



# *Adventures in the Molar System*



**An Oral Health Activity  
Guide for Ages 5-7**



Dear Teacher,

Welcome to Colgate® *Bright Smiles, Bright Futures*™! You are now part of a **30 year legacy** that brings positive oral health messages to children across the world — in classrooms just like yours. Colgate's focus is on the importance of courage and optimism throughout our daily lives. We are excited to take your students on an adventure where these messages are introduced and carried out via our programme, The Adventures in the Molar System.

### A Global Partnership

Each year, Colgate's award-winning programme reaches over 100 million school children and their families ... in 30 languages and 80 countries. To this date we have reached over 1 billion children and it's teachers like you that who have made it a success.

Colgate recognises that fostering alliances between governments, health and educational organisations, professional associations, and oral care providers strengthens the impact of *Bright Smiles, Bright Futures*™ (BSBF) around the world. The programme was developed with an International Advisory Board and tested with children and teachers in real classrooms. Together with schools like yours, it's a true partnership in support of children's health!

### Empowerment for the Future

*Bright Smiles, Bright Futures*™ gives teachers, children and families the tools they need to make good oral health a permanent part of their lives. With the focus on **prevention**, the programme builds self-esteem and teaches good oral health practice to create lifelong habits, and most importantly, BSBF inspires children to **take control of their own oral health**. Children not only understand “what” to do to take care of their teeth and gums, but the “why” behind the messages. In this way, BSBF empowers them to become lifelong **oral health hero's**.

Welcome to BSBF. We thank you for your commitment in helping your pupils' bright smiles last a lifetime.

**Taylor Gordie**

Vice President and General Manager  
Colgate Northern Europe



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# Adventures in the Molar System

We are proud to introduce the newest Colgate Bright Smiles Bright Futures (BSBF) programme where you and your students are in for an adventure like never before. Hold on to your toothbrushes you are about to embark on a journey to the Molar System as a part of an elite space force defending the Molar System against the Duke of Decay while learning all about proper oral health.

This engaging, activity-based programme is easily integrated into your existing curriculum, so you don't need to add a new unit to your busy day. The standards-based approach helps to make it easy to cover core learning objectives in all curricular areas, and its flexibility allows you to adapt it to your own classroom needs. Your students will love this galactic adventure! There are numerous additional activities that are embedded throughout the programme as a means to enhance the programme's engagement.

The programme begins with key messaging and information surrounding courage and optimism. Each lesson builds upon the others as first the students explore the Molar System in the video, and then visit countries around the world in the storybook, Back from the Molar System: The Search for Toofus.

Now grab your toothbrushes... the journey is about to begin. But, first let's get acquainted with all the programme components.

## Programme Components

The *easily-integrated materials* were developed with teachers and oral health experts from around the world. In addition to fitting into your curriculum, the developmentally appropriate components are designed to be optimistic and give the children courage to be oral health heroes in their own daily lives.



### Video: Adventures in the Molar System

Features Dr. Rabbit and Brushwell—two cartoon dentists who mentor the group of children from around the world as they help defend The Molar System from the evil Duke of Decay.



### Storybook: Back from the Molar System: The Search for Toofus

The children all return to their home countries only to find someone is missing! Your students will join Wilder and the heroes as they search for Toofus.



### Family Involvement:

- Parent/ carer take home booklet
- Toothbrush and Toothpaste sample
- Tooth stickers

## Bright Smiles Key Messages

- Brush twice a day with fluoride toothpaste, last thing at night and on one other occasion
- Reduce the frequency and amount of sugary foods and drinks
- Visit the dentist regularly
- Oral health is an important part of overall health

## Activity Keys:



We'd love to hear back from you! Tell us what you and your pupils think of the materials and how your lessons went at [info@bsbfgetinvolved.co.uk](mailto:info@bsbfgetinvolved.co.uk) or tweet us @ColgateUK using the hashtag #ColgateBrightSmiles!

# Mission 1

## Three. Two. One. Blast Off!



### Lesson at a Glance

Blast off and embark on a journey toward becoming oral health heroes.



### Learning Goal

Students will recognise the importance of good oral health.



### Prepare the Lesson

- Gather papers, crayons and colored pencils
- Make copies of the Bright Smiles, Bright Futures tooth box handout, one for each student
- Bring class set of small mirrors (1 per child) or use a larger handheld mirror to pass around to students



### Estimated Time

20 Minutes x2



### Back to Mission Control

Invite pupils to take their Bright Smile Tooth Boxes home and to talk with their families about why it is important to take care of our teeth.

### Ready for Lift-Off

#### Why We Need Our Teeth

- Describe something that makes YOU smile, and invite pupils to share their own smiling moments.
- What do we notice when someone smiles? Their teeth
- Brainstorm a list of things that our teeth help us to do. Write key words on the board (Smile, talk, eat and chew).
- Each pupil draws a bright, healthy smile using a partner as a model.
- Invite pupils to showcase their smile portraits on the Bright Smiles Bulletin Board and share what they know about oral health:
  - What does a healthy smile mean? (Oral health means teeth and gums are strong and healthy. Good oral health is an important part of overall health)
  - Who is in charge of keeping our teeth healthy? (WE are – with help from parent/ carer when brushing and buying healthy foods and drinks and the dental professional to check our teeth regularly)
  - How can we keep our smiles shining?
- Invite the children to research the names of different types of teeth during their next computing lesson

#### Bright Smile Tooth Box

- Is it only important for adults take care of their teeth? Of course not!
- Ask pupils to name a big change that happens to kids' teeth (Hint: Think of the tooth fairy)
- Help pupils use the Bright Smile Tooth Box handout to create a special place for any teeth that they may lose during the year



#### Bright Smiles Alert

Many of your pupils may lose teeth this year. "Baby" teeth save spaces for "adult" teeth to grow into. Children have the important job of caring for "baby" teeth AND their brand new "adult" teeth!



#### Bright Smiles Bulletin Board

Showcase the accomplishments of Oral Health Heroes in training! Create a Bright Smiles bulletin board to display projects from lessons. Start with photos of your pupils showing their brightest smiles.





