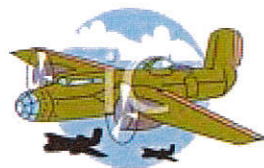


Severn Class
Y2: Autumn Term
THEME:
World War Two
Light and Sound



Spiritual, Moral, Social and Cultural Development:

Personal, Social, Health and Emotional Development:

- Class/school codes of conduct:
- Say No to Bullying
- Linked to children during WW2 children's rights and human rights - United Nations Declaration of the Rights of a Child
- Human rights protect everyone. Discuss and debate practices which contravene these.

In our exploration of faith we will consider:

- Why is there suffering
- Adam and Eve, Faith Healing (Pilgrimage), Buddhist beliefs, relieving suffering, support given from Christian organisations. Why are people good and bad?
- Salvation - What difference does the resurrection make to Christians?
How does Jewish/Islamic religious belief guide and influence?
Synagogue/Mosque visit.

PE:

- Year 6 attacking/defending play
- Gym - counterbalance/bridges
- Invasion team work and formations.

As linguists we will explore the French language:

Learn some French songs, revise and extend our numbers (to 10, 20, 60 and possibly to 100) and rehearse some basic phrases. We will make a link to our WW2 topic by looking at the impact of WW2 on France. We will (hopefully!) attempt to learn the jive using French instructions.

As historians we will focus on:

World War 2 which will extend pupils' chronological knowledge. We will be venturing back in time to a time when Britain was at war with Germany. Using our acting skills, we will consider what it was like to be a child growing up in Britain during World War Two and to be evacuated. Through research, we will be exploring the 'Battle of Britain' and gaining a better appreciation of Remembrance Day. Towards the end of our topic, during sensitive circle time discussions, we will talk about the treatment of Jews when Hitler was in power and the Holocaust.

As geographers we will:

Be exploring maps of Europe and the world as we identify where key events took place during WW2. We will use maps to demonstrate Hitler's invasion across Europe.

As designers we will:

- Musical instruments

Investigate a range of musical instruments and how they produce sound. Following our research we will design and make a musical instrument and use it in our composition.

As artists we will:

Become inspired by the paintings of Lowry. We will imitate this artist's work by creating our own VE day celebration painting. Using a variety of media we will be creating a scene from the Blitz.

As musicians we will:

Have fun considering the changing styles in music over the decades since the 1930's. Learn and accompany singing games and WWII songs that would have entertained people in the air raid shelters. Learn about the chromatic scale and use it to help compose siren music and soundscapes. Finally we will look at the Big Band/Swing music and use the structure of this music to compose our own versions.

As experts in computing we will focus on :

- Multimedia presentations about WW2 thinking about hyperlinks and animations to recreate
- Revisit Internet safety
We are artists - Escher
We are cryptographers



Literacy:

Units as appropriate for pupil progress-see expectations for year group.

- Power of imagery - Blitz poetry
- Film narrative - The Piano
- Fiction genre - E.g. Goodnight Mr Tom, Adolphus Tips
- Rose Blanche - Holocaust and propaganda
- Journalistic Writing
- Recount of WW2 trip.

Mathematical Development:

Units as appropriate for pupil progress-see expectations for year group.

As scientists we will focus on:

Light:

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
- find patterns in the way that the size of shadows change (shadow puppet investigation; Blitz)

Sound

- identify how sounds are made, associating some of them with something vibrating (investigation: insulating materials to stop an alarm)
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases