



Year 5: Remote Learning Schedule

W/C 18 th January	Monday	Tuesday	Wednesday	Thursday	Friday		
<p>Maths (approx. 45 mins per lesson)</p> <p>This week our focus is: Multiplication and division</p>	<p>Lesson 1: <i>To multiply 4 digit by 2 digit</i></p> <p>Click on the link here</p>	<p>Lesson 2: <i>To divide 2 digit by 1 digit</i></p> <p>Click on the link here</p>	<p>Lesson 3: <i>To divide 3 digit by 1 digit</i></p> <p>Click on the link here</p>	<p>Lesson 4: <i>To divide 4 digit by 1 digit</i></p> <p>Click on the link here</p>	<p>Lesson 5: <i>Arithmetic paper</i></p>		
<p>You will find links to videos produced by White Rose Maths above. The questions are attached below and the answers are in a separate pack; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!</p>							
<p style="font-size: 1.2em;">Remember to log in to TT Rockstars each week to practise your times tables!</p> <p><i>Message your teacher on ClassDojo if you've forgotten your login details.</i></p>							
<p style="font-size: 1.2em;">Remember to share your learning on ClassDojo!</p> <p><i>Take a photo of your work and upload it to your Dojo portfolio for your teacher to see.</i></p>							
<p>English (approx. 45 mins per lesson)</p> <p>This week our focus is: Writing a balanced argument</p>	<p>Lesson 1: <i>Reading Comprehension D-Day</i></p>	<p>Lesson 2: <i>Reading Comprehension The Great Escape</i></p>	<p>Lesson 3: <i>To draft my introduction to my balanced argument</i></p>	<p>Lesson 4: <i>To write my 'for' paragraph of my balanced argument</i></p>	<p>Lesson 5: <i>To write my 'against' paragraph and conclusion of my balanced argument</i></p>		
<p>The questions are attached below and the answers are in a separate pack; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!</p>							
<p>This week's spellings are: sacrifice, secretary, shoulder, signature, sincerely, stomach, sufficient, suggest, symbol, temperature (Remember to test yourself on Friday!)</p>							
<p>Reading for Productivity is a fantastic way for us to expand our knowledge and understanding of our wider curriculum lessons. Read the texts and answer the attached questions.</p>			<p>Lesson 1: Geography</p>	<p>Lesson 2: DT</p>	<p>Lesson 3: Spanish</p>	<p>Lesson 4: Science</p>	<p>Lesson 5: Computing</p>
<p>Reading for Pleasure is such an important part of our curriculum – follow the link here to watch videos of celebrities discussing their favourite books, understanding the role of an author and a fun quiz to take part in.</p>							
<p>Extended Curricular Learning provides a great opportunity to exercise skills in foundation subjects and Science. At the end of this pack, you will find 5 activities, one for each day, which will link to our current topic. Please continue to upload your work onto Class Dojo for your teachers to see!</p>							



Maths lesson 1

Multiply 4-digits by 2-digits



1 Complete the multiplication.

		1	2	3	4
	x			2	1
		1	2	3	4
		2	4	6	8

(1,234 ×)

(1,234 ×)

2 Tommy is calculating 1,234 × 26

a) Complete his working out.

		1	2	3	4
	x			2	6
			7 ₁	4 ₂	0 ₂ 4
		2	4	6	8

(×)

(×)

b) Fill in the grid to check Tommy's working is accurate. You may use place value counters to help.

×	1,000	200	30	4
20				
6				



3 Rosie is calculating 2,541 × 42
Here is Rosie's working.

2	5	4	1
x		4	2
<hr/>			
4	0	8	2
	8	0	6
<hr/>			
1	2	1	4
			6

a) Rosie has made two mistakes. What are they?

b) What is the correct answer?

4 Work out the multiplications.

a) 4,284 × 23

b) 2,142 × 46

What do you notice?



Maths Lesson 2

Divide 2-digits by 1-digit (2)



1 Whitney is working out $49 \div 4$ using a place value chart.

Tens	Ones
10	1 1
10	1 1
10	1 1
10	1 1

1

- a) Talk about Whitney's method with a partner.
b) Why is there one counter left over?

c) Complete the division.

$$49 \div 4 = \square$$

d) Use place value counters to complete the divisions.

$$50 \div 4 = \square \qquad 51 \div 4 = \square$$

What do you notice?

2 Complete the divisions.

a) $47 \div 3 = \square$

e) $49 \div 6 = \square$

b) $26 \div 5 = \square$

f) $47 \div 4 = \square$

c) $89 \div 4 = \square$

g) $74 \div 3 = \square$

d) $32 \div 5 = \square$

h) $81 \div 7 = \square$

3 Complete the divisions.

a) $36 \div 4 = \square$

c) $45 \div 3 = \square$

$37 \div 4 = \square$

$46 \div 3 = \square$

$38 \div 4 = \square$

$47 \div 3 = \square$

$39 \div 4 = \square$

$48 \div 3 = \square$

$40 \div 4 = \square$

$49 \div 3 = \square$

b) $70 \div 5 = \square$

d) $92 \div 4 = \square$

$71 \div 5 = \square$

$91 \div 4 = \square$

$72 \div 5 = \square$

$90 \div 4 = \square$

$73 \div 5 = \square$

$89 \div 4 = \square$

$74 \div 5 = \square$

$88 \div 4 = \square$





4 Dora has been working out some divisions.

$$72 \div 4 = 18$$

$$73 \div 4 = 18 \text{ r}1$$

$$74 \div 4 = 18 \text{ r}2$$

$$75 \div 4 = 18 \text{ r}3$$



I know without working it out that $76 \div 4$ must be $18 \text{ r}4$

a) Why does Dora think this?

b) Explain why Dora is wrong.

5 Eggs come in boxes of 6

Annie has 75 eggs.

She wants to know how many boxes she can fill.



a) Complete the division to work it out.

$$\square \div \square = \square \text{ r} \square$$




b) What does the remainder represent?

Talk about it with a partner.

c) Complete the sentence.

Annie can fill boxes with eggs left over.

6 Jack has these bulbs.

	Daffodils 49
	Tulips 63
	Crocuses 98

Equal numbers of each bulb are put into 4 tubs.

How many of each bulb will be in each tub?

Daffodils Tulips Crocuses

How many of each bulb will be left over?

Daffodils Tulips Crocuses

How many tubs could Jack use so that there are no bulbs left over?



Maths Lesson 3

Divide 3-digits by 1-digit



- 1 Jack is working out $844 \div 4$ using a place value chart.

H	T	O
100 100	10	1
100 100	10	1
100 100	10	1
100 100	10	1

- a) Talk about Jack's method with a partner.
b) Complete the division.

$$844 \div 4 = \square$$

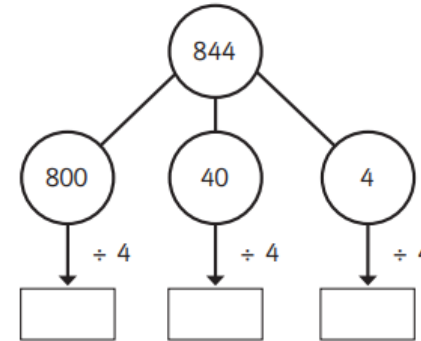
- 2 Use Jack's method to work out these divisions.

a) $525 \div 5 = \square$ c) $840 \div 8 = \square$

b) $636 \div 6 = \square$ d) $903 \div 3 = \square$



- 3 Eva is working out $844 \div 4$ using a part-whole model.

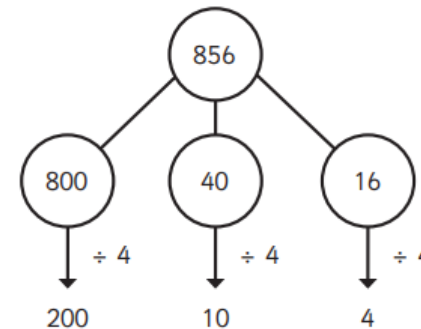


Complete Eva's method.

$$844 \div 4 = \square$$

- 4 A ball of string is 848 cm long.
It is cut into 4 equal pieces.
What is the length of one piece of string?

- 5 Whitney is using flexible partitioning to divide a 3-digit number.



Could Whitney have partitioned her number another way?



Use Whitney's method to work out these divisions.

a) $585 \div 5 = \square$

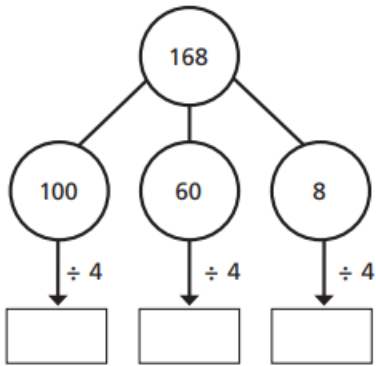
c) $648 \div 4 = \square$

b) $672 \div 6 = \square$

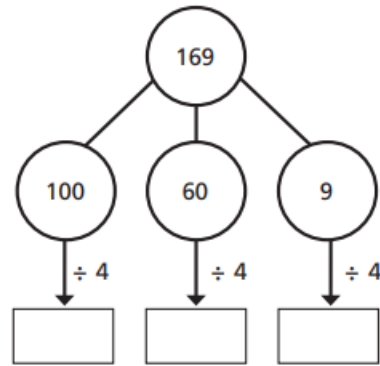
d) $847 \div 7 = \square$



6 Complete the part-whole models and divisions.



$168 \div 4 = \square$



$169 \div 4 = \square$

What is the same and what is different about the calculations?

Talk about it with a partner.



7 Complete the divisions.

a) $258 \div 6 = \square$

c) $864 \div 4 = \square$

b) $623 \div 5 = \square$

d) $824 \div 3 = \square$

8 Eva has a piece of ribbon.



The ribbon measures 839 cm long.

How much ribbon would be left over if she cuts it into:

a) 4 equal pieces

b) 6 equal pieces

c) 8 equal pieces

Can Eva cut the ribbon into equal pieces with no ribbon left over?

Explain your answer.

9 Use 15 counters and a place value chart.

a) Can you make a number that is divisible by 3?

b) Can you make a number that has a remainder of 1 when divided by 3?

c) Can you make a number that has a remainder of 2 when divided by 3?

What do you notice? Talk about your findings with a partner.



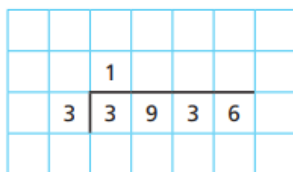
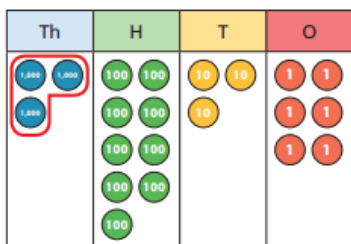
Maths Lesson 4

Divide 4-digits by 1-digit



- 1 a) Circle the groups of 3 to help you complete the sentences and calculation.

The first step has been done for you.



There is group of 3 thousands.

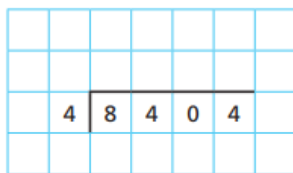
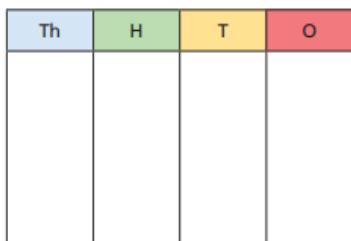
There are groups of 3 hundreds.

There is group of 3 tens.

There are groups of 3 ones.

$3,936 \div 3 = \text{[]}$

- b) Use the place value chart to work out $8,404 \div 4$

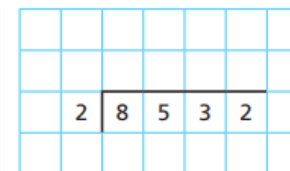
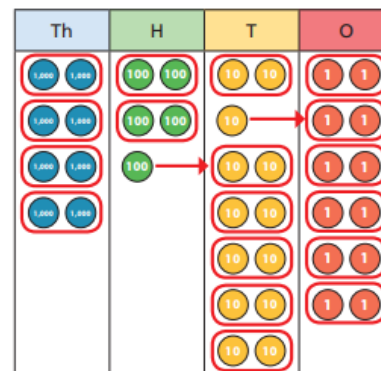


$8,404 \div 4 = \text{[]}$

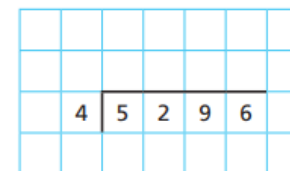
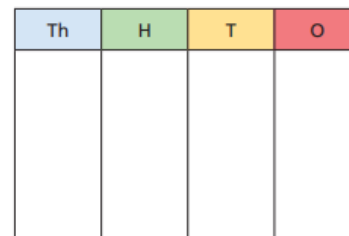


- 2 Use the place value charts to work out the divisions.

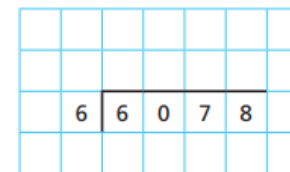
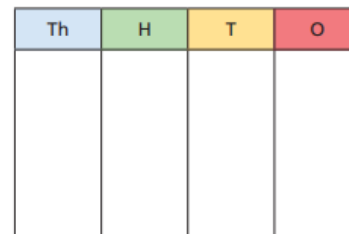
a) $8,532 \div 2 = \text{[]}$



b) $5,296 \div 4 = \text{[]}$



c) $6,078 \div 6 = \text{[]}$





3 Complete the divisions.

a)

	5	3	5	6	0		

d)

	6	9	7	8	6		

b)

	9	2	7	3	6		

e)

	3	4	6	8	3		

c)

	4	6	5	2	4		

f)

	1	2	0	7	9		

Could you have calculated the answer to part f) more efficiently?

4 Work out the values of a , b and c .

9,415						
a	a	a	a	a	a	a

$a =$

b	b	b	b	b	b	b	b
5,328							

$b =$

120	120	120	120
c	c	c	c

$c =$

5 Find the missing digits.

a)

		2	2		1	
		8	9	6		

b)

		3		6		
		6	5		4	

6 Books are available to buy in three different deals.

Deal A	Deal B	Deal C
£12.99	£38.16	£25.60

Which is the best deal?

Show your workings.



Maths Lesson 5 – Arithmetic paper

1 $901 + 100 =$



1 mark

2 $77 \times 7 =$



1 mark

3 $5.7 + 0.6 =$



1 mark

4 = $5489 + 443$



1 mark

5 $24 \times 4 =$



1 mark

6 $144 \div 12 =$



1 mark



24 $18 \times 82 =$

	1	8
x	8	2

2 marks

26 $3146 \div 13 =$

1	3	3	1	4	6
---	---	---	---	---	---

2 marks

25 $210\,483 - 67\,928 =$

1 mark

27 $\frac{1}{6} \times \frac{2}{3} =$

1 mark



32 $3598 \div 14 =$

1 4 3 5 9 8

2 marks

33 $1\frac{3}{4} + \frac{9}{10} =$

1 mark

34 $\frac{3}{4} \div 5 =$

1 mark

35 95% of 380 =

1 mark

36 $\frac{7}{8} - \frac{1}{3} =$

1 mark



English – Practise your spellings

Remember to ... Look, cover, say, write and then check!

Sacrifice			
Secretary			
Shoulder			
Signature			
Sincerely			
Stomach			
Sufficient			
Suggest			
Symbol			
Temperature			

Use the first column example words to go over the letters and practise your handwriting joins.

Can you write sentences for each of your spellings?



