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**Newquay Junior Academy – Autumn Sequence - Year 5**

**‘SPACE LAB – ONE GIANT STEP’**

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| **SCIENCE First Half Term**  **Prior knowledge...** We have four seasons (autumn, winter, spring and summer).  The Sun is a source of light, but the Moon is not.  Know that a shadow is caused when an object blocks light from passing through it.  The properties of a sphere. |  | **SCIENCE Second Half Term**  **Prior knowledge...We have four seasons (autumn, winter, spring and summer). The Sun is a source of light but the Moon is not. Know that a shadow is caused when an object blocks light from passing through it. The properties of a sphere.** |  | **DESIGN TECHNOLOGY**  **Prior knowledge...**  **Pupils can:**  **Work independently to produce an accurate, functioning car chassis.**  **Design a shape that is suitable for the project.**  **Attempt to reduce air resistance through the design of the shape.**  **Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed.**  **Construct car bodies effectively.**  **Conduct a trial accurately and draw conclusions and improvements from the results.** |  |
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| **INTENT**  Earth and Space  Pupils will understand the main bodies that make up our known Solar system and explain that the planets orbit around the Sun.They will be able to explain how day and night using the idea of the Earth’s rotation. |  | **INTENT**  Forces  Pupils will understand a range of forces including gravity, air and water resistance. They will also investigate levers, gears and pulleys and work scientifically, testing water resistance and the effect of levers. |  | **INTENT**  **Electrical systems: Electronic pop-up card**    To design and make a electrical Christmas card with a pop-up element. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Earth & Space  Earth, Sun, Moon, Axis, Rotation, Day, Night, Phases of the Moon, star, constellation, waxing, waning, crescent, gibbous. Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, planets, solar system, day, night, rotate, orbit, axis, spherical, geocentric, heliocentric.  Stars, planets and moons have so much mass they attract other things, including each other due to a force called gravity. Gravity works over distance.  Objects with larger masses exert bigger gravitational forces.  Objects like planets, moons and stars spin/rotate.  . |  | **VOCABULARY/STICKY KNOWLEDGE**  Forces  Force, gravity, attraction, orbit, trajectory, resistance, friction, particles, variables. Constant, up thrust, buoyancy, displace, levers, decrease, effort, fulcrum, simple machine.  That gravity acts to pull objects down to the centre of Earth. The Sun’s gravity attracts the planets and keeps them in their orbits in the Solar System.  Friction will cause an object to heat up and slow down. An object displaces the water, the more it displaces, the more buoyant it is.  Levers, pulleys and gears are all examples of simple machines. They all act to decrease the effort it takes to move an object. |  | **VOCABULARY/STICKY KNOWLEDGE**  Aesthetic, design, design brief, target audience electricity, buzzer, battery, cell, component, conductor, LED, switch, series circuit, pop-up |  |
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| **SEQUENCE OF LESSONS:**  Earth and Space  Space planetarium visit  1 - To identify different planets which make up our solar system.  2 - To describe the sun, Earth and moon as approximately spherical bodies.  3 - To describe the movement of the Earth and other planets relative to the sun in the solar system.  4 - Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.  Visit to the Spaceport |  | **SEQUENCE OF LESSONS:**  Forces  1 – To learn about gravity.  2 – To investigate air resistance.  3 – To learn about floating and sinking with reference to water resistance.  4 – To investigate water resistance, keeping mass constant.  5 – To investigate up thrust, changing the shape and size of the object. |  | **SEQUENCE OF LESSONS:**  **Lesson 1: Design brief**  To identify a target audience for a greetings card and write a short specification. To research a range of cards to inform design ideas.  **Lesson 2: Design**  To design an electrical greetings card with a pop-up element  **Lesson 3: Making the circuit**  To build an LED series circuit  **Lesson 4: Making the card**  To make a card design which includes an inside pop-up element. |  |
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| **OUTCOME/COMPOSITE**  Pupils will have practically investigated the structure of the known solar system and carried out a series of investigations to enable them to explain how night and day occur. They will complete a practical investigation exploring the surface of the moon and how craters are formed, this will result in them making their own lunar landers. |  | **OUTCOME/COMPOSITE**  Forces  Pupils will complete a series of investigations to learn about forces within the context of space. |  | **OUTCOME/COMPOSITE**  Pupils will have designed and made an electrical pop-up greetings card to sell at the Christmas fayre |  |

