






## Long Lane Cycle 2



Autumn Term For Queen and Country	Spring Term Natural Disasters	Summer Term Scrumptious
		
<p>A siren sounds and a Spitfire zooms overhead! It's 1939 and Britain is at war. We'll imagine what it was like to be evacuated and live with a family other than our own. Using different source materials, we'll learn about evacuation and write letters to our families 'back home'. We'll plot the Second World War's events on a timeline and learn about rationing, Pearl Harbour and the Battle of Britain. After reading an extract from <i>The Diary of a Young Girl</i> by Anne Frank, we'll write our own diaries. In D&amp;T, we'll make Anderson shelters and cook delicious wartime food.</p>	<p>We will investigate different natural disasters, focusing on how earthquakes and tsunamis happen, along with volcano eruptions. We will investigate tectonic plates and tectonic areas. We will also explore how we can help others who have been impacted and affected by natural disasters. We will look at the work of different charities and the impact this work has on supporting people around the world after a natural disaster. We will also complete some creative writing, taking a 'disaster image' and using this as a stimulus for our writing.</p>	<p>We will be learning all about food, healthy eating and how to keep our bodies healthy, as well as exploring recipes from around the world. We will learn about food and farming around the world and discover how food gets from farm to plate, including investigating issues of fair trade. We will explore how food habits have changed in the UK over the last 1000 years. We will focus on the Aztecs and their life, trading and chocolate. We will take part in a chocolate workshop. Pupils will use Wayne Thiebaud's scrumptiously looking artwork as inspiration to create their own.</p>

**English**

**Feature Text:** Private Peaceful by Michael Morpurgo.

**Theme of book:** the futility of war, relationships between brothers, bravery and heroism,

**Narrative:** Write a flashback narrative story from the war.

**Non-Fiction:** write letters to family members and record a days events in a diary entry.

**Poetry:** In Flanders Fields and For the fallen

**Maths**

- Children will follow the White Rose Maths curriculum matched to their ability.

**Computing**

-Design, write and debug programs that accomplish specific goals.  
-Use search technologies effectively.

**History** World War I and II

- To investigate elements that led to the start of World War I and II.
- To investigate what life was like on the Western Front.
- To explore the advancements of warfare that occurred during WWI and what life was like on the Western Front, including the involvement of animals.
- To explore what life was like for the people in Britain during WWI.
- To investigate the end of WWI and what happened afterwards.
- To find out what the Blitz was and which areas were most likely to be affected.
- To find out about the experiences and feelings of evacuees.
- To find out about everyday life, what rationing was, why it was necessary and how it impacted on people's lives.

**Geography**

-Children will name and locate countries and cities of the United Kingdom, geographical regions and identify human and physical characteristics.

**Science Evolution & Inheritance**

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

**Animals including Humans**

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Describe the ways in which nutrients and water are transported within animals, including humans.



**DT**

- **Structure:**  
Frame structures to create Anderson shelters

**Spanish**

Town and local area

**ICT**

Communication and collaboration

**PE**

Swimming  
Circuit Training  
Gymnastics – Shape & Balance  
Dance – WW2

**PSHEE & Citizenship**

Relationships.  
-Develop and maintain a variety of relationships.  
-Look at what makes a positive and negative relationship and how to respond appropriately.

**Life Skills**

- Resolving conflict
- Time

**Music**

- Listen to and appreciate British folk music.
- Play and perform using percussion instruments.

**Art**

**Painting and Drawing**  
Using sketchbooks to explore how colours create moods.  
Silhouette war paintings.

**RE** What would Jesus do?

### English

**Feature Text:** The Flood by Wendy Barlett.

**Themes of the book:** the natural world, the power of nature, courage, bravery and resourcefulness.

**Narrative:** setting description fiction, comics

**Poetry:** Poets choice of language study.

**Non-Fiction:** recounts, non-chronological reports and news reporter tasks.

### Maths

Children will follow the White Rose Maths curriculum matched to their ability.

### Spanish

Weather

### Geography

#### Volcanoes

- Children will understand what a volcano is and how they are formed.
- Children will locate volcanoes and volcanic activity onto a map.
- Children will understand what life is like around volcanic areas and understand the impact on the environment and living things.

#### Earthquakes.

- Children will understand what an earthquake is and how they occur.
- Children will understand the features of an earthquake and what impact that can have on people and places around the world.
- Children will be able to locate where earthquakes have taken place on a world map.

