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

**‘The Explorer’**

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|  |  | **SCIENCE**  **Prior knowledge...**  Animals including humans (life cycles)  Construct and interpret a variety of food chains, identifying producers, predators and prey. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. |  | **DESIGN TECHNOLOGY**  **Prior knowledge...**  **Pupils can:**  **Follow a recipe, with some support.**  **Describe some of the features of sushi based on taste, smell, texture and appearance.**  **Adapt a recipe by adding extra ingredients to it.**  **Plan a sushi recipe within a budget.** |  |
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|  |  | **INTENT**  Animals including humans (life cycles)  Pupils will know what a life cycle is. They will be able to compare the stages in the life cycle of a mammal and amphibian. Pupils will be able to explain the life cycle of a plant. |  | **INTENT**  **Food: What could be healthier?**  **South American stew**  **Pupils will:**  **Understand how beef gets from the farm to our plates.**  **Notice the nutritional differences between different products and recipes.**  **Recognise nutritional differences between two similar recipes and give some justification as to why this is.**  **Work as a team to amend a recipe with healthy adaptations.**  **Follow a recipe to produce a healthy meal – South American stew.** |  |
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|  |  | **VOCABULARY/STICKY KNOWLEDGE**  Animals including humans (life cycles) - Reproduction, Sexual, Pollination, Dispersal, reproduction, cell, fertilisation, pollination, male, female, pregnancy, young, mammal, metamorphosis, amphibian, insect, egg, embryo, bird, plant  Different animals mature at different rates and live to different ages.  Some organisms reproduce sexually where offspring inherit information from both parents.  Environmental change can affect how well an organism is suited to its environment.  Different types of organisms have different lifecycles. |  | **VOCABULARY/STICKY KNOWLEDGE**  Beef, reared, processed, ethical, diet, ingredients, supermarket, farm, balanced, healthy, adapt, nutrition |  |
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|  |  | **SEQUENCE OF LESSONS:**  **Animals including humans (life cycles)**  [**Wildlife in the pond - Explore**](https://explorify.uk/en/activities/odd-one-out/wildlife-in-the-pond)  1. To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.  2. To describe the life process of sexual reproduction in plants. |  | **SEQUENCE OF LESSONS:**  **Lesson 1: From farm to fork**  To understand where food comes from  **Lesson 2: What does healthy look like?**  To understand the term ‘healthy’  **Lesson 3: Adapting and improving a recipe**  To adapt a recipe with healthy adaptations  **Lesson 4: Mamma mia! What a tasty, healthy stew!**  Pupils build their own campfire, prepare and cook their healthy South American stew |  |
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|  |  | **OUTCOME/COMPOSITE**  Animals including humans (life cycles)  Pupils will have observed the complete life cycle of a butterfly. |  | **OUTCOME/COMPOSITE**  To have adapted a recipe to make it healthier. |  |

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| **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…**  **YEAR 5 – Samba and carnival sounds and instruments**  **Prior knowledge...**   * To understand that a chord is the layering of several pitches played at the same time. * To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. * To know that ‘blues’ music aims to share feelings and blues songs tend to be about sadness or worry. * To know that a ‘bent note’ is a note that varies in its pitch, e.g. the pitch may slide up or down. * To understand that a chord is the layering of several pitches played at the same time. |  |
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| **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 understand what Samba music is and to be able to play it within an ensemble, demonstrating the key features. |  |
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| **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**  Agogo, bateria, Caixa, carnival, chocalho, composition, crescendo, cowbell, dynamics, ensemble, features, ganza, influenced, metronome, off-beat, percussion, pulse, repique, rhythm, rhythmic break, Samba, Samba breaks, structure, surdo, syncopated, rhythms, tamborim, texture, unison, untuned, percussion |  |
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| **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 wars |  | **SEQUENCE OF LESSONS:**  **Lesson 1: Introduction to Samba**  **To recognise and identify the main features of samba music.**    **Lesson 2: Pulse and rhythm**  **To understand and play syncopated rhythms.**    **Lesson 3: Samba rhythms**  **To play syncopated rhythms as part of a group.**    **Lesson 4: Composing a break**  **To compose a basic rhythmic break.**    **Lesson 5: Samba performance**  **To perform rhythmic breaks within the samba piece.** |  |
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| **OUTCOME/COMPOSITE**  Children create an Indus style dance with freeze frames – their own version of the dancing girl. |  | **OUTCOME/COMPOSITE**  **Children create a paper/electronic quiz for someone at home.** |  | **OUTCOME/COMPOSITE**  Play their break and rhythm in time with the rest of their group and play in the correct place in the piece to parents in Spring Showcase. . |  |

