



Oral Health Promotion Week - Day Five

Thursday: Visit the dentist when the first tooth appears and then as often as your dentist recommends.








Group time Planning: For 3-4 year old groups

The resources you'll need to run this session:

1. Arrange for a local dentist/hygienist to come and visit the nursery, or arrange a trip with a group of children to visit a local child-friendly dental practice.
2. DVD "A Child's Eye View of the Dentist" (stocked by Warwickshire libraries (see section 2, 2), or you could go onto YouTube and watch a film clip similar to this example: <https://www.youtube.com/watch?v=pqU56Asc9hQ> *Note: whilst this video talks of visiting the dentist every 6 months, current guidance is that dentists should determine the interval between dental visits.
3. Prepare any relevant resources that can be used for the dentist role play area. Examples could include: an office chair that tilts (covered in a white sheet), white tabards/shirts, vinyl gloves, eye shields, large cardboard circle covered with tin foil to represent a mirror, attached to a piece of dowelling (needs to be too large to go in a child's mouth), tooth chart (laminated) to tick each tooth, large tooth and toothbrush set, telephone, booking in sheets, appointment cards, pens and pencils, chairs and comics/magazines for a waiting area. **DO NOT ALLOW CHILDREN TO PUT ANYTHING INTO EACH OTHER'S MOUTHS!**
4. Oral health week flyer - Day 5 (section 1, 7.5 in Resource Pack).

5.5 Warwickshire Early Years Oral Health

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="174 834 297 957">  </div> <p>3. Visit the dentist when the first tooth appears and then as often as your dentist recommends.</p> <div data-bbox="174 1034 297 1157">  </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 1214 297 1337">  </div> <p>5. Spit out; don't rinse the fluoride toothpaste away!</p>	<ol style="list-style-type: none"> 1. Arrange for a dentist or dental hygienist to visit your setting to talk about their work and why it is important to visit the dentist. Show the children resources, photographs etc. Alternatively, you could arrange to take a group of children to a local dental setting. 2. If it is not possible to arrange such a visit, get the children to watch "A Child's Eye View of the Dentist" DVD or a similar video. 3. Afterwards discuss the role of the dentist. If you need more information about the role of the dentist contact your local dentist or go to http://www.nhs.uk/NHSEngland/AboutNHSservices/dentists/Pages/find-an-NHS-dentist.aspx * <i>*Note: whilst this video talks of visiting the dentist every 6 months, current guidance is that dentists should determine the interval between dental visits: ie "Visit the dentist when the first tooth appears and then as often as your dentist recommends."</i> 4. To revisit and sing the 'Brushing Teeth' song (to the tune of Twinkle Twinkle): "Here's my toothpaste Here's my brush I won't hurry, I won't rush Working hard to keep teeth clean Front and back and in-between When I brush for quite a while I will have a happy smile" 	<p>To encourage the children to engage in role-play, testing out all their new learning from the week.</p>	

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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>22-36 months – Understanding of the world – people and communities In pretend play, imitates everyday actions and events from own family and cultural background</p> <p>30-50 months – Physical development Can usually manage washing and drying hands.</p> <p>30-50 months – Understanding of the world – people and communities Shows interest in different occupations and ways of life.</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>22-36 months – Literacy - Writing Distinguishes between the different marks they make.</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>22-36 months – Literacy - Writing Distinguishes between the different marks they make.</p> <p>30-50 months – Literacy - Writing Sometimes gives meaning to marks as they draw and paint.</p>	<p>Other activities you could do in your setting:</p> <ul style="list-style-type: none"> - Set of educator’s tooth brushing sequence photos, left out for children to look at, talk about, and sequence. - Encourage the children to engage in role-play: ‘visiting the dentist’. You could also add other role plays, focusing on all the five key oral health messages - as a summary of the week’s learning. - Set up a workshop event for parents in order to share information from across the oral health promotion week. This could fall in the following week. - There could be a film produced that is played on the website, Facebook page and played in the reception areas that talks about the 5 key oral health promotion messages. 		

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<p>40-60 months – Communication Language and Literacy – Listening and Attention Maintains attention, concentrates.</p> <p>40-60 months – Literacy - Writing Gives meaning to marks they make as they draw, write and paint.</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 about the characteristics of effective learning.</p> <p>Playing and exploring Show curiosity about objects, events and people. I like pretending that objects are things that I know. I like to take on a role when playing.</p> <p>Creativity and critical thinking I make links and notice patterns in my experience.</p>			