



Scheme of Work

Years: 3&4	Title: Healthy Me	Weeks: 1 week
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Rationale

This unit develops pupils’ understanding of healthy lifestyles, body systems, wellbeing and informed choices through scientific enquiry, discussion and critical thinking. Pupils explore how food, exercise, sleep, emotions and healthy habits can affect both physical and mental wellbeing while developing increasing independence in making positive choices. Pupils develop disciplinary scientific thinking by interpreting evidence, analysing patterns, evaluating information and drawing conclusions about health and wellbeing

Learning builds upon prior KS1 understanding of healthy living and develops pupils’ ability to retrieve information, interpret evidence, compare viewpoints and communicate ideas using increasingly ambitious scientific and health-related vocabulary. Through reading, discussion, investigation and practical experiences, pupils consider how media, advertising and personal choices can influence health and wellbeing; pupils will identify trustworthy and untrustworthy information, evaluate messages linked to health and explain how evidence supports decisions.

Learning is carefully sequenced across one week so pupils progressively develop substantive knowledge, disciplinary understanding and communication skills through explanation, comparison, retrieval and reflection. Pupils investigate body systems, healthy habits and balanced lifestyles whilst learning how to justify ideas using evidence and discussion. Learning may be revisited and strengthened through PSHE, science and wider curriculum opportunities across the year.

The curriculum maintains subject integrity whilst creating meaningful opportunities for literacy development, vocabulary growth, communication, reflection and critical thinking.

Pupils learn to:

- identify and explain healthy lifestyle choices linked to food, exercise, sleep and wellbeing
- recognise how healthy habits can support both physical and mental health
- understand basic body systems and how the body changes and functions
- identify that animals, including humans, need the right types and amounts of nutrition and cannot make their own food
- explain that humans and some animals have skeletons and muscles for support, protection and movement
- identify and describe different types of teeth and explain their functions
- construct and interpret simple food chains
- retrieve, interpret and organise information from texts, diagrams and discussions
- ask questions and discuss ideas respectfully and thoughtfully
- identify similarities and differences between healthy and unhealthy choices
- use increasingly ambitious scientific and health-related vocabulary accurately
- justify ideas and opinions using evidence and discussion
- communicate understanding through spoken, practical and written outcomes
- work collaboratively and increasingly independently
- reflect thoughtfully on personal wellbeing and healthy choices
- identify trustworthy and untrustworthy sources of health information
- recognise that media and advertising can influence choices and opinions
- evaluate health information using evidence and discussion

This unit demonstrates how a knowledge-rich, ambitious and SEMH-informed curriculum can simultaneously develop substantive scientific knowledge, disciplinary understanding, communication, resilience and independence.



Within the Storyybrook context, carefully selected texts, discussion opportunities and practical experiences support pupils to develop self-awareness, confidence, belonging and emotional literacy whilst accessing ambitious learning.

For SEMH learners, learning is scaffolded through predictable routines, retrieval practice, visual supports, explicit modelling, oral rehearsal, chunked tasks, emotional regulation opportunities and relationship-based teaching. Adults carefully support executive functioning, confidence and engagement without reducing curriculum ambition.

Curriculum Positioning

This unit is designed as a focused enhancement unit which introduces, revisits and consolidates key knowledge, vocabulary and concepts. Learning is reinforced through wider curriculum provision including reading, PSHE, assemblies, retrieval practice and cross-curricular application opportunities.

Learning may be revisited and strengthened through PSHE, science and wider curriculum opportunities across the year.

Prior Learning Links

- identifying and discussing emotions and relationships
- learning about living things and what humans need to survive
- healthy choices and wellbeing through PSHE and wider school experiences
- developing self-awareness and emotional literacy

Retrieval Opportunities

- What helps us stay physically healthy?
- How can emotions affect our bodies and feelings?
- Which healthy habits support wellbeing?
- How do choices affect our health and daily life?

Final Outcome

- create and justify a personalised healthy lifestyle plan or wellbeing guide using learning from science, PSHE and wider experiences

Adaptive Teaching

Examples of adaptation within this unit include:

- visual timetables and now/next supports
- vocabulary pre-teaching and rehearsal
- sentence stems and modelling
- chunked instructions and reduced cognitive load
- oral rehearsal before recording ideas
- alternative recording methods (drawing, practical outcomes, verbal responses)
- sensory and movement opportunities where needed
- emotional check-ins and regulation support

Challenge and Greater Depth Opportunities

Pupils demonstrating secure understanding may be challenged through:



- increasingly independent application of learning
- deeper questioning and higher-order thinking
- interpretation and evaluation of evidence
- more sophisticated use of disciplinary and subject-specific vocabulary
- extended reasoning and justification of ideas
- leadership, collaboration and peer-support opportunities
- greater complexity within written, practical and presentation outcomes
- opportunities to make connections across subjects and contexts
- analyse how choices can affect physical and emotional wellbeing
- justify healthy choices using evidence and discussion
- explain relationships between habits, feelings and wellbeing

Hook

Pupils are immersed in the theme of **Healthy Me** through interactive experiences, mystery objects, images, food packaging, practical investigation, role play and collaborative challenges designed to provoke curiosity, questioning and discussion.

Create a **Healthy Me Investigation Zone** containing:

- food packaging and nutrition labels
- images of body systems and healthy lifestyles
- exercise equipment or movement challenge cards
- sleep, wellbeing and healthy habits prompts
- healthy and unhealthy choice sorting cards
- mystery bags containing objects linked to health and wellbeing
- mirrors and body outline templates
- books, images and media examples linked to healthy choices

Pupils explore, discuss and make predictions:

- *What clues can you see?*
- *What do these objects tell us?*
- *What helps people stay healthy?*
- *Can different people make different healthy choices?*
- *How do our bodies help us live, learn and grow?*
- *Can everything we see or hear about health always be trusted?*

Opening Challenge

Can you become a Healthy Me expert and create an outcome that helps others understand how to make healthy choices?

