



**Scheme of Work**

<b>Years:</b> 5&6	<b>Title:</b> Healthy Bodies, Healthy Minds	<b>Weeks:</b> 1 week
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**Rationale**

This unit develops pupils’ understanding of how physical health, emotional wellbeing and positive relationships contribute to healthy bodies and healthy minds. Pupils explore how the body and mind work together and develop understanding that wellbeing is influenced by a range of interconnected factors including physical activity, nutrition, sleep, emotions, relationships, identity and self-awareness.

The unit combines scientific understanding with personal development by encouraging pupils to ask questions, explore evidence and reflect thoughtfully upon how healthy choices and experiences can influence wellbeing. Pupils move beyond simply identifying healthy behaviours towards understanding *why* healthy habits matter and how bodies and minds respond to experiences, emotions and environments.

Learning is designed to develop increasingly sophisticated understanding of resilience, emotional literacy and self-awareness. Pupils build upon prior experiences of discussing emotions, relationships and health whilst extending understanding towards recognising patterns, evaluating strategies and making informed choices that support wellbeing.

Carefully selected Reading Spine texts including *You Are Awesome* and *A Kind of Spark* provide meaningful opportunities to explore themes including resilience, identity, belonging, difference, perseverance and understanding ourselves and others. Through stories and discussion, pupils encounter a range of experiences and perspectives that encourage empathy and develop confidence in communicating ideas.

The golden thread for this unit is for pupils to recognise that understanding ourselves helps us make informed choices that support healthy bodies, healthy minds and positive wellbeing.

**Learning experiences are designed to:**

- develop understanding of how bodies and minds work together
- strengthen understanding of healthy lifestyles and wellbeing
- build self-awareness and emotional literacy
- develop ambitious health and wellbeing vocabulary
- strengthen communication and discussion skills
- develop understanding of resilience and strategies for self-regulation
- encourage positive relationships and empathy
- support pupils to make informed and healthy choices
- promote confidence, belonging and positive self-identity
- ensure pupils access ambitious learning through adaptive approaches without reducing expectations

**Disciplinary Lens**

Pupils work as **Health Investigators**, developing understanding through questioning, observation, discussion, reflection and evidence-informed thinking. Pupils investigate how physical health, emotions, relationships, experiences and healthy choices influence wellbeing and learn to communicate ideas using increasingly precise scientific and wellbeing vocabulary.

Health Investigators use evidence to explain, justify and evaluate ideas about wellbeing.

**Throughout the unit pupils learn to:**

- ask thoughtful questions
- identify patterns and connections between lifestyle choices and wellbeing



- gather and interpret information
- explain how evidence supports healthy choices and wellbeing
- reflect upon experiences and choices
- apply understanding to support healthy bodies and healthy minds

**Health Investigators think by:**

- asking questions about health and wellbeing
- gathering evidence from texts, observations and experiences
- identifying patterns and connections
- comparing information and viewpoints
- explaining findings using evidence
- evaluating choices and outcomes
- communicating conclusions clearly

**Health Investigator progression within this unit:**

question → investigate → identify patterns → explain → justify → evaluate → apply

By the end of the unit pupils understand that healthy bodies and healthy minds are interconnected and that wellbeing can be strengthened through healthy habits, supportive relationships, resilience and increasing understanding of themselves and others.

**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.

**Prior Learning Links**

- Healthy Me and previous wellbeing learning
- body systems and understanding how the body functions
- emotional literacy, resilience and self-awareness
- healthy choices and relationships through PSHE and wider school experiences

**Retrieval Opportunities**

- What factors can influence physical and emotional wellbeing?
- How can lifestyle choices affect health over time?
- How do emotions and physical health affect one another?
- What strategies help support positive wellbeing?

**Final Outcome**

- create, present and justify a wellbeing guide, healthy lifestyle recommendation or evidence-based action plan using learning from science, PSHE and personal reflection

**Adaptive Teaching**

This unit applies Storyybrook SEMH principles with particular emphasis on practical enquiry and collaborative investigation.

**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 lifestyle choices can influence health and wellbeing over time
- justify recommendations using evidence and scientific understanding

**Hook**

Pupils enter a classroom transformed into a **Healthy Bodies, Healthy Minds Discovery Lab** containing:

- mystery wellbeing boxes containing objects linked to physical and emotional wellbeing (*heart rate monitor, skipping rope, water bottle, healthy snacks, sensory resources, puzzle pieces, sleep mask, stress ball, headphones, gratitude cards and emotion symbols*)
- body and brain pathways leading around the room with challenge questions and interesting facts
- large images of the brain, heart, digestive system, muscles and body systems displayed around the room with hidden clues
- wellbeing stations exploring sleep, nutrition, movement, emotions, friendships and resilience
- dramatic soundscapes including heartbeats, breathing patterns, exercise sounds and calming music
- hidden clue cards and character cards linked to *You Are Awesome* and *A Kind of Spark*
- quotation stations exploring resilience, courage, self-belief, belonging and confidence
- investigation mirrors labelled: *"What makes us healthy?" "How do our bodies and minds work*

**Writing Outcomes**

**By the end of the unit pupils will:**

- create labels, captions and annotated diagrams linked to body systems, emotions, wellbeing strategies and healthy lifestyles
- compose explanation texts describing how healthy choices and habits support healthy bodies and healthy minds
- write comparative responses identifying similarities and differences between characters, experiences, emotions and approaches to wellbeing across texts
- create diary entries and first-person narratives from the perspective of characters experiencing challenge, resilience or personal growth
- write evidence-informed reflections linked to themes including resilience, self-belief, belonging, wellbeing and identity
- use evidence from stories, discussion and texts to explain ideas and justify viewpoints
- create letters, poems, presentations or wellbeing guides linked to healthy choices, confidence and understanding ourselves and others
- communicate understanding using increasingly precise health, wellbeing and disciplinary



<p><i>together?" "What helps us keep going when things feel difficult?"</i></p> <ul style="list-style-type: none"> <li>• a mystery wellbeing suitcase labelled: "<b>The Health Investigator Challenge: What helps people thrive?</b>" containing objects linked to healthy choices, emotions, resilience and wellbeing experiences</li> </ul>	<p>vocabulary appropriate to audience and purpose</p> <p><b>Mixed-age challenge (Year 6 depth)</b></p> <ul style="list-style-type: none"> <li>• justify interpretations and viewpoints using evidence from multiple texts and sources</li> <li>• adapt writing for different purposes including explanation, reflection, persuasion and comparative responses</li> <li>• evaluate themes, wellbeing strategies and messages independently using evidence to justify conclusions</li> <li>• compare perspectives and experiences critically across texts and characters</li> <li>• explain how thoughts, experiences, relationships and choices can influence wellbeing and identity</li> <li>• produce increasingly thoughtful and evidence-informed outcomes independently</li> </ul>
<p><b>Outcomes</b></p> <p><b>By the end of the unit pupils produce:</b></p> <ul style="list-style-type: none"> <li>• a <b>Healthy Bodies, Healthy Minds Showcase</b> shared with adults, peers or visitors demonstrating understanding of themes including wellbeing, resilience, healthy choices, self-awareness and positive relationships</li> <li>• a written explanation, reflective response, comparative response or persuasive outcome demonstrating understanding of healthy lifestyles, emotions, resilience and wellbeing themes within texts and experiences</li> <li>• annotated diagrams, visual representations and evidence-informed responses linked to body systems, emotions, healthy habits and wellbeing strategies</li> <li>• evidence-informed reflections linked to key questions, characters, challenges and experiences explored throughout the unit</li> <li>• a practical or creative outcome linked to learning (<i>e.g. wellbeing guides, healthy lifestyle posters, body system models, confidence toolkits, resilience journals or collaborative displays</i>)</li> <li>• vocabulary-rich display work demonstrating understanding of key health, wellbeing and disciplinary vocabulary</li> <li>• a collaborative presentation, storytelling outcome or discussion-based response communicating ideas, understanding and interpretations</li> </ul>	<p><b>Success Criteria</b></p> <p><b>By the end of the unit most pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• use topic vocabulary accurately within discussion and learning activities</li> <li>• identify and explain key themes including wellbeing, resilience, self-belief, belonging and healthy choices</li> <li>• describe and explain how physical health and emotional wellbeing can influence one another</li> <li>• compare similarities and differences between characters, experiences, emotions and approaches to wellbeing</li> <li>• use stories, discussion and texts to retrieve, interpret and explain information</li> <li>• ask thoughtful questions and discuss ideas respectfully using increasingly precise vocabulary</li> <li>• use evidence from stories, investigations, discussion and learning activities</li> <li>• identify patterns and connections between choices, experiences and wellbeing</li> <li>• record ideas, reflections and responses using appropriate vocabulary and sentence structures</li> <li>• explain how physical, emotional and social factors influence wellbeing</li> <li>• explain how healthy habits including sleep, movement, nutrition and self-care can support wellbeing</li> <li>• recognise that the circulatory system transports water, nutrients and oxygen around the body</li> </ul>



- digital or creative outcomes where appropriate (e.g. presentations, podcasts, videos or recorded wellbeing messages)
- written reflections and evaluations linked to themes of resilience, self-belief, healthy choices and personal understanding
- an evidence-informed Health Investigator toolkit shared with peers or younger pupils

- recognise that emotions, relationships and experiences can affect healthy choices and wellbeing
- Year 6 extension:**
- explain understanding using increasingly precise health, wellbeing and disciplinary vocabulary independently
  - interpret and evaluate themes, messages and viewpoints from multiple texts and sources
  - justify interpretations and conclusions using evidence from stories, discussion and learning activities
  - identify connections between experiences, emotions and wellbeing independently
  - explain how physical, emotional and social factors can influence wellbeing and healthy choices
  - make reasoned and thoughtful judgements supported by evidence
  - begin to compare and evaluate different wellbeing approaches and perspectives independently
  - communicate increasingly thoughtful evidence-informed outcomes using discussion, texts and learning experiences

**Secure End Point**

Pupils can:

- explain how body systems, healthy choices and emotional wellbeing contribute to a healthy lifestyle
- identify how different factors can affect physical health, mental wellbeing and healthy development
- use evidence from investigations, discussion and learning experiences to explain ideas and justify choices
- use scientific and health-related vocabulary accurately to communicate understanding
- communicate understanding confidently through spoken, practical and written outcomes

**Common Misconceptions**

Pupils may think:

- being healthy only means exercising or being physically fit rather than including emotional, social and mental wellbeing
- healthy bodies and healthy minds are separate and do not influence one another
- everyone experiences emotions, worries and challenges in the same way
- people should always feel happy and negative emotions are unhealthy
- strong or resilient people never struggle or need support

**Sticky Knowledge (Non-negotiable Learning)**

By the end of this unit pupils will know:

- physical health and emotional wellbeing are interconnected and can influence one another
- wellbeing involves more than simply avoiding illness and includes physical, emotional and social health
- healthy habits including sleep, movement, nutrition and positive relationships can support healthy bodies and healthy minds
- people may think, feel, learn and experience the world differently



- confidence means never feeling worried, nervous or uncertain
- wellbeing strategies work in exactly the same way for everyone
- people can simply choose not to feel worried, sad or overwhelmed
- everyone learns, thinks and experiences the world in the same way
- differences and neurodiversity automatically create barriers rather than also bringing strengths and different perspectives
- sleep, movement, relationships and healthy habits have little impact on wellbeing
- healthy choices only relate to food and exercise
- people who experience challenges always respond in the same way
- stories are fictional and therefore cannot help people understand real emotions, experiences or ideas
- asking for help means someone is weak rather than recognising that support can strengthen wellbeing and resilience
- resilience means never failing rather than learning, adapting and continuing after difficulties
- kindness, confidence and wellbeing always look the same for everyone

- emotions are a normal part of human experience and people can experience and express emotions differently
- resilience involves adapting, learning and continuing through challenges rather than never experiencing difficulties
- wellbeing strategies can help people manage challenges and support emotional regulation
- positive relationships, belonging and supportive environments can strengthen wellbeing and confidence
- choices, relationships and experiences can influence wellbeing
- people may respond differently to challenge, stress and change
- texts and information sources can help people understand health, emotions and wellbeing
- evidence from stories, discussion and experiences can be used to explain ideas and justify viewpoints
- empathy involves trying to understand the thoughts, feelings and experiences of others
- vocabulary supports accurate discussion, explanation and understanding of health and wellbeing
- self-awareness helps people understand themselves and make informed choices that support wellbeing
- healthy technology use, balanced screen time and online behaviours can influence wellbeing and mental health
- healthy choices can influence physical and emotional wellbeing
- recognise that the circulatory system transports water, nutrients and oxygen around the body
- emotions change and can be managed using different strategies
- resilience can develop over time through experiences and support
- relationships and environments can influence wellbeing

**Science Core Learning and Wider Application**

Core taught content within this unit:

- understand how physical and emotional wellbeing are interconnected
- identify factors that support positive wellbeing
- explain how healthy habits influence wellbeing

Wider application and retrieval opportunities:

- body systems and prior health learning
- emotional literacy and resilience



- evidence evaluation and PSHE links

### Retrieval Opportunities

#### Day 1 - Healthy Bodies and Healthy Minds

Prior knowledge discussion linked to previously studied learning about health, emotions, relationships and wellbeing; discuss existing knowledge and misconceptions about healthy lifestyles, wellbeing and how bodies and minds work together.

#### Day 2 - Understanding Our Bodies

Recall key vocabulary linked to body systems, healthy habits and wellbeing through discussion, oral rehearsal and practical activities.

#### Day 3 - Feelings, Emotions and Resilience

Retrieve and apply understanding linked to emotions, resilience and strategies for managing challenges through discussion, stories and wellbeing activities.

#### Day 4 - Relationships, Environment and Wellbeing

Retrieve and apply learning linked to friendships, belonging, confidence and positive relationships through comparison, discussion and investigation activities.

#### Day 5 - Healthy Me Reflection and Showcase

Explain and communicate learning about healthy bodies, healthy minds and wellbeing using key vocabulary, evidence and final outcomes.

#### Retrieval methods used throughout the unit:

- vocabulary retrieval
- retrieval grids
- discussion prompts
- sequencing activities
- picture and scenario retrieval tasks
- oral rehearsal and low-stakes quizzes
- quick-fire recall questions
- partner discussion and talk activities
- storytelling and role-play activities
- retrieval linked to texts, images and wellbeing scenarios
- reflective and enquiry questions
- revisit prior learning through collaborative discussion and practical activities
- compare and justify activities linked to wellbeing, healthy choices and relationships
- retrieval linked to body systems, emotions and wellbeing strategies

### Prior Learning

#### Pupils may already:

#### Reading

- retrieve information from fiction, non-fiction and wellbeing texts
- identify key information from stories, images and information sources
- discuss themes, characters, viewpoints and key ideas within texts
- make predictions and inferences using evidence from texts



- explain ideas using evidence from reading and discussion
- discuss similarities and differences between experiences, emotions and viewpoints

### Reading Retrieval Opportunities

- retrieval of scientific and health vocabulary linked to the human body, wellbeing and healthy lifestyles
- flashback questions linked to previous learning about health, body systems and personal wellbeing
- recall of sticky knowledge through discussion, comparison and practical investigation activities
- retrieval through reading, reflection and evidence-based scientific discussion

### Writing

- orally rehearse ideas before recording them
- write descriptions, explanations and evidence-informed reflections
- write diary entries and first-person narratives
- organise ideas into linked paragraphs
- communicate ideas through spoken and written outcomes
- use evidence to support explanations and responses

### Grammar and Punctuation

- use expanded noun phrases and ambitious vocabulary to add detail
- use conjunctions to extend and explain ideas
- use fronted adverbials and adverbial phrases
- organise writing into paragraphs around a theme
- use commas for clarity and expanded sentence structures
- use speech punctuation accurately where appropriate

### Spoken Language / Oracy

- ask and answer questions linked to learning experiences
- explain opinions and ideas clearly during discussion
- participate in collaborative learning and group discussion
- build upon and respond appropriately to the ideas of others
- justify ideas using evidence and reasoning

### Science, PSHE and Wider Curriculum

- identify healthy and unhealthy lifestyle choices
- recognise that healthy bodies require food, exercise, sleep and self-care
- discuss emotions and recognise a range of feelings
- understand that relationships and friendships can influence wellbeing
- recognise similarities and differences between people and experiences
- discuss identity, belonging and self-awareness
- ask questions and investigate ideas through discussion and enquiry
- recognise that stories can communicate important ideas and experiences
- discuss emotions, experiences and perspectives respectfully
- record and organise ideas using diagrams, notes and discussion activities

### Spelling

Pupils apply:

- spelling patterns and rules taught through the school spelling programme and English curriculum
- previously taught Year 5 and Year 6 statutory spelling expectations



- prefixes and suffixes taught previously
- topic vocabulary linked to health, emotions and wellbeing
- increasingly ambitious vocabulary within written outcomes

**Building on Prior Learning**

Pupils build upon previous experiences of discussing emotions, relationships and wellbeing developed through English, PSHE, Science and wider curriculum learning. Prior understanding of healthy lifestyles, emotions, relationships and personal experiences supports pupils in exploring how healthy bodies and healthy minds work together.

Pupils also build upon previous experiences of storytelling, relationships, belonging and evidence-informed thinking developed through earlier Storybrook units. Learning now extends towards deeper understanding of resilience, emotional literacy and increasingly independent explanation of wellbeing and healthy choices.

**Pupils may already:**

- use evidence from stories and discussion to explain ideas
- recognise that emotions and experiences may differ between people
- identify themes and messages within stories and texts
- discuss thoughts, feelings and experiences respectfully
- recognise that healthy choices can influence wellbeing

**Future learning prepares pupils to:**

- explain increasingly complex relationships between physical health and emotional wellbeing independently
- evaluate different approaches to wellbeing and resilience critically
- justify ideas and viewpoints using evidence confidently
- develop thoughtful discussion and respectful debate skills
- apply understanding of wellbeing, self-awareness and healthy choices across the wider curriculum and everyday experiences
- access increasingly sophisticated health, science and personal development learning in KS3

**Spelling**

**Pupils apply:**

- Year 5 and Year 6 statutory spelling expectations
- previously taught spelling patterns and rules with increasing independence and accuracy
- words ending **-ent, -ence and -ency** (*confidence, resilience, independence*)
- words ending **-ant, -ance and -ancy** (*importance, tolerance, expectancy*)
- words with **-cial/-tial** and **-cially/-tially** where appropriate (*essential, beneficial*)
- prefixes linked to meaning and wellbeing vocabulary including **self-, inter-, anti- and over-** where appropriate

**Grammar and Punctuation Focus**

**Pupils develop:**

- use of expanded noun phrases to add detail and precision (*e.g. a balanced and nutritious diet; a positive and supportive friendship*)
- use of relative clauses beginning with **who, which, where, when, whose** or **that** to provide additional information
- use of modal verbs to indicate possibility, advice and certainty (*could, would, should, might, must*)
- use of adverbials and fronted adverbials to develop cohesion and sequence within explanations and reflective writing
- use of parenthesis through brackets, commas and dashes to add information and explanation