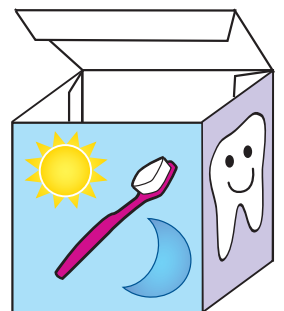
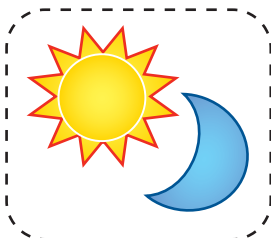
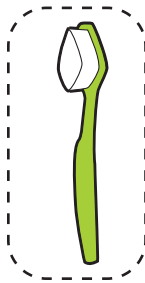
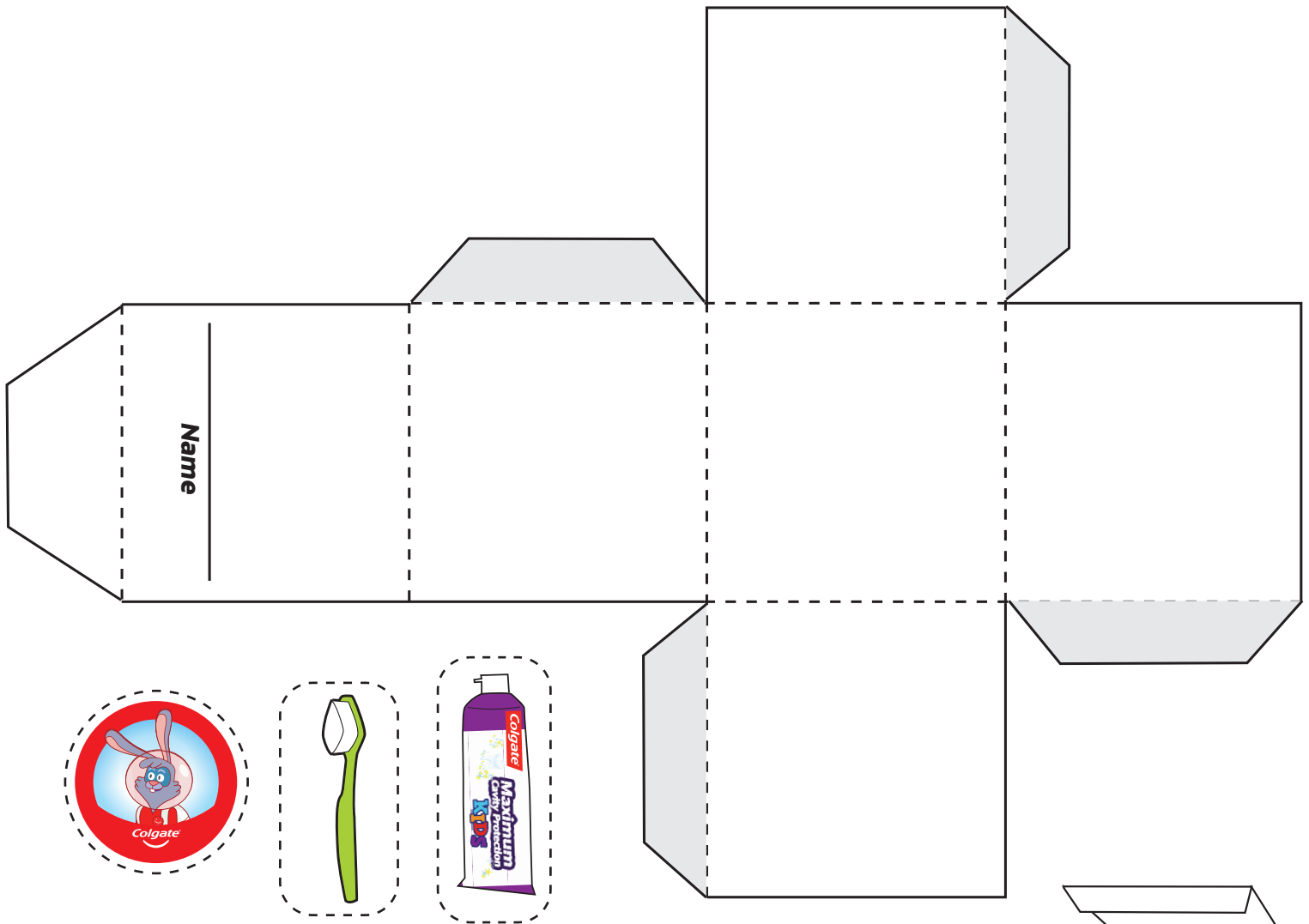
## Mission Training 1

# Bright Smile Tooth Box

After taking care of your baby teeth, you will want to save them when they fall out. Fold and decorate this special Bright Smile Tooth Box. If you lose any teeth this year, you can keep them safe in this box!

- 1 Cut carefully along solid lines
- 2 Fold along dotted lines
- 3 Glue shaded tabs to the sides to build the box

Colour/decorate the panels. Cut out pictures and glue them on!



Sample

# Mission 2

## Answer the Call



### Lesson at a Glance

The class will watch the “Adventures in the Molar System” video.



### Learning Goal

The students will watch for how the kids in the video demonstrate courage and teamwork as they answer the call to help defend Dr. Rabbit’s Lab from the evil Duke of Decay.



### Prepare the Lesson

- Watch the video: *Adventures in the Molar System*. Link: [www.ColgateBSBF.UK.com](http://www.ColgateBSBF.UK.com)
- Gather Crayons, Colored Pencils, Glue, and Wooden popsicle/craft sticks
- Copy of the Oral Health Heroes



### Estimated Time

Spread out over two sessions

Part 1: 30-35 minutes

- 15 min showing and discussing video
- 15-20 min colouring and assembling the oral health hero puppets
- Part 2: 30 minutes
- 20 min reviewing oral health steps and acting out learning from video



### Back to Mission Control

Have the students take home the Heroes, introduce them to their families, and what they learned from each character.

## Ready for Lift-Off

### Part 1 – Video and puppets

#### Prior to showing the video

Briefly discuss the Solar System and how the Sun and all the objects such as planets, asteroids and comets orbit around it. In the video the students will visit the “Molar System”; help the students make the connection to the “Molar System” by defining the word **molar** and help them to identify where their molars are located.

≈ See teacher tip below

#### Show the video

- Remind the students to focus on the characters in the video and how they “answer the call”.

#### After showing the video

- Discuss all the characters and ways they *answered the call*
- Ask students what they learned in the video about how you take care of your teeth. Add this to the “Learned” section of the K-W-L chart created on day 1.
- Give each student a “Hero’s page” and have them color, cut out- and create popsicle puppets

### Part 2 – Puppets used to help review

- Ask students if they are ready to *Answer the Call* to be Oral Health Heroes.

