

Curriculum 2019-2020 Teaching Coverage: Year Group 5

Add reference for the National Curriculum e.g. Pupils should be taught.....

Question	Where was Kensuke's Kingdom? (Kensuke's Kingdom) Spring 1 term time: 6 WEEKS 2 DAYS	How was the Battle of Britain won? (WW2) Autumn 2 term time: 7 WEEKS 2 DAYS SWIMMING	How big is Space? (Space) Summer 1 term time: 4 WEEKS 3 DAYS	Why did the Titanic sink? (Titanic) Spring 2 term time: 5 WEEKS 4 DAYS	Shakespeare – Romeo and Juliet (Production)	Climate change text (Residential) We are Earth heroes!
Maths	Number: place value Number: addition and subtraction	Number: multiplication and division Statistics Area and Perimeter		Number: decimals Number: percentages	Geometry: angles Geometry: shapes Geometry: position and direction	Measurement: converting units Number: prime numbers Perimeter and Area Measures: volume
English	Fiction text: Kensuke's Kingdom Non-fiction text: Balanced arguments	Fiction text: Friend or Foe Non-fiction text: Diary writing	Fiction text: Cosmic (JC) Non-fiction – Author/Astronaut study for launch day.	Fiction text: Into the deep Non-fiction text: Formal letter writing	Fiction text: Romeo & Juliet – Focus on story. NF - Biography	Fiction text: We are Earth's heroes Non-fiction text: Persuasive writing
Science	Properties and changes of materials Pupils should be taught to: <ul style="list-style-type: none"> Compare and group together everyday materials. Use knowledge of solids, liquids and gases to decide how mixtures might be separated. Pg. 130 Launch day – filtration, shelters Pg. 132	Forces Pupils should be taught to: <ul style="list-style-type: none"> Explain that unsupported objects fall towards the Earth. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. 	Day and Night (Earth and Space) Pupils should be taught to: <ul style="list-style-type: none"> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Use the idea of the Earth's rotation to explain day and night. Pg. 131	Animals including humans Animals, including humans Pupils should be taught to: <ul style="list-style-type: none"> Describe the changes as humans develop from birth to old age. Pg. 129	Living things and their habitats Pupils should be taught to: <ul style="list-style-type: none"> Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. Pg. 129 Chn will have knowledge from previous term –PSHE.	Micro-organisms Pupils should be taught to: <ul style="list-style-type: none"> Plan different types of enquiry to answer questions Describe the changes as humans develop from birth to old age. Pg. 129
Computing	Pupils should be taught to: <ul style="list-style-type: none"> Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Making their own island based on Kensuke's kingdom and the island he lived on. Pg. 140	Pupils should be taught to: <ul style="list-style-type: none"> Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration. Focus on links to WW1, data collection and researching information from the war. Pg. 140	Pupils should be taught to: <ul style="list-style-type: none"> Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Children to do this using information from different countries around the world Pg. 140	Pupils should be taught to: <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Create a game based on the titanic showing their understanding of the events that happened. Pg. 140	Pupils should be taught to: <ul style="list-style-type: none"> Understand computer networks including the internet. Use search technologies effectively, appreciate how results are selected and ranked. Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour. Researching information about space and collating onto the appropriate programme. Pg. 140	Pupils should be taught to: <ul style="list-style-type: none"> Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Children to do this using information from different countries around the world – focusing mainly on those that Phileas Fog visited. Pg. 140

Geography	Biomes develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes P understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time Pg. 145-146	N/A	Tim Peake Pupils should be taught to <ul style="list-style-type: none"> Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps) Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). 	N/A	Pg 146	Natural disasters Pupils should be taught to <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Pg. 145-146
History	N/A	World War 2 <ul style="list-style-type: none"> A significant turning point in British history, for example, the first railways or the Battle of Britain. Pg. 148-150		Titanic <ul style="list-style-type: none"> Changes in an aspect of social history Pg 150	Shakespeare Study of historical	N/A
PE	<u>Swimming and water safety (Indoor)</u> All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively such as front crawl, backstroke and breaststroke. <u>Dance (iMoves) (Indoor)</u> <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance. Pg. 155	<u>Swimming and water safety (Indoor)</u> All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively such as front crawl, backstroke and breaststroke. <u>Dance (iMoves) (Indoor)</u> <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance. Pg. 155	<u>Gymnastics (Indoor)</u> <ul style="list-style-type: none"> develop flexibility, strength and technique, control and balance through gymnastics <u>Netball (Outdoor)</u> <ul style="list-style-type: none"> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. 	Table Tennis (Indoor) <ul style="list-style-type: none"> Play competitive games, modified where appropriate. <u>Football (Outdoor)</u> <ul style="list-style-type: none"> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Pg. 155	<u>Gymnastics (Indoor)</u> <ul style="list-style-type: none"> develop flexibility, strength and technique, control and balance through gymnastics <u>Rounders (Outdoor)</u> <ul style="list-style-type: none"> Play competitive games, modified where appropriate. Pg. 155	<u>Badminton (Indoor)</u> <ul style="list-style-type: none"> Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. <u>Athletics (Outdoor)</u> Pupils should be taught to: <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate.

			<i>Pg. 155</i>			<ul style="list-style-type: none">• Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p><i>Pg. 155</i></p>
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