

## Year 5: Remote Learning Schedule

W/C 11 <sup>h</sup> January	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Maths</b> (approx. 45 mins per lesson) <b>This week our focus is:</b> <b>Multiplication</b></p>	<p><b>Lesson 1:</b> <i>Multiply 2 digits (area model) part 1</i>  Click on the link <a href="#">here</a></p>	<p><b>Lesson 2:</b> <i>Multiply 2 digits (area model) part 2</i>  Click on the link <a href="#">here</a></p>	<p><b>Lesson 3:</b> <i>To multiply 2 digit by 2 digit</i>  Click on the link <a href="#">here</a></p>	<p><b>Lesson 4:</b> <i>To multiply 3 digit by 2 digit</i>  Click on the link <a href="#">here</a></p>	<p><b>Lesson 5:</b>  <i>Weekly arithmetic Complete the arithmetic using the methods you have been taught.</i></p>
<p><b>You will find links to videos produced by White Rose Maths above. The questions and answers are attached below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!</b></p>					
<p style="font-size: 1.2em;"><b>Remember to log in to <a href="#">TT Rockstars</a> each week to practise your times tables!</b></p> <p><i>Message your teacher on <a href="#">ClassDojo</a> if you've forgotten your login details.</i></p>					
<p style="font-size: 1.2em;"><b>Remember to share your learning on ClassDojo!</b></p> <p><i>Take a photo of your work and upload it to your Dojo portfolio or messaging section for your teacher to see.</i></p>					
<p><b>English</b> (approx. 45 mins per lesson) <b>This week our focus is:</b> <b>Writing a balanced argument.</b></p>	<p><b>Lesson 1:</b> <i>Reading Comprehension Anne Frank</i></p>	<p><b>Lesson 2:</b> <i>Reading Comprehension Evacuation</i></p>	<p><b>Lesson 3:</b> <i>To explore the different viewpoints and emotions people would have had about evacuation.</i></p>	<p><b>Lesson 4:</b> <i>To make notes on the various reasons for and against evacuation</i></p>	<p><b>Lesson 5:</b> <i>To create a detailed plan for a balanced argument about evacuation..</i></p>
<p><b>The questions and answers are attached below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!</b></p>					
<p style="font-size: 1.2em;"><b>This week's spellings are: thorough, programme, embarrass, restaurant, attached(Remember to test yourself on Friday!)</b></p>					
<p><b>Reading for Productivity</b> <i>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.</i></p>			<p><b>Lesson 1:</b> History</p>	<p><b>Lesson 2:</b> DT</p>	<p><b>Lesson 3:</b> PSHE</p>
<p><b>Reading for Pleasure</b> <i>is such an important part of our curriculum – follow the link <a href="#">here</a> to watch videos of celebrities discussing their favourite books, understanding the role of an author and a fun quiz to take part in.</i></p>			<p><b>Lesson 4:</b> Music</p>	<p><b>Lesson 5:</b> Science</p>	



# Maths lesson 1

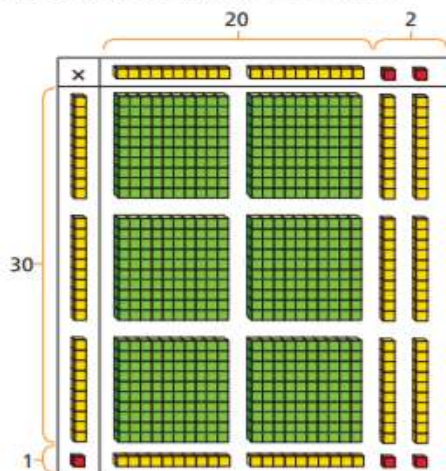
White  
Rose  
Maths



## Multiply 2-digits (area model)

- 1 Kim is using base 10 to work out  $31 \times 22$

Use Kim's model to help you complete the sentences.



There are  ones altogether.

There are  tens altogether.

There are  hundreds altogether.

$31 \times 22 =$

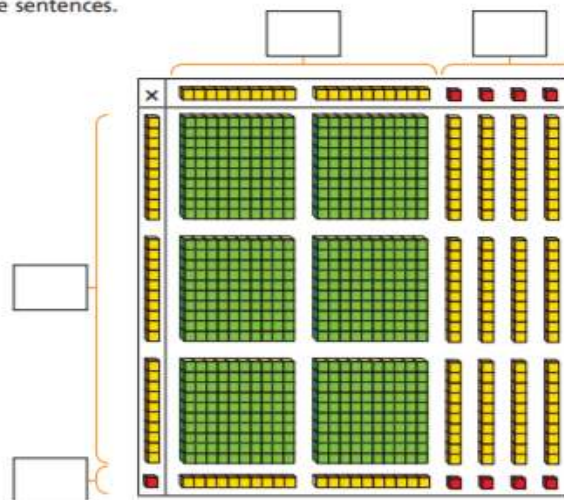
- 2 Use base 10 to work out the multiplications.

- a)  $12 \times 14$       b)  $23 \times 13$



- 3 Amir is using base 10 to calculate  $31 \times 24$

- a) Add the missing information to the area model and complete the sentences.



There are  ones altogether.

There are  tens altogether.

There are  hundreds altogether.

- b) Describe any exchanges you need to make.

- c) Work out the multiplication.

$31 \times 24$

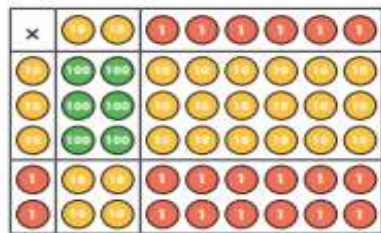
- 4 Use base 10 to work out these multiplications.

- a)  $25 \times 15$       b)  $36 \times 12$



# Maths Lesson 2

- 5 Use the place value counters to complete the multiplication grid and sentence.



x	20	6
30		
2		

$26 \times 32 = \square$

- 6 Use an area model to help you complete the multiplication.

a)  $28 \times 14 = \square$

x	20	8
10		
4		

c)  $35 \times 22 = \square$

b)  $27 \times 16 = \square$

x		

d)  $45 \times 36 = \square$

- 7 Complete the multiplications.

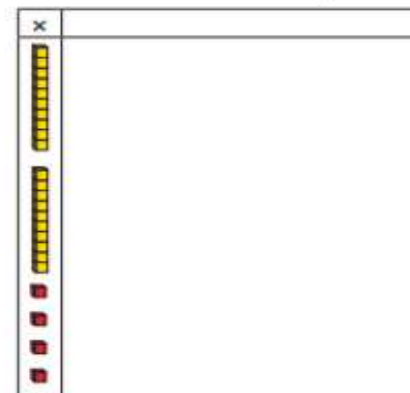
$21 \times 24 = \square$

$31 \times 25 = \square$

$18 \times 26 = \square$

8  $24 \times \square = 768$

Complete the area model to find the missing number.



- 9 Use each digit card once to write a multiplication.



$\square \times \square = \square$

How many different answers can you find?

\_\_\_\_\_

\_\_\_\_\_

How many products are there between 1,000 and 1,500?



# Maths Lesson 3

## Multiply 2-digits by 2-digits



1 Complete the multiplications.

a)  $6 \times 6 = \square$

d)  $7 \times 9 = \square$

$6 \times 60 = \square$

$7 \times 90 = \square$

b)  $12 \times 8 = \square$

e)  $21 \times 4 = \square$

$12 \times 80 = \square$

$21 \times 40 = \square$

c)  $32 \times 3 = \square$

f)  $48 \times 3 = \square$

$32 \times 30 = \square$

$48 \times 30 = \square$

How did you work out your answers?



2 Fill in the missing numbers.

a)

		4	3	
x		1	3	
	1	2	9	(43 × 3)
	4	3	0	(43 × 10)

c)

x				
	1	0	5	(21 × 5)
	4	2	0	(21 × 20)

b)

		2	1	
x		1	6	
	1	2	6	( <input type="text"/> × <input type="text"/> )
	2	1	0	( <input type="text"/> × <input type="text"/> )

3 Mo is calculating  $34 \times 23$

Here is his working.

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

What mistake has Mo made?

What is the correct answer?

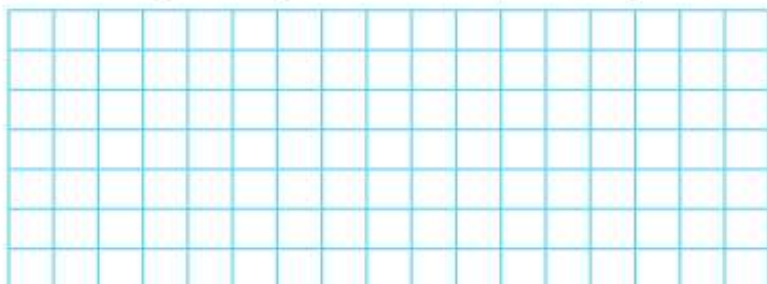
You may use the blank grid for your workings.




4 Work out the multiplications.

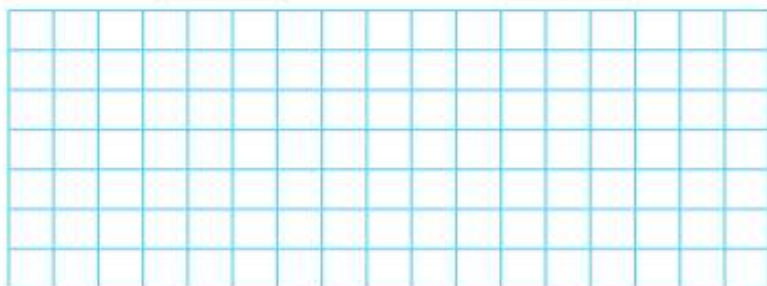
a)  $52 \times 34 =$

c)  $46 \times 64 =$



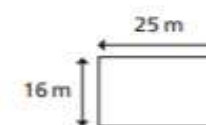
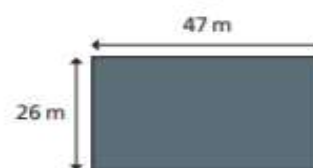
b)  $22 \times 56 =$

d)  $47 \times 63 =$

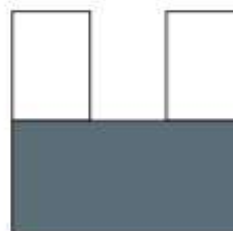


5 A machine prints 92 labels every minute.  
How many labels will it print in three-quarters of an hour?

6 Here are two rectangles.



a) What is the area of this compound shape?




b) What is the area of the shaded part?




Compare methods and answers with a partner.  
What is the same and what is different?





5 Some children are asked to work out  $308 \times 19$

a) Which is the best estimate to use to check their answers?