Writing outcomes

By the end of the unit pupils will:

- orally rehearse ideas before recording and explaining thinking
- write descriptive phrases and sentences using ambitious vocabulary linked to health, wellbeing and body systems
- create labels, captions and annotated diagrams linked to body systems, healthy lifestyles and healthy choices
- record predictions, observations and questions linked to discussions and investigations
- compose short explanation texts describing how healthy choices can affect the body and wellbeing
- write comparative responses identifying similarities and differences between healthy and unhealthy choices, habits and lifestyles
- communicate understanding through scientific and health-related writing outcomes
- use evidence from texts, discussions and practical experiences to explain ideas and justify thinking
- create information texts, fact files, posters, persuasive writing or reflective responses linked to healthy lifestyles and wellbeing
- organise ideas into sentences and increasingly coherent paragraphs appropriate to purpose and audience
- edit and improve writing through discussion, peer support and adult guidance
- present ideas and learning through spoken, practical and written outcomes for different audiences

Mixed-age challenge (Year 4 depth):

- explain understanding using increasingly precise scientific and health-related vocabulary independently
- justify ideas and opinions using evidence from texts, investigations and discussion



	<ul style="list-style-type: none"> • organise explanations into coherent sections and paragraphs • evaluate information and identify how media messages may influence healthy choices • adapt writing for different purposes including explanation, persuasion, information and presentation writing
<p>Outcomes</p> <p>By the end of the unit pupils produce:</p> <ul style="list-style-type: none"> • a Healthy Me Showcase shared with adults, peers or visitors demonstrating understanding of healthy lifestyles, wellbeing and informed choices • a collection of spoken, practical and written learning evidence • a written explanation, persuasive piece, fact file or information outcome demonstrating understanding of healthy habits and body systems • labelled diagrams, annotated drawings or body system models linked to health and wellbeing concepts • predictions, questions and responses linked to investigations, texts and enquiry activities • comparative work linked to healthy and unhealthy choices, routines and lifestyles • practical outcomes linked to learning (<i>e.g. healthy meal plans, wellbeing posters, body system models, exercise challenges or healthy choice guides</i>) • vocabulary-rich classroom display work linked to body systems, wellbeing and healthy living • a collaborative presentation, discussion activity or campaign outcome promoting healthy choices • digital or creative outcomes such as photographs, presentations, videos or recorded explanations where appropriate 	<p>Success Criteria:</p> <p>By the end of the unit most pupils will be able to:</p> <ul style="list-style-type: none"> • use topic vocabulary within discussion and learning activities • identify and discuss features of healthy lifestyles and wellbeing • explain how healthy habits such as exercise, sleep, nutrition and self-care can support physical and mental health • identify and describe simple body systems and explain how they help the body function • retrieve information and interpret evidence from texts, diagrams, images and discussions • identify and explain similarities and differences between healthy and unhealthy choices and routines • communicate ideas and understanding using evidence and health-related vocabulary • participate confidently in discussion, collaborative activities and practical learning opportunities • compose and record written responses using appropriate vocabulary and sentence structures • use information from texts, discussions and investigations to explain ideas and justify thinking • communicate learning confidently through a final outcome, presentation or showcase • apply learning independently with increasing confidence and accuracy <p>Year 4 extension:</p> <ul style="list-style-type: none"> • explain understanding using increasingly precise scientific and health-related vocabulary independently • justify opinions and conclusions using evidence from texts, investigations and discussion • identify how media messages can influence health-related choices and viewpoints • compare and evaluate information from multiple sources • communicate explanations and ideas with increasing accuracy, independence and depth



<p>Secure End Point</p> <p>Pupils can:</p> <ul style="list-style-type: none"> • explain how healthy choices can support physical health, emotional wellbeing and positive lifestyles • identify how different factors can affect health, growth and wellbeing • use evidence from investigations, discussion and learning experiences to explain ideas and make informed choices • use appropriate scientific and health-related vocabulary to communicate understanding • communicate understanding confidently through spoken, practical and written outcomes 	
<p>Common Misconceptions</p> <ul style="list-style-type: none"> • healthy means exercise only • wellbeing only refers to physical health • emotions do not affect health • all foods affect the body in the same way • healthy choices always look the same for everyone 	<p>Sticky Knowledge (Non-negotiable Learning)</p> <p>By the end of the unit pupils will know:</p> <ul style="list-style-type: none"> • health includes physical and emotional wellbeing • healthy choices affect the body and mind • sleep, exercise and nutrition support wellbeing • emotions can affect health and daily life • positive habits can support healthy lifestyles • different factors influence wellbeing
<p>Science Core Learning and Wider Application</p> <p>Core taught content within this unit:</p> <ul style="list-style-type: none"> • identify factors influencing healthy lifestyles and wellbeing • understand how nutrition, exercise and habits support health • recognise how choices affect physical and emotional wellbeing <p>Wider application and retrieval opportunities:</p> <ul style="list-style-type: none"> • body systems and food chains • skeletons, muscles and teeth • media influence and evaluating information • emotional literacy and PSHE learning 	
<p>Retrieval Opportunities</p> <p>Week 1 - prior knowledge discussion linked to healthy lifestyles, body systems and personal wellbeing experiences</p> <p>Week 1 - recall key vocabulary linked to health, wellbeing, nutrition and body systems</p>	



Week 1 - identify and sort healthy and unhealthy choices using discussion and image prompts

Week 1 - retrieve information from texts, diagrams and visual sources linked to healthy habits and body functions

Week 1 - compare different routines and lifestyle choices using evidence and discussion

End of unit - explain and communicate learning about healthy lifestyles and wellbeing using key vocabulary and concepts

Retrieval methods used throughout the unit:

- vocabulary retrieval
- retrieval grids
- discussion prompts
- sequencing activities
- picture retrieval tasks
- oral rehearsal and low-stakes quizzes
- quick-fire recall questions
- partner discussion and talk tasks
- retrieval linked to reading texts and diagrams
- revisit prior learning through practical activities and movement tasks

Prior Learning

Pupils may already:

Reading

- retrieve simple information from stories and non-fiction texts
- discuss key ideas and answer questions about what they have read
- identify similarities and differences between experiences and texts
- use illustrations, images and text features to support understanding
- discuss characters, feelings and experiences linked to wellbeing and healthy choices

Retrieval Opportunities

- retrieval of health and scientific vocabulary
- flashback questions linked to body systems and wellbeing
- recall of sticky knowledge through discussion and practical activities
- retrieval through investigations and reflective tasks

Writing

- orally rehearse ideas before recording them
- write simple descriptions and explanations
- create labels, captions and short information texts
- sequence ideas into linked sentences
- communicate ideas through spoken and written outcomes

Grammar and Punctuation

- use adjectives to add detail and description
- use conjunctions including *and*, *because*, *but* and *so*
- use capital letters and full stops accurately



- begin to organise ideas into simple sentence structures

Spoken Language / Oracy

- ask and answer questions about learning experiences
- explain ideas and opinions in discussion
- participate in collaborative learning activities
- communicate simple reasons and preferences clearly