D-Day

D-Day Facts

- 6th June 1944 was D-Day – the beginning of the liberation of Western Europe from German occupation.
- Allied forces landed in Normandy (France) on the beaches code named; Utah, Omaha, Juno, Gold and Sword.
- PLUTO – an underwater fuel pipe line from England to Normandy was secretly constructed for the invasion.
- Apart from Omaha Beach, where US troops landed, most of the other 4 landings were relatively free from major casualties.
- The British commander in charge of the attack was called General Bernard Montgomery. The American general was called Dwight D. Eisenhower.
- The invasion of Normandy was the largest land and sea attack ever launched with five army divisions of over 150 000 soldiers, over 7000 ships and 11 000 aircraft.



Why Did It Take Place?

D-Day had been planned at the Quebec Conference in Canada in 1943 by British forces before the United States joined the war. By 1944, German troops had taken over huge parts of Europe and were planning to invade Britain from France. For some time, the British ENIGMA codebreakers had been able to break the coded messages that the Germans were sending to each other. They sent false messages back so that they weren't discovered, but all the time they were intercepting German plans. Their plans were to attack, but Britain was preparing to do so first. The Germans didn't think that an attack would come from the sea but that's just what was being organised. The Allies put huge efforts into convincing the Germans that the invasion was going to be near Calais, not Normandy. They invented armies that were supposedly stationed in Kent and built imitation equipment. They even located General





D-Day

George S. Patton, who the Germans considered the best allied general, in south-east England. The Germans were so influenced that even after D-Day they held many of their best troops in the Calais area expecting a second invasion.

D-Day was originally planned for 5th June but a sudden storm made the invasion too dangerous and General Eisenhower postponed it for a day.

What Were the Plans?

The first planned attack was on 1st May 1944, but the operation was postponed for a month to allow more time to assemble troops and equipment. The timing was essential to allow for the right weather, a full moon, and high tide conditions.

In order to keep the location of the landings secret, a trick plan, Operation Fortitude, was arranged. This led the Germans to believe the main target was at Calais, much closer to the south coast of England.





The Attack

The attack was planned in great detail.

The first part of the attack began with paratroopers.	These were the men who jumped out of planes using parachutes. They jumped at night in the pitch dark and landed behind enemy lines. Their job was to destroy important targets and capture bridges so that the main invasion force could land on the beaches. Thousands of dummies were dropped to make the enemy think that many more men were parachuting down.
The next stage of the battle involved thousands of planes.	They dropped bombs on German defences.
Shortly after that, warships began to bomb the beaches from the water.	
While the bombing was going on, members of the French Resistance spoiled the German communications by cutting telephone lines and destroying railways.	
Finally, the main invasion force of over 6000 ships carrying troops, weapons, tanks, and equipment approached the beaches of Normandy.	

Did You Know?

- Life Magazine's Robert Capa was the first photographer to land on Omaha Beach. He took over 100 photographs, but a darkroom assistant in London ruined all but 11. Life magazine said they were blurred because Capa's hands were shaking with the anxiety of the events.
- On D-Day invasion night, only around 15% of paratroopers landed in the right place.
- War-time Prime Minister, Winston Churchill, announced that he would sail with the fleet and watch the D-Day landings from HMS Belfast. It took King George VI to stop him. He insisted that if Churchill went he would also go, which eventually forced Churchill to back down.



English - Lesson 1 Questions

Questions

1. What were the names of the landing beaches in France?

2. Why was it necessary to construct a fuel pipe from Britain into France?

3. Where and when was the D-Day invasion planned?

4. Why do you think the British codebreakers sent false messages to the Germans? How could they have been found out?

5. What was the purpose of building false equipment in Kent? How do you know the plan worked?

6. What does the word '**influenced**' mean?

7. Why was the timing '**essential to allow for the right weather, a full moon, and high tide conditions.**'?

8. What was the purpose of the actions of the French Resistance?



9. If you had ruined the important invasion photographs, what excuse could you give for your mistake?

10. Why do you think the Prime Minister was determined to watch the invasion from a ship close by? Would you have done the same?



English - Lesson 2 Comprehension

The Great Escape



1. Buster's treasure

by Megan Rix

Extract from Chapter 1

On a steamy hot Saturday morning in the summer of 1939, a Jack Russell with a patch of tan fur over his left eye and a black spot over his right was digging as though his life depended upon it.

His little white forepaws attacked the soft soil, sending chrysanthemums, stocks and freesias to their deaths. He'd soon dug so deep that the hole was bigger than he was, and all that could be seen were sprays of flying soil and his fiercely wagging tail.

'Look at Buster go,' twelve-year-old Robert Edwards said, leaning on his spade. 'He could win a medal for his digging.'

Robert's best friend, Michael, laughed. 'Bark when you reach Australia!' he told Buster's rear end. He tipped the soil from his shovel on to the fast-growing mound beside them.

Buster's tail wagged as he emerged from the hole triumphant, his muddy treasure gripped firmly in his mouth.

'Oh no, better get that off him!' Robert said, when he realized what Buster had.

'What is it?' Michael asked.

'One of Dad's old slippers – he's been looking for them everywhere.'

'But how did it get down there?' Buster cocked his head to one side, his right ear up and his left ear down.

'Someone must have buried it there. Buster – give!'

But Buster had no intention of giving up his treasure. As Robert moved closer to him Buster danced backwards.

'Buster – Buster – give it to me!'

Robert and Michael raced around the garden after Buster, trying to get the muddy, chewed slipper from him. Buster thought this was a wonderful new game of chase, and almost lost the slipper by barking with excitement as he dodged this way and that

The game got even better when Robert's nine-year-old sister Lucy, and Rose the collie, came out of the house and started to chase him too.

'Buster, come back . . .'





The Great Escape



1. Buster's treasure (cont...)

by Megan Rix

Rose tried to circle him and cut him off. Until recently she'd been a sheepdog and she was much quicker than Buster, but he managed to evade her by jumping over the ginger-and-white cat, Tiger, who wasn't pleased to be used as a fence and hissed at Buster to tell him so.

Buster was having such a good time. First digging up the flower bed, now playing chase. It was the perfect day – until Lucy dived on top of him and he was trapped.

'Got you!'

Robert took Dad's old slipper from Buster. 'Sorry, but you can't play with that.'

Buster jumped up at the slipper, trying to get it back. It was his – he'd buried it and he'd dug it up. Robert held the slipper above his head so Buster couldn't get it, although for such a small dog, he could jump pretty high.

Buster went back to his hole and started digging to see if he could find something else interesting. Freshly dug soil was soon flying into the air once again.

'No slacking, you two!' Robert's father, Mr Edwards, told the boys as he came out of the back door. Robert quickly hid the slipper behind him; he didn't want Buster to get into trouble. Michael took it from him, unseen.

Lucy ran back into the kitchen, with Rose close behind her.

'You two should be following Buster's example,' Mr Edwards said to the boys.

At the sound of his name Buster stopped digging for a moment and emerged from his hole. His face was covered in earth and it was clear that he was in his element. Usually he'd have been in huge trouble for digging in the garden, but not today. When Mr Edwards wasn't looking, Michael dropped the slipper into the small ornamental fishpond near to where Tiger was lying. Tiger rubbed his head against Michael's hand, the bell on his collar tinkling softly, and Michael obligingly stroked him behind his ginger ears before getting back to work.





The Great Escape



1. Buster's treasure

by Megan Rix

Name _____

Date _____

Answer the questions with full sentences:

1. When does the story start?

2. Which adjectives tell us about the weather? Write two more adjectives that you could use to describe that type of weather.

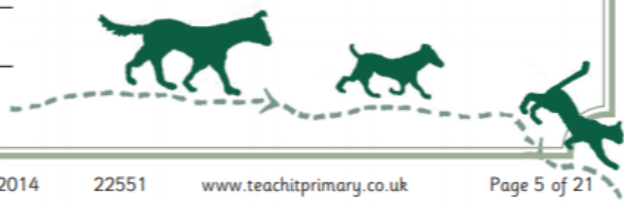
3. Write three sentences about Buster with information from the first five paragraphs.

