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Description automatically generated**Newquay Junior Academy - Summer Sequence - Year 3**

**‘ANCIENT GREECE’ and ‘MYTHS AND LEGENDS’**

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| **SCIENCE FIRST HALF TERM**  **Prior knowledge…**  Animals including humans  Basic stages of an animal life cycle. The importance of exercise for humans. The basic needs of animals including humans for survival. |  | **SCIENCE SECOND HALF TERM**  **Prior knowledge...**  **Rocks and soils**  **Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.**  **Find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.** |  | **DESIGN TECHNOLOGY**  **Prior knowledge. Pupils can:**  **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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| **INTENT**  Animals including humans  Pupils will develop knowledge, skills and understanding in nutrition, muscles, bones and joints and conduct their own research to answer questions.  . |  | **INTENT**  Rocks and soils  Pupils will be able to explain the different types of rock and, in a simple manner, how fossils are formed. |  | INTENT  **Food: Eating seasonally**  Pupils will understand the term ‘seasonal’ and understand that eating seasonal fruit and vegetables has a positive effect on the environment. Students will design their own seasonal recipe using seasonal ingredients. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Animals including humans - Nutrients, nutrition, carbohydrates, protein, fats, vitamins, water, fibre, skeleton, bones, joints, endoskeleton, exoskeleton, vertebrates, invertebrates, muscles, contract, relax.  Different animals are adapted to eat different foods.  Many animals have skeletons to support their bodies and protect vital organs. Muscles are connected to bones and move them when they contract. Movable joints connect bones. |  | **VOCABULARY/STICKY KNOWLEDGE**  Rocks and soils – rocks, igneous, metamorphic, sedimentary, anthropic, permeable, impermeable, chemical fossil, body fossil, trace fossil, Mary Anning, cast fossil, mould fossil, replacement fossil, extinct, organic matter, top soil, sub soil, base rock.  There are different types of rock.  There are different types of soil.  Soils change over time.  Fossils tell us what has happened before.  Palaeontologists use Fossils to find out about the past. |  | **VOCABULARY/STICKY KNOWLEDGE**    **Climate, exported, imported, mediterranean climate, nationality, nutrients, polar climate, recipe, seasonal food, seasons, temperate climate, tropical climate** |  |
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| **SEQUENCE OF LESSONS:**  **Animals including humans**  **Explorify - https://explorify.uk/en/activities/the-big-question/what-food-helps-to-keep-us-healthy**  1. To identify that animals and humans need the right types and amounts of nutrition.  2. To identify that animals and humans cannot make their own food; they get nutrition from what they eat.  3. To identify that some animals and humans have skeletons for support, protection and movement. |  | **SEQUENCE OF LESSONS:**  **Rocks and soils**  1.Compare and group together different kinds of rocks on the basis of appearance and simple physical properties.  2. Describe in simple terms how fossils are formed when things that have lived are trapped within rock.  3.Recognise that soils are made from rocks and organic matter. |  | **SEQUENCE OF LESSONS:**  **Lesson 1: Where in the world?**  To know that climate affects food growth  **Lesson 2: British seasonal foods**  To understand the advantages of eating seasonal foods grown in the UK  **Lesson 3: Rainbow food**  To create a recipe that is healthy and nutritious using seasonal vegetables  **Lesson 4: Making tarts**  To safely follow a recipe when cooking |  |
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| **OUTCOME/COMPOSITE**  Animals including humans  Pupils will work with a local Vets to investigate skeletons. |  | **OUTCOME/COMPOSITE**  Rocks and soils  Pupils will make their own fossils using chocolate/sweets and be able to explain how they have been formed |  | **OUTCOME/COMPOSITE**  **To have made a seasonal meal using fruit. To celebrate and share their meal with a friend or family member.** |  |

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| **HISTORY FIRST HALF TERM**  **Ancient Greece**    Prior knowledge…Children will have learnt about Persia and Greece. |  | **HISTORY SECOND HALF TERM**  **Alexander the Great**  Prior knowledge…children will have learnt about Ancient Greece. |  | **MUSIC –** Ballads  Prior knowledge... · The word ‘crescendo’ means a sound getting gradually louder. · Some traditional music around the world is based on five notes called a ‘pentatonic’ scale. · A pentatonic melody uses only the five notes C D E G A.. |  |