Science and PSHE

- identify body parts and describe their functions
- recognise simple healthy and unhealthy choices
- understand that food, exercise and sleep can affect wellbeing
- identify ways to keep healthy and safe
- discuss feelings, relationships and personal wellbeing
- recognise that choices can affect ourselves and others

Spelling

Pupils apply:

- spelling patterns and rules taught through the school spelling programme and English curriculum
- common exception words appropriate to Year 3 and Year 4 expectations
- topic vocabulary linked to health, wellbeing, body systems and healthy lifestyles
- prefixes and suffixes introduced within Year 3/4 learning (e.g. *un-*, *re-*, *dis-*, *-ful*, *-less*, *-tion*, *-ly*)
- oral segmenting, syllabification and proofreading strategies
- spelling through repeated retrieval, oral rehearsal and purposeful application within writing tasks
- increasing independence in checking and editing spelling within written outcomes

Spelling Progression Links - Unit Specific

- apply spelling patterns linked to word families and health-related vocabulary
- practise Year 3-4 statutory spelling words through health and wellbeing outcomes
- apply spelling knowledge within explanations, comparisons and reflective writing
- use ambitious vocabulary including nutrition, wellbeing, lifestyle, balanced, physical and emotional

Grammar and Punctuation Focus

Pupils develop

- use of expanded noun phrases to add detail and precision (e.g. *nutritious foods, balanced lifestyles, strong muscles*)
- use of conjunctions including *because, but, so, when* and *although* to explain and justify ideas
- use of present tense accurately within explanations and information texts
- use of adverbs to describe actions and habits (e.g. *regularly, carefully, frequently, independently*)
- use of commas within lists when recording healthy choices, routines or body functions
- use of question marks when recording questions and investigations linked to health and wellbeing
- organisation of ideas into increasingly coherent sentences and simple paragraphs appropriate to purpose
- use of appropriate punctuation including capital letters, full stops, question marks and exclamation marks
- editing and improving writing for meaning, clarity and accuracy through discussion and support
- increasing use of subject-specific vocabulary within spoken and written responses
- comparative language when discussing healthy and unhealthy choices
- conjunctions to explain reasoning
- persuasive language and opinions
- subordinate clauses to justify choices and explain ideas
- paragraph organisation for explanations and discussion writing



<p>Computing Integration</p> <p>Pupils learn to:</p> <ul style="list-style-type: none"> • identify trustworthy and untrustworthy online information • understand how digital media can influence choices • use technology safely and responsibly <p>NC coverage:</p> <ul style="list-style-type: none"> • online safety • search technology 	
<p>Independence</p> <p>Pupils move from:</p> <ul style="list-style-type: none"> • relying on adult support to discuss and organise ideas • using prompts and models to explain thinking • identifying healthy choices with support • retrieving information from simple texts and visual sources with guidance • recording ideas through supported discussion and scaffolded tasks • using topic vocabulary with prompting • participating in collaborative activities with regular adult direction <p>To:</p> <ul style="list-style-type: none"> • independently discussing and justifying ideas using evidence • selecting and applying appropriate vocabulary confidently • identifying and explaining healthy choices and their impact on wellbeing • retrieving and organising information from texts, diagrams and discussions independently • recording learning through spoken, practical and written outcomes with increasing confidence • asking relevant questions and making informed choices during investigations and discussion • working collaboratively whilst demonstrating increasing resilience and self-management <p>By the end of the unit pupils can:</p> <ul style="list-style-type: none"> • explain understanding using increasingly precise health-related vocabulary • apply prior learning independently within discussions and activities 	<p>This unit develops:</p> <ul style="list-style-type: none"> • observation and noticing patterns • questioning and curiosity • retrieval and recall of prior learning • comparison and classification • explanation and reasoning • interpreting and organising information • evaluating choices and consequences • decision-making and problem-solving • reflection and self-awareness • communication and justification of ideas <p>Cognitive Progression</p> <p>Pupils move from:</p> <ul style="list-style-type: none"> • identifying simple healthy and unhealthy choices • recognising basic information from images and discussion • explaining ideas with adult support • giving simple opinions and preferences • retrieving information from familiar experiences and texts <p>To:</p> <ul style="list-style-type: none"> • explaining how choices can affect physical and mental wellbeing • interpreting information from texts, diagrams and visual sources • identifying patterns and relationships linked to healthy lifestyles • comparing viewpoints, choices and information sources • evaluating how information and media can influence decisions • justifying ideas and opinions using evidence and discussion



- justify ideas and opinions using evidence
- complete learning tasks with reduced adult support
- communicate learning confidently through practical, spoken and written outcomes
- show increasing ownership, resilience and independence within learning activities

- applying learning independently to real-life situations and decision-making
- reflecting critically on personal choices and understanding

By the end of the unit pupils can:

- ask relevant questions and explain thinking clearly
- use evidence to support opinions and conclusions
- make informed decisions using prior knowledge and discussion
- identify connections between healthy habits and wellbeing
- communicate understanding using increasingly precise vocabulary and reasoning

3 Lead Subjects National Curriculum Links

Science

Year 3

- identify and explain healthy lifestyle choices linked to food, exercise, sleep and wellbeing
- recognise how nutrients, food groups and healthy habits support the body
- ask questions and carry out simple enquiries linked to health and wellbeing
- use observations and information to answer questions

Year 4 Extension

- identify patterns and relationships within health information and investigations
- interpret evidence and explain how lifestyle choices affect wellbeing
- justify conclusions using increasingly independent reasoning
- communicate understanding using precise scientific vocabulary

Scientific Disciplinary Knowledge

Pupils work scientifically by:

- observing closely
- asking questions
- gathering and recording information
- identifying patterns
- interpreting evidence
- drawing conclusions

Working Scientifically links:

Pupils interpret information, identify patterns and use evidence to explain how choices affect health and wellbeing.

Disciplinary progression



question → predict → investigate → observe → analyse → conclude → justify → evaluate

Secure End Point

Pupils independently use scientific knowledge, evidence and disciplinary thinking to explain how lifestyle choices affect physical and emotional wellbeing and justify healthy choices using increasingly precise scientific vocabulary.

