

5.4 Warwickshire Early Years Oral Health



Oral Health Promotion Week - Day Four

Thursday: Reduce the amount and frequency of sugary foods and drinks – only at mealtimes.








Group time Planning: For 3-4 year old groups

The resources you'll need to run this session:

1. Lunch box with 'tooth friendly' foods and foods that are '*not tooth friendly*' (see bottom of this plan for examples).
2. Two sets of laminated '*happy*' and '*unhappy*' teeth. One set for snack area (See Section 1, 11).
3. Display of '*tooth friendly*' foods and foods that are '*not tooth friendly*'.
4. Or a book or PowerPoint collection of images of '*tooth friendly*' foods, and foods and snacks that are '*not tooth friendly*'.
5. Early years staff video clip of singing 'Snacking, Snacking' song (Section 1, 12).
6. Snacking, Snacking' song sheet to go home with child (Section 1, 10).
7. Educator can look at a video of activity 2, (listed below) being delivered to a 3-4 year old group by a nursery setting in North Warwickshire (section 1, 12), There is also a clip of this activity in: the "A Child's Eye View of the Dentist" DVD (stocked in Warwickshire libraries (see section 2, 2).

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Learning Intention: Early Years Outcomes	Activity	How to adapt for children of different abilities	Evaluation
<p>Five key oral health messages:</p> <div data-bbox="174 480 297 603">  </div> <p>1. Reduce the amount and frequency of sugary foods and drinks – only give at meal times.</p> <div data-bbox="174 660 297 783">  </div> <p>2. Choose milk and water to drink – they're kinder to teeth.</p> <div data-bbox="174 841 297 963">  </div> <p>3. Visit the dentist when the first tooth appears and then as often as your dentist recommends.</p> <div data-bbox="174 1021 297 1160">  </div> <p>4. Brush teeth twice a day with fluoride toothpaste – last thing at night and on one other occasion.</p> <div data-bbox="174 1217 297 1340">  </div> <p>5. Spit out; don't rinse the fluoride toothpaste away!</p>	<ol style="list-style-type: none"> 1. Check the egg experiment. (The egg in the water and milk remains unchanged. The orange juice will eat the shell making it bumpy. The coke will stain the egg brown. 2. The teacher or students can try to restore the stained egg by brushing with a tooth brush and toothpaste. It will not help the orange juice egg. It will clean up some of the Coke egg but may not remove all the stains. 3. Ask the children the question “Which liquids were best for our teeth, and best for us to drink?” 4. Use the ‘happy’ and ‘unhappy’ tooth laminations (See Section1, 11) and a selection of foods which are ‘tooth friendly’ and ‘not tooth friendly’. 5. Use a lunch box as something which the children are familiar with, with a range of ‘tooth friendly’ and ‘not tooth friendly’ foods. 6. In a small group, ask the children to help sort out the different foods, and cluster them next to the ‘happy’ or ‘unhappy’ teeth. 7. Conclude by emphasising that the foods in the ‘unhappy tooth’ pile are alright to have sometimes, as a treat, but <i>only as part of a meal</i>. 	<p>You could extend the activity by using sugar cubes to show sugar content of the liquids in the egg experiment. Can the children recall which had the most/least sugar?</p> <p>List of some ‘Tooth friendly’ foods:</p> <ul style="list-style-type: none"> Cheese Slice of chicken Yogurt Leafy greens Whole apples Whole bananas Carrots Celery Porridge <p>List of some foods that are ‘Not tooth friendly’:</p> <ul style="list-style-type: none"> Fruit juices Smoothies Sweets Fizzy drinks Squash Biscuits Cakes Frosted cereals 	

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<p>EYFS DEVELOPMENT MATTERS</p> <p>22-36 months – Physical development Beginning to be independent in self-care, but still often needs adult support.</p> <p>30-50 months – Physical development Can usually manage washing and drying hands.</p> <p>40-60 months – Physical development Eats a healthy range of foodstuffs and understands need for variety in food. Shows some understanding that good practices with regard to eating and hygiene can contribute to good health.</p> <p>22-36 months – Communication Language and Literacy – Listening and Attention Shows interest in, songs and rhymes.</p> <p>30-50 months – Communication Language and Literacy – Listening and Attention Is able to follow directions (if not intently focused on own choice of activity).</p> <p>40-60 months – Communication Language and Literacy – Listening and Attention Maintains attention, concentrates.</p> <p>Characteristics of Effective Learning (source: EYFS Development Matters) Please see https://foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf for more information on the characteristics of effective learning.</p> <p>Playing and exploring Show curiosity about objects, events and people.</p> <p>Creativity and critical thinking I make links and notice patterns in my experience. I am able to make predictions.</p>	<p>5. Educator to make a display of the ‘happy’ and ‘unhappy’ teeth with packaging and /or photographs of the different foods which relate to each of them. Display in the snack area.</p> <p>6. Have the ‘happy’ tooth foods available for snack time, with milk and water.</p> <p>7. Revisit the ‘Snacking, Snacking’ song, which will have been introduced on day 3 (Sing to the tune of Twinkle Twinkle): <i>“Snacking, snacking, it’s okay Try it in a proper way Milk and water, veggies, cheese, They will make your mouth say “please”! Snacking, snacking it’s okay Try it in the proper way.”</i></p>	<p>Some useful healthy eating links for the educator:</p> <p>First Nutrition Trust</p> <p>Good food choices and portion sizes for 1-4 year olds</p> <p>Eating Well Recipe Book</p> <p>https://www.nhs.uk/start4life/first-foods</p>	