

Experience:

Somerset in Wartime Workshop

Audience:

Parents are invited to the Hall at 11am on Friday 20th October to see the children's learning in DT and Music.

English:

We will be linking English with our topic on World War II by exploring the following books: 'My Secret War Diary' by Marcia Williams and 'Rose Blanche' by Ian McEwan and Roberto Innocenti (Illustrator).

Writing Outcomes:

- Diary entries
- Poetry linked to National Poetry Day
- Narrative

Key punctuation and grammar focuses:

- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Use brackets, dashes or commas to indicate parenthesis
- Proof-read for spelling and punctuation errors
- Use and understand grammatical terminology in accurately and appropriately in discussing their writing and reading e.g. expanded noun phrase, modal verb

Vocabulary:

- | | |
|--------------------|------------|
| • force | invade |
| • gravity | occupy |
| • air resistance | Blitz |
| • water resistance | evacuee |
| • friction | evacuation |
| • lever | rationing |
| • pulley | propaganda |
| • gear | munitions |

Music:

Hey Mr Miller. As well as opportunities to discover and learn about swing-style jazz and some of the most renowned big band leaders of 1930s and 1940s America, we will explore rhythm work, creating and improvising off-beat (syncopated) rhythm patterns and melodies, and develop a group performance.

Science:

Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Computing and Technology:

Coding

- Predict what a code will do
- Run the code to check the prediction
- Investigate - trace thought the code to see if they were correct
- Modify the code to add detail, change actions/outcome
- Make a new program that uses the same ideas in a different way.



What was the impact of World War 2 on Britain?



School Value Respect

History:

World War Two

We will develop an understanding of chronology and look at a range of sources to understand the impact that the war had on Britain. We will focus on:

- How and why the war started
- The Blitz and evacuation of children from British cities
- Rationing
- How the role of women changed during and after the war.

Art and Design & Technology:

In Art we will look at the use of colour to reflect feelings and we will produce World War 2 silhouette pictures.
In DT we will design and build a model Anderson shelter.

French:

We will revise core language including days of the week, colours, counting, countries, body parts, clothing and months of the year.
We will focus on speaking in sentences, using familiar vocabulary and phrases.

Maths:

Calculating using knowledge of structures

- Explain how a combination of different parts can be equivalent to the same whole
- Identify the missing part using their knowledge of part whole relationships and structures
- Use their knowledge of additive structures to solve problems
- Explain how adjusting both parts affects the sum (2 digit numbers and decimal fractions)
- Use the 'same sum' rule to balance equations
- Explain how adjusting one part affects the sum
- Solve addition calculations mentally by using known facts
- Explain how adjusting both parts by the same amount affects the difference
- Explain how using the 'same difference' rule can make mental calculation easier
- Explain how increasing or decreasing a part affects the difference
- Solve subtraction calculations mentally by using known facts

Multiples of 1000

- Explain how ten thousand and one hundred thousand can be composed
- Read and write numbers up to one million
- Position numbers on a marked, but unlabelled number line
- Count forwards and backwards in steps of powers of 10
- Explain the composition of larger numbers into 2, 4 and 5 parts.
- Read scales in graphing and measures contexts, using their knowledge of larger numbers

Religious Education:

What do Hindu people believe about Dharma, Deity and At-man?

RSHE:

Zones of regulation
Me and my relationships

Physical Education:

Core Real PE—personal
Play leading / multi-skills