PSHE / Health Education

Pupils should be taught to:

- understand how to maintain physical health and mental wellbeing
- recognise the importance of healthy eating, physical activity and sleep
- understand how healthy habits can support wellbeing
- identify how choices and behaviours can affect health
- recognise that information and messages can influence decision-making
- discuss strategies that support positive wellbeing and healthy lifestyles

English

Pupils should be taught to:

Reading

- retrieve and record information from non-fiction texts
- discuss words and phrases that capture interest and meaning
- identify themes and discuss understanding using evidence
- explain ideas and justify thinking through discussion

Writing

- plan, discuss and orally rehearse ideas before writing
- create information, explanation and persuasive texts
- organise writing into coherent sections and paragraphs
- evaluate and edit writing for effectiveness and accuracy

Spoken Language

- ask relevant questions and build understanding
- articulate and justify ideas
- participate in discussions and presentations
- use spoken language to explore, explain and communicate understanding

Area	Coverage within this unit
Reading	Retrieval and interpretation of information from non-fiction texts, diagrams, food labels, body system information and health-related texts; identifying key information; comparing viewpoints; discussing author message and media influence; developing disciplinary reading linked to science and health
Writing	Explanation texts; persuasive writing; information texts; posters; captions and labels; comparative responses; reflective writing; recording observations and findings



Spelling	Common exception words; topic vocabulary linked to health and wellbeing; prefixes and suffixes; proofreading and editing strategies; repeated retrieval and purposeful vocabulary application
Grammar and Punctuation	Expanded noun phrases; conjunctions (<i>because, but, so, when, although</i>); present tense; adverbs; commas in lists; capital letters, full stops, question marks and increasingly coherent sentence and paragraph organisation
Spoken Language / Oracy	Partner and group discussion; questioning and reasoning; oral rehearsal before writing; explanation and justification of ideas; collaborative discussion; presentation and communication of learning; use of increasingly ambitious vocabulary

Genre coverage

Genre	Coverage
Narrative	Short diary entries, reflections or first-person responses linked to making healthy choices, routines and wellbeing experiences
Explanation	Explanation texts describing how body systems work and how healthy choices affect physical and mental wellbeing
Information	Fact files, labelled diagrams, information posters, healthy lifestyle guides and body system information texts
Persuasion	Persuasive posters, healthy choice campaigns, advertisements and arguments encouraging positive lifestyle choices
Comparison	Comparing healthy and unhealthy choices, routines, habits and lifestyle impacts using evidence and discussion
Spoken presentation	Collaborative presentations, wellbeing campaigns, discussion activities and final showcase presentations explaining learning and recommendations

Application Subjects

Subject: Maths

Core Knowledge

Pupils develop understanding of measurement, data handling and mathematical reasoning through investigations linked to healthy lifestyles, exercise, nutrition and wellbeing. Pupils explore how mathematics can help explain, organise and interpret information about healthy choices.

Year 3

- measure and compare information linked to healthy routines and investigations
- collect and organise simple data
- identify patterns and relationships within information
- use mathematical vocabulary during discussions and activities

Year 4 Extension

- interpret and compare data independently
- identify patterns and relationships within increasingly complex information
- justify reasoning using mathematical evidence
- communicate findings clearly using mathematical language

Disciplinary Knowledge

Pupils work as mathematicians by:

- measuring
- comparing



- identifying patterns
- recording information
- interpreting results
- explaining reasoning

Disciplinary Progression

measure → compare → record → interpret → explain

Secure End Point

Pupils independently apply mathematical understanding to interpret and communicate information linked to healthy choices and wellbeing.

Subject: ICT

Core Knowledge

Pupils develop understanding of how technology can support research, communication and presentation of learning. Pupils use digital tools to record, organise and communicate understanding linked to healthy lifestyles and wellbeing.

Year 3

- use digital tools to record ideas and learning
- create simple presentations and visual outcomes
- communicate ideas using technology
- use technology safely and appropriately

Year 4 Extension

- select appropriate digital tools independently
- organise and present information clearly for an audience
- evaluate and improve digital outcomes
- communicate information confidently through a range of media

Disciplinary Knowledge

Pupils work as digital creators by:

- finding information
- organising ideas
- creating outcomes
- communicating information
- evaluating effectiveness

Disciplinary Progression

find → organise → create → communicate → evaluate

Secure End Point

Pupils independently use technology to create purposeful outcomes linked to healthy lifestyles and wellbeing.

Subject: Art / Design Technology



Core Knowledge

Pupils develop understanding of how ideas, design and creativity can communicate messages about health, wellbeing and healthy lifestyles. Pupils explore how artists and designers use images, colour, layout and practical design to influence thinking and communicate meaning.

Year 3

- explore ideas through drawing and practical design activities
- create posters, models and visual responses linked to healthy living
- discuss creative choices and outcomes
- represent ideas using different materials and techniques

Year 4 Extension

- select materials and techniques purposefully
- explain design and artistic choices using increasingly precise vocabulary
- evaluate and improve outcomes independently
- create increasingly detailed and purposeful outcomes

Design Technology

Design:

- design a healthy meal or snack considering nutritional value

Make

- prepare and create a healthy food product safely

Evaluate

- evaluate the nutritional value and effectiveness of choices

DT coverage

- cooking and nutrition

Disciplinary Knowledge

Pupils work as artists and designers by:

- exploring
- planning
- creating
- refining
- evaluating

Disciplinary Progression

explore → plan → create → refine → evaluate



Secure End Point

Pupils independently create purposeful outcomes that communicate understanding of healthy lifestyles and wellbeing.

Music

Core Knowledge

Pupils develop understanding of how music can communicate emotions, ideas and wellbeing through rhythm, sound and performance. Pupils explore how musical elements can influence mood, support emotional regulation and communicate messages linked to healthy lifestyles and wellbeing.

Year 3

- explore how music can communicate feelings and emotions
- participate in singing and collaborative performance activities
- create simple rhythms and musical responses linked to wellbeing and healthy choices
- discuss how musical elements create mood and meaning

Year 4 Extension

- explain how rhythm, pitch, tempo and dynamics affect emotions and atmosphere
- create and refine increasingly purposeful musical responses linked to wellbeing themes
- perform with increasing confidence, expression and control
- evaluate and justify musical choices using increasingly precise vocabulary

Disciplinary Knowledge

Pupils work as musicians by:

- listening and responding
- exploring musical elements
- creating and composing ideas
- performing collaboratively
- evaluating musical choices

Disciplinary Progression

listen → explore → create → perform → evaluate

Secure End Point

Pupils independently create and perform musical outcomes that communicate understanding of wellbeing and healthy lifestyles whilst explaining how musical elements influence mood, emotion and meaning.

Music element	Integration
Listening and appraising	identify how music affects emotions and wellbeing
Singing	wellbeing songs and repeated patterns
Composition	create calming and energetic rhythms
Performance	perform compositions collaboratively
Musical vocabulary	mood, tempo, pulse

English Progression and National Curriculum Links



Pupils develop understanding of explanation texts, information texts, persuasive language and communication linked to healthy lifestyles, body systems and wellbeing. Pupils explore how texts, images and media communicate information and influence ideas while developing increasingly ambitious vocabulary and confidence in spoken and written communication.

