

## World War II

Green tasks could be completed in school or at home

Purple tasks demonstrate IDL

Please note that these are **suggestions** and by no means prescriptive. Teachers are welcome to use and adapt plans and resources to suit their needs.

Suggested Blocks of Learning	Suggested In School Activities	Suggested At Home Activities	CfE Experiences and Outcomes
<p>The Outbreak of War (intro to WWII)</p> <p><a href="https://drive.google.com/drive/folders/1R6p7Y-HyaMoiv54GQ91PtzwzMH6jQAJsT">https://drive.google.com/drive/folders/1R6p7Y-HyaMoiv54GQ91PtzwzMH6jQAJsT</a></p>	<ul style="list-style-type: none"> <li>Introduction and Overview PowerPoint with discussion (LIT 2-04a) (LIT 2-07a)</li> </ul>	<ul style="list-style-type: none"> <li>Read Early WWII information sheet to complete timeline activity. (This is differentiated) (SOC 2-06a) (LIT 2-14a)</li> </ul>	<p><u>Listening and Talking</u> As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. LIT 2-04a</p> <p>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. LIT 2-07a</p> <p>I can discuss why people and events from a particular time in the past</p>

			<p>were important, placing them within a historical sequence.  <b>SOC 2-06a</b></p> <p><u>Reading</u>  Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. <b>LIT 2-14a</b></p>
<p>Evacuees</p> <p><a href="https://drive.google.com/drive/folders/1Oi431zZx8qxEjd6-TGHDe4xUZLrtA3">https://drive.google.com/drive/folders/1Oi431zZx8qxEjd6-TGHDe4xUZLrtA3</a></p>	<ul style="list-style-type: none"> <li>• What is an evacuee?  PowerPoint introduction  <b>(LIT 2-04a) (LIT 2-07a)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Create your own ID card (you could use teabags to stain if you wish)  <b>(LIT 2-28a)</b></li> </ul>	<p><u>Listening and Talking</u>  As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.  <b>LIT 2-04a</b></p> <p>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.  <b>LIT 2-07a</b></p> <p><u>Writing</u>  I can convey information, describe events, explain</p>

			<p>processes or combine ideas in different ways. <b>LIT 2-28a</b></p>
	<ul style="list-style-type: none"> <li>● Evacuee comprehension – answer questions based on what you have read. <b>(LIT 2-16a) (ENG 2-17a)</b></li> </ul>		<p><b>Reading</b> To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. <b>LIT 2-16a</b></p> <p>To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. <b>ENG 2-17a</b></p>
	<ul style="list-style-type: none"> <li>● An evacuee's suitcase PowerPoint with discussion <b>(LIT 2-04a) (LIT 2-07a)</b></li> <li>● (After suitcase design and items) Talking and listening – share which items you would take and why <b>(LIT 2-06a)</b></li> </ul>	<ul style="list-style-type: none"> <li>● Design and create your own suitcase using a range of materials.</li> <li>● Fill your suitcase with your 12 items and bring to school to share why you would take these things with you if you were evacuated (If you cannot bring your items to school, you could write a list</li> </ul>	<p><b>Listening and Talking</b> As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. <b>LIT 2-04a</b></p> <p>I can show my understanding of what I listen to or watch by responding to literal,</p>

		<p>or take a photo of the items and put that inside instead)</p> <p>(TCH 2-09a) (TCH 2-10a) (LIT 2-06a)</p>	<p>inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. LIT 2-07a</p> <p>I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-06a</p> <p><u>Craft, Design, Engineering and Graphics</u></p> <p>I can extend and enhance my design skills to solve problems and can construct models. TCH 2-09a</p> <p>I can recognise basic properties and uses for a variety of materials and can discuss which ones are most suitable for a given task. TCH 2-10a</p>
	<ul style="list-style-type: none"> <li>Evacuation letters PowerPoint – discuss the different letter examples. Plan own letter if you were an evacuee writing home.</li> </ul>		<p><u>Writing</u></p> <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and</p>