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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**  **Alexander the Great**  **Prior knowledge…children will have learnt about Ancient Greece.** |  | **INTENT**  To understand, write lyrics to, and perform a ballad.. |  |
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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?    Geographical skills: World map and key lines of latitude |  | **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**  ballad, ensemble, compose |  |
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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: What is a ballad? To sing a ballad and explain what it is. Lesson 2: Performing a ballad To be able to perform a ballad with an understanding of style.  Lesson 3: The story behind the song To understand that ballads tell a story.  Lesson 4: Writing lyrics To be able to write lyrics for a ballad.  Lesson 5: Singing my ballad To take part in a group performance. |  |
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| **OUTCOME/COMPOSITE**  Invite parents in prior to collection to share their learning. |  | **OUTCOME/COMPOSITE**  Invite parents in prior to collection to share their learning. |  | **OUTCOME/COMPOSITE**  Write a verse with rhyming words which tell part of a story, then perform their lyrics fluently and with actions to another Y3 class. |  |

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| **GEOGRAPHY FIRST HALF TERM**  **Volcanoes**  **Prior knowledge – Pupils will have learnt about agriculture** |  | **GEOGRAPHY SECOND HALF TERM**  **Climate and Biomes**  **Prior knowledge – Pupils will have learnt about settlements and rivers.** |  | **ART**  **Prior knowledge…** Paint can be applied by simple print blocks like potato print etc. A symmetrical image is formed by folding paper and printing on the facing side. Some materials can be moulded or engraved with to make imprints. |  |
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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 to explore the design of Greek pottery and to develop that style into their own design for a Greek plate or shield. They will learn the process of relief printing on black paper to producing artwork inspired by this. |  |
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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**  -Much of the pottery used black, white and terracotta palettes due to the media available.  -Ancient Greek artisans created motifs and mosaic that provide a historical record and gives inspiration for artistic design today.  -A print block creates a mirror image.  -Vocabulary: imprint, relief print, print block, motif, artisans, mirror image, reflected, palette, media, (secondary source) |  |
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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 explore the repeated / geometric patterns on Ancient Greek Artwork, create a simple pattern in that style.  2. To examine Ancient Greek pottery to find out what life was like (secondary source).  3. To consider the limited palette influenced by the media artisans used.  4. To investigate the themes used on Ancient Greek plates like war and mythology. Also include repeated patterns for borders.  5. To learn skills to transfer initial design to a printing block, including knowing the image will be mirror image. To use Safeprint.  6. To create finished print using terracotta print ink on the block, printed onto black paper.  7. To evaluate design. |  |
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| **OUTCOME/COMPOSITE**  Pupils to tell parents how volcanoes affect a place in a parent café. |  | **OUTCOME/COMPOSITE**  Pupils to tell parents how climate affects the way people live. |  | **OUTCOME/COMPOSITE**  **Pupils will produce a circular printed image and will create a plate design showing scenes from Greek warfare or mythology. These will be exhibited.** |  |

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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 say and write at least four fruit nouns, can make a good attempt at asking for an item politely. Pupils will ask the question where do you live and remember, say and recognise 6 colours/ numbers to 15. |  |
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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**  quisiera- I would like…por favor – please, Una manzana – an apple, Un plátano- a banana, Un melocotón- a peach, Un tomate- a tomato, Una zanahoria- a carrot, Una naranja - an orange, Una pera- a pear, Un melón- a melon, Un pepino- a cucumber, Una sandía- water melon, Uvas- grapes, ¿Cómo te llamas? – What are you called?, ¿Dónde vives? -  Where so you live?, ¿Cómo estás? –  How are you?, ¿Cuántos años tienes?-  How old are you?, Me llamo ……-  I am called…….., Vivo en …….- I live in ….., Estoy bien - I feel good/fine, Estoy mal - I don’t feel good/well, Tengo siete años - I am seven years old , El pícnic - the picnic, Queso - some cheese, Pan  – some bread, Leche - some milk, Agua - some water, Un zumo de naranja - an orange juice, Un bocadillo - a sandwich, Un plátano - a banana, Una manzana– an apple, Patatas fritas - some crisps, Chocolate – some chocolate |  |