Reading

Pupils develop by:

- retrieving and recording information from non-fiction texts and visual sources
- discussing words and phrases that capture interest and meaning
- identifying themes and key ideas within texts
- using evidence from texts to explain thinking and justify responses
- comparing information, viewpoints and ideas across texts
- developing disciplinary reading through scientific and health-related texts
- increasing confidence when discussing meaning, purpose and author message

Writing

Pupils develop by:

- planning, discussing and orally rehearsing ideas before writing
- organising ideas into sentences and increasingly coherent paragraphs
- creating explanation, persuasive and information texts for different purposes
- using ambitious vocabulary linked to health and wellbeing accurately
- recording observations, findings and ideas through written outcomes
- editing and improving writing for meaning, accuracy and effectiveness
- adapting writing according to audience and purpose

Grammar and Punctuation

Pupils develop by:

- using expanded noun phrases to add detail and precision
- using conjunctions to explain, compare and justify ideas
- applying appropriate punctuation accurately
- organising ideas through increasingly secure sentence structures
- using subject-specific vocabulary within written responses

Spoken Language

Pupils develop by:

- asking relevant questions to deepen understanding
- articulating and justifying answers and opinions
- participating in discussion, collaborative learning and presentations
- maintaining attention and responding appropriately during discussion
- using spoken language to explain, investigate and communicate ideas
- developing confidence through oral rehearsal and purposeful presentation opportunities

Progression through this unit:

retrieve → discuss → explain → justify → communicate independently

Future Learning (English)



- develop increasing fluency and confidence when retrieving, interpreting and discussing information from increasingly complex texts
- use evidence from texts to explain and justify ideas independently
- identify themes, viewpoints and author intent across a wider range of fiction and non-fiction texts
- develop greater understanding of persuasive techniques and how language can influence thinking and decision-making
- create increasingly sophisticated explanation, persuasive and information texts for different audiences and purposes
- organise writing into coherent paragraphs and sections with increasing independence
- use a wider range of grammatical structures and increasingly ambitious vocabulary accurately
- evaluate and improve writing for clarity, effectiveness and impact
- present ideas confidently through discussion, debate and spoken presentations
- apply reading, writing and communication skills increasingly independently across the wider curriculum

Curriculum Progression and National Curriculum Links

Subject 1: Science

Core Knowledge

Pupils develop understanding of nutrition, body systems, healthy lifestyles and how choices can affect physical and mental wellbeing. Pupils explore how humans need appropriate nutrition, exercise and healthy habits to support growth and function while developing scientific enquiry skills.

Year 3

- identify and explain healthy lifestyle choices linked to food, exercise, sleep and wellbeing
- recognise how nutrients, food groups and healthy habits support the body
- ask questions and carry out simple enquiries linked to health and wellbeing
- use observations and information to answer questions

Year 4 Extension

- identify patterns and relationships within health information and investigations
- interpret evidence and explain how lifestyle choices affect wellbeing
- justify conclusions using increasingly independent reasoning
- communicate understanding using precise scientific vocabulary

Scientific Disciplinary Knowledge

Pupils work scientifically by:

- observing closely
- asking questions
- gathering and recording information
- identifying patterns
- interpreting evidence
- drawing conclusions

Disciplinary progression

observe → question → investigate → identify patterns → conclude → justify

Secure End Point



Pupils independently explain how healthy choices support physical and mental wellbeing using scientific vocabulary and evidence.

Subject 2: PSHE / Health Education

Core Knowledge

Pupils develop understanding of physical health, mental wellbeing and informed decision-making. Pupils explore how healthy habits, relationships and lifestyle choices can influence wellbeing and daily life.

Year 3

- identify features of healthy lifestyles
- recognise how choices can affect health and wellbeing
- identify strategies that support wellbeing
- discuss feelings and personal experiences respectfully
- communicate ideas linked to health and wellbeing

Year 4 Extension

- explain how healthy habits contribute to wellbeing
- justify choices and opinions using evidence and discussion
- identify influences that can affect decision-making
- evaluate information and viewpoints independently
- communicate increasingly thoughtful responses

Disciplinary Knowledge

Pupils work as reflective learners by:

- identifying
- discussing
- reflecting
- evaluating
- applying learning

Disciplinary Progression

identify → discuss → reflect → evaluate → apply

Secure End Point

Pupils independently apply understanding of wellbeing and healthy choices to real-life situations.

Subject 3: English

Core Knowledge

Pupils develop understanding of explanation texts, persuasive language and information texts linked to health and wellbeing. Pupils use texts, discussion and vocabulary to communicate ideas and understanding.

Year 3

- retrieve information from non-fiction texts and visual sources
- discuss ideas and information from texts



- compose explanation and information writing
- organise ideas into sentences and paragraphs
- communicate understanding through discussion

Year 4 Extension

- compare viewpoints across texts independently
- justify ideas using evidence
- adapt writing for different audiences and purposes
- organise writing into coherent sections
- communicate ideas using increasingly ambitious vocabulary

Disciplinary Knowledge

Pupils work as readers, writers and communicators by:

- retrieving
- interpreting
- discussing
- explaining
- communicating

Disciplinary Progression

retrieve → interpret → explain → justify → communicate

Secure End Point

Pupils independently communicate understanding of healthy lifestyles through spoken, written and practical outcomes.

Application Subject Progression and National Curriculum Links

Subject: Maths

Core Knowledge

Pupils develop understanding of measurement, data handling and mathematical reasoning through investigations linked to healthy lifestyles, exercise, nutrition and wellbeing. Pupils explore how mathematics helps organise and interpret information.

Year 3

- collect and organise simple information linked to healthy routines and investigations
- measure and compare information and findings
- identify simple patterns and relationships within data
- use mathematical vocabulary during discussion and activities

Year 4 Extension

- interpret and compare information independently
- identify patterns and relationships within increasingly complex data
- justify conclusions using mathematical evidence
- communicate findings using mathematical language accurately



Disciplinary Knowledge

Pupils work as mathematicians by:

- measuring
- comparing
- collecting information
- identifying patterns
- interpreting findings
- explaining reasoning

Disciplinary Progression

measure → compare → record → interpret → explain

Secure End Point

Pupils independently apply mathematical understanding to interpret and communicate information linked to healthy lifestyles and wellbeing.

Subject: ICT

Core Knowledge

Pupils develop understanding of how technology can support research, communication and presentation of learning. Pupils use digital tools to record, organise and communicate understanding linked to healthy choices and wellbeing.