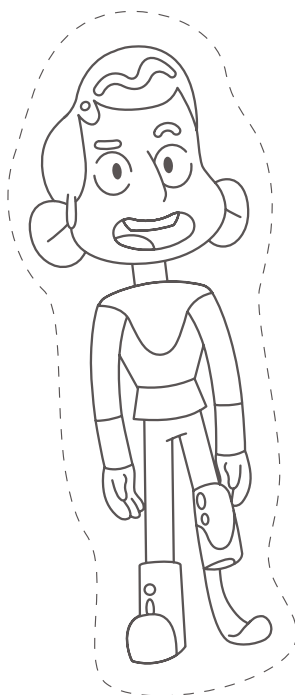
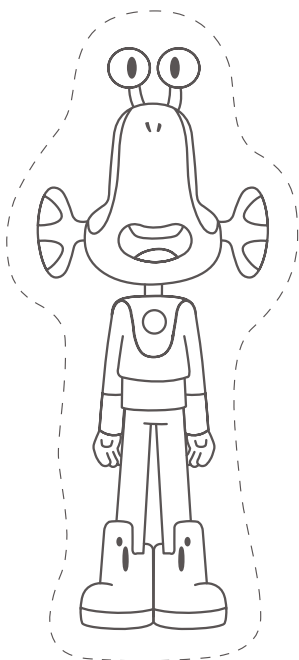
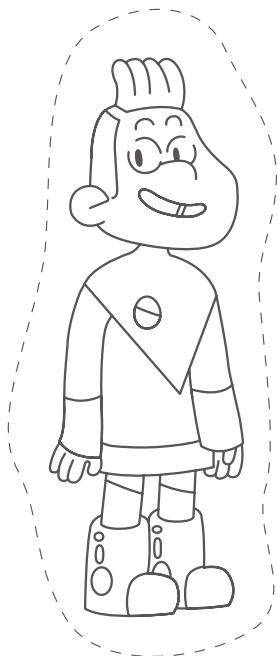
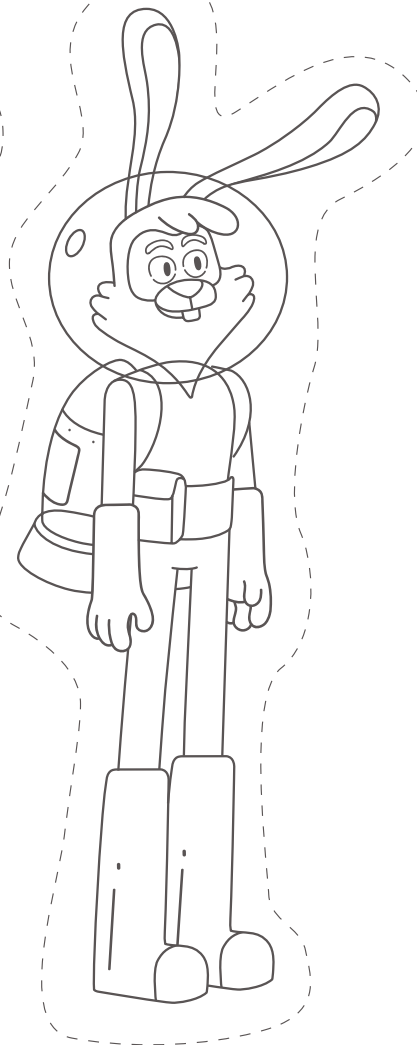
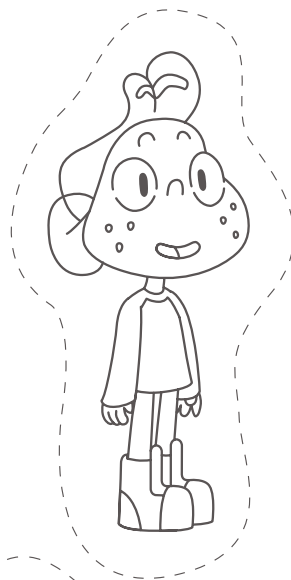
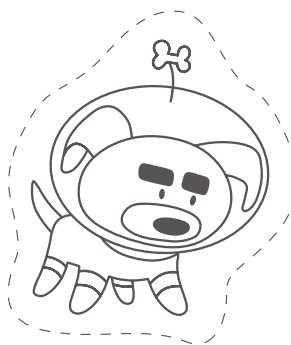
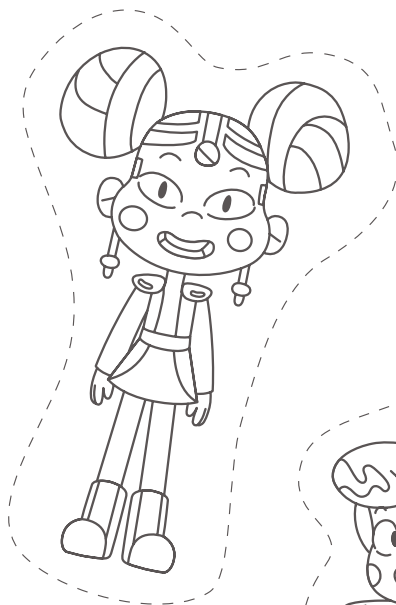
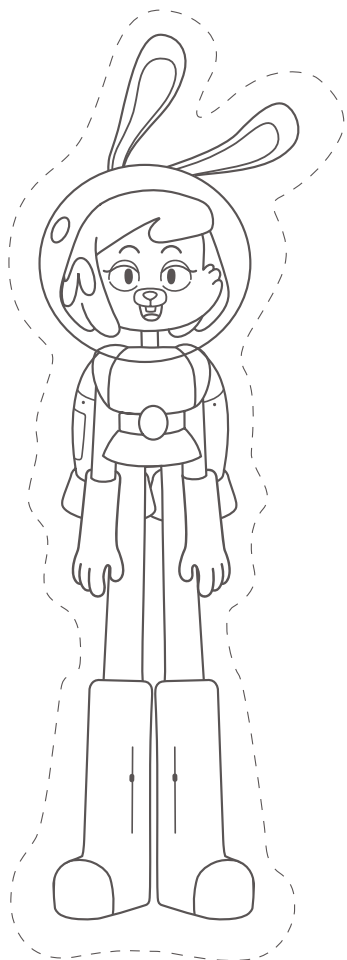
Review with students how the characters “answered the call.” With the puppets created previously, call out the action displayed by each Hero. Have students identify the correct hero by holding up their puppet that matches the action given by you (e.g., “Brush your teeth twice a day” students will be able to identify the correct character, Dev)

- (1) Displayed courage to help Dr. Rabbit & Brushwell (All Heroes)
- (2) Brushed teeth 2x a day after breakfast and before bed (Dev)
- (3) Limited sugary snacks to reduce the risk of cavities (Paolo)
- (5) Turned the water off while brushing (Dev)



**Teacher Tip:** Most children have a full set of 20 baby teeth by the time they are 3 years old. Molars are the two back teeth on the top and bottom of each side of your mouth. They’re used for chewing food.

# Oral Health Heroes



# Mission 3

## Adventures in the Molar System



### Lesson at a Glance

Students will demonstrate optimism as they become Oral Health Heroes and set out to save the Molar System while fighting off plaque.



### Learning Goal

- Understand how plaque forms and why it's harmful to your teeth
- Learn proper brushing techniques



### Prepare the Lesson

- Review brushing videos found on the Colgate website and have them queued up to show to students
- How to Brush link:  
[www.ColgateBSBF.UK.com](http://www.ColgateBSBF.UK.com)



### Estimated Time

35 Minutes



### Back to Mission Control

Share video links on brushing with parents/families using the links above. Remind families that adults should help with brushing until kids are at least 8 years old.

### Ready for Lift-Off

Help students understand what plaque is and how it is relentless and continues to come back. ≈ See *teacher tip* below

**Confidence Building:** Review the steps the Heroes took and how they displayed confidence when they answered the call to defeat the evil Duke of Decay.

- Brush with fluoride toothpaste 2x a day after breakfast & before bedtime
- Limit sugary snacks to reduce the risk of cavities

**Brushing:** Dev is the brushing hero. Join Wilder and Dev and put the new skills of brushing to work. Help them show proper brushing by using the How to Brush link. Review the following important points about proper tooth brushing.

- Use a pea sized amount of fluoride toothpaste
- Place brush at a slanted (45 degree) angle against the gumline
- Brush all surfaces of each tooth inside/outside and don't forget your tongue







**Teacher Tip:** Plaque is bacteria that is always in our mouths. When you eat sugar, it reacts with the plaque to create a sticky, colourless film on your teeth. It makes teeth feel “fuzzy.” If you don't brush the plaque away twice a day, it can lead to tooth decay (cavities).





# Adventures in the Molar System: Scene-by-Scene Guide

Scene	Scene Summary	Teachable Moments
<b>Wilder's Room (0:05)</b> 	<p>Wilder is playing games just like many of your students do. Suddenly she gets a message from Dr. Rabbit. She's hesitant to take action—but her stuffed “friends” help her feel confident to “Answer the Call”.</p>	<ul style="list-style-type: none"> <li>• What is Wilder's initial reaction to Dr. Rabbit's call?</li> <li>• How do Wilder's “friends” help “answer the call”?</li> <li>• Ask your students how they can support their friends.</li> </ul>
<b>Dr. Brushwell's lesson on tooth brushing (4:29)</b> 	<p>Brushwell is teaching the heroes all about brushing their teeth with fluoride toothpaste. Dev also learns the importance of taking care of his equipment (changing his toothbrush regularly).</p>	<ul style="list-style-type: none"> <li>• Why is important to change your toothbrush every 3 months? (bristles become “splayed” and don't clean teeth well)</li> <li>• Remind students of the three tips to consider when brushing. (pea-sized amount of toothpaste, 45-degree angle, and turning off the water)</li> </ul>
<b>Answering the Call (beginning at 5:03)</b> 	<p>The children have left the “laboratory” and are battling the Duke of Decay and his Minions to protect the Molar System! The team works together:</p> <ul style="list-style-type: none"> <li>• Paolo plays “whack-a-mole” with sugary gummy candy</li> <li>• Ariyo and Dev use their toothbrush “phasers”</li> </ul>	<ul style="list-style-type: none"> <li>• Ask the students how working as a team made a difference in the battle.</li> <li>• Ask students to recall a time when they had to work as a team. What was the result?</li> <li>• How did the use of the toothbrush phasers help to defeat Decay?</li> </ul>
<b>Emblem of Courage (6:10)</b> 	<p>Dr. Rabbit awards the “Emblem of Courage” to all the children. They have defeated Decay—this time. But Dr. Rabbit reminds them to be ready, because “decay is always lurking waiting to return.”</p>	<p>Strive for a healthy smile!</p> <ul style="list-style-type: none"> <li>• How did the children display courage?</li> <li>• Why is doing the right thing important? (be courageous and answer the call)</li> </ul>

## Back on Earth:

At the end of the video, Wilder visits the dental office and discovers that Brushwell is her dentist. The adventure was real!

