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Description automatically generated**Newquay Junior Academy – Summer Sequence - Year 5**

**‘Changes and Differences’**

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| **SCIENCE FIRST HALF TERM**  **Prior knowledge...**  Animals including humans  Describe the simple functions of the basic parts of the digestive system in humans.  Identify the different types of teeth in humans and their simple functions. |  | **SCIENCE SECOND HALF TERM**  **Prior knowledge...**  Materials (mixture and separation)  Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock and simply describe their physical properties. |  | **DESIGN TECHNOLOGY**  **Prior knowledge...**  **Pupils can:**  **Produce a range of free-standing frame structures of different shapes and sizes.**  **Design a pavilion that is strong, stable and aesthetically pleasing.**  **Select appropriate materials and construction techniques to create a stable, free-standing frame structure.**  **Select appropriate materials and techniques when constructing** |  |
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| **INTENT**  Animals including humans  Pupils will be able to describe the different stages of a human life cycle. |  | **INTENT**  Materials (mixture and separation)  Pupils will be able to explain that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.  They will also be able to use their knowledge of solids, liquids, and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. |  | **INTENT**  **Structures: Bridges**    **Pupils will learn and investigate the different types of bridges and what features allow them to support a large amount of weight. Children design, make and evaluate their own truss bridge.** |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Animals including humans - foetus, embryo, womb, gestation, baby, toddler, teenager, elderly, growth, development, puberty, hormone, physical, emotional.  Different animals mature at different rates and live to different ages.  Puberty is something we all go through, a process which prepares our bodies for being adults, and reproduction. Hormones control these changes; which can be physical and/or emotional. |  | **VOCABULARY/STICKY KNOWLEDGE**  Materials (mixture and separation) - solid, liquid, gas, particles, state, materials, properties, matter, melt, freeze, water, ice, temperature, process, condensation, evaporation, water vapour, energy, precipitation, collection  When two or more substances are mixed and remain present the mixture can be separated.  Some changes can be reversed and some can’t.  Materials change state by heating and cooling. Sometimes mixed substances react to make a new substance. These changes are usually irreversible. |  | **VOCABULARY/STICKY KNOWLEDGE**  **beam bridge, arch bridge, truss bridge, strength, technique, corrugation, lamination, stiffness, rigid, stability, visual appeal, aesthetics, joints** |  |
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| **SEQUENCE OF LESSONS:**  **Animals including humans**  What if the average human lifespan was 200 years?  1. To create a timeline of a human life.  2. To study the development from foetus to birth.  3. To work scientifically to investigate gestational periods.  4. To learn about the changes experienced in puberty. |  | **SEQUENCE OF LESSONS:**  **Materials (Mixture and separation)**  Investigating using water and cornflour – changing a liquid into a solid when held.  1. To know that some materials will dissolve in a liquid to form a solution.  2. To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.  3. To explain that some changes result in the formation of new materials, and these are not usually reversible. |  | **SEQUENCE OF LESSONS:**  **Lesson 1: Arch and beam bridges**  To explore how to reinforce a beam (structure) to improve its strength  **Lesson 2: Spaghetti truss bridges**  To build a spaghetti truss bridge  **Lesson 3: Building bridges**  To build a wooden truss bridge  **Lesson 4: Finalising bridges**  To complete, reinforce and evaluate my truss bridge |  |
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| **OUTCOME/COMPOSITE**  Animals including humans  Pupils will produce their own human timeline. |  | **OUTCOME/COMPOSITE**  Materials (Mixture and separation)  Pupils will create their own demonstrations to show the difference between irreversible and reversible changes. They will show these at an ‘NJA Science fair’ |  | **OUTCOME/COMPOSITE**  **Children make a truss bridge out of softwood. Children test and evaluate their structure.** |  |

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| **HISTORY – First half term**  **Prior knowledge…** Children will have learnt about Persia and Greece.    **Ancient Greece** |  | **History – Second half term**  Prior knowledge…children will have learnt about Ancient Greece.    Alexander the Great |  | **MUSIC**  **Prior knowledge...**   * Samba music originated in Brazil, South America and its main musical feature is syncopated rhythms. * The ‘on beat’ is the pulse of a piece of music, and the ‘off beat’ is beats that fall in between these. * A rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms. |  |
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| **INTENT**  Pupils will learn about the innovations of the Ancient Greeks, warring between different regions of Greece and the Ancient Greeks love of literature |  | **INTENT**  **Pupils will build on their understanding of the conflicts between Greece and Persia and learn about the rise of Alexander the Great and his conquests across Europe and Asia.** |  | **INTENT**  To recognise music from another culture and play rhythms and eight-beat breaks as part of an ensemble. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Athenian democracy and empire, Art, culture & learning in Ancient Greece Greek architecture, inc. Parthenon Greek religion in Greek stories (revisits content from Greek politics, culture and religion in Spring 2) Greek literature, inc. epic poetry – inc Homer’s Odyssey. Tragedy in Greek theatre Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle  Disciplinary focus: evidential thinking What can historians learn from the sources from Ancient Greece? |  | **VOCABULARY/STICKY KNOWLEDGE**  Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. Alexander the Great: childhood, education (link to Aristotle in Summer 1), early battles, conquest of Persia, death. Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad) Meanwhile in Egypt…. Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we learned about why empires rise and fall?  Disciplinary focus: causation How did Alexander the Great conquer so much land? |  | **VOCABULARY/STICKY KNOWLEDGE**  a cappella, call and response, dynamics, performance, chord, improvisation, ostinato, break, poly-rhythms, master drummer, syncopation, metronome |  |
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| **SEQUENCE OF LESSONS:**   1. Athens tries something different. 2. The Peloponnesian War 3. The Parthenon. 4. Greek Literature. 5. The Odyssey. 6. The Greeks loved Philosophy. |  | **SEQUENCE OF LESSONS:**   1. Greece and Macedon 2. King Philips makes Macedon great. 3. Alexander: from boy to king 4. Alexander’s battles 5. Alexander conquers Persia 6. The wonderful library of Alexandria |  | **SEQUENCE OF LESSONS:**  **Lesson 1: ‘Shosholoza’ a cappella To sing a traditional African song unaccompanied.**  **Lesson 2: Playing ‘Shosholoza’ To use untuned percussion to play a chord progression.**  **Lesson 3: The ‘Shosholoza’ show To use vocals or tuned percussion to perform a piece of music as an ensemble.**  **Lesson 4: Drumming away to Africa To play call and response rhythms using percussion instruments.**  **Lesson 5: Eight-beat breaks To create an eight beat break to play within a performance.** |  |
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| **OUTCOME/COMPOSITE**  Filmed debate - which is the most significant part of Ancient Greek Civilisation e.g. religion/literature/warfare |  | **OUTCOME/COMPOSITE**  **Debate: Year 5 v Year 6: Did Alexander deserve the title Great?** |  | **OUTCOME/COMPOSITE**  Maintain their part in a performance with accuracy. Play the more complicated rhythms in time and with rests. Create an eight-beat break and play this in the correct place. Perform the above to a Y5 class in another school.. |  |

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| **GEOGRAPHY FIRST HALF**  **Volcanoes**  **Prior knowledge – Pupils will have learnt about agriculture, rivers and mountains.** |  | **Geography – Second half term**  **Climate and Biomes**  **Prior knowledge – Pupils will have learnt about settlements and rivers.** |  | **ART**  **Prior knowledge…**  Colours can be mixed together, all originating from the 3 primary colours.  Contrast can be created with black and white / light and shade / intense and faint |  |
