

Prior Learning: In Year 5, children continued to build on their knowledge and skills of football. These included controlling the ball using either foot, passing over different distances, dribbling the ball, using the inside, outside (hooks) and drag back techniques to turn. They recapped body position to defend in a range of situations. They were introduced to shooting using the laces. They were encouraged to communicate tactically in defence/attack in a game situation

Physical Me

Kicking	Agility
Running	Balance
Speed	Co-ordination
Strength	Throw (in)
Reaction	

Key Skills

Thinking Me

- Select and apply skills
- Evaluate performance

Value Me:

- Compassion
- Courtesy

Social Me

- Helping others
- Accepting and embracing the rules
- Leadership skills

Football Rules:

No of players in a team:

Maximum 7 on pitch at a time

Size of ball:

Size 4 football

Start of Game:

Teams will be told which way they are shooting at start of game

- Start in the centre of the pitch with a kick off

A goal cannot be scored directly from a start or restart of play.

Out of play:

If the ball goes off the pitch (sideline) it is a throw in.

If the ball goes off at the goal line:

By attacking team - it is a goal kick
By defending team - it is a corner

Tackling:

No slide tackles

Key Vocabulary

Tactics

Direction

Power

Laces

Angles

Accelerate

Turn

Feints

Speed

Key Knowledge

Turns - Inside hook
- Outside hook
- Drag back

Laces - Is a technique to strike the ball for power and to keep it low (using your laces on you boot to strike through the ball)

Feints- Are to trick/deceive player - you can pretend to move one way, then go the other.

Tactics - Actions and strategies are planned to achieve an overall objective – in sport that objective is predominantly to win



Prior Learning: In Year 5, children further developed their dribbling skills to move with control and at different speeds and direction, with either hand. Children learned how to step, pivot and pass. They also learned ways of protecting the ball while static and dribbling. They looked at effective defensive stances. They learned how to shoot accurately using the BEEF technique. They also developed their qualities of leadership and competition by participating in game of mini basketball.

Physical Me

Throw

Catch

Dodge

Run

Dribble

Agility

Balance

Co-ordination

Jump

Speed

Key Skills



Thinking Me

- To make decisions in the game
- Evaluate and improve my performance

Value Me:

- Teamwork
- Perseverance

Social Me

- Embrace the rules
- Communicate

Our Basketball Rules:

Double Dribble:

When a player dribbles the ball with two hands at the same time or starts to dribble again after stopping

Out of Bounds:

If a team lose possession of a ball and it goes out of bounds then a free pass is awarded to the opposition

Key Vocabulary

Weave

Agility

Gladiators

Contestants

Baseline

Accuracy

Evaluate

Referee

Travelling

Key Knowledge

Weave - To move in and out of play

Evaluate- Looking at your strengths and areas to improve in your performance

Agility- To be able to change direction quickly. In basketball you need to be agile while dribbling the ball

Baseline- The back line (where the basket/backboard is)



Tip Off:

To re-start or put the ball in play by throwing it up between two opponents

Traveling:

When a player takes too many steps with the ball in their hands without dribbling the ball.

Shooting:

If a shot is successfully scored two points are awarded.

Knowledge organiser

Vocabulary	
Accuracy	How limited errors have been, therefore how likely it is that data give true results
Analysis	Detailed examination, usually of data
Conclusion	Drawing together results to reach an answer. In fieldwork, drawing results from data to answer the enquiry question
Data	Facts or information collected for analysis
Evaluation	Weighing up the positives and negatives. In fieldwork, thinking about how reliable and accurate the results are
Fieldwork	Gathering information in a real environment, outside the classroom
Hypothesis	An idea, used as the basis for fieldwork or research
Qualitative data	Data in words or images, usually containing views, opinions or feelings
Quantitative data	Data with a numerical (number) value
Research	Investigation to test an idea or discover facts and information

Bar graph	To show discrete data (data that is counting something) often in different categories
Pie chart	To show proportions
Line graph	To show the relationship between data sets, for example, change over time

Why fieldwork?
Discover new ideas and create new knowledge
Understand more about what you learn in the classroom or in books

Enquiry question
All fieldwork starts with an enquiry question. The enquiry question guides the fieldwork so that the data collected is relevant.