# Mission 4

## Save the Molar System



### Lesson at a Glance

Student's optimism will shine as they continue to learn how to fight off plaque. They learn the difference between sugary and "smart snacks" and follow the Smart Snacks Maze on the path to a Bright Smile.



### Learning Goal

- Review Oral Health Messages
- Identify how to make smart snack choices



### Prepare the Lesson

- Review Smart Snack Options
- Copy and print maze for each student
- Turn the wall chart to side 2 "The Smart Snack Maze"
- Graphic organizer to chart smart snacks and sugary snacks and drinks

Sugary Snacks

Smart Snacks



### Estimated Time

20 minutes



### Back to Mission Control

Have students take home the maze to share with family what they have learned about how to be an oral health hero.

### Ready for Lift-Off

#### Smart Snack Savvy

Students work together to name/recall the sugary snacks displayed in the video. Have students brainstorm snacks and drinks and identify whether a snack and/or drink would be sugary or smart.

#### Smart Snack Maze

- Hand out the maze reproducible and have students complete the maze independently/collaboratively to reinforce learning about "smart snack options"



#### Teacher Tip:

- **Stem Connection:** Create a classroom experiment soaking one hard boiled egg (teeth) in water and the other in a sugary drink. Discuss how different types of drinks affect your teeth (use various sugary drinks appropriate to your community). This experiment can last a week and students can record/monitor the changes to the eggs over time.



# Mission 5

## Back from the Molar System



### Lesson at a Glance

Pupils learn the best way to get rid of plaque and help keep teeth and gums healthy by practising effective brushing technique and reviewing oral health strategies. They get ready to embark on a mission to make Oral Health Heros strategies a lifelong habit for themselves and their families.



### Learning Goal

- Practice effective brushing to get rid of plaque and help keep teeth and gums healthy
- Review other oral health strategies, following the advice of a dental professional, and limiting the frequency and amount of sugary foods and drinks
- Build the habit of oral health care with the whole family, keep a check on their brushing progress for 7 days



### Prepare the Lesson

- Kitchen timer
- Make copies of the Training for a Superhero Smile handout, one for each pupil



### Estimated Time

30 minutes x2

### Ready for Lift-Off

#### Brush Like Kali

- Tell your pupils that they are about to learn Kali's secrets to superhero brushing!
- Share the Oral Health Heros' Poster online with the class. Which parts of our teeth need attention when we brush? Refer to the poster as you review the directional captions: outside, inside, biting surfaces, behind the front teeth.
- Set the two minute egg timer and model to the class how to brush their teeth correctly encouraging them to join in. Act it out altogether. Model the motions shown in the poster, and be sure to reach all the hidden parts of "The Molar System"!

#### Dr. Rabbit Says ...

Lead a game of Dr. Rabbit Says (similar to the popular game "Simon Says"):

- Tell your pupils that as "Oral Health Heros in training," they should try their best to do what Dr. Rabbit asks them!
- Start the game by saying, "Dr. Rabbit says ... brush the outsides of your teeth!"
- Pantomime this action by closing your teeth, giving your biggest smile, and pretending to brush the outside of your teeth. Encourage your pupils to make a similar action.
- Continue by saying, "Dr. Rabbit says ... brush the tops of your teeth!"
- Pantomime this action by opening your teeth wide and pretending to brush the tops of your teeth. Again, encourage your pupils to do a similar action.
- Continue with the game until pupils are comfortably participating and acting out things that they have learned about taking care of their teeth (see examples on next page).
- Now, tell them about the fun and tricky part of the game: If the leader does not say the magic words, "Dr. Rabbit says," any player who goes ahead and acts out the motion will sit down until the game has finished. The last person standing is the "winner"; he or she will get the chance to lead the next game!



# Practice Your Powers: Brush Like a Pro!

- As you continue to play, give an occasional “order” that represents an undesirable message, **without** saying “Dr. Rabbit says ...” before you say and act out the order. For example: eat an ice cream cone, go to sleep without toothbrushing, drink fizzy drinks, forget your dental appointment, lick a lollipop, nibble on a biscuit, take a bite of cake, etc.
- Remind players who make motions for the actions without “Dr. Rabbit says ...” to sit down (until the next game), because they forgot to do only what Dr. Rabbit asks them to! Players who stay still without acting will continue to play ... until there is only one person left standing!



## Strategies to use

Here are examples of Oral Health Heros strategies to use for the game of Dr. Rabbit Says:

Dr. Rabbit says...

- Brush the inner parts of your teeth
- Peel a banana for a healthy snack
- Squeeze a pea-sized amount of toothpaste on your brush
- Take a bite out of an apple
- Show your biggest smile
- Push away sugary foods and drinks
- Pretend to be a dental professional cleaning someone’s teeth
- Review other oral health strategies, following the advice of a dental professional, and limiting the frequency and amount of sugary foods and drinks
- Build the habit of oral health care with the whole family, keep a check on their brushing progress for 7 days

## Training for a Superhero Smile

After learning about all the training and strategies on the road to becoming a Oral Health Hero, pupils are ready for their most important mission!

- Explain that everyone will keep track of their brushing for 28 days using a special chart. They can invite their families to use the chart and practice this important Oral Health Heros strategy, too!
- Show pupils a sample of the Training for a Superhero Smile handout. Demonstrate how they will use it to record every time they brush their teeth in the morning and last thing at night. If you have a white board, invite pupils to practice filling in the chart.
- Tell pupils to leave the spaces at the bottom of the page blank until the end of the 28 days. This is where they will write the total number of days that they brushed their teeth both once in the day and once at night!
- At the end of the 28 days, ask pupils to bring in their charts. Work together to make a tally table showing the number of pupils that brushed their teeth twice a day for all 28 days, for 27 days, for 26 days, etc. If desired, make separate tallies of how often a grown up helped them brush.



## Back to Mission Control

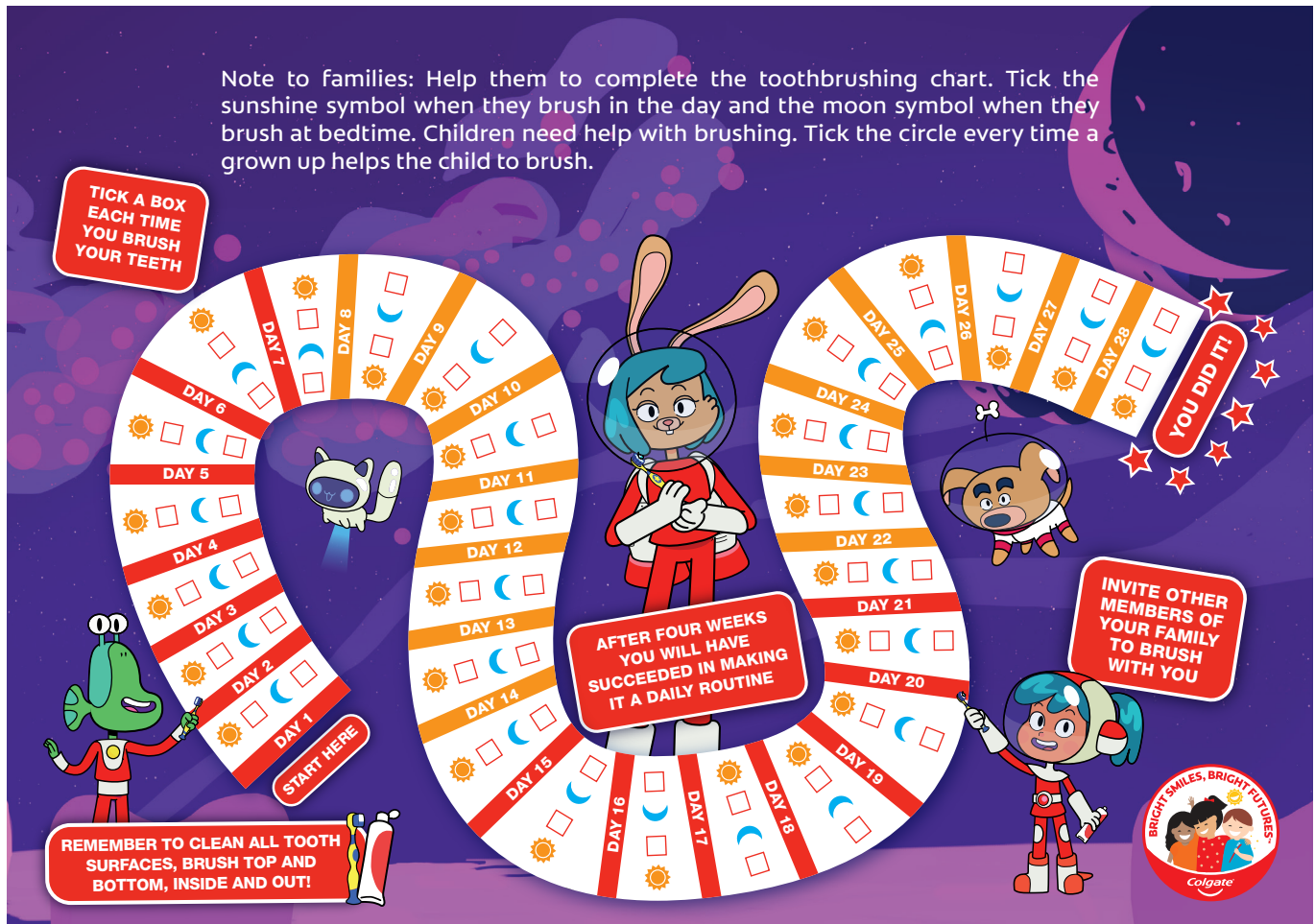
Let families know about the Training for a Superhero Smile 28 day brushing chart. Ask them to remind their children to record their daily oral health care on the chart, and invite them to participate in this Oral Health Heros challenge.

