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

**‘Coasts’**

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|  |  | **SCIENCE**  **Prior knowledge...**  Light and sight  Recognise that they need light in order to see things and that dark is the absence of light.  Notice that light is reflected from surfaces.  Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.  Recognise that shadows are formed when the light from a light source is blocked by a solid object.  Find patterns in the way that the sizes of shadows change. |  | **DESIGN TECHNOLOGY**  **Prior knowledge...**  **Pupils can:**  **Design to meet a brief and develop ideas.**  **Understand that a mechanism is a system of parts working together to control a motion.**  **Work safely when handling tools**  **Measure accuracy using mm.**  **Cut with a good degree of accuracy.**  **Finish a product to a good standard.** |  |
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|  |  | **INTENT**  Light and sight  Pupils will be able to explain that light travels in straight lines and will be able to use this knowledge to investigate how we see. |  | **INTENT**  **Textiles: Stuffed toys**  **Pupils will design and make a stuffed toy using blanket stitches and applique.** |  |
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|  |  | **VOCABULARY/STICKY KNOWLEDGE**  Light and seeing - Light source, dark, reflect, ray, mirror, bounce, visible, beam, sun, glare, travel, straight, opaque, shadow, block, transparent, translucent, reflect absorb emitted scattered refraction  Animals see light sources when light travels from the source into their eyes.  Animals see objects when light is reflected off that object and enters their eyes.  Light reflects off all objects (unless they are black). Non-shiny surfaces scatter the light so we don’t see the beam.  Light travels in straight lines. |  | **VOCABULARY/STICKY KNOWLEDGE**  **Accurate, annotate, appendage, blanket-stitch, design criteria, detail, evaluation, fabric, sew, shape, stuffed toy, stuffing, template** |  |
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|  |  | **SEQUENCE OF LESSONS:**  **Light and sight**  Which Is the odd one out? [Shine a light - Explorify](https://explorify.uk/en/activities/odd-one-out/shine-a-light)  1.To explain how the eye works.  2.To recognise that light appears to travel in straight lines.  3.To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.  4. To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then into our eyes.  5. To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. |  | **SEQUENCE OF LESSONS:**  **Lesson 1: Designing a stuffed toy**  **To design a stuffed toy.**  **Lesson 2: Blanket stitch**  **To sew a blanket stitch.**  **Lesson 3: Details and appendages**  **To create and add decorations to fabric.**  **Lesson 4: Stuffed toy assembly**  **To use a blanket stitch to assemble the components of a stuffed toy.**  **frame** |  |
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|  |  | **OUTCOME/COMPOSITE**  Light and sight  Pupils will be able to explain how the eye works through working with a local optician to gain real world insight. |  | **OUTCOME/COMPOSITE**  **Children make their own stuffed toy which will be gifted as a present to their targeted user, or as an item to sell at the Summer fayre.** |  |

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| **HISTORY – First half term**  **Prior knowledge**… Children will have learnt about Persia and Greece.    **Ancient Greece** |  | **HISTORY– Second half term**  Prior knowledge…children will have learnt about Ancient Greece.     Alexander the Great |  | **MUSIC**  **Production Performance Skills**  **Prior knowledge...**  **Composition notation (Theme: Ancient Egypt)**   * A ‘theme’ is a main melody in a piece of music. * ‘Variations’ in music are when a main melody is changed in some way throughout the piece. * ‘The Young Person’s Guide to the Orchestra’ was written in 1945 by Benjamin Britten. * Representing beats of silence or ‘rests’ in written music is important as it helps us play rhythms correctly. |  |
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| **INTENT**  Pupils will learn about the innovations of the Ancient Greeks, warring between different regions of Greece and the Ancient Greeks love of literature |  | **INTENT**  **Pupils will build on their understanding of the conflicts between Greece and Persia and learn about the rise of Alexander the Great and his conquests across Europe and Asia.** |  | **INTENT**  To use musical notation to record music, recognising pitch and note length and incorporating the key elements of music. . |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Athenian democracy and empire, Art, culture & learning in Ancient Greece Greek architecture, inc. Parthenon Greek religion in Greek stories (revisits content from Greek politics, culture and religion in Spring 2) Greek literature, inc. epic poetry – inc Homer’s Odyssey. Tragedy in Greek theatre Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle  Disciplinary focus: evidential thinking What can historians learn from the sources from Ancient Greece? |  | **VOCABULARY/STICKY KNOWLEDGE**   Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. Alexander the Great: childhood, education (link to Aristotle in Summer 1), early battles, conquest of Persia, death. Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad) Meanwhile in Egypt…. Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we learned about why empires rise and fall?  Disciplinary focus: causation How did Alexander the Great conquer so much land? |  | **VOCABULARY/STICKY KNOWLEDGE**    features, notation, repeating, unison, composition, structure, repetition, melody, tempo, compose, ensemble, minor key |  |
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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: Here come the Egyptians To sing with accuracy, fluency, control, and expression.**  **Lesson 2: Hieroglyphic score To explore and use different forms of notation.**  **Lesson 3: Play like an Egyptian To understand note length.**  **Lesson 4: Pitch pyramids To read simple pitch notation.**  **Lesson 5: Egyptian farewell To use hieroglyphs and stave notation to write a piece of music.** |  |
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| **OUTCOME/COMPOSITE**  Create a quiz for another year group about Ancient Greece. |  | **OUTCOME/COMPOSITE**  **Debate: Year 5 v Year 6: Did Alexander deserve the title Great?** |  | **OUTCOME/COMPOSITE**  Perform with confidence and in time with others to another Y6 class. |  |

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| **GEOGRAPHY -FIRST HALF**TERM  **Volcanoes**  **Prior knowledge – Pupils will have learnt about agriculture, rivers and mountains.** |  | **GEOGRAPHY – SECOND HALF TERM**  **Climate and Biomes**  **Prior knowledge – Pupils will have learnt about settlements and rivers** |  | **ART**  **Prior knowledge…** Pupils will know the terms Traditional, Modern and Contemporary  They have drawn in sketch and continuous line styles  Many of them will have visited London with the school trip |  |
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| **INTENT**  Disciplinary focus: interaction   How do volcanoes affect a place? |  | **INTENT**  **Disciplinary focus: interaction**  **How does the climate affect the way people live?** |  | **INTENT**  **Pupils will investigate the work of an architect and key examples of London architecture. They will find out the identity of the architects who designed these examples and look at the style of sketching used to communicate initial ideas to clients. They will use an innovative method of sketching, demonstrated on the RIBA website (Royal Institute of British Architects).** |  |
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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**  Architects design buildings, there are many different styles of architecture.  The Shard is designed by Renzo Piano, The Gherkin and City Hall are designed by Norman Foster, St Paul's Cathedral was designed by Sir Christopher Wren, The Natural History Museum was designed by Alfred Waterhouse  Architects communicate their initial ideas to their clients using sketches, models and 3d graphics.  Architects, façade, cityscape, perspective, architecture, urban |  |
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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:**  Over 4 sessions:    1. To consider: what does an architect do?  2. To know three architects whose creations can be seen in London.  3 and 4.  To create architectural inspired drawings of a cityscape.    Aim of the Art unit:  To understand what being an architect entails  To be able to name 3 key, influential architects  To be able to discuss and compare architectural styles.  To identify key important examples of architectural style in London.  To imitate the city skyline of London using junk, photography and overlaid drawing. |  |
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| **OUTCOME/COMPOSITE**  **Create a quiz to show how volcanoes affect a place.** |  | **OUTCOME/COMPOSITE**  Create a poster to show how climate affects the way people live. |  | **OUTCOME/COMPOSITE**  Pupils will revisit and extend drawing skills, applying them in a new context. They will all produce a critique / comparison of architects and styles of London architecture and contemporary style sketches of buildings and cityscapes. These will be exhibited and showcased to the Year 7 teachers. |  |

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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 will draw on the children’s understanding of the Kernewek curriculum from Y4.**  **Y4 (Unit L2.11).** |  | **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**  Kernewek (Unit U2.12)  Key Question: Does faith help people in Cornwall when life gets hard? |  | **INTENT**  Pupils will ask for three drinks and three snacks politely. Can ask politely for a typical Spanish meal.  Pupils will create a simple mindfulness script using senses verbs. Can recall familiar core language.  Can participate in short sketches using familiar language. |  |
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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**  **Kernewek:** A language spoken in Cornwall, including religious belief, ceremonies and festivals.  **Sacred**: Something considered to be holy and deserving respect, especially because of a connection with a god  **Celtic**: Anything that refers to the Celtic languages and cultures. Celtic priests were called druids.  **Methodism**: Is a branch of Protestant Christianity. It is based on the ideas of a man named John Wesley, who lived in the 1700s.  **Faith**: Is a belief in the existence of God, including strong religious feelings or beliefs.  **Traditions**: Is the handing down of a culture's beliefs and customs from parents to children over many years. |  | **VOCABULARY/STICKY KNOWLEDGE**    **Bebidas- drinks**  **Comidas- foods**  **Un café- a black coffee**  **Un té- a tea**  **Un café con leche- a coffee with milk**  **Un refresco- fizzy drink**  **Agua- some water**  **Una pizza= a pizza**  **Un bocadillo – a sandwich**  **Patatas fritas- some chips**  **Churros – sweet doughnut batter sticks served with chocolate**  **¿Qué desea?- What would you like?**  **Tomaré – I’ll  have**  **Quisiera- I would like …**  **Gracias- thank you**  **por favor- please**  **La cuenta, por favor- the bill, please**  **Espaguetis- spaghetti**  **Patatas fritas con huevos – Egg and chips**  **Croquetas – croquettes**  **Tortilla- tortilla (a Spanish omelette)**  **Natillas- egg custard**  **Patatas bravas – spicy potato chunks**  **Salchichas- little sausages**  **Filetes - steaks**  **El restaurante- the restaurant**  **¿Tiene una mesa para cinco? – Have you got a table for 5 people?**  **Tomaré– I’ll have**  **Quisiera…I would like**  **Gracias- thank you**  **Quiero más – some more please**  **Está delicioso- It’s delicious**  **Entrantes- starters**  **Comidas – meals**  **Postres- desserts**  **El menú- the menu** |  |
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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. To explore the ups and downs of life.  2. To focus on what makes life hard.  3. To identify how Truro Cathedral supports people when times get hard.  4. To identify how people try to make a difference in the community.  5. To answer the key question ‘Does faith help people in Cornwall when things get hard?’ |  | **SEQUENCE OF LESSONS:**   1. 1. To I know some facts about café culture 2. I can ask for snacks and drinks politely 3. I can take part in a café role play 4. I can take part in a sketch about a café 5. I can understand information about Spanish food and meals 6. I can follow a story about going to a restaurant   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   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! |  |
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| **OUTCOME/COMPOSITE**  Create a poster explaining the importance of the Passover. |  | **OUTCOME/COMPOSITE**  Pupils to identify ways to support each other during their transition to Secondary school. . |  | **OUTCOME/COMPOSITE**  Create own themed menus  Perform a superstar sketch. |  |
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| **COMPUTING – FIRST 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.** |  | **COMPUTING – SECOND HALF TERM**  **Prior knowledge…**  **This unit assumes that learners will have prior experience of programming using block-based construction (e.g. Scratch), understand the concepts of ‘sequence’ and ‘repetition’, and have some experience of using ‘selection’. Ideally, learners will have completed ‘Programming  A – Selection in physical computing’ before undertaking this unit, as this will provide them with the required knowledge of ‘selection’.** |  | **PSHE – FIRST HALF TERM**  **Prior knowledge...** Know that there are rights and responsibilities in an online community or social network • Know that there are rights and responsibilities when playing a game online |  |
