



Dear Parents and Carers,

A very warm welcome back to school and I hope that you have all had a marvelous summer holiday. I am really looking forward to all of the exciting opportunities this year has to offer and I hope your child is too!

This term our new topic is **VICTORY IS OURS!** For more information on this, please see the attached Medium Term Plan for Autumn.

Please ensure your child has a school book bag, so that they can bring their reading book and reading diary to school each day. They will also have a peg for their coat and PE kit. As space in the cloakroom is limited, we would be grateful if P.E. kits could be kept in a small drawstring bag which fits onto the peg. Please ensure your child has a water bottle with them every day but please can I remind you that we only allow water rather than squash or flavoured water.

PE Kits:

P.E. activities may be indoors or outdoors, depending on the weather, so children need an **indoor kit (black shorts and a plain white T-shirt)** and an **outdoors kit (jogging bottoms and a sweatshirt/tracksuit)** as well as pumps or trainers.

P.E. kits are kept in school until the end of half term, as P.E. times may vary throughout the year. For health and safety, children who wear earrings should have these removed on P.E. days, if they are not removed your child will be unable to take part in the P.E. lesson (teachers are not permitted to remove or tape up earrings). We will also have

P.E. days are as follows: **Monday and Wednesday with Mrs Welch**

Please ensure that ALL your child's belongings are clearly labelled with their name. Children often misplace items and it is very difficult to find them if they are not labelled. In the morning, children in Years 3 to 6 will be dropped off at the bottom of the ramp on the KS2 playground where they will be greeted by either Mr Adams or Mr Cruise. If you would like to speak to your child's class teacher please inform the teacher on the door and any messages will be passed on or an appointment made if necessary. At the end of the day children in these classes will collect their coats and meet adults on the playground. Year 5 pupils will be dismissed from their fire exit and years 3, 4 and 6 will be dismissed from the bottom of the ramp.



## Homework

For homework, we ask that the children read for at least 10 minutes every night, and talk about the books they are reading as this will support enjoyment, fluency and understanding. There will be a piece of English or Maths homework set every Friday and collected by the teacher the following Wednesday. The children will also receive new spellings every Friday, which they will need to learn throughout the week as well as their times tables.

As part of our transition programme this year, I would like to invite you to come in to our new "Meet the Teacher" on **Tuesday 11<sup>th</sup> September**. This is an informal meeting where I would like to meet you, provide you with a bit of information about the future term and also provide you with a chance to ask me a few questions. Please don't worry if you have a child in another class, this is very much a drop in session so I anticipate that you may just want to pop in for a brief period of time.

May I take this opportunity to remind you that if you have any questions, queries or concerns, please do not hesitate to speak to me.