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| **GEOGRAPHY FIRST HALF**  **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…** artefacts are used as primary historical sources. Single line drawings can be used to depict the human form. Impressions can be made in different media, which can be used to mould or print.  Relief blocks are raised in profile.  Science link: gold and wax change state when heated to different temperatures |  |
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| **INTENT**  Disciplinary focus: diversity  How are settlements similar and different? |  | **INTENT**  **Disciplinary focus: interaction**  **How are we connected to farmers?** |  | **INTENT**  Pupils to research, observe and sketch a variety of artefacts from the pre-conquest MUISCA civilisation from Columbia. They will learn about the processes used by goldsmiths from history and apply this knowledge to their designs. They will create a tonjo; a gold, relief artefact, similar to those used as offerings about 600 years ago, but using card, wax strips and metallic paint. Their art will be used in  related Computing (videoing) lessons. |  |
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| **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.  and London |  | **VOCABULARY/STICKY KNOWLEDGE**   Muisca culture was known for its skilled goldsmiths, Part of the El Dorado legend is depicted on the Muisca Raft that was discovered in 1969. People believe there is a lost city of gold in South America called El Dorado and ancient gold artefacts are used to support these theories.  Stylised, goldsmith, precious alloy, lost wax casting, artefact, tonjo, narrative, mould, motif, metallic, opaque, relief |  |
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| **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.) “Is El Dorado real?”  To investigate how art can tell stories. Children will learn the history and geography of legend of El Dorado and how this could link to the class novel, 'The Explorer ' by Katherine Rundell.  2.) To explore, observe and sketch artefacts from the Muisca civilisation. Know the process used by Muisca goldsmiths so these can be imitated in their design process.  3) To design and plan how to create my replica Muisca artefact.  4.) To create my replica Muisca artefact. Create using card, wax craft strips / WikkiSticks and quality opaque metallic paint.  Next sessions take the artwork and create a video documentary telling of the discovery and origin of the object and how it supports the legend of El Dorado |  |
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| **OUTCOME/COMPOSITE**  Create a podcast about different types of settlements. |  | **OUTCOME/COMPOSITE**  Create a quiz to show how we are connected to farmers. |  | **OUTCOME/COMPOSITE**  **Pupils will create a tonjo of their own design then use this in a video documentary to explain how their artefact supports the theory of the existence of El Dorado.** |  |