Circle your choice and work out the answer to your estimate.

$300 \times 10$        $300 \times 20$        $310 \times 20$        $300 \times 19$

estimate answer =

b) Explain the reasons for your choice.

c) Here are answers given by three children.

Nijah 28,028

Filip 5,852

Whitney 2,080

From your estimate, who do you think is correct? \_\_\_\_\_

d) Work out the correct answer.

e) What mistakes might the others have made?

6 A football pitch is 128 m long and 52 m wide.

a) What is the area of the pitch?

b) A field is 25,000 m<sup>2</sup>.

How many football pitches could fit in it?

7 Write  $>$ ,  $<$  or  $=$  to complete each statement.

a)  $146 \times 64$    $164 \times 46$

$135 \times 53$    $153 \times 35$

b) What do you notice?

Does this always happen?

8 Miss Rose is ordering some pencils.

She orders 17 of pack A, 14 of pack B and 4 of pack C.

Pack A



Pack B



Pack C



How many pencils does Miss Rose order?

Each pencil costs 16p.

How much does Miss Rose spend on pencils?



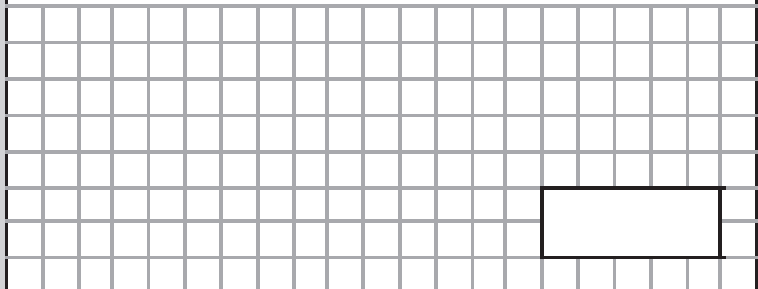
## Maths Lesson 5





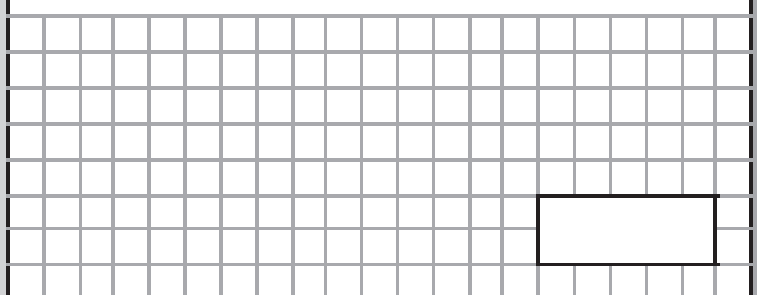


7  $5623 - 824 =$



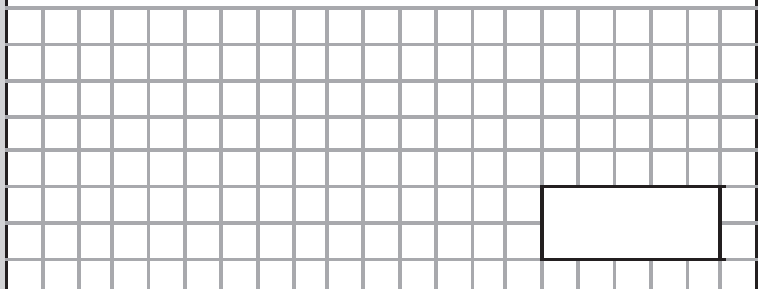
Track

10  $712 \times 6 =$



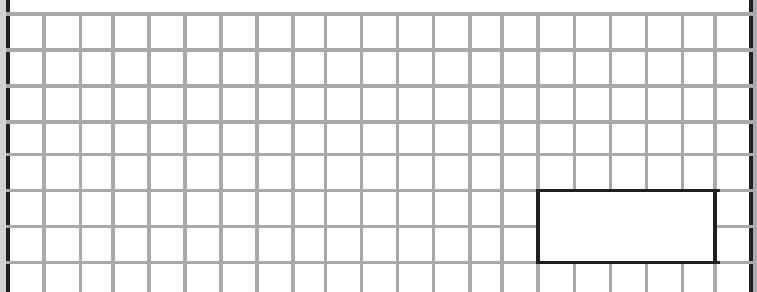
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8  $5 \times 7 =$



