Logo

Description automatically generated**Newquay Junior Academy – Spring Sequence - Year 6**

**‘Blitz and Bombs- WW2’**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCIENCE FIRST HALF TERM**  **Prior knowledge...**  Animals including humans  Describe the changes as humans develop to old age. |  | **SCIENCE SECOND HALF TERM**  **Prior knowledge...**  **Electricity**  Pupils will have an understanding of a simple circuit and how it works. |  | **DESIGN TECHNOLOGY**  **Prior knowledge...**  **Pupils can:**  **A structure is something which stands, usually on its own.**  **The strength of structures can be affected by the shapes used.**  **Forces can change the shape of objects, they can also make objects begin to move, speed up or slow down.**  **I can measure, saw and join wood accurately.** |  |
|  |  |  |  |  |  |
| **INTENT**  Animals including humans  Pupils will be able to label the internal organs of the human body and explain their function. They will be able to explain how the human heart works and the impact of exercise. Pupils will be able to explain how muscles work. |  | **INTENT**  Electricity  Pupils will be able to use circuit boards confidently. They will be able to use their knowledge of electrical circuits to design and make a lighthouse. |  | **INTENT**  **Pupils will:**  **Understand the historical significance of an Anderson shelter, including how they were constructed and what materials they were made from. Children will research, design and make their own air raid shelter selecting from arrange of materials.  Pupils will carry out a series of tests in order to evaluate the effectiveness of their shelter.** |  |
|  |  |  |  |  |  |
| **VOCABULARY/STICKY KNOWLEDGE**  Animals including humans - Oxygenated, Deoxygenated, Valve, Exercise, Respiration Circulatory system, heart, lungs, blood vessels, blood, artery, vein, pulmonary, alveoli, capillary, digestive, transport, gas exchange, villi, nutrients, water, oxygen, alcohol, drugs, tobacco.The heart pumps blood around the body.  Oxygen is breathed into the lungs where it is absorbed by the blood.  Muscles need oxygen to release energy from food to do work. (Oxygen is taken into the blood in the lungs; the heart pumps the blood through blood vessels to the muscles; the muscles take oxygen and nutrients from the blood.) |  | **VOCABULARY/STICKY KNOWLEDGE**  Electricity –  Buzzer, cell, circuit, conductor, insulator, current, motor, switch, voltage  A circuit needs a power source and needs to be complete in order to successfully work.  The flow of electricity around a circuit can be controlled by a switch.  Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit |  | **VOCABULARY/STICKY KNOWLEDGE**  **Anderson Shelter, Construction, structure, Strength, Compressive force, Resist, Sheet metal**  **,Corrugated metal, Steel, Iron , rust, Galvanized/ galvanization , Modelling/ prototypes, Tin snips**  **File, Wet and dry paper** |  |
|  |  |  |  |  |  |
| **SEQUENCE OF LESSONS:**  **Animals including humans**  **Operation ouch** [**BBC iPlayer - Operation Ouch! - Series 3: 2. We Heart the Heart!**](https://www.bbc.co.uk/iplayer/episode/b05235my/operation-ouch-series-3-2-we-heart-the-heart)  1. To explain the function of internal organs.  2. To explain the structure and function of the human heart.  3 .To explain the impact of exercise on the human heart.  4. To explain how muscles work. |  | **SEQUENCE OF LESSONS:**  **Electricity**   1. To recognise and draw circuit symbols. 2. To know the difference between a series and a parallel circuit. 3. To design a circuit using recognised symbols. 4. To use knowledge of electrical circuits to design and make a lighthouse. |  | **SEQUENCE OF LESSONS:**  **Lesson 1: Research**  To understand the significance of the Anderson Shelter and how they were made.  **Lesson 2: Design**  To design their own shelter following a strict specification and drawing on their understanding of structures.  **Lesson 3: Making**  To construct an air raid shelter selecting the most appropriate materials and tools for the job.  **Lesson 4: Testing and evaluating.**  To carry out a series of tests to test their shelter and suggest improvements. |  |
|  |  |  |  |  |  |
| **OUTCOME/COMPOSITE**  Animals including humans  Pupils will practically investigate the circulatory system and the effects of exercise, including dissecting a heart. By the end of the topic, children will create a ‘Healthy heart’ guide to be shared with either a health team or NPA. (Cross curricular link with English & PE) |  | **OUTCOME/COMPOSITE**  Electricity  Pupils will design and make their own working lighthouse (links top DT) |  | **OUTCOME/COMPOSITE**  **To have made a prototype of a robust aid raid shelter.** |  |