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| **RELIGIOUS EDUCATION – FIRST HALF TERM**  **This half term of RE will draw on the children’s understanding of Hinduism from autumn 1.** |  | **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.** |  | **SPANISH**  **Prior knowledge…** Pupils to remember and use simple nouns, adjectives and verbs with simple conversations from last term. |  |
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| **INTENT**  **Hinduism 3 – Living Hindu traditions**  **Key Question: How do Hindus show their devotion?** |  | **INTENT**  Judaism 1 Abraham, Isaac, Jacob.    Key Question: Why is the Promised Land so important in Judaism? |  | **INTENT**  Pupils will follow, understand and recount a simple story. Can remember and say fruit and vegetable nouns. Can participate in a simple dialogue at the market. Can follow and say simple instructions to make a simple fruit/veg recipe. To say nouns for items of clothing. Can read and write descriptive sentences using nouns and adjectives. |  |
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| **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**  **Tienes…..? – do you have**  **¿Cuánto es?- how much is it?**  **¿Cuánto pesa/[pesan ?- how heavy is that?**  **Quikilo- half a kilo**  **Dos euros – two euros**  **Por favor- please**  **Gracias- thank you**  **ero – I will have …**  **Tengo…. – I have**  **No tengo…- I haven’t**  **Pesa/pesan…. – it weighs**  **Un kilo – a kilo**  **Un medio**  **Los pantalones -trousers**  **Los vaqueros- jeans**  **Los pantalones cortos-shorts**  **El jersey- jumper**  **La camiseta - tshirt**  **El abrigo - coat**  **El sombrero – hat**  **La sudadera- sweatshirt**  **El vestido - dress**  **La falda- skirt**  **La camisa- blouse**  **La corbata- tie**  **Los calcetines- socks**  **Los zapatos- shoes**  **grande -big**  **pequeño-small** |  |
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| **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 say and write a simple descriptive sentence  2. To understand and read along with a story  3. To name nouns for clothing  4. To remember, say and write nouns for clothes  5. To read and write descriptive sentences  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    1. To say fruits and vegetables  2. To use vegetables and fruits in simple dialogues  3. To understand fruit and vegetables in written texts  4. To follow a simple story  5. To read instructions for a recipe |  |
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| **OUTCOME/COMPOSITE**  Create a quiz for another class. |  | **OUTCOME/COMPOSITE**  Create a poster to explain why the Promised Land is important to Judaism. |  | **OUTCOME/COMPOSITE**  Pupils will follow a Spanish story. |  |
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| **COMPUTING – FIRST HALF TERM**  **Prior knowledge…**  **In this unit, pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.** |  | **COMPUTING – SECOND 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.** |  | **PSHE – FIRST HALF TERM**  **Prior knowledge**... Know how to make a new plan and set new goals even if they have been disappointed |  |
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| **INTENT**  Pupils will look 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.  . |  | **INTENT**  Pupils will learn how to create short videos by working in pairs or groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Pupils are guided with step-by-step support to take their idea from conception to completion. At the conclusion of the unit, pupils have the opportunity to reflect on and assess their progress in creating a video.  To teach this unit, you will need video recording equipment such as video cameras or tablets with video capabilities. The recommended editing software is Microsoft Video Editor, which is included for free with Windows 10. |  | **INTENT**  **Pupils will…** Talk about their dreams and goals and how they might need money to help them achieve them; look at jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  database, data, information, record, field, sort, order,  group, search, value, criteria, graph, chart, axis, compare, filter, presentation. |  | **VOCABULARY/STICKY KNOWLEDGE**  video, audio, camera, talking head, panning, close up,  video camera, microphone, lens, mid-range, long shot,  moving subject, side by side, angle (high, low, normal), static, zoom, pan, tilt,  storyboard, filming, review, import, split, trim, clip, edit, reshoot, delete, reorder,  export, evaluate, share. |  | **VOCABULARY/STICKY KNOWLEDGE**  **Dream, Hope, Goal, Feeling, Achievement, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Cooperation, Difference.**  **· Know about a range of jobs that are carried out by people I know**  **· Know that young people from different cultures may have different dreams and goals** |  |
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| **SEQUENCE OF LESSONS:**  **1.To explain what is meant by the term ‘stereotype’, how ‘stereotypes’ are amplified and reinforced online, and why accepting ‘stereotypes’ may influence how people think about others.**  **2.To use a form to record information**  **3. To compare paper and computer-based databases**  **4. To outline how grouping and then sorting data allows us to answer questions**  **5.To explain that tools can be used to select specific data**  **6.To explain that computer programs can be used to compare data visually**  **7. To apply my knowledge of a database to ask and answer real-world questions** |  | **SEQUENCE OF LESSONS:**  1.To explain what is meant by a ‘hoax’. I can explain why someone would need to think carefully before they share.  2. To explain what makes a video effective  3. To use a digital device to record video  4. To capture video using a range of techniques  5. To create a storyboard  6. To identify that video can be improved through reshooting and editing  7. To consider the impact of the choices made when making and sharing a video |  | **SEQUENCE OF LESSONS:**  **1. To consider my dream lifestyle when I grow up**  **2. To investigate jobs and careers**  **3. To identify my dream job, why I want it and the steps to get there**  **4. To discuss the dreams and goals of young people in other cultures**  **5. To consider how we can support each other.** |  |
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| **OUTCOME/COMPOSITE**  This unit progresses pupils’ knowledge and understanding of why and how information might be stored in a database, and looks at how tools within a database can help us to answer questions about our data. It moves on to demonstrate how a database can help us display data visually, and how real-life databases can be used to help us solve problems. Finally, the pupils create a presentation showing understanding and application of all the tools used within the unit. |  | **OUTCOME/COMPOSITE**  This unit progresses pupils’ 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 documentary about discovering a historical artefact in the Amazon Jungle. |  | **OUTCOME/COMPOSITE**  **Pupils:**   * **k**now the types of job they might like to do when they are older * Know that young people from different cultures may have different dreams and goals. |  |

**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**

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| **PSHE – SECOND HALF TERM**  **Prior knowledge...**   * **Know which friends they value most** * **Know that there are leaders and followers in groups** * **Know that they can take on different roles according to the situation.** |  | **PHYSICAL EDUCATION – FIRST HALF TERM**  **Prior knowledge... Pupils will understand dance from their Year 3 unit of ‘Inspire – Create – Perform’. Pupils will understand the terms choreography, sequence, rhythm, and feedback. Pupil’s will be able to choreograph a dance, perform to their peers, and should be able to give and receive feedback in a constructive way.** |  | **PHYSICAL EDUCATION – SECOND HALF TERM**  **Prior knowledge...** Pupils will have previously had cross-curricular exposure to OAA in their Year 3 Geography lessons. Pupils should be able to participate in simple orienteering activities. |  |
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| **INTENT**  **Pupils will…**learn a range of basic emergency procedures (including the recovery position) and learn how to contact the emergency services when needed; look at how body types are portrayed in the media, social media and celebrity culture. |  | **INTENT**  In DANCE, pupils will build on the skills they acquired in Year 3’s Inspire Create – Perform unit as well as the skills they acquired and developed in their ‘Balance – Travel – Flair Unit’ in Year 4. Pupils will develop an understanding of Indian dance styles. Pupils will be able to learn a dance as well as choreograph and perform their own section. |  | **INTENT**  In OUTDOOR ADVENTUROUS ACTIVITIES (OAA), pupils will develop their listening and communication skills which will enable them to problem solve. Pupils will be able to orientate themselves with a map, be able to read a grid-refence and, and be able to participate in orienteering activities. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Levelheaded, Body image, Media, Social media, Celebrity, Altered, Self-respect,  Know basic emergency procedures, including the recovery position  · Know the health risks of smoking  · Know that the media, social media and celebrity culture  · Know the different roles food can play in people’s lives and know that people can develop eating problems/disorders related to body image pressure. |  | **VOCABULARY/STICKY KNOWLEDGE**  **Bollywood, Hinduism, Choreograph, Tempo, Gestures, Diwali, Feedback** |  | **VOCABULARY/STICKY KNOWLEDGE**  **Teamwork, Problem Solving, Communication, Maps, Orienteering, Grid Reference.** |  |
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| **SEQUENCE OF LESSONS:**  **1. To develop their understanding of the health implications of smoking**  **2. To develop their understanding of the health implications of drinking alcohol**  **3.  To practice the basics of emergency first aid**  **4. To discuss the concept of body image**  **5. To discuss their relationship with food** |  | **SEQUENCE OF LESSONS:**  A. To understand the concept of Indian dance and explore Indian music.  B. To learn a section of a whole class dance, choreographed by the teacher.  C. To explore gestures and choreograph a motif using these movements.  D. To link the individually choregraphed sections of the dance with the whole class dance.  E. To refine and improve the class dance by utilising different types of feedback.  F. To perform to peers / an external audience. |  | **SEQUENCE OF LESSONS:**  A. To be able to work together in a team to successfully problem solve.  B. To explore strategies and alter strategies to reach the desired outcome.  C. To be able to communicate effectively.  D. To successfully participate in photo orienteering.  E. To be able to read and locate grid references.  F. To be able to use a compass effectively. |  |
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| **OUTCOME/COMPOSITE**  **Pupils**   * 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 |  | **OUTCOME/COMPOSITE**  Pupils will be able to learn a whole-class Indian dance, it will also have parts that are choreographed by themselves. This dance will be performed to their family members at the end of the unit. |  | **OUTCOME/COMPOSITE**  Pupils will understand the importance of communication and be able to effectively use different types of communication when participating in Outdoor Adventurous Activities. Pupils will be able to read and locate grid-references, enabling them to successfully take part in an orienteering course. |  |