



PURPLE THEMED MAP 2025 - 2026

5 th YEAR OF A FIVE YEAR CYCLE		Autumn	Spring	Summer
CLASS THEME TITLES & OVERARCHING BIG QUESTIONS	Purple Themes	POPULATION AND INHABITANTS	MATERIALS IN MY SURROUNDINGS	THE PLANETS
	BQ	Who lives where?	Which materials are best to use? Why?	Why study the planets (including earth)?

Cognition & Learning

SUBJECT: MATHEMATICS

Year 5	Autumn	Spring	Summer
PURPLE	POPULATION AND INHABITANTS	MATERIALS IN MY SURROUNDINGS	THE PLANETS
KNOWLEDGE	E.G. Pre-formal – Begin to be proactive in their interactions. Communicate consistent preferences and affective responses. Recognising familiar people, events, and objects. Perform actions often by trial and improvement and remember learned responses over short period of times. Cooperate with shared exploration and supported participation. Semi-formal- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Formal –Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line Identify 2-D shapes on the surface of 3-D shapes, (for example, a circle on a cylinder and a triangle on a pyramid) Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces Functional – Name and sort shapes into different properties (shape, size, colour, weight, thickness) e.g. items from the washing basket, food from a	E.G. Pre-formal- Anticipate, follow and join in with familiar activities when given a contextual clue. Search for objects out of sight, hearing or touch. Match big and small objects. Demonstrate interest in position and the relationship between objects. Semi-formal – To understand that different denominations of money may be put together to make the equivalent value of a larger value coin Time: Use everyday language related to time. Order and sequence familiar events. Formal – To establish that money is a means of exchange. Measure short periods of time in simple ways. Time: · Sequence events in chronological order using language [e.g. before & after, next, first, today, yesterday, tomorrow, morning, afternoon & evening] · Recognise & use language relating to dates, including days of the week, weeks, months & years Functional Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	E.G. Pre-formal- Show an awareness of number activities and counting Pupils are aware of cause and effect in familiar mathematical activities. Show awareness in changes of: Shape Position Quantity Anticipate, follow and join in with familiar activities when given a contextual clue. Search for objects out of sight, hearing or touch. Semi-formal – Taught to begin to use the language associated with adding and subtracting in play, practical activities and discussions • Taught to begin to show interest in number problems. • Encouraged when joining in number rhymes and stories, to begin to make responses • Taught to respond to ‘add one’ to a number of objects in practical situations Formal –

	shopping basket, fruits from a fruit basket <u>Pre formal learners</u> Cognition for sensory learners involves engaging multiple senses to enhance understanding and retention. Sensory learning helps develop skills like visual perception, tactile discrimination, and problem-solving including: Multi-sensory teaching: Combining visual, auditory, and kinaesthetic elements to reinforce learning. Hands-on activities: Using textures, movement, and interactive tools to deepen comprehension. Sensory-rich environments: Creating spaces that encourage exploration and curiosity. Adaptive learning techniques: Tailoring instruction to individual sensory preferences. <u>Semi formal and Formal learners</u> Number: Counting, place value, addition, subtraction, multiplication, and division. Fractions: Understanding halves and quarters. Measurement: Learning about length, weight, volume, time, and money. Geometry: Recognising and describing 2D and 3D shapes, position, and direction. Statistics: Collecting and interpreting simple data. The aim is to develop fluency, reasoning, and problem-solving skills. Semi formal and formal learners will use numicon to: Develops Number Sense: Helps children see patterns, such as "one more" or "one less," making number relationships clearer.	<u>Pre formal learners</u> Cognition for sensory learners involves engaging multiple senses to enhance understanding and retention. Sensory learning helps develop skills like visual perception, tactile discrimination, and problem-solving including: Multi-sensory teaching: Combining visual, auditory, and kinaesthetic elements to reinforce learning. Hands-on activities: Using textures, movement, and interactive tools to deepen comprehension. Sensory-rich environments: Creating spaces that encourage exploration and curiosity. Adaptive learning techniques: Tailoring instruction to individual sensory preferences. <u>Semi formal and Formal learners</u> Number: Counting, place value, addition, subtraction, multiplication, and division. Fractions: Understanding halves and quarters. Measurement: Learning about length, weight, volume, time, and money. Geometry: Recognising and describing 2D and 3D shapes, position, and direction. Statistics: Collecting and interpreting simple data. The aim is to develop fluency, reasoning, and problem-solving skills. Semi formal and formal learners will use numicon to: Develops Number Sense: Helps children see patterns, such as "one more" or "one less," making number relationships clearer. Supports Calculation: Encourages understanding of addition, subtraction, multiplication, and division through hands-on manipulation. Enhances Problem-Solving: Allows children to explore mathematical concepts in a practical way, improving reasoning skills. Formal learners will follow white rose maths.	• To respond to 'add one' to or 'take one away' from a number of objects in practical situations • Encouraged to find the total number of items in two groups by counting all of them. Functional Count groups of everyday items. <u>Pre formal learners</u> Cognition for sensory learners involves engaging multiple senses to enhance understanding and retention. Sensory learning helps develop skills like visual perception, tactile discrimination, and problem-solving including: Multi-sensory teaching: Combining visual, auditory, and kinaesthetic elements to reinforce learning. Hands-on activities: Using textures, movement, and interactive tools to deepen comprehension. Sensory-rich environments: Creating spaces that encourage exploration and curiosity. Adaptive learning techniques: Tailoring instruction to individual sensory preferences. <u>Semi formal and Formal learners</u> Number: Counting, place value, addition, subtraction, multiplication, and division. Fractions: Understanding halves and quarters.
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	Supports Calculation: Encourages understanding of addition, subtraction, multiplication, and division through hands-on manipulation. Enhances Problem-Solving: Allows children to explore mathematical concepts in a practical way, improving reasoning skills. Formal learners will follow white rose maths.		Measurement: Learning about length, weight, volume, time, and money. Geometry: Recognising and describing 2D and 3D shapes, position, and direction. Statistics: Collecting and interpreting simple data. The aim is to develop fluency, reasoning, and problem-solving skills. Semi formal and formal learners will use numicon to: Develops Number Sense: Helps children see patterns, such as "one more" or "one less," making number relationships clearer. Supports Calculation: Encourages understanding of addition, subtraction, multiplication, and division through hands-on manipulation. Enhances Problem-Solving: Allows children to explore mathematical concepts in a practical way, improving reasoning skills. Formal learners will follow white rose maths.
Procedural Skills	Pre formal- They may respond to options and choices with actions or gestures [for example, pointing to or giving one object rather than another] • They actively explore objects and events for more extended periods [for example, manipulating objects in piles, groups or stacks] • They apply potential solutions systematically to problems [for example, using items of	Pre-formal – Reach for familiar and unfamiliar items and initiate exploration Semi-formal –. Begin to use shopping activities and use their knowledge of recognising 1 to 50p take particular notice of the colour size and shape. · Find the number of 1ps that are equivalent to the coins from 1p to 10p ensure that they know that each coin does have a different value. · Time Encourage the students to know the days of the week. This could be through rote, songs and show that different things	Pre-formal – Develop early problem solving – e.g. ability to try a new strategy when old one fails. Learn to copy number rhymes and join in with number rhymes songs and games. This includes an awareness of number names. Learn actions that have cause of and effect e.g. exchanging

