



The Creative Learning Journey At Home At War

Teacher: RGodwin
School: Stanbridge Lower



Wow Starter: Listen to the Declaration of War radio announcement as if it were for real - while doing another task?!

Final Event: VE Day celebration/party - in full 1940s fancy dress?

UNDERSTANDING THE WORLD

Forces and magnets LKS2

- **sc55** compare how things move on different surfaces
- **sc56** notice that some forces need contact between two objects, but magnetic forces can act at a distance
- **sc57** observe how magnets attract or repel each other and attract some materials and not others
- **sc58** 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
- **sc59** describe magnets as having two poles
- **sc60** predict whether two magnets will attract or repel each other, depending on which poles are facing.

Location knowledge LKS2

- **ge27** I can identify the countries of Europe (including Russia) on a map or globe
- **ge29** I know the major cities in the countries I can identify
- **ge31** I can name and locate the counties and major cities in the UK

Geographical skills and fieldwork LKS2

- **ge46** I can use a variety of paper-based and digital resources to locate and identify places and features around the world

- **ge47** I can read and understand eight points of a compass

LKS2

- **hi18** I can place events, people and changes into correct periods of time (British, local and world history)
- **hi19** I can describe key features and events in the periods and societies I have studied
- **hi20** I can recognise similarities and differences between periods of time
- **hi21** I can use a range of appropriate historical vocabulary including abstract terms such as 'empire' or 'peasantry'
- **hi22** I can ask and answer questions about change and cause and effect
- **hi23** can ask and answer questions about similarities and differences and their significance
- **hi26** can use sources of information, including ICT, to find out about events, people and changes in the past
- **hi27** I understand that the same event in the past can be interpreted or represented differently by different people

Declaration of war and affect on home life
Compare a 1940s house to their own
Understand what 'evacuees' were and why the evacuation of towns and cities was important - impact on families and children
Compare a week's rations to today's supermarket shelves and take away food - find a wartime recipe to write up using rations only.
Discuss the air raids, their sirens and shelters - make a model of an air raid shelter.
Why was the Battle of Britain so important in winning the war?
What happened and write a newspaper report on the battle in the skies.
Listen to Winston Churchill's famous speeches and decide what impact he had on the war effort - why was he loved so much?
Look at map of Europe in 1940 - which countries were the allied force and which sided with Germany? How did the map change by 1945? Discuss what map looks like in 2015 - what and why have things changed?
Understand how women taking jobs in factories changed their role forever - and how they helped to win the war. Why was the manufacturing of metal so important? (Link to science with look at different metals, their properties and magnetism)
Review how war ended - the surrender of Germany - and have a VE day celebration - 70 years of peace - look at celebrations around the country.

Follow ccj maths planning online - Decagon group to be taught year 4 units from 8 to 12.
Look at content in separate planning sheets using ccj units.

Tag Rugby (Friday afternoons with Mrs Forbes)-
Catch me if you can
Hula Slalom relay
Scarecrow Tag
Rugby Rounders
1-2-3-4
Speed Pass
Tries
Split End
Tag Rugby- by the end of these skills sessions the children will have the opportunity to play small matches.
Cricket/ Tin golf with Mr Wilkins
focus on batting, bowling and fielding with various games
Golf - putting, chipping and accuracy
Learn terminology of both

At Home At War

Design and make a model of air-raid shelter using a tin can, card and hessian cloth.
Design a propaganda poster in the style of the 1940s posters - using own phrase if possible. Sketch and then improve.

Singing to continue with four extra lessons from Inspiring music in preparation for concert at The Grove, Dunstable in June.

BFG literacy group to continue with year 3 program of literacy in school NC planning folder. Non-fiction - reports. Fiction - riddles and rhymes.

Spelling program to continue as previous terms

EF - teaching grammar and punctuation as full lesson on Thursdays with use of ICT/ laptop computers and LSA support.

Brainstorm the facts the children already know about smoking. Talk to the children about where medicines are kept in school and the procedures for taking medicines in school.
Brainstorm the different drugs that are kept in homes. Can the children show that they understand some of the ways in which drugs can be necessary for the maintenance of people's lifestyle? Ask them to give ideas about how the body deals with overloading and unsafe substances. Use the story of 'Six dinner Sid' as an example of somebody overloading the system.