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| **HISTORY – First half term**  **Ancient Egypt**  **Prior knowledge…** Pupils will have learnt of other invaders and settlers and why people relocate |  | **History – Second half term**  **Cradles of Civilisation**  Prior knowledge…Children will have learnt about Ancient Egypt |  | **MUSIC**  Prior knowledge... · The group of pitches in a song is called its ‘key’ and that a key decides whether a song sounds happy or sad. · Different notes have different durations, and that crotchets are worth one whole beat. · ‘Reading’ music means using how the written note symbols look and their position to know what notes to play. · Written music tells you how long to play a note for. |  |
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| **INTENT**  Pupils will understand key themes from Ancient Egypt, the role the River Nile played in developing these and look at the ways Ancient Egypt changed. |  | **INTENT**  **Pupils will understand key ideas from Mesopotamia and recognise that different ancient civilisations occurred in different locations with similar geographical features.  Pupils will look in detail at artwork produced in different ancient civilisations.** |  | **INTENT**  To immerse in, understand a play Blues music.. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture. How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems. Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming. How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing.  Disciplinary focus: change/continuity In what ways did ancient Egypt change? |  | **VOCABULARY/STICKY KNOWLEDGE**  The land between two rivers: Ancient Mesopotamia – the unique ‘cradle’ (development of writing to record trade). Then, geographical overview of ancient civilisations of the world, inc. Big map seeing where they all were & geographical similarities. Depth study of ancient Sumer in Mesopotamia via rivers & settlements (reinforce geog knowledge so far) and via art of ancient civilisations. Ziggurats    Disciplinary focus: similarity and difference How similar and how different were Ancient Egypt and Ancient Sumer? |  | **VOCABULARY/STICKY KNOWLEDGE**  Blues, chord, 12-bar Blues, bar, scale, Blues scale, bent notes, ascending scale, descending scale, improvisation |  |
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| **SEQUENCE OF LESSONS:**   1. Howard Carter gets a big surprise. 2. How did the Ancient Egyptians live? 3. How did Egypt change over time? 4. What did Ancient Egyptians believe? 5. What did Ancient Egyptians believe about death? 6. How did the Ancient Egyptians write? |  | **SEQUENCE OF LESSONS:**   1. The land of the two rivers 2. Trade, building and writing 3. The epic of Gilgamesh 4. Cradles of civilisation 5. Similarities between civilisations 6. Art in ancient civilisations |  | **SEQUENCE OF LESSONS:**  **Lesson 1: History of the Blues To know the key features of Blues music.**  **Lesson 2: Playing a chord To play the first line of the 12-bar Blues. Lesson 3: The 12-bar Blues To be able to play the 12-bar Blues. Lesson 4: Blues scale To be able to play the Blues scale.**  **Lesson 5: Improvisation and the Blues. To be able to improvise with notes from the Blues scale.** |  |
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| **OUTCOME/COMPOSITE**  Create an Ancient Egyptian podcast where the children discuss different elements from the unit of learning and take turns in acting as the host. |  | **OUTCOME/COMPOSITE**  **Create a true or false quiz for grown-ups on the features related to Mesopotamia and its Ancient Civilisations** |  | **OUTCOME/COMPOSITE**  Play a selection of Blues scale notes out of order in their own improvisation and perform to their class. |  |

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| **GEOGRAPHY FIRST HALF**  **Rivers**  **Prior knowledge -** Children should be able to use basic geographical vocabulary to refer to key physical and human features. Experience using different map types (globes, atlases, digital mapping).  **Prior skills**—orientate on a map using simple compass directions, recognise physical and human landmarks on aerial photographs, devise simple maps and observe features of their school. |  | **Geography – Second half term**  **Mountains**  **Prior knowledge – Pupils will have learnt about Rivers** |  | **ART**  Prior knowledge…  Children know that a 3d effect can be achieved by blending light into dark colours. They know the difference between expressive and literal language; this can be applied to expressionism vs realism in art. |  |
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| **INTENT**  Disciplinary focus: interaction How do rivers, people and land affect each other? |  | **INTENT**  **Disciplinary focus: interaction How do mountains and people affect each other?** |  | **INTENT**  Pupils will develop their drawing skills; shading with a variety of media: spheres and planets. They will learn about abstract artists from history, know about Peter Thorpe, a current artist and will use inspiration from these artists to create a piece of space themed artwork. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Depth focus: The River Indus - its source, course, human interactions with environment.  How rivers get their water - the source, springs, the water cycle (prepares for relationship between mountains and weather in Autumn 2). How do rivers shape the land? The river’s load. Flooding.  