

Subject	Objective	Introduction	Main activity	Success Criteria I can.....	Resources
History DT	History To find out about the past through different sources. To research the life of Britain's in the past. DT To think of an idea and plan what to do next. To choose materials and explain why chose them.	<p style="text-align: center;"><u>History</u></p> <p>Watch the following Government information films to give the children a feel of what Britain's at home were facing and how they prepared for and dealt with it.</p> <p>What to do in an air raid: https://www.youtube.com/watch?v=mHep5WA9qqU</p> <p>Your home as an air raid shelter: https://www.youtube.com/watch?v=zjWfR7mdAaE</p> <p>Testing Anderson Shelters: https://www.youtube.com/watch?v=azJVy9FSqCU&pbjreload=101</p> <p>Anderson Shelter in Winter: https://www.youtube.com/watch?v=rHyxP3epU-w</p> <p>Look at this PowerPoint for more information on the Anderson shelter: https://www.twinkl.co.uk/resource/ks2-air-raid-shelters-powerpoint-t2-h-5053</p>	<p style="text-align: center;"><u>DT</u></p> <p>Children to design an Anderson Shelter which they will go on to make. Will need to think about:</p> <ul style="list-style-type: none"> • the materials they want to use to make it • the properties of each material needed to make the shelter • which materials can bend, stretch, twist, not bend, not twist • which materials are strong, weak • the need to camouflage the shelter <p>Look at designs children have drawn for their Anderson Shelter: https://childreninww2.wordpress.com/bo-mb-shelters-and-air-raid-drills/dt-design-an-anderson-shelter/</p> <p>Model drawing a design and labelling with materials to use.</p> <p>Put out materials that are available.</p> <p>Children to draw a design of an Anderson Shelter adding labels for the materials they intend to use.</p>	History I can find out about the past through real life videos and the internet. I can research the life of Britain's in the past. DT I can think of an idea to make an Anderson shelter and plan what to do next. I can explain why I have chosen specific materials.	History Internet – clips PowerPoint DT Topic books Range of materials Word bank Sticker for DT
DT	To choose tools and materials and explain why I	Follow their designs to make their Anderson Shelter model. Adapt designs if needed.		I can choose tools and materials and explain why I	Tools and materials Designs

	<p>have chosen them. To join materials in different ways. To measure materials to use in a model or structure. To follow an idea and plan what to do next.</p>	<p>Test the suitability of the materials for the intended purpose before using them by applying previous scientific knowledge and experience to remember or test which materials are strong can bend, twist, stretch etc.....</p>	<p>have chosen them. I can join materials in different ways. I can measure materials to use in a model or structure. I can follow an idea and plan what to do next.</p>		
<p>Science DT</p>	<p>To carry out simple tests. To suggest what I have found out. To explain what went well with my work and what I would do differently next time. To explain how I would improve my model.</p>	<p>Show models. What do children like about others models? Ask how we can test if the model is well camouflaged? Strong? Ask children to make suggestions about how we can test these things. Create tests for camouflage/strength. E.g. does it hide well amongst objects of same colour in a garden? Does it stay intact when object dropped on it?</p>	<p>Children to test how strong and camouflaged Anderson Shelter is. Record and complete evaluation sheet. I like my shelter because... I would change... next time... I could make it stronger by...</p>	<p>I can carry out simple tests. I can suggest what I have found out. I can explain what went well with my work and what t I would do differently. I can explain how I would improve my model.</p>	<p>Resources children suggest for tests</p>
<p>History Music PE</p>	<p>To describe what people did for entertainment during wartime Britain.</p>	<p>Ask the children what sort of things they think people would have done for entertainment during the war. Remind children that people would have needed to keep their spirits up and find ways to make life as happy and fun and normal as possible. It was</p>	<p>Give children a range of experiences of entertainment during the war.... Radio Listen to an excerpt of 'Children's Hour' from wartime with the Queen (Princess Elizabeth then) speaking on the radio for the first time ever:</p>	<p>I can describe what people did for entertainment during wartime Britain.</p>	<p>Radio clip Clips of dances Wartime songs Hopscotch grids Skipping ropes Footballs</p>

		<p>very important for them to keep entertained.</p> <p>Discuss the importance of the cinema for entertainment and to spread important Government messages.</p>	<p>https://www.youtube.com/watch?v=VJI9LPFQth4</p> <p>Ask the children to plan a children’s hour to keep the children entertained and happy during the war. What would they include?</p> <p><u>Dancing</u> Learn some steps of the Lindy Hop/Jitterbug dances</p> <p><u>Toys and Games:</u> Try out these toys and games that were popular in WWII:</p> <ul style="list-style-type: none"> • hopscotch; • hide-and-seeK; • skipping; • football; • marbles <p><u>Music</u> Listen to War time songs.</p>		<p>Marbles</p>
<p>RSE</p>	<p>See Jigsaw</p>	<p>Know how to help if someone is being bullied.</p>			<p>Jigsaw folder</p>