	equipment purposefully and appropriately]. Semi- formal - Review numbers 1-10 • Recognise numbers 11-20 • Introduce concept of one 10 • Count forwards and backwards from different numbers • Place value (one 10 and how many 1's) Investigate how shapes can be combined to make new shapes: for example, two triangles can be put together to make a square. Encourage children to predict what shapes they will make when paper is folded. Wonder aloud how many ways there are to make a hexagon with pattern blocks. Find 2D shapes within 3D shapes, including through printing or shadow play. Formal- verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Provide high-quality pattern and building sets, including pattern blocks, tangrams, building blocks and magnetic construction tiles, as well as found materials. Challenge children to copy increasingly complex 2D pictures and patterns with these 3D resources. "I bet you can't add an arch to that," or "Maybe tomorrow someone will build a staircase." Teach children to solve a range of jigsaws of increasing challenge.	happen on different days. E.g. Swimming is on Wednesdays. · Learn that there are 7 days in a week, by counting when saying them by rote. · Teach important months of the year including Birthdays, Christmas, Summer holidays etc. · Show that the sequence of day and night is continuous and relates to the changing of the days. · Show and let the students play with devices linked to time including calendars, sand timers clocks etc. Formal – In order to be independent in shopping, pupils must be confident in their ability to look after their own money. Staff must ensure therefore, that pupils have the same routine before every shopping trip, namely: · Estimate with support, how much money is needed for the shop · If the shopping trip is for cooking, pupils will need to estimate what needs to be bought by checking in the larder/cupboard/fridge · Write a shopping list by word and/or symbol · Take a note to the banker to receive the money needed for the shop · Place the money in a purse and placing the purse in a shoulder bag/backpack · Ensure that a folded shopping bag is also in the shoulder bag/backpack · Go to the shop to purchase the item(s) · Pay for the items themselves with their own money · Place the change and the receipt in their purse and place the purse in their shoulder bag/backpack · Time- Show familiarity with names of days of the week. · Know there are 7 days in a week. · Know the months of significant events; e.g. Birthday · Know that different events/ activities can occur on different days. · Be aware of the continuous sequence of day and night and relate to the passing of days of the week. Functional – Notice e.g. time for...exercise, snack, swimming – respond to cues. Notice clocks- use analogue / digital clocks for a purpose – O'clock, use half past.	symbols/coins for items, hitting switches) Learn to group objects according to similarities/differences e.g. all triangles together, all red shapes. Able to recall an object that has gone out of sight/hearing/touch. (beginning of object permanence) Notice changes to quantities Notice changes to shapes Notice changes to position Change positions of objects. Understand object permanence. Semi-formal – Cooking activities, cake sales, Predict a change in events. What happen if...? Adding items from containers Practical activities and games e.g recording information, using objects tallies, pictures symbols using simple charts (pictograms) and make comparisons . Organising social activities place the right amount of objects, tickets etc. Food preparation adding more looking at proportion and change when more portions are needed. Dice games, non-dice games including build a beetle, snakes and ladders, dominoes, fishing game, four in a row. Hungry, hungry hippos, skittles, matching activities etc. Attach objects onto a number line to show one to one correspondence.
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	Sort shapes into different properties (shape, size, colour, weight, thickness) e.g. items from the washing basket, food from a shopping basket, fruits from a fruit basket. Recognise shapes in the environment and what they mean – e.g. warning signs are often in triangles.		Putting objects in the holes of the Numicon to show number representation. Cooking activities, cake sales, Pattern making Role play and real life experiences e.g. virtual shopping catalogue or internet, Café Physical and other exercise and sports activities e.g. repetitive activities, scoring etc. Formal – Cooking activities, cake sales, snack time Predict a change in events. What happen if...? Adding or removing items from containers predict the outcome. Practical activities e.g. recording information, using objects tallies, pictures symbols using simple charts (pictograms) and make comparisons . Recognising representations Dice games, non-dice games including build a beetle, snakes and ladders, dominoes, fishing game, skittles matching activities etc. Recognising and recording numerals Washing line activities Snack time giving out the right amount of snacks for each person. Making sandwiches. Register Writing activities that link numeral to amount Pattern making Role play and real life experiences e.g. virtual
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			shopping catalogue or internet, Café Functional - notice clocks and timers, begin to use analogue clock, read digital clock, notice when events should begin, notice duration of events including sporting activities.
KEY VOCABULARY	Pre-formal – Big, small, heavy, light, shape, feel, look, hard, soft, Semi-formal- Addition and subtraction: add, more, and, make, sum, total, altogether, Formal – Properties of shape: shape, pattern, flat, curved, straight, round, hollow, solid Functional Large, small, circle, square, triangle, rectangle, hexagon	Pre formal- shopping, money, spend, Semi formal Money, coin, penny, pence, pound, price, Formal- cost, buy, sell, spend, spent, pay, change, dear(er), costs more, costs less, value before after next hours/minutes/first/today/time/clock FUNCTIONAL – clock, digital, watch, time, minutes, seconds, cues	Pre-formal – sort, find, search, explore Semi-formal – add, more, plus, make, sum, total, altogether Formal – Difference between How many more to make...? How many more is...than... Array, row, column Commutative Double, halve Functional – record of time, start, end, duration (of events)