	(LIT 2-26a)		<p>use suitable vocabulary for my audience. LIT 2-26a</p>
	<ul style="list-style-type: none"> <li>Use your plan to write your evacuee letter home. (LIT 2-26a)</li> </ul>		<p><u>Writing</u> By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a</p>
	<ul style="list-style-type: none"> <li>Gas masks PowerPoint – Everyone was given a gas mask and ordered to carry them everywhere as it was believed bombs may contain poisonous gases.</li> <li>Separating mixtures experiments</li> </ul> <p>(LIT 2-04a) (LIT 2-07a) (SCN 2-16a)</p>	<ul style="list-style-type: none"> <li>Design and create your own gas mask using the template provided. (TCH 2-09a)</li> </ul>	<p><u>Listening and Talking</u> As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. LIT 2-04a</p> <p>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. LIT 2-07a</p> <p><u>Materials</u> I have participated in practical activities to separate simple mixtures</p>

			<p>of substances and can relate my findings to my everyday experience.  <u>SCN 2-16a</u></p> <p><u>Craft, Design, Engineering and Graphics</u>  I can extend and enhance my design skills to solve problems and can construct models.  <u>TCH 2-09a</u></p>
	<ul style="list-style-type: none"> <li>Based on your learning about evacuees and the evacuation process, create your own song or rap. <u>(EXA 2-18a)</u></li> </ul>		<p><u>Music</u>  Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.  <u>EXA 2-18a</u></p>
<p>The Blitz</p> <p><a href="https://drive.google.com/drive/folders/1NBo7AHPbHULX19G3_YJYQaCdQ-sd740">https://drive.google.com/drive/folders/1NBo7AHPbHULX19G3_YJYQaCdQ-sd740</a></p>	<ul style="list-style-type: none"> <li>The Blitz Introduction PowerPoint and discussion  <u>(LIT 2-04a) (LIT 2-07a)</u></li> </ul>		<p><u>Listening and Talking</u>  As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.  <u>LIT 2-04a</u></p> <p>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and</p>

			<p>other types of questions, and by asking different kinds of questions of my own. <b>LIT 2-07a</b></p>
	<ul style="list-style-type: none"> <li>• <b>The Blitz Comprehension (LIT 2-16a) (ENG 2-17a)</b></li> </ul>		<p><b>Reading</b> To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. <b>LIT 2-16a</b></p> <p>To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. <b>ENG 2-17a</b></p>
	<ul style="list-style-type: none"> <li>• The Clydebank Blitz presentation <b>(LIT 2-04a) (LIT 2-07a)</b></li> <li>• ‘Blether Stations’ – discuss the key questions on the cards with others <b>(LIT 2-07a)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Create ‘something’ to show a comparison between Scotland during WWII and Scotland now – it can be presented in any way you like – a poster, a Powerpoint, the list is endless! Present this to the rest of the class</li> </ul>	<p><b>Listening and Talking</b> As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. <b>LIT 2-04a</b></p> <p>I can show my understanding of what I listen to or watch by responding to literal,</p>

		<p>(SOC 2-04a)</p> <p>(The IDL link will depend on what the children produce. For example</p> <p>-</p> <p>PowerPoint = (TCH 2-01a)</p> <p>Poster = (LIT 2-24a)</p>	<p>inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. LIT 2-07a</p> <p>I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.</p> <p>SOC 2-04a</p> <p>I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way.</p> <p>TCH 2-01a</p> <p><u>Writing</u></p> <p>I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a</p>
	<ul style="list-style-type: none"> <li>As mentioned in the Clydebank Blitz PowerPoint, blackouts had to be put up during WWII. Test different materials you have to see which would be best to use for blackouts. Explore different terminology you</li> </ul>		<p><u>Materials</u></p> <p>Through exploring properties and sources of materials, I can choose appropriate materials to</p>