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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 understand and say some fruits and vegetables  2.To play games with fruit and vegetable nouns  3.To understand and say some nouns for breakfast foods  4.To recognise nouns for breakfast foods  5.To ask politely for an item  6.To understand and enjoy a story  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  1.To say where I live  2.To ask and answer some simple questions  3.To complete some simple sentences - where I live and what I am called  4.To listen to and join in with a story  5.To listen to a story and join in with familiar language  6.To recall nouns for picnic items |  |
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| **OUTCOME/COMPOSITE**  Invite parents in to share work with parents. |  | **OUTCOME/COMPOSITE**  Invite parents in to share work with parents.  . |  | **OUTCOME/COMPOSITE**  **Speak politely and read the Hungry Giant story.**  **Create their own fictional picnic.** |  |

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| **COMPUTING – FIRST HALF TERM**  **Prior knowledge... Programming A—Pupils’ develop understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Pupils use given commands in different orders to investigate how the order affects the outcome. Pupils also learn about design in programming. They develop artwork and test it for use in a program. They design algorithms, test those algorithms as programs and debug them.** |  | **COMPUTING – SECOND HALF TERM**  **Prior knowledge**  **Year 2 – Progamming quizzes recaps on learning from the Year 1 ScratchJr unit ‘Programming B – Programming animations’. Learners begin to understand that sequences of commands have an outcome, and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr, and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects. This unit progresses learners’ knowledge and understanding of instructions in sequences and the use of logical reasoning to predict outcomes.** |  | **PSHE – FIRST HALF TERM**  **Prior knowledge...** Know that everyone’s family is different • Know that families function well when there is trust, respect, care, love and co-operation • Know that there are lots of forms of physical contact within a family |  |
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| **INTENT**  Pupils will explore 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. |  | INTENT  This unit explores the links between events and actions, whilst consolidating prior learning relating to sequencing. Learners will begin by moving a sprite in four directions (up, down, left and right). They will then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze tracing program. |  | **INTENT**  **Pupils will…**revisit family relationships and identify the different expectations and roles that exist within the family home; learn that they are part of a global community and they are connected to others they don’t know in many ways e.g. through global trade |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Scratch, programming, blocks, commands, code,  sprite, costume, stage,  backdrop, motion, turn, point in direction, go to, glide,  sequence, event, task,  design, run the code, order,  note, chord, algorithm, bug, debug, code. |  | **VOCABULARY/STICKY KNOWLEDGE**  motion, event, sprite,  algorithm, logic, move,  resize, extension block, pen up, set up, pen, design,  action, debugging, errors, setup, code, test, debug, actions. |  | **VOCABULARY/STICKY KNOWLEDGE**  **Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media**  **· Know that different family members carry out different roles or have different responsibilities within the family**  **· Know some of the skills of friendship, e.g. taking turns, being a good listener**  **· Know some strategies for keeping themselves safe online**  **· Know that they and all children have rights (UNCRC)** |  |
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| **SEQUENCE OF LESSONS:**  **1. To explain how to search for information about others online**  **2. To explore a new programming environment**  **3.  To identify that commands have an outcome**  **4.  To explain that a program has a start**  **5.  To recognise that a sequence of commands can have an order**  **6. To change the appearance of my project**  **7. To create a project from a task description** |  | **SEQUENCE OF LESSONS:**  1. To demonstrate how to use key phrases in search engines to gather accurate information online.  2. To explain how a sprite moves in an existing project  3. To create a program to move a sprite in four directions  4. To adapt a program to a new context  5. To develop my program by adding features  6. To identify and fix bugs in a program  7. To design and create a maze based challenge |  | **SEQUENCE OF LESSONS:**  1.To discuss family roles and responsibilities  2.To consider the importance of friendship  3.To identify ways to keep myself safe online  4. To show respect in how they treat others  5 .To know how to help themselves and others when they feel upset or hurt |  |
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| **OUTCOME/COMPOSITE**  Pupils will 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. Pupils also apply stages of program design through this unit. |  | **OUTCOME/COMPOSITE**  This unit assumes that learners will have some prior experience of programming. The KS1 NCCE units focus on floor robots and Scratch Jr, however experience of other languages or environments may also be useful. The Year 3 Programming A unit introduces the Scratch programming environment and the concept of sequences. |  | **OUTCOME/COMPOSITE**  Pupils will know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc  Know some strategies for keeping themselves safe online |  |
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| **PSHE – SECOND HALF TERM**  **Prior knowledge... there are different life cycles in nature including that of humans. They know some changes between baby, toddler, child, teenager, adult and old -age** |  | **PHYSICAL EDUCATION – FIRST HALF TERM**  **Prior knowledge... Pupils will have been developing their fundamental movement skills throughout their prior PE units.** |  | **PHYSICAL EDUCATION – SECOND HALF TERM**  **Prior knowledge…** Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. |  |
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| **INTENT**  **Pupils will…**look at the outside body changes in males and females; learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grownup |  | **INTENT**  In **RUN – JUMP - THROW,** pupils will acquire and develop fundamental skills that underpin athletic events. By developing these skills in a fun and inquisitive way it will enable them to be more successful in athletics events. |  | **INTENT**  In **REACT – RETRIEVE - ROLL**, pupils will acquire and develop fundamental skills that will form the foundation of their learning in striking and fielding activities in Year 4,5, and 6. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Control, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum / ova, Womb / uterus, Vagina, Stereotypes  · Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults  · Know some of the outside body changes that happen during puberty  · Know some of the changes on the inside that happen during puberty |  | **VOCABULARY/STICKY KNOWLEDGE**    Technique   Rules   Pacing   Sprinting   Jumping   Throwing   Baton   Changeovers |  | **VOCABULARY/STICKY KNOWLEDGE**    **Underarm throw     Overarm throw     Catch     Teamwork     Deep fielder** |  |
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| **SEQUENCE OF LESSONS:**  **1.To understand how babies grow**  **2.To discuss the development of babies**  **3.To discuss outside body changes as we grow older**  **4.To discuss internal body changes as we grow older**  **5.To discuss and consider family stereotypes** |  | **SEQUENCE OF LESSONS:**  A. To develop a solid sprint technique and apply it in a relay with an understanding of a baton changeover.  B. To understand the term ‘pacing’ and be able to jog for a sustained period without stopping or walking.  C. To be able to perform a variety of jumps safely and effectively.  D. To develop the skills used to participate in the triple-jump.  E. To develop skills to ‘throw for accuracy’.  F. To acquire skills to ‘throw for distance’. |  | **SEQUENCE OF LESSONS:**  A. To understand the importance of hand-eye coordination and be able to move to receive the ball.  B. To be able to  use a short-barrier to stop the ball and roll the ball accurately with a variation of power  C. To play small-sided games, which involve rolling the ball whilst ‘batting’ and rolling the ball when ‘fielding’.  D. To be able to react quickly to retrieve a ball.  E. To understand the basic rules of small-sided striking and fielding games.  F. To be able apply skills learnt in small-sided competitive games. |  |
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| **OUTCOME/COMPOSITE**  Pupils willknow that the male and female body needs to change at puberty so their bodies can make babies when they are adults  Know some of the outside and inside changes that happen during puberty |  | **OUTCOME/COMPOSITE**  Pupils will be able to identify that athletics includes running, jumping and throwing events.  Pupils will be able to perform all of these with a developing technique. Pupils will successfully apply these skills at their annual Sports Day. |  | **OUTCOME/COMPOSITE**  Pupils will be able to play small sided striking and fielding games, they will be able to react to retrieve the ball with speed, and be able to roll the ball back to the target with accuracy and the desired power. |  |
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