SUBJECT: IT

Year 5	Autumn	Spring	Summer
PURPLE	POPULATION AND INHABITANTS	MATERIALS IN MY SURROUNDINGS	THE PLANETS
DISCIPLINARY KNOWLEDGE	Know activities in real life can also happen online Know how to compare online and real life activities Know that they can choose real live or online activity Know range of safe online activities that they can safely engage in Know that kind messages can be sent in different ways Know how to be kind to others Know that messages can include emojis Know that devices can be used to help make life easier and safer in real life Know that people can meet on line Know that people can discuss best items to use online Know how to work well and safely with others	Know how to control devices for different purposes Know that patterns can be repeated using devices Know that patterns and words can be copied and pasted Know that they need to stay safe Know how to stay safe Know how to improve their memory Know that online games exist to help improve memory and the brain Know that mobile devices can be used safely for a range of purposes	Know that technology is used to study planets including earth Know how to use technology to find out about earth and other planets Know how to use technology to communicate in different ways Know how to use technology for research Know how to set up technology to record when they are not there Know that environments can be recorded remotely
Procedural Skills	Take part in regular everyday activities including e.g. make marks, wash dishes – read a book, write a note Experience / transfer to electronic version e.g. make marks on a screen, fill & activate dishwasher – listen to an audio book, send a text / email Decide which they prefer / which would they use for different purposes – e.g. a friends birthday, a shopping list – which is most appropriate Think about how they can help someone feel happy - what might be included in a message Interpret emojis Use emojis Identify what makes them feel happier Meet others to discuss an event or important issue	Learn how to and practice controlling devices – including everyday appliances Learn how to copy Learn how to paste Learn how to recognise / create patterns Learn how to safely use a mobile phone Learn how to create a memorable password Learn what could happen if they do not study safety rules when using e.g. a mobile phone Learn how to play memory games safely online	Develop research skills Search for and find pictures / photos of earth, the planets Zoom in to see more detail Use history tool to recall previously visited websites Confidently report any worries or concerns Research names of planets Create presentation about planets Choose information, colours of background, text, font, size etc Learn how to use recording devices Learn how to use recording devices remotely Learn how to set up recording devices to capture what happens e.g. under a tree, at night Activate recording devices

	Meet in real life /on TEAMS Complete acts of kindness on line and in real life – which is best?		Communicate / present information
Vocabulary	Pre-formal – real Online Semi-formal – messages Formal – represent inform Functional – TEAMS	Pre-formal – control Semi-formal – patterns paste Formal – memorable password Functional – mobile devices	Pre-formal – magnify zoom in Semi-formal – electronic communication Formal – Digital footprint Functional -presentation background

Subject: Science

Year 5	Autumn	Spring	Summer
PURPLE	POPULATION AND INHABITANTS	MATERIALS IN MY SURROUNDINGS	THE PLANETS
DISCIPLINARY KNOWLEDGE	Know how to explore objects and materials provided, changing some materials by physical means and observing the outcomes. Know and identify habitats. Know how to make generalisations, connections and predictions from regular experiences. Know how to compare different types of habitats across the world including deserts, rainforests and oceans and know which plants live there. Know how to explain that certain changes in an environment will have an effect on the whole habitat and this can be the consequence of a natural occurrence like a flood or fire or earthquake.	Identify, explore and sort different materials; wood, glass, metal, brick, rock, cardboard, paper, plastic. What is their purpose? Know and name natural materials – e.g. bamboo Know and name manmade materials – e.g. Plastics Know and name modern materials – e.g. foam Know how to describe the characteristics of materials Know how materials are used Know the properties of materials Know materials can be recycled for a purpose Know how to recycle materials for a purpose	Know what the sky is Know that planets move around the sun Know that the moon moves around the earth Know what a sphere is Know that the position of the sun and moon give us day and night Know that the position of the sun gives us shadows Know that other planets exist Know that planets are different sizes

Procedural Skills	Wet, dry, damp, search under/ behind etc leaves, logs, rocks etc describe light, dark spaces, refine growing plants, observe, record, collect evidence, log and interpret data, notice changes during walks, use devices to collect information etc Select appropriate clothing / accessories / water containers for wet, dry, warm, hot weather. Become science detectives Explore materials from indoors / outdoors Activate changes in materials – explore outcomes Search and find where creatures live – outdoors and via books / magazines / safe internet searches Recognise, group, identify, classify features of habitats and their locations Compare features of habitats Name plants in very wet, dry, damp habitats Grow plants in these varied environments – compare outcomes Name plants they would like in their own gardens – where they live What are the best characteristics of an environment to grow favourite plants – consider what happens when features change (too much water / not enough etc)	Explore / name / use materials and objects made from wood, glass, metal, brick, rock, cardboard, paper, plastic, foam, bamboo. Explore bowls, plates etc made from materials – e.g. bamboo bowls, cups, plates. Test whether they are fit for purpose. Predict, check, observe, record Explore foam – what can it be used for? Explore and name what surroundings are made from Explore materials – include something they have not used before – think – what could it be used for? E.g. how can pupils / spaces stay warmer? Predict, set up a fair test, record findings. Give reasons. Evaluate	Track movement Explore shapes including spheres Explore shapes of different sizes including spheres Create a ‘space’ environment with learnt features Compare sizes Represent the sky, moon, sun and planets Explore light and dark Explore shadows Name planets Name largest and smallest planets (Jupiter and Mercury) Represent planets
KEY VOCABULARY	Pre-formal – Change Semi-formal – Environment Formal – Habitats Functional – household plants, outdoor plants, greenhouse plants	Preformal – bamboo Semi-formal – foam Formal – fair test Functional – descriptive words e.g. warmest material, pliable, springy, bumpy (serrated) elastic, granular, hairy, strongest –* see literacy))	Preformal – Shadow Semi-formal –Planets Formal – Orbit Functional - Sphere