	<p>could use to describe your material such as 'opaque'. Record your results. (SCN 1-15a)</p>		<p>solve practical challenges. SCN 1-15a</p>
	<ul style="list-style-type: none"> <li>• During the Blitz when bombs were being dropped it was complete chaos. Take a moment to think about your senses, what would you have seen, heard, smelt, touched or tasted during this time? (SCN 2-12b)</li> <li>• Up level writing by adding adjectives and adverbs and discuss the impact of this for the reader. (ENG 2-27a)</li> </ul>	<ul style="list-style-type: none"> <li>• Use what you have learned about your senses, adjectives and adverbs to create a senses poem about the Blitz (SCN 2-12b) (ENG 2-27a) (ENG 2-31a)</li> </ul>	<p><u>Biological Systems</u> I have explored the structure and function of sensory organs to develop my understanding of body actions in response to outside conditions. SCN 2-12b</p> <p><u>Writing</u> I am learning to use language and style in a way which engages and/or influences my reader. ENG 2-27a</p> <p>Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. ENG 2-31a</p>
	<ul style="list-style-type: none"> <li>• Create a Blitz shadow piece of art. Use paints to create the fiery background. Then use black sugar paper to cut out silhouettes of buildings, soldiers, rubble, planes etc.... and stick on the page once the paint is dry.</li> </ul>	<p>I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining</p>	

	(EXA 2-02a) (EXA 2-04a)		<p>them for specific tasks. EXA 2-02a</p> <p>Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. EXA 2-04a</p>
	<ul style="list-style-type: none"> <li>Spitfires were used to fly overhead and drop bombs during the Blitz. Investigate streamlining and air resistance. (SCN 2-07a)</li> </ul>		<p><u>Forces</u> By investigating how friction, including air resistance, affects motion, I can suggest ways to improve efficiency in moving objects. SCN 2-07a</p>
	<p>All can be done in school or at home with IDL link.</p> <ul style="list-style-type: none"> <li>Research Spitfires and other planes used in WWII. How were they designed? (TCH 2-02a)</li> <li>Streamlining and air resistance experiments. STEM Challenge 22 – Paper Plane Bullseye (SCN 2-07a)</li> <li>Design and create your own Spitfire from the range of options. (TCH 2-09a)</li> </ul>		<p><u>Digital Literacy</u> I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. TCH 2-02a</p> <p><u>Craft, Design, Engineering and Graphics</u> I can extend and enhance my design skills to solve problems and can construct models. TCH 2-09a</p>

		<p><u>Forces</u> By investigating how friction, including air resistance, affects motion, I can suggest ways to improve efficiency in moving objects. <u>SCN 2-07a</u></p>
	<ul style="list-style-type: none"> <li>● Look at the features of a newspaper report (show the children a newspaper – physically or online) and discuss how it is written.</li> <li>● Plan newspaper report on the Blitz <u>(LIT 2-26a)</u></li> </ul>	<p><u>Writing</u> By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. <u>LIT 2-26a</u></p>
	<ul style="list-style-type: none"> <li>● <u>Write newspaper report on the Blitz. (LIT 2-24a) (LIT 2-28a)</u></li> </ul>	<p><u>Writing</u> I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. <u>LIT 2-24a</u></p> <p>I can convey information, describe events, explain processes or combine ideas in different ways. <u>LIT 2-28a</u></p>

<p style="text-align: center;">Shelters</p> <p><a href="https://drive.google.com/drive/folders/1t5Wp6AFt53yQWK_LGA2y3BXO7_7kDBUoC">https://drive.google.com/drive/folders/1t5Wp6AFt53yQWK_LGA2y3BXO7_7kDBUoC</a></p>	<ul style="list-style-type: none"> <li>Anderson Shelter PowerPoint with discussion (LIT 2-04a) (LIT 2-07a)</li> </ul>	<ul style="list-style-type: none"> <li>Anderson Shelter challenge – design and create your own Anderson Shelter. It must have at least 2 moving parts and use a variety of materials. You will present your Anderson Shelter to the rest of the class and must be able to explain how you made it. (TCH 2-09a) (TCH 2-10a) (EXA 2-02a) (LIT 2-09a)</li> </ul>	<p><u>Listening and Talking</u> As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. LIT 2-04a</p> <p>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. LIT 2-07a</p> <p>When listening and talking with others for different purposes, I can: • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more. LIT 2-09a</p> <p><u>Craft, Design, Engineering and Graphics</u> I can extend and enhance my design skills to solve</p>
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			<p>problems and can construct models.  <u>TCH 2-09a</u>  I can recognise basic properties and uses for a variety of materials and can discuss which ones are most suitable for a given task. <u>TCH 2-10a</u></p> <p><u>Art</u>  I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.  <u>EXA 2-02a</u></p>
	<ul style="list-style-type: none"> <li>Write a diary entry from inside your Anderson Shelter (LIT 2-28a)</li> </ul>		<p><u>Writing</u>  I can convey information, describe events, explain processes or combine ideas in different ways.  <u>LIT 2-28a</u></p>
<p>Rationing</p> <p><a href="https://drive.google.com/drive/folders/1Hxua60oHJGwZmnO_AT8rfuehX8IBzOCd">https://drive.google.com/drive/folders/1Hxua60oHJGwZmnO_AT8rfuehX8IBzOCd</a></p>	<ul style="list-style-type: none"> <li>Rationing PowerPoint with discussion (LIT 2-04a) (LIT 2-07a)</li> <li>Food Rationing Comprehension (LIT 2-16a) (ENG 2-17a)</li> </ul>	<ul style="list-style-type: none"> <li>Potato Pete and Dr Carrot Comprehension (LIT 2-16a) (ENG 2-17a)</li> </ul>	<p><u>Listening and Talking</u>  As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.  <u>LIT 2-04a</u></p>