- ambitious vocabulary linked to health, wellbeing and resilience
- accurate spelling of increasingly complex disciplinary and thematic vocabulary within written outcomes

**Spelling application opportunities throughout the unit:**

- vocabulary pre-teaching and oral rehearsal
- explicit morphology and word meaning exploration
- etymology links (*exploring origins and meanings of words where appropriate*)
- retrieval and application of previously taught statutory words
- sentence-level application within explanation and reflective writing
- editing and proofreading activities
- independent application within extended writing outcomes
- exploration of thematic vocabulary linked to wellbeing (*e.g. resilience, perseverance, confidence, regulation, empathy, self-awareness, wellbeing, emotional literacy*)
- discussion of prefixes, suffixes and root words to support meaning and understanding

- use of commas to clarify meaning and avoid ambiguity
- use of cohesive devices within and across paragraphs (*for example: however, therefore, consequently, similarly and in contrast*)
- use of organisational devices including headings, subheadings and bullet points where appropriate
- use of direct and reported speech where appropriate to explore thoughts, feelings and experiences
- use of active and passive voice to change emphasis and effect within explanations and information texts
- use of formal and informal language appropriately according to audience and purpose
- use of colons to introduce lists and explanations
- use punctuation including commas, apostrophes, brackets, dashes and colons accurately within writing

**Mixed-age challenge (Year 6 depth):**

- select and manipulate grammatical structures deliberately to create clarity and effect
- use active and passive voice purposefully according to audience and purpose
- use formal language and increasingly precise disciplinary vocabulary consistently within explanations and reflective outcomes
- use a wider range of cohesive devices to link ideas within and across paragraphs
- sustain control of sentence structure and punctuation across extended writing
- use parenthesis, colons and dashes accurately and independently
- adapt sentence structures appropriately across explanations, evidence-informed reflections and persuasive outcomes
- edit and refine grammar and punctuation independently to improve precision and effectiveness

**Computing Integration**

**Pupils learn to:**

- use search technologies effectively to locate information linked to healthy lifestyles, wellbeing, body systems and resilience
- select and retrieve information from a range of digital sources
- recognise that information found online may vary in reliability, accuracy and viewpoint
- compare and evaluate information from different sources and identify evidence to support ideas and understanding



- use digital tools to organise and present learning linked to healthy bodies, healthy minds and wellbeing themes explored throughout the unit
- create digital presentations, wellbeing journals, body system diagrams, information posters or reports linked to health and wellbeing themes
- use multimedia elements such as images, audio, diagrams and text to communicate understanding and ideas
- develop keyboard, editing and formatting skills when producing written outcomes
- use technology safely, respectfully and responsibly when researching and presenting information
- understand the importance of evaluating sources and recognising that online health information may not always be accurate or appropriate
- record, organise and present ideas using digital tools where appropriate
- use digital images, diagrams and visual representations to support understanding of body systems, emotions and wellbeing concepts
- communicate and collaborate appropriately through digital activities where relevant
- recognise that screen time and technology use can influence wellbeing and discuss strategies for maintaining healthy digital habits

**Computational Thinking and Digital Creation**

- select and use digital tools to record, organise and communicate information linked to health, wellbeing and lifestyle choices

**Independence**

**Pupils move from:**

- identifying simple information from stories, texts and discussions with adult support
- using health, wellbeing and disciplinary vocabulary with prompts and scaffolds
- recording ideas through supported discussion and structured activities
- asking simple questions about health, emotions and wellbeing
- identifying feelings, experiences and healthy choices with adult guidance
- relying on models, sentence stems and visual prompts to organise ideas
- participating in collaborative activities with adult support

**To:**

- independently retrieving and selecting relevant information from stories, texts and wellbeing activities
- using increasingly precise health, wellbeing and disciplinary vocabulary independently
- asking thoughtful questions and exploring ideas with increasing confidence
- interpreting experiences, emotions and wellbeing concepts using evidence and discussion

**Thinking**

**This unit develops:**

- understanding of how physical health and emotional wellbeing are interconnected
- empathy and perspective-taking through stories, characters and experiences
- comparison and connection-making between wellbeing, relationships and personal experiences
- reasoning and justification using evidence from texts, discussion and learning experiences
- questioning, discussion and thoughtful enquiry
- critical thinking through analysis of wellbeing themes, healthy choices and experiences
- communication and explanation using increasingly precise health, wellbeing and disciplinary vocabulary
- curiosity, independence and health enquiry
- understanding of how experiences, relationships and choices can influence wellbeing and confidence
- creativity through storytelling, discussion and response opportunities
- developing self-awareness and understanding how knowing ourselves supports informed choices

**Cognitive Progression**

**Pupils progress from:**



<ul style="list-style-type: none"> <li>organising and communicating ideas confidently through spoken, practical and written outcomes</li> <li>selecting appropriate methods to record and present learning independently</li> <li>working collaboratively whilst taking increasing ownership of learning and decision-making</li> </ul> <p><b>By the end of the unit pupils can:</b></p> <ul style="list-style-type: none"> <li>independently retrieve and apply learning from stories, discussion and prior experiences</li> <li>communicate understanding using health, wellbeing and disciplinary vocabulary accurately and appropriately</li> <li>ask and answer thoughtful questions using evidence to justify thinking</li> <li>organise ideas into coherent spoken and written outcomes with increasing independence</li> <li>interpret and discuss emotions, experiences and wellbeing themes with growing confidence</li> <li>make comparisons and identify connections between healthy choices, relationships and wellbeing</li> <li>select appropriate strategies and resources to support learning independently</li> <li>reflect on learning and explain understanding with increasing confidence and accuracy</li> <li>use evidence from texts, discussion and experiences to explain ideas and justify viewpoints</li> <li>identify and apply strategies that support healthy bodies and healthy minds independently</li> </ul>	<ul style="list-style-type: none"> <li>identifying and recalling simple information linked to health, emotions and wellbeing</li> <li>asking and answering straightforward questions</li> <li>recognising similarities and differences between emotions, experiences and healthy choices</li> <li>identifying feelings, messages and simple ideas within stories and experiences</li> <li>explaining ideas with adult support</li> </ul> <p><b>Towards:</b></p> <ul style="list-style-type: none"> <li>asking thoughtful and increasingly complex questions independently</li> <li>interpreting wellbeing themes and identifying important information</li> <li>making connections between experiences, emotions, relationships and wellbeing</li> <li>comparing viewpoints and considering different experiences and strategies</li> <li>justifying ideas and conclusions using evidence from texts and discussion</li> <li>evaluating the usefulness of evidence, strategies and viewpoints where appropriate</li> <li>applying prior learning and experiences to new contexts and discussions</li> <li>communicating increasingly sophisticated explanations and understanding</li> <li>using evidence and reflection to support informed decision-making and healthy choices</li> </ul> <p><b>Thinking progression within this unit:</b>              identify → question → connect → explain → justify → apply</p>
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<p><b><u>3 Lead Subjects National Curriculum Links</u></b></p> <p><b>Subject 1: Personal Development / PSHE</b></p> <p><b>Core Knowledge</b></p> <p>Pupils develop understanding of identity, emotions, wellbeing, relationships and healthy choices. Pupils reflect upon how thoughts, feelings and experiences can influence wellbeing and develop strategies to support positive mental and physical health.</p> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>identify emotions and discuss experiences respectfully</li> <li>recognise factors contributing to positive wellbeing</li> <li>discuss relationships and healthy choices</li> <li>reflect upon personal responses and experiences</li> <li>recognise how mental wellbeing changes over time and across situations</li> <li>understand that mental wellbeing is part of daily life</li> <li>identify practical strategies that support emotional wellbeing</li> </ul>
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- recognise the importance of healthy relationships and seeking support

#### Year 6 Extension

- explain how experiences and emotions may influence wellbeing and behaviour
- discuss differing viewpoints with empathy and confidence
- justify ideas using examples and discussion
- reflect upon personal growth and resilience

#### Disciplinary Knowledge

Pupils work as **Health Investigators** by:

- recognising emotions and experiences
- identifying factors influencing wellbeing
- reflecting on choices and relationships
- recognising patterns in thoughts, feelings and behaviours
- discussing ideas respectfully
- communicating understanding confidently

#### Disciplinary Progression

recognise → discuss → reflect → explain → justify

#### Secure End Point

Pupils independently explain how healthy choices and positive wellbeing strategies support healthy bodies and healthy minds.

#### Subject 2: Science

##### Core Knowledge

Pupils develop understanding of how physical health, mental wellbeing and lifestyle choices can affect the body and mind. Pupils explore body systems, healthy habits, emotions and wellbeing through enquiry, discussion and practical experiences while developing curiosity and understanding of how healthy choices support positive outcomes.