Communication and Interaction

SUBJECT: LITERACY

Year 5	Autumn	Spring	Summer
PURPLE	POPULATION AND INHABITANTS	MATERIALS IN MY SURROUNDINGS	THE PLANETS
KNOWLEDGE	Communication, Tracking, Phonics, Reading, Writing, Handwriting, Early Reading and Prerequisites for Literacy are taught through a variety of schemes appropriate to each student, such as the use of an Eye Gaze, Read Write Inc. (RWI) Fresh Start programme and See and Learn. Please follow sequenced plans / schemes etc for individual students identified to follow a scheme. Pre-formal – to track desired object in a horizontal plane in social space. To recognize that random movements can have an effect on the media in which it is presented. To initiate communication of a preference for a desired text, song or event through the use of conventional means of communication, e.g. signing, symbols, PECS etc. To demonstrate learned responses to text joining in through favoured means. Semi-formal- Speaking- To respond to simple questions related to familiar text. Listening – to predict words, signs and symbols in narrative. Reading – To communicate understanding of heard texts by answering comprehension questions about familiar texts Writing – To finger scan text in social space with verbal prompt of story-teller	Communication, Tracking, Phonics, Reading, Writing, Handwriting, Early Reading and Prerequisites for Literacy are taught through a variety of schemes appropriate to each student, such as the use of an Eye Gaze, Read Write Inc. (RWI) Fresh Start programme and See and Learn. Please follow sequenced plans / schemes etc for individual students identified to follow a scheme. Pre-formal – to reach out to grasp, manipulate and explore objects. To handle writing tools using a palmer grasp To use emerging conventional communication. To anticipate known events. Semi-formal- Speaking- To ask simple questions to obtain information. Listening – to use words, symbols and photographs to convey an understanding of the text. Reading – To show an awareness of familiar key words or symbols in the context of text Writing – To differentiate between letters and symbols Formal – Spoken language - begin to use conventions for discussion and debate. Reading – To seek evidence in the text to support a point of view, including justifying inferences with evidence. Writing - To select and using judiciously, vocabulary, grammar, form and structural and organisational features, P	Communication, Tracking, Phonics, Reading, Writing, Handwriting, Early Reading and Prerequisites for Literacy are taught through a variety of schemes appropriate to each student, such as the use of an Eye Gaze, Read Write Inc. (RWI) Fresh Start programme and See and Learn. Please follow sequenced plans / schemes etc for individual students identified to follow a scheme. Pre-formal – to begin to show anticipation of a text through vocalisation and/or gesture. To mark making with intention and interest. To respond to options and choices with actions and gestures. To show an awareness of the pattern and or rhythm by continuing one that is modelled. Semi-formal- Speaking- to respond to simple questions begin to use facial expression and tone for emphasis Listening – to begin to match sounds to letters or groups of letters. Reading – To use conjunctions, e.g. ‘and’, to link ideas or add new information beyond what is asked. Writing – To group letters and leave spaces between them as though writing separate words Formal – Spoken language - to work collaboratively with their peers to discuss writing. Reading – To read in different ways for different purposes, summarising

	Formal – Spoken language – to work collaboratively with their peers to discuss reading. Reading – To choose and read books independently for challenge, interest and enjoyment. Writing - To select and organise ideas, facts and key points, and citing evidence, details effectively. Grammar and vocabulary – To study their effectiveness and impact in the texts they read.	Functional – vocabulary including rhetorical devices, to reflect audience, purpose and context, and using Standard where appropriate. Grammar and vocabulary – To consolidate and build on their knowledge of grammar and vocabulary. Functional – To produce a dictionary of scientific words related to materials and share with another cluster.	and synthesising ideas and information, and evaluating their usefulness for particular purposes. Writing - To restructure their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness. Grammar and vocabulary – To analyse some differences between spoken and writing language. Functional – To perform a poem to others.
Procedural Skills	Pre-formal – to follow object along a horizontal plane To use random movements to make an effect. To use of conventional means of communication, e.g. signing, symbols, PECS etc to communicate a preference To use an appropriate method to join in text. Semi-formal- Speaking- To use an appropriate communication system to respond to questions Listening – to predict words, signs and symbol in spoken or written account of connected events; a story Reading – To use an appropriate communication system to answer comprehension questions Writing – To use finger to scan text with support Formal – Spoken language – to use an appropriate communication system to discuss reading with peers. Reading – To choose books to read Writing - To use an appropriate method to select and organise ideas, facts and key points. Grammar and vocabulary – To read a variety of texts Functional – To use an appropriate method to read a story to a younger student.	Pre-formal – to use hands to reach out to grasp, manipulate and explore objects. To develop palmer grip. To use conventional communication as used by the student To smile, vocalise, make body movements to show anticipation to known events. Semi-formal- Speaking- To use an appropriate method to ask questions Listening – to convey an understanding of the text. Reading – To locate key words or symbols in books Writing – To differentiate between letters and symbols Formal – Spoken language - to meet with others to discuss or engage in some common interest. Reading – To use identified texts to support a point of view Writing - To use an appropriate format to record information. Grammar and vocabulary – To use grammar and vocabulary within work. Functional – To use a dictionary or other internet sources to find information about words. To use an appropriate method to create a dictionary.	Pre-formal – to use vocalisation and/or gesture to anticipate a part within text. To use writing tool / body parts to mark make To respond to options and choices. To continue adult modelled pattern and or rhythm. Semi-formal- Speaking- to respond to simple questions Listening – to match sounds to letters or groups of letters. Reading – To use conjunctions, e.g. ‘and’. Writing – To group letters and leave spaces between them as though writing separate words Formal – Spoken language - to use an appropriate communication method to discuss writing with peers. Reading – To read a variety of books using appropriate method. Writing - To restructure to writing. Grammar and vocabulary – To discuss the differences between spoken and writing language. Functional – To use an appropriate method to perform a poem to others.

KEY VOCABULARY	Pre-formal - community Semi-formal – resident / community member Formal – inhabitants and population Functional – read expressively	Pre-formal – Descriptive scientific words related to materials e.g. smooth, rough, Semi-formal – glossary Formal – word finder Functional – vocabulary - scientific words related to materials * e.g. smooth, rough, grainy, elastic, springy, hairy, pliable, prickly, coarse, fine, supple, scaly, bumpy / serrated	Pre-formal - rhyme Semi-formal – verse Formal – recite Functional – perform
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SUBJECT: HISTORY / GEOGRAPHY

Year 5	Autumn	Spring	Summer
PURPLE	POPULATION AND INHABITANTS	MATERIALS IN MY SURROUNDINGS	THE PLANETS
KNOWLEDGE	Know how to explore a range of different countries e.g. traditions, foods, temperature, flags. Know how to explore differences relating to different countries e.g. England and Kenya, compare the population and people. Are their lives different? Know how different countries have changed over time. Know where we live in the world. Know where we have lived in the past (if relevant). Know where we may want to live in the future and why we might want to live somewhere different.	Know how to explore a range of materials and the properties e.g. prickly, squashy. Know how to tolerate less preferred textures/ materials e.g. cold, wet. Know the names of different materials e.g. plastic, wood, cardboard. Know how to identify the similarities and differences between materials e.g. hard, soft, shiny, dull, rough, smooth, objects that float or sink, objects that fly or drop suddenly, flexible and non-flexible, elastic and non-elastic Know how to build structures using different materials. Know the importance of choosing the right material when building structures e.g. what materials keep us dry, protect us from the wind or sun.	To know we live on planet earth. Know what the space race was. Know that the Space race was tense due to politics at the time Know the difference between East and West and the political differences/ different opinions Know where launch sites are. Know that planets are made from different materials. Know that space exploration has an impact on global governance / world decisions