Depth focus: River Severn (prepares for later work on agriculture & Wales), Wildlife in the River Severn, Fishing, local agriculture, pollution problems.    Geographical skills: Using photographs |  | **VOCABULARY/STICKY KNOWLEDGE**  Highest mountain in each of the four countries of the UK. Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales. Why do people live on mountains? Depth focus: i) Andes and terraced farming; ii) Snowdonia (prepares for Wales…see Cardiff in Spring 1) Sustained geographical themes: Relationship between mountains and weather Relationship between mountains and people    Geographical skills: Describing location using 4-point compass |  | **VOCABULARY/STICKY KNOWLEDGE**  Expressionism, abstract, depth, shade, highlight, foreground, background.  That pencil, charcoal, chalk, and pastels are examples of dry media for drawing  That shading and highlighting can be applied to a drawing, showing light from different directions, giving form to shaded objects  Peter Thorpe is a current artist.  Kandinsky and Pollock are examples of famous 20th C. abstract expressionist painters. |  |
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| **SEQUENCE OF LESSONS:**  1. The mighty River Indus  2. The changing River Indus  3.How rivers get their water  4. How a river shapes the land: the young river  5.How a river shapes the land: the mature river  6. Britain’s longest river: the River Severn. |  | **SEQUENCE OF LESSONS:**  1.What is a mountain?  2. Mountain ranges  3. Why do people live on a mountain?  4.Living in the Andes  5. Mountain regions of the UK  6.Snowdonia |  | **SEQUENCE OF LESSONS:**  1. To shade using 3d objects 2B pencils, then the solar system/planets with pastel or cray pas, focusing on 3-D sphere.  2. To introduce Artist Peter Thorpe and other abstract artists from Kandinsky to de Kooning  3. After inspiration form artists, to experiment with texture and background ideas in sketchbook using paint, pastel, craypas, collage.  4. To design a foreground - space rocket planets.  5. To choose background design and create on A3 paper.  6. To combine bot background and foreground elements to complete A3 piece. Evaluate own work and each other’s work. |  |
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| **OUTCOME/COMPOSITE**  How do rivers, people and land affect each other?  Create a fact sheet for parents explaining how rivers, people and land affect each other. |  | **OUTCOME/COMPOSITE**  **Create and film an explanation how mountains and rivers affect each other** |  | **OUTCOME/COMPOSITE**  **Pupils will paint a space themed picture in the style of Peter Thorpe and other abstract expressionists, using an abstract art background and a space feature in the foreground.** |  |

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| **RELIGIOUS EDUCATION – FIRST HALF TERM**  **Prior knowledge... This half term of RE will draw on the children’s understanding of Hinduism.** |  | **RELIGIOUS EDUCATION – SECOND HALF TERM**  **Prior knowledge... This half term of RE will draw on children’s understanding of Hinduism from the previous half term.** |  | **SPANISH**  Prior knowledge… remember and use simple nouns, adjectives, and verbs with simple conversations from the Year 3 and 4 sections from the Spanish VLE. . |  |
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| **INTENT**  **Key Question: What does the story of Rama and Sita mean to Hindu peoples?** |  | **INTENT**  **Key question:** What do Hindus learn from Vishnu’s stories and symbols? |  | **INTENT**  Pupils will talk about feelings in Spanish; be able to talk about themselves; discuss school subjects with opinion on them and learn directions. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Ancient stories. The Ramayana and context The story of Rama and Sita (in depth: ancient kingdom, banishing to the forest, battle with demon Ravana, triumphant return, lighting the way with lights) First reference to Vishnu The meanings of the story of Rama and Sita in Hindu tradition, focusing on (i) dharma; (ii) light. |  | **VOCABULARY/STICKY KNOWLEDGE**  Hinduism 2: More Hindu stories Vishnu and his avatars 1 – story of Manu and Matsya the fish Meaning and role of the Vedas – importance of sacred knowledge in Hinduism (through Manu/Matsya story). Ancient texts in Hinduism, including epics (revisit Ramayana) Vishnu’s symbols Origins of Hinduism in Indus Valley/Hinduism as a sacred religion Vishnu and his avatars 2 – Krishna and Arjuna on the battlefield: the teachings of the Bhagavad Gita What do Hindus learn from Vishnu’s stories and symbols? |  | **VOCABULARY/STICKY KNOWLEDGE**  **Como estas hoy? Porque? Porque. Estoy feliz/ triste/ confundido/ gracioso, cansado**  **Y, Pero,**  **Tego sed, hambre, calor, frio**  **Me gusta, no me gusta…**  **En mi cuidad hay…**  **Tienes…en el cuidad?**  **Quisiera… Te puedo ayuda?** |  |
