

KS5 English Skills: Good Health: Inside and Out Spring Term 2024

<p>Subject curriculum intent:</p>	<p>Students will use speaking and listening, reading and listening skills in every lesson. Students will discuss skills and tasks and use role play / hot seating to explore how to effectively communicate in a range of situations. Students will identify and use features that writers use to provide information and engage and interest the reader (language, structure and form e.g. specific language and bullet points etc). They will sequence texts which are logical and clear. Students will read a range of texts and create and shape their own texts. Students will develop understanding of spelling, punctuation and grammar.</p>										
<p>Intent for this topic:</p>	<p>In this unit students will develop their understanding of how English is used to discuss health. Students will explore what is good and poor health including personal hygiene, dental health, sexual health and places to go to get advice. (factcheck sources etc). Students will explore how language is used in food and drink advertising and how companies use the term healthy to sell their products e.g.energy drinks. Students identify healthy and unhealthy habits and explore the dangers of unhealthy addictions e.g. sugar, processed food, screens, vapes etc. Students will use language and infographics to present and communicate key messages regarding good health. Students will explore the structure and language of recipes and write a text to instruct or explain how to make a healthy meal. Students will explore the language of dietary requirements and different food intolerances, allergies or health issues and will be able to communicate about these requirements. Students will practise their skills in using their existing knowledge of grammar and punctuation. Students will revisit and build upon skills and knowledge developed previously in their work on describing themselves and their health needs. Key Features of Text Type</p> <table border="0"> <tr> <td>Audience</td> <td>General public</td> </tr> <tr> <td>Purpose</td> <td>To inform reader with accurate information</td> </tr> <tr> <td>Structure</td> <td>Intro. Chunks of information in logical order possibly including subheadings, information boxes, list, bullet points, diagrams, images etc</td> </tr> <tr> <td>Language</td> <td>Formal, third person, present tense, imperative mood. Subject -specific and technical vocabulary. Detail and description</td> </tr> <tr> <td>Features</td> <td></td> </tr> </table> <p>Suggested Texts: Healthy living guides, recipes, how to get help guides etc</p>	Audience	General public	Purpose	To inform reader with accurate information	Structure	Intro. Chunks of information in logical order possibly including subheadings, information boxes, list, bullet points, diagrams, images etc	Language	Formal, third person, present tense, imperative mood. Subject -specific and technical vocabulary. Detail and description	Features	
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<p>Key vocabulary taught within this topic:</p>	<p>Vocabulary revisited: Non-fiction, describe, inform, persuade, exaggerate, sequence. Learning difficulties, speech difficulties, non-verbal, British Sign Language, symbols, complex medical needs, autism, diagnosis, epilepsy, emergency, medication, GP, specialist, consultant, social worker, family, health centre, hospital. Topic specific vocabulary: Health, healthy, unhealthy, hygiene, dental, personal, wellbeing, mental health, sexual, sexually transmitted infection, energy, protein, artificial sweetener, low fat, low sugar, fat free, sugar free, no added sugar, caffeine, diet, active, exercise, habit, addiction, addictive, portion size, portion control, recipe, vegan, vegetarian, meat-free, allergy, intolerance, dietary requirements,</p>										
<p>Links to other subjects:</p>	<p>Drama - Role play and hot seating activities ICT - Researching information about healthy and unhealthy lifestyles. RRS Articles: This unit of work is linked to Articles 17 and 24 of the UN Convention on the Rights of the Child. Article 17 Every child has the right to reliable information from a variety of sources, and governments should encourage, the media to provide information that children can understand. Governments must help protect children from materials that could harm them. Article 24 Every child has the right to the best possible health.</p>										