	Know that there are different kinds of homes in different populations e.g. igloos, cities, towns, villages, countryside.		
Procedural Skills	Explore different countries, looking into the key features that make them unique – weather, geography, land, history, music, cuisine, art, flags, etc Recognise similarities and differences between different countries and the people who live there – e.g. all need food and water – one country may need sunshade, the other may need warm clothing. Learn where they are on map – near water, inland? Know where selves or family members may have lived before. What may be missed? Where would we live in future and why? Preferences? Warm / hot weather, wet/ cool weather, near sea, near capital cities, village, countryside etc Recognise different types of homes and where they are – cottage, semi, flat, apartment, bungalow, farmhouse, caravan, igloo Recognise how countries / homes have changed over time. Recognise where we live in the world. Sort the different types of homes. Build replicas of old homes and new homes	Explore different materials and the different properties. Express preferences for different materials/ properties. Identify similarities and differences between materials. Use fine motor skills to build models of range of structures. Recognise which materials are best for different situations e.g. sun protection, keep us dry, wind protection. Create charts/ 3D representations etc to show why everyday items within our environments are made from specific materials – e.g. windows are made from glass because it is transparent, wheels are made from rubber because it can withstand varied terrain, change shape, absorb shock and go back to original shape, walls are made from brick because they are hard and strong, umbrellas are made from nylon or Pongee because they are waterproof. Choose an item and show how the manufacture / design has changed over time – has the material changed? E.g. garden shades, wall designs, bike designs, umbrellas	Conduct a project on Planet Earth – look at shapes, landscapes, oceans, land Explore materials found on planets – rocks, iron and other metals; include natural materials on earth including soil, frass, fruit, vegetables, clay, mud – vary textures – granular, hairy, prickly, coarse, supple, scaly, of varied viscosity / resistant from flowing to thick fluid Compare planets with earth Explore and investigate what makes up the earth; oxygen, water, vegetation, animals. Recognise Planet Earth and know we live on it because of oxygen, water, vegetation, animals. Explore the space race and how this links to politics differences (Russia wanted unmanned travel – America wanted people to go into space) Create a model representing space and earth

			Explore modes of transport – which could work from earth to space and back? Explore aspects of countries that wanted to get to space first (America and Russia) Historical period 1955 – 1975 – learn about key events during that time – man in space, man on moon, dog in space. Create model of space launch area – away from people / residential areas, near water, Explore materials for model of spacious launch site Make moving models from at least two countries Make model to tell space race story
KEY VOCABULARY	Pre-formal – old home, new home Semi-formal – Town Formal – countryside Functional – population	Pre-formal – environment Semi-formal – developed designs and structures Formal – terrain Functional – manufactured items	Pre-formal – Planet Earth Semi-formal – space, moon Formal – political differences/ opinions Functional – competition

SEMH**SUBJECT: PSHE**

Year 5	Autumn	Spring	Summer
PURPLE	POPULATION AND INHABITANTS	MATERIALS IN MY SURROUNDINGS	THE PLANETS
KNOWLEDGE	Know that we treat all people with respect. Know that we should expect to be treated with respect Know how we treat people with kindness and respect. Know that everyone is unique and special, and nobody should be treated unfairly. Know what prejudice means. Know what stereotyping means. Know that stereotypes based on religion, gender, age, race, disability or sexual orientation can cause harm) Know when something they do or are involved in has a positive or negative effect on their own or others' mental health.	Know and respond with curiosity to stimuli about people who keep us safe at school and at home. Know and identify rules in school that keep us safe e.g. fire drill, school rules. Know how to report an accident in school. Know how to call 999 in the case of an emergency. Know why it is essential to follow instructions in an emergency in and outside school.	Know and respond to stimuli about adult life. Know and respond to stimuli about different jobs adults do in school. Know what is meant by having a 'job'. Know the different types of living arrangement, including adult care, residential care and living independently. Know different ways to indicate that we are happy/ willing to do something (giving and not giving permission/consent) Know we have the right to say 'no' or 'please stop' to anything we feel uncomfortable about and know how we might do this.
Procedural Skills	Act of kindness, help, choose words, gestures to show kindness, smiling / acknowledging kindness / gratitude, communicate effectively, communicate positively Knowledge of kindness and respect, put knowledge into practise. Recognise meaning of important words e.g. stereotyping. Accept support from range of staff. Communicate how they are feeling (including positive and negative feelings)	Learn how to stay safe, explore parts of uniforms, recognise emergency sounds, respond to sounds, communicate with others, use phones, listen to follow instructions, create safety rule, read signs and labels. Recognise rules in school and know why we have them. Understand and recognise how to report an accident. Knowledge of how to call 999. Understand why rules are important and how they keep us safe.	Engage with stimuli about adult life. Recognise what it means to have a job. Communicate the commitment you make when you accept a job. Know of the different types of living arrangements. Communicate that we are happy to take part in something. Communicate 'no' or 'please stop' when we feel uncomfortable.

KEY VOCABULARY	Pre-formal – Kindness Semi-formal – Respect Formal – Stereotype Functional- Prejudice	Pre-formal – Safety Semi-formal – Rules Formal – Fire drill Functional- Emergency	Pre-formal – Adulthood Semi-formal – Living arrangements Formal – Commitment Functional- Consent
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SUBJECT: RE

Year 5	Autumn	Spring	Summer
PURPLE	POPULATION AND INHABITANTS	MATERIALS IN MY SURROUNDINGS	THE PLANETS
DISCIPLINARY KNOWLEDGE	Christianity, Hinduism & Sikhism Know and experience different religious traditions- focus on prayer. Know and experience different religious traditions- focus holidays. Know and experience different religious traditions- focus on attending services. Know and explore the different religious artefacts. Know which religious artefact links to which focus religion.	Christianity, Judaism & Islam Know and experience different communities/ religions. Know that there are a range of different religions in the world. Know that different religions have similar and different views/beliefs. Know that we have our own beliefs. Know how to show respect to everyone. Know what to do if people do not show respect to different religions, beliefs, cultures, communities etc.	Christianity & Buddhism Know what is important to us. Know what we like and dislike. Know what is good and right- investigate Christian and Buddhist beliefs. Know what is wrong and evil- investigate Christian and Buddhist beliefs. Know what it is like to be Chrisitan. Know what it is like to be Buddhist.
PROCEDURAL SKILLS	Learn that different religious pray in a variety of ways e.g. specific times. Recognise the holiday's the focus religions celebrate. Name different religious traditions. Utilise senses/ fine motor skills and explore religious artefacts. Sort which artefact links to which religion.	Communicate, listen, explore artefacts, notice similarities / differences, compare, research, show kindness, help, show gratitude Experience different communities/ religions. Recognise different religions in the world. Explore and express own beliefs. Show respect in range of situations. Recognise how to help people when in need.	Identify what we need, Explore a range of experiences/ activities and express what we enjoy/ do not enjoy. Recognise what is good and right. Recognise what is wrong and evil. Investigate the different religions beliefs/ teachings. Identify what it is like to be Chrisitan. Identify what it is like to be Buddhist.

