

## English

As well as trying to imagine what it would have been like to live through the war and to be evacuated, we will be using two historical fiction books set during WWII to inspire some more great writing. 'Friend or Foe' by Michael Morpurgo follows the story of two evacuees from London to Devon and 'The Boy in the Striped Pyjamas' by John Boyne, which is set in Germany and covers the holocaust among other things. We will cover this hard-hitting topic very sensitively but your support at home when we start discussing this will be greatly appreciated.

## Humanities

We will learn about other significant ways that children's lives were affected by the war, including the Blitz and rationing. We will also be investigating and identifying propaganda, explaining its purpose and how it was used during the war.

In RE and our Philosophy for Children sessions, we will be discussing these enquiry questions:

What do the five pillars of Islam represent?

What is the best way for a Muslim to show commitment to God?

How significant is it that Mary was Jesus' mother?

## Maths

This year in maths we will continue to follow the White Rose scheme of learning. We have started with a revision of place value, as the children need to read, write and represent numbers to 10 million in different ways.

Establishing an understanding of the significance of place value columns is essential. We will quickly move on to ordering, comparing and rounding numbers and we will also revise negative numbers.

# WWII: A Child's War Oak Class Newsletter Term 1



## **Welcome Back!**

This term our topic is the Second World War – this is of course a huge topic, so we will be focusing mainly on how children were affected. You may have heard that I pretended to the children that they were going to be sent away from school, with a small suitcase of their belongings that you had packed for them! I went on to say that I didn't quite know where they were going to be staying or with who or for how long! I quickly came clean, but their mixed reactions were fascinating – they then produced some heartfelt writing after I had explained wartime evacuation, which lots of them knew about already of course.

Homework should fit around your family time but aim for roughly one activity of your choice from the grid a week. If you can, please continue to read daily with your child for 20 minutes too. PE will be on Wednesdays with swimming taking place on Fridays. Please make sure that PE/swimming kits are in school on the right days!

- **First swimming session: 17<sup>th</sup> September**
- **Watch this space for details about a trip to Hill End for a WWII experience day!**

## STEAM (Science, Technology, Engineering, Art and Maths)

This term we will be producing some WWII-inspired art including a blackout scene using a scratching technique and our own propaganda posters. We will also be making scale models of Anderson shelters.

In science, we have already started to cover the Circulatory System. The children took part in a reconstruction of the system, pretending to be red blood cells travelling between the heart, lungs and the rest of the body, transporting oxygen and carbon dioxide as they went! Soon they should be able to identify, name and describe the function of the main parts of the human circulatory system, including blood vessels and blood, discuss the impact of diet, exercise, drugs and lifestyle on health and describe the ways in which nutrients and water are transported around the body.

## Vocabulary

**Historical:** evacuee, rationing, Axis, Allies, propaganda, concentration camps, prejudice, Anderson shelter, Morrison shelter

**English:** historical fiction genre, adjective, figurative language, inference, empathy

**Science:** circulation, arteries, veins, capillaries, pressure, plasma, oxygen