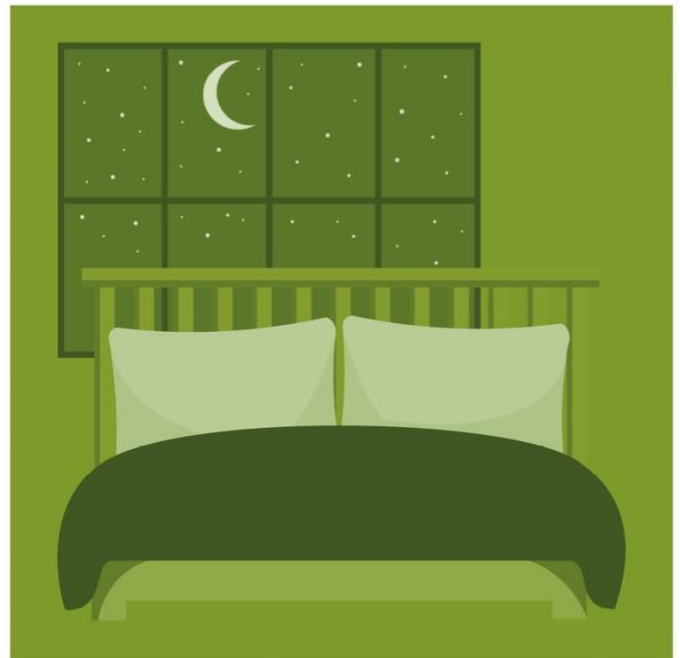


The sleep factor

KS1 Lesson: Ready for sleep



Ready for sleep

This lesson for key stage 1 explores the importance of sleep and considers what young children can do to foster helpful bedtime habits that can support good quality sleep.

No lesson should be taught in isolation, but always as part of a planned, developmental PSHE education programme. This lesson would work well as part of broader learning on healthy lifestyles including physical wellbeing, preparing for transition to key stage 2, or during teaching about mental wellbeing.

Learning objective

To learn about the things that will help us to fall asleep and get a good night's sleep.

Learning outcomes

Pupils will be able to:

- suggest some reasons why sleep is important
- identify things that might stop someone getting to sleep
- describe some things that might help someone get to sleep

Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson, which include relevant subject knowledge and guidance on establishing ground rules, creating a safe learning environment, assessment, and adapting the lessons to suit pupils' needs.

Resources required

- Box or envelope for questions
- Resource 1: *What's our starting point?* [one per pupil]
- Resource 2: *Mia's story* [one per class]
- Resource 3: *Sorting headings* [one cut-up set per pair]
- Resource 4: *What can Mia do to rest and relax?* [one cut-up set per pair]
- Resource 5: *Mia's new bedtime routine* [one cut-up set per pair]

Key words

sleep

rest

routine

relax

bedtime

Baseline assessment

Introduction (Slides 9–10, 5 mins)

Establish or revisit ground rules. Explain that if pupils have worries or questions during or after the lesson that they do not want to raise in front of the class, they can speak to you individually or write their question on a piece of paper, anonymously or with their name, and put it in the question box.

Introduce the learning objective and outcomes. Explain that today's lesson will explore things people can do to rest and relax so they are ready for bedtime.

Baseline assessment activity (Slide 11, 10 mins)

Show **slide 11** and give pupils a copy of **Resource 1: What's our starting point?**. Ask pupils to draw or write in response to the three questions about Mia's bedtime. They should work on their own without any further prompts or examples, to give a true reflection of their current understanding. You may wish to read the questions aloud in turn, allowing the class time to respond.

Circulate during the activity to get a sense of pupils' starting points and aim to adapt teaching in the lesson to address any gaps or misconceptions that arise. Keep their sheets as this activity will be returned to at the end of the lesson.

Core activities

Mia's story (Slides 12–14, 15 mins)

Explain that during the lesson, pupils will be helping Mia with her sleep. Using **slide 12**, ask pupils to share their responses to the third question from the baseline assessment activity: If she has a good night's sleep, how will Mia feel the next day? Take some ideas and then share the images on the slide to reinforce some key reasons why sleep is important.

Tell pupils that you are going to read them a story about Mia's day and bedtime. They will need to listen carefully, as after the story you will be asking them some questions. Read **Resource 2: Mia's story** to the class.

Ask some brief questions to check pupils' understanding and emphasise that bedtime can look different for different families. For example:

- What does Mia's mum say every night to show Mia that it is time for her to go to sleep? (*night-night and sweet dreams*)
- What might other families say or do? (*answers will vary*)
- Mia has lost the snuggly that usually helps her to fall asleep, what might this snuggly be? (*for example, a favourite pillow, a special blanket, a toy or teddy*)
- Does everyone have a special snuggly? (*no — some children might find it useful to have something like a blanket or toy to help them sleep, but other children might not*)

Explain that different families might have different routines for bedtime. Sometimes families have special words or customs that they do at bedtime. This can help to mark the end of the day and shows that it's time for sleep.