Wks	Stage of Talk for Writing Approach	Aim	Main activity
Wks 1-4	Immersion & imitation	Students learn and internalise model text. Students identify transferable ideas and structures	<p>Cold Task / Have a Go Task - Use an interesting stimulus/ starting point with minimal teaching and students to write text e.g a healthy meal recipe, a how to be healthy explanation text</p> <p>Immersion -explore texts on different aspects of healthy living, healthy mind, body, diet, exercise, sleep etc</p> <p>Tune into the text: acting out different recipes or exercise instructions</p> <p>Focus on purpose, structure, language features of instructions or explanation text.</p> <p>Students identify and arrange key features of the chosen text</p> <p>Students warm up to the text/ embed words/phrases and grammar,</p> <p>Introduce model text - text map and learn text.</p> <p>Students internalise model text using text map</p> <p>Students read as a reader -vocabulary & comprehension work</p> <p>Students read as a writer - Box up model text, analyse features etc</p>
Wks 5-8	Innovation	Students use ideas and structures Students co-construct new versions of original text with support	<p>Students explore and rewrite the model text</p> <p>Shared writing to innovate the model</p> <p>Students box up a new version of the model text - key headings and information.</p> <p>Students amend / innovate key elements</p> <p>Use word bank and structure of original text</p> <p>Use mind map to generate and record different ideas.</p> <p>Use Narrative Therapy & Colourful Semantics to revise model text</p>
Wks 9-12	Invention / Independent application	Students create original texts as independently as possible	<p>Students use structure of the model text</p> <p>Students create own text</p> <p>Use word bank and structure of original and innovated text</p> <p>Use mind map to generate and record different ideas.</p> <p>Students plan, review, edit and revise their writing.</p> <p>Use Narrative Therapy & Colourful Semantics to create new text</p> <p>Hot Task / Show us what you have learnt -</p> <p>An independent task on a similar type of writing</p>

	<u>OU WTE1</u>	<u>OU Entry Level 1</u>	<u>OU Entry Level 2</u>	<u>OU Entry Level 3</u>	<u>OU Level 1</u>
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Key learning:	Communication Skills-Good Health Inside and Out				
<p>Subject specific knowledge</p> <p>Communication Skills.</p> <p>How to communicate ideas effectively.</p> <p>How to respond to others appropriately</p>	<p><u>Students know</u> some key concepts and ideas about health.</p> <p><u>Students know</u> simple nouns used to describe their health and healthy lifestyles.</p> <p><u>Students know</u> and understand simple questions: What is healthy? When do you clean your teeth?</p> <p><u>Students know</u> simple adjectives used to describe their health</p> <p><u>Students know</u> different elements of their lives e.g sleep, food, exercise.</p> <p><u>Students know</u> some words used to describe health and personal needs</p> <p><u>Students know</u> the language used to describe personal health and lifestyles</p>	<p><u>Students know</u> some key words used to communicate instructions from staff in role play activities.</p> <p><u>Students know</u> that they need to take turns in role play situations.</p> <p><u>Students know</u> simple adjectives used to describe health and food.</p> <p><u>Students know</u> the names of a range of health related issues.</p> <p><u>Students know</u> that people use names to get people's attention.</p> <p><u>Students know</u> that people sometimes use informal language in recipes and health blogs.</p> <p><u>Students know</u> that good listening involves looking at the person speaking during role play activities.</p> <p><u>Students know</u> that turning your back on a person who is speaking is not positive communication behaviour.</p>	<p><u>Students know</u> and name three or more good communication qualities.</p> <p><u>Students know</u> whether a question is closed and only needs a yes / no answer.</p> <p><u>Students know</u> whether a question is open and needs a full answer.</p> <p><u>Students know</u> that they should stand or sit with their body towards the person they are talking to and turn their face towards the other person.</p> <p><u>Students know</u> why they should practise good listening during role play activities.</p> <p><u>Students know</u> how people feel when they do not practise good listening skills during role play activities.</p> <p><u>Students know</u> that eye contact is important in communicating with others.</p> <p><u>Students know</u> and name some difficulties in communication caused by not maintaining eye contact when it is appropriate.</p>	<p><u>Students know</u> if a situation is in a professional context or a less formal context.</p> <p><u>Students know</u> some examples of informal language and style.</p> <p><u>Students know</u> how to frame or answer open and closed questions in discussions with adults and peers in a range of situations.</p> <p><u>Students know</u> how to frame questions to gain different information about healthy lifestyles.</p> <p><u>Students know</u> how to use mind maps to inform their planning.</p> <p><u>Students know</u> that they need to adapt their communication style to match the context.</p> <p><u>Students know</u> how to describe what constitutes good body language in a range of health care settings.</p> <p><u>Students know</u> how to adapt their communication method to suit different situations.</p>	<p><u>Students know</u> a number of key differences between spoken and written language used in communicating about healthy lifestyles and general health.</p> <p><u>Students know</u> a range of suitable questions to find out information services provided by a health care professional.</p> <p><u>Students know</u> when to adjust their tone/volume of voice in communicating with health care professionals.</p> <p><u>Students know</u> how to sequence their ideas logically.</p>

			Students know the reasons why good listening is important		
<p>Subject specific skills</p> <p>Communication Skills.</p> <p>How to communicate ideas effectively.</p> <p>How to respond to others appropriately</p>	<p><u>Students are able to</u> combine two or three key ideas and concepts.</p> <p><u>Students are able to</u> use signs, switches, symbols or words to ask simple questions from a choice of 3.</p> <p><u>Students are able to</u> use signs, switches, symbols or words to describe their own needs from a choice of 3.</p> <p><u>Students are able to</u> use signs, switches, symbols or words to describe what is healthy or unhealthy.</p> <p><u>Students are able to</u> use signs, switches, symbols or words from a choice of 3 to describe elements of a recipe or healthy living guide.</p> <p><u>Students are able to</u> use signs, switches, symbols or words to describe how to be healthy.</p> <p><u>Students are able to</u> use their chosen method of communication to ask simple questions in a variety of discussions</p>	<p><u>Students are able to</u> follow verbal or visual prompts to carry out actions in role play activities.</p> <p><u>Students are able to</u> follow verbal or visual prompts to speak, sign, use a switch or symbols in role play activities.</p> <p><u>Students are able to</u> use signs, switches, symbols or words to describe what they need from health care professionals.</p> <p><u>Students are able to</u> use signs, switches, symbols or words to identify and describe how to be healthy.</p> <p><u>Students are able to</u> use signs, switches, symbols or words to describe their favourite food or form of exercise.</p> <p><u>Students are able to</u> use single words to answer a range of simple questions about themselves and their health care needs.</p> <p><u>Students are able to</u> use single words to answer a range of simple questions about healthy lifestyles.</p> <p><u>Students are able to</u> use single words to answer a range of</p>	<p><u>Students are able to</u> communicate using one or two good communication qualities when joining in with different types of group activities.</p> <p><u>Students are able to</u> communicate using three or more good communication qualities when joining in with different types of group activities.</p> <p><u>Students are able to</u> stand or sit with their body towards the person they are talking to.</p> <p><u>Students are able to</u> turn their face towards the person they are talking to.</p> <p><u>Students are able to</u> sometimes answer a closed question with a yes / no answer or single word answer.</p> <p><u>Students are able to</u> sometimes answer open questions with full answers using short phrases.</p> <p><u>Students are able to</u> recognise when eye contact is needed and describe some communication difficulties</p>	<p><u>Students are able to</u> identify if certain communication skills are appropriate to the context.</p> <p><u>Students are able to</u> use formal language, terms of address and sentence structure in formal conversations with health care professionals.</p> <p><u>Students are able to</u> use informal language and structures when discussing healthy food and lifestyle or writing a recipe or lifestyle blog.</p> <p><u>Students are able to</u> use basic planning strategies like mind maps to develop a role play related to healthy living.</p> <p><u>Students are able to</u> ask open and closed questions to adults and peers in a range of situations.</p> <p><u>Students are able to</u> use a range of questions to elicit different information about services provided by healthcare professionals..</p>	<p><u>Students are able to</u> identify at least 5 characteristics of spoken language used to communicate recipes and healthy living.</p> <p><u>Students are able to</u> identify at least 5 characteristics of written language used to communicate about healthcare needs and services.</p> <p><u>Students are able to</u> use a range of suitable questions to develop understanding of good and poor health.</p> <p><u>Students are able to</u> identify at least 5 differences between spoken and written language about healthy living.</p> <p><u>Students are able to</u> increase the volume of their voice to speak loudly and clearly in formal settings /situations associated with healthcare services.</p> <p><u>Students are able to</u> adopt an appropriate tone of voice to speak clearly and</p>

