

**Spring Term 2020
Year 3 and 4.
World War 2**

Our wow starter!
World War 2 Evacuation begins on Monday 6th January – children and staff will arrive back in school after the Christmas break dressed in period costume and ready for evacuation!



What we will do!

Geography

Local geography- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

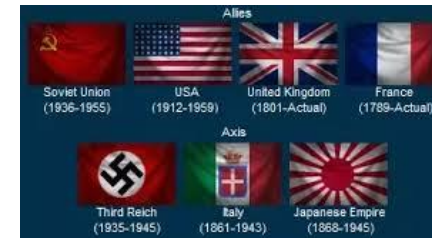
Human and physical geography- describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

How we will do it!

Axis or Ally?

We will learn about the countries involved and whether they were a member of the Axis or the Allies.



In pairs we will choose one of the countries, finding out about their national food, clothes, flag, major cities etc.

We will use role play to reinforce which countries were Axis and which were Allies.

Key Vocabulary

Axis ally allies Soviet Union United Kingdom USA
Canada Italy Japan Germany Belgium Holland
Europe Western Approaches Mediterranean

History

Key stage 2 Pupils should ... develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – World War II

VE Day- 75 Years Later...

We will learn how the war in Europe affected lives at home, including the impact of rationing, The Blitz, the role of women and evacuation.

We will create a timeline of events during World War II and develop a greater understanding about some of these events, such as the D-Day landings.

In addition to learning about life in Britain, we will also learn about life in Nazi Germany. Finally we will learn why the war ended, how this was celebrated at home and the impact of Germany's defeat across Europe.



Key Vocabulary

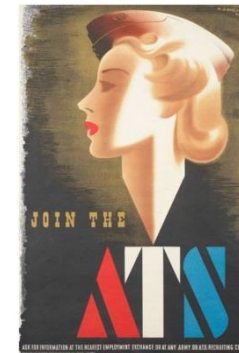
axis ally allies bomb evacuee Nazi The Blitz rationing
VE Day cause effect Pearl Harbour Adolf Hitler Winston Churchill
Anne Frank swastika gas mask Anderson Shelter

Art

Skills and techniques -

- to create sketch books to record their observations
- to improve their mastery of art and design techniques, including drawing with a range of materials
- about great artists, architects and designers in history.

Taking our inspiration from WWII Propaganda Posters, we will look at the work of Official War Artist Abram Games and design posters in his style.



Key Vocabulary

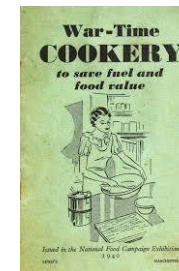
Propaganda print bold graphic design advert
Colour technique style font persuade draw

DT

Design-make-evaluate

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing],
- accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

We will design and make a model Anderson Shelter
We will make, taste and evaluate recipes from WW2



Key Vocabulary

Design make evaluate annotate construct
Purpose model cut finish join measure weigh
Mix bake boil temperature taste

Science [SPRING 1]

ANIMALS INCLUDING HUMANS

Content

identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

identify that humans and some other animals have skeletons and muscles for support, protection and movement

Working scientifically

asking relevant questions and using different types of scientific enquiries to answer them

setting up simple practical enquiries, comparative and fair tests

making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

identifying differences, similarities or changes related to simple scientific ideas and processes

using straightforward scientific evidence to answer questions or to support their findings

What is the Nutrition Pyramid?



We will work together to produce a class pyramid for display using packaging/photographs/collage.

We will learn that Nutrition knowledge today owes much to the work done during WW2. From food survey to food rationing we learnt valuable lessons regarding nutritional requirements and how these could be provided to everyone in the population at a time when many foods were scarce.

Key nutrition dates

1939 Ministry of Food set up

1940 National Food Survey established

1941 Nutritional standards for school meals introduced

1942 Mandatory fortification of margarine with vitamins A and D began

1944 First Food Labelling Order

1944 First Proceedings of the Nutrition Society published.

As a cross curricular link, the children will investigate and make recipes from WW2 and decide how/why/if they think the food is nutritious.