**Scientific enquiry opportunities include:**

- asking questions
- identifying patterns
- gathering evidence
- interpreting findings
- communicating conclusions

#### Year 5

- identify factors that contribute to healthy lifestyles including nutrition, exercise, sleep and wellbeing
- recognise that the circulatory system transports water, nutrients and oxygen around the body and understand how diet, exercise and lifestyle choices influence healthy functioning
- recognise relationships between body systems where appropriate
- understand that nutrition, exercise and lifestyle choices affect body systems
- discuss how choices and habits can influence physical and emotional wellbeing
- ask questions and communicate ideas using scientific vocabulary



- identify and describe functions of major body systems including circulatory, digestive and skeletal/muscular systems where appropriate
- recognise the impact of diet, exercise and lifestyle choices on the body
- understand that nutrients, water and oxygen support healthy functioning
- recognise that body systems work together to maintain health and wellbeing
- ask scientific questions and interpret evidence linked to health and wellbeing

#### Year 6 Extension

- explain relationships between physical and emotional wellbeing
- interpret information and evidence linked to healthy lifestyles
- justify ideas and conclusions using evidence and discussion
- explain how lifestyle choices may influence health outcomes

#### Disciplinary Knowledge

Pupils work as **Health Investigators** by:

- asking questions
- observing and identifying patterns
- gathering information and evidence
- investigating healthy choices and body systems
- interpreting findings
- communicating conclusions

#### Disciplinary Progression

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

#### Working Scientifically Focus

Pupils will develop scientific enquiry skills by:

- asking questions
- making predictions
- carrying out observations and investigations
- recording findings
- identifying patterns
- drawing conclusions using evidence
- evaluating outcomes where appropriate

#### Working Scientifically Focus

Pupils will:

- ask questions about human health and body systems
- gather and interpret information
- identify patterns within data
- explain findings using scientific vocabulary
- evaluate information and reliability

#### Secure End Point



Pupils independently explain how healthy choices influence healthy bodies and healthy minds using scientific understanding and evidence.

**Subject 3: English**

**Core Knowledge**

Pupils develop understanding of health, wellbeing and identity through rich literature, discussion and information texts. Pupils explore how language, stories and experiences communicate ideas whilst developing vocabulary, empathy and increasingly sophisticated communication skills.

**Year 5**

- retrieve information from fiction, non-fiction and wellbeing texts
- identify themes, viewpoints and key ideas
- discuss vocabulary and author choices
- communicate understanding through discussion and writing

**Year 6 Extension**

- compare viewpoints and experiences across texts
- justify interpretations using evidence independently
- explain how language choices influence readers
- communicate increasingly sophisticated responses

**Disciplinary Knowledge**

Pupils work as **Health Investigators** by:

- retrieving information
- identifying themes and messages
- interpreting vocabulary and meaning
- discussing viewpoints and experiences
- justifying ideas using evidence
- communicating understanding

**Disciplinary Progression**

retrieve → infer → interpret → explain → justify

**Secure End Point**

Pupils independently communicate understanding of health and wellbeing using evidence, ambitious vocabulary and increasingly confident spoken and written responses.

**Genre Coverage**

Genre	Coverage
Narrative	Writing diary entries and first-person narratives from the perspective of characters experiencing challenge, resilience or personal growth



Reflection	Writing evidence-informed reflections linked to wellbeing, confidence, resilience and healthy choices
Explanation	Writing explanations linked to healthy lifestyles, body systems and wellbeing
Comparison	Writing comparative responses exploring experiences, emotions and wellbeing approaches
Persuasion	Writing persuasive responses linked to healthy choices and wellbeing questions
Spoken presentation	Participating in discussion circles, storytelling, debate and Healthy Bodies, Healthy Minds showcase presentations

**Application Subjects**

**Subject: Music**

**National Curriculum Links**

Pupils learn to:

- listen with attention to detail and recall sounds with increasing understanding
- explore how music communicates mood, meaning and emotion
- perform, listen to, review and evaluate music across a range of traditions and styles
- use voices and instruments expressively and creatively
- communicate ideas, experiences and emotions through musical responses and performance
- use and understand musical elements including pitch, tempo, dynamics, rhythm, texture and structure
- listen with attention to detail and recall sounds with increasing aural memory
- improvise and compose music for different purposes

**Year 5:**

- identify how musical elements (*tempo, dynamics, pitch and rhythm*) create mood and meaning
- respond thoughtfully to music and explain ideas and feelings
- explore how music can support wellbeing and emotional expression
- perform and create simple musical responses linked to emotions and experiences

**Year 6 extension:**

- evaluate how musical choices communicate meaning and emotional effect
- justify opinions using increasingly precise musical vocabulary
- compare musical responses and identify similarities and differences in purpose and effect
- create increasingly sophisticated musical responses linked to wellbeing themes

**Disciplinary Knowledge:**

Pupils learn to think as musicians by:

- listening carefully
- responding and interpreting
- exploring mood and meaning
- creating and performing
- evaluating and refining ideas



- communicating experiences and emotions through music

### Musical Understanding and Performance

- explore how rhythm, pulse and musical elements influence mood, movement and wellbeing

### Secure End Point:

By the end of the unit pupils can:

- explain how music can communicate mood and emotion
- identify how musical elements contribute to emotional expression
- create and perform simple musical responses linked to wellbeing and healthy minds
- communicate ideas using appropriate musical vocabulary

### Subject: Computing

#### National Curriculum Links

#### Pupils learn to:

- use search technologies effectively
- select, use and combine software to create outcomes
- understand how online information may vary in reliability
- use technology safely, respectfully and responsibly
- use digital tools to organise and communicate information

#### Year 5

- use digital tools to research healthy lifestyles, wellbeing and body systems
- create presentations and wellbeing-focused digital outcomes
- communicate ideas using technology
- use technology safely and appropriately

#### Year 6 Extension

- select appropriate digital tools independently
- organise and present information clearly for an audience
- evaluate reliability and usefulness of online information
- 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 research, create and communicate purposeful outcomes linked to healthy lifestyles, wellbeing and understanding healthy bodies and healthy minds.

**Subject: Art and Design**

**National Curriculum Links**

**Pupils learn to:**

- create sketchbooks to record observations and develop ideas
- improve mastery of art and design techniques
- investigate and evaluate creative work
- use a range of materials creatively to communicate ideas and meaning
- develop understanding of visual representation and communication through art

**Year 5**

- explore colour, pattern, imagery and visual representation linked to emotions, wellbeing and healthy lifestyles
- create artwork inspired by resilience, confidence and wellbeing themes
- discuss artistic choices and techniques
- communicate meaning through visual outcomes

**Year 6 Extension**

- compare artistic approaches independently
- explain artistic decisions using appropriate vocabulary
- evaluate and refine outcomes thoughtfully
- create increasingly detailed and purposeful outcomes

**Disciplinary Knowledge**

**Pupils work as artists by:**

- observing
- exploring
- designing
- creating
- evaluating
- improving

**Disciplinary Progression**

observe → explore → plan → create → evaluate → improve

**Secure End Point**

Pupils independently communicate wellbeing themes, ideas and understanding through purposeful creative outcomes.

**Subject: Spoken Language / Drama**

**National Curriculum Links**



**Pupils learn to:**

- participate in discussion, presentations and debate
- use spoken language to explore ideas and communicate understanding
- perform and present confidently for different audiences
- justify opinions and respond appropriately to others

**Year 5**

- participate in storytelling and role-play activities
- discuss emotions and experiences thoughtfully
- communicate ideas confidently within discussion and performance
- use evidence to support ideas

**Year 6 Extension**

- adapt spoken language appropriately for audience and purpose
- justify viewpoints using evidence independently
- evaluate and respond thoughtfully to different perspectives
- sustain increasingly sophisticated discussion and performance outcomes

**Disciplinary Knowledge**

Pupils work as speakers and performers by:

- listening carefully
- discussing ideas
- exploring viewpoints
- presenting information
- responding thoughtfully
- evaluating effectiveness

**Disciplinary Progression**

listen → discuss → explore → present → justify → evaluate

**Secure End Point**

Pupils independently communicate ideas, experiences and understanding confidently through discussion and performance.

**Subject: PE / Physical Development**

**National Curriculum Links**

**Pupils learn to:**

- develop competence in a broad range of physical activities
- understand how physical activity contributes to healthy lifestyles
- participate in physical activities that develop strength, flexibility and coordination
- understand how exercise can support wellbeing

**Year 5**



- identify how movement and exercise can influence health and wellbeing
- participate confidently in physical activities
- discuss the relationship between physical activity and healthy lifestyles

**Year 6 Extension**

- evaluate how physical activity influences physical and emotional wellbeing independently
- justify healthy lifestyle choices using evidence and understanding
- explain how movement and exercise contribute to wellbeing and resilience

**Disciplinary Knowledge**

Pupils work as physically active learners by:

- participating
- observing
- improving
- reflecting
- applying understanding

Disciplinary Progression

participate → observe → improve → reflect → apply

**Secure End Point**

Pupils independently explain how movement and healthy choices support healthy bodies and healthy minds.

**English Progression and National Curriculum Links**

**Reading**

**Pupils develop:**

- increasing fluency and stamina when reading a range of increasingly complex texts
- retrieval, inference and prediction skills using evidence from texts
- understanding and discussion of themes, vocabulary and author choices
- comparison of ideas, viewpoints and experiences across texts
- disciplinary reading skills through wellbeing texts, stories, scientific information sources and personal experiences
- confidence in discussing and justifying opinions using evidence

**Writing**

**Pupils develop:**

- planning and organising ideas for different audiences and purposes
- writing narratives, explanations, evidence-informed reflections, persuasive writing and comparative responses
- selecting vocabulary and grammatical structures appropriate for purpose
- using evidence from texts and discussion to support explanations and ideas
- drafting, editing and improving writing independently

**Spelling**



**Pupils develop:**

- application of Year 5 and Year 6 statutory spelling expectations
- accurate use of topic vocabulary within spoken and written outcomes
- understanding of spelling patterns, prefixes and suffixes
- independent editing and proofreading skills

**Grammar and Punctuation**

**Pupils develop:**

- use of relative clauses and expanded noun phrases
- use of cohesive devices across paragraphs
- use of modal verbs and adverbials
- use of active and passive voice
- use of formal and informal language appropriately
- use of punctuation including brackets, commas, colons and dashes accurately

**Spoken Language / Oracy**

**Pupils develop:**

- discussion and debate skills
- asking and responding to questions thoughtfully
- presenting information confidently
- justifying opinions using evidence
- adapting language and vocabulary for audience and purpose
- developing fluency, expression and confidence through oral rehearsal, storytelling and presentation opportunities

**Reading progression within this unit:**

retrieve → infer → explain → compare → justify → evaluate → communicate independently

**Secure End Point**

Pupils independently communicate understanding of healthy bodies and healthy minds through evidence-informed spoken and written outcomes, using increasingly sophisticated vocabulary, comparison and justification.

