To accept that some things are out of your control.  ***Communication and Language****: They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.*  ***Physical Development:*** *talk about ways to keep healthy and safe* | To understand that your actions can make a difference.  To accept that some things are out of your control.  ***PSHE- L1****. what rules are, why they are needed, and why different rules are needed for different situations*  ***PSHE- H22****. to recognise the ways in which we are all unique* | To understand that your actions can make a difference.  To accept that some things are out of your control.  ***PSHE- H28****. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth*  ***PSHE- L1****. to recognise reasons for rules and laws*  ***PSHE- H15****. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health* | To discuss how your actions can make a difference.  To accept that some things are out of your control.  ***PSHE- H28****. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth*  ***PSHE- L1****. to recognise reasons for rules and laws*  ***PSHE- H15****. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health* |
| **Lesson Title** | **Lesson brief outline** | **Core Activities/resources** | | **Theme/puppet/**  **resources** |
| **Glitter Hands** | This lesson’s video introduction - Bubbles looks at how the virus spreads through touching surfaces.  Talk about how soap helps to kill the virus. Also mention that sometimes we use Hand Sanitiser, when we don’t have access to soap and water. The alcohol in Hand Sanitiser kills germs on our hands.  Demonstration: Glitter in a bowl and put a soapy finger in, to demonstrate germs “fleeing” from the soap. | Washing your hands is the best way to stop the virus from spreading. Think about all of the things that they touched today.  Whatever they did today, you came into contact with germs. It's easy for a germ on your hand to end up in your mouth.  **Test: why is using soap important?**  3 trays with some water and glitter:  Test by dipping your finger in the tray, what happens? (glitter sticks to finger)  Now test by dipping your finger in some PVA glue/paint and putting it in the tray - what happens to glitter?  Test again using soap on the finger - what happens? Why?  KS2 - record your findings, explain how the soap work | | **Puppet “Bubbles”**  Glitter  Shallow trays/bowl  Soap/washing up liquid  PVA glue  Paint |
| Curriculum-linked Objectives and Objectives to support Public Health messages and student support | | | |
| **Early Years** | **Key Stage 1** | **Lower Key Stage 2** | **Upper Key Stage 2** |
| To recognise that a virus spreads through touch.  To identify washing hands with soap as an effective measure of preventing the spread of the virus  ***Understanding the World****: explain why some things occur, and talk about changes* | To describe using information from simple observations how a virus spreads through touch.  To identify washing hands with soap as an effective measure of preventing the spread of the virus  To explain in simple terms why using soap when washing hands is important for limiting the spread of the virus  ***PSHE****: H5. Pupils learn simple hygiene routines that can stop germs from spreading*  ***Yr1&2- Science****: observing closely, using simple equipment performing simple tests*  *-describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.* | To explain how a virus spreads through touch drawing on evidence from their observations  To understand how the transmission of the virus can be limited by washing hands with soap.  To explain how soap kills the virus.  ***PSHE****: H9. Pupils learn that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection;*  ***Y3&4- Science****: gathering, recording, classifying and presenting data in a variety of ways to help in answering questions* | To explain how a virus spreads through touch, drawing on evidence from their observations  To understand how the transmission of the virus can be limited by washing hands with soap.  To explain how soap kills the virus.  ***PSHE****: H9. Pupils learn that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection;*  ***Y5&6- Science****: planning different types of scientific enquiries to answer questions* |
| **Lesson Title** | **Lesson brief outline** | **Core Activities/resources** | | **Theme/puppet/**  **resources** |
| **Space** | This lesson’s video introduction will remind children of the 2 metre rule and why it is important to stay away from those not in your ‘bubble’. | The children will play games that involve staying at a 2 metre distance from each other and will be asked to visualise 2 metres.  YR and KS1- Relay game with bean bags and pool noodles.  KS2- Relay game with beanbags and pool noodles involving measuring 2 metres. | | **Puppet “Stretch”**  pool noodles  2 metre animal pictures  hoops  beanbags |
| Curriculum-linked Objectives and Objectives to support Public Health messages and student support | | | |
| **Early Years** | **Key Stage 1** | **Lower Key Stage 2** | **Upper Key Stage 2** |
| To identify 2 metres as a safe distance for limiting the spread of the virus  To recognise 2 metres as a distance  ***Physical Development****: They move confidently in a range of ways, safely negotiating space.* | To identify 2 metres as a safe distance for limiting the spread of the virus  To recognise 2 metres as a distance  ***P.E****.: participate in team games, developing simple tactics for attacking and defending* | To explain how transmission of the virus can be limited by keeping a safe distance  To accurately measure 2 metres  ***P.E****: play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending* | To explain how transmission of the virus can be limited by keeping a safe distance  To accurately measure 2 metres.  ***P.E****: play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending* |
| **Lesson Title** | **Lesson brief outline** | **Core Activities/resources** | | **Theme/puppet/**  **resources** |
| **Eco Worries** | This lesson’s video introduction explores eco issues related to Covid-19 - plastic gloves and disposable masks, etc.  Discuss our responsibility for our environment and what everyone can do to protect it.  Come up with possible solutions of how to reduce waste. | Partner talk about why we should look after our planet.  List potential eco problems linked to Covid- disposable masks, plastic gloves, wet wipes.  List solutions- litter picking, reusable masks, soap and water.  Children make posters to show how they can make a difference. | | **Puppet “Q”**  PowerPoint with photos of pollution from single use masks, gloves, bags, etc. |
| Curriculum-linked Objectives and Objectives to support Public Health messages and student support | | | |
| **Early Years** | **Key Stage 1** | **Lower Key Stage 2** | **Upper Key Stage 2** |
| To make connections between our actions and the environment  To understand the phrase ‘reduce waste’  ***Understanding of the World****: They talk about the features of their own immediate environment and how environments might vary from one another.* | To understand how our actions affect our environment  To understand how we can reduce waste related to the pandemic  ***L5****. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)* | To understand how our actions affect our environment  To identify ways we can reduce waste related to the pandemic  ***L5****. about the different roles and responsibilities people have in their community* | To explain how our actions affect our environment giving specific examples  To discuss ways we can reduce waste related to the pandemic  ***L5****. about the different roles and responsibilities people have in their community* |

* *PSHE links from PSHE Association.*