### DT

**Electrical Systems:** Natural disaster flashing lightning.

### Life skills

First aid  
Money

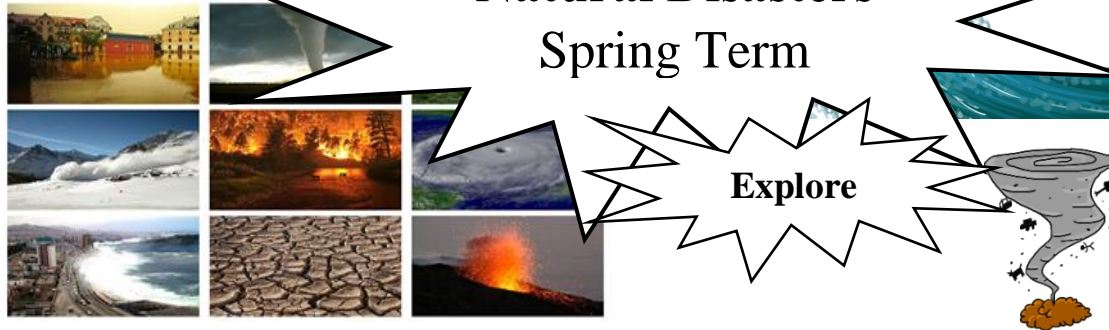
### Science

#### **Living Things & Their Habitats**

- Research the classification system devised by Carl Linnaeus.
- Identify shared characteristics of animals.
- Research animal characteristics.
- Assign animals to groups using characteristics.
- Classify plants and animals.
- Create a classification key for an imaginary animal.

## 'Natural Disasters' Spring Term

### Explore



### History

#### **Anglo-Saxon's & Vikings**

Pupils will explore what Britain was like before the first Viking invasions and find out about the Viking invasions of Britain

### ICT

e-Safety – how to be safe online and knowing who to go to if you feel unsafe online.

### Music

- Musical notes and symbols
- Classical Music (Florence Price)
- Singing new and familiar songs

### PE

Swimming  
Invasion Games –  
Basketball  
Net & Wall Games  
– Tennis  
Rock Climbing

### Art

**Painting** -Splatter paint  
volcano pictures inspired by  
Nick Rowland

**Sculpture** - Creating a volcano  
from paper mache (links with  
science projects).

### PSHEE

#### **Living in the Wider World**

**Belonging to a Community** – valuing diversity, challenging discrimination and stereotypes.

**Media Literacy and Digital Resilience** – evaluating media sources, sharing things online.

**Money and Work** – influences and attitudes to money, money and financial risks.

### RE

Why do some people think life is like a journey and what significant experiences mark this?

## English

**Feature Text:** The Great Chocoplot  
**The theme of book:** greed, worry, anxiety.

**Narrative:** Write their own narrative sequence the text, role play the story and discuss characters and settings.

**Non-Fiction:** adverts( healthy food) and instructions

**Poetry:** Chocolate Michael Rosen

## Geography.

-To understand where different foods come from, how they are produced and transported around the world.

-Children will understand different climate zones and how they impact on the production of different foods.

## Science

### **Electricity**

Pupils will complete a range of circuits and investigate changing components. Pupils will learn about circuit symbols and draw circuits.

### **Light**

Pupils will learn about how light travels, sources of light and shadows

## History

- Pupils will look at the history of medicine and disease and study traditional forms of medical treatment.
- Children will compare historical and modern medicine and treatment.
- They will complete a local study of medicine.

## Maths

Children will follow the White Rose Maths curriculum matched to their ability.

## PE

- Swimming - developing water safety and swimming skills.
- Striking & Fielding
- Athletics (Sports Day)
- Outdoor adventure

## DT

**-Food From around the UK-** Look at and sample existing products from around the UK. Evaluate products already created to make decisions about my own creations.

## RE

What can we learn from religions about deciding what is right and wrong?

## Music

- How to use my voice to perform as an ensemble.
- To use different instruments to provide accompaniment to a chosen poem, taking into account the pitch, tempo and volume.

## Computing

Video production

## Spanish

Foods and drinks

## Life skills

Cooking skills

## Art

Pupils will study the artist Wayne Thiebaud.

- Pupils will explore pencil techniques and using mixed media to create different effects.
- Children will produce a range of paintings of sweet treats, including the use of puffy paint.
- Pupils will create a piece of 3D artwork using real life colours and textured inspired by Thiebaud.

## PSHEE & Citizenship

**Physical Health and Mental Wellbeing** – what affects mental health and ways to take care of it, managing change loss and bereavement, managing time online

**Growing and Changing** – human reproduction and birth, increasing independence, managing transition

**Keeping Safe** – keeping personal information safe, regulations and choices, drug use and the law, drug use and the media.

# 'Scrumptious' Summer Term

Create