**Future Learning (English)**

This unit prepares pupils for future learning by supporting them to:

- read increasingly challenging fiction, non-fiction and wellbeing texts confidently
- interpret themes, viewpoints and evidence across a wider range of texts
- write for increasingly sophisticated purposes and audiences
- organise and sustain extended writing independently
- evaluate language, author choices and viewpoints critically
- communicate ideas confidently through discussion, debate and presentation
- apply reading and writing skills across the wider curriculum
- access secondary curriculum demands requiring independent reading, analysis and communication
- develop confidence as fluent readers, writers and communicators across subjects
- communicate understanding of wellbeing, emotions and experiences accurately through explanation, discussion and evidence-based reasoning



**Curriculum Progression and National Curriculum Links**

**Lead Subject: PSHE / Personal Development**

**National Curriculum Links**

Pupils learn to:

- explore and discuss emotions, wellbeing, relationships and experiences respectfully
- understand that healthy bodies and healthy minds are interconnected
- recognise similarities and differences between experiences, feelings and wellbeing needs
- reflect thoughtfully on themes including resilience, self-belief, belonging and healthy choices
- ask questions and consider different perspectives and experiences

**Year 5:**

- identify themes linked to resilience, wellbeing and healthy choices within stories and discussions
- explain similarities and differences between experiences, emotions and responses to challenge
- use evidence from stories and discussion to explain ideas
- reflect upon themes of confidence, relationships and wellbeing

**Year 6 extension:**

- evaluate viewpoints and wellbeing strategies independently
- justify reflections and conclusions using evidence from multiple texts and discussions
- explain how experiences, relationships and choices influence wellbeing
- analyse how themes and experiences can communicate different messages and understanding

**Disciplinary Knowledge:**

Pupils learn to think as reflective and healthy learners by:

- asking thoughtful questions
- recognising emotions and wellbeing needs
- comparing experiences and perspectives
- recognising themes and patterns
- reflecting upon experiences and choices
- using evidence to justify conclusions and understanding

**Secure End Point:**

By the end of the unit pupils can:

- explain how healthy bodies and healthy minds work together
- identify how healthy habits and relationships influence wellbeing
- compare experiences, emotions and perspectives thoughtfully
- justify ideas and reflections using evidence from texts and discussion
- apply understanding of wellbeing, resilience and self-awareness to wider experiences and future learning

**Lead Subject: Science**

**National Curriculum Links**

Pupils learn to:



- identify how body systems work together to support health and wellbeing
- recognise the importance of nutrition, exercise and healthy lifestyles
- understand how healthy choices can affect physical and emotional wellbeing
- ask scientific questions and explore ideas through discussion and observation
- use evidence and information to explain understanding

**Year 5:**

- identify factors contributing to healthy lifestyles including nutrition, exercise, sleep and wellbeing
- identify and describe functions of major body systems including circulatory, digestive and skeletal/muscular systems where appropriate
- recognise that nutrients, water and oxygen support healthy functioning
- recognise the impact of diet, exercise and lifestyle choices on the body
- recognise that body systems work together to maintain health and wellbeing
- ask scientific questions and interpret evidence linked to health and wellbeing

**Year 6 extension:**

- evaluate information and evidence linked to healthy lifestyles independently
- justify conclusions using evidence from multiple sources
- explain how body systems including the circulatory system, digestive system, muscular system, brain and nervous system and wellbeing are interconnected
- analyse how choices and environments can influence health and wellbeing

**Disciplinary Knowledge:**

Pupils learn to think as scientists by:

- observing and questioning
- identifying patterns and relationships
- gathering interpreting and evaluating information
- explaining ideas using evidence
- making informed decisions
- communicating understanding clearly

**Secure End Point:**

By the end of the unit pupils can:

- explain how healthy habits support healthy bodies and healthy minds
- identify connections between physical health and emotional wellbeing
- use evidence to explain ideas and justify understanding
- communicate evidence-informed understanding using increasingly precise scientific vocabulary

Lead Subject: English

**National Curriculum Links**

Pupils learn to:

- read and discuss a broad range of fiction, non-fiction and wellbeing texts
- retrieve, record and present information from text
- write for a range of audiences and purposes
- participate in discussion, debate and presentations



**Year 5:**

- retrieve information and justify responses using evidence
- write reflective, explanatory and comparative responses
- discuss themes, ideas and author choices within texts

**Year 6 extension:**

- evaluate author choices and viewpoints independently
- sustain writing for different audiences and purposes
- use increasingly sophisticated vocabulary and grammatical structures independently

**Disciplinary Knowledge:**

Pupils learn to think as readers and writers by:

- retrieving and interpreting information
- identifying themes and viewpoints
- evaluating language and meaning
- organising and communicating ideas effectively

**Secure End Point:**

By the end of the unit pupils can:

- communicate evidence-informed understanding
- justify ideas using evidence from reading and discussion
- write coherent wellbeing-focused outcomes for different audiences and purposes

**Genre Coverage**

Genre	Coverage
Narrative	Writing diary entries and first-person narratives from the perspective of characters experiencing challenge, resilience or personal growth
Reflection	Writing evidence-informed reflections linked to wellbeing, confidence, resilience and healthy choices
Explanation	Writing explanations linked to healthy lifestyles, body systems (physical and brain/ nervous system) and wellbeing
Comparison	Writing comparative responses exploring experiences, emotions and wellbeing approaches
Persuasion	Writing persuasive responses linked to healthy choices and wellbeing questions
Spoken presentation	Participating in discussion circles, storytelling, debate and Healthy Bodies, Healthy Minds showcase presentations

**Application Subject Progression and National Curriculum Links**

**Subject: Music**

**Core Knowledge**



Pupils develop understanding of how music can influence emotions, mood and wellbeing. Pupils explore how rhythm, sound and performance communicate feelings and support emotional expression.

**Year 5**

- identify how music creates mood and atmosphere
- participate in collaborative musical activities
- discuss emotional responses to music
- explore rhythm and sound patterns

**Year 6 Extension**

- explain how musical choices influence mood and wellbeing
- create increasingly purposeful musical responses
- evaluate and refine musical ideas independently
- communicate emotions through performance confidently

**Disciplinary Knowledge**

Pupils work as musicians by:

- listening and responding
- exploring sounds
- creating ideas
- performing collaboratively
- evaluating choices

**Disciplinary Progression**

listen → explore → create → perform → evaluate

**Secure End Point**

Pupils independently create and explain musical outcomes which communicate emotions and wellbeing.

**Subject: Computing**

**Core Knowledge**

Pupils develop understanding of how technology can be used to research, organise and communicate information linked to healthy lifestyles and wellbeing. Pupils use digital tools to investigate questions and present learning appropriately.

**Year 5**

- use digital tools to research healthy lifestyles and wellbeing
- organise and present information digitally
- communicate ideas appropriately using technology
- use technology safely and responsibly

**Year 6 Extension**

- evaluate reliability of online information independently
- select appropriate digital tools according to purpose



- communicate information through a range of media
- evaluate and improve digital outcomes independently

### 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 research, create and communicate purposeful outcomes linked to healthy bodies and healthy minds.

### Subject: Art and Design

#### Core Knowledge

Pupils develop understanding of how artistic techniques and visual communication can express emotions, identity and wellbeing. Pupils explore colour, symbolism and imagery to communicate ideas linked to healthy minds and healthy bodies.

#### Year 5

- explore ideas through drawing and visual responses
- experiment with colour, pattern and symbolism
- create outcomes expressing emotions and wellbeing themes
- discuss artistic choices

#### Year 6 Extension

- select artistic techniques purposefully
- explain how artistic choices communicate meaning
- evaluate and refine outcomes independently
- create increasingly thoughtful and detailed responses

### Disciplinary Knowledge

Pupils work as artists by:

- observing
- exploring
- planning
- creating
- evaluating
- improving



**Disciplinary Progression**

observe → explore → create → refine → evaluate

**Secure End Point**

Pupils independently communicate ideas about wellbeing, identity and health through purposeful artistic outcomes.

**Subject: Design Technology**

**Core Knowledge**

Pupils develop understanding of how design can support health and wellbeing. Pupils investigate, design and create purposeful outcomes linked to healthy lifestyles and positive wellbeing.

**Year 5**

- investigate products and ideas linked to health and wellbeing
- generate and communicate design ideas
- select materials and tools appropriately
- evaluate outcomes against a purpose

**Year 6 Extension**

- justify design decisions independently
- refine ideas following evaluation
- explain how design choices influence effectiveness
- create increasingly purposeful outcomes

**Disciplinary Knowledge**

**Pupils work as designers by:**

- investigating
- designing
- making
- evaluating
- improving

**Disciplinary Progression**

investigate → design → create → evaluate → improve

**Secure End Point**

Pupils independently design and evaluate purposeful outcomes which support healthy bodies and healthy minds.

**Subject: Physical Education**

**Core Knowledge**



Pupils develop understanding of how movement, physical activity and healthy lifestyles support physical and mental wellbeing. Pupils explore how exercise can affect the body, emotions and overall health whilst developing confidence, resilience and positive participation.