	<p>which are led by a member of staff and/or peer.</p> <p><u>Students are able to use</u> their chosen method of communication to make comments in a variety of discussions which are led by a member of staff and/or peer.</p> <p><u>Students are able to ask</u> for a pen to write, or glue to attach a symbol.</p> <p><u>Students are able to ask</u> for information, details about health services provided.</p>	<p>simple questions about healthy living.</p> <p><u>Students are able to</u> briefly look at the speaker when they hear their name.</p> <p><u>Students are able to</u> briefly look at the speaker when being addressed.</p> <p><u>Students are able to</u> look at the speaker for the whole duration of a question or statement.</p> <p><u>Students are able to</u> look at the person speaking during role play activities</p> <p><u>Students are able to</u> smile and nod whilst someone else speaks in a role play activity.</p> <p><u>Students are able to</u> identify when people are not demonstrating good listening skills in role play activities.</p>	<p>caused by not using eye contact in a variety of situations.</p> <p><u>Students are able to</u> identify reasons why good listening is important.</p> <p><u>Students are able to</u> describe the impact of not listening.</p> <p><u>Students are able to</u> demonstrate effective listening in a role play activity.</p> <p><u>Students are able to</u> take an independent role in role play activities.</p> <p><u>Students are able to</u> participate independently in a role play activity.</p>	<p><u>Students are able to</u> use a formal communication style in a healthcare context.</p> <p><u>Students are able to</u> demonstrate good body language in a range of healthcare settings</p> <p><u>Students are able to</u> recognise not all communication methods fit each context.</p> <p><u>Students are able to</u> recognise where and when communication methods need to be adapted depending on the setting.</p>	<p>respectfully in healthy eating and lifestyle blogs.</p> <p><u>Students are able to</u> adjust their tone/volume of voice in formal and informal settings/situations related to healthy lifestyles. .</p> <p><u>Students are able to</u> communicate their ideas/thoughts in a clear and logical manner</p>
	<u>OU WTE1</u>	<u>OU Entry Level 1</u>	<u>OU Entry Level 2</u>	<u>OU Entry Level 3</u>	<u>OU Level 1</u>
Key Learning-	Reading - Good Health: Personal Information				
Subject specific knowledge Reading	<p><u>Students know</u> which way to hold a book, brochure, flyer or leaflet and to turn the pages one at a time, starting from the front cover.</p> <p><u>Students know</u> that text flows on a page from left</p>	<p><u>Students know</u> key words or symbols used in a range of texts associated with healthy living.</p> <p><u>Students know</u> the requirements and layout of texts associated with health living.</p>	<p><u>Students know</u> and understand chronological language e.g. first, then, next, finally</p> <p><u>Students know</u> and understand at least 7 key words or phrases used to describe healthy living.</p>	<p><u>Students know</u> and understand at least 10 key words or phrases to describe healthy food.</p> <p><u>Students know</u> and understand at least 10 key words or phrases to describe healthy lifestyles.</p>	<p><u>Students know</u> to read clearly and loudly when presenting information in a healthy living blog.</p> <p><u>Students know</u> to use variation of pace and tone when reading.</p>

