

<p>Immersion into context</p> <p>St George's Fantastic Body Facts Quiz - 3 rounds, 10 questions per round which will be linked to each topic.</p> <p>These questions can form the basis of the working wall in the sequence of the learning journey.</p> <p>Answers to be revealed/learned throughout the topic.</p>	<p style="text-align: center;">Year <u>KS2 – Year 4 – Cycle 2</u></p> <p style="text-align: center;">Healthy Me!</p> <hr/> <p>Outcome/Outcomes of sequence of learning</p> <ul style="list-style-type: none"> • Non chronological report/explanation • Writing a fictional narrative from a different character viewpoint. • Create a narrative with settings, character and plot. <hr/> <p>AfL – next steps for rapid progress</p> <p>Do you know it? Do you understand it? Can you use it? Can you compare, contrast or infer? Can you create something new? Can you evaluate it against a set criteria?</p>	<p>Reading into writing opportunities /Guided reading possibilities</p> <p><u>Non –fiction</u> Information texts: note taking Writing up experiments Reports and explanations in Science Cause and effect</p> <p><u>Fiction</u> Descriptions Diary of a Pea: digestion Writing a non-fictional narrative from a different character viewpoint</p> <p><u>Shared Reading/ Comprehension</u> The Personality Potion Sport is Fun Downhill Racers The King of Football</p>
<p>Related texts</p> <p>Diary of a Killer Cat</p> <p>Weslandia</p>	<p>Role play and spoken language</p> <p>Debating</p>	<p>Contextualised grammar teaching</p> <p>Command Commas in a list; 'comma sandwich' (subordinate clauses) Homophones Noun phrases Articles- a/ an</p>

		<p>Noun, pronoun starters in a paragraph.</p> <p>Conjunctions</p> <p>Using direct speech</p>
<p>Cross Curricular links</p> <p><u>DT</u>: Cooking and Nutrition</p> <p><u>Physical Geography</u>- locational knowledge</p> <p><u>Human Geography</u>- tradelinks</p> <p><u>Science</u> Animals including humans</p> <p><u>Computing</u>- Coding</p> <p><u>PE</u>- Swimming, gym</p>		<p>Immersion in vocabulary</p> <p>Technical vocabulary through Science.</p> <p>Descriptive vocabulary, including characters, setting and plot.</p> <p>Emotive language</p> <p>Geographical language</p> <p>Spelling Patterns</p> <p>-ly (for nouns and adjectives)</p> <p>-sure</p> <p>-ture</p> <p>-sion</p> <p>-tion</p> <p>-ous</p>

<p>Statutory requirements</p> <p>See National Curriculum documentation</p>	<p>Sequence of learning</p> <p>Food groups: including the Eatwell plate</p> <p>Balanced diet: including nutrition</p> <p>Digestive system: technical vocabulary</p>
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Skeletons: technical vocabulary, skeleton types and purpose and comparison - human/
animal skeletons

Teeth: technical vocabulary and tooth care

Muscles and joints: technical vocabulary and purpose

Animal diets: producers, predators and prey

Food webs

Locally sourced food: farm to fork

International food: trade links

Fair-trade.