#### Year 5

- identify how exercise affects the body and mind
- participate in physical activities and cooperative games
- recognise the importance of movement, exercise and healthy routines
- discuss feelings and responses linked to physical activity

#### Year 6 Extension

- explain how different types of exercise affect physical and emotional wellbeing
- evaluate personal participation and physical choices independently
- justify choices linked to healthy lifestyles
- apply teamwork and resilience within increasingly challenging activities

#### Disciplinary Knowledge

Pupils work as active learners by:

- participating
- observing
- reflecting
- improving performance
- evaluating outcomes

#### Disciplinary Progression

participate → observe → practise → improve → evaluate

#### Secure End Point

Pupils independently explain how movement and healthy choices contribute to physical and emotional wellbeing.

#### Subject: Design Technology

##### Core Knowledge

Pupils develop understanding of how design can support health and wellbeing. Pupils investigate, design and create purposeful outcomes linked to healthy lifestyles and positive wellbeing.

#### Year 5

- investigate products and ideas linked to health and wellbeing
- generate and communicate design ideas
- select materials and tools appropriately
- evaluate outcomes against a purpose

#### Year 6 Extension

- justify design decisions independently
- refine ideas following evaluation



- explain how design choices influence effectiveness
- create increasingly purposeful outcomes

**Disciplinary Knowledge**

Pupils work as designers by:

- investigating
- designing
- making
- evaluating
- improving

**Disciplinary Progression**

investigate → design → create → evaluate → improve

**Secure End Point**

Pupils independently design and evaluate purposeful outcomes which support healthy bodies and healthy minds.

**Cross-curricular links**

Subject	Cross-curricular links within this unit
<b>English</b>	Reading stories, wellbeing texts and information sources linked to health, emotions, resilience and identity; writing explanations, diary entries, evidence-informed reflections, comparative responses and persuasive outcomes
<b>Science</b>	Exploring body systems, healthy lifestyles, exercise, nutrition, emotions and wellbeing; investigating how healthy choices influence healthy bodies and healthy minds
<b>Music</b>	Exploring how rhythm, tempo, dynamics and musical elements communicate mood, emotions and wellbeing; creating musical responses linked to feelings, resilience and emotional expression; listening and responding thoughtfully to music
<b>Computing</b>	Researching healthy lifestyles, body systems and wellbeing using digital tools; creating presentations, wellbeing journals and digital outcomes; evaluating online information and source reliability
<b>Art and Design</b>	Exploring colour, imagery, pattern and visual representation linked to emotions, wellbeing and identity; creating artwork inspired by resilience, confidence and healthy lifestyles
<b>PSHE / Personal Development</b>	Exploring identity, relationships, self-awareness, resilience and healthy choices; discussing emotions, experiences and wellbeing; reflecting on personal strengths and strategies for positive wellbeing
<b>Physical Education</b>	Exploring movement, exercise and physical activity; understanding how movement can support physical and emotional wellbeing; developing teamwork, resilience and confidence through participation
<b>Spoken Language / Oracy</b>	Participating in discussion circles, presentations, storytelling, debate and collaborative wellbeing activities; justifying opinions and communicating ideas clearly
<b>Reading Across the Curriculum</b>	Developing disciplinary reading skills through wellbeing texts, biographies, stories, scientific information texts and non-fiction materials linked to health, resilience and healthy lifestyles

**Substantive Knowledge Sequence**



Day	Substantive Knowledge Sequence
<b>Day 1 - Healthy Bodies and Healthy Minds</b>	Pupils learn that health includes physical, emotional and social wellbeing, healthy bodies and healthy minds are interconnected, people may experience wellbeing differently and health vocabulary helps us discuss ideas and experiences accurately.
<b>Day 2 - Understanding Our Bodies</b>	Pupils learn that the body is made up of systems which work together, healthy habits including nutrition, sleep and exercise support healthy functioning and healthy choices can affect how people feel physically and emotionally.
<b>Day 3 - Feelings, Emotions and Resilience</b>	Pupils learn that emotions are a normal part of human experience, people may express and manage emotions differently, resilience helps people respond to challenges and wellbeing strategies can support emotional regulation and confidence.
<b>Day 4 - Relationships, Environment and Wellbeing</b>	Pupils learn that relationships, belonging and experiences can influence wellbeing, positive relationships can support healthy minds and people may have different experiences, viewpoints and strengths.
<b>Day 5 - Healthy Me Enquiry Outcome</b>	Pupils learn that understanding ourselves helps us make informed choices, evidence and discussion can support ideas and conclusions and thoughtful reflection can help people identify strategies that support healthy bodies and healthy minds.

**Knowledge Builds Across the Unit**

Learning is intentionally sequenced so that pupils progressively develop understanding of how physical health, emotional wellbeing, relationships and personal choices influence healthy bodies and healthy minds. Pupils move from recognising basic ideas and misconceptions towards applying knowledge and making evidence-informed decisions about wellbeing.

**Knowledge builds through the following sequence:**

**Day 1:** Pupils establish foundational understanding that health includes physical, emotional and social wellbeing and recognise that wellbeing can look different for different people.

**Day 2:** Pupils build scientific understanding by exploring how body systems work together and how healthy choices including nutrition, sleep, movement and lifestyle can affect the body.

**Day 3:** Pupils deepen understanding by exploring emotions, emotional regulation and resilience and recognise that people may experience and respond to challenges differently.

**Day 4:** Pupils extend learning by investigating how relationships, environments and experiences can influence wellbeing and healthy choices.

**Day 5:** Pupils apply and communicate learning by making connections across the unit, using evidence to explain understanding and identifying strategies that support healthy bodies, healthy minds and positive wellbeing.

**National Curriculum Coverage Audit**

Subject	National Curriculum Coverage within this Unit
<b>Science</b>	identify how healthy lifestyles support health and wellbeing; recognise how body systems work together; ask questions and communicate understanding using evidence; identify how nutrition, exercise and healthy choices can influence health and wellbeing
<b>English</b>	develop positive attitudes to reading and understanding increasingly challenging texts; discuss words and phrases that capture meaning; identify themes and viewpoints across a range of texts; draw inferences and justify responses using evidence; organise ideas into paragraphs around a theme; use increasingly varied vocabulary and sentence structures; participate in discussions, presentations and debate



<b>Music</b>	play and perform in solo and ensemble contexts; improvise and compose for different purposes; listen with attention to detail and recall sounds with increasing understanding; use musical dimensions including tempo, dynamics, pitch and rhythm purposefully; evaluate and discuss musical responses and performances
<b>Art and Design</b>	create sketchbooks to record observations and develop ideas; improve mastery of artistic techniques; use colour, imagery, pattern and visual elements purposefully; evaluate and discuss creative work and outcomes
<b>Computing</b>	use technology purposefully to create, organise and present information; develop understanding of digital communication; select and use software effectively; understand how information found online may vary in reliability; use technology safely and responsibly
<b>PSHE / Personal Development</b>	develop self-awareness and emotional understanding; build positive relationships and communication skills; develop empathy, resilience and evidence-informed thinking; consider different viewpoints and experiences; explore identity, wellbeing and healthy choices
<b>Physical Education</b>	develop competence in a broad range of physical activities; participate in competitive and cooperative activities; understand how physical activity contributes to healthy lifestyles and wellbeing; develop resilience, teamwork and confidence through movement and participation
<b>Spoken Language / Oracy</b>	participate in discussions, storytelling, presentations and debate; justify opinions using evidence; ask thoughtful questions and communicate ideas clearly
<b>Reading Across the Curriculum</b>	develop disciplinary reading skills through wellbeing texts, biographies, scientific information texts, stories and non-fiction sources linked to health, resilience, identity and healthy lifestyles

<p><b>Reading Spine</b></p> <p><b>Anchor Texts:</b></p> <ul style="list-style-type: none"> <li>You Are Awesome</li> <li>A Kind of Spark</li> </ul> <p><b>Supporting texts / recommended reads:</b></p> <ul style="list-style-type: none"> <li>The Bubble Boy</li> <li>Outsmarting Worry</li> <li>Kay's Anatomy</li> <li>The Mystery of the Colour Thief</li> <li>Gut Garden</li> <li>Being Me</li> </ul>	<p><b>Reading Focus</b></p> <ul style="list-style-type: none"> <li>interpretation of stories, themes and wellbeing messages</li> <li>evidence and viewpoint evaluation</li> <li>narrative, wellbeing and information texts</li> <li>comparison of experiences, emotions and perspectives</li> <li>disciplinary reading as healthy learners and reflective thinkers</li> <li>inference from stories, characters, experiences and wellbeing scenarios</li> <li>ambitious health, wellbeing and disciplinary vocabulary</li> <li>author viewpoint and purpose</li> <li>interpreting images, diagrams and visual representations</li> <li>using evidence from texts to explain and justify ideas</li> <li>comparing information and viewpoints across multiple texts and sources</li> <li>identifying how experiences, relationships and healthy choices can influence wellbeing and understanding over time</li> </ul>
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<p><b>Disciplinary Reading Opportunities</b></p> <ul style="list-style-type: none"> <li>wellbeing and narrative texts</li> <li>stories exploring resilience, identity, emotions and confidence</li> <li>biographies and stories of significant individuals and experiences</li> <li>visual texts, diagrams, images and quotations</li> </ul>
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- reflective questions and discussion prompts
- explanation and comparative texts
- evaluate different approaches to maintaining healthy bodies and healthy minds
- stories and texts exploring health, wellbeing and healthy lifestyles

