

## 5.2 Warwickshire Early Years Oral Health



Oral Health Promotion Week - Day Two

**Tuesday: Brushing teeth, spit don't rinse!**








### Group time Planning: For 3-4 year old groups

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

1. 'Open Wide, What's Inside' book . This book is available in local Warwickshire libraries ISBN-10: 0957439911 (see section 2,2).
2. 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.
3. Laminated teeth (template provided within the Resource Pack (section 1,9) and small toothbrushes.
4. 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>
5. Early years staff video clip of singing 'Brushing Teeth' song (Section 1, 12).
6. 'Brushing Teeth' song words to go home with (section 1, 10).
7. Empty plastic water bottles filled with water in a crate, dishwashing brushes and baking soda mixed with water, to make a paste.
8. 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><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="174 831 297 954">  </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"> <li>1. Share 'Open Wide, What's Inside?' story. Talk about the little monsters in the story and how to keep them out of our mouths.</li> <li>2. Use the big teeth and tooth brush to show how to clean our teeth. If unavailable please use the laminated teeth template (section 1,9 provided with this Resource Pack) and a regular sized toothbrush, or demonstrate to the children using your own mouth and toothbrush.</li> <li>3. Use the laminated picture of teeth (section 1,9). Educator to draw "little monsters" on the laminated teeth using whiteboard markers and provide small tooth brushes for the children to brush them off.</li> <li>4. Show video clip or photo sequence of educator brushing his/her teeth. Emphasise that we spit the toothpaste out but don't rinse it, so it keeps on working. You may wish to talk about spitting not being a good thing at other times! Muddle photos up and then get the children to sequence them again.</li> <li>5. 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> </li> </ol>	<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 sequence may be the better alternative, as it allows children to look for longer and in more detail.</p> <p>With older children, you could do real tooth brushing with the children, giving them instructions, based in the educator's sequenced tooth brushing photographs.</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><b>EYFS DEVELOPMENT MATTERS</b></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>40-60 months – Physical development</b> Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Shows some understanding that good practices with regard to eating and hygiene can contribute to good health.</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>40-60 months – Communication Language and Literacy – Listening and Attention</b> Maintains attention, concentrates.</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 about the characteristics of effective learning.</p> <p><b>Playing and exploring</b> Show curiosity about objects, events and people. I like pretending that objects are things that I know.</p> <p><b>Creativity and critical thinking</b> I make links and notice patterns in my experience. I am able to make predictions.</p>	<p>Other activities you may want to do in your setting:</p> <ul style="list-style-type: none"> <li>- Fill empty soda pop bottles with water and place them upside down in a crate to stabilize them. Get the children to imagine these as “teeth”. Use a giant brush, water and baking soda paste to clean them – reinforce the brushing message.</li> <li>- Photo sequence of educator brushing his/her teeth displayed for the children to look at, talk about, and sequence.</li> </ul>		