4. What is 'Buster's Treasure'?

5. What did Buster do with the 'treasure' before the story starts and what happens to it now?

6. Write the names of the humans mentioned in the passage and what we find out about them.

7. Describe Rose and Tiger.





English – Lesson 3 – To draft an introduction to my balanced argument

Today, you are going to write your introduction. It introduces the topic to the reader and gives them some information without giving them too much! This fine balance can be difficult to achieve.

A balanced argument typically has 4 paragraphs:

- an introduction
- a paragraph that argues 'for'
- a paragraph that argues 'against'
- a conclusion

Steps to success

- Use your plan from Friday to help you write this.
- A WAGOLL (what a good one looks like) is included on this page to help you.
- Use the word banks provided for you in this pack.
- Look at the VIP list on the knowledge organiser on the next page so you know what to include when writing your balanced argument.

Should children have been evacuated in World War 2?

During World War 2, warfare was no longer restricted to distant battlefields: the start of the Blitz (a period of intensive bombing of British towns and cities) resulted in thousands of children being placed in danger. In response to this, evacuation proceeded in the late months of 1939, lasting until late 1945. Children, from the ages of merely a few months to eleven years old, and many other vulnerable groups (including pregnant women and disabled people) were evacuated in compact but distinct waves as the government wanted to ensure their safety as soon as possible. However, not everyone saw the evacuation process as a welcome relief from the horrors of war and the decision to evacuate has been hotly debated ever since.

There is no doubt that the government's intention for evacuation was to protect children and other vulnerable people from air raids, bombings and The Blitz. The Germans used powerful weapons like V1 flying bombs and V2 rockets. As a result, two million houses were destroyed, therefore many have argued that evacuation saved the children who potentially lived in those houses. Statistics show that thirty two thousand people were killed and eighty seven thousand were horribly injured; this number would have been immeasurable if children - and others - had not been evacuated. In addition to this, another substantial argument for evacuation is that parents had peace of mind knowing that their children were safe in the countryside, allowing them to concentrate all their time and energy into the war effort. Without evacuation, it is not difficult to imagine the consequences that tired, emotional parents trying to protect their children would have on the country's fight to win the war. A further argument for evacuation is that many children found it a very positive experience - for some even an adventure! Life in the countryside was a stark contrast to inner city life and many children thrived on the welcome new lifestyle.

On the other hand, some parents refused to let their children leave for various reasons: some were uncomfortable at the idea of their children living with strangers, others unwilling to be separated from their young for long periods of time. Another significant argument made against evacuation was that not all host families were willing recipients of evacuees. If host families were coerced into the process out of necessity and did not truly want evacuees, possible consequences for those children were physical and mental abuse. Furthermore, many host families scrutinised and criticised each evacuee before picking the child they were willing to host - leaving some evacuees feeling rejected and unloved. As a result of this, evacuees who were not picked were sent back home again or found substandard care. A significant number of evacuees could not be placed in British care and were sent abroad. Consequently, one boat was torpedoed during the evacuation process: the children on-board were killed instantly. Many would consider this a huge and unnecessary sacrifice which had put children directly in the path of war, thus a further argument against the evacuation process.

In conclusion, there is clear evidence for both sides of the argument. For many, evacuation was an outstanding idea whilst for others it created disastrous issues and repercussions. However, the devastating amounts of death, injuries and destruction that evacuation prevented is an inescapable fact. Despite it proving distressing for a vast number of families, children's safety remained the priority. I passionately agree that evacuation was essential to the war effort because of the lives it saved.



Balanced argument word mat

Cause and effect conjunctions/phrases

because since even though
as now that so
yet consequently therefore
accordingly hence as a result

Reinforcing conjunctions/phrases

besides anyway after all
many people believe furthermore
also moreover in addition
as well as this a further point

Contrasting conjunctions/phrases

but nevertheless however
on the other hand instead
in contrast looking at it another way
although whereas on the contrary

Other useful phrases

No one can deny There is no doubt
It could be argued that Some people feared
Some people believed There is a lot of debate
Others think that

Fronted adverbials

Meanwhile, Simultaneously, Later,
Finally, Eventually, Unfortunately,
Unexpectedly, Before long,

Modal verbs

can could
may might must
should had



English - Lesson 4 – To write my ‘for’ paragraph of my balanced argument

Today, you are going to write your ‘for’ paragraph. This is a paragraph that solely discusses the good things about evacuation.

A balanced argument typically has 4 paragraphs:

- an introduction
- a paragraph that argues ‘for’
- a paragraph that argues ‘against’
- a conclusion

Steps to success

- Use your plan from Friday to help you write this.
- A WAGOLL (what a good one looks like) is included on this page to help you.
- Use the word banks provided from yesterday’s lesson.
- Look at the VIP list on the knowledge organiser (a couple of pages back) so you know what to include when writing your balanced argument.

Should children have been evacuated in World War 2?

During World War 2, warfare was no longer restricted to distant battlefields: the start of the Blitz (a period of intensive bombing of British towns and cities) resulted in thousands of children being placed in danger. In response to this, evacuation proceeded in the late months of 1939, lasting until late 1945. Children, from the ages of merely a few months to eleven years old, and many other vulnerable groups (including pregnant women and disabled people) were evacuated in compact but distinct waves as the government wanted to ensure their safety as soon as possible. However, not everyone saw the evacuation process as a welcome relief from the horrors of war and the decision to evacuate has been hotly debated ever since.

There is no doubt that the government’s intention for evacuation was to protect children and other vulnerable people from air raids, bombings and The Blitz. The Germans used powerful weapons like V1 flying bombs and V2 rockets. As a result, two million houses were destroyed, therefore many have argued that evacuation saved the children who potentially lived in those houses. Statistics show that thirty two thousand people were killed and eighty seven thousand were horribly injured; this number would have been immeasurable if children -and others- had not been evacuated. In addition to this, another substantial argument for evacuation is that parents had peace of mind knowing that their children were safe in the countryside, allowing them to concentrate all their time and energy into the war effort. Without evacuation, it is not difficult to imagine the consequences that tired, emotional parents trying to protect their children would have on the country’s fight to win the war. A further argument for evacuation is that many children found it a very positive experience – for some even an adventure! Life in the countryside was a stark contrast to inner city life and many children thrived on the welcome new lifestyle.

On the other hand, some parents refused to let their children leave for various reasons: some were uncomfortable at the idea of their children living with strangers, others unwilling to be separated from their young for long periods of time. Another significant argument made against evacuation was that not all host families were willing recipients of evacuees. If host families were coerced into the process out of necessity and did not truly want evacuees, possible consequences for those children were physical and mental abuse. Furthermore, many host families scrutinised and criticised each evacuee before picking the child they were willing to host -leaving some evacuees feeling rejected and unloved. As a result of this, evacuees who were not picked were sent back home again or found substandard care. A significant number of evacuees could not be placed in British care and were sent abroad. Consequently, one boat was torpedoed during the evacuation process: the children on-board were killed instantly. Many would consider this a huge and unnecessary sacrifice which had put children directly in the path of war, thus a further argument against the evacuation process.

In conclusion, there is clear evidence for both sides of the argument. For many, evacuation was an outstanding idea whilst for others it created disastrous issues and repercussions. However, the devastating amounts of death, injuries and destruction that evacuation prevented is an inescapable fact. Despite it proving distressing for a vast number of families, children’s safety remained the priority. I passionately agree that evacuation was essential to the war effort because of the lives it saved.



English Lesson 5 – To write my ‘against’ paragraph and conclusion of my balanced argument

Today, you are going to write your ‘against’ paragraph. This is a paragraph that solely discusses the bad things about evacuation. You will also write your conclusion. This is a paragraph that brings your ideas together. You may include your own opinion in the conclusion!

A balanced argument typically has 4 paragraphs:

- an introduction
- a paragraph that argues ‘for’
- **a paragraph that argues ‘against’**
- **a conclusion**

Steps to success

- Use your plan from Friday to help you write this.
- A WAGOLL (what a good one looks like) is included on this page to help you.
- Use the word banks provided from Wednesday’s lesson.
- Look at the VIP list on the knowledge organiser (a couple of pages back) so you know what to include when writing your balanced argument.