Yours sincerely

Miss R Barker





# ESSENTIALS OVERVIEW

THEME: **Victory is Ours!**  
AUTUMN TERM



# Essentials

Full Spectrum Curriculum

CURRICULUM DRIVERS:	LAUNCH DAY:	PROJECT:	ENGLISH LINKS:
<p><b>DIVERSITY:</b> Tolerance &amp; Respect</p> <p><b>DREAMS:</b> Visit to the National Memorial Arboretum</p> <p><b>SPIRITUAL &amp; MORAL:</b> Charity</p>	<p><b>WORLD WAR II DAY!</b></p> <p>Ask the children to come to school dressed as an evacuee to experience what life was like for children during World War II. They will carry out an air raid drill, experience a rationed lunch and undertake lessons from the day.</p>	<p>Can the children complete their own research-based project about an aspect of World War II?</p> <p><b>SHOWCASE/CELEBRATION:</b></p> <p>Invite parents to our own 'street party' to mark VE Day and the end of the war!</p>	<p>Diary (Anne Frank/Evacuees)</p> <p>Goodnight Mr. Tom/The Boy in the Striped Pyjamas</p> <p>Newspaper Reports (The Outbreak of War)</p> <p>Persuasive Writing (Propaganda)</p> <p><b>MATHEMATICS LINKS:</b></p> <p>Ratio, Coordinates, Measures</p>
ESSENTIAL LEARNING OBJECTIVES			
<p><b>SCIENCE:</b></p> <ul style="list-style-type: none"> <li>To work scientifically.</li> <li>To understand electrical circuits (Y6).</li> <li>To investigate light and seeing (Y6).</li> <li>To investigate materials (Y5).</li> <li>To understand movement forces and magnets (Y5).</li> </ul>	<p>Investigate properties of materials in order to evaluate the suitability for constructing a World War II shelter (e.g. Anderson shelters, Morrison shelters etc.)</p>	<p>Blackout! Investigating light sources and electrical circuits to provide light during the Blitz!</p>	<p><b>ACTIVITIES</b></p>
<p><b>ART &amp; DESIGN:</b></p> <ul style="list-style-type: none"> <li>To develop ideas.</li> <li>To master techniques (drawing).</li> <li>To take inspiration from the greats (classic and modern).</li> </ul>	<p>Children will create line drawing, using different skills (e.g. cross hatching, rubbing, smearing, blending etc.) Look at L.S. Lowry's World War II painting! Children will create one based on an aspect of World War II in the style of Lowry.</p>	<p>The Power of an Image – after viewing World War II images/artwork, children write their own stories/diary entries etc. based on the images.</p>	<p>Create a blog or virtual diary from a World War II child's perspective. Imagine the war is happening now – how would it be different?</p> <p>The Enigma Machine! Use relevant software to create propaganda!</p>
<p><b>COMPUTING:</b></p> <ul style="list-style-type: none"> <li>To connect.</li> <li>To code (sound).</li> <li>To connect.</li> <li>To collect.</li> </ul>	<p>Design and make a 'Secret Annexe', using shoe boxes, construction materials, electrical circuits etc. after reading Anne Frank's descriptions of the Frank's annexe.</p>	<p>Ration-Chef! Using rationed ingredients only, design, make and evaluate own ration recipe!</p>	<p>Design and make a 'Secret Annexe', using shoe boxes, construction materials, electrical circuits etc. after reading Anne Frank's descriptions of the Frank's annexe.</p> <p>Ration-Chef! Using rationed ingredients only, design, make and evaluate own ration recipe!</p>

UPPER KEY STAGE 2 (YEAR 5/6)

<p><b>GEOGRAPHY:</b> To investigate places. To communicate geographically.</p>	<p>Explore the geographical features of Hiroshima and Nagasaki before and after the atomic bomb was dropped at the end of World War II (e.g. weather, transport, mountains, rivers) and the effects (short term and long term) on the population.</p> <p>Create a newspaper report detailing the effects.</p>
<p><b>HISTORY:</b> To investigate and interpret the past. To build an overview of world history. To understand chronology. To communicate historically.</p>	<p>Children – Evacuees. Compare and contrast differences in children’s lives during World War II and now.</p> <p>Power – Explore political figures and their actions/roles in World War II (e.g. Churchill, Hitler, Mussolini, Stalin). What qualities made a great leader?</p> <p>British Values – Why is Churchill ‘The Greatest Britain’? What are the advantages/disadvantages of a democracy/dictatorship? Compare Hitler to Churchill?</p>
<p><b>LANGUAGES:</b> To read fluently. To speak confidently. To understand the culture of the countries in which the language is spoken. To write imaginatively.</p>	<p>Look at a world weather map and learn words and phrases to describe the weather in different parts of the world. Create and film own weather reports.</p> <p>Introduction to German – greetings, numbers, colours, conversational phrases.</p>
<p><b>MUSIC:</b> To describe music. To transcribe. To compose. To perform.</p>	<p>Vera Lynn was the “Forces Sweetheart” in World War II and one of Britain’s premier entertainers during the war and along with the likes of Max Miller, Gracie Fields and Tommy Trinder kept up the spirits of the public when times were difficult, such as in the Blitz. Analyse wartime songs to create own versions. Sing and perform to the troops!</p>
<p><b>RELIGIOUS EDUCATION:</b> To understand how beliefs are conveyed. To understand beliefs and teachings.</p>	<p>Explore Judaism and Hitler’s persecution of the Jews. View extracts from Anne Frank’s diary to gain an insight into feelings of persecution and compare with now.</p>