PSED objectives to link to understanding the transfer to Middle school and how different children will have different experiences, feelings and attitudes towards the transfer.
Children to write penpal letters.
Children to have a q and a session with the heads of year 5 at the middle schools.

MATHEMATICS AND COMPUTING

Number - number and place value LKS2

- **m123** solve number and practical problems that involve all of the above and with increasingly large positive numbers
- **m124** read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

Number - addition and subtraction LKS2

- **m125** add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- **m126** estimate and use inverse operations to check answers to a calculation
- **m127** solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Number - multiplication and division LKS2

- **m128** recall multiplication and division facts for multiplication tables up to 12 x 12
- **m129** use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers

Number - fractions (including decimals) LKS2

- **m138** recognise and write decimal equivalents to 1/4, 1/2, 3/4
- **m139** find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- **m141** compare numbers with the same number of decimal places up to two decimal places
- **m142** solve simple measure and money problems involving fractions and decimals to two decimal places.

Measurement LKS2

- **m146** estimate, compare and calculate different measures, including money in pounds and pence
- **m147** read, write and convert time between analogue and digital 12- and 24-hour clocks

- **m148** solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Geometry - properties of shapes LKS2

- **m149** compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- **m150** identify acute and obtuse angles and compare and order angles up to two right angles by size
- **m151** identify lines of symmetry in 2-D shapes presented in different orientations
- **m152** complete a simple symmetric figure with respect to a specific line of symmetry.

Geometry - position and direction LKS2

- **m153** describe positions on a 2-D grid as coordinates in the first quadrant
- **m154** describe movements between positions as translations of a given unit to the left/right and up/down
- **m155** plot specified points and draw sides to complete a given polygon.

Statistics LKS2

- **m156** interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- **m157** solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

LKS2

- **co20** I can use a variety of inputs (keyboards/keypads/switches) to enter data into a program
- **co21** I can write a program to produce a variety of outputs (screen displays/ wheel movements/ lights)
- **co22** I can use logical reasoning to interpret how an algorithm works and thus rectify any errors
- **co26** I understand that some sources are biased
- **co27** I can use a variety of digital devices (including the internet) to create programs to collect, analyse and evaluate data

PHYSICAL EDUCATION

LKS2

- **pe4** I can tell you how I have developed my athletic skills, and which is strongest and which athletic events I prefer.

- **pe8** I can tell you about outdoor and adventurous activities I have achieved on my own
- **pe9** I can show you my record of sporting performances.

Tuesday 14th April
year 3 and 4
attending
opening of LCS
arts festival
singing at
Library theatre

Weds 15th April
Year 4 leaders
providing a
sports festival
for the KS1
children for
the whole afternoon
Supported by
Sports leaders

OUTDOOR LEARNING

Some of year 4 (8 children) will be attending residential trip for 3 days/ 2nights at Grafham Water Centre from 18th May to 20th May

Thursday 30th April
Year 4 children
to attend
bikeability
training for an
afternoon with
registered cycling
instructor.
Bike safety, riding
safely and looking
after your bike.

Whole school Arts
week
From 11th May
whole school
experiencing
a range of arts
activities for a
whole week.
Each member of
staff
to provide an
activity for
which the children
will sign up
the week before

EXPRESSIVE ARTS AND DESIGN

LKS2

- **ad10** I can show in my sketch book how I have developed techniques and ideas
- **ad11** I can describe the range of materials I have used since being in KS1
- **ad12** I can show examples of drawing using pencil and charcoal.
- **ad13** I can show examples of painting with different kinds of paint

Design LKS2

- **dt25** I can talk about my product and explain my design ideas and where they came from
- **dt26** I can tell you for whom I have designed my product and why I think my product would be useful to them
- **dt29** I can make a model of my design

Make LKS2

- **dt32** I can select and use appropriate tools and techniques for my product
- **dt34** I can join, assemble and combine components with precision
- **dt36** I can describe the properties of a variety of materials including construction materials, textiles and ingredients and explain my choices in relation to these properties

Evaluate LKS2

- **dt38** I can talk about existing products similar to my own
- **dt39** I can compare my design to those of existing products and can suggest improvements I could make in the light of those comparisons
- **dt40** I have asked for the views of others, especially the intended users, to help to improve my design

LKS2

- **mu11** I can sing in a group, or on my own, with expression, awareness of others and in tune
- **mu12** I can play instruments with accuracy and control
- **mu13** I can play instruments with fluency and expression to reflect the intentions of the music
- **mu14** I can compose pieces of music for a specific purpose, choosing and combining sounds to achieve the effect I desire
- **mu15** I can compose pieces of music using the dimensions and elements of music expressively
- **mu16** I can listen carefully and perform accurately from memory

LITERACY

Reading - comprehension LKS2

- **e137** develop positive attitudes to reading and understanding of what they read by:
- **e138** listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- **e139** reading books that are structured in different ways and reading for a range of purposes
- **e140** using dictionaries to check the meaning of words that they have read
- **e141** increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- **e142** identifying themes and conventions in a wide range of books
- **e144** discussing words and phrases that capture the reader's interest and imagination

- **e145** recognising some different forms of poetry [for example, free verse, narrative poetry]

Writing - transcription - Spelling LKS2

- **e155** use further prefixes and suffixes and understand how to add them (English Appendix 1)
- **e156** spell further homophones
- **e157** spell words that are often misspelt (English Appendix 1)
- **e159** use the first two or three letters of a word to check its spelling in a dictionary

Writing - handwriting LKS2

- **e161** use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

COMMUNICATION AND LANGUAGE

LKS2

- **fl1** I can understand what is being said to me and respond correctly
- **fl2** I can sing songs and say poems in another language and know what the words mean
- **fl2.1** I can spell and pronounce the words correctly in the songs and poems I know
- **fl3** I can have a conversation including asking and answering questions
- **fl6** I can communicate and be understood in different situations
- **fl11** I can speak and write about everyday life
- **fl12** I know that some words are governed by gender

- **sl13** listen and respond appropriately to adults and their peers
- **sl14** ask relevant questions to extend their understanding and knowledge
- **sl15** use relevant strategies to build their vocabulary
- **sl18** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- **sl23** consider and evaluate different viewpoints, attending to and building on the contributions of others
- **sl24** select and use appropriate registers for effective communication.

PSED & RELIGIOUS EDUCATION

0 LKS2

- Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.
- Identify and begin to describe the similarities and differences within and between religions.
- Investigate the significance of religion in the local, national and global communities.
- Consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them.
- Keeping Safe

- **pc25** Be able to talk about their views on issues that affect themselves and their class.
- **pc26** Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements.
- **pc27** Be able to face new challenges positively and know when to seek help.

PSED Developing good relationships and respecting the differences between people LKS2

- **pr25** Understand that their actions affect themselves and others.
- **pr26** Able to negotiate with another individual

At Home At War - Stage Coverage

UNDERSTANDING THE WORLD

Forces and magnets LKS2

- **sc55** compare how things move on different surfaces
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- **sc59** describe magnets as having two poles
- **sc60** predict whether two magnets will attract or repel each other, depending on which poles are facing.

Location knowledge LKS2

- **ge27** locate the world's countries, using maps to focus on Europe (including the location of Russia)
- **ge29** locate the world's countries, using maps to focus on major cities
- **ge31** name and locate counties and cities of the United Kingdom

Geographical skills and fieldwork LKS2

- **ge46** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- **ge47** use the eight points of a compass

LKS2

- **hi18** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history
- **hi19** Pupils should continue to establish clear narratives within and across the periods they study.
- **hi20** They should note connections, contrasts and trends over time
- **hi21** They should develop the appropriate use of historical terms.
- **hi22** They should regularly address and sometimes devise historically valid questions about change and cause,
- **hi23** They should regularly address and sometimes devise historically valid questions about similarity and difference and significance
- **hi26** They should understand how our knowledge of the past is constructed from a range of sources
- **hi27** They should understand that different versions of past events may exist