Fieldwork tools	
Maps	Maps display information and data that geographers may find useful when studying a particular place
Four-figure grid references	Remember: Along the corridor (x-axis), then up the stairs (y-axis)
Field sketch	A simple drawing of the area you are studying, including labels
Survey	A review of a particular feature of the physical or human environment, for example, a traffic survey, counting number and type of vehicles
Questionnaire	A list of questions (usually with options for answers) that the researcher will ask individuals

Manger et Bouger

qu

sound in:

- électroniques



phonics

an

sound in:

- manger
- santé
- mélangez
- viande



&

silent letters

There are many last consonant silent letters in French. The final letter 's' is silent in the word 'bois', 'fruits', 'légumes' and 'noisettes'. The 't' is silent in 'complet' and 'chocolat'.



The nouns and determiners for 10 healthy foods & drinks:



The nouns and determiners for 10 unhealthy foods & drinks:



Language to describe healthy lifestyles:

Pour ma santé je mange...

To stay healthy I eat...

Pour ma santé je bois...

To stay healthy I drink...

vocabulary

The first person conjugation of high frequency verbs:

je mange

'I eat' from the verb manger 'to eat'.

je bois

'I drink' from the verb boire 'to drink'.

Use of the negative:

Je ne mange pas de...

I do not eat

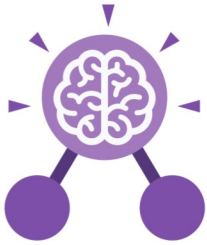
Je ne bois pas de...

I do not drink

grammar

What I will learn:

- Objective 1: I will improve my range of vocabulary by learning 10 new nouns and determiners for healthy foods/drinks.
- Objective 2: I will further improve my range of vocabulary by learning 10 more nouns and determiners for unhealthy foods/drinks.
- Objective 3: I will consolidate all the new language and focus on the partitive article (some) in French as seen in this unit.
- Objective 4: I will improve my range of vocabulary by also learning key phrases for healthy and unhealthy habits.
- Objective 5: I will learn to follow a healthy recipe in French and create my own using my new knowledge.



Unit: 6.4 Blogging

Key Learning

- To identify the purpose of writing a blog.
- To identify the features of a successful blog.
- To plan the theme and content for a blog.
- To understand how to write a blog and a blog post.
- To consider the effect upon the audience of changing the visual properties of the blog.
- To understand how to contribute to an existing blog.
- To understand how and why blog posts are approved by the teacher.
- To understand the importance of commenting on blogs.

Key Resources

**purple
mash**



2Blog



2Connect

Key Questions

What is a blog?

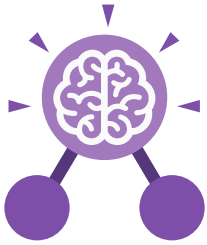
A blog is a website or webpage that is regularly updated by the author. A blog also allows the reader to post comments or opinion based on what is written.

What can a blog be about?

A blog can be written about any subject. You could write a blog about school such as information about the subject you are studying. Alternatively, you could write a blog about your favourite team or movie.

How are the audience involved in a blog?

A key feature of blogs is that the audience can leave a comment or opinion about what they have read on the blog.



Unit: 6.4

Blogging

Key Vocabulary

Approval

The act of acknowledging something is appropriate.

Archive

In this case, where older blog or vlog posts are stored.

Blog

A regularly updated website or web page, typically one run by an individual or small group, that is written in an informal or conversational style.

Blog post

A piece of writing or other item of content published on a blog.

Collaborate

Work jointly on an activity or project.

Commenting

To express an opinion or reaction in speech or writing.

Vlog

A personal website or social media account where a person regularly posts short videos.