




## Owl Class Autumn Medium Term Plan 2019-2020: WW2

WW2: A child's eye view from the home front	ENTRY POINT
 A detailed image of a Spitfire aircraft in flight against a clear blue sky. The aircraft is silver with dark green camouflage on the upper surfaces. It features the Royal Air Force roundel insignia on the wings and tail. The word 'DUON' is painted in large yellow letters on the side of the fuselage, with a roundel in the letter 'O'. The tail number 'TE184' is visible. The aircraft is shown from a side-on perspective, flying towards the left.	Children will think about what they already know about WW2 and ask questions that they are interested in finding the answer to.
	HOME LEARNING
	Thinking about the evacuation of children our homework project this term will be to create a shoe box sized brown paper box to fill with the objects that you would like to take with you if you were to be evacuated.
	PARENT ENGAGEMENT
	<ol style="list-style-type: none"><li>1. Support children with their homework.</li><li>2. Read with your child daily.</li><li>3. Share family stories linked to the war.</li></ol>



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HISTORY	GEOGRAPHY	SCIENCE		ART AND DESIGN
<p>As historians we will be looking at:</p> <ul style="list-style-type: none"> <li>Use a timeline to place historical events in chronological order.</li> <li>Describe dates of and order significant events from the period studied.</li> <li>Explore the idea that there are different accounts of history. Begin to discuss which may be more reliable sources. E.g. newspapers, diaries, stories, photographs.</li> <li>Use evidence to describe the clothes, way of life and actions of people in the past.</li> <li>Use evidence to describe buildings and their uses of people from the past</li> <li>Ask questions and find answers about the past.</li> </ul>	<p>As Geographers we will be looking into the location of different events that took place through WW2 along with the finding the countries that were involved on a map. We will be able to:</p> <ul style="list-style-type: none"> <li>I can use world maps, atlases, globes and computer mapping to name and locate countries and describe features studied.</li> <li>I recognise the need for a key when creating a map.</li> </ul>	<p>In Science we will begin by looking at light, this covers:</p> <ul style="list-style-type: none"> <li>Recognising that you need light in order to see things and that dark is the absence of light.</li> <li>Noticing that light is reflected from surfaces.</li> <li>Recognising that light from the sun can be dangerous and that there are ways to protect our eyes.</li> <li>Recognising that shadows are formed when the light from a light source is blocked by an opaque object.</li> <li>Finding patterns in the way that the size of shadows change.</li> </ul> <p>During the year we will be working scientifically to:</p> <ul style="list-style-type: none"> <li>Ask relevant questions and use different types of scientific enquiries to answer</li> </ul>	<ul style="list-style-type: none"> <li>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</li> <li>Gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>Use results to draw simple conclusions, make predictions for</li> </ul>	<p>As artists we will learn:</p> <ul style="list-style-type: none"> <li>To create sketch books to record our observations and use them to review and revisit ideas.</li> <li>To improve our mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>About great artists, architects and designers in history.</li> </ul> <p>This will include looking at the propaganda artwork of WW2.</p>



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		<p>them.</p> <ul style="list-style-type: none"><li>• Set up simple practical enquiries, comparative and fair tests.</li></ul>	<p>new values, suggest improvements and raise further questions.</p> <ul style="list-style-type: none"><li>• Identify differences, similarities or changes related to simple scientific ideas and processes.</li><li>• Use straightforward scientific evidence to answer questions or to support their findings.</li></ul>	
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## Writing in Context

**Alongside our English Curriculum, we will also be looking at:**

Explanations and descriptions

Information texts

Diary Entries

Poetry

Comparisons



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### **Speaking & listening**

Listening and responding to other peoples' ideas in a class and group based discussion.