

The Battle of Britain

YEAR 4
SPRING 1 2023/24

PROJECT OVERVIEW

Children will begin their project by taking a journey back to 1930's Britain, dressed as an evacuee. They will learn what it was like to live through the start of World War II and what it might have felt like to be evacuated. This will set the scene to learn about the events that led to the Battle of Britain. They will discover why the Battle of Britain was a key turning point in the war and find out some interesting facts about the most popular planes that flew during this time. Studying the Battle of Britain will further help children to develop their investigation and evaluation skills; learn to organise information chronologically and understand how past events have helped to shape the world we know today. The children will follow their own line of enquiry with initial research into the Battle of Britain and begin to evaluate and assess the reason, impact and significance of this Battle. In PE, the children will complete a wartime dance that incorporates the style and music from the 1940's, which will be recorded and placed on DOJO for parents to watch. In English, they will use the non-fiction text, 'Carrie's War' to inspire them to develop their diary and letter writing skills.

ENGLISH

Linking with our Battle of Britain history project, our narrative writing will be inspired by Carrie's War. Using this text for inspiration, the children will consider and write about the feelings and emotions of the main characters. They will identify the features of diary and letter writing, finishing the unit by writing their own letter to their chosen character. Throughout this unit, we will also be focusing on; expanded noun phrases, possessive apostrophes and the use of conjunctions to link paragraphs.

MATHS

In maths, the children will deepen their understanding of fractions and decimals. Finding unit and non-unit fractions of an amount using their times tables knowledge and arrays to support. This will be consolidated further by solving a variety of fraction problems. They will revisit decimals rounding and comparing decimals in the context of measure. In geometry, they will develop their understanding of criteria for classifying triangles. The children will develop their understanding of mental strategies for addition and subtraction leading to more formal written methods. They will solve two-step problems deciding on the most appropriate method.

SCIENCE

In this unit of work children will explore a variety of everyday materials and develop simple descriptions of the states of matter. The children will plan and carry out a variety of experiments including, 'How does the temperature affect the evaporation rate?' They will also research different melting points of metals and help chocolate smugglers find the best chocolate to smuggle into class. Finally, they will explore the different states of matter of water and relate this to the water cycle.

RE

In the first half of term the children will describe their own and others ideas about the concept of devotion and describe how devotion is contextualised in the Hindu religion.

GEOGRAPHY

Children will locate the world's countries involved and affected during WWII using maps, atlases, globes and digital or computer mapping.

HISTORY

The children will develop a chronologically secure knowledge and understanding by ordering events of the Battle of Britain, understand the events that led up to this battle and the threat of a German invasion and Winston Churchill's plans to defend Britain from attack. They will learn about the British and German aircrafts of the time and the pilots who flew them. They will discover what life was like during the second World War and consider the impact it has had on life as we know it now.

ART

No unit of art in this project

DT

Linked to the Battle of Britain project the children will investigate a range of foods and food dishes from the 1930s and 1940s. They will build on their understanding of where food comes from and discuss the ingredients used. The children will use focused practical tasks to practise using simple utensils to wash, grate, peel, slice and dice.

MUSIC

All the learning in this unit is focused around one song: Stop by Joanna Mangona a rap song about bullying. This will be the focus for musical activities and games and will lead to rehearsing and a final performance. There will be opportunities for the children to create their own compositions and experience improvisation. The children will also listen and appraise 5 other songs: Gotta Be Me (Hip Hop); Radetzky March (Classical); Can't Stop The Feeling! (Pop with soul, funk and disco influence); Libertango (Tango); Mas Que Nada (Bossa Nova and Hip Hop).

FRENCH

We will begin by learning a song about the days of the week and performing associated actions. The children will spell, read and recognise days of week in sentences with c'est. Writing words from memory and the letters for some sounds. This will be supported by playing a variety of word games, sequencing cards and songs. There will also be the opportunity to consolidate previously learnt words for clothes.

COMPUTING

In this unit children learn how to enter formulae into a spreadsheet to perform calculations on inputted data. Children will identify the key elements of a spreadsheet (rows, columns and cells) and the type of data that can be entered. They will learn how to write formula to calculate a range of mathematical problems. They will apply these skills to create a times table spreadsheet; answer a sweet shop problem and calculate a weekly lunch box within a budget.

PE

In PE the children will be working on dance, performing movements which are extensions of the whole body. We will perform a short 1940's style dance linking to our Battle of Britain project using expression showing an understanding of how movement can express feelings and emotions. In games lessons we will be focusing on Netball and use our skills learnt in the previous half-term to compete in competitive games and matches.

PSHE

Belonging to a community: What makes a community; shared responsibilities

Media literacy and digital resilience: How data is shared and used

Money and work: Making decisions about money; using and keeping money safe