

Year 5		<u>Natural Disasters</u>		Autumn 2
<p><b>ROOTS</b> <b>Linked Enquiry Question:</b></p> <p>Overcome Challenges How do people overcome the challenge of living in an area that is prone to natural disaster?</p>	<p><b>Whole School Project:</b> -</p>	<p><b>Ignites, Trips, Visits &amp; Visitors:</b></p>		
<p><b>Vision:</b> For this project, the children will be focusing on geography – particularly North America. They will learn about tornado valley, areas of drought and areas where hurricanes occur in North America, thinking about the geographical features and location of tectonic plates that make these natural disasters more likely. They will learn about different natural disasters and what causes them as well as the economic, environmental and social impact that they have.</p>			<p><b>Key Texts:</b></p> <ul style="list-style-type: none"> <li>Floodland by Marcus Sedgwick</li> </ul>	
History/ Geography				
NC Links	Knowledge		Skills	
<ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region within North America</li> </ul>	<ul style="list-style-type: none"> <li>Name and identify how Fold , Fault-block, Dome, volcanic and Plateau Mountains are formed</li> <li>Tornado Alley is in East cost of North America</li> <li>San Andreas fault is located in California</li> <li>Know that there are 12 tectonics plates on Earth, that move over the surface</li> <li>That people living in locations prone to natural disasters make perorations to reduce the impact</li> <li>That Hawaii is made up of volcanos</li> </ul> <p>Name social, economic and physical damage caused by a natural disaster            OL: Can I identify why North America is prone to natural disasters?            OL: Can I research the impact of a natural disaster?            OL: Can I understand how tectonic plates have shaped the landscape of North America?            OL: Can I identify how tectonic plates can cause natural disasters?</p>		<p>Conduct an exploration study comparing and describe the geographical similarities and differences between a region of the United Kingdom, a region in North America.</p> <p>Understand the formation of mountains, volcanoes, earthquakes</p> <p>Identify and consider how a change in geography can have an impact over time (natural disaster)</p>	


OL: Can I identify how the weather can cause natural disasters?

OL: Can I compare the physical geography of North America and the United Kingdom?

OL: Can I demonstrate my understanding of how people overcome the challenge of living in an area prone to natural disasters?

English		
<p><b>Writing Focus:</b> Fiction – A Quest Tale</p> <p><b>Cold Write:</b> A journey story with a natural disaster (based on Wizard of Oz)</p> <p><b>WAGOLL:</b> A journey story about a flood – getting home</p> <p><b>Hot Write:</b> A journey story with own natural disaster they have researched.</p>	<p><b>Short Bursts:</b> Setting description after a disaster Letters about what has happened Explanation text of a natural disaster</p>	
<p><b>Purpose:</b> To entertain</p>	<p><b>Audience:</b> Story readers wanting suspense</p>	
NC Links	Knowledge (Grammar)	Skills (Punctuation, Composition)
<ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>evaluate and edit by: assessing the effectiveness of their own and others' writing</li> <li>ensure the consistent and correct use of tense throughout a piece of writing</li> </ul>	<ul style="list-style-type: none"> <li>Modal verbs</li> <li>Using adverbs</li> <li><b>Terminology for children:</b></li> <li>modal verb</li> <li>adverb</li> </ul>	<ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Fronted adverbials (and commas after them)</li> <li>Relative clauses</li> <li>Inverted commas to indicate direct speech.</li> <li>Varying speech verbs (said)</li> <li>'Show not tell' to show emotion/feelings</li> </ul>