Should children have been evacuated in World War 2?

During World War 2, warfare was no longer restricted to distant battlefields: the start of the Blitz (a period of intensive bombing of British towns and cities) resulted in thousands of children being placed in danger. In response to this, evacuation proceeded in the late months of 1939, lasting until late 1945. Children, from the ages of merely a few months to eleven years old, and many other vulnerable groups (including pregnant women and disabled people) were evacuated in compact but distinct waves as the government wanted to ensure their safety as soon as possible. However, not everyone saw the evacuation process as a welcome relief from the horrors of war and the decision to evacuate has been hotly debated ever since.

There is no doubt that the government’s intention for evacuation was to protect children and other vulnerable people from air raids, bombings and The Blitz. The Germans used powerful weapons like V1 flying bombs and V2 rockets. As a result, two million houses were destroyed, therefore many have argued that evacuation saved the children who potentially lived in those houses. Statistics show that thirty two thousand people were killed and eighty seven thousand were horribly injured; this number would have been immeasurable if children -and others- had not been evacuated. In addition to this, another substantial argument for evacuation is that parents had peace of mind knowing that their children were safe in the countryside, allowing them to concentrate all their time and energy into the war effort. Without evacuation, it is not difficult to imagine the consequences that tired, emotional parents trying to protect their children would have on the country’s fight to win the war. A further argument for evacuation is that many children found it a very positive experience – for some even an adventure! Life in the countryside was a stark contrast to inner city life and many children thrived on the welcome new lifestyle.

On the other hand, some parents refused to let their children leave for various reasons: some were uncomfortable at the idea of their children living with strangers, others unwilling to be separated from their young for long periods of time. Another significant argument made against evacuation was that not all host families were willing recipients of evacuees. If host families were coerced into the process out of necessity and did not truly want evacuees, possible consequences for those children were physical and mental abuse. Furthermore, many host families scrutinised and criticised each evacuee before picking the child they were willing to host -leaving some evacuees feeling rejected and unloved. As a result of this, evacuees who were not picked were sent back home again or found substandard care. A significant number of evacuees could not be placed in British care and were sent abroad. Consequently, one boat was torpedoed during the evacuation process: the children on-board were killed instantly. Many would consider this a huge and unnecessary sacrifice which had put children directly in the path of war, thus a further argument against the evacuation process.

In conclusion, there is clear evidence for both sides of the argument. For many, evacuation was an outstanding idea whilst for others it created disastrous issues and repercussions. However, the devastating amounts of death, injuries and destruction that evacuation prevented is an inescapable fact. Despite it proving distressing for a vast number of families, children’s safety remained the priority. I passionately agree that evacuation was essential to the war effort because of the lives it saved.



Palm Oil

Palm oil is a vegetable oil derived from the fruit of the oil palm tree (*Elaeis Guineensis*). This reddish coloured fruit is about the size of a large olive and contains a single seed or kernel. Originally grown in West Africa, the palm tree is a tropical plant that grows in countries around the equator (such as Indonesia and Malaysia) as the tree thrives in hot, humid conditions. Each palm oil fruit contains 30-35% oil and a single tree produces 40 kilograms of palm oil every year. Palm oil is in increasing demand and global consumption of it has risen rapidly since 1995.



Today, it is believed that over half of the products for sale in the supermarket contain palm oil. Due to the world's population growth, the demand for palm oil is growing at an alarming rate and there are concerns about the impact that this is having on the environment and wildlife.

Pros and Cons

The production of palm oil is a controversial topic. Palm oil is the main agricultural export of Indonesia and Malaysia and the production of it provides vital jobs and economic stability in these relatively poor countries. Palm oil has provided jobs for millions of small, rural farms helping them to get out of poverty and to provide for themselves and their families. Many developing countries depend on the palm oil industry in order to grow and prosper.

However, it is widely believed that the palm oil industry is having a devastating impact on the environment, namely the world's rainforests. **Deforestation** is destroying the habitat of many endangered animals such as orangutans, tigers and elephants. Burning forests to clear room so that people can grow palm trees means that the rainforests have less **biodiversity** and leaves animals homeless, starving or ultimately, both.

Another issue related to the growth of the palm oil industry is the negative impact that it has on **indigenous** people of the rainforests. As deforestation occurs, tribal groups are often forced to relocate to areas where resources are scarce and where they have to change their way of life. Sadly, the rights and local knowledge of these indigenous groups are rarely recognised or respected.



Sustainability

As the world's population continues to grow, so will the demand for palm oil. So, what can be done to decrease the impact on the environment? Experts believe that palm oil can and should be produced but that it needs to be done in a sustainable and responsible way in order to limit the social and environmental costs.

The RSPO (Roundtable on Sustainable Palm Oil) was established in 2014 and is the globally recognised standard for sustainable palm oil. Forty per cent of the world's palm oil producers are members of the RSPO and are committed to producing palm oil according to eight different principles. These principles include respecting local communities affected by palm oil mills, complying with relevant laws and regulations and conserving natural resources and biodiversity of the environment.

Did You Know...?

Palm oil is used in some chocolate to give it a shiny and smooth appearance. It also helps to stop it from melting. Remember to look for the RSPO label next time you buy a bar of chocolate to ensure that it contains sustainably produced palm oil!



What Can We Do?

It is impossible to stop buying products that contain palm oil altogether. It is found in a wide variety of everyday items from ice-cream to washing detergent to pizza. However, there are certain measures that we can all take to ensure that we are buying as responsibly as possible.



Look for the RSPO label - This will give you the confidence that the palm oil in the product was produced in a socially and environmentally responsible way.



If you can't find the RSPO label, look for the Green Palm label - This label indicates that the product is in support of the transition to sustainable palm oil and proceeds to the Green Label help growers to make the transition.

Glossary

Deforestation

The action of clearing a wide area of trees and forests.

Biodiversity

The variety of important plant and animal life in a particular habitat.

Indigenous

Originating or occurring naturally in a particular place.



Reading for Productivity: Lesson 1 Geography Questions

Questions

1. Palm oil trees grow best in ... Tick one
 - Hot, dry conditions
 - Hot, humid conditions
 - Cold, wet conditions
 - Warm, sunny conditions
2. Find and copy a word which means *defenceless*.

-
3. How do Indonesia and Malaysia depend on the palm oil industry. Explain your answer fully.

-
-
-
4. Explain in your own words what deforestation is.

-
-
-
5. Fill in the missing words in the sentence below:
As forests are _____ to make room for more palm oil trees, tribal
_____ are forced from their homes.

6. Explain in your own words why palm oil is a good product to use in chocolate.

-
-
7. In which year did the Roundtable on Sustainable Palm Oil begin? Tick one.

- 2004
- 1924
- 1994
- 2014

8. Who do Green Palm support?

Deepen the moment

How are humans affected by the palm oil industry. Explain your answer.



Reading for Productivity: Lesson 2 – DT

Reading for productivity – food hygiene

Harmful microbes found in food can lead to food poisoning, which is dangerous and can kill – though this is rare. The symptoms of food poisoning can last for days and include stomach pains, diarrhoea, vomiting, and fever. The symptoms usually come on suddenly, but can occur days after eating contaminated food. They will usually get better on their own.

Not all microbes associated with food are harmful, here are examples of the good, bad and ugly microbes associated with food.

Useful Microbes can be used to make food and drink, e.g. the yeast

Saccharomyces cerevisiae is used to make bread and beer.

Lactobacilli bacteria are used in yogurt and cheese making.

Harmful Microbes can cause food poisoning e.g. the bacteria

Salmonella, *E. coli* and *Campylobacter* are commonly found on raw meats and can cause diarrhoea and vomiting in humans and sometimes even death.