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| **INTENT**  Disciplinary focus: interaction How do volcanoes affect a place? |  | **INTENT**  **Disciplinary focus: interaction How does the climate affect the way people live?** |  | **INTENT**  Pupils will carry out an artist study about Chuck Close and explore his styles and media that he used.  They will explore the use and application of colour. They will look at how artists use colour for impact. They will explore ways to draw (using different techniques and textures) and apply colour in new ways to create shade, highlights and form, building up an image. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Structure and composition of the earth How and why volcanoes erupt Types of volcanoes Active, dormant and extinct volcanoes Link to settlements with section on why people still live near volcanoes Deepen Mediterranean place focus via Mount Etna and human settlements around it. Why people visit volcanoes (work, tourism, farming, science) Geographical skills: Using diagrams, describing distribution |  | **VOCABULARY/STICKY KNOWLEDGE**  Climate and biomes (Situated, through its examples, in Europe, so that European place focus is launched simultaneously) Continent of Europe Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. Climate and relationship with oceans. Climate and biomes within climates Depth focus 1) Mediterranean climate Depth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison Geographical skills: World map and key lines of latitude |  | **VOCABULARY/STICKY KNOWLEDGE**  Chuck Close is a disabled, American contemporary artist (born 1940) who creates large, often pixelated, paintings.  Colour can be darker (using shaded hues) or lighter (using tinted hues). Different media or different application can create lighter or darker hues. Complementary colours are used for impact. Analogous colours can be used to fade or blend colours and tones.  Pixels build up to form an image |  |
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| **SEQUENCE OF LESSONS:**  1.The journey no one will make  2. What happens when a volcano erupts?  3. How are volcanoes formed?  4. Active, dormant and extinct volcanoes  5. Mount Etna 6.Why do people choose to be near a dangerous volcano? |  | **SEQUENCE OF LESSONS:**  1. What is agriculture?  2. Arable farming.  3. Pastoral farming.  4. How does farming change the landscape?  5. How does our food affect farming?  6. Sheep farming in Wales. |  | **SEQUENCE OF LESSONS:**  1.To develop different drawing techniques using texture, line and tone. To create a grid of ideas in 2b pencil for sketchbook.  2.To investigate colour theory by mixing colours (including tints) and identifying warm, cool, complementary and analogous colours  3.To study the life, works and style of the contemporary artist, Chuck Close. and to experiment with his style in coloured squares.  4.To create a prepared group piece of a given character, in the style of Chuck Close.  5. (optional) To create your own artwork of any inspiring character or person, inspired by Close’s techniques.  6.To complete a fact file about Chuck close and his style. |  |
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| **OUTCOME/COMPOSITE**  Create a poster to show how volcanoes affect a place. |  | **OUTCOME/COMPOSITE**  Create a leaflet to show how climate affects the way people live. |  | **OUTCOME/COMPOSITE**  **Pupils will further develop drawing and colour skills, using colour and pattern to provide shade and form. As well as preparatory and exploratory work in sketchbooks, they will produce a large collaborative portrait in the style of Close.** |  |

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| **RELIGIOUS EDUCATION – FIRST HALF TERM**  **Prior knowledge... This half term of RE will draw on the children’s understanding from the last Judaism unit.** |  | **RELIGIOUS EDUCATION – SECOND HALF TERM**  **Prior knowledge... This half term of RE will draw on the children’s understanding from the last Judaism two units.** |  | **SPANISH**  **Prior knowledge… remember and use simple nouns, adjectives and verbs with simple conversations from last term**. |  |
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| **INTENT**  Judaism 2 - Joseph, Moses and the Exodus    **Key Question:** Why do Jews celebrate the festival of Passover? |  | **INTENT**  Judaism 3 - Samuel, Saul, David and the Kingdom    **Key Question:** How do Jews today show the importance of the Jewish  Temple and the kingdom of Israel? |  | **INTENT**  Pupils will understand and respond to at least four questions about personal information. Can write more than one descriptive sentence about an imaginary planet.  Pupils will say and write several sentences to explain what there is to do at the seaside. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Including the following stories from the Hebrew bible:  Joseph in Egypt  Moses, Passover and the Exodus (Red Sea and the  wilderness and tabernacle)  Mount Sinai and 10 commandments  Promised Land  Contexts relating to land, kinship, slavery, laws. Everyday problems of justice arising. |  | **VOCABULARY/STICKY KNOWLEDGE**  Stories inc. David and Goliath and King David.  