# Toothbrush Training

## For a Out of This World Smile!

**Child:** Brush teeth twice a day, once in the day ☀️ and once before bedtime 🌙.

**My name is:** \_\_\_\_\_



### TALLY:

A grown-up helped me brush during the day on

days

A grown-up helped me brush before bedtime on

days

### TALLY:

I brushed during the day on

days

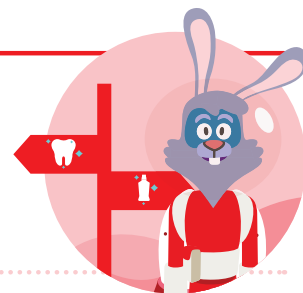
I brushed before bedtime on

days

Older children could do additional work around adding the total number of times they were helped by a grown up to brush their teeth, along with the total number of times they brushed their teeth during the day and at bedtime.

# Mission 6

## Toofus Visits the Dentist



### Lesson at a Glance

In this final lesson, pupils use song to review oral health strategies, and create a Oral health hero review chart to be oral health heros forever.



### Learning Goal

Students will learn that they should visit the dentist twice a year, and become familiar with what is in a dental office.



### Prepare the Lesson

- Large piece of paper or whiteboard for writing a Oral Health Heros Promise review
- Be ready to play the Oral Health Heros Anthem song portion of the video on a computer.
- Make a copy of the Bright Smiles Oral Health Heros Certificate handout, one for each pupil. Complete in advance.



### Estimated Time

30 minutes x2



#### Bright Smiles Alert

Your bright smile can last a lifetime if you take care of it. Use your own Bright Smiles Super Powers to be a lifelong oral health hero!

### Ready for Lift-Off

- Invite pupils to share their favourite part of learning to become a Oral Health Heros.
- Show the Oral Health Heros Challenge poster on the white board or print off and enlarge to A3 size. Each character's "string" leads to one of the Bright Smile strategies. Pupils can trace the different coloured strings to each message using their fingers. Review the messages at the bottom of the poster, and remind pupils how much they've learned!

#### Create a Oral Health Heros promise review

- It is time for your pupils to become official Oral Health Heros!
- On the large piece of paper or whiteboard, write "As Oral Health Heros, we promise to always ..."
- Tell your pupils it is up to them to finish the pledge by naming different "powers" that they have learned about to protect their teeth. As pupils list the Bright Smiles oral health strategies, write them on the Oral Health Heros Promise review chart.
  - Brush twice a day with fluoride toothpaste
  - Always brush last thing at night
  - Cut down how often you have sugary foods and drinks
  - Visit the dentist regularly
  - Just spit, don't rinse after toothbrushing
- When the Oral Health Heros Promise review chart is complete, pupils can "sign" their names (or draw a picture) to show that they are ready to do their best to be Oral Health Heros — forever!

#### Celebrate What We've Learned

- It's time to celebrate with the Oral Health Heros anthem! Play this section of the video and ask pupils to make a special motion every time they hear the word "teeth." For example, make a big smile and point to your teeth! Build in additional motions for special words, such as smile, and continue to play the song and act out the motions. (Lyrics can be found on page 17.)
- Distribute the Bright Smiles Oral Health Heros Certificates for pupils to take home. Just like Oral Health Heros, they are receiving a certificate of graduation from their training! CONGRATULATIONS!

# Oral Health Hero challenge

Good oral health is an important part of being healthy. Follow the tangled strings to discover the Bright Smiles Super Powers that can make you a true oral health hero!





# Oral Health Hero

## Sing-along song

Ran to the mirror 'bout a quarter to three  
Had to see what was there, where my smile oughta be  
Opened my lips - what did I see?  
Two rows of pearly beauties, what a lucky me!



My Teeth - I love 'em - yeah that's what I said  
Teeth - the brightest thing in my head  
My teeth - and if I want to keep 'em that way  
I gotta brush those babies at least twice a day  
My teeth - you gotta admit they're awesome  
Teeth - always brush before bed  
Teeth - always brush them twice a day  
They're shiny and they're bright and I'd like 'em to stay.

Give good oral health a whirl  
And you'll never be too shy to give your lip a curl  
When you smile everyone stops to stare  
Cuz they see you're makin' visits to the dentist's chair.



My teeth - the brightest things you've ever seen  
Teeth - shining 'cause they're sparkling clean  
My teeth - you gotta limit those sweetie snacks  
If you wanna stay away from the acid attacks  
Give good oral health a try  
And you'll dazzle them all with a brilliant smile  
And a secret you should know  
Healthy teeth and gums help keep you healthy from tooth to toe.



My teeth - the brightest things you've ever seen  
Teeth - shining 'cause they're sparkling clean  
My teeth - I brush 'em twice a day  
They're shiny and they're bright and I'd like 'em to stay!





This Emblem of Courage  
is proudly presented to

for visiting the Molar System and becoming a Oral Health Hero.

\_\_\_\_ / \_\_\_\_ / \_\_\_\_  
Date



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Hero Trainer Signature

***Curriculum information:***

England

Northern Ireland

Scotland

Wales

# Curriculum information: England

The activities in this lesson book supports the requirements of the statutory guidance introduced in September 2020, to include oral health as part of Personal, Social, Health and Economic (PSHE) lessons in England.



