

Barn Owl Class (Year 2/3/4) – Spring 2020

Geography:

-Use an atlas to identify and locate continents and countries involved in WWII.

History

We will understand:

- how and why the war started and ended and learn about some of the key events including the Battle of Britain.
- how people on the Home Front contributed to the war.
- What life was like during The Blitz and for evacuees.
- What was the role of the armed forces in the war.
- How we can remember the people and events of WWII

Maths

- Number and place value, rounding and estimating numbers.
- Addition and subtraction.
- Multiplication and division.
- Time
- Fractions and decimals
- 3d shape.

Art

- Blitz art
- Blackout posters.

PHSE- friendships, solving disagreements



Computing

- Word processing skills.

• RE

Why do Christians call the day Jesus died, Good Friday?

Music

Songs from the war.

PE - planned and delivered by Premier Sport

DT

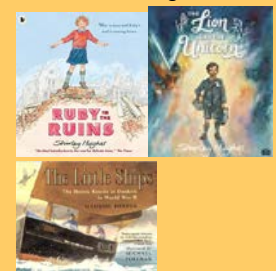
Designing and building model Anderson shelters.

Cooking with rations.

Kite design and making- science link.

English

We will be reading:



We will be writing:

- Letters home from Evacuees
- Historical stories
- Setting descriptions.
- Recount/news-paper articles.

Science

- We will work towards retelling the story of The Little Ships in the evacuation of Dunkirk using magnets to move boats.

We will learn:

- How forces are involved in moving objects, speeding them up, slowing them down and changing their shapes.

We will investigate how:

- magnetic forces act at a distance
- the strength of different shape and size magnets varies.
- the poles of bar magnets behave.

Implementation:

Key words I will use and need to know:

| | |
|-------------------------|---|
| Air Raid | An attack by enemy planes, dropping bombs. |
| Anderson Shelter | A small shelter, usually in gardens, built to protect people from bombs. |
| Blackouts | Ban on lights at night-time. |
| Blitz | Air raids on Britain by German planes. |
| Evacuee | People moved from a dangerous place to a safer place to live. |
| Gas Mask | Face mask to protect people from breathing in poisonous gas |
| Ration | Controlling the amount of food, clothing and petrol due to a shortage during the war. |

Key facts I will learn

Key Events

Hitler's Troops Invas Poland
Germany invaded Poland on 1st September, 1939. Britain and France had promised to help Poland if Germany attacked them, so they declared war on Germany on 3rd September, 1939.



The Battle of Britain
On 20th July, 1940, British ships in the English Channel were bombed by the German Luftwaffe (air force). Heavy bombing of airports, harbours, radar stations and aircraft factories began in August 1940. Britain's RAF (Royal Air Force) fought back hard.



The Blitz
On 7th September, 1940, the Luftwaffe began bombing London and other cities. The bombings came night after night and thousands of people lost their lives.



Evacuation at Dunkirk
This event, code-named Operation Dynamo, began on 26th May 1940. Allied troops, who were being beaten by the Nazis in France, were forced to retreat to the beaches of Dunkirk. They were rescued by hundreds of small wooden boats and then transferred to larger ships to sail across the channel to Dover.



VE Day
VE Day stands for Victory in Europe Day. Following the suicide of Hitler on 30th April, 1945, Germany surrendered to the Allies on 7th May, 1945. VE Day is celebrated on 8th May, each year.



People on The Home Front contributed to the war effort in a number of ways:











Air raids were made on big cities in Britain. Blackouts were enforced, people carried gas masks and Anderson Shelters were built to keep people safer. Many were evacuated to live in the country.



The war was fought by the army, navy and airforce.



Home Learning.

| Numeracy | Out and About! | Literacy |
|---|--|---|
| <ul style="list-style-type: none"> Research old British currency and write some Second World War maths money problems. Design a gas mask box; you will need to make a net for a cube or cuboid and construct. Bake or cook a wartime recipe (remember to be careful when weighing and measuring ingredients).  | <ul style="list-style-type: none"> Write 10 facts about how life has changed since the 1940s. Research and play outdoor games which would have been played by children in the 1940s. Design and test out a parachute (using a toy or weight) that would allow a member of the RAF to land safely. Visit your local library and find information books on the Second World War.  | <ul style="list-style-type: none"> Imagine you have been evacuated. Write a letter home to your parents. Read a Second World War novel and discuss with a friend of family member. Write a biography on a significant individual from the Second World War. Write a newspaper report about a significant event during the Second World War.  |
| <p>Working with Others</p> <ul style="list-style-type: none"> Play a game of battleships with a friend or family member. Write a message to a friend or family member using Morse code. Design your own code with a friend and write messages to each other. Talk to relatives about members of your family who were alive during the Second World War. Share any exciting stories with the class!  |  <p>Homework Choice Grid The Second World War</p> | <p>Expressive Arts</p> <ul style="list-style-type: none"> Write a song to boost morale. Make a drawing, painting or collage of a Second World War scene. Make a Second World War artefact, e.g. a medal or a ration book. Research popular styles of dance in the 1940s. Learn a wartime song and perform to friends or family members.  |
| <p>Let's Get Technical!</p> <ul style="list-style-type: none"> Make a model of an air raid shelter. Draw and label a plane or tank from the Second World War. Design a Second World War themed game. Make do and mend; create a toy using only recycled materials.  | | <p>Health and Wellbeing</p> <ul style="list-style-type: none"> Write a dinner menu only using ingredients available during rationing. Design a safety propaganda poster telling people how to stay safe during the blackout.  |


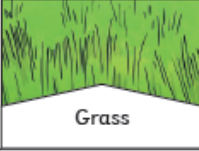
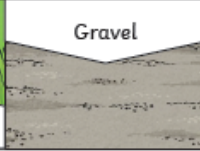
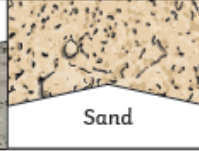



Impact –
The learning covered will be assessed against attainment targets for history KS1/Ks2.

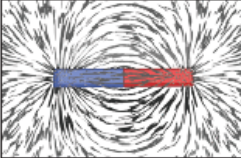

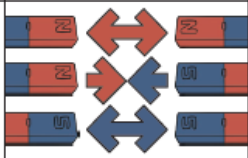






Children will learn about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Forces and Magnets Knowledge Organiser

| Key Vocabulary | |
|-----------------|--|
| forces | Pushes or pulls. |
| friction | A force that acts between two surfaces or objects that are moving, or trying to move, across each other. |
| surface | The top layer of something. |

| Key Knowledge | |
|---|---|
| Different surfaces create different amounts of friction . The amount of friction created by an object moving over a surface depends on the roughness of the surface and the object, and the force between them. | |
| The driving force pushes the bicycle, making it move. | Friction pushes on the bicycle, slowing it down. |
|  | |
|  <p>Grass</p> |  <p>Gravel</p> |
|  <p>Sand</p> |  <p>Road</p> |
| Pushes  | Pulls  |
| Forces will change the motion of an object. They will either make it start to move, speed up, slow it down or even make it stop. | |

| Key Vocabulary | | Key Knowledge | | | | | | | |
|--|---|--|--|------------|----------------|--|---|--|---|
| magnet | An object which produces a magnetic force that pulls certain objects towards it. |  <p>Like poles repel. Opposite poles attract.</p> |  | | | | | | |
| magnetic | Objects which are attracted to a magnet are magnetic . Objects containing iron, nickel or cobalt metals are magnetic . | | | | | | | | |
| magnetic field | The area around a magnet where there is a magnetic force which will pull magnetic objects towards the magnet . |  <p>A magnetic field is invisible. You can see the magnetic field here though. This is what happens when iron filings are placed on top of a piece of paper with a magnet underneath.</p> | <p>The needle in a compass is a magnet. A compass always points north-south on Earth.</p> | | | | | | |
| poles | North and south poles are found at different ends of a magnet . | <table border="1"> <thead> <tr> <th>Magnetic ✓</th> <th>Non-magnetic ✗</th> </tr> </thead> <tbody> <tr> <td>  </td> <td>  </td> </tr> <tr> <td> <p>These objects contain iron, nickel or cobalt. Not all metals are magnetic.</p> </td> <td> <p>These objects do not contain iron, nickel or cobalt.</p> </td> </tr> </tbody> </table> | | Magnetic ✓ | Non-magnetic ✗ |  |  | <p>These objects contain iron, nickel or cobalt. Not all metals are magnetic.</p> | <p>These objects do not contain iron, nickel or cobalt.</p> |
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|  |  | | | | | | | | |
| <p>These objects contain iron, nickel or cobalt. Not all metals are magnetic.</p> | <p>These objects do not contain iron, nickel or cobalt.</p> | | | | | | | | |
| repel | Repulsion is a force that pushes objects away. For example, when a north pole is placed near the north pole of another magnet , the two poles repel (push away from each other). | | | | | | | | |
| attract | Attraction is a force that pulls objects together. For example, when a north pole is placed near the south pole of another magnet , the two poles attract (pull together). | | | | | | | | |