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LKS2

- **co20** use various forms of input
- **co21** use various forms of output
- **co22** use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- **co26** appreciate how results are selected and ranked
- **co27** 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,

PHYSICAL EDUCATION

LKS2

- **pe4** use running, jumping, throwing and catching in isolation
- **pe4.1** use running, jumping, throwing and catching in combination
- **pe5** play competitive games, modified where appropriate
- **pe5.1** play competitive games and apply basic principles suitable for attacking and defending
- **pe6** develop flexibility, strength, technique, control and balance, for example through athletics
- **pe8** take part in outdoor and adventurous activity challenges individually
- **pe9** compare their performances with previous ones.
- **pe9.1** demonstrate improvement
- **pe9.2** demonstrate their personal best.

EXPRESSIVE ARTS AND DESIGN

LKS2

- **ad10** to create sketch books to record their observations and use them to review and revisit ideas
- **ad11** to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- **ad12** to improve their mastery of art and design techniques, including drawing with pencil and charcoal
- **ad13** to improve their mastery of art and design techniques, including painting with a range of materials

Design LKS2

- **dt25** use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose
- **dt26** use research and develop design criteria to design products that are fit for purpose, aimed at particular individuals or groups
- **dt29** generate, develop, model and communicate their ideas through prototypes

Make LKS2

- **dt32** select from and use a wider range of tools and equipment to perform practical tasks
- **dt34** use a wider range of tools and equipment to perform practical tasks, such as joining accurately
- **dt36** select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties

Evaluate LKS2

- **dt38** investigate a range of existing products
- **dt39** analyse a range of existing products
- **dt40** evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

LKS2

- **mu11** perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
- **mu12** play musical instruments with increasing accuracy
- **mu13** play and perform in solo and ensemble contexts, using their voices and playing musical instruments with fluency and expression
- **mu14** improvise and compose music for a range of purposes
- **mu15** improvise and compose music using the inter-related dimensions of music
- **mu16** listen with attention to detail and recall sounds with increasing aural memory

LITERACY

Reading - comprehension LKS2

- **e137** develop positive attitudes to reading and understanding of what they read by:
- **e138** listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- **e139** reading books that are structured in different ways and reading for a range of purposes
- **e140** using dictionaries to check the meaning of words that they have read
- **e141** increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- **e142** identifying themes and conventions in a wide range of books
- **e144** discussing words and phrases that capture the reader's interest and imagination
- **e145** recognising some different forms of poetry [for example, free verse, narrative poetry]

Writing - transcription - Spelling LKS2

- **e155** use further prefixes and suffixes and understand how to add them (English Appendix 1)
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- **e157** spell words that are often misspelt (English Appendix 1)
- **e159** use the first two or three letters of a word to check its spelling in a dictionary

Writing - handwriting LKS2

- **e161** use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

COMMUNICATION AND LANGUAGE

LKS2

- **fi1** listen attentively to spoken language and show understanding by joining in and responding
- **fi2** explore the patterns and sounds of language through songs and rhymes
- **fi2.1** link the spelling, sound and meaning of words
- **fi3** engage in conversations; ask and answer questions
- **fi6** present ideas and information orally to a range of audiences
- **fi11** describe people, places, things and actions orallyand in writing
- **fi12** understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms
- **sl13** listen and respond appropriately to adults and their peers
- **sl14** ask relevant questions to extend their understanding and knowledge
- **sl15** use relevant strategies to build their vocabulary
- **sl18** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- **sl23** consider and evaluate different viewpoints, attending to and building on the contributions of others
- **sl24** select and use appropriate registers for effective communication.

PSED & RELIGIOUS EDUCATION

PSED Developing confidence and responsibility and making the most of their abilities LKS2

- **pc25** Be able to talk about their views on issues that effect themselves and their class.
- **pc26** Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements.
- **pc27** Be able to face new challenges positively and know when to seek help.

PSED Developing good relationships and respecting the differences between people LKS2

- **pr25** Understand that their actions affect themselves and others.
- **pr26** Able to empathise with another viewpoint.
- **pr27** Consolidate understanding of differences and similarities between people.