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| **INTENT**  Learners will develop their knowledge and understanding of using a computer to produce 3D models. Learners will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Finally, learners will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.  . |  | **INTENT**  This unit is the final KS2 programming unit and brings together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 – ‘Programming A’. It offers pupils the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit. The unit begins with a simple program for pupils to build in and test within the new programming environment, before transferring it to their micro:bit. Pupils then take on three new projects in Lessons 2, 3, and 4, with each lesson adding more depth.  Design features prominently in this unit. A design template is introduced in Lesson 3, initially scaffolded to give pupils the opportunity to create code from a given design. In Lesson 4 that scaffolding is gradually reduced, then in Lesson 5, pupils create their own design, using the same template. In the final lesson, pupils will apply their knowledge of the programming constructs and use their design to create their own micro:bit-based step counter. |  | **INTENT**  **Pupils will ...**look at mental health and how to take care of their own mental well-being; talk about people who can try to control them or have power over them; look at online safety, learning how to judge if something is safe and helpful as well as talking about communicating with friends and family in a positive and safe way |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  TinkerCAD, 2D, 3D, shapes, select, move, perspective,  view, handles, resize, lift, lower, recolour, rotate,  duplicate, group, cylinder,  cube, cuboid, sphere, cone,  prism, pyramid, placeholder, hollow, choose, combine, construct, evaluate, modify. |  | **VOCABULARY/STICKY KNOWLEDGE**  Micro:bit, MakeCode, input, process, output, flashing,  USB, trace, selection, condition, if then else,  variable, random, sensing, accelerometer, value, compass, direction,  navigation, design, task, algorithm, step counter, plan, create, code, test, debug. |  | **VOCABULARY/STICKY KNOWLEDGE**  **Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping strategies, Power,**  **· Know that it is important to take care of their own mental health**  **· Know ways that they can take care of their own mental health**  **· Know the stages of grief and that there are different types of loss that cause people to grieve** |  |
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| **SEQUENCE OF LESSONS:**  **1.To explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.**  **2. To recognise that you can work in three dimensions on a computer**  **3. To identify that digital 3D objects can be modified**  **4. To recognise that objects can be combined in a 3D model**  **5. To create a 3D model for a given purpose**  **6. To plan my own 3D model**  **7. To create my own digital 3D model** |  | **SEQUENCE OF LESSONS:**  1.To explain strategies anyone can use to protect their ‘digital personality’ and online reputation, including degrees of anonymity.  2. To create a program to run on a controllable device  3. To explain that selection can control the flow of a program  4. To update a variable with a user input  5. To use a conditional statement to compare a variable to a value  6. To design a project that uses inputs and outputs on a controllable device  7. To develop a program to use inputs and outputs on a controllable device |  | **SEQUENCE OF LESSONS:**  **1.To discuss: What is Mental Health?**    **2.To consider my own mental health**    **3.To develop strategies for dealing with love and loss**    **4.To develop power and control within a group.**    **5.To consider being online: Real or Fake? Safe or Unsafe?** |  |
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| **OUTCOME/COMPOSITE**  This unit progresses students’ knowledge and understanding of creating 3D graphics using a computer. Prior to undertaking this unit, learners should have worked with 2D graphics applications. |  | **OUTCOME/COMPOSITE**  This unit presumes that pupils are already confident in their understanding of sequence, repetition and selection independently within programming. If pupils are not yet ready for this, you may wish to revisit earlier programming units where these constructs are introduced. |  | **OUTCOME/COMPOSITE**  Pupils will…  Know that it is important to take care of their own mental health  Know ways that they can take care of their own mental health |  |