Video



Storybook








Pupil Handout

ACTIVITY	COMPONENTS	LEARNING OUTCOMES	CURRICULUM INFORMATION
<b>1: Three. Two. One. Blast off</b> Page 4	Bright Smile Tooth Box Page 7	<ul style="list-style-type: none"> <li>Recognise the importance of good oral health for children ... and for everyone!</li> </ul>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>Asking simple questions</li> <li>Use observations and ideas to suggest answers to questions</li> <li>Identifying and classifying</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>Use drawing to develop and share their ideas, experiences and imagination</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>Use spoken language to develop understanding</li> <li>Participate in discussions</li> </ul>
<b>2: Answer the Call</b> Page 6	 Postcard from Dr. Rabbit Page 9-10	<ul style="list-style-type: none"> <li>Share existing knowledge of oral health strategies</li> <li>Learn that dental professionals are our friends and mentors in oral health care</li> <li>Review every day oral health vocabulary: teeth, toothpaste, toothbrush, fluoride, dentist, plaque, dental check-ups</li> </ul>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>Participate in presentations, performances, role play and improvisations</li> <li>Gain, maintain and monitor the interest of the listener(s)</li> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by:                             <ul style="list-style-type: none"> <li>Listening to and discussing a wide range of poems, stories and non-fiction</li> <li>Predict what might happen on the basis of what has been read so far/looked at so far</li> <li>Participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>Apply phonic knowledge and skills as the route to decode words</li> </ul> </li> </ul>
<b>3: Adventures in the Molar System</b> Page 8	 Practice Your Powers Page 12	<ul style="list-style-type: none"> <li>Observe oral health strategies in action</li> <li>Review key oral health strategies to defend against plaque</li> </ul>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>Speak audibly and fluently with an increasing command of Standard English</li> <li>Explain clearly their understanding of main events of a story and retell story</li> <li>Participate in presentations, performances, role play and improvisations</li> </ul>
<b>4: Save The Molar System</b> Page 10	Placulus Attacks Page 14	<ul style="list-style-type: none"> <li>Recap and review ways to take care of our teeth, by limiting the frequency and amount of sweet foods and drinks</li> <li>Learn about the relationship between plaque, tooth decay and sugary foods and drinks</li> </ul>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>Show an understanding of what is read to them or what they have read/seen</li> <li>Becoming very familiar with key stories retelling them and considering their particular characteristics</li> <li>Explain clearly their understanding of events</li> <li>Articulate opinions/ideas</li> <li>Apply phonic knowledge and skills as the route to decode words</li> <li>Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>Give well-structured descriptions, explanations</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>To use drawing to share their ideas, experiences and imagination</li> </ul>





ACTIVITY	COMPONENTS	LEARNING OUTCOMES	CURRICULUM INFORMATION
<b>5: Back from The Molar System</b>  Page 12	   Training for a Superhero Smile Page 17	<ul style="list-style-type: none"> <li>• Practise effective toothbrushing to get rid of plaque and help keep teeth and gums healthy</li> <li>• Review other oral health strategies:                             <ul style="list-style-type: none"> <li>- limit the amount and frequency of sugary foods and drinks</li> <li>- getting advice of a dental professional</li> </ul> </li> <li>• Build the habit of oral health care with the whole family by tracking brushing for 7 days</li> </ul>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes</li> <li>• Use simple equipment such as egg timers</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>• Participate in role play</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Count, read and write numbers to 100</li> <li>• Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> <li>• Recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>• For Year 2 pupils: construct and interpret simple tally charts.</li> <li>• Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>• Ask and answer questions about totalling and comparing categorical data</li> </ul>
<b>6: Toofus visits the dentist</b>  Page 14	    Oral Health Hero Certificate Page 21	<ul style="list-style-type: none"> <li>• Summarise key oral health strategies</li> </ul>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>• Retelling information, key facts, consider what they are going to write beginning by:                             <ul style="list-style-type: none"> <li>- Planning or saying out loud what they are going to write about</li> <li>- Writing down ideas and/or key words, including new vocabulary</li> <li>- Encapsulating what they want to say, sentence by sentence.</li> <li>- Participate in learning through song, performance</li> </ul> </li> </ul> <p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>• N.B. This is down to the discretion of each school as there are no statutory guidelines in the new curriculum but ideas may be:</li> <li>• Oral hygiene, steps taken to ensure good hygiene is practised.</li> <li>• Know and understand what can harm our teeth and cause decay</li> </ul>

# Curriculum information: Northern Ireland



Video



Storybook



Pupil Handout

ACTIVITY	COMPONENTS	LEARNING OUTCOMES	KEY STAGE ONE
<b>1: Three. Two. One. Blast off</b> Page 4	Bright Smile Tooth Box Page 7	<ul style="list-style-type: none"> <li>Recognise the importance of good oral health for children ... and for everyone!</li> </ul>	<b>Language and Literacy</b> <ul style="list-style-type: none"> <li>Talking and Listening Skills                             <ul style="list-style-type: none"> <li>- participate in T&amp;L in every area of learning</li> <li>- listen to and respond to guidance and instructions</li> <li>- speak audibly and clearly, using appropriate quality of speech and voice</li> </ul> </li> <li>Writing                             <ul style="list-style-type: none"> <li>- talk about and plan what they are going to write</li> <li>- write for a variety of purposes and audiences</li> </ul> </li> </ul>
<b>2: Answer the Call</b> Page 6	 Postcard from Dr. Rabbit Page 9-10	<ul style="list-style-type: none"> <li>Share existing knowledge of oral health strategies</li> <li>Learn that dental professionals are our friends and mentors in oral health care</li> <li>Review every day oral health vocabulary: teeth, toothpaste, toothbrush, fluoride, dentist, plaque, dental check-ups</li> </ul>	<b>Personal Development and Mutual Understanding</b> <ul style="list-style-type: none"> <li>Personal Understanding and Health                             <ul style="list-style-type: none"> <li>- strategies and skills for keeping themselves healthy</li> </ul> </li> </ul> <b>Language and Literacy</b> <ul style="list-style-type: none"> <li>Talking and Listening Skills                             <ul style="list-style-type: none"> <li>- participate in T&amp;L in every area of learning</li> <li>- listen to, respond to and explore stories</li> <li>- take part in a range of drama activities</li> </ul> </li> <li>Reading                             <ul style="list-style-type: none"> <li>- read and be read to</li> <li>- use a range of strategies to identify unfamiliar words</li> <li>- recognise and notice how words are constructed and spelt</li> </ul> </li> </ul> <b>Drama</b> <ul style="list-style-type: none"> <li>- develop dramatic skills appropriate to audience</li> </ul>
<b>3: Adventures in the Molar System</b> Page 8	 Practice Your Powers Page 12	<ul style="list-style-type: none"> <li>Observe oral health strategies in action</li> <li>Review key oral health strategies to defend against plaque</li> </ul>	<b>Personal Development and Mutual Understanding</b> <ul style="list-style-type: none"> <li>Personal Understanding and Health                             <ul style="list-style-type: none"> <li>- strategies and skills for keeping themselves healthy</li> </ul> </li> </ul> <b>Language and Literacy</b> <ul style="list-style-type: none"> <li>Talking and Listening Skills                             <ul style="list-style-type: none"> <li>- participate in T&amp;L in every area of learning</li> <li>- listen to, respond to and explore stories</li> <li>- take part in a range of drama activities</li> </ul> </li> <li>Reading                             <ul style="list-style-type: none"> <li>- read and be read to</li> <li>- use a range of strategies to identify unfamiliar words</li> <li>- recognise and notice how words are constructed and spelt</li> </ul> </li> </ul>

