

4.2 Warwickshire Early Years Oral Health



Oral Health Promotion Week - Day Two

Tuesday: Brushing teeth, spit don't rinse!







Group time Planning: For 2-3 year old groups

The resources you'll need to run this session:

1. A small monster toy puppet or picture.
2. 'Open Wide, What's Inside' book . This book is available in local Warwickshire libraries ISBN-10: 0957439911.
3. Big toothbrush and teeth (source for purchase in section 2, 2). If unavailable please use the laminated teeth picture provided within the Resource Pack (section 1, 9) and a regular sized toothbrush, or demonstrate to the children using your own mouth and toothbrush.
4. Laminated teeth (template provided within the Resource Pack (section 1, 9) and small toothbrushes.
5. Photo book sequence of educator cleaning teeth. This resource will need to be prepared prior to the session.
Please see the following link for tips on teeth cleaning: <https://www.nhs.uk/Livewell/dentalhealth/Pages/Teethcleaningguide.aspx>
6. Early years staff video clip of singing 'Brushing Teeth' song (Section 1, 11).
7. Oral health week flyers - Day 2 (section 1, 7.2a and 7.2b in the Resource Pack).

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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>  <p>1. Reduce the amount and frequency of sugary foods and drinks – only give at meal times.</p> </div> <div>  <p>2. Choose milk and water to drink – they're kinder to teeth.</p> </div> <div>  <p>3. Visit the dentist when the first tooth appears and then as often as your dentist recommends.</p> </div> <div>  <p>4. Brush teeth twice a day with fluoride toothpaste – last thing at night and on one other occasion.</p> </div> <div>  <p>5. Spit out; don't rinse the fluoride toothpaste away!</p> </div>	<ol style="list-style-type: none"> 1. Introduce a small monster toy puppet to support the children's visual engagement. 2. Show a few of the pages of the "Open Wide, What's Inside?" book. 3. Talk about the little monsters and how to keep them out of our mouths. 4. Use the big teeth and tooth brush to show how to clean our teeth. If unavailable, use the laminated teeth picture provided with the Resource Pack (section 1, 9) and a regular sized toothbrush. Or demonstrate to the children using your own teeth and toothbrush. 5. Now use the laminated picture of teeth (section 1, 9 of Resource Pack). Educator to draw "little monsters" (mouth germs that can form a thin, sticky layer on our teeth) on the laminated teeth using a whiteboard markers. Provide small tooth brushes for the children to brush the 'little monsters' off. 6. Show photo sequence of a familiar educator brushing their teeth. Emphasise that 'we spit the toothpaste out but don't rinse it so it keeps on working'. (Note: this resource will need to be prepared prior to the session). 	<p>Be careful that the youngest children understand that the "little monsters" aren't a frightening thing.</p> <p>With the youngest children, use a larger laminated smile template to demonstrate tooth brushing – large teeth and brush may be intimidating.</p> <p>With the youngest children, photos of the tooth brushing that can be sequenced is advantageous, as it allows young children to look for longer, and in more detail. They can hold these pictures.</p> <p>Depending on the age of the children, you could use a longer or shorter sequence of photographs.</p>	

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<p>EYFS DEVELOPMENT MATTERS</p> <p>16-26 months – Physical development Develops own likes and dislikes in food and drink.</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>16-26 months – Communication Language and Literacy – Listening and Attention Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.</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>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. Taking a risk, engaging in new experiences, and learning by trial and error.</p> <p>Active Learning Maintaining focus on their activity for a period of time.</p> <p>Creativity and critical thinking I make links and notice patterns in my experience.</p>	<p>7. Learn and sing the 'Brushing Teeth' song (to tune of Twinkle Twinkle): <i>"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"</i></p> <p>Other activities you may want to do in your setting:</p> <ul style="list-style-type: none"> - Have an area set up with the "Peppa Pig Dentist Trip" book, puppets, soft toys, large toothbrush and teeth. - Put the video of the early years staff singing the song on your setting's Facebook page or /website - to share with parents and children at home. 	<p>To repeat the song and add actions to engage the children more in learning a new song, and to support them in understanding the words.</p>	