Logo

Description automatically generated**Newquay Junior Academy – Spring Sequence - Year 6**

**‘Blitz and Bombs- WW2’**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **HISTORY – First half term**  **Prior knowledge…** Pupils will have learnt about Cradles of Civilisation.       Indus Valley Civilisation |  | **HISTORY– Second half term**  **Persia and Greece**    Pupils will have learnt about the Indus Valley civilisation |  | **MUSIC**  **Prior knowledge…**  **Theme and Variations (Theme: Pop art)**   * Songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. * ‘The Click Song’ is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. * Major chords create a bright, happy sound.   Poly-rhythms means many rhythms played at once. |  |
|  |  |  |  |  |  |
| **INTENT**  Pupils will be able to understand key ideas about the Indus Civilisation including their architecture, trade and travel. Pupils will learn about rulers and religion during this period. |  | **INTENT**  **Pupils will learn about the empires of Greece and Persia, compare their similarities and differences and understand the different wars that took place between the two empires.** |  | **INTENT**  To explore and perform rhythms within a group and to identify instrument within their section of the orchestra. |  |
|  |  |  |  |  |  |
| **VOCABULARY/STICKY KNOWLEDGE**  Sites and artefacts in the Indus Valley (including the dancing girl, priest king, seals, threshing platforms, pots and potsherds, beads, weights, toys) Bricks, buildings, baths, bathrooms, drainage Mohenjo Daro, Harappa, Lothal Similarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments) Craftsmanship, trade, barter Puzzles for historians, including rulers and religion. Disciplinary focus: evidential thinking How do we know about the Indus Valley civilisation? |  | **VOCABULARY/STICKY KNOWLEDGE**  Start with ancient Persia and its empire to set geographical & political context. Ancient Greek city states, inc. Sparta and Athens. Why/how did they form? Homer’s Iliad Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis Ancient Greek language Peloponnese War, Greek religion – gods and goddesses.    Disciplinary focus: similarity and difference What did Greek city-states have in common? |  | **VOCABULARY/STICKY KNOWLEDGE**   3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, semi-quaver, staccato, tempo, theme, TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations, vocal line, woodwind |  |
|  |  |  |  |  |  |
| **SEQUENCE OF LESSONS:**   1. **The dancing girl** 2. **So many puzzles!** 3. **Bricks, buildings and baths** 4. **Making beautiful things** 5. **Boats and barter, trade and travel.** 6. **Two more puzzles: rulers and religion.** |  | **SEQUENCE OF LESSONS:**   1. The king of kings 2. The Persian Empire 3. The Greek city states 4. Greek gods and goddesses. 5. The Greek language and The Iliad. 6. The Greek and Persian war |  | **SEQUENCE OF LESSONS:**  **Lesson 1: Pop Art and music To explore the musical concept of theme and variations.**  **Lesson 2: The Young Person’s Guide to the Orchestra To compare and contrast different variations in the piece ‘The Young Person’s Guide to the Orchestra’.**  **Lesson 3: Learning the theme To use complex rhythms to be able to perform a theme.**  **Lesson 4: Exploring rhythms To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time**  **Lesson 5: Picturing Pop Art To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.** |  |
|  |  |  |  |  |  |
| **OUTCOME/COMPOSITE**  Children record a podcast about the Indus Valley. |  | **OUTCOME/COMPOSITE**  **Filmed debate – which is the most memorable battle from this period?** |  | **OUTCOME/COMPOSITE**  Perform rhythms confidently either on their own or in a group and perform to the rest of their class. |  |

Logo

Description automatically generated**Newquay Junior Academy - Spring Sequence - Year 6**