# Curriculum information: Northern Ireland



Video



Storybook



Pupil Handout

ACTIVITY	COMPONENTS	LEARNING OUTCOMES	KEY STAGE ONE
<b>4: Save The Molar System</b> Page 10	Placulus Attacks Page 14	<ul style="list-style-type: none"> <li>Recap and review ways to take care of our teeth, by limiting the frequency and amount of sweet foods and drinks</li> <li>Learn about the relationship between plaque, tooth decay and sugary foods and drinks</li> </ul>	<p><b>Personal Development and Mutual Understanding</b></p> <ul style="list-style-type: none"> <li>Personal Understanding and Health               <ul style="list-style-type: none"> <li>- strategies and skills for keeping themselves healthy</li> </ul> </li> </ul> <p><b>Language and Literacy</b></p> <ul style="list-style-type: none"> <li>Talking and Listening Skills               <ul style="list-style-type: none"> <li>- participate in T&amp;L in every area of learning</li> <li>- listen to, respond to and explore media texts</li> <li>- listen to, interpret and retell, with some supporting detail a range of oral texts</li> </ul> </li> <li>Reading               <ul style="list-style-type: none"> <li>- use a range of strategies to identify unfamiliar words</li> <li>- recognise and notice how words are constructed and spelt</li> </ul> </li> <li>Writing               <ul style="list-style-type: none"> <li>- talk about and plan what they are going to write</li> <li>- organise, structure and present ideas and information</li> <li>- use a variety of skills to spell words in their writing</li> <li>- spell correctly a range of familiar, important and regularly occurring words</li> </ul> </li> </ul>
<b>5: Back from The Molar System</b> Page 12	Training for a Superhero Smile Page 17	<ul style="list-style-type: none"> <li>Practise effective brushing to get rid of plaque and help keep teeth and gums healthy</li> <li>Review other oral health strategies:               <ul style="list-style-type: none"> <li>- limit the amount and frequency of sugary foods and drinks</li> <li>- getting advice of a dental professional</li> </ul> </li> <li>Build the habit of oral health care with the whole family by tracking brushing for 7 days</li> </ul>	<p><b>Mathematics and Numeracy</b></p> <ul style="list-style-type: none"> <li>- collect data, record and present it using drawings</li> <li>- discuss and interpret data</li> </ul>
<b>6: Toofus visits the dentist</b> Page 14	 Oral Health Hero Certificate Page 21	<ul style="list-style-type: none"> <li>Summarise key oral health strategies</li> </ul>	<p><b>Personal Development and Mutual Understanding</b></p> <ul style="list-style-type: none"> <li>Personal Understanding and Health               <ul style="list-style-type: none"> <li>- strategies and skills for keeping themselves healthy</li> </ul> </li> </ul> <p><b>Language and Literacy</b></p> <ul style="list-style-type: none"> <li>Talking and Listening Skills               <ul style="list-style-type: none"> <li>- participate in T&amp;L in every area of learning</li> <li>- listen to, interpret and retell, with some supporting detail a range of oral texts</li> <li>- take part in a range of drama activities to support activity based learning across the curriculum</li> </ul> </li> </ul> <p><b>The Arts - Music</b></p> <ul style="list-style-type: none"> <li>- sing a variety of simple songs</li> <li>- use appropriate actions or movement in response</li> </ul>

to music they perform and listen to



ACTIVITY	COMPONENTS	LEARNING OUTCOMES	CURRICULUM INFORMATION
<b>1: Three. Two. One. Blast off</b> Page 4	Bright Smile Tooth Box Page 7	<ul style="list-style-type: none"> <li>Recognise the importance of good oral health for children... and for everyone!</li> </ul>	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>I am becoming aware of how cleanliness, hygiene and safety can affect my health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth. HWB 1-33a</li> <li>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health HWB 1-15a</li> </ul> <p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>I have been given the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. EXA 1-02a</li> </ul> <p><b>Literacy and English</b></p> <ul style="list-style-type: none"> <li>When listening and talking with others for different purposes I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. LIT 1-09a</li> </ul>
<b>2: Answer the Call</b> Page 6	 Postcard from Dr. Rabbit Page 9-10	<ul style="list-style-type: none"> <li>Share existing knowledge of oral health strategies</li> <li>Learn that dental professionals are our friends and mentors in oral health care</li> <li>Review every day oral health vocabulary: teeth, toothpaste, toothbrush, fluoride, dentist, plaque, dental check-ups</li> </ul>	<p><b>Health and Wellbeing</b></p> <p>HWB 1-33a and 1-15a as above,</p> <p><b>Literacy and English</b></p> <ul style="list-style-type: none"> <li>I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. LIT 1-13a</li> </ul>
<b>3: Adventures in the Molar System</b> Page 8	  Practice Your Powers Page 12	<ul style="list-style-type: none"> <li>Observe oral health strategies in action</li> <li>Review key oral health strategies to defend against plaque</li> </ul>	<p><b>Health and Wellbeing</b></p> <p><b>Creative Development</b></p> <ul style="list-style-type: none"> <li>HWB 1-33a and 1-15a as above,</li> </ul> <p><b>Drama</b></p> <ul style="list-style-type: none"> <li>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. EXA 1-13a</li> <li>I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script. EXA 1-14a</li> </ul>

# Curriculum information: Scotland



Video



Storybook



Pupil Handout

ACTIVITY	COMPONENTS	LEARNING OUTCOMES	CURRICULUM INFORMATION
<b>4: Save The Molar System</b> Page 10	Placulus Attacks Page 14	<ul style="list-style-type: none"> <li>Recap and review ways to take care of our teeth, by limiting the frequency and amount of sweet foods and drinks</li> <li>Learn about the relationship between plaque, tooth decay and sugary foods and drinks</li> </ul>	<p><b>Health and Wellbeing</b>                      HWB 1-33a and 1-15a See activity 1 Curriculum Information.</p> <ul style="list-style-type: none"> <li>By investigating the range of foods available I can discuss how they contribute to a healthy diet. HWB 1-30a</li> </ul>
<b>5: Back from The Molar System</b> Page 12	Training for a Superhero Smile Page 16	<ul style="list-style-type: none"> <li>Practise effective brushing to get rid of plaque and help keep teeth and gums healthy</li> <li>Review other oral health strategies:                             <ul style="list-style-type: none"> <li>- limit the amount and frequency of sugary foods and drinks</li> <li>- getting advice of a dental professional</li> </ul> </li> <li>Build the habit of oral health care with the whole family by tracking brushing for 7 days</li> </ul>	<p><b>Health and Wellbeing</b>                      HWB 1-33a and 1-15a See activity 1 Curriculum Information.</p> <p><b>Literacy and English:</b></p> <ul style="list-style-type: none"> <li>Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. LIT 1-14a</li> </ul>
<b>6: Toofus visits the dentist</b> Page 14	 Oral Health Hero Certificate Page 21	<ul style="list-style-type: none"> <li>Summarise key oral health strategies</li> </ul>	<p><b>Health and Wellbeing</b>                      HWB 1-33a and 1-15a See activity 1 Curriculum Information.</p> <p><b>If used in an assembly or Parents event:</b>                      I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances. EXA 1-01a</p>



ACTIVITY	COMPONENTS	LEARNING OUTCOMES	CURRICULUM INFORMATION
<b>1: Three. Two. One. Blast off</b> Page 4	Bright Smile Tooth Box Page 7	<ul style="list-style-type: none"> <li>Recognise the importance of good oral health for children... and for everyone!</li> </ul>	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>I am becoming aware of how cleanliness, hygiene and safety can affect my health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth. HWB 1-33a</li> <li>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health HWB 1-15a</li> </ul> <p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>I have been given the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. EXA 1-02a</li> </ul> <p><b>Literacy and English</b></p> <ul style="list-style-type: none"> <li>When listening and talking with others for different purposes I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. LIT 1-09a</li> </ul>
<b>2: Answer the Call</b> Page 6	 Postcard from Dr. Rabbit Page 9-10	<ul style="list-style-type: none"> <li>Share existing knowledge of oral health strategies</li> <li>Learn that dental professionals are our friends and mentors in oral health care</li> <li>Review every day oral health vocabulary: teeth, toothpaste, toothbrush, fluoride, dentist, plaque, dental check-ups</li> </ul>	<p><b>Health and Wellbeing</b></p> <p>HWB 1-33a and 1-15a as above,</p> <p><b>Literacy and English</b></p> <ul style="list-style-type: none"> <li>I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. LIT 1-13a</li> </ul>
<b>3: Adventures in the Molar System</b> Page 8	  Practice Your Powers Page 12	<ul style="list-style-type: none"> <li>Observe oral health strategies in action</li> <li>Review key oral health strategies to defend against plaque</li> </ul>	<p><b>Health and Wellbeing</b></p> <p><b>Creative Development</b></p> <ul style="list-style-type: none"> <li>HWB 1-33a and 1-15a as above,</li> </ul> <p><b>Drama</b></p> <ul style="list-style-type: none"> <li>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. EXA 1-13a</li> <li>I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script. EXA 1-14a</li> </ul>