**Genre Coverage**

Genre	Coverage
Narrative	Exploring stories and first-person perspectives linked to experiences, resilience, wellbeing and personal growth
Information texts	Reading non-fiction texts, fact files and information sources linked to body systems, healthy lifestyles and wellbeing
Explanation texts	Understanding and creating texts explaining healthy choices, wellbeing and body systems
Persuasive texts	Exploring and creating persuasive responses linked to healthy choices and wellbeing questions
Balanced argument / Discussion texts	Considering different perspectives and evaluating questions such as <i>What matters most for healthy bodies and healthy minds?</i>
Biography	Reading biographies and stories of significant individuals, experiences and inspirational figures
Poetry	Exploring expressive and reflective poetry linked to emotions, identity and wellbeing
Reflective / Disciplinary reading	Interpreting experiences, viewpoints, quotations and evidence to support understanding of health and wellbeing
Spoken presentation	Discussion circles, storytelling, debate, presentations and Healthy Bodies, Healthy Minds showcase activities

**Reading Progression Audit**

Area	Progression within this Unit
Vocabulary development	Pupils progress from understanding familiar wellbeing vocabulary to independently applying increasingly ambitious disciplinary language including resilience, empathy, wellbeing, confidence, self-awareness and emotional literacy
Fluency and stamina	Pupils develop increasing fluency and confidence when reading longer and more complex wellbeing texts, stories and information sources; sustained reading opportunities support increasing reading stamina
Retrieval	Pupils progress from locating explicit information to independently retrieving and selecting relevant evidence from a range of texts and experiences



<b>Inference</b>	Pupils progress from making simple inferences to justifying ideas and interpretations using evidence from texts and discussion
<b>Author intent and viewpoint</b>	Pupils develop understanding that texts and stories may present different viewpoints and experiences and begin to evaluate author choices
<b>Disciplinary reading</b>	Pupils work increasingly as healthy learners by interpreting themes, experiences and information to construct understanding
<b>Comparison across texts</b>	Pupils compare themes, viewpoints and experiences across stories and wellbeing texts
<b>Evidence evaluation</b>	Pupils progress from identifying information within texts to selecting, comparing and using evidence independently to justify ideas and conclusions
<b>Discussion and response</b>	Pupils progress from supported responses to independently discussing, questioning and justifying opinions using evidence
<b>Reading across genres</b>	Pupils access increasingly varied genres including narratives, biographies, information texts, wellbeing texts and source materials
<b>Reading for purpose</b>	Pupils increasingly understand that reading supports wellbeing, self-awareness and evidence-informed decision-making across the wider curriculum.

**Reading Spine Links**

**Reading Spine Unit: Healthy Bodies, Healthy Minds (UKS2)**

**Reading focus areas:**

- interpretation of wellbeing themes and messages
- resilience, identity and healthy choices
- retrieval and interpretation from stories and information texts
- comparison of viewpoints and experiences
- ambitious health, wellbeing and disciplinary vocabulary
- discussion, questioning and thoughtful reasoning

**Fluency approaches:**

- reader's theatre
- performance reading
- oral rehearsal before writing
- guided group reading aloud
- choral reading of quotations and wellbeing texts
- echo reading for key vocabulary
- storytelling and role-play
- debate and collaborative discussion
- partner explanation and discussion

**Retrieval focus:**

- recalling key vocabulary and wellbeing themes



- retrieving information from stories and information texts
- identifying evidence from quotations, diagrams, images and discussion
- using evidence to explain ideas and interpretations
- comparing experiences, themes and viewpoints

**Reading Spine Impact**

The Reading Spine is intentionally designed to ensure pupils experience:

- wellbeing texts, narratives and biographies
- increasingly ambitious disciplinary and wellbeing vocabulary
- opportunities for retrieval, inference and interpretation
- discussion-based learning and perspective-taking opportunities
- opportunities to compare viewpoints and justify ideas using evidence
- increasingly sophisticated reading, discussion and critical thinking skills
- meaningful opportunities to develop fluency, comprehension and understanding through reading across the curriculum

**Vocabulary Development**

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

**Tiered Vocabulary:**

**Tier 1:**

healthy, body, mind, emotions, exercise, sleep, friendship, choices, feelings, confidence

**Tier 2:**

wellbeing, resilience, empathy, identity, self-belief, belonging, influence, relationships, regulation, perseverance

**Tier 3:**

emotional literacy, self-awareness, neurodiversity, wellbeing, resilience, regulation, mindset, emotional regulation, mental wellbeing, physical wellbeing, perseverance, self-esteem, interconnected, lifestyle, physiological, cognitive, intervention, protective factors

**Oracy & Fluency**

- echo reading for health, wellbeing and disciplinary vocabulary
- paired reading
- oral storytelling linked to experiences, emotions, resilience and healthy choices
- performance reading
- discussion circles
- reader’s theatre
- storytelling and role-play (*e.g. health expert, scientist, friend, coach, wellbeing adviser, presenter, character or narrator*)
- guided group reading aloud

**SEMH Reading Approach**

Texts are selected to provide emotional safety, opportunities for curiosity, strong relational themes and meaningful discussion to support regulation, belonging and confidence. Learning is carefully scaffolded through visual supports, explicit vocabulary teaching, repeated reading opportunities and purposeful experiences to reduce cognitive load and support access to ambitious learning. Reading experiences are designed to build curiosity, encourage thoughtful enquiry and develop confidence without reducing curriculum expectations.



- partner explanation and evidence talk
- questioning and enquiry discussion linked to health and wellbeing
- collaborative interpretation of stories, quotations, diagrams, images and viewpoints
- explanation and justification using evidence from texts and discussion
- debate and persuasive discussion (e.g. *What has the greatest impact on healthy bodies and healthy minds?, Can challenges help people become stronger?, Should wellbeing be taught in schools?*)
- presentation and Healthy Bodies, Healthy Minds showcase activities
- oral rehearsal before writing and discussion tasks

**Reading experiences are designed to:**

- build curiosity through stories, wellbeing themes, resilience and meaningful human experiences
- provide opportunities for repeated reading and oral rehearsal to strengthen fluency and confidence
- use images, diagrams, quotations, story maps and visual prompts to support understanding
- encourage discussion and exploration before recording ideas
- strengthen comprehension through retrieval, prediction, inference and interpretation of themes, experiences and information
- provide structured opportunities for success and positive participation
- develop confidence in communicating ideas without reducing curriculum expectations
- promote belonging, confidence and positive reading identities through meaningful and engaging texts
- support pupils to explore different perspectives, emotions and experiences through discussion and collaborative learning
- develop empathy, critical thinking and understanding through carefully selected texts and wellbeing themes
- support executive functioning through chunked information, explicit modelling and predictable learning routines
- develop confidence in using ambitious health, wellbeing and disciplinary vocabulary through repeated exposure and purposeful application
- support understanding of neurodiversity, identity and difference through inclusive and representative texts
- strengthen emotional literacy and self-awareness through discussion and reflection opportunities

**Visits and Visitors**

**Visits and visitors are used to:**

- deepen understanding of healthy lifestyles, wellbeing and body systems through first-hand and meaningful experiences
- provide opportunities for questioning, discussion and thoughtful enquiry
- develop curiosity through practical experiences and expert knowledge
- strengthen understanding of health, emotions, wellbeing and healthy choices
- provide opportunities for discussion, questioning and collaborative learning
- develop understanding of how experiences, relationships and choices can influence wellbeing
- support vocabulary development and disciplinary understanding through authentic experiences
- strengthen confidence, communication and engagement through memorable learning opportunities
- create opportunities for pupils to make connections between learning and the wider world



- promote belonging and positive learning experiences through engaging and accessible activities

**Possible visits and visitors may include:**

- health professionals (*e.g. nurses, doctors, nutritionists, physiotherapists or wellbeing practitioners*)
- sports coaches or physical activity specialists
- virtual tours and immersive experiences linked to body systems, health and wellbeing
- authors or storytellers linked to wellbeing, identity and resilience themes
- wellbeing or mindfulness workshops supporting emotional understanding and self-awareness
- visitors sharing personal experiences of resilience, overcoming challenges or healthy lifestyles
- fitness and movement workshops linked to physical wellbeing
- science experiences exploring the body, nutrition or healthy living
- music and performance workshops exploring mood, emotions and wellbeing
- community visitors promoting healthy choices and positive lifestyles
- local educational visits supporting understanding of health, wellbeing and healthy living within the wider community
- practical workshops exploring healthy food, movement, wellbeing and self-care strategies

**Home Learning:**

- family discussion prompt linked to wellbeing, healthy choices or resilience (*e.g. What helps people feel healthy and happy?, What can help us when we experience challenges? or How can healthy choices affect our bodies and minds?*)
- simple creative activity to reinforce retrieval (*e.g. create a wellbeing toolkit, design a healthy lifestyle poster, create an emotions wheel, design a confidence shield or create a healthy habits diary page*)
- optional object, photograph, drawing or spoken contribution to bring back and share with the class
- short reading, storytelling or discussion activity linked to anchor or supporting texts
- comparison and observation activity (*e.g. compare healthy and unhealthy habits, compare characters' responses to challenges or compare different wellbeing strategies*)
- vocabulary retrieval activities using key health, wellbeing and disciplinary vocabulary
- research task linked to a wellbeing question (*e.g. Why is sleep important?, How does exercise affect our bodies and minds? or What helps people develop resilience and confidence?*)

**Home Reading Opportunities**

Families are encouraged to revisit key texts together, practise repeated reading and discuss themes, vocabulary and ideas. Opportunities for discussion should support curiosity, questioning and understanding of healthy lifestyles, wellbeing, emotions and how stories can help us understand ourselves and others.

**Topics for discussion may include:**

- healthy choices and how they can influence bodies and minds
- confidence, resilience and self-belief
- similarities and differences between characters, experiences and viewpoints
- significant people and inspirational stories of perseverance and overcoming challenges
- emotions, wellbeing and healthy relationships
- questions about how experiences and choices can influence wellbeing
- kindness, empathy and positive relationships
- identity, belonging and understanding differences
- problem-solving and how characters respond to challenge and change
- how stories help people understand emotions, experiences and the world around them
- healthy habits including sleep, movement, nutrition and self-care
- strategies people use to support wellbeing and emotional health

**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 and understanding	Retrieval quizzes, vocabulary checks and discussion tasks linked to healthy lifestyles, wellbeing, body systems, emotions and resilience
Interpretation and enquiry	Observation of questioning, investigation activities, comparison tasks and evidence gathering through texts, discussion and practical activities
Reading	Retrieval, inference and investigation activities linked to wellbeing texts, stories and supporting texts
Writing	Evidence-informed reflections, diary entries, explanations, comparative responses, persuasive writing and extended written outcomes
Vocabulary development	Oral rehearsal, vocabulary retrieval activities, discussion and independent application within written outcomes
Spoken language / Oracy	Discussion, debate, presentations, role-play and explanation of ideas using health, wellbeing and disciplinary vocabulary
Health and wellbeing understanding	Analysis of healthy choices, comparison of perspectives and justification using evidence from stories, discussion and learning experiences
Independence	Observation of independent application, organisation of ideas, selection of strategies and participation in wellbeing activities
Final outcome	Healthy Bodies, Healthy Minds Showcase, presentations or enquiry outcomes demonstrating substantive knowledge and disciplinary understanding
Pupil voice and reflection	Discussion, self-reflection and evaluation of learning, understanding and confidence

### Assessment Checkpoints

Teachers monitor whether pupils can:

#### Knowledge

- identify factors influencing physical health and emotional wellbeing
- recall vocabulary linked to body systems, health and wellbeing
- explain how healthy choices affect lifestyles

#### Disciplinary Thinking

- interpret information and identify relationships
- explain links between choices and wellbeing
- justify ideas using evidence and discussion

#### 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 health, wellbeing and disciplinary vocabulary in reading and writing
- monitoring interpretation and use of evidence from stories, scientific information, quotations and discussion within spoken and written outcomes
- monitoring application of critical thinking, enquiry and evidence-informed thinking skills across learning outcomes
- monitoring pupils' ability to justify ideas and communicate understanding using evidence
- monitoring understanding of themes including healthy lifestyles, wellbeing, resilience, emotions and healthy choices across learning
- monitoring pupils' ability to ask thoughtful questions and apply disciplinary thinking
- monitoring engagement, confidence and participation within discussion, debate and collaborative learning activities
- monitoring independent application of knowledge and skills across outcomes
- monitoring pupils' ability to compare viewpoints, experiences and healthy lifestyle choices thoughtfully
- monitoring use of reasoning and evidence when explaining ideas, conclusions and outcomes
- monitoring pupils' ability to apply understanding of healthy bodies and healthy minds across wider curriculum experiences and everyday contexts
- monitoring pupils' ability to explain how physical health, emotional wellbeing and relationships can influence overall wellbeing
- monitoring confidence, self-awareness and participation within wellbeing and collaborative activities
- monitoring pupils' ability to independently identify and apply wellbeing strategies over time
- monitoring pupils' ability to explain causal relationships between healthy choices and wellbeing
- monitoring secure recall and application of substantive knowledge across the unit

### 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



**Appendix 1: Year 5-6 National Curriculum Progression Overview**

Area	Year 5	Year 6
Reading	Retrieve, infer and justify ideas from increasingly complex texts	Evaluate viewpoints, themes and author choices using evidence across texts
Vocabulary	Apply ambitious subject-specific vocabulary with support	Independently select precise disciplinary vocabulary for purpose
Writing	Write for a range of audiences and purposes using appropriate structures	Sustain and adapt writing independently for different audiences and purposes
Grammar & punctuation	Apply Y5 grammar structures appropriately	Manipulate structures purposefully for effect and precision
Spoken language	Participate in discussion and justify viewpoints	Lead discussion, challenge ideas respectfully and communicate confidently
Historical thinking	Use evidence and chronology to explain events	Evaluate interpretations and analyse reliability of evidence
Scientific enquiry	Plan investigations and identify patterns	Evaluate evidence, justify conclusions and explain variables
Geographical thinking	Use maps and evidence to explain places and environments	Evaluate relationships between people, environments and change
Religious / reflective thinking	Compare beliefs and viewpoints respectfully	Interpret meaning and justify perspectives using evidence
Computing	Select and use digital tools appropriately	Evaluate sources and select technologies purposefully
Creative thinking	Generate ideas and explain choices	Refine, evaluate and justify creative decisions independently
Independence	Select resources with support	Plan, organise and evaluate learning independently

**Appendix 2: Year 5-6 Disciplinary Knowledge Progression**

Subject Discipline	Year 5 pupils increasingly learn to...	Year 6 pupils increasingly learn to...
Historian	identify evidence, chronology and cause	evaluate interpretations and justify conclusions
Scientist	observe, investigate and identify patterns	evaluate evidence and explain findings critically
Geographer	identify patterns and relationships between places	explain interdependence and evaluate geographical issues



Environmental Investigator	recognise connections within ecosystems	evaluate human impact and sustainability issues
Reflective Thinker	compare beliefs, values and experiences	interpret viewpoints and justify perspectives
Reader	retrieve, infer and discuss themes	evaluate viewpoints and author intent
Writer	organise ideas for purpose and audience	manipulate language and structure deliberately
Artist / Designer	explore and create using techniques	refine and justify artistic decisions
Musician	create and perform using musical elements	evaluate and improve compositions independently
Health Investigator	identify factors affecting wellbeing	evaluate choices and explain impacts on wellbeing
Digital Creator	locate and organise information	evaluate reliability and create purposeful outcomes

### Appendix 3 - Reading Spine Progression Across UKS2

#### Purpose

The Storyybrook Reading Spine is designed to ensure pupils experience a broad and ambitious range of high-quality texts that progressively develop reading fluency, vocabulary, comprehension, disciplinary thinking and understanding of the wider world. Texts are carefully selected to provide emotional safety, opportunities for discussion and increasing challenge whilst maintaining high expectations for all learners.

#### The Reading Spine supports pupils to:

- develop fluency, stamina and confidence as readers
- encounter increasingly ambitious vocabulary and language structures
- experience a wide range of authors, themes, cultures and perspectives
- strengthen retrieval, inference and interpretation skills
- develop disciplinary reading across subjects
- communicate ideas confidently through discussion and writing
- develop empathy, curiosity and understanding of the wider world
- access increasingly sophisticated texts and ideas in preparation for secondary education

#### Reading Progression Across UKS2

Area	Year 5	Year 6
Vocabulary development	Understand and apply ambitious vocabulary within discussion and reading	Independently select and apply precise disciplinary and thematic vocabulary
Reading fluency	Read increasingly complex texts with developing confidence and expression	Sustain fluency, expression and stamina across extended texts



Area	Year 5	Year 6
<b>Retrieval</b>	Retrieve information and identify relevant evidence	Select and synthesise evidence across multiple sources
<b>Inference</b>	Infer meaning and justify responses using evidence	Evaluate interpretations and viewpoints critically
<b>Author intent</b>	Identify author choices and themes	Analyse author intent and evaluate impact
<b>Comparison across texts</b>	Compare themes, characters and experiences	Compare viewpoints, themes and interpretations critically
<b>Disciplinary reading</b>	Interpret information within subject contexts	Apply reading skills independently across subjects
<b>Discussion and response</b>	Explain ideas and justify opinions	Lead discussion and communicate increasingly sophisticated responses
<b>Reading for purpose</b>	Recognise how reading supports learning	Apply reading strategically to investigate, evaluate and communicate understanding

### Text Progression Across UKS2

Pupils progressively experience:

- increasingly sophisticated narratives
- biographies and significant individuals
- poetry and performance texts
- explanation and information texts
- persuasive and discussion texts
- historical, scientific and geographical source materials
- disciplinary texts linked to wider curriculum learning
- texts presenting different viewpoints and perspectives
- increasingly complex themes including identity, belonging, resilience, responsibility, community and change

### Fluency Progression Across UKS2

Fluency approaches are consistently revisited and strengthened through:

- echo reading
- choral reading
- guided reading aloud
- partner reading
- reader's theatre
- storytelling and role-play
- oral rehearsal before writing
- discussion and debate activities
- performance opportunities



## **Pupils progress from:**

supported reading and oral rehearsal  
↓  
increasing expression and confidence  
↓  
independent fluency and purposeful communication

## **Disciplinary Reading Progression Across UKS2**

### **Pupils increasingly learn to:**

retrieve → infer → interpret → compare → justify → evaluate → communicate independently

### **Pupils move from:**

- identifying information and themes
- discussing ideas and viewpoints
- interpreting meaning using evidence

### **Towards:**

- evaluating viewpoints and evidence critically
- comparing interpretations across texts and subjects
- independently applying reading skills across the wider curriculum

## **Impact**

By the end of UKS2 pupils demonstrate increasing confidence as readers who can:

- read with fluency, expression and stamina
- interpret increasingly complex texts and ideas
- justify thinking using evidence
- communicate understanding confidently
- apply reading skills across subjects
- use ambitious vocabulary independently
- think critically and reflect thoughtfully
- access secondary curriculum expectations with confidence

## **Appendix 4: Storyybrook 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