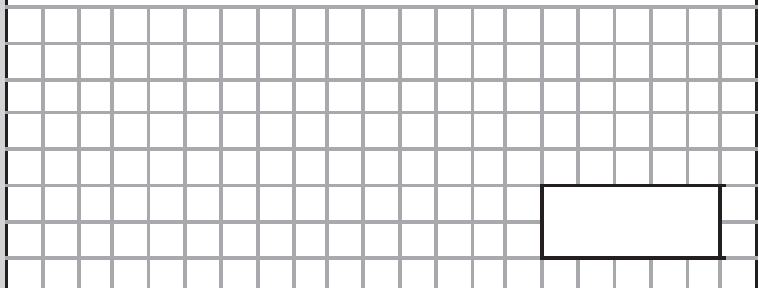
Track

11  $4.6 + 0.8 =$



Track

9  $6 \times 5 \times 3 =$



Track

12  $35 \div 10 =$

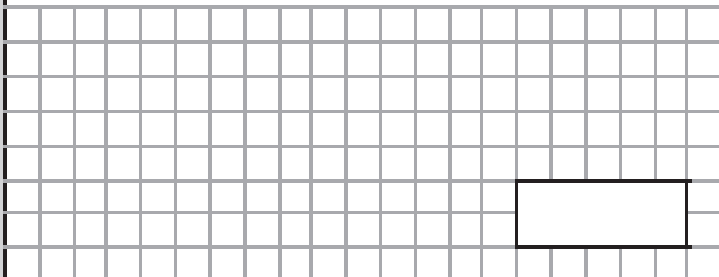


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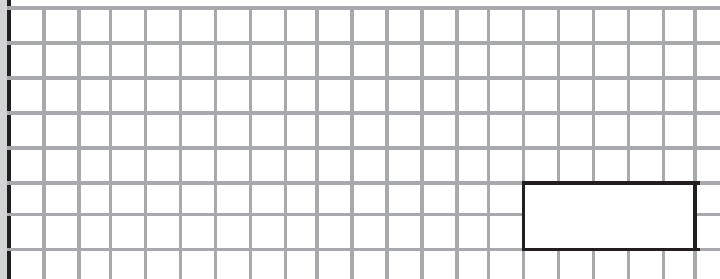


19  $630 \div 9 =$



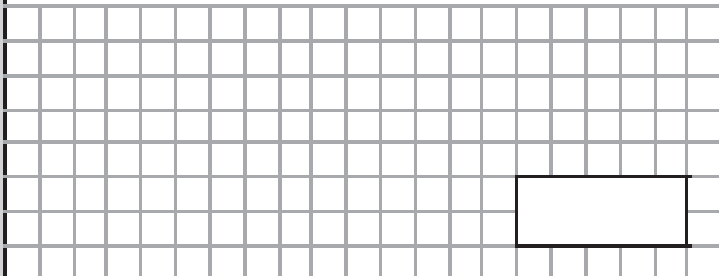
Track

22  $\frac{3}{10} - \frac{1}{5} =$



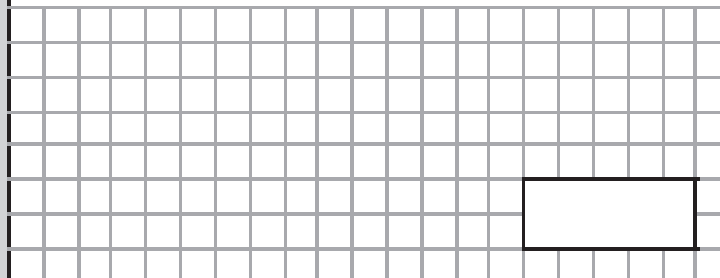
Track

20  $4.6 \times 1000 =$



Track

23  $\frac{1}{2} \times 5 =$



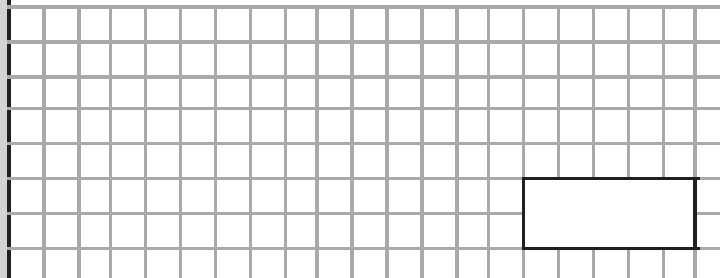
Track

21  $\frac{3}{8} + \frac{3}{4} =$



Track

24  $4.3 + 1.43 =$



Track





## English – Practise your spellings

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

<i>thorough</i>			
<i>programme</i>			
<i>embarrass</i>			
<i>restaurant</i>			
<i>attached</i>			

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?

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## English - Lesson 1 Comprehension

### ANNE FRANK



#### Who was Anne Frank?

Anne Frank was born in Frankfurt, Germany on 12th June, 1929. Her parents were Otto and Edith and she had an older sister, Margot. Anne was lively and outgoing. She had lots of friends and she enjoyed writing, going for family trips out to the seaside and riding her bike.

#### The Second World War

In 1933, Adolf Hitler became the leader of Germany and life was never the same again. Anne was Jewish and Hitler despised Jews. He unfairly blamed them for many of Germany's problems. To keep his family safe, Otto Frank moved to Amsterdam in the Netherlands when Anne was just four years old. However, the Second World War began in 1939, and in 1940, the Nazis invaded the Netherlands.



Life became hard for Jewish people, who were forced to wear a yellow star and were not allowed to own businesses. Anne celebrated her thirteenth birthday and received a red journal that was to become a record of her experiences as a Jew in the Second World War. Anne loved to write and, naming her journal 'Kitty', she began to write in it every day.

#### Going Into Hiding

Otto Frank had a secret annexe behind his office where his family could hide away from the Nazis. After packing what they could, the family went quickly to the small annexe and with the help of friends, hid away for two years. Anne wrote in 'Kitty' every day. Her journal tells us about how her family struggled to stay alive.



#### Captured

Eight people were able to hide in the annexe. They had to be very quiet, walking barefoot and hanging

### Anne Frank

heavy curtains at the windows. Anne often wrote about how tired she was of living in the cramped space. Towards the end of the war, Anne and her family were betrayed and the Nazis found their hiding place.

#### The End

In 1944, the families were arrested, split up and sent to concentration camps. Anne died just a month before the end of the war from a disease called typhus. She was just fifteen years old. The only family member to survive was Otto Frank. When he returned to Amsterdam, he decided to publish Anne's journal. It has been read all over the world and is translated into sixty-five languages.



