



## Force Majeure

Year 5 AUTUMN 2 *Cycle A*

### What's the true 'fallout' of disaster?

Values [TRUST](#) | [EMPATHY](#) | [COURAGE](#)

**Overview** During this topic children will become aware of the impact of natural disasters and the consequences this has on both the landscape but also the people who have experienced them. Our compassionate citizenship ethos will allow children to show empathy for those who have suffered as a result of such phenomena and appreciate the great courage it must take to not only live through but also live on after. Children will use journalistic writing to explore the true fallout of these instances and create play scripts to think deeply about the personal circumstances of those involved. The science curriculum will focus on the major forces which contribute to these events and this will be complimented by both the physical and human geographical enquiry that children will undertake. To go beyond the curriculum, children will also examine how humans themselves can be responsible for mass devastation.

**Engagement** Scientific experiments which show the explosive nature of forces when they collide. Visits from experts in the field of natural disaster, geology and climate change from the University. Fund raising and charity work for people impacted by natural disasters.

**Celebration** Host a science exhibition day.

#### Habits of Mind

Developing reciprocal skills of listening, cooperative learning, feelings of others, producing beautiful learning.

#### Oracy & Dialogue

Oracy Skills: acting (expression), stable groupings, debating, philosophy (cognitive oracy strand), speeches (physical, linguistic, cognitive), singing.

#### Playful Enquiry

Functional (construction), symbolic (invasion creations), pretence (role-play), games with rules.

### Curriculum Spotlight

Focus Texts:

[Place & Time](#)

Geography ✦: GKS2.3a

History ✦: not specified

[Science & Technology](#)

Science ✦: SY5.3a, 3b, 3c, 3d, 3e, 3f

Computing: not specified

[Citizenship & Ethics](#)

PSHE ✦: Families

[Arts & Creativities](#)

Art ✦: Drawing

Music ✦: MSK2.1a, 1b, 1d, 1e

D&T: not specified

[Physical & Emotional Health](#)

PE ✦: Dance, Games

[Faith & Belief](#)

RE ✦: Christianity

[Language, Literacy and Oracy](#)

Writing ✦: Scripts, Poetry, Newspaper reports, recounts

#### Visitors

University Science Researchers,  
[Educational Visits / Enrichment Day](#)

#### Learning Street

Research laboratory, disaster zone first response, and charity headquarters

Subject		Learning Journey							
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Arts & Creativities	Art	★	★	★	★	★	★	★	★
	Music	★	★ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	★ improvise and compose music for a range of purposes using the inter-related dimensions of music	★ use and understand staff and other musical notations	★ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	★	★	★
Language, Literacy & Oracy	Key Texts								
	Oracy	Drama			Performance Poetry	Drama / reports		Storytelling	
	Writing	Scripts / Stories from other cultures			Performance Poetry	Newspaper Reports		Recounts	
	Spelling		Words ending in –able and –ible	Words ending in –ably and –ibly	Year 5 Common Exception words	Verb prefixes: dis-, de-, mis-, over- and re	Adding suffixes beginning with vowel letters to words ending in –fer	Year 5 Common exception words	
	Grammar		Planning and characterisation	Adverbs of possibility (in stage direction?)	Commas to avoid ambiguity	Fronted adverbials Adverbials of time	Relative pronouns	Parenthesis: Brackets, dashes, commas	
Mathematics	Maths		Place Value   Addition & Subtraction	Place Value   Addition & Subtraction	Place Value   Addition & Subtraction	Place Value   Addition & Subtraction	Place Value   Addition & Subtraction	Place Value   Addition & Subtraction	Geometry (2D and 3D shapes)
Science & Technology	Science		compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets	know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution	use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	demonstrate that dissolving, mixing and changes of state are reversible changes	explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda	
	Computing								
	Design and Technology								
P1 a c	Geography ✦			♣ describe and understand key	♣ describe and understand key				

				aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	aspects of: 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				
	History ✦								
Physical & Emotions	PE		Dance - travelling Games - making games	Dance - jumping Games - problem solving	Dance - repetitive phrases Games - applying game skills	Dance - interpreting words into gestures Games - predetermined group numbers	Dance - working in unison Games - limited equipment challenge	Dance - class dance Games - questioning and evaluating	Dance - class dance Games - finalising
Citizenship & Ethics	PSHE		Families	Family Conflict	Witness and feelings	Witness and solutions	Words that harm	Celebrating differences	Compliments
	Philosophy for Children		★	★	★	★	★	★	★
Faith & Belief	RE		Has Christmas lost its true meaning?	Meaning	Symbolism	Christmas Story	Non-Christian aspects of Christmas	Religious/Non-religious	A Gift for a Better World