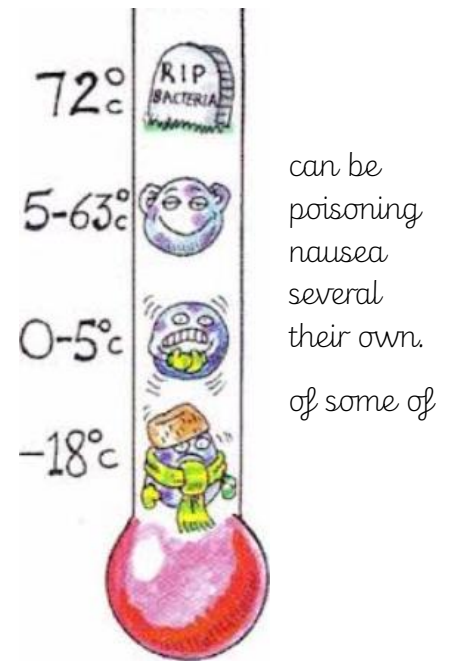
Food Spoilage Microbes do not usually cause harm to humans. These are generally mould or bacteria, e.g. the fungus *Rhizopus stolonifer* causes bread mould and the bacterium *Pseudomonas* can cause the green discoloration on bacon and other meat.

How can we prevent food poisoning and delay food spoilage?

Most microbes we find on food grow best between 5°C and 40°C in warm and damp places. They generally dislike places that are too warm and are killed at temperatures above 70°C. In cooler temperatures, below 5°C, most bacteria multiply very slowly, if at all. Some bacteria will die, but many survive and can start to multiply again if warm conditions return. This is why we keep our food in the fridge and cook our meat well before we eat it.

Sometimes harmful microbes found on food can spread to other foods, for example via hands, or kitchen utensils and cause illness when those foods are eaten. They can also be spread if raw meats are washed and microbes splash onto work surfaces or other foods. This is known as cross-contamination.

Now we have read through this information, it is now time to complete a quiz to see what you have learnt.





Reading for productivity – DT Lesson 2 Questions

Quiz: Food Hygiene

Please tick as many answers as appropriate



Harmful microbes can commonly be found on:	
Raw meat	<input type="checkbox"/>
Raw fish	<input type="checkbox"/>
Fruit and vegetables	<input type="checkbox"/>
Yoghurt	<input type="checkbox"/>

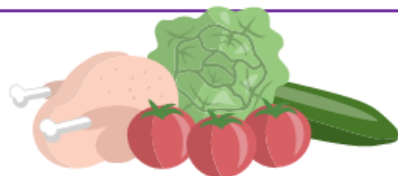
The best way to destroy harmful microbes on food is to:	
To make sure food is cooked on the outside	<input type="checkbox"/>
Cook food as quickly as possible	<input type="checkbox"/>
Cook food thoroughly	<input type="checkbox"/>
To make sure food is warm before we eat it	<input type="checkbox"/>

Meat and vegetables should be:	
Sorted on the same shelf in the fridge	<input type="checkbox"/>
Cut on different chopping boards	<input type="checkbox"/>
Cut with the same knife	<input type="checkbox"/>
Stored in a warm cupboard	<input type="checkbox"/>

Refrigeration:	
Kills all microbes	<input type="checkbox"/>
Speeds up microbe growth	<input type="checkbox"/>
Only stops microbes growing, it doesn't kill them	<input type="checkbox"/>
Should be set to 4°C or below	<input type="checkbox"/>

Which food may contain useful microbes?	
Cheese	<input type="checkbox"/>
Yoghurt	<input type="checkbox"/>
Bread	<input type="checkbox"/>
Raw chicken	<input type="checkbox"/>

How can we prevent food poisoning?	
Store raw meat/chicken in the fridge	<input type="checkbox"/>
Cook meat/chicken thoroughly before we eat it	<input type="checkbox"/>
By washing raw chicken	<input type="checkbox"/>
Eating yoghurt	<input type="checkbox"/>



Deepen the moment

Why must we wash our hands after handling raw meat?



Reading for Productivity: Lesson 3 – Spanish

A Day in the Life of a Kid in Madrid!

Introduction:

Kids in Spain are really similar to kids in the United Kingdom; they just want to play and have fun! As an English tutor for a local Spanish family, I was able to talk with Valle (10 years old) and her little sister. She was excited to tell me all about her life at home and school and about her favourite things. I hope this gives you an idea about what it's like to be a kid in Madrid!

What do you eat for breakfast, lunch and dinner?

For breakfast, Valle and her little sister like to have *leche con colacao* (milk with colacao). Colacao is a sugary chocolate drink that tastes like chocolate milk and is a very popular drink for kids in Spain. It was created in Spain, but now can be found all over the world. It is made out of sugar, cocoa, wheat flour and cola nut and it also has a version made with vitamins. At lunchtime, Valle likes to eat spaghetti. Do you ever have spaghetti for lunch? Her favourite dinner is a very famous Spanish dish called *tortilla de patata*, or a Spanish omelette, which are made of potatoes. One night I had dinner with Valle and her family and her mum made us Spanish omelettes. They were delicious!

What is your house like?

Like most families in Madrid and other big cities, Valle lives in an apartment with her family. Valle's apartment has 3 bedrooms, a small kitchen with small kitchen appliances, a living room, a balcony with a view of the city and 1 bathroom, which is very common of apartments in Madrid. In order to get to her apartment, you have to walk up stairs or take an elevator. Because public transportation is really popular, there is very little street parking for cars by her apartment. Valle and her family mostly take trains, buses and metros to get around Madrid.

What chores do you have at home?

Valle's biggest chore is to set the table before meals and clean the table after meals. Do you have this chore at home? Do you have more chores?

What jobs do your parents have?

Valle's mum is a *flamenco* dancer. Flamenco is a musical tradition based on the various folkloric music traditions of Spain. It includes *cante* (singing), *toque la guitarra* (guitar playing), *baile* (dance), *palmas* (handclapping) and *pitos* (finger snapping).



What time does school start, and what time do you go home?

For kids in Spain, school starts at 9 A.M. and ends at 2:30 P.M.

How do you get to school? Are you allowed to go to school by yourself?

Because Valle's school is far and Madrid is a large city, her mum or dad usually drives her to school and she is not allowed to go alone. I have seen a lot of older kids in high school walk to school or take public transportation alone.

What language do you speak at school? How do you say "Hello" in your language?

At schools in Spain, kids speak Spanish but usually learn other languages, especially English. Valle attends a bilingual school where she is learning to be fluent in English. I help tutor her to go over what she learns in school. In Spanish, hello is *hola*.

What subjects do you study in school, and which one is your favourite?

In school, Spanish kids study language, history, mathematics, science and art. Valle's favourite subject is art. School in Spain does have a few differences to the UK. In many schools, children call their teachers by their first name, and in big schools instead of children changing rooms for each new lesson, it's more common for the teachers to change rooms!

What is your homework like?

As kids get older, their homework starts to get more difficult. Valle has a lot of homework that takes a long time.

What do you like to do after school? Do you have a favourite sport or game?

After school, Valle likes to go shopping, play at the park and do gymnastics. I often see groups of kids playing football or basketball at parks in Madrid.

Who is your favourite famous person?

Valle's favourite band is Sweet California. They are one of the most famous girl bands in Spain.



Lesson 3 – Spanish Questions

Q1) How old is Valle?

Q2) Name two things Valle likes to do after school.

Q3) Valle and her little sister like to have *leche con colacao*. What is colacao?

Q4) Why do Valle's mum and dad have to drive her to school?

Q5) '*Valle attends a bilingual school*' – What do you think the word bilingual means? Clue: The word 'lingual' comes from the word 'language'.

Q6) Describe Valle's apartment.

Q7) Explain why there isn't much street parking for cars near Valle's apartment.

Q8) Who has this text been written by? What is the purpose of this text?

Deepen the moment

Can you spot any similarities or differences between yours and Valle's life?