**‘Blitz and Bombs- WW2’**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **GEOGRAPHY -FIRST HALF**TERM  **Settlement and cities**  **Prior knowledge – Pupils will have learnt about rivers and how settlements were built up around them.** |  | **GEOGRAPHY – SECOND HALF TERM**  **Agriculture**  **Prior knowledge – Pupils will have learnt about settlements and rivers.** |  | **ART**  **Prior knowledge…** Primary colours are red, blue and yellow. Pupils will need to have had experience of WW2 Blitz images to produce artwork to represent this: Flambards visit, Historical image research etc... |  |
|  |  |  |  |  |  |
| **INTENT**  Disciplinary focus: diversity  How are settlements similar and different? |  | **INTENT**  **Disciplinary focus: interaction**  **How are we connected to farmers?** |  | **INTENT**  Pupils will explore the artwork of Roy Lichtenstein, observe his techniques closely and then take inspiration from his style and apply this to create their own original artwork.  They will experiment with different drawing and painting techniques to create these images. |  |
|  |  |  |  |  |  |
| **VOCABULARY/STICKY KNOWLEDGE**  Settlements & cities  Settlement types, hamlet, village, town, city etc; land use, settlements by rivers.  Major cities in the UK – locational overview  London as a conurbation and London boroughs  Two cities: Cardiff and London, including economy & transport. How do people move about in Cardiff? How do  people move about in London?  Patterns of settlement in Cardiff and London |  | **VOCABULARY/STICKY KNOWLEDGE**  Agriculture Arable farming, pastoral farming, mixed farming, how farming changes the landscape. How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1). Sheep farming in Wales - Snowdonia. Locational knowledge revisited: Wales, Snowdonia, Gloucestershire. New locational knowledge: Sussex Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing. Geographical skills: Optional local fieldwork on local shops -their sourcing, economic and ethical considerations. |  | **VOCABULARY/STICKY KNOWLEDGE**  Roy Lichtenstein became famous for his bright and bold paintings of comic strip cartoons as well as his paintings of everyday objects.  He became known as a ‘pop artist’ because he made art about popular, everyday things.  He mainly used the primary colours, using Ben Day dots and thick outlines in his work. Lichtenstein created his artworks from the 1960s, the war he depicted was the Korean War from 1950s. |  |
|  |  |  |  |  |  |
| **SEQUENCE OF LESSONS:**  1. What is a settlement?  2. What is a village?  3. What is a town?  4. What is a city?  5. London: the largest city in the UK.  6. Cardiff is a city. |  | **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 consider Lichtenstein and pop art style; comic print / ben day dots. Primary colours. Investigate by observing & drawing an example.  2. To identify all elements of his cartoon style pics. Style & language / names = US 1950s. Using line drawing only, pupils design and draw their own picture to depict elements of the Blitz: Air raid warden / evacuee etc with same elements but WW2 Britain names, scenes etc.  3. To colour own line drawing examples using primary colours, dots and black.  4 OPTIONAL, if time:  To mount their own work in chosen interesting way (using limited palette)  5. Extension: To challenge pupils to create a collage using suitable dotty papers and a black sharpie to outline at the end.  6. To evaluate. |  |
|  |  |  |  |  |  |
| **OUTCOME/COMPOSITE**  Create a film explaining about different settlements. |  | **OUTCOME/COMPOSITE**  Create a podcast to show how we are connected to farmers. |  | **OUTCOME/COMPOSITE**  **Pupils will create a well observed copy of a Liechtenstein classic painting to appreciate his style. Then each child will create their own WW2 themed pop art picture, inspired by him** |  |

Logo

Description automatically generated**Newquay Junior Academy - Spring Sequence - Year 6**

**‘Blitz and Bombs- WW2’**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **RELIGIOUS EDUCATION – FIRST HALF TERM**  **This half term of RE will draw on the children’s understanding of Hinduism from autumn 1.**    **Hinduism 3 – Living Hindu traditions** |  | **RELIGIOUS EDUCATION – SECOND HALF TERM**  **Prior knowledge...  This half term of RE will draw on the children’s understanding other religions from KS1 and previous terms.**    **Judaism 1 Abraham, Isaac, Jacob** |  | **SPANISH**  **Prior knowledge…** remember and use simple nouns, adjectives and verbs with simple conversations from last term. |  |
|  |  |  |  |  |  |
| **INTENT**  **Key Question: How do Hindus show their devotion?** |  | **INTENT**  Key Question: Why is the Promised Land so important in Judaism? |  | **INTENT**  Pupils will say and write nouns for sports. Can express a like or dislike of a sport. Can say and write a simple description of a sport  They will create a simple mindfulness script using senses verbs. Can recall familiar core language.  Can participate in short sketches using familiar language. |  |
|  |  |  |  |  |  |
| **VOCABULARY/STICKY KNOWLEDGE**  Ganesha stories and their meanings   Parvati and Shiva - family in Mount Kailash   The festival of Teej - women in Hinduism   Puja ceremony  Puja in Hindu stories  Listening to Hindu people talk about their beliefs and practices.  Optional visit to Hindu temple and/or people |  | **VOCABULARY/STICKY KNOWLEDGE**  How have stories from the Hebrew Bible shaped Judaism?   How did the Jews explain what they saw and experienced?   Including stories from the Hebrew Bible. Abraham and Sarah and the concept of the Promised Land,   Isaac and Rebecca, Jacob and Rachel Contexts relating to land, kinship, war.     Links with history: ancient civilisations of the Middle East provide place and cultural context that makes these stories make sense (e.g. Egypt, Mesopotamia). These stories in turn reinforce knowledge of geography and history of early civilisations. |  | **VOCABULARY/STICKY KNOWLEDGE**  **El cricket- cricket**  **El tenis- tennis**  **El fútbol - football**  **El baile - dance**  **El baloncesto- basketball**  **La gimnasia- gymnastics**  **La hípica- horse riding**  **La natación- swimming**  **rápido - fast**  **aburrido- boring**  **Interesante - interesting**  **difícil – difficult**  **elegante-elegant**  **es bueno para mi salud- it’s good for my health**  **¿Te gusta….?- do you like..?**  **Me gusta….porque es… I like ..,because it’s**  **No me gusta….. porque es….I don’t like it because it’s ….**  **juego-I play**  **juegas- you play**  **juega- he/she plays.**  **jugamos-we play**  **jugaís- you play**  **juegan- they play**  **Me llamo .. – I am called**  **Tengo ……años- I am …. years old**  **Mi apellido es …- My surname is …**  **Soy de … I come from**  **Vivo en….- I live in….**  **Tengo un hermano-  I have a brother**  **Tengo una hermana- I have a sister**  **se llama – who is called**  **Me gusta /me gustan- I like**  **No me gusta/ no me gustan …I don’t like**  **Mi animal favorito es …. My favourite animal is**  **Mi libro favorito - my favourite book**  **Mis deportes favoritos son- my favourite sports are**  **¿Cuál es tu deporte favorito? –What is your favourite sport?** |  |
|  |  |  |  |  |  |
| **SEQUENCE OF LESSONS:**  **1. Worshipping together -family puja**  **2 . Worshipping anywhere, any time?**  **3. Ganesha, the god of good fortune.**  **4 . The story of Ganesha’s birth.**  **5. Shiva’s endings and beginnings.**  **6. A festival for Parvati.** |  | **SEQUENCE OF LESSONS:**  1. The Hebrew Bible  2. The story of Abram and Sarai  3. Abram becomes Abraham  4. Abram and his son, Isaac  5. The story of Isaac and Rebekah  6. The story of Jacob and Rachel |  | **SEQUENCE OF LESSONS:**  1. To recall numbers and months  2. To recognise and understand familiar and unfamiliar nouns  3. To identify some parts of a verb in Spanish  4. To create opinions about a sport  5. To understand and write simple information about a sport  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  1. To write sentences using senses verbs  2. To create and perform a mindfulness script  3. To perform a magician’s sketch in another language  4. To write my favourite words in French  5. To perform a superstar sketch  6. To perform! |  |
|  |  |  |  |  |  |
| **OUTCOME/COMPOSITE**  Create a podcast explaining one of the stories. Film the retelling of one of the stories. |  | **OUTCOME/COMPOSITE**  Create a quiz for another class explain why the Promised Land is important to Judaism.    . |  | **OUTCOME/COMPOSITE**  Pupils will perform in Spanish. |  |
|  |  |  |  |  |  |

Logo

Description automatically generated**Newquay Junior Academy - Spring Sequence - Year 6**