	<p>to right and from top to bottom of a column or page.</p> <p><u>Students know</u> that they should begin reading at the top of a page and at the start of each sentence.</p> <p><u>Students know</u> that how a recipe is structured.</p> <p><u>Students know</u> at least 20 familiar symbols and/or words used to describe health.</p> <p><u>Students know</u> certain objects of reference represent different aspects of healthy living.</p> <p><u>Students know</u> the meaning of key words or symbols associated with healthy living.</p>	<p><u>Students know</u> the initial sound of a word.</p> <p><u>Students know</u> key words or symbols e.g. diet, exercise, sleep</p> <p><u>Students know</u> how to order visual steps to support them to complete a task</p>	<p><u>Students know</u> how to segment and blend words.</p> <p><u>Students know</u> root words in words containing common suffixes and prefixes.</p> <p><u>Students know</u> to use the context of the writing to help them make sense of a text.</p> <p><u>Students know</u> common exception words.</p>		<p><u>Students know</u> the typical structure and phrasing of a recipe or exercise video.</p> <p><u>Students know</u> the key language used in a. a recipe or exercise video</p> <p><u>Students know</u> that their opinion should be supported by the text or other facts and reasons.</p>
<p>Subject specific skills</p> <p>Reading</p>	<p><u>Students are able to</u> choose a recipe or healthy lifestyle book, brochure, flyer or leaflet from a given selection.</p> <p><u>Students are able to</u> handle a recipe or healthy lifestyle book, brochure flyer or leaflet with care.</p> <p><u>Students are able to</u> turn the pages of a recipe or healthy lifestyle book, brochure flyer or leaflet</p>	<p><u>Students are able to</u> use simple terms to describe the meaning of at least 5 key words associated with healthy living.</p> <p><u>Students are able to</u> answer simple comprehension questions based on a range of texts consisting of or supported by symbols.</p> <p><u>Students are able to</u> communicate to a member of staff what words or symbols that they have read.</p>	<p><u>Students are able to</u> sequence 5 instructions to explain the steps in booking an appointment with a healthcare professional.</p> <p><u>Students are able to</u> correctly use chronological language e.g. first, then, next, finally.</p> <p><u>Students are able to</u> read at least 7 key words or phrases associated with identifying their healthcare needs.</p>	<p><u>Students are able to</u> read and extract information from healthy living leaflets/ websites.</p> <p><u>Students are able to</u> identify what is needed to follow a recipe.</p> <p><u>Students are able to</u> extract the details from texts about healthy lifestyles.</p> <p><u>Students are able to</u> read at least 10 key words or</p>	<p><u>Students are able to</u> read clearly and at good pace when reading information about healthy living</p> <p><u>Students are able to</u> vary the tone at appropriate points when reading out a recipe.</p> <p><u>Students are able to</u> identify key language and structures in a recipe.</p> <p><u>Students are able to</u> identify key features of a</p>

	<p>one page at a time starting from the front cover.</p> <p><u>Students are able to</u> follow a text from left to right and from top to bottom of a column or page and read the symbols or words.</p> <p><u>Students are able to</u> read at least 20 familiar symbols and/or words used to describe healthy lifestyles.</p> <p><u>Students are able to</u> identify objects of reference associated with healthy lifestyles and match the object to the correct word or symbol.</p> <p><u>Students are able to</u> read and extract one piece of information from a range of information texts associated with healthcare.</p>	<p><u>Students are able to</u> use what they have read to support them in completing the next steps in a task.</p> <p><u>Students are able to</u> use the initial sound of a word to help them to identify the word and or symbol when reading in a variety of contexts.</p> <p><u>Students are able to</u> sequence a simple set of visual and written instructions e.g. follow a recipe or carry out an exercise</p> <p><u>Students are able to</u> sequence visual steps to support them to complete a task.</p>	<p><u>Students are able to</u> read at least 7 key words or phrases associated with recipes.</p> <p><u>Students are able to</u> apply phonic knowledge and skills to decode words.</p> <p><u>Students are able to</u> use the context to help them to read unfamiliar words.</p> <p><u>Students are able to</u> locate key information in recipes.</p>	<p>phrases associated with recipes.</p> <p><u>Students are able to</u> use familiar words and root words to read longer words, in addition to using phonic knowledge and context.</p>	<p>healthy lifestyle text / recipe that helps make the meaning clear.</p> <p><u>Students are able to</u> refer to the relevant part of a text to justify their opinion about it.</p> <p><u>Students are able to</u> make reference to general facts and reasons to justify their opinion about how to be healthy.</p>
	<u>OU WTE1</u>	<u>OU Entry Level 1</u>	<u>OU Entry Level 2</u>	<u>OU Entry Level 3</u>	<u>OU Level 1</u>
Key Learning	Writing - Good Health: Personal Information				
<u>Subject specific knowledge</u>	<p><u>Students know</u> how to make straight marks in sensory material.</p> <p><u>Students know</u> how to make circular marks in sensory material.</p> <p><u>Students know</u> how to make straight marks with a pen or pencil.</p>	<p><u>Students know</u> the initial letter or grapheme of a word related to healthy living.</p> <p><u>Students know</u> how to form the initial letter or grapheme of a word.</p> <p><u>Students know</u> what a noun is.</p>	<p><u>Students know</u> key words used to describe healthy living and their healthcare needs.</p> <p><u>Students know</u> how to correctly punctuate sentences with full stops and capital letters.</p> <p><u>Students know</u> how to segment and blend words.</p>	<p><u>Students know</u> the layout of a leaflet/ website related to healthy living.</p> <p><u>Students know</u> the layout of a recipe.</p> <p><u>Students know</u> what detail and features to include when describing their healthcare needs.</p>	<p><u>Students know</u> the vocabulary relevant to their own healthcare needs.</p> <p><u>Students know</u> they need to read, check and revise their writing.</p> <p><u>Students know</u> how to form the use the present, past and future tense of</p>

