

Cavendish Church of England Primary School

Challenge, Creativity, Compassion: Create a pure heart in me - Psalm 51:10

Autumn B		The Battle of Britain	Neptune Class		
Big Ideas	<p>As readers we will be studying a range of text types about WW2: Goodnight Mister Tom, The Lion and the Unicorn and Carrie's War. We will also look at primary and secondary evidence sources.</p> <p>As writers we will base our writing around Letters from the Lighthouse. We will also be looking at persuasive writing through studying contemporary newspaper articles and propaganda posters. As poets we will be analysing High Flight by John Magee.</p> <p>As scientists we will be finding out about the nature of light and electricity and looking at how our knowledge could be applied to a WW2 war-time situation.</p> <p>As geographers we will be using our map skills to investigate when and where the Battle of Britain took place and how other countries were involved in the war.</p>		<p>As historians we will investigate, research and discuss the reasons WW2 started and carry out in-depth studies of the aircraft used in the Battle of Britain and why this was such a pivotal moment in British history.</p> <p>As computer experts we will be designing apps for smart phones and how we could link this to our work on The Battle of Britain.</p> <p>As design technologists we will be designing and building our own WW2 air raid shelters and a periscope. We will also investigate the importance of RADAR in WW2.</p> <p>As cooks we will prepare and cook a WW2 ration recipe from a WW2 government cookbook.</p> <p>As artists we will be focusing on the work of war, such as Henry Moore, before moving on to Evelyn Dunbar.</p>		
	Further Opportunities	Enrichment	We will be visiting Duxford Imperial War Museum to study the aircraft from the Battle of Britain.		
		Readers	Our guided reading books are all based on WW2, including 'Carrie's War', 'Goodnight Mister Tom' and 'The Lion and The Unicorn'.		
		Writers	Using the Letters from the Lighthouse story, we will be creating diary entries, writing instructions and creating a debate around a captured German airman. We will also write a persuasive letter to Mr Churchill. Finally, we will also be preparing a poem to deliver later in the year at VE Day celebrations.		
		Communication	Large focus on developing deep and thought-provoking discussions and debates, including linking our vision to our rules and activities.		
Mathematics		We will start the new year recapping on place value before moving onto the four operations and formal methods of calculation and measurement.			
RE	We will be considering key beliefs and concepts focusing on holiness in Judaism and incarnation in Christianity. We will compare Sukkot to the Christian Harvest Festival.				
CW Value	Thankfulness: giving thanks for those who promote courageous advocacy and continue to challenge unfairness. Being thankful for those who sacrificed much to make our lives safe.				
PSHE	In PSHE we will be looking at 'My roles and rights in the community' and 'Democracy and the Rule of Law'.				
SMSC Opportunities	Social	Moral	Spiritual	Cultural	
	The importance of understanding the different social groups within modern Britain to enable us to work together.	We will reflect on our personal responses to moral questions surrounding war and whether governments have a moral role today.	To understand the importance of spiritual beliefs for soldiers and people within concentration camps.	Discuss how extremism is stopped. Developing our personal response to dilemmas such as civilian targets.	
Fundamental British Values	Democracy	Rule of Law	Individual Liberty	Mutual Respect	
	We will have school and other council elections under democratic principles: free speech, secret ballot.	Looking at how laws are used to try to prevent conflict and extremism. Considering the role of the UN and international law.	Discussing the importance of individual liberty and how this was taken away from minorities, including Jews, during WW2.	The importance of accepting and respecting the beliefs and backgrounds of others.	