Speaking & Listening		
Speaking & Listening	Debating	
<ul style="list-style-type: none"> <li>Understand how to answer questions that require more than a yes/no or single sentence response.</li> <li>Demonstrate active listening by justifying ideas or expanding on the ideas of others.</li> <li>Vary the length and structure of sentences.</li> <li>Ask questions and make suggestions to take an active part in discussions.</li> <li>Present an idea, topic or explanation to a group of peers.</li> <li>Comment on the grammatical structure of a range of spoken and written accounts.</li> </ul>	<ul style="list-style-type: none"> <li>Vary language between formal and informal according to the situation.</li> <li>Respectfully challenge opinions or points, offering an alternative.</li> <li>Build on points and provide counter arguments with fact, opinions and rhetorical questions.</li> </ul>	
Spelling & Phonics		
NC Links	Knowledge	Skills
<p>Spell some words with 'silent' letters</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 5.0</p>	<ul style="list-style-type: none"> <li>Silent letters</li> <li>Suffixes</li> <li>Homophones</li> </ul>	<ul style="list-style-type: none"> <li>-ough</li> <li>-able and -ible word endings</li> <li>Homophones</li> </ul>
Handwriting		
NC Links	Knowledge	Skills
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>write legibly, fluently and with increasing speed by:</li> <li>choosing which shape of a letter to use when given choices and deciding</li> <li>whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul>	<p>Letters are joined using cursive style. Capitals are never joined.</p> <p>Choosing the writing implement that is best suited for a task</p>	<p>Improve the legibility, consistency and quality of their handwriting</p>

Art, Design & Technology		
NC Links	Knowledge	Skills
<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>produce creative work, exploring their ideas and recording their experiences</li> <li>become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>evaluate and analyse creative works using the language of art, craft and design</li> </ul> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>	<ul style="list-style-type: none"> <li>Know how to create different textures using different materials mixed with paint.</li> <li>Know of different ways to create a 3D sculpture-like texture.</li> <li>Plan a design and consider what material will need to be used.</li> </ul>	<p>OL: Can I identify different materials that could be used to create different textures?</p> <p>OL: Can I design a natural disaster image?</p> <p>OL: Can I select different materials to create a particular texture?</p> <p>OL: Can I evaluate my design?</p> 

Science - Forces		
<p><b>Enquiry Questions:</b> How does friction affect movement? How can levers and pulleys make movement easier?</p>	<p><b>Key Vocabulary:</b> force, levers, brakes, air resistance, pulleys, surface, water resistance, gears, fall, buoyancy, mechanism, gravity, friction, effect, mass</p>	
NC Links	Knowledge	Skills
<p><b>Work scientifically by:</b></p> <ul style="list-style-type: none"> <li>• Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>• Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>• Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</li> <li>• Recognise that some mechanisms including levers, pullets and gears allow a smaller force to have a greater effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Gravity is a force that acts between all objects.</li> <li>• Friction is the resistance that one surface or object encounters when moving over another.</li> <li>• Friction creates heat energy.</li> <li>• Air resistance and water resistance can affect the way an object moves.</li> <li>• Levers and pulleys can allow a smaller force to have a greater effect.</li> <li>• Isaac Newton helped to develop the theory of gravity.</li> </ul> <p>OL: Can I identify different forces?            OL: Can I understand how an object's weight affects its gravitational pull?            OL: Can I explore the effect of gravity on objects?            OL: Can I explore the impact of water resistance?            OL: Can I explore the effects of air resistance?            OL: Can I explore the effects of friction?</p>	<ul style="list-style-type: none"> <li>• Be able to identify dependent, independent and control variables for an investigation.</li> <li>• Using scientific equipment to record accurately.</li> <li>• Using results to suggest further investigations.</li> <li>• Design our own investigation to test the effects of different variables on the force we are learning about.</li> <li>• Record our results in different ways (bar graphs, line graphs)</li> </ul>

Music		
<b>Termly Focus:</b> Body Percussion	<b>Key Vocabulary:</b> timbre, pulse, beat, dynamics, melody, pitch, crescendo, forte, legato, notation, ostinato	
NC Links	Knowledge	Skills
<p><b>The national curriculum for music aims to ensure that all pupils:</b></p> <ul style="list-style-type: none"> <li>perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>learn to sing and to use their voices, to create and compose music on their own and with others</li> <li>understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<ul style="list-style-type: none"> <li>Know what is meant by body percussion and what different sounds this can produce.</li> <li>Know how body percussion links to musical history e.g. Hambone, Juba, Tap dance</li> <li>Explore how different versions of the same movement can create a different timbre.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to continue a simple ostinato with a clapping beat.</li> <li>Rehearse and perform in groups and as solos.</li> <li>Sing along with a rhythm.</li> <li>Notate their own compositions and read the notations of others to perform using non-traditional notation.</li> <li>Perform a cup rhythm</li> <li>Compose and perform a body percussion rhythm with a simple ostinato.</li> </ul>