			<p>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. <b>LIT 2-07a</b></p> <p><u>Reading</u> To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. <b>LIT 2-16a</b></p> <p>To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. <b>ENG 2-17a</b></p>
	<ul style="list-style-type: none"> <li>• Maths – budgeting questions (<b>MNU 2-03a</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Maths – Rationing it out – look at the information given on rationing and calculate how much food you would be able to buy as a family each week</li> </ul>	<p><u>Number, Money and Measure</u> Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches</p>

		<p>(MNU 2-03a)</p> <ul style="list-style-type: none"> <li>Plan a week long menu using foods that were rationed in WWII – try to make meals nutritious. Any unrationed foods can freely be added to the menu, such as fresh fruits or vegetables that are homegrown in a victory garden.</li> </ul> <p>(HWB 2-30a) (LIT 2-26a) (MNU 2-03a)</p>	<p>and solutions with others. (MNU 2-03a)</p> <p><u>Writing</u> By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a <u>Food and Health</u> By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan. HWB 2-30a</p>
	<ul style="list-style-type: none"> <li>Calculate what you could ‘buy’ using your coupons for clothes rationing. (MNU 2-03a)</li> </ul>		<p><u>Number, Money and Measure</u> Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others. (MNU 2-03a)</p>
		<ul style="list-style-type: none"> <li>Try out a range of recipes from WWII. (TCH 2-04a)</li> </ul>	<p><u>Food and Textile Technology</u> I am developing dexterity, creativity and confidence</p>

		(MNU 2-11b)	<p>when preparing and cooking food. TCH 2-04a</p> <p><u>Measurement</u> I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems. MNU 2-11b</p>
<p>Propaganda</p> <p><a href="https://drive.google.com/drive/folders/1hsmnA473Oxcsa9xeNYaJIIR-G_00JX_I">https://drive.google.com/drive/folders/1hsmnA473Oxcsa9xeNYaJIIR-G_00JX_I</a></p>	<ul style="list-style-type: none"> <li>Propaganda PowerPoint – discuss thoughts about what posters mean (LIT 2-04a) (LIT 2-07a)</li> </ul>	<ul style="list-style-type: none"> <li>Photo Detectives sheet – explain what you think the posters mean (ENG 2-19a)</li> </ul>	<p><u>Listening and Talking</u> As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. LIT 2-04a</p> <p>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. LIT 2-07a</p> <p><u>Reading</u> I can: • discuss structure, characterisation and/or setting • recognise the relevance of the writer's theme and how this relates</p>



			<p>to my own and others' experiences • discuss the writer's style and other features appropriate to genre. <b>ENG 2-19a</b></p>
	<ul style="list-style-type: none"> <li>• Create your own propaganda poster (LIT 2-24a) (LIT 2-29a)</li> </ul>		<p><u>Writing</u> I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. <b>LIT 2-24a</b></p> <p>I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. <b>LIT 2-29a</b></p>
<p>Roles of Women <a href="https://drive.google.com/drive/folders/1SAKzz-Oz9EY-7ZxZzWCXDvWveOGFRPfc">https://drive.google.com/drive/folders/1SAKzz-Oz9EY-7ZxZzWCXDvWveOGFRPfc</a></p>	<ul style="list-style-type: none"> <li>• Roles of Women PowerPoint 1 – jobs (LIT 2-04a) (LIT 2-07a)</li> </ul>	<ul style="list-style-type: none"> <li>• Research the job you have been given at home – job title and location, uniform and pay, working conditions, key duties, do you think you will enjoy this job? Why/why not? Present your findings to the rest of the class. (TCH 2-02a)</li> </ul>	<p><u>Listening and Talking</u> As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. <b>LIT 2-04a</b></p> <p>I can show my understanding of what I listen to or watch by</p>