Year 3

- use digital tools to record ideas and learning
- create simple presentations and visual outcomes
- communicate ideas using technology
- use technology safely and appropriately

Year 4 Extension

- select appropriate digital tools independently
- organise and present information clearly for an audience
- evaluate and improve digital outcomes
- communicate information confidently through a range of media

Disciplinary Knowledge

Pupils work as digital creators by:

- finding information
- organising ideas
- creating outcomes
- communicating information
- evaluating effectiveness

Disciplinary Progression



find → organise → create → communicate → evaluate

Secure End Point

Pupils independently use technology to create purposeful outcomes linked to healthy lifestyles and wellbeing.

Subject: Art / Design Technology

Core Knowledge

Pupils develop understanding of how artists and designers communicate ideas and messages through images, colour, layout and practical design. Pupils create outcomes linked to healthy lifestyles and wellbeing.

Year 3

- explore ideas through drawing and practical design activities
- create posters, models and visual responses linked to healthy living
- discuss creative choices and outcomes
- represent ideas using different materials and techniques

Year 4 Extension

- select materials and techniques purposefully
- explain creative and design choices using increasingly precise vocabulary
- evaluate and improve outcomes independently
- create increasingly detailed and purposeful outcomes

Disciplinary Knowledge

Pupils work as artists and designers by:

- exploring
- planning
- creating
- refining
- evaluating

Disciplinary Progression

explore → plan → create → refine → evaluate

Secure End Point

Pupils independently create purposeful outcomes that communicate understanding of healthy lifestyles and wellbeing.

Cross-curricular links

Subject	Links within this unit
Science	Exploring nutrition, body systems, healthy lifestyles and investigating how choices affect physical and mental wellbeing



English	Reading non-fiction texts; developing health-related vocabulary; creating explanation, information and persuasive writing; presenting ideas through discussion and speaking activities
PSHE / Health Education	Developing understanding of wellbeing, healthy relationships, self-awareness and informed decision-making
Mathematics	Collecting, organising and interpreting information linked to healthy routines, investigations and wellbeing data
PE	Exploring movement, exercise and the impact of physical activity on health and wellbeing
Computing / ICT	Using technology to research information, create presentations and explore how media can influence choices and understanding
Art / Design Technology	Creating healthy lifestyle posters, diagrams, models and visual outcomes to communicate understanding
Personal Development	Developing self-awareness, resilience, emotional literacy and confidence through reflection and discussion
SMSC	Encouraging discussion around personal responsibility, wellbeing, respect for others and understanding different experiences and viewpoints
Oracy	Developing discussion, reasoning, questioning, presentation skills and use of increasingly ambitious vocabulary

Substantive Knowledge Sequence

Week	Substantive Knowledge
Week 1: Healthy Choices and Wellbeing	Pupils learn that healthy lifestyles include physical, emotional and mental wellbeing; healthy choices can affect how people feel and function; key vocabulary linked to health and wellbeing; and that people can make choices that support healthy living.
Week 2: Food, Nutrition and Healthy Habits	Pupils learn that humans need the right types and amounts of nutrition; food provides energy and supports growth and health; healthy eating includes balance and variety; and routines and habits can affect wellbeing.
Week 3: Body Systems and How the Body Works	Pupils learn that humans have skeletons and muscles for support, protection and movement; body systems work together to help people function; different body parts have specific roles; and key vocabulary linked to body systems and body functions.
Week 4: Exercise, Sleep and Physical Wellbeing	Pupils learn that exercise and movement can support health and wellbeing; rest and sleep are important for growth and daily functioning; healthy routines help people feel and perform at their best; and wellbeing includes both physical and emotional health.
Week 5: Media Messages and Healthy Choices	Pupils learn that information can be communicated in different ways; advertisements and media can influence opinions and choices; information can be interpreted and questioned; and different viewpoints and messages exist.
Week 6: Applying and Communicating Understanding	Pupils learn how healthy choices support wellbeing; how to explain and justify ideas using evidence; how to communicate learning using health-related vocabulary; and how to apply learning independently within a purposeful final outcome.

National Curriculum Coverage Audit

Subject	National Curriculum Coverage within this Unit
Science	Identify that animals, including humans, need the right types and amounts of nutrition; recognise that humans have skeletons and muscles for support, protection and movement; ask relevant questions; gather, record and communicate findings; use evidence to answer questions and identify patterns.
English - Reading	Retrieve and record information from non-fiction texts; discuss words and phrases that capture meaning; identify key ideas and themes; use evidence from texts to explain understanding.
English - Writing	Plan through discussion and oral rehearsal; create explanation, information and persuasive texts; organise ideas into sentences and paragraphs; edit and improve writing.



English - Spoken Language	Ask relevant questions; articulate and justify ideas; participate in discussions and presentations; develop spoken language to investigate and communicate understanding.
PSHE / Health Education	Understand how to maintain physical health and mental wellbeing; recognise the importance of healthy eating, physical activity and sleep; understand how choices and behaviours affect health and wellbeing.
Mathematics	Collect, organise and interpret simple information and findings linked to healthy choices and investigations.
Computing	Use technology purposefully to organise, create and communicate information safely.
Art / Design Technology	Generate, develop and communicate ideas through practical and visual outcomes.

<p>Anchor Texts:</p> <ul style="list-style-type: none"> • See Inside Your Body • George's Marvellous Medicine <p>Supporting texts/recommended reads:</p> <ul style="list-style-type: none"> • You Wouldn't Want to Live Without Sleep! National Geographic Kids: Human Body! • What happens when you eat? • Happy Eating • non-fiction texts linked to nutrition, body systems and wellbeing • age-appropriate information texts and media examples linked to healthy lifestyles and healthy choices • posters, food labels and health campaign materials to support disciplinary reading opportunities 	<p>Reading Focus:</p> <ul style="list-style-type: none"> • scientific and health-related vocabulary • retrieval and interpretation from non-fiction texts and diagrams • explanation texts and understanding key information • comparison of healthy and unhealthy choices and lifestyles • media literacy and identifying author message • discussion, questioning and justification of ideas • persuasive language and influence • inference and interpretation using evidence • developing understanding through disciplinary reading in science and health contexts • oral discussion and communication of understanding
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Disciplinary Reading Opportunities

- reading non-fiction texts linked to nutrition, healthy lifestyles and body systems
- interpreting diagrams, labels and visual information linked to the human body and wellbeing
- retrieving and recording information from scientific and health-related texts
- exploring information from food packaging, labels and healthy lifestyle materials
- comparing viewpoints and messages from different information sources
- discussing how language and images can influence choices and opinions
- identifying key vocabulary and understanding subject-specific language in context
- interpreting evidence and using information to answer questions
- reading and discussing persuasive texts and media messages linked to health and wellbeing
- using evidence from texts to justify opinions and explain understanding
- shared reading of anchor texts and supporting texts linked to healthy lifestyles, wellbeing and body systems
- discussing, questioning and evaluating information through collaborative talk activities

Genre Coverage

Genre	Coverage
Narrative	diary writing and first-person reflections linked to healthy choices, routines and wellbeing experiences; short narrative responses exploring healthy habits and lifestyle decisions
Explanation	explanation of how body systems work; explanation of how healthy choices can affect physical and mental wellbeing



Information	fact files; information texts; healthy lifestyle guides; labelled diagrams and non-fiction outcomes linked to nutrition, exercise and wellbeing
Persuasion	healthy lifestyle campaigns; persuasive posters encouraging healthy choices; media messages and awareness materials promoting wellbeing
Comparison	comparison of healthy and unhealthy choices, routines, lifestyles and viewpoints using evidence and discussion
Spoken presentation	wellbeing presentations; healthy lifestyle campaigns; collaborative presentations; evidence-based discussion and explanation activities

Reading Progression Audit

Reading Element	Progression within this unit
Vocabulary Development	Recognising and discussing health-related vocabulary → understanding increasingly ambitious scientific and wellbeing vocabulary → applying vocabulary accurately within discussion and writing
Retrieval	Retrieving simple information from texts, images and diagrams → identifying key information independently → selecting evidence to support ideas
Inference and Interpretation	Identifying explicit information → interpreting meaning from texts and visual sources → explaining ideas and messages using evidence
Explanation and Understanding	Identifying facts and information → explaining how body systems and healthy choices affect wellbeing → communicating understanding independently
Comparison	Identifying similarities and differences between healthy and unhealthy choices → comparing viewpoints and information sources → justifying comparisons using evidence
Disciplinary Reading	Reading scientific and health-related texts → interpreting diagrams, labels and visual information → using disciplinary reading to answer questions and explain understanding
Media Literacy	Recognising simple messages and information → discussing how language and images influence thinking → evaluating information and viewpoints independently
Discussion and Oracy	Sharing ideas through discussion → justifying responses using evidence → communicating increasingly sophisticated thinking confidently

Reading Spine Links

Reading Spine Unit: Healthy Me (LKS2 Cycle 1)

Reading focus areas:

- explanation and understanding of health concepts
- body systems and scientific vocabulary
- comparison of healthy and unhealthy choices
- discussion and evidence-based reasoning
- media literacy and interpreting messages
- persuasive language and influence

Fluency approaches:

- echo reading for scientific and health-related vocabulary
- paired reading
- oral rehearsal linked to healthy lifestyle discussions
- performance reading linked to healthy campaigns and presentations
- discussion circles
- reader's theatre
- guided group reading aloud
- partner explanation and discussion



- questioning and evidence-based discussion

Retrieval focus:

- recalling key health and wellbeing vocabulary
- retrieving information from fiction, non-fiction and visual texts
- identifying evidence from diagrams, images and discussion
- using evidence to explain healthy choices and wellbeing concepts
- comparing information, viewpoints and messages

Reading Spine Impact

The Reading Spine is intentionally designed to ensure pupils experience:

- fiction, non-fiction and information texts linked to healthy lifestyles and wellbeing
- increasingly ambitious scientific and disciplinary vocabulary
- opportunities for retrieval, inference and interpretation
- repeated reading opportunities to strengthen fluency, prosody and confidence
- discussion and evidence-based reasoning opportunities to strengthen comprehension and communication
- texts which promote curiosity, informed choices and understanding of wellbeing
- opportunities to develop confidence, belonging and positive reading identities within the Storybrook context
- opportunities to explore media messages and healthy decision-making through carefully selected texts

Vocabulary Development

Key vocabulary is revisited through oral rehearsal, discussion, retrieval practice and repeated shared reading experiences.

Tiered Vocabulary:

Tier 1

healthy, body, food, sleep, exercise, energy, muscles, bones, movement, feelings, choices, routine, active, rest

Tier 2

balanced, nutrition, wellbeing, lifestyle, physical, mental, influence, decision, compare, explain, evidence, consequences, recommend, routine

Tier 3

skeleton, nutrients, digestion, carbohydrates, protein, vitamins, minerals, hydration, body systems, media literacy, persuasive language, physical wellbeing, mental wellbeing, informed choices

Oracy & Fluency

- oral rehearsal before recording ideas and responses
- discussion and collaborative talk linked to healthy lifestyles and wellbeing
- use of increasingly ambitious scientific and health-related vocabulary within spoken responses
- questioning and reasoning using evidence
- explanation and justification of ideas and opinions

SEMH Reading Approach

- carefully selected texts that balance challenge, accessibility and emotional safety
- reading experiences linked to practical learning and meaningful real-life contexts
- explicit teaching of ambitious and disciplinary vocabulary
- opportunities for repeated reading and retrieval to strengthen understanding and fluency



<ul style="list-style-type: none"> • active listening and respectful responses during discussion activities • presentation skills through purposeful speaking opportunities • confidence when communicating ideas to different audiences • retrieval through talk and verbal recall activities • increasingly sustained and independent spoken contributions 	<ul style="list-style-type: none"> • shared, guided and independent reading opportunities • discussion and oral rehearsal to strengthen understanding and communication • use of images, diagrams and visual supports to develop understanding • opportunities to communicate understanding through speaking, practical outcomes and writing • reading activities designed to build confidence, belonging and engagement • increasing independence when interpreting, discussing and responding to texts
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<p>Visits and Visitors:</p> <p>Visits and visitors are used to:</p> <ul style="list-style-type: none"> • develop understanding of healthy lifestyles and wellbeing through meaningful real-world experiences • provide opportunities to explore body systems, nutrition and healthy choices in authentic contexts • strengthen vocabulary development through discussion and practical experiences • deepen understanding through questioning, enquiry and first-hand experiences • support pupils to make connections between learning and everyday life • provide opportunities for communication, collaboration and confidence building • enhance engagement and curiosity through practical and interactive experiences • strengthen understanding through expert knowledge and experiences <p>Examples may include:</p> <ul style="list-style-type: none"> • healthcare professionals (<i>e.g. nurse, dentist, nutritionist, sports coach</i>) • wellbeing practitioners or mental health support professionals • sports coaches or physical activity workshops • healthy food preparation experiences • local community wellbeing initiatives • visits linked to healthy lifestyles, physical activity or outdoor learning opportunities 	
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<p>Home Learning:</p> <p>Families are encouraged to revisit key learning together, discuss healthy choices and explore how everyday habits can support wellbeing. Opportunities for discussion should support curiosity, questioning and understanding of how healthy lifestyles can affect physical and mental wellbeing.</p> <p>Possible home learning opportunities:</p> <ul style="list-style-type: none"> • discuss healthy routines and habits at home • identify healthy choices linked to food, exercise and sleep • create simple wellbeing or healthy lifestyle posters • practise and revisit key vocabulary through discussion • read and discuss health-related texts together • record observations linked to healthy habits and routines 	<p>Home Reading Opportunities</p> <p>Families are encouraged to revisit key texts together, practise repeated reading and discuss themes linked to healthy lifestyles, wellbeing and body systems. Opportunities for discussion should support curiosity, questioning and understanding of how healthy choices can affect physical and mental wellbeing.</p> <p>Possible discussion prompts:</p> <ul style="list-style-type: none"> • What did you learn about healthy choices? • Why is nutrition important? • How does exercise help our bodies? • Which healthy habits are important and why? • How can information or advertisements influence choices? • What new vocabulary did you discover?
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- reflect on how healthy choices can support wellbeing and daily life

Assessment opportunities:

Assessment information is used to identify barriers, inform adaptive teaching and ensure pupils receive timely support and challenge.

Assessment Area	Assessment Opportunities within this Unit
Knowledge Retrieval	retrieval activities; low-stakes quizzes; vocabulary recall; questioning activities
Vocabulary Development	use of health and wellbeing vocabulary within discussion, practical activities and written outcomes
Reading and Understanding	responses to texts, diagrams, food labels and visual information; retrieval and interpretation tasks
Discussion and Oracy	questioning; evidence-based discussion; explanation and justification of ideas; collaborative talk
Practical Learning	observation of participation, engagement and application during investigations and practical activities
Writing Outcomes	information texts; explanation writing; persuasive outcomes; captions, labels and recorded responses
Application of Learning	use of knowledge independently during discussion, practical tasks and problem-solving activities
Reflection and Personal Response	pupil self-reflection; discussion activities; evaluation of healthy choices and wellbeing
Final Outcome	presentations and Healthy Me Showcase outcomes demonstrating understanding and application of learning

Assessment Checkpoints

Teachers monitor whether pupils can:

Knowledge

- identify factors that support physical and emotional wellbeing
- recall vocabulary linked to health and healthy lifestyles
- explain healthy choices and habits

Disciplinary Thinking

- interpret information and discuss ideas
- make connections between choices and wellbeing
- explain ideas using evidence

Application

- communicate understanding through spoken, practical and written outcomes
- explain ideas using scientific and health vocabulary
- apply learning independently within the final outcome

Leaders Monitor Impact Through:



- pupil voice discussions
- work scrutiny
- retrieval quizzes
- vocabulary use in discussion and writing
- lesson visits
- assessment information
- final outcomes and presentations
- reading fluency checks
- pupil discussion linked to anchor texts
- Reading Spine progression reviews
- monitoring use of ambitious scientific and health-related vocabulary in reading and writing
- monitoring interpretation and use of evidence within discussion and written outcomes
- monitoring application of healthy lifestyle knowledge, wellbeing understanding and decision-making skills across learning outcomes
- monitoring pupils' ability to justify ideas and communicate understanding using evidence

Links to Whole-School Policies

This unit should be delivered in line with:

- Curriculum Policy
- Teaching and Learning Policy
- Reading Policy / Reading Spine
- Behaviour and Relationships Policy
- SEND Policy
- Assessment Policy
- Equality and Accessibility Policy
- PSHE Policy
- Safeguarding Policy
- Handwriting and Recording Development Policy



Appendix 1: Year 3-4 Spelling Progression Map

Term	Focus	Example patterns	Linked units
Autumn 1	Prefixes	dis-, mis-, in-, il-, im-, ir-, re-	Stone Age
Autumn 2	Suffixes	-ation, -ly	Rock Detectives
Autumn 2	Statutory words	accident, actual, address, answer	Winter Wishes
Spring 1	Possessive apostrophes	plural possession	Ancient Egypt
Spring 1	Prefixes and root words	sub-, inter-, anti-, super-	Light and Shadows
Spring 2	Homophones	scene/seen, weather/whether	Easter Journeys
Summer 1	Suffix rules	-ous	Tremors
Summer 2	Statutory word review	favourite, grammar, guide, interest, knowledge	Passport to Europe

Appendix 2: Year 3-4 Grammar Progression Map

Unit	Main grammar focus
Stone Age	expanded noun phrases; chronological language
Rock Detectives	conjunctions; explanation language
Winter Wishes	descriptive language; figurative language
Ancient Egypt	fronted adverbials; paragraph organisation
Light and Shadows	subordinate clauses; scientific explanation
Easter Journeys	comparative language; reflection
Tremors	explanation and reasoning language
Healthy Me	persuasive and evaluative language
Passport to Europe	paragraph cohesion; comparative language

Appendix 3: Appendix: English Coverage and Progression Overview

Area	Coverage	Where evidenced
Year 3-4 statutory spelling words	✓	Spelling Appendix + unit retrieval
Prefixes/suffixes	✓	Unit spelling sections
Homophones	✓	Spelling Appendix
Word families/morphology	✓	Unit spelling progression
Expanded noun phrases	✓	Grammar Appendix + unit application
Fronted adverbials	✓	Unit grammar sections
Direct speech	✓	Narrative units
Present perfect tense	✓	Unit progression
Paragraphs	✓	Writing outcomes
Editing/proofreading	✓	Writing process sections
Handwriting	✓	Handwriting curriculum



Appendix 4: Storybrook Implementation Notes

Adults say

Retrieval

- “What do you already remember?”
- “Can you tell me something from last lesson?”

Vocabulary

- “Can you use that word in a sentence?”
- “What does that word mean?”

Reasoning

- “What evidence supports your thinking?”
- “What makes you think that?”

Reflection

- “Has your thinking changed?”

Adults do

- regulate and prepare for learning
- explicitly model new learning
- pre-teach vocabulary
- use visuals and scaffolds
- chunk instructions
- provide oral rehearsal opportunities
- revisit prior learning through retrieval
- gradually remove support to build independence

Adults look for

Knowledge

- recall of sticky knowledge
- accurate vocabulary use
- application of prior learning

SEMH

- engagement
- regulation
- confidence
- participation

Independence

- reduced adult support
- ownership of learning
- increasing resilience