**"Think of all the beauty still left around you and be happy."**

Anne Frank

### Anne Frank Timeline

1929	12th June: Anne is born in Germany.
1933	Adolf Hitler comes to power as leader of Germany. Anne Frank moves to Amsterdam.
1940	May: Germany invades the Netherlands.  Jews must wear a yellow star.
1942	14th June: Anne begins her journal. July: Anne's family go into hiding.
1944	4th August: The Franks are discovered and arrested. 3rd September: The Franks are taken to a concentration camp.
1945	March: Anne dies from Typhus.
1947	Anne's father Otto publishes her journal.

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# Questions

1. When and where was Anne Frank born?

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2. Who was Adolf Hitler?

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3. Otto Frank decided to move his family from Germany because it was becoming dangerous for Jews. Give two reasons why it was dangerous.

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4. Where did Anne Frank and her family move to?

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5. Give two ways life became hard for Jewish people.

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6. What gift did Anne Frank receive on her thirteenth birthday?

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7. Use information from the text to show whether these statements are fact or opinion.

	Fact	Opinion
Anne loved to write.		
Anne would write every day.		
Anne named her diary 'Kitty' because her journal was like a friend to her.		

8. Where was the secret annexe Otto Frank used to hide his family? Tick the answer that is correct.

- In the cellar of his office.
- Behind his office.
- In a friends house.
- In a cupboard under the stairs.

9. Eight people lived in the secret annexe. Give two ways they were able to stay hidden.

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10. How old was Anne Frank when she died?

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## English - Lesson 1 Answers



## Evacuation

During World War II, many people were evacuated from the cities to the countryside, where it was believed they would be safer from bombing. In total, over 3.5 million people were evacuated during the war.

Most of the evacuees were children but other evacuees included mothers with very young children, pregnant women, disabled people and teachers and helpers to look after the children.

Evacuation happened in distinct waves, with the first wave of evacuations beginning on the 1<sup>st</sup> September 1939, two days before Britain officially declared war on Germany. Other waves were at the start of the Battle of Britain in June 1940 and at the start of the Blitz in September 1940.

On evacuation day, children travelled with their teacher or helper by train to their destination. They had to wear an identity label and



take their gas mask, ration book, identity card and food for the journey. Many children also took a suitcase containing clothes and other personal items.

When they reached their destination, billeting officers were responsible for arranging for children to stay with host families. For many children, this involved being selected from a line by their host. This was an upsetting experience for some children, who felt unwanted or rejected.

Many children were evacuated to countryside towns and villages in Britain but some were evacuated overseas and lived with host families in places as far away as Australia and Canada.



## Question

Describe two ways that the text gives the impression that evacuation was a large-scale operation. Use evidence from the text to support your answer. [3 marks]

1. Why were children evacuated to the countryside?

2. List 3 groups of people who were evacuated

3. When was the first wave of evacuations

4. List the items which a child would take with them

5. Why was evacuation an upsetting experience for

some children?

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## English – Lesson 3 – Explore different viewpoints

Read the scenarios below. Think about how you would feel. Look at the pictures and think about the thoughts which would be running through your mind. Respond to each question in detail using what you have learnt about evacuation so far in your responses. Remember to write in 1<sup>st</sup> person.

### Scenario One

You have just boarded a train to be taken to the countryside where you will be safe but, you have been separated from your mother and siblings. How do you feel? And why?

### Scenario Two

You are child who already lives in the countryside (safe zone) and you hear that you will have an evacuee child coming to stay with you. What are your thoughts on this?



### Scenario Three

You are given the choice: stay in the city with your family but be at risk of harm or go and live in the countryside (safe zone) until the war is over but will be separated from your family. Which would you choose and why?



Picture One

You are one of the children in the picture; explain how you feel.

PHILIPPA



Picture Two

You have decided to stay in the city. Was this the right decision?



Deepen the moment: From the characters you explored today, who do you feel the most sympathy for and why?

**English - Lesson 4 – To make notes on the various reasons for and against evacuation**

Evacuation WW2	
Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• Most couples who had evacuees were kind and "warmhearted".</li> <li>• During this time many children were taught basic life skills</li> <li>• Most children loved the countryside and the change of scenery</li> <li>• Children were also given an opportunity to learn.</li> <li>• They were always fed well.</li> </ul>	<ul style="list-style-type: none"> <li>• Couples choose children based on their appearance which resulted in families being split up.</li> <li>• Some families made the children work hard</li> <li>• The process of being evacuated was humiliating for the children</li> <li>• When they returned they hadn't adapted to life in war.</li> </ul>





## 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.

Read through the advantages and disadvantages and the WAGOLL of evacuation.

Make your own notes about the positives of evacuation and the negatives based on what you have read. Complete the table with your notes

For more information watch the following video click [here](#)

<https://www.youtube.com/watch?v=Wvgojxu2hp4>





*Advantages of evacuation*

*Disadvantages of evacuation*



## English Lesson 5 – To create a detailed plan for a balanced argument about evacuation

Soon, you will have to plan your balanced argument about the evacuation in World War 2.

Using the work from this week from our reading but also in our for and against work it is now time to plan your evacuation balanced argument

Today, your task is to carefully plan information about the evacuation and use both sides of the argument. Try and use some of the Year 5 spelling words and conjunctions to construct sentences.