**‘Blitz and Bombs- WW2’**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **COMPUTING – FIRST HALF TERM**  **Prior knowledge…**  **This unit looks at how a flat-file database can be used to organise data in records. Pupils use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems. They use a real-life database to answer a question, and present their work to others.** |  | **COMPUTING – SECOND HALF TERM**  **Prior knowledge…**  **Pupils should have knowledge and understanding of creating media by guiding them systematically through the process involved in creating a video. The unit builds on the Year 4 unit ‘Photo editing’ where composition is introduced and the Year 3 unit ‘Stop-frame animation’ where pupils explored some of the features of video production. By the end of this unit, pupils will have developed the skills required to plan, record, edit, and share a video.** |  | **PSHE – FIRST HALF TERM**  **Prior knowledge**... Know the types of job they might like to do when they are older |  |
|  |  |  |  |  |  |
| **INTENT**  Pupils will be introduced to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Pupils will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Pupils will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. Pupils will use spreadsheets to plan an event and answer questions. Finally, pupils will create graphs and charts, and evaluate their results in comparison to questions asked.    . |  | **INTENT**  Pupils will be introduced to creating websites for a chosen purpose. Pupils identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process, pupils pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.  It is recommended that pupils use laptop or desktop computers for this unit of work. The unit has been based on the use of [Google Sites](https://workspace.google.com/products/sites/), which is free to use with any Google account. If your school uses the free [Google Workspace for Education](https://edu.google.com/edu), your Google administrator can create accounts for pupils and also ensure that the Google Sites feature is enabled. If you don’t have a school Google Workspace account, your school may choose to set one up or you may opt to create individual Google accounts for your pupils to use. Whichever option you choose, it should be in line with your school’s policies. |  | **INTENT**  Pupils will talk about their own strengths and further stretching themselves by setting challenging and realistic goals; discuss the learning steps they’ll need to take as well as talking about how to stay motivated. |  |
|  |  |  |  |  |  |
| **VOCABULARY/STICKY KNOWLEDGE**  data, collecting, table,  structure, spreadsheet, cell, cell reference, data item,  format, formula, calculation, spreadsheet, input, output,  operation, range, duplicate, sigma, propose, question, data set, organised, chart, evaluate, results, sum, comparison, software, tools. |  | **VOCABULARY/STICKY KNOWLEDGE**  website, web page, browser,  media, Hypertext Markup  Language (HTML), logo, layout, header, media,  purpose, copyright, fair use, home page, preview,  evaluate, device, Google  Sites, breadcrumb trail, navigation, hyperlink,  subpage, evaluate,  implication, external link, embed. |  | **VOCABULARY/STICKY KNOWLEDGE**  **Learning, strengths, Stretch, Achievement, Personal, Realistic, Unrealistic, Feeling, Success, Criteria, Learning steps, Money, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition.**  **· Know their own learning strengths**  **· Know what their classmates like and admire about them**  **· Know a variety of problems that the world is facing**  **· Know some ways in which they could work with others to make the world a better place** |  |
|  |  |  |  |  |  |
| **SEQUENCE OF LESSONS:**  **1.To describe the difference between online misinformation and dis-information**  **2. To identify questions which can be answered using data**  **3. To explain that objects can be described using data**  **4. To explain that formulas can be used to produce calculated data**  **5. To apply formulas to data, including duplicating**  **6. To create a spreadsheet to plan an event**  **7. To choose suitable ways to present data** |  | **SEQUENCE OF LESSONS:**  1.To identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.  2. To review an existing website and consider its structure  3. To plan the features of a web page  4. To consider the ownership and use of images (copyright)  5. To recognise the need to preview pages  6. To outline the need for a navigation path  7. To recognise the implications of linking to content owned by other people |  | **SEQUENCE OF LESSONS:**  **1. To identify personal learning goals**  **2. To identify steps to success**  **3. To consider my dream for the world**  **4. To discuss how we can help to make a difference**  **5. To consider steps to making a difference** |  |
|  |  |  |  |  |  |
| **OUTCOME/COMPOSITE**  This unit progresses pupils’ knowledge and understanding of data, and teaches them how to organise and modify data within spreadsheets. |  | **OUTCOME/COMPOSITE**  This unit progresses pupils’ knowledge and understanding of the following: digital writing, digital painting, desktop publishing, digital photography, photo editing, and vector drawing. |  | **OUTCOME/COMPOSITE**  **Pupils:**   * **k**now their own learning strengths * know how to set realistic and challenging goals * know what the learning steps are they need to take to achieve their goal |  |

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

Logo

Description automatically generated**Newquay Junior Academy - Spring Sequence - Year 6**

