

**HOOK - WOW Day**



**Evacuee day**

Children may visit London Bridge and experience what it was like to be an evacuee.

**TEXTS ENGLISH** – Ref: The Literacy Tree, The Literacy Shed, #Film for Learning



The diary of Anne Frank  
Goodnight Mister Tom  
Horrible Histories Woeful second world war  
Poems from the Second World War  
Literacy shed – War and Peace

**Genres Covered**  
Diaries  
Information Texts  
Recounts  
Poetry

**NC:** To plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammas  
To use the first two or three letters of a word to check its spelling in a dictionary  
To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and read books that are structured in different ways.

**MATHS**– incl problem solving, real life contexts



Assessment and confidence building

- 4 number operations
- Word problems
  - o One and 2 step
- Statistics
- Budgeting
- Maths work around rationing.

**NC:** Recognise the place value in numbers up to 4 digits  
Compare and order numbers up to 10,000  
To add and subtract mentally as well as using a range of written methods.  
Tell and write the time from analogue clock, both in 12-hour and 24-hour.

**ENRICHMENT TRIPS/VISITS**

Could it be achieved in a day?  
Would we need to book a session?  
How would you commute?  
Is there a cost?

Imperial War Museum  
- We were there London  
- Documentary Challenge  
London Bridge Station – Act like an evacuee  
Jewish Museum London  
Churchill war rooms  
- Food and rationing in a 1940's house  
HMS Belfast

**SCIENCE**

Properties and changes of material  
Animals including humans

**NC Objectives**

- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey.
- Describe the changes as humans develop from birth to old age.
- 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
- Understand 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

**PE/Active Learning**



Basics  
Circuits  
Fitness afternoons  
PSHE fitness sessions  
Roleplay/acting opportunities

**NC:** Take part in outdoor and adventurous challenges both individually and as a team  
Running, jumping, throwing and catching in isolation and combination  
Develop flexibility, strength, technique, control and balance.

**HISTORY/GEOGRAPHY** – inc cross cultural history



European geography

WWII  
The British Empire and Commonwealth and the impact of WWII  
Continents and oceans  
Map skills (advancing through Europe)

**NC:** know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

**ART & DESIGN**



**Inc visits to Art Galleries**

Drawing including chalk and charcoal for shading and perspective  
Kazzum Arts – Emotional art creating a safe, engaging, sensory place in the classroom.  
Use of stencilling to create a city scene in the midst of war – The Blitz  
**NC:** 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]

**COMPUTING/COMPUTER** – iPad Apps, programmes



Touch typing  
Programming  
Logic and algorithms  
Using technology safely, respectfully and responsibly  
**NC:** use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content  
Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

**TOPIC:**  
**How did WWII effect children's daily lives?**

Science driver/History driver/Geography

**PSHE, CITIZENSHIP, BRITISH VALUES**



Healthy relationships  
Being left out and coping with bullying  
Setting personal goals  
Stereotypes and changing  
Children's rights (UNCRC)

**NC:**  
How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.  
How to recognise risky or negative relationships including all forms of bullying and abuse  
About rights and responsibilities as members of families, other groups and ultimately as citizens

**REJudaism**

Places of worship  
Christmas and how different religions celebrate, or what other celebrations are similar in meaning.

Including possible visit to religious building  
Synagogue  
**NC:** exploring controversial religious issues in the modern world –  
Including media misrepresentations of religion  
Pupils as learners, will play a full part in their RE learning by deploying skills, asking questions and exploring answers

**END OF TOPIC CELEBRATIONS** – eg party, restaurant, cinema, re-enactment/own movie showing



A great British celebration  
- Foods from pre and post rationing Britain.  
- Foods from the commonwealth

How do you signify the ending?  
How do you celebrate success?

Show off the work completed  
Certificates of achievement/knowledge