		<p>(LIT 2-09a)</p> <p>**Could also lend itself to hotseating Drama (EXA 2-12a)</p>	<p>responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. LIT 2-07a</p> <p>When listening and talking with others for different purposes, I can: • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more. LIT 2-09a</p>
	<ul style="list-style-type: none"> <li>• Roles of Women PowerPoint 2 – Propaganda Answer key questions from PowerPoint (LIT 2-04a) (LIT 2-07a)</li> </ul>		<p><u>Listening and Talking</u></p> <p>As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. LIT 2-04a</p> <p>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions,</p>

			<p>and by asking different kinds of questions of my own. <b>LIT 2-07a</b></p> <p><u>Digital Literacy</u> I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. <b>TCH 2-02a</b></p> <p><u>Drama</u> I can create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre arts technology. <b>EXA 2-12a</b></p>
	<ul style="list-style-type: none"> <li>● <b>Create propaganda poster for a woman's wartime job.</b> (You may feel you do not want to complete this task as you have already covered propaganda and posters but could be used to reinforce learning) <b>(LIT 2-24a) (LIT 2-29a)</b></li> </ul>	<p><u>Writing</u> I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. <b>LIT 2-24a</b></p> <p>I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. <b>LIT 2-29a</b></p>	

	<ul style="list-style-type: none"> <li>• Roles of Women PowerPoint 3 – After the War – discussion (LIT 2-04a) (LIT 2-07a)</li> </ul>		<p><u>Listening and Talking</u> As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. LIT 2-04a</p> <p>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. LIT 2-07a</p>
	<ul style="list-style-type: none"> <li>• Complete pre, during and post war sheet based on facts from the Powerpoint (LIT 2-16a) (ENG 2-17a)</li> </ul>		<p><u>Reading</u> To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. LIT 2-16a</p> <p>To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.</p>

<p>Other (at a time of your choice throughout the blocks of learning)</p>	<ul style="list-style-type: none"> <li>Listen to songs from WWII and discuss how they made you feel. Did you prefer some pieces to others? Why? (EXA 2-19a)</li> </ul>		<p>ENG 2-17a</p> <p><u>Music</u></p> <p>I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.</p> <p>EXA 2-19a</p>
	<ul style="list-style-type: none"> <li>Radio broadcasts – write a script and record your own radio broadcast for others.</li> </ul> <p>(EXA 2-14a) (LIT 2-26a) (TCH 2-01a)</p>		<p><u>Drama</u></p> <p>I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere.</p> <p>EXA 2-14a</p> <p><u>Writing</u></p> <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.</p> <p>LIT 2-26a</p> <p>I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise</p>

			these in an appropriate way. <a href="#">TCH 2-01a</a>
	<ul style="list-style-type: none"> <li>There were many injuries during the war. Try to learn some basic concepts of First Aid. This is the perfect time to involve the wider community – perhaps a nurse or paramedic could visit the school. You could learn the recovery position, how to bandage, tie a sling etc... (<a href="#">HWB 2-17a</a>)</li> </ul>		<a href="#">Physical Wellbeing</a> I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situation. <a href="#">HWB 2-17a</a>
	<ul style="list-style-type: none"> <li>Explore the types of dance from WWII. Can you learn one of the dances or create a new dance using some of the steps from dances in WWII? (<a href="#">EXA 2-10a</a>) (<a href="#">HWB 2-21a</a>)</li> </ul>		<a href="#">Dance</a> I have taken part in dance from a range of styles and cultures, demonstrating my awareness of the dance features. <a href="#">EXA 2-10a</a>  <a href="#">Physical Education</a> As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with

			control. (links to dance) HWB 2-21a
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