How do we make muscles work?



We will make our own bicep models to show how muscles move.

Key Vocabulary

Nutrition nutrients carbohydrates protein fats fibre
water vitamins minerals skeleton bones joints muscles
Endoskeleton exoskeleton hydrostatic skeleton vertebrate
Invertebrate contract relax ball and socket hinge

Science [SPRING 2]

FORCES

Content

compare how things move on different surfaces
notice that some forces need contact between two objects, but magnetic forces can act at a distance
observe how magnets attract or repel each other and attract some materials and not others
compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
describe magnets as having two poles
predict whether two magnets will attract or repel each other, depending on which poles are facing

Working scientifically

asking relevant questions and using different types of scientific enquiries to answer them
setting up simple practical enquiries, comparative and fair tests
making systematic and careful observations and, where appropriate, taking

We will take part in the freeze frame challenge – is it a push or a pull?

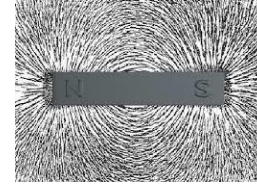


We will investigate whether how gravity and magnetism are forces that can act without touching.



accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
identifying differences, similarities or changes related to simple scientific ideas and processes
using straightforward scientific evidence to answer questions or to support their findings

We will observe and draw a magnetic field



We will work in our co-operative learning groups to devise a magnetic game to play at our VE Day celebrations



Key Vocabulary

Compare surface force push pull contact magnet
magnetic friction gravity attract repel materials
north south compass pole poles magnetic field

Music

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
listen with attention to detail and recall sounds with increasing aural memory
appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians



The Music of World War II

We will learn, rehearse and perform a variety of World War II songs for our play; Keep Smiling Through. We will also sing for our termly performance to the residents of Mayfield's Care Home.

We will listen to a range of music from WW2 including Glen Miller, Vera Lynn and Gracie Fields

Key Vocabulary

Big band swing rhythm harmony melody
structure dynamics pitch tempo

PE

Dance

-perform dances using a range of movement patterns

Gymnastics

-develop flexibility, strength, technique, control and balance [for example, through gymnastics]

Games

-play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

Swimming Year 3

swimming instruction- In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)
- perform safe self-rescue in different water-based situations

We will be;



Dance: responding to stimuli and adapting and changing movements according to the 1940's style music.

Swimming; first half term Year 3 children will be swimming. Gymnastics; using the equipment to develop a range of skills. Games; developing skills in small sided, competitive games.

RE –

SKILLS DEVELOPMENT:

- Describe religions and world views, connecting my ideas and prior learning.
- Explore belief in action and make connections with my own life and communities.
- Give thoughtful responses using different forms of expression.
- Explain how history and culture can influence an individual and how some question these influences.
- Understand the challenges of commitment to a community suggesting why belonging to a community may be valuable both in the diverse communities being studied and in my own life.

JUDAISM

- Reflect on why and how Jews worship
- Explain the importance of the Covenant for Jews
- Explain key features in a synagogue, how worship happens there and explore how this relates to Jewish belief
- Evaluate why Pesach is important to Jews as an act of commemoration

Making direct links with our topic, we will...



- Learn about the Jewish faith from stories and historical works
- We will explore the importance of the Jewish Covenant with God
- We will take a trip to an online synagogue
- We will celebrate Pesach (Passover), re-telling the story of the Exodus from Egypt and assembling a traditional Seder Plate along with Matzot bread



Key Vocabulary

Rabbi Torah kippah Star of David Tallit Shabbat
Hanukkah menorah seder plate prayer synagogue
Passover pesach

Languages

We will:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing



Continue our language learning from last term and build into sentences and paragraphs.

We will be learning to name parts of the human body and facial features.

We will be learning to name clothes by making play dough bodies and labelling each part.