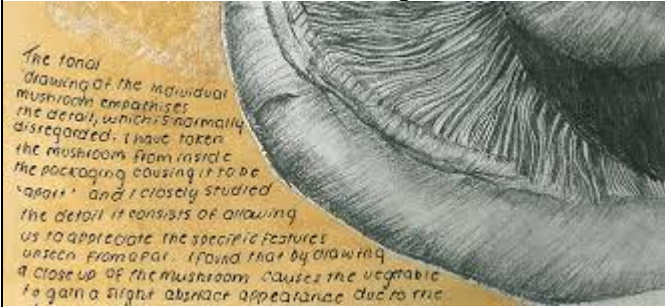
KEY VOCABULARY	Pre-formal – Prayer Semi-formal – Holidays Formal – Services Functional- Artefact	Pre-formal – Community, Views Semi-formal – Beliefs Formal – Respect Functional- Culture	Pre-formal – Good Semi-formal – Right Formal – Wrong Functional- kind/ unkind mean
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PSM

SUBJECT: ART

Year 5	Autumn	Spring	Summer
PURPLE	POPULATION AND INHABITANTS	MATERIALS IN MY SURROUNDINGS	THE PLANETS
DISCIPLINARY KNOWLEDGE	 Know how to create Art which is inspired by the home nations.	 Filipino inspired Art. Know that geographically ‘surroundings’ alter. Know some artists are inspired by their surroundings. Know that some artists use natural materials within their art.	 Starry Night by Van Gogh.

	Know how to create art which has been inspired by world nations. Know how to experiment in art. Know that it's okay to take safe risks. Know that it's okay to create art for wellbeing. Know how to tidy up. Know how to access art that 'speaks' of the population	Know what 'inspiration' means. Know what a 'muse' is. (e.g. a portrait of a Farmer working in a field) Know how to create a 'portfolio' Know how to communicate preferences in application of art. Know how to communicate preferences in 'surroundings'.	 Alan Bean  Karen Rose Know that artists use muses to inspire their work. Know who Van Gogh was Know who Alan Bean is Know who Karen Rose is. Know what is meant by abstract work Know what mixed media means. Know the power of contrasts. Know what a study is
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			Know how to annotate work e.g.  The focus Drawing of the individual mushroom emphasises the detail, which is normally disregarded. I have taken the mushroom from inside the packaging causing it to be 'seen' and I closely studied the detail it consists of allowing us to appreciate the specific features seen from afar. I found that by drawing a close up of the mushroom causes the vegetable to gain a slight abstract appearance due to the
PROCEDURAL SKILLS	Procedural Knowledge / Skills (verbs) - Mix colours, paint, spray, knot, pull, push, cut, observe, - Prehistoric: paintings on rocks  represent people / animals/ pets - Celtic and Roman: - looped  rope patterns - Medieval: mosaics  represent shapes	Identify what they are interested in (muse), choose inspirational items following exploration, explore natural materials, choose work to go in own portfolio, choose what they would like in their environment / surroundings Pre-formal – Explore a range of art work which is inspirational. Semi-formal – Explore a range of art work which is inspirational. Identify works in which a muse has been included. Formal – Explore a range of art work which is inspirational. Identify works in which a muse has been included. Compile a portfolio of works Functional Explore a range of art work which is inspirational. Identify works in which a muse has been included. Compile a portfolio of works. Use personal forms of communication to convey if an art work brings a sense of wellbeing and enlightenment. Present as an exhibition / power point	Pre-formal – Experience artistic work by more than one artist and compare and contrast. Replicate famous works using mixed media. Communicate preferences of materials used. Develop a tactile portfolio. Semi-formal – Experience artistic work by more than one artist and compare and contrast. Replicate famous works using mixed media. Communicate preferences of materials used. Build a study of art works by your chosen artist. Develop a portfolio – tactile if preferred. Formal – Study artistic work by more than one artist and compare and contrast. Replicate famous works using mixed media. Communicate preferences of materials used. Build a study of art works by your chosen artist and annotate your work. Develop a portfolio. Functional- Study artistic work by more than one artist and compare and contrast. Replicate famous works using mixed media. Communicate preferences of materials used. Build a study of art works by your chosen artist and annotate your work. Use some of your artwork for a chosen purpose- sell in the shop, use to adorn gallery. Develop a portfolio.

- Renaissance and Beyond: portrait – the Mona Lisa represent people
- Modern British Art:
- Free vibrant hand mosaic



image

Pre-formal – Experience working with art mediums that have been enjoyed. Experience making a choice. Research Artwork from that is identifiable as Home Nations.

Semi-formal – Experience working with art mediums that have been enjoyed. Experience making a choice. Research Artwork from that is identifiable as Home Nations. Make a choice on art projects and art styles.

Formal – Experience working with art mediums that have been enjoyed. Experience making a choice. Research Artwork from that is identifiable as Home Nations. Be confident in critiquing own work and work of others,

Functional- Experience working with art mediums that have been enjoyed. Experience making a choice. Research Artwork from that is identifiable as Home Nations. Be confident in critiquing own work and work of others.

	Take a lead in organisational skills-setting up and clearing away.		
KEY VOCABULARY	Pre-formal – Mix Spray Ropes Pull Semi-formal – Styles - Prehistoric Formal – Styles – Celtic Roman Functional - Styles – Knots Patterns	Pre-formal – natural surroundings Semi-formal – Inspirational surrounding or object Formal – Portfolio Functional - Muse - a person or <u>personified</u> force who is the source of inspiration for a creative artist. Power point Gallery exhibition	Pre-formal – mixed media Semi-formal – Contrasts Formal – Artistic Study Functional - Portfolio Annotated Sketch Book

SUBJECT: DT

Year 5 PURPLE	Autumn	Spring	Summer
	POPULATION AND INHABITANTS	MATERIALS IN MY SURROUNDINGS	THE PLANETS
KNOWLEDGE	Know how to research a project pertinent to a population of your choice. For example you might wish to design and create bird feeders for British Wildlife or a decorative item to adorn a Japanese water garden. Know how to safely use skills to enrich life after Green Park pertinent to your project. Know how to work in the kitchen to your ability. Know how to find out about other cultures and experience some of their cuisine.	Know students have the right to visit safe places for their wellbeing. Know people visit restaurants to enrich their lives. Know people enjoy beautifully designed buildings e.g. Birmingham Library. Know that resources used for wellbeing are designed. Know that kitchen utensils are designed ergonomically. Know that utensils can be adapted	Know how we can use skills learnt in DT in a functional way. Know that forces and stresses are key technical principals in DT Know and understand the impact of and importance of ecological and social footprints. Know how to ensure safety in the work place.