Thomas Edison

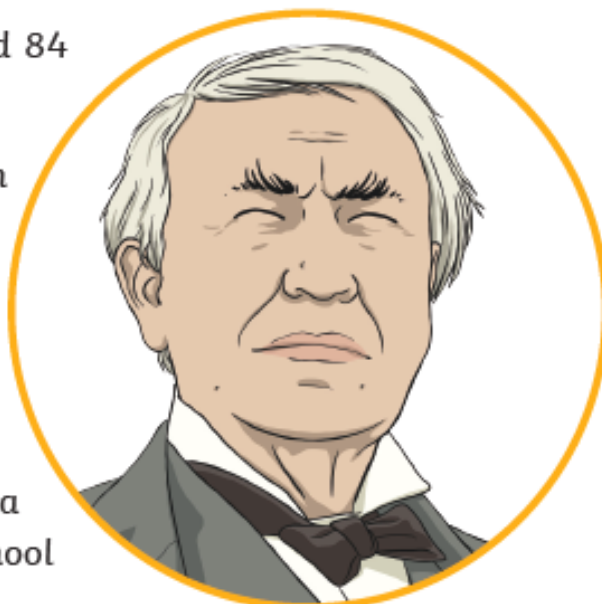
Born: 11th February, 1847

Died: 18th October, 1931 aged 84

Childhood

Thomas Edison was born in Ohio, America. He was the seventh child of Samuel and Nancy Edison.

As a child, he had hearing problems from the illness scarlet fever. His mother was a teacher, so he did not go to school but was taught at home.



As a teenager, he sold candy and newspapers on trains. Quickly, he became quite a good businessman, and with four assistants started selling newspapers on the streets.

Getting a Job

He got his first job by accident when he saved a 3 year-old boy from being hit by a train. The boy's father was so grateful that he gave Thomas a job as a telegraph operator.

A telegraph operator: a person who operates a telephone switchboard.

At 19 years old, Thomas moved to Kentucky to start a new job. He chose to work at night so that he could carry on with his experiments. Unfortunately, he spilt sulphuric acid on the floor and it dripped through the wooden floor boards onto the desk of his boss below. Thomas Edison lost his job!



First Invention

Thomas Edison's first invention was completed in 1877 – the phonograph. This was a machine that could record and replay sound. The sound was played through a large horn. Suddenly, Thomas Edison became very famous.



The Electric Lightbulb

Thomas wanted to invent a light that did not need oils or gas to be lit. After some tests and changes, Edison created a lightbulb that would stay lit using electricity for 13 $\frac{1}{2}$ hours!

In 1879, he demonstrated this amazing invention to a group of people in Menlo Park. He then became known as the 'Wizard of Menlo Park'.

An Amazing Man

Thomas Edison was a very careful worker, who went on to become one of the most famous inventors in history. He always thought carefully about all the different things that could go wrong in his projects and how to put them right. He managed to encourage very important people to support his inventions and put money into them, so that he had the time to work on them properly.

His Legacy

Thomas Edison died in 1931 from problems with diabetes. He was 84 years old. Almost everyone in the world has used at least one of his inventions: the electric lightbulb. We are still using them today, almost 100 years later!



Lesson 4 – Science Questions

Questions

1. Where was Thomas Edison born?
2. As a child, why did Edison have hearing problems?
3. How did he get his first job as a telegraph operator?
4. How did his boss find out he was doing experiments while he was at work?
5. Name one thing about Edison that made him a great inventor.
6. True or false?
 - As a teenager, Edison sold perfume on trains.
 - Edison was 19 when he started a new job in Kentucky.
 - In 1879 he became known as the 'Wizard of Waverly Place'.
 - Almost everyone in the world has at least one of his inventions.
7. Look at the section headed 'His legacy'. What do you think the word 'legacy' means?
8. Do you think Edison was more or less important in the history of discoveries about electricity than Alessandro Volta who we looked at last week (he invented the battery). Give a reason for your answer.

Deepen the moment

Imagine a world without Edison's invention of lightbulbs. How would life be different? Write your answer in full sentences.



Reading for Productivity: Lesson 5 - Computing

Tim Berners-Lee biography and comprehension

Name: Date:.....

A biography of Tim Berners-Lee: the inventor of the World Wide Web

WWW is probably the most famous string of letters in the world. It stands for World Wide Web - the interconnected system that allows us to communicate with banks of information across the globe on the internet. The world wide web's inventor, Tim Berners-Lee, was born in London in 1955, the child of two computer scientists. Computers were in his blood - his parents were involved in making the first computer to be used in business, and while he was at university in the 1970s, Tim managed to make his own computer from an old television set.



Tim Berners-Lee by Paul Clarke - Own work, CC BY-SA 4.0, commons.wikimedia.org/w/index.php?curid=53878695

Tim enjoyed experimenting with his many ideas about how to make technology work better for people. He studied physics which led him to a career in telecommunications, followed by a job writing software to make printers set out text more efficiently. This experience would lead him to develop his ideas of improving communications on a larger scale - a world-wide scale! He wanted to find a way to bring together research information, but always to have the latest, most up-to-date information, too.



Cooloacesar at the English language Wikipedia, CC BY-SA 3.0, commons.wikimedia.org/w/index.php?curid=395096

Later, in 1980, while working in Switzerland at CERN (a research laboratory), Tim was interested in improving the way researchers could share and update their findings. He realised that if he could link text in on-screen research documents together, then he could allow researchers to have one document with live links to lots of other documents. If one of the linked documents was updated, the link would always point to the latest version, which ensured that they always had access to the most recent research information. Over the next ten years, Tim Berners-Lee worked on the rules (called protocols) for connecting information together.

In 1990, Tim created the first web browser (like Google Chrome, Firefox, Microsoft Edge etc.) which acted like an interpreter for the information. The web browser allowed you to search for documents and it translated pure data into easier to read text. It was in 1991 that the first website went live! This website does not exist any more unfortunately, but on it was a list of instructions on how to create your own website and



how to join what Tim called the World-Wide Web (people don't use the hyphen anymore).

Tim Berners-Lee had developed a way for people to communicate seamlessly across the world. This has been ranked number one in a list of inventions that have shaped the world. Once the World Wide Web was starting to grow, Tim took on positions that allowed him to influence and improve the way it worked. He wanted there to be freedom when it came to anyone finding information. He was against governments holding information about people as a way to have power over them. He wanted it to be an equal sharing of information. These days, we take accessing information for granted - fire up a browser and use a search engine - simple as that! When the WWW was first proposed, there were no web browsers, no ways to search and no rules on how to communicate.

In 1994, Tim set up the Massachusetts Institute of Technology to ensure that the web stayed free and available to all. In the 2000s he moved back to the UK to continue work developing the web. This led to him working with the UK Government in 2009 to find ways to make information more freely available to all. To this day, Tim continues to work on his World Wide Web dream - a place where information is open and available to all and improves the quality of life for all the world's citizens.



Jiaqian AirplaneFan, CC BY 3.0,
commons.wikimedia.org/w/index.php?curid=57949019

What's the difference between the World Wide Web and the internet?

The internet was first used successfully in American universities in 1969 when a message was sent from one linked up university to another. The internet is the many millions of separate computers connected to large information storage hubs (called servers). You can think of the internet as the strands on a massive spider web with each crossing point being a computer or a group of powerful servers.

The World Wide Web is the information flying across the web (like the spider). WWW allows information to be transmitted in electronic form using the internet pathways, then turned back into text, pictures and other content when it reaches the person requesting it. WWW has rules which everyone has to follow if they want to get hold of the information they ask for!



Lesson 5 Questions

A biography of Tim Berners-Lee: the inventor of the World Wide Web

Comprehension questions

1. Complete the missing information:

Year	Event
1955	
	The internet was first used to send a message
1991	

2. What does a web browser do?

.....
.....

3. What was the content of the first web page?

.....
.....

4. Why do you think Tim Berners-Lee chose to use this content on the first web page?

.....
.....
.....

5. Read the section on the differences between the internet and the World Wide Web. For each statement below, put a tick in the correct box:

Statement	Part of the Internet	Part of the WWW
Information on a computer		
A server		
Communication rules (protocols)		

Deepen the moment

Explain how Tim Berners-Lee's invention of the World Wide Web has changed the way we access information.