The following websites may be useful if you need more information

<https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-ww2-evacuation-index/zvs3scw>

<https://www.bbc.co.uk/bitesize/guides/z6ctyrd/revision/5>

<https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-index/zjc8cqt>

<http://www.primaryhomeworkhelp.co.uk/war/evacuation1.html#letter>

### Year 5 Spelling List

accommodate	community	excellent	mischievous	restaurant
accompany	competition	existence	muscle	rhyme
according	conscience*	explanation	necessary	rhythm
achieve	conscious*	familiar	neighbour	sacrifice
aggressive	controversy	foreign	nuisance	secretary
amateur	convenience	forty	occupy	shoulder
ancient	correspond	frequently	occur	signature
apparent	criticise	government	opportunity	sincere(ly)
appreciate	curiosity	guarantee	parliament	soldier
attached	definite	harass	persuade	stomach
available	desperate	hindrance	physical	sufficient
average	determined	identity	prejudice	suggest
awkward	develop	immediate	privilege	symbol
bargain	dictionary	(ly)	profession	system
bruise	disastrous	individual	programme	temperature
category	embarrass	interfere	pronunciation	thorough
cemetery	environment	interrupt	queue	twelfth
committee	equip (-ped, -ment)	language	recognise	variety
communicate	especially	leisure	recommend	vegetable
	exaggerate	marvellous	relevant	vehicle
				yacht

### Useful Conjunctions

#### Opposition

- however
- nevertheless
- on the other hand
- **but**
- instead
- in contrast
- looking at it another way
- **although**
- the main reasons against
- some people do not believe
- for instance
- the evidence for this suggests
- disagree
- whereas
- as long as

#### Reinforcing/ in addition

- besides
- anyway
- after all
- many people believe
- this is an important issue because
- one reason is
- furthermore
- also
- moreover
- in addition
- a further point
- claim that...

#### Cause and effect

- therefore
- consequently
- as a result
- thanks to this
- because of this
- this causes
- **so**
- the reason that
- this results in
- **when**



Should children have been evacuated during World War Two?

Opening

Against

For

Conclusion



## Reading for Productivity: Lesson 1 – History

### History Reading for Productivity

There were many events throughout the world that led to the beginning of World War 2. In many ways, World War 2 was a direct result of the turmoil left behind by World War 1. Below are some of the main causes of World War 2.

#### Treaty of Versailles

The [Treaty of Versailles](#) ended World War I between Germany and the Allied Powers. Because Germany had lost the war, the treaty was very harsh against Germany. [Germany](#) was forced to "accept the responsibility" of the war damages suffered by the Allies. The treaty required that Germany pay a huge sum of money called reparations.

The problem with the treaty is that it left the German economy in ruins. People were starving and the government was in chaos.

#### Japanese Expansion

In the period before World War II, Japan was growing rapidly. However, as an island nation they did not have the land or the natural resources to sustain their growth. Japan began to look to grow their empire in order to gain new resources. They invaded Manchuria in 1931 and China in 1937.

#### Fascism

With the economic turmoil left behind by World War 1, some countries were taken over by dictators who formed powerful fascist governments. These dictators wanted to expand their empires and were looking for new lands to conquer. The first fascist government was Italy which was ruled by the dictator Mussolini. Italy invaded and took over Ethiopia in 1935. [Adolf Hitler](#) would later emulate Mussolini in his takeover of Germany. Another Fascist government was Spain ruled by the dictator Franco.

#### Hitler and the Nazi Party

In Germany, Adolf Hitler and the Nazi Party rose to power. The Germans were desperate for someone to turn around their economy and restore their national pride. Hitler offered them hope. In 1934, Hitler was proclaimed the "Führer" (leader) and became dictator of Germany.

Hitler resented the restrictions put on Germany by the Treaty of Versailles. While talking about peace, Hitler began to rearm Germany. He allied Germany with Mussolini and Italy. Then Hitler looked to restore Germany to power by expanding his empire. He first took over Austria in 1938. When the League of Nations did nothing to stop him, Hitler became bolder and took over Czechoslovakia in 1939.

#### Appeasement

After World War 1, the nations of Europe were weary and did not want another war. When countries such as Italy and Germany became aggressive and began to take over their neighbors and build up their armies, countries such as Britain and France hoped to keep peace through "appeasement." This meant that they tried to make Germany and Hitler happy rather than try to stop him. They hoped that by meeting his demands he would be satisfied and there wouldn't be any war.

Unfortunately, the policy of appeasement backfired. It only made Hitler bolder. It also gave him time to build up his army.

#### Great Depression

The period before World War II was a time of great economic suffering throughout the world called the [Great Depression](#). Many people were out of work and struggling to survive. This created unstable governments and worldwide turmoil that helped lead to World War II.

#### Interesting Facts about the Causes of World War 2

- Because of the Great Depression, many countries were experiencing strong fascist and [communist](#) movements including France and Great Britain prior to the war.
- Prior to World War 2, the United States attempted to stay out of world issues with a policy of isolationism. They were not members of the League of Nations.
- As part of their appeasement policy, Britain and France agreed to let Hitler have part of Czechoslovakia in the Munich Agreement. Czechoslovakia had no say in the deal. The Czechoslovakians called the agreement the "Munich Betrayal."
- Japan had taken over Korea, Manchuria, and a significant part of China before World War 2 began.