Solomon and the building of the Temple in Jerusalem  Babylonian stories: captivity and destruction of the Temple; e.g. Daniel in the lions’ den, King Nebuchadnezzar, Jews return to Promised Land (link to Persian king Cyrus  from Y3 History)    Note on Judaism units:  Stories are framed through questions about Judaism, keeping a sense of it as the Hebrew Bible rather than a Christian (“Old Testament”) lens.  Summer 1 and 2 introduce practices, customs and rituals of Jewish people, linking practices and beliefs back to the stories (e.g. while studying Passover “this food represents  bitterness of tears…” ) |  | **VOCABULARY/STICKY KNOWLEDGE**  **Mercurio- Mercury**  **Venus- Venus**  **Plutón- Pluto**  **Júpiter- Jupiter**  **Marte- Mars**  **Saturno- Saturn**  **Urano- Uranus**  **Neptuno- Neptune**  **El Sol – the Sun**  **La Luna- the Moon**  **La Tierra- the Earth**  **Los astronautas- the astronauts**  **El planeta- the planet**  **Las estrellas- the stars**  **Espacio- Space**  **El cohete – the rocket**  **Nombre – first name**  **Apellido – surname**  **Edad- age**  **Fecha de nacimento- date of birth**  **Dirección - address**  **Número de teléfono - telephone number**  **Nacionalidad- Nationality**  **Color de ojos- colour of eyes**  **Me llamo- I am called**  **Vivo en - I live in….**  **Tengo ….años - I am ….years old**  **Soy….- I am**  **No soy…. I am not**  **Es… It is….**  **La playa- the beach**  **Los helados- the ice creams**  **Los castillos de arena – the sandcastles**  **Las frutas- the fruits**  **El sol- the sun(shine)**  **La mochila – the rucksack**  **Las gafas de sol - the sunglasses**  **Las chanclas- the flip flops**  **El sombrero – the hat**  **La crema de sol- the sun cream**  **El bañador - the swim suit**  **Puedes / podemos – you can/we can**  **Ven a …. – come along to..**  **Va a ser genial – it’s going to be ..**  **tomar el sol – to sunbathe**  **hacer- to make**  **comer- to eat**  **jugar (al fútbol/ al voleibol)- to play(football/volleyball)**  **nadar-to swim** |  |
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| **SEQUENCE OF LESSONS:**  **1.  Joseph and his coat of many colours.**  **2. Slaves in Egypt.**  **3. Let my people go!**  **4. The last night in Egypt.**  **5. The sea, the mountain, the law and the tent.**  **6.Why are these stories important for Jews?** |  | **SEQUENCE OF LESSONS**  1. The scouts, the serpent and the wilderness.  2. The law, the walls, the judges and a king.  3. Two kings: Saul and David.  4. King Solomon builds the Temple in Jerusalem.  5. Captives in Babylon.  6. How do Jews worship without the Temple? |  | **SEQUENCE OF LESSONS:**   1. To explore a city in Spain. 2. To design a city of the future, 3. To understand and give simple information about a city. 4. To ask for an entrance ticket politely. 5. To understand and say nouns for shop items. 6. To politely ask for a gift in a shop.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. To understand sentences about the seaside 2. To read aloud sentences about the seaside 3. To create simple persuasive extended sentences 4. To understand the nouns for items I take to the beach 5. To read and understand facts about going to the beach 6. To follow a story about going to the beach |  |
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| **OUTCOME/COMPOSITE**  Create a leaflet explaining the importance of the Passover. |  | **OUTCOME/COMPOSITE**  **Create a quiz for parents about the importance of the Jewish Temple to Jews** |  | **OUTCOME/COMPOSITE**  Follow a bilingual story.  Design a city and label.  Spoken and written presentation about going to the beach.  . |  |
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| **COMPUTING – FIRST HALF TERM**  **Prior knowledge…**  **Pupils should have experience of making choices on a tablet/computer. They should be able to navigate within an application.**  **This unit progresses pupils’ skills through editing digital images and considering the impact that editing can have on an image. Pupils will also consider how editing can be used appropriately for different scenarios, and create and evaluate ‘fake’ images, combining all of their new skills.** |  | **COMPUTING – SECOND HALF TERM**  **Prior knowledge…**  **This unit assumes that learners will have some prior experience of programming; the KS1 NCCE units cover floor robots and ScratchJr, and Scratch is introduced in the Year 3 programming units. However, experience of other languages or environments may also be useful.** |  | **PSHE FIRST HALF TERM**  **Prior knowledge... ... Know that change is a natural part of relationships/ friendship • Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe** |  |
