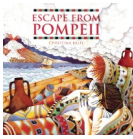
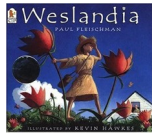


Lower Key Stage 2— World War 2—Summer 1st 2025

Core Texts:



Year 3



Year 4

Immersion Day: Evacuees

Children to immerse themselves in the life of an evacuee. Create a suitcase to store your belongings on your trip. Create a gas mask box to carry your gas mask and ensure you are safe. Don't forget your identity card and ration book! Have a look at propaganda posters and their impact upon society.

Use your experiences to think about how significant the Blitz was.



Session 1: History (Enquiry 1): How significant was the Blitz?

Children to look at a range of different sources from history, sequencing the events of the Blitz. Discuss the impact of the Blitz upon Britain.



Session 4: History (Enquiry 4): New opportunities? How significant was the impact of World War 2 on women?

Look at a range of sources (pictures, videos) and discuss what we can see and what we are told. Research the role of woman/their experiences and the importance of woman during this time.

Session 2: History (Enquiry 2): What was the impact of World War 2 on people in our locality?

Children to investigate our local area and how WW2 changed the lives of the people here at the time.

Session 5: History (Enquiry 5): What did men do in the war? Did all men have to fight?

Examine a poster for a soldier. What does this tell us about the role of men? In what ways did men contribute to the war on the home front?

Session 3: History (Enquiry 3): How well does a fictional story tell us about what it was like to be an evacuee?

Examine a fictional account of an evacuee's experiences, then listen to an account of a real evacuee and discuss similarities and differences between the fiction and historical accounts. Discuss the reliability of these.



Session 6 (DT - How will you store your favourite things?): To identify small items which are precious (establish the purpose of the structure) - link to being evacuee.

Discuss items that are precious to us and the importance of keeping them safe. How might you keep important items safe? Think about travel and the elements—link to being an evacuee.

Session 7 (DT - How will you store your favourite things?): To develop a 3d form from a 2d sheet using nets using a range of tools.

How could you apply surface decoration?

Investigate different shaped containers using nets. Discuss the positives and negatives for a range of decorative materials.

Session 8 (DT - How will you store your favourite things?): To explore different means of producing lids for containers.

Look at a range of different types of lids and evaluate their effectiveness and how easy they are to produce.

Session 9 (DT - How will you store your favourite things?): To explore different means of organising contents in a container.

Think about different ways to organise items within a container. Discuss how effective each is in protecting your precious items.

Session 10 (DT - How will you store your favourite things?): To follow a clear design specification to create a finished product.

Use the design specification created over the past lessons to construct their container in which their belonging could be stored.

Session 11 (DT - How will you store your favourite things?): To evaluate the finished product against the design specification.

Children to complete an evaluation of how well they were able to follow their design brief to create their container. How were obstacles overcome?

Science: Sound

Session 12: Science: To identify how sounds are made, associating some of them with something vibration (reflect on prior learning)

Create a class Elklan mind map to discuss our prior learning. Explore a range of sound making devices and think about how the sound is made.



Session 13: Science: To recognise that vibrations from sounds travel through the medium to the ear.

Go outside and investigate how sounds made travel through the air and through solid objects, like wood and metal. Reflect on their findings.



Session 14: Science: To find patterns between the pitch of a sound and features of the object that produced it.

Investigate a range of musical instruments and discuss the similarities and differences between the instruments that make higher and lower pitched sounds.

Session 15: Science: To recognise that vibrations from sounds travel through the medium to the ear (explore muffling sounds).

Use a range of materials to investigate the muffling of sounds, making predictions about their effectiveness and recording our results.

Session 16: Science: To recognise that sounds get fainter as the distance from the sound sources increases

Go into the playground and investigate how well sound travels at different distances. Link to air raid sirens.



Session 17: Science: To find patterns between the volume of a sound and the strength of the vibrations that produced it.

Use drums and rice to investigate how the louder the sound the higher the rice jumps due to the vibrations. Children to explain using scientific vocabulary.

Get Set 4 PE

Year 3: Athletics/Dodgeball

Year 4: Gymnastics/Tennis

ICT: PurpleMash

Year 3: Unit 3.5: Email

Year 4: Unit 4.5: Logo

Music Charanga

Year 3: Enjoying improvisation.

Year 4: Expression and improvisation.



Amazing Artist:

Banksy 1974—present

RE: Emmanuel

Christianity: What do Christians mean when they talk about the Kingdom of God?



PHSE: 1 Decision

Year 3: Looking after our world/ Is it safe to play with?

Year 4: Chores at home/Breaking down barriers.



French: Language Angels

Year 3: French Phonics/Greetings.

Year 4: French Phonics 2/Clothes