	<p><u>Students know</u> the form of common shapes or letters.</p> <p><u>Students know</u> how to write key words associated with healthy living.</p> <p><u>Students know</u> some words used to describe their healthcare needs.</p>	<p><u>Students know</u> some key nouns used to describe good and poor health.</p> <p><u>Students know</u> the words and symbols used to describe how to make a healthy meal.</p> <p><u>Students know</u> the key elements required in requesting an appointment with a healthcare professional</p>	<p><u>Students know</u> root words in words containing common suffixes and prefixes.</p> <p><u>Students know</u> how to spell some common tricky words.</p> <p><u>Students know</u> chronological language used to describe the past and the future.</p>	<p><u>Students know</u> familiar words and root words when used in compound words or with prefixes and suffixes</p> <p><u>Students know</u> how to use Microsoft Word and Microsoft Publisher without support</p>	<p>regular and irregular verbs.</p> <p><u>Students know</u> how to spell most common tricky words.</p> <p><u>Students know</u> how to use Microsoft Word and Microsoft Publisher without support</p>
<p>Subject specific skills</p> <p>Writing</p>	<p><u>Students are able to</u> make straight marks in sensory material.</p> <p><u>Students are able to</u> make circular marks in sensory material.</p> <p><u>Students are able to</u> make straight marks with a pen or pencil.</p> <p><u>Students are able to</u> make circular marks in sensory material.</p> <p><u>Students are able to</u> trace or overwrite 3 recognisable shapes or letters.</p> <p><u>Students are able to</u> copy 3 recognisable shapes or letters when writing.</p> <p><u>Students are able to</u> match the background colours of up to 4 words or symbols to create simple sentences</p>	<p><u>Students are able to</u> write the initial letter or grapheme of a word.</p> <p><u>Students are able to</u> select pictures or symbols to add detail to their writing.</p> <p><u>Students are able to</u> select descriptive words to add detail to their writing.</p> <p><u>Students are able to</u> use pictures and symbols to describe images of healthy lifestyles.</p> <p><u>Students are able to</u> use words to describe images of healthy lifestyles.</p> <p><u>Students are able to</u> select symbols to sequence information into a full sentence.</p>	<p><u>Students are able to</u> use simple words and phrases to describe healthy lifestyles.</p> <p><u>Students are able to</u> use simple words and phrases to describe what is in a recipe.</p> <p><u>Students are able to</u> use simple words and phrases to describe their needs in request for an appointment with a healthcare professional.</p> <p><u>Students are able to</u> use full sentences to write a short text describing how to be healthy.</p> <p><u>Students are able to</u> use full sentences to write a request for a healthcare appointment</p> <p><u>Students are able to</u> correctly punctuate sentences with full stops and capital letters.</p>	<p><u>Students are able to</u> identify where to place different pieces of information in a recipe for a healthy meal.</p> <p><u>Students are able to</u> include the appropriate detail and features to request a healthcare appointment.</p> <p><u>Students are able to</u> include the appropriate detail and features to write a leaflet or blog about healthy living.</p> <p><u>Students are able to</u> include the appropriate detail and features to write a recipe.</p> <p><u>Students are able to</u> use familiar words and root words to write longer words, in addition to using</p>	<p><u>Students are able to</u> select vocabulary relevant to discussions about healthy lifestyles.</p> <p><u>Students are able to</u> revise and edit the spelling, grammar and sentence structure in their writing.</p> <p><u>Students are able to</u> correctly use the imperative when writing a recipe.</p> <p><u>Students are able to</u> correctly use the future tense to describe what will happen if you follow a healthy lifestyle.</p> <p><u>Students are able to</u> correctly spell most common tricky words.</p> <p><u>Students are able to</u> consistently apply phonic</p>

	<p>about themselves and healthy living.</p> <p><u>Students are able to select</u> pictures or symbols to describe an image related to healthy living.</p> <p><u>Students are able to select</u> pictures or symbols to write a simple text about their healthy lifestyles</p> <p><u>Students are able to select</u> words to describe an image related to healthy lifestyles.</p> <p><u>Students are able to select</u> words to write a simple text about healthy living.</p>	<p><u>Students are able to select</u> words to sequence information into a full sentence.</p> <p><u>Students are able to order</u> a set of images to describe how to request or attend an appointment.</p> <p><u>Students are able to use</u> words or symbols to describe each image in instructions on how to make a healthy meal.</p>	<p><u>Students are able to apply</u> phonic knowledge and skills in their writing.</p> <p><u>Students are able to use</u> familiar root words in words containing common suffixes and prefixes.</p> <p><u>Students are able to correctly spell</u> some common tricky words</p> <p><u>Students are able to correctly use</u> chronological language when describing their past experience and their future needs.</p>	<p>phonic knowledge and context.</p>	<p>knowledge and skills when writing unfamiliar words.</p> <p><u>Students are able to create and write</u> a document on Microsoft Word without support.</p> <p><u>Students are able to create and write</u> a document on Microsoft Publisher without support</p>
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<p>Personal development</p>	<p>Reasoning - Students will predict and extract information from a range of sources.</p> <p>Evaluation - Students will express their own views and preferences against agreed criteria to evaluate their own work and the work of others.</p> <p>Empathy - Writing, reading and listening to others will help students to understand what others might be thinking or feeling in a particular situation.</p> <p>Social skills - When working collaboratively, students will listen to and respect other people's ideas. They will undertake a variety of roles in group contexts.</p> <p>Communication - Students will develop their ability to discuss as they work collaboratively in paired, group and whole-class contexts. They will communicate outcomes orally, in writing and through ICT when appropriate.</p>
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<p>Suggested activities</p> <p>Students explore the importance of sleep and good sleep hygiene.</p> <p>Students explore a range of healthy recipes.</p> <p>Students explore their favourite food and discuss if healthy and how to make it more healthy.</p> <p>Students sort healthy and unhealthy meals/ foods and explore portion control/sizes.</p> <p>Students use infographics to communicate key messages regarding good health.</p> <p>Students write a blog on how to be healthy.</p>

<p>Online resources</p> <p>Eat well - NHS (www.nhs.uk)</p> <p>Every Mind Matters - NHS (www.nhs.uk)</p> <p>What is a healthy lifestyle? - BBC Bitesize</p> <p>Easy healthy recipes BBC Good Food</p> <p>How to fall asleep faster and sleep better - Every Mind Matters - NHS (www.nhs.uk)</p>

Evidencing Work

All task, planning and evidence sheets need to be levelled in accordance with the rubric, students need to self-assess and work needs to be put in student books/ folders with next steps identified

Audio and video performances need to be recorded and formatted within Book Creator.

Speaking and writing assessment at the end of the unit