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| **INTENT**  In this unit, learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work. . |  | **INTENT**  In this unit, pupils develop their knowledge of ‘selection’ by revisiting how ‘conditions’ can be used in programming, and then learning how the ‘if… then… else...’ structure can be used to select different outcomes depending on whether a condition is ‘true’ or ‘false’. They represent this understanding in algorithms, and then by constructing programs using the Scratch programming environment. They learn how to write programs that ask questions and use selection to control the outcomes based on the answers given. They use this knowledge to design a quiz in response to a given task and implement it as a program. To conclude the unit, learners evaluate their program by identifying how it meets the requirements of the task, the ways they have improved it, and further ways it could be improved. |  | **INTENT**  **Pupils will…**learn about the importance of self-esteem and ways this can be boosted; investigate and reflect upon a variety of positive and negative online/ social media contexts including gaming and social networking. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  vector, drawing tools, object, toolbar, vector drawing,  move, resize, colour, rotate, duplicate/copy, zoom,  select, align, modify, layers, order, copy, paste, group, ungroup, reuse, reflection |  | **VOCABULARY/STICKY KNOWLEDGE**  Selection, condition, true, false, count-controlled loop, outcomes, conditional  statement, algorithm,  program, debug, question,  answer, task, design, input, implement, test, run, setup, operator |  | **VOCABULARY/STICKY KNOWLEDGE**  **Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules.**  **· Know that there are rights and responsibilities in an online community or social network**  **· Know how to stay safe when using technology to communicate with friends** |  |
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| **SEQUENCE OF LESSONS:**  **1. To search for information about an individual online and summarise the information found.**  **2.To identify that drawing tools can be used to produce different outcomes**  **3. To create a vector drawing by combining shapes**  **4. To use tools to achieve a desired effect**  **5. To recognise that vector drawings consist of layers**  **6. To group objects to make them easier to work with**  **7. To apply what I have learned about vector drawings** |  | **SEQUENCE OF LESSONS:**  1. To explain how to block abusive users.  2.To explain how selection is used in computer programs  3. To relate that a conditional statement connects a condition to an outcome  4. To explain how selection directs the flow of a program  5. To design a program that uses selection  6. To create a program that uses selection  7. To evaluate my program |  | **SEQUENCE OF LESSONS:**  **1.To begin how to recognize my own worth**    **2.Discuss safety with online communities**    **3.Understand what it means to be part of an online community**    **4.To discuss the role of online gaming in their life.**    **5.To consider our relationship with technology: screen time** |  |
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| **OUTCOME/COMPOSITE**  This unit progresses learners’ knowledge and understanding of digital painting and has some links to the Year 3 ‘Creating media – Desktop publishing’ unit, in which learners used digital images. In this Year 5 unit, learners create images that could be used in desktop publishing documents. |  | **OUTCOME/COMPOSITE**  This unit assumes that learners will have prior experience of programming using block-based construction (e.g. Scratch), understand the concepts of ‘sequence’ and ‘repetition’, and have some experience of using ‘selection’. Ideally, learners will have completed ‘Programming  A – Selection in physical computing’ before undertakinthisunit, as this will provide them with the required knowledge of ‘selection’. |  | **OUTCOME/COMPOSITE**  Pupils will…   Know that there are rights and responsibilities in an online community or social network   Know that there are rights and responsibilities when playing a game online |  |