<b>Computing</b>		
<b>NC Links</b>	<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.</li> </ul>	<ul style="list-style-type: none"> <li>Understand what a vector drawing is and what shapes are used to create them.</li> <li>Know that images can be created in layers.</li> <li>Understand that digital images are made from shapes or pixels.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a drawing tool in a software package.</li> <li>I can create a vector drawing by combining shapes.</li> <li>I can modify objects to create different effects.</li> <li>I can apply what I have learned about vector drawings.</li> </ul>



RE		
<b>Termly Focus:</b> Incarnation <b>Religion Focus:</b> Christianity		<b>Key Question:</b> Is the Christmas story true?
NC Links	Knowledge	Skills
<p>Learning about the nature of religion and belief exploring questions about the nature, truth, meaning and value of religion and belief</p> <p>Learning about Christianity: in-depth and systematic study of the key theological ideas and the diversity of ways in which these are expressed.</p>	<ul style="list-style-type: none"> <li>• There are different accounts of the birth of Jesus in the Bible written from different viewpoints.</li> <li>• Christians believe Jesus is the incarnation of God on Earth.</li> <li>• Christians believe that God gave Jesus to the Earth to show people how to lead good lives.</li> </ul>	<ul style="list-style-type: none"> <li>• I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.</li> <li>• I can start to explain the Christian belief that Jesus was the Incarnation of God.</li> <li>• I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.</li> </ul>

PSHE – Celebrating Difference	
Knowledge	Skills
<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Understand that cultural differences sometimes cause conflict.</li> <li>• Understanding what racism is.</li> <li>• Understanding that name-calling and spreading rumours can be bullying behaviours.</li> <li>• Understand the difference between direct and indirect bullying.</li> <li>• Understand how my life may be different to the lives of those in developing countries.</li> <li>• Understand a culture different to my own.</li> </ul>	<ul style="list-style-type: none"> <li>• Being aware of our own culture.</li> <li>• Being able to describe a range of strategies for managing feelings in bullying situations.</li> <li>• Knowing ways to encourage children who use bullying behaviours to make other choices.</li> <li>• Know how to support those who are being bullied.</li> <li>• Appreciate the value of happiness regardless of material wealth.</li> <li>• Respect my own and other people’s cultures.</li> </ul>

PE		
NC Links	Knowledge	Skills
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> </ul>	<p><b>Indoor Focus:</b> Gymnastics – Pair Composition</p> <ul style="list-style-type: none"> <li>Non-contact partnerwork</li> <li>Movement phrases – creating pair sequences using a variety of actions</li> <li>Compositional development – using compositional devices to make a pair sequence more complex and interesting.</li> <li>Create and perform a partner floor sequence linking 6-8 gymnastics actions. Make sure you develop the composition of the sequence in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a broad range of gymnastics skills.</li> <li>Link actions to make sequences of movement.</li> <li>Understand how to improve and evaluate own success.</li> <li>Develop flexibility, strength, techniques, control and balance.</li> </ul>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>Outdoor Focus:</b> Invasion Games – Football</p> <ul style="list-style-type: none"> <li>Know the rules of a basic 5 aside football game.</li> <li>Understand the positional roles of players.</li> <li>Know key vocabulary linked to the sport.</li> </ul>	<ul style="list-style-type: none"> <li>Improve skills of moving with the ball, with control, passing and shooting with accuracy. Introduce and develop game play skills of attacking and defending, moving in and out of space.</li> </ul>