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| **SEQUENCE OF LESSONS:**  **1. An ancient story.**  **2. Four sons for the king of Ayodhya**  **3. Rama and Sita leave the kingdom**  **4. Rama, Sita and the demon Ravana**  **5. Rama and Sita return**  **6. Understanding the story of Rama and Sita** |  | **SEQUENCE OF LESSONS:**  1. Manu and Matsya the fish.  2. The Vedas in danger!  3. Vishnu and his symbols.  4. A changing religion.  5. Arjuna faces the battlefield.  6. Arjuna and Krishna have a conversation. |  | **SEQUENCE OF LESSONS:**   1. To introduce myself with simple sentences 2. To explain in more detail how I am feeling 3. To say some important things about myself and somebody else 4. To name some school subjects in Spanish and give my opinion.   **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   1. 1. To understand words used on an ID card 2. To ask and answer questions about someone’s identity 3. To read simple information about planets 4. To read and understand simple information about planets 5. To create simple sentences about an imaginary planet 6. To make a poster about my planet creation |  |
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| **OUTCOME/COMPOSITE**  What does the story of Rama and Sita mean to Hindus?  Explain what the story teaches Hindus about light and about dharma. Including lots of examples from the story.    Film the retelling of one of the stories. |  | **OUTCOME/COMPOSITE**  Create a podcast explaining one of the stories. |  | **OUTCOME/COMPOSITE**  Pupils will…  Create own planet with name and description of what is on their planet in Spanish. |  |
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| **COMPUTING – FIRST HALF TERM**  **Prior knowledge… Learners apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They learn that the World Wide Web is part of the internet and are given opportunities to explore the World Wide Web for themselves to learn about who owns content and what they can access, add, and create. Finally, they evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.** |  | **COMPUTING – SECOND HALF TERM**  **Prior knowledge… Programming A—This unit looks at repetition and loops within programming. Pupils create programs by planning, modifying, and testing commands to create shapes and patterns. They use Logo, a text-based programming language.** |  | **PSHE – FIRST HALF TERM**  Prior knowledge...  • Know their attitudes and actions make a difference to the class team. |  |
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| **INTENT**  Pupils will develop their **understanding of computer systems** and **how information is transferred between systems and devices**. Learners consider **small-scale systems** as well as **large-scale systems**. They **explain the input, output, and process aspects of a variety of different real-world systems**. |  | **INTENT**  Pupils will  use **physical computing** to explore the concept of selection in programming using the **Crumble** programming environment. Pupils are introduced to a **microcontroller** (Crumble controller) and learn how to **connect and program components**. Pupils are introduced to **conditions as a means of controlling the flow of actions**and explore how these can be used in **algorithms and programs with an input device** (push switch). Pupils make use of their knowledge **of repetition and conditions** when **introduced to the concept of selection**(through the ‘if... then...’ structure) and **write algorithms and programs**that utilise this concept. |  | **INTENT**  **Pupils will learn and t**alk about their rights and responsibilities as a member of their class, school, wider community and the country they live in. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  system, connection, digital, input, process, storage, output, search, search  engine, refine, index, bot,  ordering, links, algorithm,  search engine optimisation  (SEO), web crawler, content creator, selection, ranking. |  | **VOCABULARY/STICKY KNOWLEDGE**  microcontroller, USB,  components, connection, infinite loop, output  component, motor,  repetition, count-controlled  loop, Crumble controller, switch, LED, Sparkle,  crocodile clips, connect, battery box, program,  condition, Input, output,  selection, action, debug, circuit, power, cell, buzzer |  | **VOCABULARY/STICKY KNOWLEDGE**  **Opportunities, Education, Empathise, Learning Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud.**  **• Know their place in the school community**  **•Know what democracy is (applied to pupil voice in school)** |  |
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| **SEQUENCE OF LESSONS:**  **1.To explain what is meant by ‘being sceptical’; I can give examples of when and why it is important to be ‘sceptical’.**  **2.To explain that computers can be connected together to form systems**  **3. To recognise the role of computer systems in our lives**  **4. To recognise how information is transferred over the internet**  **5 .To explain how sharing information online lets people in different places work together**  **6 .To contribute to a shared project online**  **7. To evaluate different ways of working together online** |  | **SEQUENCE OF LESSONS:**  1.To identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.  2.To control a simple circuit connected to a computer  3. To write a program that includes count-controlled loops  4. To explain that a loop can stop when a condition is met  5.  To explain that a loop can be used to repeatedly check whether a condition has been met  6. To design a physical project that includes selection  7.To create a program that controls a physical computing project |  | **SEQUENCE OF LESSONS:**  **1. To think about our year ahead**  **2. To understand being a citizen of my country**  **3. To understand the concept of personal responsibilities**  **4. To discuss and understand rewards and consequences**  **5. To discuss and develop our class ’Learning Charter’** |  |
