

## 4.3 Warwickshire Early Years Oral Health



Oral Health Promotion Week - Day Three

**Wednesday: Choose milk and water to drink**



**Group time Planning: For 2-3 year old groups**

### The resources you'll need to run this session:

1. Create a laminated book or PowerPoint slide images of babies (both humans and animals) drinking milk and water.
2. Jugs of milk and water, and cups.
3. Oral health week flyer - Day 3 (section 1, 7.3 in Resource Pack).
4. Early years staff video clip of singing 'Snacking, Snacking' song (Section 1, 12).
5. 'Snacking, Snacking' song sheet to go home with child (Section 1, 10).
6. A set of educator tooth brushing sequence photos (also referenced for use in Day 2 Group Time Plan (section 1, 4.2).  
Please see the following link for tips on teeth cleaning: <https://www.nhs.uk/Livewell/dentalhealth/Pages/Teethcleaningguide.aspx>
7. A set of small farm animals, or laminated pictures of animals stuck onto blocks.

## 4.3 Warwickshire Early Years Oral Health

Learning Intention: Early Years Outcomes	Activity	How to adapt for children of different abilities	Evaluation
<p><b>Five key oral health messages:</b></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>	<p>1. Share a laminated book or PowerPoint slide images of babies (both humans and animals) drinking milk and water.</p> <p>2. Talk to children about how milk and water is good for their teeth. Have clear jugs and cups of milk, and cups of water for the children to see and taste.</p> <p>3. Learn and sing the 'Snacking, Snacking' song (to 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><b>Other activities you may want to add to this session:</b></p> <ul style="list-style-type: none"> <li>- Set of educator's tooth brushing sequence photos, left out for children to look at, talk about, and sequence. These need to be prepared in advance.</li> <li>- To set up a 'farm animal small world', as an activity that the children can do during the session – to model talking about what the animals drink.</li> </ul>	<p>Have laminated visuals with images of babies (both human and animal) drinking milk and water that the children can hold onto. All to be prepared prior to session.</p> <p>Have a few laminated books put together of tooth brushing process so that the children can revisit them daily. All to be prepared prior to session.</p> <p>Make up actions to add to the 'Snacking, Snacking' song, to keep the children's attention and aid understanding of the words.</p> <p>You can purchase a small set of farm animals if you do not already have one. Alternatively, you could cut out pictures of farm animals, laminate them and stick them to blocks.</p>	

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<p><b>EYFS DEVELOPMENT MATTERS</b></p> <p><b>16-26 months – Physical development</b> Develops own likes and dislikes in food and drink.</p> <p><b>22-36 months – Physical development</b> Beginning to be independent in self-care, but still often needs adult support.</p> <p><b>30-50 months – Physical development</b> Can usually manage washing and drying hands.</p> <p><b>16-26 months – Communication Language and Literacy – Listening and Attention</b> Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.</p> <p><b>22-36 months – Communication Language and Literacy – Listening and Attention</b> Shows interest in, songs and rhymes.</p> <p><b>30-50 months – Communication Language and Literacy – Listening and Attention</b> Is able to follow directions (if not intently focused on own choice of activity).</p> <p><b>Characteristics of Effective Learning</b> (source: EYFS Development Matters) Please see <a href="https://foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf">https://foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf</a> for more information on the characteristics of effective learning.</p> <p><b>Playing and exploring</b> Show curiosity about objects, events and people. Representing their experiences in play.</p> <p><b>Active Learning</b> Maintaining focus on their activity for a period of time.</p> <p><b>Creativity and critical thinking</b> I make links and notice patterns in my experience.</p>			