

As readers we will be.....

- using non fiction texts to supplement our understanding of world War II
- reading and analysing the novels of *Goodnight Mister Tom* and *Rose Blanche*.

As authors we will be.....

- writing a letter as soldiers from the front line
- composing diary entries as evacuees
- continuing a narrative in the style of the author

As technology users we will be.....

- developing our typing skills
- editing text and images to create propaganda posters
- combining a range of media to showcase our learning from this topic

As athletes we will be.....

- learning classic Lindy Hop dance moves and creating, evaluating and improving our own interpretations.
- participating in and developing skills related to a range of invasion games.

As geographers we will be.....

- using maps and atlases to locate places affected by WW2,
- plotting German movement during the war and discussing Allied forces.

As artists/designers we will be....

- exploring the roles and purposes of artists in relation to WW2 propaganda
- creating shades and tints of different colours using black and white to create our own images of a city skyline.

As mathematicians we will be.....

- developing our understanding of fractions including being able to order, compare, add, subtract, multiply and divide fractions and find fractions of amounts.
- using geometry to describe position and direction for all four quadrants including translations and reflections.



**Nose in a book
Pack up your troubles
in World War 2**



As theologists we will be.....

- considering the question "What is the purpose and value of a sacred space?"
- comparing how worship differs in private and public places (such as at home, a Mosque, Cathedral or Gurdwara)

As citizens we will be.....

- learning that occupations require different skills and allow for different earnings.
- learning that the choices we make about money change according to circumstances
- understanding that managing money is complex
- learning about poverty
- discussing how to manage money effectively in real life situations.

As scientists we will be.....

- associating the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- comparing and giving reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- using recognised symbols when representing a simple circuit in a diagram.

As musicians we will be.....

- analysing and comparing sounds and relating them to different musical genres
- exploring, explaining and analysing own ideas and feelings about music using musical vocabulary (WW2 songs)

As linguists we will be.....

- building of reading skills - using past knowledge, decipher new words in a French passage building up a word bank
- compare similarities and differences with evacuation in France and England
- grouping nouns according to their gender

As historians we will be.....

- using wartime artefacts to consider what life was like during the war.
- learning about the Blitz and reflecting on the impact of war on different groups of people including evacuees

Key Vocabulary – Autumn Term 2

Battery	A container consisting of one or more cells where chemical energy is converted into electricity and used as a source of power.	Allies	The countries that fought against Germany, Japan and Italy in World War 2.
Bulb	A glass bulb which provides light by passing an electrical current through a filament.	Propoganda	Ideas, views, facts, allegations to keep the spirits up, unite and motivate the country to winning the war.
Buzzer	An electrical device that makes a buzzing noise and is used for signalling.	Evacuee	A person who is withdrawn or removed from a place of danger.
Cell	A device containing electrodes that is used for generating current.	Blitz	An intensive or sudden military attack.
Circuit	A complete and closed path around which a circulating electric current can flow.	Air raid siren	A siren used to warn a population of approaching danger.
Conductor	A material or device which allows heat or electricity to carry through it.	Rationing	A system of limiting the amount of something that each person is allowed to have.
Current	A flow of electricity which results from the ordered directional movement of electrically charged particles.	Numerator & Denominator	These describe the numbers found in a fraction. The numerator is the number of parts being considered. The denominator is the number of equal parts in the whole.
Electricity	A form of energy resulting from the existence of charged particles.	Quadrants	The four quarters of a co-ordinate plane.
Switch	A device for making and breaking the connection in an electric circuit.	Translation	A movement of a shape without changing it in any way.
Voltage	An electrical force that makes electricity move through a wire, measured in volts.	Reflection	When a shape is reflected (flipped) across a line.