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| **OUTCOME/COMPOSITE**  Pupils will take part in a collaborative online project with other class members and develop their skills in working together online. |  | **OUTCOME/COMPOSITE**  Pupils will design and **make a working model of a Mars Rover** that incorporates their understanding of how the microcontroller and its components are connected, and how selection can be used to control the operation of the model. |  | **OUTCOME/COMPOSITE**  Pupils will understand how democracy and having a voice benefits the school community and know how to participate in this. |  |

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| **PSHE – SECOND HALF TERM**  **Prior knowledge... know about judging people by their appearance, first impressions and what influences their thinking on what is normal.** |  | **PHYSICAL EDUCATION – FIRST HALF TERM**  **Prior knowledge… pupils will be able to do all the fundamental movement skills with fluency. Pupils will be able to control, pass, and dribble a ball with both their hands and feet.** |  | **PHYSICAL EDUCATION – SECOND HALF TERM**  **Prior knowledge…**Pupils will understand what an invasion game is.  They will be able to work together in a team and play an invasion game in line with the rules.  They will have a developing understanding of ‘attack and defence’and will be able to apply in game situations. |  |
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| **INTENT**  Pupils will know:  • Know what culture means  • Know that differences in culture can sometimes be a source of conflict   • Know what racism is and why it is unacceptable |  | **INTENT**  In HOCKEY, pupils will apply and develop fundamental skills learnt in Years 3 and 4 in a hockey specific context. They will understand the rules and be able to co-operate in a team situation. Some students will be able to develop tactics and strategies. |  | **INTENT**  In **NETBALL**, pupils will apply and develop the fundamental skills they learnt in Years 3 and 4 in a netball specific context. They will understand the rules and be able to co-operate in a team situation. Pupils will be able to play a game of netball with an understanding of positions and rules.. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Culture, Conflict, Difference, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Bullying, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting,  · Know external forms of support in regard to bullying e.g. Childline  · Know what racism is and why it is unacceptable |  | **VOCABULARY/STICKY KNOWLEDGE**   Invasion game, dribble, push pass, tackle, space, position |  | **VOCABULARY/STICKY KNOWLEDGE**  **Agility.  Chest Pass.  Bounce Pass.**  **Shoulder Pass.  Obstruction.  Footwork.  Contact.  Centre Pass** |  |
|  |  |  |  |  |  |
| **SEQUENCE OF LESSONS:**  **1. To develop an understanding of different cultures**  **2. To know what racism is**  **3. To understand how rumours and name-calling can lead to bullying**  **4. To identify different types of bullying**  **5. To consider the question: Does money matter?** |  | **SEQUENCE OF LESSONS:**  A. To acquire skills to dribble with the correct technique. B. To recap and refine dribbling, acquire the skills to do a push-pass. C. To recap and refine dribbling and passing under increasing pressure. D. To start to apply skills in small-sided games with simple rules. E. To apply all skills learnt in small-sided games with the application of rules. F. To apply all skills in games with an increased understanding of attacking and defending. |  | **SEQUENCE OF LESSONS:**   1. To acquire skills to perform the three different types of passes. 2. To be able to catch and pass whilst using the correct footwork. 3. To know what the footwork, contact, and obstruction rules are. 4. To develop their understanding of attack and defence. Introduce the concept of dodging. 5. To know the five positions of netball and an understanding of what these positions involve.   F Application in games with rules and strategies. |  |
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| **OUTCOME/COMPOSITE**   Pupils will explore culture and cultural differences; link this to racism; talk about what it is and how to be aware of their own feelings towards people from different cultures. |  | **OUTCOME/COMPOSITE**  Pupils will be able to apply skills in small-sided hockey games in line with the rules of the game. |  | **OUTCOME/COMPOSITE**  Pupils will be able to apply skills in BEE netball games. Pupils will understand and apply the basic rules of netball whilst knowing the five netball positions and what each position involves. |  |

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| **TRIPS & VISITORS:**     * **Visit to Spaceport, Cornwall**      * **Guest speaker  - Head of Spaceport, Cornwall** |

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| **READING OPPORTUNITIES ACROSS THE CURRICULUM:**  A book cover of a child  Description automatically generatedA book cover of a group of women  Description automatically generated  **:** |