

**Art and DT**

Design and make art inspired by the art produced during the World War to promote ‘Make Do and Mend’, ‘The Land Army’ and to empower women in the work place. Design a suitable font and slogan, then add to a picture in the style of the model posters.

Build a model Anderson shelter.

* **Key Skills**
* **Improve mastery of techniques such as drawing, painting and sculpture.**
* **Use research and criteria to develop products which are fit for purpose.**
* **Evaluate existing products and improve own work**

**Science**

Find out about electricity! Then use the knowledge gained to light up a model Anderson shelter.

**Key Skills**

* construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
* identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
* recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
	+ - * recognise some common conductors and insulators, and associate metals with being good conductors
			* identify common appliances that run on electricity

**Creative Curriculum**

**World War 2**

**Spring: Year 3/ 4**



**Special Events / Visits**

**Geography**

Locate the countries involved in WW2 and create a map showing the Axis and Allied sides in the war. Make a key to identify different country’s involvement and the site of significant battles. Map the route of a WW2 convoy using the 8 points of the compass.

**Key Skills**

* develop contextual knowledge of the location of globally significant places – both terrestrial and marine.
* use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
* use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)

**MFL**

* listen attentively to spoken language and show understanding by joining in and responding
* engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

**Music**

* play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

**Outdoor Learning**

* I know what potential risks can be produced from different weather conditions.
* I know what type of fauna to expect to find in different habitats.
* I know what can and cannot be eaten
* I know some different uses of flora and fauna e.g. dyes, ropes, construction etc
* I know what to touch and what not to touch.

**Computing**

Find out about the importance of staying safe on line. How to stay safe and to protect yourself from the risks online. Follow the Adventures of Kara and the SMART crew!

**Key Skills**

* understand the importance of e safety
* use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact