



<p style="text-align: right;">ENGLISH</p> <p>We are reporters.... Publishing newspaper reports announcing the start of the war with use of direct and reported speech, formal and informal voice, more complex sentence structures and passive voice. Organising the key facts to grab the reader's attention and inform objectively.</p> <p>We are story tellers... Retelling the experiences of an evacuee. Adding details with commas for lists and marking clauses, relative clauses and hyphenated adjectives.</p> <p>We are letter writers... Retelling events from a personal perspective conveying feelings and thoughts in character as an evacuee.</p>	<p style="text-align: right;">MFL</p> <p>We are linguists... Lead French conversations. Landing in an unknown country as an evacuee – understanding. Writing a short message home.</p>	<p style="text-align: right;">SCIENCE</p> <p>We are Engineers... Draw, investigate and refine electrical circuits, recognising and controlling variables Light and blackouts during WWII. Light sources How a torch works Air resistance—how a plane flies—plane designs during WWII.</p>	<p style="text-align: right;">MATHS</p> <p>We are numerate... Confidently solving calculations using all four operations Building up speed when recalling facts Understanding fractions in action, by adding, subtracting, multiplying and dividing.</p> <p>We are budgeters... Applying the four rules to real life contexts including rationing and creating victory gardens using area and perimeter.</p>	
<p style="text-align: right;">PSHE</p> <p>We are considerate... Safe use of all social media, including fake news, propaganda and consequences of what is reported. Express views when faced with challenges. Respect and tolerance towards others, listening and understanding different points of view.</p>	<p style="text-align: right;">PE</p> <p>We are healthy... Healthy body. Balance and control (Yoga) Dance styles of WW2, rhythm, balance and sequence of moves.</p>	<p style="text-align: center;">A Child's War Operation Jinmo</p> <p style="text-align: center;">Y6 Spring Term Expedition</p>	<p style="text-align: right;">COMPUTING</p> <p>We are programmers... Code-Breakers — Morse code and the work of code breakers in the war effort.</p> <p>We are producers... Record, edit and publish narration and action.</p>	<p style="text-align: right;">ORACY</p> <p>We are orators... Prepare and listen to points of view about being a child during the evacuation in Britain.</p>
<p style="text-align: right;">HISTORY</p> <p>We are historians... <i>Link local events to this time in history, the role of Aldridge Airport, Air-Raids in Birmingham.</i> <i>Compare events around the world during WWII. Allies and Axes</i> <i>Understand the impact of events during WWII on children in cities and the countryside in UK.</i> <i>Explore significant events that affected the way of life of children during WWII, rationing, evacuation, air raids, communication, celebration, the Battle of Britain.</i></p>	<p style="text-align: right;">GEOGRAPHY</p> <p>We are topographers... Locate countries in Europe, pre WWII, 1940s and current day. Apply knowledge of UK to locate areas affected by air-raids and the use of aerial photographs When looking at WWII trade routes, compare journeys food takes to arrive on the plate, compare climate zones, transportation and imports and exports</p>		<p style="text-align: right;">MUSIC</p> <p>We are conductors... <i>Musical influences in 1940's</i> <i>Composers and performers during WWII.</i> <i>Music and the effect on moral during WWII.</i></p>	<p style="text-align: right;">Design and Technology</p> <p>We are inventors... Combine fabric—refining stitching techniques, selecting the correct materials fit for purpose to create a pocket teddy.</p> <p>We are culinarians... Preparing and sourcing ingredients from local amenities. Writing and designing recipes using war time research. Weighing, measuring and combining ingredients to produce a war time crumble.</p>
<p style="text-align: right;">RE</p> <p>We are inclusive... Considering the importance of belonging to a community and how this is important to different religions. Showing empathy to re-live how children would have been affected during evacuations and why they went in school groups.</p>				

Recommended Reads	Key Words	W I L D
<p>Adults The Longest Day Cornelius Ryan The Book Thief Marus Zusak We were the lucky ones Geogia Hunter The Zookeeper's Wife Diane Ackerman</p> <p>Children Goodnight Mister Tom Michelle Magorian Time Train to the Blitz Sophie McKenzie True Stories of the Blitz Henry Brook Blitz (My Story) Vince Cross Carrie's War Nina Bawden Friend or Foe Michael Morpurgo The Kingdom by the Sea Robert Westall World War II DK The Lion and the Unicorn Shirley Hughes World War II (Explore!) Jane Bingham War Boy: A Wartime Childhood Michael Foreman Boy Giant – Son of Gulliver Michael Morpurgo The Kites are Flying – Michael Morpurgo</p>	<p>air raid An enemy attack from the air</p> <p>air raid shelter A building or are designed to protect people from bombings during air raids</p> <p>air raid siren A machine designed to make a very loud wailing sound, in order to warn people of an incoming air raid.</p> <p>Allied powers Countries (including Britain, the Soviet Union and the USA) that united together to fight the Axis Powers</p> <p>Axis Powers Countries (including Germany, Italy and Japan) that united together to fight against the Allied powers</p> <p>Billeting officer A person responsible for housing evacuees</p> <p>blackout The reduction of outdoor light at night, to make it harder for enemy aircraft to see and bomb populated areas</p> <p>evacuee To leave a place or building</p> <p>gas mask A mask designed to protect the face and lungs from a poisonous gas attack</p> <p>propaganda Biased news, media and communication, used to influence people's opinions</p> <p>rationing The limited supply of food, clothes and other goods to prevent shortages</p> <p>United Nations An organisation set up by the Allies to work towards world peace</p>	<p>FOREST <i>We are horticulturists ...</i> Dig for Victory. <i>Sources of food from around the world</i> <i>Planning a class allotment, planting, harvesting.</i> <i>Creating and maintaining a vegetable allotment.</i> <i>The role of the home grown food during the 1940's. Why rationing continued until 1954</i></p> <p>Junior Duke Award Celebrating achievements, opportunities to develop wider skills, First Aid, Art, Drama, Life skills</p>
<p>RIGHTS RESPECTING</p> <p>Article 27 - right to food, clean water, health and a safe place to live (linked to evacuation, rationing and impact on communities and families).</p> <p>Article 28 - the right to an education. Article 19 - the right to be protected from being hurt. Article 3 - all adults should do what is best for you. Article 2 - no child should be treated unfairly (linked to some evacuee experiences).</p>		<p>Useful Links</p> <p>https://www.bbc.co.uk/history/ww2peopleswar/about/lzone_school_youngpeople.shtml</p> <p>https://www.bbc.co.uk/teach/class-clips-video/history-ks2-world-war-two/zjnyscw</p> <p>https://www.dkfindout.com/us/history/world-war-ii/</p> <p>http://primaryhomeworkhelp.co.uk/Britain.html</p> <p>https://www.bbc.co.uk/teach/what-was-the-secret-to-winning-the-battle-of-britain/z7m3t39</p> <p>https://www.bbc.co.uk/bitesize/clips/zwdqmp3</p> <p>https://www.educationquizzes.com/ks2/history/world-war-2/</p>