Tell the class they are going to hear the story once more — this time they should listen out for anything that is keeping Mia awake or making it hard for her to fall asleep. When you have finished reading the story, ask pairs to discuss some of the things that are keeping Mia awake.

Take feedback from volunteers using the spider diagram on **slide 14** to record pairs' ideas, grouping them into categories as you go.

Pupils' suggestions, and possible categories, could include:

- **Busy body:** *jumpy legs, tummy ache — this tummy ache sounds like it could come from worrying, or it could come from being unwell, thirsty or hungry may be a result of being worried about something/feeling unwell/thirsty or hungry*
- **Busy mind:** *thinking about lots of different things, worrying about the babysitter coming*
- **Surroundings:** *noise (grown-ups talking downstairs), not having her snuggly, screens before bedtime*
- **Nighttime fears:** *of the dark/being alone*


Emphasise that lots of people will sometimes have trouble getting to sleep, and there can be different reasons for this (for example, feeling a bit scared at nighttime). Highlight that often, the things that people get scared of at night aren't very scary during the day — for example, Mia isn't scared of her wardrobe in the day or of being on her own.


What can Mia do to rest and relax before bedtime? (Slides 15–18, 10 mins)

Explain that luckily, there are some simple things Mia can do to help her get to sleep. This includes taking some time to rest and relax before bed. Emphasise that time to relax before bed will help everybody with feeling ready to sleep — but it's especially useful after a busy day like Mia's! Give pairs the headings from **Resource 3: Sorting headings**, and ask them to sort the cut-up cards from **Resource 4: What can Mia do to rest and relax?** into two categories (using sorting rings, if helpful):

- good for relaxing
- not good for relaxing

You may wish to model an example first using **slide 16**. Take feedback using **slides 17–18** and explain that sugary food or drink, screens and lots of energetic movement close to bedtime can all stop someone from getting to sleep easily. Make sure pairs have removed these actions (that are not good for relaxing) from their card piles, before moving onto the next activity.

 **Support:** Ask pairs to focus on finding actions that would help Mia to relax. When they find one, they should hold onto it. Once they have finished, they could look at the cards that are left and discuss, are these ideas going to help Mia relax for bedtime or not?

 **Challenge:** Ask pairs to write down their own idea to help Mia relax. They could then suggest ways that the 'not good for relaxing' ideas could be made good for relaxing (*e.g. instead of a silly, energetic dance, Mia could do some calming stretches*).

Mia's new bedtime routine (Slide 19, 10 mins)

Explain that other actions — like trying to go to bed at the same time each day — can help Mia to relax and get ready for bed. This can also help Mia with her bedtime routine. Using **slide 19**, ask pupils to raise their hand if they have heard the word 'routine' before and ask volunteers what they think this means. Explain that a bedtime routine means what someone does every evening to help them get ready for bed.

Ask pairs to create a calm and relaxing bedtime routine to help Mia get ready for sleep. They can use the cards that were good for relaxing from the previous activity, as well as the cards from **Resource 5: Mia's new bedtime routine**. Circulate during the activity to see pairs' ideas.

Highlight that everyone will have created slightly different bedtime routines — and there is no right answer as different families and children will do different things to get ready for bed. Finally, ask the class what adults might do to tell children it's time to start getting ready for bedtime (for example, they might tell them to get into their pyjamas or they might say words like, 'Nearly bedtime — let's get ready!').



Challenge: Ask pairs to discuss and agree the three most important parts of the bedtime routine that they have created and be ready to explain their thinking.

Endpoint assessment and reflection

Endpoint assessment (Slide 20, 3 mins)

Remind pupils of the learning outcomes and give them back their copies of **Resource 1: What's our starting point** from the beginning of the lesson. In a different colour pen or pencil, ask them to add any new learning, or make any changes to their responses from the start of the lesson on why sleep is important and things that can make it harder or easier to get to sleep.

This assessment activity will help provide information about pupils' progress and highlight any gaps that may need addressing in future lessons.

Reflection (Slide 20, 2 mins)

Show the reflection prompt on the slide and ask pupils to silently think about one thing they learnt this lesson that they would like to try in their own bedtime routine. As this is a private reflection, pupils should not share their ideas.

Signposting support

Signposting support (Slide 21, 5 mins)

Reassure pupils that lots of people find it hard to get to sleep or wake up sometimes, including adults.

Make sure pupils know that if they are worried about sleep or if they often find it hard to sleep, they should:

- speak to a parent, carer, or other trusted adult outside of school — someone they feel comfortable talking to
- speak to a teacher, a helper, or other trusted staff member in school

If any questions from the question box have not yet been answered, and if time allows, you may wish to address these now.

Extension activity

Getting back to sleep (Slide 22)

Explain that Mia has woken up in the middle of the night. Ask them to discuss or record in pairs or small groups, what ideas they have to help her feel better and go back to sleep.