		Know that utensil designs are discussed in fact finding groups. Know that public opinion matters. Know that some designs that are rejected first can be award winning.	Know why cross contamination is important. Know what manufacture is Know what market research is. Know what inspiration means Know what creativity means within DT
PROCEDURAL SKILLS	Smell, taste, cut, saw, join, decorate, choose, evaluate, research, plan, sell, exchange Pre-formal – Experience sensory smells and tastes from different populations. Experience being on a team to research, blenders, spatula, ladle, design and create a utensil – e.g. spatula, ladle, spoon Semi-formal – Experience sensory smells and tastes from different populations. Experience being on a team to research, design and create a utensil – e.g. blenders, spatula, ladle, wok, chopsticks. Evaluate your own ideas / choices. Formal – Experience sensory smells, seasoning and tastes from different populations. Experience being on a team to research, design and create a utensil - e.g. pestle and mortar, blenders, spatula, ladle, Dutch pot, wok, chopsticks. Evaluate your own ideas and give preferences to why you have chosen as you have. Functional- Experience sensory smells and tastes from different populations. Experience being on a team to design and create a utensil. Evaluate your own ideas and give preferences to why you have chosen as you have. Can your project be used as Mini enterprise in order to make money? Consider	Pre-formal – Explore materials used to design kitchenware, ensure the kitchenware is designed for all abilities. Make and explore simple designs / adapted designs to match needs (spoons, measuring items, wood, plastic, silicone) Express opinions – communicate what works best Semi-formal – Explore materials used to design kitchenware, ensure the kitchenware is designed for all abilities. Make simple adapted designs that work for them. (silicone, plastic, wood, iron, copper compare e.g. items made from steel, aluminium, wood) Show preferences and self-evaluate. Represent process of designs Formal – Explore materials used to design kitchenware, ensure the kitchenware is designed for all abilities. (silicone, plastic, wood, iron, compare e.g. items made from steel, aluminium, copper, wood - steel, aluminium, iron, where possible & safe, ceramics – compare non-stick pans with regular pans) Make/ use simple designs that are comfortable to use. Show preferences and self evaluate. Make simple realisations of designs.	Pre-formal – Experience inspiration from a stimulus (For example The Planets) to design and make something for mini enterprise. Use natural resources from earth – design and make item which is purposeful and can be used – e.g. collect green wate, veg peelings, leaves for compost Semi-formal – Drawing inspiration from a stimulus for The Planets design, make and evaluate something for mini enterprise. Use natural resources from earth – design and make item which is purposeful and can be used – e.g. collect wood for bird shelf

	hygiene and finance when making seasoned cultured cuisine to sell.	Functional - Explore materials used to design kitchenware, ensure the kitchenware is designed for all abilities. Include non-stick – consider why this can be beneficial. Which could be useful for camping? Make simple designs Show preferences and self evaluate. Make simple realisations of designs. Discuss financial investment / cost of each type of pot and use project for mini- enterprise (could make pots for dry condiments from Modroc – coat / glaze / decorate / sell to store herbs to add to food)	Formal – Drawing inspiration from a stimulus for The Planets design, make and evaluate something for mini enterprise. Evaluate findings from market research. Use natural resources from earth – design and make item which is purposeful and can be used – e.g. collect netting / nylon for water butt sieve. Functional- Drawing inspiration from a stimulus for The Planets design, make and evaluate something for mini enterprise. Evaluate findings from market research and employ other whole school strategies to empower work e.g. White Rose Maths and Fresh Start.
KEY VOCABULARY	Pre-formal – Researched Utensils Semi-formal – World food / Cultured cuisine Formal – food seasoning Functional - hygiene, finance	Pre-formal – silicon plastic wood Semi-formal – aluminium copper Formal – iron steel nonstick pans Functional- Investment- in kitchenware steel camping equipment	Pre-formal – compost Semi-formal – wooden bird table Formal – sieved natural water Functional - Manufactured

SUBJECT: MUSIC

Year 5	Autumn	Spring	Summer
PURPLE	POPULATION AND INHABITANTS	MATERIALS IN MY SURROUNDINGS	THE PLANETS
DISCIPLINARY KNOWLEDGE	Know that we have pieces of music that are nationalistic and characteristic of our home nations. E.g. God save the King, I vow to thee my Country, Oh Flower of Scotland, Danny Boy, Men of Harlech. Know national anthems from around the world national anthems from around the world - Google Search Know how to build confidence to perform alone. Know how to perform as part of a group. Know how to begin to make up an original composition. Know what a bassline is. Know what a melody is. Know how to communicate when you like a piece of music. Know how to communicate when you do not like a piece of music. Know how to listen Know how to respect choices of others.	https://youtu.be/LsgO5OTUsRU?si=AYzcl5f-2aA_mfCd Tautumeitas - Raganu Nakts (Latvian) Know that different types of music suit different geographical places than others. E.g. Thrash Metal isn't usually played in a cafe. Know that there are lots of genres of music. Know it's okay to prefer different types of music. Know how to play music together- physically Know how to build up a tolerance to other people's choices of music. Know how to compose solo pieces of music Know how to compose a piece of music for many parts. Know how to use music to relax Know how to use music to get motivated Know how to express thoughts and feelings about music	https://youtu.be/IB8F852qJsU?si=F8Y6yRKPII9hgD-s Listen to Holst's Planet Suite. Know to recognise each planet has a different musical 'feeling'. Know that Holst uses the seven elements of music to compose this suite. Know how to communicate preferences to this piece of music. Know how to perform a devised interpretation of this suite in groups Know how to perform a devised solo piece to this suite. Know how to prepare for an informal concert.
Procedural Skills	Pre-formal – Experience nationalistic music pertinent to the British Home Nations. Listen to music pertinent to other	Pre-formal – Listen to differing pieces of music for a range of purposes. Respond to music in different spaces. Indicate when	Pre-formal – Listen to Holst's Planet suite and show preferences to which Planet you prefer. Experience performing in a large group, share your