Extended Curricular Learning – Lesson 1



Year 5-6 Extended Curricular Learning

Geography – Palm Oil

Monday 18th January 2021 – Activity 1



VIPs

Palm oil is a vegetable oil made from the fruit of the oil palm tree. The fruit contains between 30-35% oil. These palm trees are tropical plants that grow mostly in countries around the equator as they grow best in hot, humid conditions. Palm oil is responsible for many areas of the rainforest being cleared (known as deforestation) and this is harmful to animal habitats.

Palm oil can be found in many items we purchase, such as crisps, pizza, bread, instant noodles and shampoo! When we buy products containing palm oil, we are actively contributing to rainforests being destroyed.

You may see many adverts on TV that encourage you to donate to a charity, or perhaps encourage you to think about changing some of your habits to have a less of an impact on global warming. But it is quite unusual to see an advert persuading you not to buy products containing palm oil.

Your task today is to write and film your own television advert that persuades people to think twice about buying products containing palm oil. Use the information you have read, as well as conducting some extra research. Visiting this webpage from the BBC may help you:

<https://www.bbc.co.uk/newsround/39492207>

- ✓ Year 5 – can you include some statistics to wow your viewers? Statistics that are shocking are often the cause of people changing their behaviour.
- ✓ Year 6 - can you include some persuasive techniques such as exaggeration and play on words?

Deepen the moment

Have a look at products in your kitchen at home. Are there any products that contain palm oil? How could you make a change next time you go shopping?



Extended Curricular Learning – Lesson 3



Year 5-6 Extended Curricular Learning

Spanish – A Day in the Life of a Kid in Pontefract



Wednesday 20th January 2021 – Activity 3

VIPs

Madrid is the capital city of Spain. Like children in the United Kingdom, children in Spain just want to have fun! Many children who live in Madrid, live in an apartment block.

In the reading for productivity text, you learnt about a girl named Valle and her life in Madrid. You may notice some similarities and differences between your life and hers!

Your task today:

- Write a similar text, but instead of it being called 'A Day in the Life of a Kid in Madrid', it will be called 'A Day in the Life of a Kid in Pontefract'!
- Think about what subheadings you might include. They could be very similar to the ones used in the reading for productivity text.
- Imagine that this is just a normal day, where you would actually be attending school.
- Writing this would really help Valle to understand how life is similar and different in the United Kingdom, so don't forget to include a little more explanation for some things.
 - ✓ Year 5 – try to include a relative clause and fronted adverbials in your writing.
 - ✓ Year 6 – try to include parentheses and subordinating clauses in your writing.

Deepen the moment

Use Google Translate to create your own dictionary of Spanish school vocabulary.

e.g. classroom = la sala de clase



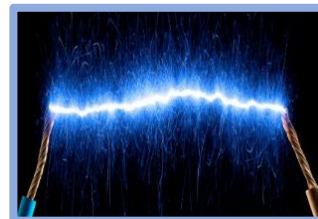


Extended Curricular Learning – Lesson 4

Year 5-6 Extended Curricular Learning

Science – electricity

Thursday 21st January 2021 – Activity 4



VIPs

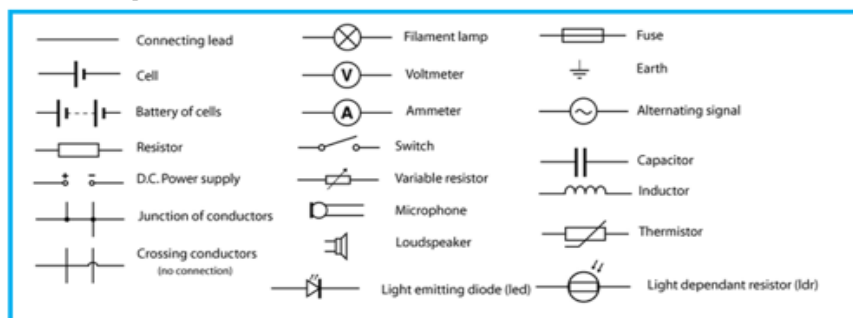
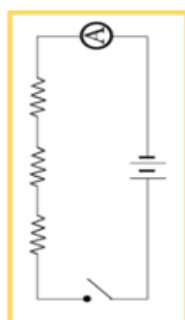
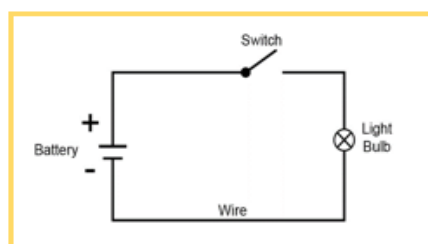
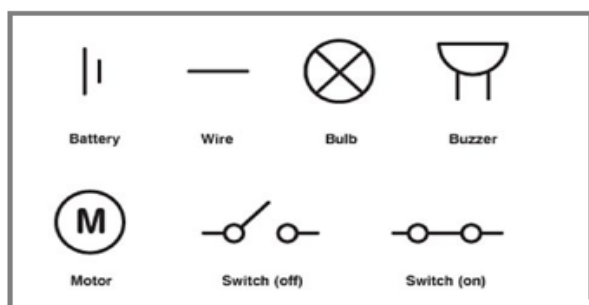
Electricity can flow through the components in a complete electrical circuit. You can use a switch in a circuit to create a gap in a circuit. The longer a circuit is or the more parts to a circuit the more resistance there is to the flow of the current. Current is the amount of electricity flowing through a circuit.

Today, you will learn about how a circuit is created and you will learn how to draw a circuit using different symbols (some of these are shown in the images below). Follow the steps below for today's activity:

1. Research the components shown in the grey box below (battery, wire, bulb etc.) and make notes next to each one explaining its function within a circuit.
2. Draw two circuits using the symbols in the grey box – one circuit should be switched on and the other switched off.
3. Draw an item that would have been used during WWII (e.g. a torch light) and then draw an appropriate circuit to demonstrate how it would work.
 - ✓ Year 5 – can you include some fronted adverbial phrases when explaining the function of some of the symbols?
 - ✓ Year 6 – can you include some fronted adverbial phrases and some parenthesis when explaining the function of some of the symbols?

Deepen the moment

Using the symbols in the blue box, can you create a circuit that links to something that was used in WWII? Alternatively, perhaps you could be inventive, and create something that would have come in useful during the war! Draw your product, then draw a circuit to show how it would work, and finally explain what your product is and how it would have been useful.





Extended Curricular Learning – Lesson 5



Year 5-6 Extended Curricular Learning Computing - Scenarios without using the internet



Friday 22nd January 2021 – Activity 5

VIP

A search engine is a program that searches for and identifies items in a database that correspond to keywords or characters specified by the user, used especially for finding particular sites on the World Wide Web.

Today, your task is to rewind to a time before you were born – a time where there was **no internet!** That's right, no internet! No search engines! No online messenger applications, nothing! I know, difficult to imagine, isn't it? It was in 1991 that the world wide web went live, so there will be people in your family who once lived without it – maybe they can help you with some of today's activity, because your task is to consider the following scenarios and write about how you would manage and what you would do without the internet! You can make a list, put them into paragraphs, or even get creative, e.g. creating a comic strip – as long as you are able to think about and record, how you would deal with these scenarios **without the internet!** Good luck!

1. You need to get from Pontefract to Leeds, and you do not know the way! You have no google maps, no SATNAV and no online AA route planner. What would you do?
2. You have been given some homework by your teacher based on WW2, yet you do not have access to the internet to research! What could you do?
3. Imagine that the Covid-19 pandemic happened during the 1970s. How would we participate in remote learning? How would you get an education? What would we do?

Deepen the moment

Create a table for and against the idea of using the internet. Write a short balanced argument – we have been doing this genre of writing in our English writing lessons, so you should have a good idea how to do this.

- ✓ Year 5 pupils, can you reinforcing (e.g. in addition / furthermore) and contrasting (e.g. however, although) to add additional points, or balance out and oppose points?
- ✓ Year 6 pupils, can you use the above conjunctions, and also use cause and effect conjunctions to further explain points (e.g. therefore, as a result).



For a balanced argument we have to present both arguments equally

