

# Lungs and breathing

THE EXPERIENCE WE SET UP

A quiet starting space, room for gentle movement, large lightweight scarves and age-safe pinwheels. Older children may use supervised feathers, a mirror, timer and recording paper. Paper and card are available to make something that moving air can turn or lift.

## 0-1 years

WHAT CHILDREN DO

A familiar educator notices the baby's natural chest or tummy movement and says "in... out". Share a clear lungs picture and watch a large lightweight scarf move in the air. Pause and respond to the baby's gaze, movement or sounds.

WHAT WE TEACH

Lungs help us breathe. Educators use accurate words in short phrases; babies are not expected to say the words or recall facts.

WORDS WE INTRODUCE

lungs, breathe, inhale, exhale, air, oxygen, chest

WHAT THIS CAN DEVELOP

Shared attention, noticing movement, anticipating what happens next and connecting words with an experience.

## 1-2 years

WHAT CHILDREN DO

Watch or feel chest movement if comfortable. Copy a simple breathing game and see air move a large scarf or an age-safe pinwheel with adult help. Notice breathing before and after gentle movement; hear "slow" and "fast".

WHAT WE TEACH

Lungs help us breathe. Educators show the idea and repeat the words through pictures, songs, movement and play.

WORDS WE INTRODUCE

lungs, breathe, inhale, exhale, air, oxygen, chest

WHAT THIS CAN DEVELOP

Copying actions, linking words with movement, noticing simple changes and beginning to use slow/fast language.

## 2-3 years

WHAT CHILDREN DO

Place a hand on the chest if comfortable. Try a breathing game or blow an age-safe pinwheel with close supervision. Notice breathing before and after movement. Make a simple paper wind-catcher, test what moves it, change it and try again.

WHAT WE TEACH

Lungs help us breathe. Air moves in and out. Breathing often becomes faster when we exercise.

WORDS WE INTRODUCE

lungs, breathe, inhale, exhale, air, oxygen, chest

WHAT THIS CAN DEVELOP

Describing and comparing, linking moving air with a visible effect, and trying a simple change to a design.

## 3-4 years

WHAT CHILDREN DO

Notice chest movement and play breathing games. Predict what will happen when they blow a supervised feather or pinwheel, then test it. Compare breathing before and after movement. Draw or build to show what happened and explain it.

WHAT WE TEACH

Lungs help us breathe. Air moves in and out. Breathing often becomes faster when we exercise.

WORDS WE INTRODUCE

lungs, breathe, inhale, exhale, air, oxygen, chest

WHAT THIS CAN DEVELOP

Making predictions, testing an idea, comparing observations and showing an explanation through drawing or making.

## 4-5 years

WHAT CHILDREN DO

Use breathing games, supervised feathers or pinwheels to explore moving air. Predict, compare breathing before and after movement, and record what they notice. Repeat using the same short interval. Make a paper wind-catcher, change one feature and retest; draw or explain the result.

WHAT WE TEACH

Air travels through the nose or mouth, down the windpipe and into the lungs. Oxygen moves from the lungs into the blood. Carbon dioxide moves from the blood into the lungs to be breathed out.

WORDS WE INTRODUCE

lungs, windpipe, oxygen, carbon dioxide, blood, inhale, exhale

WHAT THIS CAN DEVELOP

Recording and comparing evidence, explaining how body parts work together and improving a design after testing.

## How STEAM comes together

Science: Explore lungs, moving air and breathing before/after movement.

Technology: Use a mirror to see a breath fog it; a timer supports comparisons for older children.

Engineering: Make a paper/card wind-catcher, test it, change one feature and retest.

Art and maths: Draw what happened; compare slow/fast and record observations when ready.

SCIENTIFIC WORDS, SIMPLY EXPLAINED

Inhale: breathe in. Exhale: breathe out. Windpipe: the tube air travels through to the lungs. Oxygen: a gas our body needs. Carbon dioxide: a gas we breathe out.

A SMALL GLIMPSE OF OUR 40-WEEK PROGRAM

One shared topic, adapted to each child. Educators revisit it through books, talk and hands-on experiences.

GENTLE, RESPONSIVE TEACHING

No forced deep breathing or breath-holding games. Use large scarves instead of loose feathers for mouthing children; supervise props closely. Vocabulary is modelled over time, not tested. These are learning opportunities, not guaranteed outcomes.