## Questions

- 1) What was the name of the treaty signed between Germany and the Allied Powers to end World War 1? Why weren't Germany happy with it?
- 2) What country invaded China in 1937 in an effort to expand their empire?
- 3) What political party took control of the German government?
- 4) Who became dictator of Germany in 1934?
- 5) What was the Great Depression?
- 6) What was the policy of appeasement? Why didn't it work?
- 7) Why do you think WW2 happened?



## Reading for Productivity: Lesson 2 – DT

### Rationing

Rationing was a means of ensuring the fair distribution of food and commodities when they were scarce. It began after the start of WW2 with petrol and later included other goods such as butter, sugar and bacon. Eventually, most foods were covered by the rationing system with the exception of fruit and vegetables.

Rationing was introduced to make sure that everyone had a fair share of the items that were hard to get hold of during the war. When was rationing introduced? Rationing was introduced at the beginning of 1940.

Food rationing lasted for 14 years in Britain, from 1940 until 1954. Rationing continued even after the war ended: Meat rationing continued for 10 years after D-Day (June 1954)

When the Second World War began in September 1939 petrol was the first commodity to be controlled. On 8 January 1940 bacon, butter and sugar were rationed. Meat, tea, jam, biscuits, breakfast cereals, cheese, eggs, lard, milk, canned and dried fruit were rationed subsequently but not all at once.

Meat was the last item to be de-rationed and food rationing ended completely in 1954. One way to get rationed items without coupons, usually at greatly inflated prices, was on the black market.

Bread was never rationed during WW2 in Britain, although it was for a short period after the war. Wheat was in short supply, and to meet this, the extraction rate on flour was raised to produce the wholemeal 'National Loaf'.

#### What were ration books?

They were books which contained coupons that shopkeepers cut out or signed when people bought food and other items. (People still paid for the goods with money.)

#### Why were there different colour ration books?

The colour of your ration book was very important as it made sure you got the right amount and types of food needed for your health.

Buff-coloured ration books - Most adults had this colour

Green ration books - Pregnant women, nursing mothers and children under 5. They had first choice of fruit, a daily pint of milk and a double supply of eggs.

Blue ration books - Children between 5 and 16 years of age. It was felt important that children had fruit, the full meat ration and half a pint of milk a day.

#### Why did the government issue ration books?

To make sure that everybody got a fair share of the food available.

The government was worried that as food and other items became scarcer, prices would rise and poorer people might not be able to afford things. There was also a danger that some people might hoard items, leaving none for others.



## Questions

1. What was the first item to be rationed in WW2?
2. Which food types were exempt from rationing? Why do you think this is?
3. Why was rationing introduced?
4. How long did rationing in the UK last for?
5. What was the final item to be rationed in 1954?
6. What is a commodity?
7. Find and copy a phrase which means to increase the price
8. What colour book did pregnant women have? How was their ration different from others?



## Reading for Productivity: Lesson 3 – PSHE

### Healthy Eating Comprehension!

Health... It might shock you but thousands of young people in Britain would gladly swap a burger for an apple, chips over some other vegetables and even a can of pop over water. Less chips, less hips! Can you resist a Burger King? Or do you think you can eat them in moderation? Or do you like the taste of fat too much? Forgive me, I don't mean to sound horrible, but I need to get it through to you. This is a matter of life and death.

### Diseases

Eating healthier has been scientifically proven to reduce the chance of you suffering from heart related illnesses, diabetes and... the big one: obesity. Many people change their diet because they wish to look like popular celebrities with bulging muscles and rock-hard abs. Or even skinny like most of the pop stars. However, many people forget about the damage being done inside. If the way you look is so important, why continue to snack on crisps, chocolate and other kinds of sugary treats? Therefore, for the sake of your health, as well as your looks, choose a piece of fruit instead. I'm not saying you should not eat anything sugar or fatty, just do it in moderation... Small amounts of our best loved treats are part of a healthy balanced diet!

### Isn't it expensive?

Shh! Stop shouting about how expensive healthy food is; it is more affordable than you think! Healthy food is not just fruit and vegetables! Mind you, they are important... Anyway, isn't it worth spending a little more? Your body will love you for it! A pack of bananas can cost less than £1 and a whole lettuce costs less than 50p – how much cheaper could they be? I recently spoke to a manager of Aldi supermarkets who told me they are constantly making sure fruit and vegetables are as cheap as possible. You don't need to look far for a tasty yet healthy option – shops are everywhere. Also, if they do get expensive, you can always grow some of your own in your back garden!

### The Benefits

If you don't choose healthy food for a healthier body or a healthier bank balance then choose it for a healthier mind. It's a scary thought but you could be even more alert in lessons, more active in PE and more with-it during detention. Oh yes, even some very naughty students in England have found that by eating healthier school meals it has helped to put them back on track achieve good grades. So, there you have it, it is proven to make you smarter!

Healthy eating is very important but I am sure you knew this already. Most of all though, it is about ensuring you are a fit and healthy individual amongst the youth of today, as well as being able to set an example for the youth of tomorrow.

Contact [NHSsupport@gov.uk](mailto:NHSsupport@gov.uk) for more information.





## Questions

1) 'Less chips, less hips.'

Copy two words from the box below to complete the sentence below.

*Instruction engage rhyme inform a simile words excite less*

The writer uses \_\_\_\_\_ to \_\_\_\_\_ the reader.

2) Draw lines to join the presentation features to their purpose in the text.

- Sub-headings
- Rhetorical question
- Email address

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Tells you briefly what happens</li> <li>• Makes it easy to contact the NHS</li> <li>• Aims to persuade you</li> </ul> |
|--|

3) Tick boxes to show fact or opinion.

	Fact	Opinion
Obesity can cause lots of diseases.	<input type="checkbox"/>	<input type="checkbox"/>
You should never eat chips.	<input type="checkbox"/>	<input type="checkbox"/>
Eating healthy can help you do better at school.	<input type="checkbox"/>	<input type="checkbox"/>
It is wrong to eat McDonalds.	<input type="checkbox"/>	<input type="checkbox"/>

4) Copy **two** rhetorical questions from the text.

5) Write down **two** reasons why people would want to eat healthily.



## Reading for Productivity: Lesson 4 – Music

### Baroque, Classical and Romantic Periods

#### Baroque (1600-1750)

The orchestra was born within the Baroque period and operas based on Roman or Greek mythology were written for the first time. In addition to this, new styles such as harmonies, concertos and sonatas were also introduced into compositions.

A concerto is a piece of music composed for an orchestra including a solo piece for either one soloist, or a group of soloists. They tend to have a fast tempo before slowing down and speeding up again.

A sonata is a piece written to be performed by a soloist or a group of soloists with a number of movements, often accompanied by the piano. A movement could be described as a chapter, or section within the piece.

Music composed in this era can be described as elaborate and dramatic. You may hear several decorative trills within the same piece. A trill is defined as two notes played quickly, one after the other.

Famous Baroque composers include Bach, Handel and Vivaldi and some famous Baroque pieces include Pachelbel's 'Canon in D Major', Handel's 'Zadok the Priest', 'Flute Sonata No. 5 in E minor' by Bach and 'The Four Seasons' by Vivaldi.

The harpsichord was commonly used and other common instruments of this era included cellos and double basses, violins, violas, recorders and the odd trumpet!



### Baroque, Classical and Romantic Periods

#### Classical (1750 – 1827)

Classical music is seen as being more melodic and tuneful - something you could hum along with.

Previously, the orchestra was mainly made up of string instruments, however during the Classical period the number of instruments grew. There was now a larger range of woodwind instruments including the clarinet, horn, oboe and bassoon. The piano was also used more in classical composition, rather than the harpsichord which was used more commonly in the Baroque era.

Famous Classical composers include Mozart and Beethoven and the most well-known pieces of this era include Beethoven's 'Für Elise' and 'Horn Concerto No.4 in E flat' by Mozart.

#### Romantic Period (1827 – 1900)

Composers began to be freer in their compositions, pouring more emotion, energy and passion into their pieces. Some works expressed tragedy or love based on the composer's own life experiences, much like music today. Chopin famously said "Sometimes I can only groan, suffer and pour out my despair at the piano."

In addition to this, music from the Romantic era didn't always end in the key it started in. Overall, it was music with several twists and turns and didn't always end in the way you might expect.

The range of instruments within the orchestra continued to grow in order to express the passions of the composer. New instruments used in composing included bass clarinet and piccolo from the woodwind section and drums, xylophones, triangles, bells, harps and celesta from the percussion family.

Famous pieces include 'Dance of the Sugar Plum Fairy' by Tchaikovsky, 'Minute Waltz' by Chopin and 'Nocturne in F major Op.6 No.2' by Clara Schumann. Other notable composers from this period include Wagner and Schubert.



## Questions

1. Give the name of a famous Classical composer.

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2. Give the name of a famous piece of music from the Baroque era.

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3. Can you write down one way in which the orchestra developed through the three musical periods?

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4. Explain what a musical trill is.

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5. List 2 differences between the Baroque and Romantic periods.

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6. How could classical music be defined?

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7. Explain what a concerto is.

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8. Write a definition of a sonata.

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## Alessandro Volta

Alessandro Volta was born in Como, Lombardy, Italy, on February 18, 1745 and died in 1827. He was known for his most famous invention the battery. He was a physicist, chemist and a pioneer of electrical science.

He came from a noble family. Until the age of four, Alessandro showed no signs of talking, and his family feared he was not very intelligent. Fortunately, they were wrong as he grew to be very intelligent.



Although as a child he was slow to start speaking, he left school being fluent in Latin, French, English, and German. His language talents helped him in later life when he travelled and discussed science with others around the world.

In 1775 he devised the electrophorus - a device that produced a static electric charge. He studied gas chemistry and discovered methane. He created experiments such as the ignition of gases by an electric spark.



In 1800 he developed the voltaic pile, which was the forerunner of the electric battery which produced a steady electric current.

He didn't intend to invent the battery, but to instead perform science experiments to prove another Italian scientist, Luigi Galvani, was incorrect in his scientific ideas. Alessandro set out to prove Galvani's idea that animal electricity was the same as static electricity was an incorrect theory.

In 1792 Volta performed experiments on dead and disembodied frogs legs. He found out that the key to getting them to move is by contacting two different types of metals; if you use the same type of metal the electricity did not pass through the frog.

In 1794 Volta carried out extensive experiments to measure electrical effects of different pairs of metals. Volta named these metals in the order of their conductivity 'electromotive force'.



## Questions

1. Volta is famous for inventing what?
2. Despite his difficulties at a very young age, which languages did Volta learn to speak?
3. What sort of dead animal did Volta carry out experiments on?
4. Volta always intended to invent the battery. True or false?
5. Which of Volta's breakthrough moments was the most significant. Justify your answer using the text.



