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| Date & Duration: Block 4 | Class/Group: P1/2 | Teacher: R Hutchinson |
| **Outdoor VE Day/ WW2 IDL**  |
| **Link to Pathway/Framework (E&O’s)** | **Assessment Focus SAY WRITE MAKE DO**  | **Possible Learning Opportunities** | **Considered Learning Contexts***DYW, OUTDOOR, VALUES, HOTS, IDL* |
| SOCIAL STUDIES**SOC 0-01a SOC 0-02a SOC 0-04a SOC 0-9a. SOC 0-15a, SOC 0-16a****SOC 1-01a SOC 1-02a SOC 1-03a SOC 1-04a, SOC 1-16a**SCIENCES**SCN 0-15a** **SCN 1-15a** MATHS**MNU 0-09a****MNU1-09a, 1-09b, 1-12a**LITERACY AND ENGLISH***LIT 0-02a* / ENG 0-**03a ***LIT 0-07a / LIT 0-16a /* ENG 0-17a *LIT 0-04a*** ***LIT 1-02a LIT 1-03a LIT 1-07a LIT 1-08a LIT 1-04a, LIT 1-22a, LIT 1-23a*** EXPRESSIVE ARTSDrama**EXA 0-01a EXA 0-12a to 0-15a****EXA 1-01a EXA 1-12a to 1-15a**Art and Design**EXA 0-02a EXA 0-04a EXA 0-06a****EXA 1-02a EXA 1-04a EXA 1-06a**TECHNOLOGIESCraft, Design, Engineering and Graphics **TCH 0-09a TCH 0-10a** **TCH 1-09a TCH 1-10a**  | SAY- Present broadcasts and ration books. WRITE- Edit broadcasts, write in ration books. Persuasive posters.MAKE- air raid shelters based on ‘strong shapes’.DO-Maintain ration books, create questions for community member | Listen to radio broadcasts- Use audacity to create own broadcasts. Use MS Words Immersive reader for voice-text. Edit broadcasts. Look at roles of Home Front volunteers. Listen to ‘telegrams’ and rewrite including ‘full stop’ to practice punctuation. Pretend to be code-crackers and decode messages.Look at and create own ID cards and Luggage labels ahead of evacuation. Watch videos of evacuees. Circle time on how they would be feeling linked with ZOR. Investigate transport in WW2. Compare to now.Inviting in community members who were evacuated to be interviewed - these can then be written up by children and shared on a school website and blog.Create shelters in woodland using range of materials. Investigate strong shapes in the environment. Practice running to shelter when air raid siren goes off (behind school).Think about being evacuated and taking a suitcase of your favourite items. What would you put in it? Bring some of them into school to discuss. Children bring a small bag with their favourite items in it?Sing WW2 songs. What about learning actions as well – eg. "Run rabbit, run rabbit, run, run, run".Show children ration books and images of rationing and explain that food and even clothes were limited. Show the weekly allotted foods per person per week and perhaps but that amount and show it to the children. Explain that they had to register with shops and the seller stamped your book to make sure you only got your allotted amount. Compare then to now- money vs rationing. Set up wartime shop and modern shop. Money focus.Rationing continued until 1954 – nine years after the war ended. People were encouraged to grow their own food and show them the Dig for Victory posters. Create own posters based on persuasion.*Homework Activity:*Using the rationing book template the children decide upon six items that they agree to be rationed on at home; e.g. breakfast cereals, exotic fruit, sweets/chocolate, sugary drinks etc. list these on the IWB beforehand and let them choose which items to ration themselves on. **Children stay on their ration books for one week. Share ration books and experiences of going without food (parents can add how their child responded to having to go without)** | Outdoor Values/ IDL-Leaning outdoor will help contextualise understanding and to link learning across the curriculum. DYW- Home front jobs. Jobs for children.HOTS- **Monitoring** ration books, **Planning**, **Designing** and **Constructing** shelters, **Judging** what is required for evacuation and **Modifying** spoken texts. |
| **Evaluation/Next Steps:** |