We will be exploring the culture of Spain through food tasting including paella, churros and chorizo.

Computing

design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

We will:


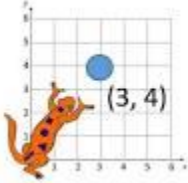
explore coding and algorithms to complete various tasks and be introduced to new vocabulary.

use Beet-Bots to explore instructions and various apps on the iPads including Scratch Jr to practise creating our own codes and algorithms.

explore how computers work.

look to explain how the internet works, how search engines work and how we can narrow searches to give more relevant results.

<u>Key Vocabulary</u>			
input	relevant	coding	debugging
	output	credible	algorithm
binary	programming		instructions

<p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	
<p><u>Class Maths</u> Shape; Pupils should be taught to: draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them recognise angles as a property of shape or a description of a turn identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle identify horizontal and vertical lines and pairs of perpendicular and parallel lines compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes identify acute and obtuse angles and compare and order angles up to two right angles by size identify lines of symmetry in 2-D shapes presented in different orientations complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p>Coordinates; Pupils should be taught to: describe positions on a 2-D grid as coordinates in the first quadrant describe movements between positions as translations of a given unit to the left/right and up/down plot specified points and draw sides to complete a given polygon.</p>	<p>We will: Revisit and investigate shape. [see weekly planning]</p>  <p>investigating coordinates Year 4 [see weekly planning]</p>  <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><u>Key Vocabulary (Shape)</u></p> <p style="text-align: center;">2D 3D regular, irregular, vertices, edge, face, Symmetrical Horizontal, vertical, perpendicular and parallel lines Quadrilaterals Triangles Right angle, acute and obtuse angles</p> <p style="text-align: center;"><u>Key vocabulary (coordinates)</u></p> <p style="text-align: center;">Coordinates Translation Quadrant x-axis, y-axis Perimeter and area</p> </div>
<p><u>Maths</u> The principal focus of mathematics teaching in lower key stage 2 is to ensure</p>	<p>Spring term focus: Four operations, fractions, decimals and percentages See weekly planning for differentiation</p>

that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value.

This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers. At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value.

Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them.

It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.

By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work.

Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

English

Pupils should be taught to:

Plan their writing by:

discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
discussing and recording ideas

Draft and write by:

composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
organising paragraphs around a theme in narratives, creating settings, characters and plot
in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

See calculation policy

Year 3

Start with multiplying by one digit numbers and showing the clear addition alongside the grid.

×	30	5
7	210	35

$$210 + 35 = 245$$

Year 4

Moving forward, multiply by a 2 digit number showing the different rows within the grid method.

$$\begin{array}{r} 123 \times 5 \\ \times \begin{array}{|c|c|c|} \hline 100 & 20 & 3 \\ \hline \end{array} \\ \hline 5 \begin{array}{|c|c|c|} \hline 500 & 100 & 15 \\ \hline \end{array} \\ \hline 500 \\ + 100 \\ + 15 \\ \hline 615 \end{array}$$

**'London's burning. London's burning! Fetch the engines, fetch the engines!
Fire! Fire!**



Evaluate and edit by:

assessing the effectiveness of their own and others' writing and suggesting improvements

proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

proof-read for spelling and punctuation errors

read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Reading**word reading****Pupils should be taught to:**

apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet

read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension**Pupils should be taught to:**

- develop positive attitudes to reading and understanding of what they read by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

We will write:**[see weekly planning]**

Letters, diary entries, character and setting descriptions, non-chronological reports and a short historical narrative.



**Rehearse and Perform in our Key Stage Two Play Keep Smiling Through.
Our author of the half term was an RAF pilot in WW2;
Roald Dahl**



We will be using short films from the Literacy Shed –War and Peace Shed



**Beyond the lines
The Piano**

- understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Germans in the woods



We will continue to read for pleasure and share our reading with our Reading Buddies in years 5 and 6.