**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.**

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| **PSHE – SECOND HALF TERM**  **Prior knowledge...how girls’ and boys’ bodies change during puberty and understand the importance of looking after themselves physically and emotionally • sexual intercourse can lead to conception** |  | **PHYSICAL EDUCATION – FIRST HALF TERM**  **Prior knowledge… Pupils should be able to identify that athletics includes running, jumping and throwing events.  Pupils will be able to sprint, run whilst pacing, participate in a relay with a baton change over, jump using a developing technique and throw with a developing technique.** |  | **PHYSICAL EDUCATION – SECOND HALF TERM**  **Prior knowledge…**  Pupils should be able to throw and catch using both underarm and overarm throws.  Pupils should have a developing understanding of techniques involved whilst batting.  Pupils should be able to play both rounders and kwik cricket in line with the rules. |  |
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| **INTENT**  **Pupils will ...** learn about childbirth and the stages of development of a baby, starting at conception; talk about being physically attracted to someone and the effect this can have upon the relationship; discuss relationships and the importance of mutual respect and not pressuring / being pressured into doing something that they don’t want to. |  | **INTENT**  **In ATHLETICS, pupils will continue to build on the fundamental skills they learnt in years 3,4 and 5.  They will be able to perform in Primary Athletic events as well being able to evaluate and suggest ways to improve performance.** |  | **INTENT**  In ROUNDERS AND CRICKET, Pupils will be able to apply all of their skills into both rounders and cricket games with a sound understanding of the rules of the game.  They will be able to play the game using strategies and tactics. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, labour, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Rights, opportunities, freedoms, responsibilities, attraction, relationship, love, sexting, transition, secondary, looking forward, journey, worries, anxiety, excitement.  · Know how a baby develops from conception through the nine months of pregnancy and how it is born  · Know the importance of self-esteem and what they can do to develop it |  | **VOCABULARY/STICKY KNOWLEDGE**  Technique   Rules   Pacing   Sprinting   Jumping   Throwing   Baton   Changeovers   Strength   Power   Relay |  | **VOCABULARY/STICKY KNOWLEDGE**  **English catch     Australian catch     Strategies     Rounders positions     Deep fielder      No-ball     Wicket** |  |
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| **SEQUENCE OF LESSONS:**  **1.To discuss how to develop self-esteem.**  **2.To consider how they feel about puberty**  **3.To describe the changes from conception to birth**  **4.To consider how friendships can change (Boyfriends and girlfriends)**  **5.To develop strategies to dismiss negative body talk** |  | **SEQUENCE OF LESSONS**  A. To be able to use a sprint start and run with a strong technique.  B. Be able to run for a long-distance using pace and strategy. Identify and recognise distance events within athletics.  C. To understand the safety aspects involved with jumping and be able to perform the standing-long jump in line with the rules.  D. To be able to link the hop, jump, step together to perform the standing triple jump in line with the rules.  E. To be able to identify a ‘pull’ throw and be able to throw for distance using a solid technique.  F. To understand the concept of a ‘push’ and a ‘sling’ throw and be able to participate in a chest push and throw using a good technique. |  | **SEQUENCE OF LESSONS:**  A. To recap and further develop underarm and overarm throws and be able to identify the fielding positions in rounders.  B. To be able to bat whilst varying the power and direction in rounders using a solid technique. Pupils will understand the safety aspects involved in batting.  C. To know the basic rules for rounders and be able to apply skills into a game. Some pupils will begin to apply strategies into game play.  D. To know the difference between an ‘English’ and ‘Australian’ catch and understand the importance of ‘cushioning’ the ball when catching it.  E. To be able to bat using a developing technique in cricket.  F. To be able to play a game of ‘Kwik cricket’ in line with the rules and with the use of strategies and tactics. |  |
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| **OUTCOME/COMPOSITE**   * **Pupils will…** * **Know how being physically attracted to someone changes the nature of the relationship** * **Know the importance of self-esteem and what they can do to develop it** |  | **OUTCOME/COMPOSITE**  Pupils will be able to participate in all primary athletics events with a secure technique.  They will be able to evaluate their own and others performances and suggest ways of improvement. |  | **OUTCOME/COMPOSITE**  Pupils will be able to throw, catch and bat under pressure whilst using a solid technique.  They will be able to play both kwik cricket and rounders inline with the rules. Most pupils will be able to play games with the use of strategies and tactics. |  |