**‘Blitz and Bombs- WW2’**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PSHE – SECOND HALF TERM**  **Prior knowledge...**   * **Know basic emergency procedures including the recovery position** * **Know how to get help in emergency situations** * **Know that the media, social media and celebrity culture promotes certain body types** |  | **PHYSICAL EDUCATION – FIRST HALF TERM**  **Prior knowledge... Pupils will be secure with their fundamental movement skills. Pupils will have learnt about what happens to their body when they warm up / exercise throughout different units they have previously covered.** |  | **PHYSICAL EDUCATION – SECOND HALF TERM**  **Prior knowledge...** Pupils will have explored invasion games in previous units such as ‘Throw- Catch – Play’, ‘Attack – Defend – Travel’, Hockey, and Netball. Pupils will understand the concept of ‘attack’ and ‘defence’. Pupils should have developing skills to be able to evaluate our team performance and suggest ways to improve. |  |
|  |  |  |  |  |  |
| **INTENT**  **Pupils will** discuss taking responsibility for their own physical and emotional health and the choices linked to this; talk about different types of drugs and the effects these can have on people’s bodies; discuss exploitation as well as gang culture and the associated risks |  | **INTENT**  **In HEALTH-RELATED EXERCISE, pupils will build on knowledge learnt in the classroom and during Warm –Ups in PE lessons. Students will understand how to lead a healthy and active lifestyle and understand the importance of doing so. They will learn about how their body responds to exercise.** |  | **INTENT**  In BASKETBALL, pupils will apply and develop fundamental skills learnt in Years 3, 4 and 5 in a basketball specific context. To understand the rules and be able to co-operate in a team situation. Some students will be able to develop tactics and strategies. |  |
|  |  |  |  |  |  |
| **VOCABULARY/STICKY KNOWLEDGE**  Immunisation, Prevention, Drugs, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, ‘Legal highs’, Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health,  • Know how to take responsibility for their own health  • Know what it means to be emotionally well  • Know how to make choices that benefit their own health and well-being |  | **VOCABULARY/STICKY KNOWLEDGE**  Warm up, Heart Rate, Pulse, Components of Fitness, Fitness test, Circuits |  | **VOCABULARY/STICKY KNOWLEDGE**  **Invasion game, chest pass, bounce pass, shoulder pass, double dribble, travel, set shot.** |  |
|  |  |  |  |  |  |
| **SEQUENCE OF LESSONS:**  **1. To develop strategies that help me to taking responsibility    for my health and well-being**  **2. To develop their understanding of the health implications of taking drugs**  **3. To discuss the concept of exploitation**  **4. To discuss why people join gangs**  **5.  To discuss our emotional and mental health.** |  | **SEQUENCE OF LESSONS:**  A. To understand how the food and drink we consume affects our body.  B. To identify different fitness components and perform some basic fitness tests.  C. To understand the concept of a ‘fitness circuit’ and perform the activities with the correct technique.  D. To understand the concept of a ‘skills circuit’ and perform the activities with the correct technique.  E. To explore the link between being physically active and mental health.  F. To re-do fitness tests from week two and see if any improvement has been made. Evaluate learning. |  | **SEQUENCE OF LESSONS:**  1A. To acquire skills to dribble with the correct technique and understand the rules involved with dribbling.  B. To acquire skills to perform a chest, bounce and shoulder pass.  C. To apply dribbling and passing in small-sided games.  D. To acquire skills to perform the ‘defence’ position and be able to apply it in a game situation.  E. To develop an understanding of the basic rules and apply skills in games in line with the rules.   F. To understand the concept of ‘attack’ and ‘defence’ and the use of ‘strategies’ within games. Apply all skills learnt. |  |
|  |  |  |  |  |  |
| **OUTCOME/COMPOSITE**  **Pupils:**   * **know how to take responsibility for their own health** * **know how to make choices that benefit their own health and well-being** * **know that some people can be exploited and made to do things that are against the law** |  | **OUTCOME/COMPOSITE**  Pupils will know how the food and drink they consume affects their body. They will be able to identify healthy and unhealthy foods. Pupils will participate in fitness tests and be able to evaluate and reflect on their fitness levels. |  | Pupils will be able to perform the three types of passes and dribble with a sound technique.  They will understand what the ‘defence’ position is.  Pupils will be able to play small sided games in line with the rules. |  |

Logo

Description automatically generated**Newquay Junior Academy - Spring Sequence - Year 6**

**‘Blitz and Bombs- WW2’**

|  |
| --- |
| **READING OPPORTUNITIES ACROSS THE CURRICULUM:**  A book cover of a lighthouse  Description automatically generated |