

Winter Class  
Cycle B Spring  
Spring 2024

Concepts:  
Conflicts and  
Disasters



**We'll meet again**

# We'll Meet Again

## Literacy

- Examine description of character and setting in narrative focusing on the book '*Goodnight Mr Tom*'.
- Use 'hot seating' to develop empathy with characters.
- Develop understanding of how non-standard English develops character.
- Write a prequel to *Goodnight Mr Tom*.
- Read a variety of Children's literature based on WWII
- Plan, write and present a diary entry about life as an evacuee.
- Identify features of an argument.
- Explore how to use a variety of persuasive techniques.
- Use persuasive techniques to present a balanced argument.
- Develop knowledge and understanding of the language and layout of biographies.
- Research and write a biography for a significant character related to World War II.

## DT

Identify features of Anderson shelters.

- Test materials for task.
- Design frame using Tinkercad
- Use knowledge and skills to design and build own air raid shelter from a choice of appropriate materials and tools.
- Evaluate and test their product

Make a child's toy from scraps of fabric

- Cut out from a paper pattern in a design from the time
- Sew seams using running stitch and a metal needle
- Stuff and finish off the toy
- Evaluate their product

## Learning Toolbox

- Collaboration – children to work in pairs or threes.
- Independence – develop own ideas and opinions.
- Communication – communicate learning in a variety of ways.
- Perseverance - working to ensure all work is completed and of a high standard.
- Confidence – to develop knowledge and understanding in a new area of learning.
- Reflection – to evaluate topic work and next steps in learning.

## History

- Use maps to establish why it was a 'world' war and develop a timeline to locate when key events happened.
- Collect and examine artefacts from the war (gas mask, identity card, ration book, black out curtain, uniform).
- Using video footage, understand the key features of the Blitz. Locate where air raids took place and suggest reasons why some areas were more likely to be effected than other.
- Study lives of evacuees and issues around evacuation using novels, old newspapers, DVDs, fiction, pictures, interviews.
- Discuss why rationing was necessary and the impact it had on the way people lived during WW2.
- Use photographs to recognise and discuss the effects of war on everyday life.
- Use first hand experience and artefacts to discover what life was like during the war.

Outcome: Evacuee Day. **Tuesday 26<sup>th</sup> March 2024 at 9pm in the hall.**

Children to come dressed ready to be evacuated. They will entertain you with uplifting music from World War II as well as showing their learning

Dance: learn and perform a typical 1940s dance

RE: Explain how the concept leadership is contextualised within the lives of Jesus and Hitler

Hook: WWII classroom and visit to STEAM Museum

## PSHE

- Discuss feelings and how they would have reacted on the announcement of going to war.
- Role play listening to broadcast and conversation/thought afterwards.
- How might reporting be different now? What kind of media do we have now (compare to 1939)? What affect would this have on people? Link to propaganda.
- Discuss how people would have felt at the end of the war.
- What contribution could different people make to the war effort?

## Art

- Blitz pictures using oil pastels.
- Use labelled drawings and diagrams.
- Create a propaganda poster.

## Computing

- Use of iPads
- Create an interview using Movie Maker.
- Use of sound/music.
- Use of Publisher /PowerPoint/Scratch to communicate learning.
- Use of Tinkercad for 3D modelling.

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# Home Learning

## Wartime Cooking

- Research old wartime recipes.
- Cook a WWII dish using ingredients and rations available at the time.
- Share this with your family and evaluate their comments and feedback.
- Take photos of you cooking and the final dish/product and hand these in with the recipe, instructions, list of ingredients and evaluation as a presentation.

Come dressed as an evacuee for our outcome “Evacuee Day”.

**We'll meet again.**

**Cooking  
presentation to be  
handed in by 28<sup>th</sup>  
March 2024**

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*These are some of the areas of learning and activities your child will be focusing on this term:*

Evacuee Day: Join together for a wartime meal, experience life as an evacuee, learn typical playground games and WWII morale boosting songs, which will be shared with our work on our outcome day:

Study language of persuasive argument and balanced discussions when considering the evacuation of children.

Examine work undertaken during the war and the contribution to the war effort.

Write a prequel to Goodnight Mr Tom

Use Movie Maker to produce an interview with an evacuee

Consider the feelings of different people at the outbreak of war.

Discover how various technological advances, such as weapons and aircraft, influenced events during the war.

Create a time line for WWII

Find out about rationing.

Create own identity card

Study WWII children's literature including Goodnight Mr Tom, Vinnie's War and When the Sky Falls

Examine photographs and eye witness accounts.

Discover what WWII was like for children in Hurstbourne Tarrant.

Use TinkerCad to produce a 3D design for an Anderson Shelter.

**We'll meet again.**

Hook: A wartime classroom and STEAM Museum

Write a biography for a famous WWII character

Analyse strengths and weaknesses of solving problems that occurred during WWII.

Examine artefacts and pictures to develop understanding of life during the war.

Create a wartime child's toy from scraps of fabric

**Outcome: Tuesday 26th March 2024 at 9am after Listen to Me concert**

Find out about some of the equipment, weapons and technology developed and used during the war.

Design, build and evaluate the frame for an Anderson Shelter model.

Please note: we will be looking at carefully selected scenes from the films: Narnia, Goodnight Mr Tom, The Dambusters and Battle of Britain. If you have any concerns about this please let us know.

Create Blitz pictures