	world and cultural heritage. Experience solo and ensemble music making. Semi-formal – Experience nationalistic music pertinent to the British Home Nations. Listen to music pertinent to other world and cultural heritage. Experience solo and ensemble music making. Compose own bass lines and melodies. Formal – Experience nationalistic music pertinent to the British Home Nations. Listen to music pertinent to other world and cultural heritage. Experience solo and ensemble music making. Compose own bass lines and melodies. Make choices and show preferences saying why. Functional- Experience nationalistic music pertinent to the British Home Nations. Listen to music pertinent to other world and cultural heritage. Experience solo and ensemble music making. Compose own bass lines and melodies. Make choices and show preferences saying why. Take Music making/ performance skills and share with other classes as musical ambassadors.	music is not appropriate – too loud / too quiet / not enjoyable. Semi-formal – Listen to differing pieces of music for a range of purposes. Respond to music in different spaces. Indicate when musical style is not appropriate Communicate preferences. Formal – Listen to differing pieces of music for a range of purposes. Communicate preferences and say why. Functional- Listen to differing pieces of music for a range of purposes. Select music / develop a playlist for different purposes and spaces – e.g. music for a café, sports club, shop, clothes store, party, food outlet, relaxation. Communicate which pieces of music one prefers and express why. Make own music and perform for a range of events.	performance and experience performing in front of a large audience Semi-formal – Listen to Holst’s Planet suite and show preferences to which Planet you prefer. Experience performing in a large group, share your performance and experience performing in front of a large audience. Create graphic scores to accompany devised group works. Formal – Listen to Holst’s Planet suite and show preferences to which Planet you prefer. Experience performing in a large group, share your performance and experience performing in front of a large audience. Create graphic scores to accompany devised group works. Play from others’ compositions. Functional- Listen to Holst’s Planet suite and show preferences to which Planet you prefer. Experience performing in a large group, share your performance and experience performing in front of a large audience. Create graphic scores to accompany devised group works. Play from others’ compositions. Experience a real life musical concert or plan your own.
KEY VOCABULARY	Pre-formal –National anthem Semi-formal – Home Nations Nationalistic Music Formal – Compositions. Bassline Functional- Organisation, Music for Wellbeing.	Pre-formal – (Listening to) purposeful/ emotive music (entertainment and pleasure, emotional and expressive, cultural identity and preservation, therapy and well being, religious and spiritual, physical activity) Semi-formal – (Listening to) relaxing music Formal – (Listening to) motivational music Functional- Playlist. Making music in groups. Composition.	Pre-formal – informal performance Semi-formal – formal performance Formal – auditorium. Functional - Concert.

SUBJECT: PE

Year 5	Autumn	Spring	Summer
PURPLE	POPULATION AND INHABITANTS	MATERIALS IN MY SURROUNDINGS	THE PLANETS
KNOWLEDGE	Know to use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis. Know develop their technique and improve their performance in other competitive sports,[for example, athletics and gymnastics], or other physical activities [for example, dance] Know how to take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Know how to evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best. Know how they can continue to take part regularly in competitive sports and activities outside school through community links or sports clubs. Know what the UK nations consider as their home national sports. Know what identifies their home team.	Know how to respond to sabotage Know how to respond to tactics Know to work as a team Know to tolerate help with ones physicality. Know that professional sports people use sports psychologists Know that simple massage can help ease aches and pains Know it's important to relax and evaluate ones physicality. Know different ways to exercise, cool down, stretch, rehydrate and refuel. Know that clear urine is an indication of good hydration.	Know that there are summer games and athletics Know the importance of regular physical activity. Know your limits. Know how to advocate for your chosen team game. Know to take turns and include anybody who is being left out. Know to be a fair player. Know how to record your skill and analyse it back. Know how to give friendly feedback. Know how to be a good supporter. Know how to organise Know how to hone cross curricular skills.

	Know what sports are played around the world.		
Procedural Skills	Stretch, push, throw, aim, strike, catch, guide, net, hydrate, kick, catch, score, defend, attack Pre-formal – Experience researching national teams and national sports, have experience of playing a game adapted to individuals needs. Semi-formal – Experience researching national teams and national sports, have experience of playing a game adapted to individuals needs. Identify and share individual choices of favourite sports. Formal – Take the lead in researching national teams and national sports, have experience of playing a game adapted to individuals needs. Identify and share individual choices of favourite sports. Functional- Take the lead in researching national teams and national sports, have experience of playing a game adapted to individuals needs. Identify and share individual choices of favourite sports. Organise own inter-cluster games of national and international sports and games	Pre-formal – Experience a love of movement whether this is independent movement or assisted movement. Experience playing games as a team, develop a sense of team spirit by analysing local and national teams. Communicate how sport makes you feel. Semi-formal – Experience a love of movement whether this is independent movement or assisted movement. Experience playing games as a team, develop a sense of team spirit by analysing local and national teams. Communicate how sport makes you feel. Show some understanding of rules and responsibilities in sport. Formal – Experience a love of movement whether this is independent movement or assisted movement. Experience playing games as a team, develop a sense of team spirit by analysing local and national teams. Communicate how sport makes you feel. Show some understanding of rules and responsibilities in sport. Show some understanding of socio- cultural aspects that might influence sport and exercise. Functional- Initiate, choose, take part in regular exercise. Learn different cooldown and stretching exercises. Drink water to rehydrate. Notice when they need to drink more water (when they go to the toilet) or eat healthy food to refuel. Experience a love of movement whether this is independent movement or assisted movement. Experience playing games as a team, develop a sense of team spirit by analysing local and national teams. Communicate how sport makes you feel. Show some understanding of rules and responsibilities in sport.	Pre-formal – Gain as much knowledge for your chosen sport, research professional players and research their lifestyles. Semi-formal – Gain as much knowledge for your chosen sport, research professional players and research their lifestyles. Hone your individual skill and your skills as a team player. Analyse by watching back recordings. Formal – Gain as much knowledge for your chosen sport, research professional players and research their lifestyles. Hone your individual skill and your skills as a team player. Analyse by watching back recordings. Listen to constructive criticism and be a friendly analyst to peers. Functional- Gain as much knowledge for your chosen sport, research professional players and research their lifestyles. Hone your individual skill and your skills as a team player. Analyse by watching back recordings. Listen to constructive criticism and be a friendly analyst to peers. Plan your own competition and use cross curricular skills to hold the event- e.g. posters, ticket money, writing letters. Etc.
KEY VOCABULARY	Pre-formal – National Game	Pre-formal – Defend (stop) Tactics	Pre- formal- Planning Outdoor games and athletics games

	Semi-formal – Rugby/ Football Formal – Hurley/ Shinty Shinty, is a team sport played outdoors with sticks (camans) and a ball, aiming to score by hitting the ball into the opponent's goal. It's often compared to field hockey, but shinty allows for more physical play, i-players can use both ends of their caman. The objective is to score more goals than the opponent, with a goal being scored when the ball completely crosses the goal line under the crossbar.	Semi-formal – Sabotage Moderate activity Formal – Healthy heart cardio activities Hydration Functional- HIIT training (High Intensity Interval Training)	Semi-formal- Adapted Indoor Equipment Advocate Formal- Physically active lives and hygiene Ambassador Functional- Personal Hygiene products. Cross curricular
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