# Curriculum information: Scotland







Video



Storybook



Pupil Handout

ACTIVITY	COMPONENTS	LEARNING OUTCOMES	CURRICULUM INFORMATION
<b>4: Save The Molar System</b> Page 10	 Placulus Attacks Page 14	<ul style="list-style-type: none"> <li>Recap and review ways to take care of our teeth, by limiting the frequency and amount of sweet foods and drinks</li> <li>Learn about the relationship between plaque, tooth decay and sugary foods and drinks</li> </ul>	<p><b>Health and Wellbeing</b>                      HWB 1-33a and 1-15a See activity 1 Curriculum Information.</p> <ul style="list-style-type: none"> <li>By investigating the range of foods available I can discuss how they contribute to a healthy diet. HWB 1-30a</li> </ul>
<b>5: Back from The Molar System</b> Page 12	 Training for a Superhero Smile Page 16	<ul style="list-style-type: none"> <li>Practise effective brushing to get rid of plaque and help keep teeth and gums healthy</li> <li>Review other oral health strategies:                             <ul style="list-style-type: none"> <li>- limit the amount and frequency of sugary foods and drinks</li> <li>- getting advice of a dental professional</li> </ul> </li> <li>Build the habit of oral health care with the whole family by tracking brushing for 7 days</li> </ul>	<p><b>Health and Wellbeing</b>                      HWB 1-33a and 1-15a See activity 1 Curriculum Information.</p> <p><b>Literacy and English:</b></p> <ul style="list-style-type: none"> <li>Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. LIT 1-14a</li> </ul>
<b>6: Toofus visits the dentist</b> Page 14	  Oral Health Hero Certificate Page 21	<ul style="list-style-type: none"> <li>Summarise key oral health strategies</li> </ul>	<p><b>Health and Wellbeing</b>                      HWB 1-33a and 1-15a See activity 1 Curriculum Information.</p> <p><b>If used in an assembly or Parents event:</b>                      I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances. EXA 1-01a</p>

# Curriculum information: Wales



Video



Storybook



Pupil Handout

ACTIVITY	COMPONENTS	LEARNING OUTCOMES	CURRICULUM INFORMATION
<b>1: Three. Two. One. Blast off</b> Page 4	Bright Smile Tooth Box Page 7	<ul style="list-style-type: none"> <li>Recognise the importance of good oral health for children... and for everyone!</li> </ul>	<p><b>Language, Literacy and Communication</b></p> <ul style="list-style-type: none"> <li>To become independent in their personal hygiene needs.</li> <li>Talk about things they have made or done.</li> <li>Talk in detail about things they have made or done.</li> <li>Listen to others with concentration, understanding the main points and asking for clarification if needed.</li> </ul> <p><b>Mathematical Development</b></p> <ul style="list-style-type: none"> <li>Make increasingly more complex models, patterns and pictures.</li> <li>Use 3D shapes and explain how they fit together.</li> </ul>
<b>2: Answer the Call</b> Page 6	 Postcard from Dr. Rabbit Page 9-10	<ul style="list-style-type: none"> <li>Share existing knowledge of oral health strategies</li> <li>Learn that dental professionals are our friends and mentors in oral health care</li> <li>Review every day oral health vocabulary: teeth, toothpaste, toothbrush, fluoride, dentist, plaque, dental check-ups</li> </ul>	<p><b>Language, Literacy and Communication</b></p> <ul style="list-style-type: none"> <li>Make links between texts read and new information about the topic.</li> <li>Look for clues in the text to understand information.</li> <li>Identify words and pictures on-screen which are related to a topic.</li> <li>Retell events from a narrative in the right order.</li> <li>Use prediction in stories, adding more detail.</li> <li>Explain relevant details from texts.</li> <li>Recall and retell narratives and information from texts with some details.</li> </ul>
<b>3: Adventures in the Molar System</b> Page 8	  Practice Your Powers Page 12	<ul style="list-style-type: none"> <li>Observe oral health strategies in action</li> <li>Review key oral health strategies to defend against plaque</li> </ul>	<p><b>Language, Literacy and Communication</b></p> <ul style="list-style-type: none"> <li>Make links between texts read and new information about the topic.</li> <li>Answer 'Who?', 'What?', 'When?', 'Where?', 'How?' and open-ended questions relating to own experiences, stories or events.</li> <li>Show understanding of what they have heard by asking questions to find out more information.</li> <li>Answer more complex questions relating to own experiences, stories or events.</li> <li>Show understanding of what they have heard by asking relevant questions to find out specific information.</li> </ul> <p><b>Creative Development</b></p> <ul style="list-style-type: none"> <li>Explore and experiment with a variety of techniques and materials.</li> <li>Develop and use their understanding of colour, line, tone, texture, pattern, shape and form.</li> <li>Work on their own and with others to pretend, improvise and think imaginatively.</li> <li>Work on their own, with a partner or in a small group to develop their own and others' ideas and help them to reflect on them.</li> </ul>





## KEY

Outcome 4 – average year 1 child age 5-6




Outcome 5 – average year 2 child age 6-7

Applicable to years 1 and 2



ACTIVITY	COMPONENTS	LEARNING OUTCOMES	CURRICULUM INFORMATION
<b>4: Save The Molar System</b> Page 10	 Placulus Attacks Page 14	<ul style="list-style-type: none"> <li>Recap and review ways to take care of our teeth, by limiting the frequency and amount of sweet foods and drinks</li> <li>Learn about the relationship between plaque, tooth decay and sugary foods and drinks</li> </ul>	<b>Language and Literacy</b> <ul style="list-style-type: none"> <li>Listen to others, with growing attention, usually responding appropriately.</li> <li>Take part in activities with others and talk about what they are doing.</li> <li>Contribute to conversations and respond to others, taking turns when prompted.</li> <li>Use specific words which relate to the topic of their writing.</li> <li>Communicate purposefully in writing, e.g. may be supported by a drawing.</li> <li>Listen to others with concentration, understanding the main points and asking for clarification if needed.</li> <li>Share activities and information to complete a task.</li> <li>Contribute to discussion, keeping a focus on the topic and taking turns to speak.</li> <li>Use simple subject-related words appropriately.</li> <li>Write for different purposes.</li> </ul>
<b>5: Back from The Molar System</b> Page 12	 Training for a Superhero Smile Page 16	<ul style="list-style-type: none"> <li>Practise effective brushing to get rid of plaque and help keep teeth and gums healthy</li> <li>Review other oral health strategies:                             <ul style="list-style-type: none"> <li>- limit the amount and frequency of sugary foods and drinks</li> <li>- getting advice of a dental professional</li> </ul> </li> <li>Build the habit of oral health care with the whole family by tracking brushing for 7 days</li> </ul>	<b>Mathematics and Numeracy</b> <ul style="list-style-type: none"> <li>Use the concept of time in terms of their daily and weekly activities and the seasons of the year.</li> <li>Sort and classify objects using more than one criterion.</li> <li>Make lists and tables based on data.</li> <li>Collect information by voting or sorting and represent it in pictures, objects or drawings.</li> <li>Sort and classify objects using more than two criterion.</li> <li>Gather and record data from: - lists and tables - diagrams - block graphs - pictograms where the symbol represents one unit.</li> <li>Collected extract and interpret information from lists, tables, diagrams and graphs.</li> </ul>
<b>6: Toofus visits the dentist</b> Page 14	  Oral Health Hero Certificate Page 21	<ul style="list-style-type: none"> <li>Summarise key oral health strategies</li> </ul>	<b>Literacy and Communication</b> <ul style="list-style-type: none"> <li>Contribute to conversations and respond to others, taking turns when prompted.</li> <li>Take part in activities with others and talk about what they are doing.</li> <li>Share activities and information to complete a task.</li> </ul> <b>Creative Development:</b> <ul style="list-style-type: none"> <li>Sing a range of songs with others.</li> </ul>

## KEY

-  Outcome 4 – average year 1 child age 5-6
-  Outcome 5 –average year 2 child age 6-7
-  Applicable to years 1 and 2

