



# Moorside Community Primary Academy - Theme Overview

# Year: 4 Term: A1 2020 Theme: A Child's View of WW2

## Key Learning

1	Timeline	Chronology of events. Key events. Dates.
2	How it all began.	When & why did WW2 start? Who was involved? Countries involved. Allied forces.
3	What was life like for children in WW2?	How were children affected? Was it the same for all children? How did children feel?
4	The Blitz	What was the Blitz & how did it affect ordinary lives? (How to stay safe).
5	Evacuees	What does it mean to be an evacuee? Why were some children evacuated from their homes? What was it like for them? (Diary).
6	Anderson Shelters	What is an Anderson shelter? What were they used for/ How were they built?
7	Rationing	What is it? Why was it necessary? What did people eat? How much were they allowed?
8	<b>HISTORY</b>	NC - study changes within living memory, revealing aspects to changes in national life.
9	<b>GEOG</b>	NC - locate European countries on a map.
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## Key People/Places/Facts

1	Adolf Hitler	Leader of the German National Socialists
2	England/ Germany	Key players but who else was involved?
3	Air raids	The blackout, the Blitz
4	Anderson Shelters	Kept people safe during the Blitz
5	Evacuation	Children sent away from cities to the countryside
6	Luftwaffe	German air force responsible for the Blitz
7	Rationing	Shortages of food, clothes - reasons
8	Neville Chamberlain	British Prime Minister
9	Winston Churchill	British Prime Minister
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## Big Questions

1	What was life like for children during WW2?	
2	How did the war affect children in Britain?	
3	How did the war affect ordinary people?	
4	How was life different for people in	

## Vocabulary

WW1/ WW2	Chronology
Blitz Air Raid bomb	Evacuee evacuate
Ally Allies	Ration Rationing
Shelter Morrison/ Anderson	Adopt foster
Declare attack	Enemy courage
Blackout siren	Aircraft
Soldier medal	Homesick wartime
Peace duration	Shortage plentiful

## ENGLISH

### Reading:

Bug Club.

Topic related reading.

Reading comprehension.

### Writing:

#### Big writing Opportunities:

- Letter from an evacuee (in role).
- Non chronological report about staying safe during the Blitz.

#### Short Writing Opportunities

- Describe an Anderson Shelter.
- Explain how a simple circuit works.
- Book review.

### Grammar

- Nouns
- Pronouns
- Contractions
- Noun phrases

### Book/Author:

*The Lion & the Unicorn - Shirley Hughes,*  
*Blitz Boys - Linda Newberry.*

## MATHS

- Place value - 3 & 4 digit numbers.
- Addition & subtraction - partitioning, column, mental methods.
- Multiplication & division - doubling, halving, facts, written methods.
- Geometry - measuring length.
- Perimeter.
- Rounding to 10.

## ENRICHMENT

Make a wartime recipe.

Hello Yellow Day

Halloween

**Year: 4**  
**Term: Autumn 1**  
**Theme: A Child's**  
**View of WW2**

## ART & DESIGN

Silhouette of a Blitz scene. Use watercolours for background.

Investigate primary & secondary colours. Learn to colour mix. *NC - improve mastery of painting techniques.*

Sculpt a poppy using clay & paint. *NC - creating sculptures.*

## MUSIC

Charanga music.

Listen to & comment on songs from WW2. *NC - appreciate recorded music from history.*

## PE

Dance and Invasion Games with WLSSP.

## COMPUTING

Online safety. Look at all aspects of staying safe online. *NC - use technology, safely, respectfully and responsibly.*

## SCIENCE

- Set up simple practical enquiries, comparative and fair tests. Record findings using simple scientific language, drawings, labelled diagrams, Use results to draw simple conclusions.

Year 4 will be investigating electricity and how we depend on it in our everyday lives. This will include:

- Identifying common appliances that run electricity.
- Construct and design simple series electrical circuits and identify the main parts.
- Recognise the flow of electricity and the materials that allow electrons to flow. (Conductors and insulators).

Investigation - what materials are conductors or insulators?

### Scientific Vocabulary

- Electricity, Circuit, Appliance, Flow, Battery. Electron. Conductor, Insulator, Investigate, Component, Construct, bulb, wire, crocodile clip

**Jigsaw** - Being Me in My World.

**PSHE**- mental health and wellbeing - lots of discussion and activities around returning to school following lockdown.

**RE** - Judaism- what is important to people of the Jewish faith. What is the relationship between God and Jews? What is this based on? Look at the importance of promises, the story of Abraham, Moses and the Ten Commandments. *NC - consider the impact of religion, explore and reflect on beliefs.*

### LANGUAGES

French - parts of the body - the face. *NC - develop accurate pronunciation.*