**COMPUTING – SECOND HALF TERM**

**Prior knowledge… Programming A—This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment. They are introduced to a selection of motion, sound, and event blocks which they use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure**

**that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.**

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| **PSHE – SECOND HALF TERM**  **Prior knowledge... names of the different internal and external body parts that are needed to make a baby • how the female and male body change at puberty • personal hygiene is important during puberty and as an adult** |  | **PHYSICAL EDUCATION – FIRST HALF TERM**  **Prior knowledge... Pupils should be able to identify that athletics includes running, jumping and throwing events.  Pupils will be able to perform all of these with a sound technique.** |  | **PHYSICAL EDUCATION – SECOND HALF TERM**  **Prior knowledge...** Pupils will be able to play small, sided striking and fielding games.  They will be able to strike a stationary ball and be able to use a short barrier to stop the ball.  Pupils will have an increased understanding of the use of tactics in the games. |  |
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| **INTENT**  **Pupils will …** learn that we all have perceptions about ourselves and others, and these may be right or wrong; reflect on how social media and the media can promote unhelpful comparison and how to manage this; look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities |  | **INTENT**  In ATHLETICS, pupils will continue to build on the fundamental skills they learnt in years 3 & 4. Pupils should be able to apply and develop their skills to enable them to perform at Primary Athletic Events. |  | **INTENT**  In **ROUNDERS and CRICKET**, pupils will apply and develop skills learnt in Years 3 & 4 into rounders and cricket games.  They will be able to work together as a team and start to use the application of strategies and tactics. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam’s Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra  · Know how girls’ and boys’ bodies change during puberty and understand the importance of looking after themselves physically and emotionally  · Know that sexual intercourse can lead to conception |  | **VOCABULARY/STICKY KNOWLEDGE**  Technique   Rules   Pacing   Sprinting   Jumping   Throwing   Baton   Changeovers   Strength   Power   Relay |  | **VOCABULARY/STICKY KNOWLEDGE**  **English catch     Australian catch     Strategies     Rounders positions     Deep fielder      No-ball     Wicket** |  |
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| **SEQUENCE OF LESSONS:**  **1..To develop their understanding of self and body image**  **2.To consider the changes for girls during puberty**  **3.To consider the changes for boys during puberty**  **4.To understand how conception can lead to babies being born**  **5.To know who to ask if they are worried about change.** |  | **SEQUENCE OF LESSONS:**  A. To be able to sprint with a solid technique and understand the rules involved with a baton changeover in relay.  B.  Understand the term ‘pacing’ and apply in a long-distanced run with a developing understanding of strategies.  C. To explore different types of jumps and be able to jump using a safe technique.  D. To explore different jumping combinations of hop, step, jump.  E. To be able to perform a ‘pull’ throw with a solid technique and understand the safety commands involved in throwing.  F. To understand the concept of a ‘push’ and ‘sling’ throw and be able to identify these in athletics events. |  | **SEQUENCE OF LESSONS:**  A. To recap underarm and overarm throws and be able to identify the fielding positions in rounders.  B. To be able to bat and vary the powers and direction in rounders using a solid technique.  Pupils will understand the safety aspects involved in batting.  C. To know the basic rules for rounders and be able to apply skills into a game.  D. To know the difference between an ‘English’ and ‘Australian’ catch and understand the importance of ‘cushioning’ the ball when catching it.  E. To be able to bat using the correct technique in cricket.  F. To be able to play a game of ‘Kwik cricket’ in line with the rules. |  |
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| **OUTCOME/COMPOSITE**   * **Pupils will…** * Know how girls’ and boys’ bodies change during puberty and understand the importance of looking after themselves physically and emotionally * Know that sexual intercourse can lead to conception |  | **OUTCOME/COMPOSITE**  Pupils will be able to identify that athletics includes running, jumping and throwing events.  Pupils will be able to sprint, run whilst pacing, participate in a relay with a baton change over, jump using a developing technique and throw with a developing technique. |  | **OUTCOME/COMPOSITE**  Pupils will be able to throw and catch using both underarm and overarm throws.  Pupils will have a developing understanding of techniques involved whilst batting.  Pupils will be able to play both rounders and Kwik cricket in line with the rules. |  |