

Curriculum for Excellence - Childsmile Curricular Links

Successful Learners

Confident Individuals

Responsible Citizens

Effective Contributors

<u>EARLY LEVEL</u>	<u>HEALTH & WELLBEING</u>	<u>FIRST LEVEL</u>
<p>(HWB 0-47b)</p> <p>I am aware of my growing body, and I am learning the correct names for its different parts and how they work.</p>	<p>Identifying the anatomy of the mouth and the different types of teeth and different Functions –smart board/ Computer – jigsaws - books</p>	<p>(HWB 1-47b)</p>
<p>(HWB 0-48a)</p> <p>I am learning what I can do to look after my body and who can help me.</p>	<p>Importance of healthy Food - play@home healthy snack activities, good oral health routines - songs and digital story and biteable highlighting the role of the Fluoride Varnish Team and how this helps us look after ourselves and our bodies.</p>	<p>(HWB 1-48a)</p>
<p>(HWB 0-33a)</p> <p>I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth.</p>	<p>Safe and hygienic practices and routines of brushing teeth – toothbrushing charts, practical fluoride varnishing activity - “Varnishing a molar”</p>	<p>(HWB 1-33a)</p>

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<u>EARLY LEVEL</u>	<u>NUMERACY & MATHEMATICS</u>	<u>FIRST LEVEL</u>
(MNU 0-10a) I am aware of how routines and events in my world link with times.	Toothbrushing routine – brushing for 2 minutes 3 x daily. Morning, Nursery and Night – daily sequences.	(MNU 1-10a)
(MNU – 0-02a) I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order.	Information Handling “How many spots of toothpaste do we need today” – children counting the number of children in the group who need a spot of toothpaste.	(MNU1-20b)

<u>EARLY LEVEL</u>	<u>SOCIAL STUDIES</u>	<u>FIRST LEVEL</u>
(SOC 0-16a) By exploring my local community, I have discovered the different roles people play and how they can help.	Using children’s shared experiences, books and IT to explore the role of the dentist & dental nurse and how they help look after our community. Exploring the biteable to support understanding of the Fluoride varnish process and what will happen on the day of the visit.	(SOC 1-20a)

<u>EARLY LEVEL</u>	<u>LITERACY & ENGLISH</u>	<u>FIRST LEVEL</u>
(LIT 0-07a) To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.	Listening and talking – books and digital resource activities delivering messages to children, active participation during input sessions.	(LIT 1-07a)
(LIT 0-09a) Within real and imaginary situations, I share experiences and feelings, ideas and	Use of open discussion and questioning around children’s dental experiences.	(LIT 1-09a)

information in a way that communicates my message.

EARLY LEVEL	TECHNOLOGIES	FIRST LEVEL
(TCH 0-02a) I can use digital technologies to explore how to search and find information.	Working with staff to explore the digital Fluoride Varnish Pack to increase understanding and awareness of the Fluoride Varnish process the children will experience.	(TCH 1 –02a)

GIRFEC - GETTING IT RIGHT FOR EVERY CHILD



GIRFEC places children and young people’s needs first, ensuring they are heard and aware of and understand all decisions affecting them.

The GIRFEC multiagency approach ensures that all services for children and young people, social work, health, education, police, housing and voluntary organisations, work together to support children and young people.

The design, development and implementation of this digital resource reflect the GIRFEC wellbeing indicators and principles while supporting all children within the SIMD 1&2 targeted nursery settings through the Fluoride Varnish process.

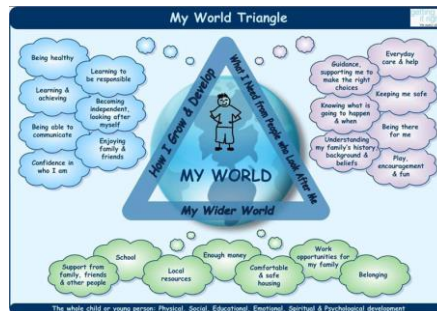
[Research Publications – Childsmile \(nhs.scot\)](https://www.nhs.uk/research-publications/)

CARE INSPECTORATE AND CHILDSMILE

Personal planning for children and young people

The key aims and principles of the Getting it right for every child approach is to ensure the consistent application of assessment of children across Scotland:

“Any child or young person who requires additional support should have a plan to address their needs and improve their wellbeing summarised using the Wellbeing Indicators and [‘My World Triangle’](#)”



<https://hub.careinspectorate.com/media/4673/personal-plans-guide-cyp-final-07102021.pdf>