



## Year 6: Remote Learning Schedule

W/C 18 <sup>th</sup> January	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Maths</b> (approx. 45 mins per lesson) <b>This week our focus is:</b> Fractions, decimals and percentages</p>	<p>Lesson 1: Decimals as fractions  Click on the link <a href="#">here</a></p>	<p>Lesson 2: Fractions to decimals (1)  Click on the link <a href="#">here</a></p>	<p>Lesson 3: Fractions to decimals (2)  Click on the link <a href="#">here</a></p>	<p>Lesson 4: Understanding percentages  Click on the link <a href="#">here</a></p>	<p>Lesson 5:  Arithmetic paper</p>
<p><i>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!</i></p>					



**Remember to log in to [TT Rockstars](#) each week to practise your times tables!**

*Message your teacher on [ClassDojo](#) if you've forgotten your login details.*



**Remember to share your learning on ClassDojo!**

*Take a photo of your work and upload it to your Dojo portfolio or messaging section for your teacher to see.*



<p><b>English</b> (approx. 45 mins per lesson) <b>This week our focus is:</b> Writing a balanced argument.</p>	<p>Lesson 1:  <u>Reading Comprehension</u> Use your reading skills to answer comprehension questions from the text; Golden Skies chapter 1</p>	<p>Lesson 2:  <u>Reading Comprehension</u> Use your reading skills to answer comprehension questions from the text; The Holocaust</p>	<p>Lesson 3:  To draft the introduction to my balanced argument</p>	<p>Lesson 4:  To write the 'for' paragraph of my balanced argument</p>	<p>Lesson 5:  To write the 'against' paragraph and conclusion of my balanced argument</p>
<p><i>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!</i></p>					

**This week's spellings are: sacrifice, secretary, shoulder, signature, sincerely, stomach, sufficient, suggest, symbol, temperature (Remember to test yourself on Friday!)**

<p><b>Reading for Productivity</b> 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>	Lesson 1: Geography	Lesson 2: DT	Lesson 3: Spanish	Lesson 4: Science	Lesson 5: Computing
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**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.

**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 link to our topic. Please continue to upload your work to class dojo for your teacher to see!



# Maths Lesson 1



## Decimals as fractions

1 Complete the sentences.

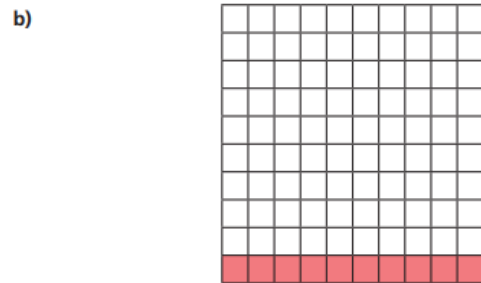
- a) 

0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
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The whole has been divided into  equal parts.

Each part is worth

This is equivalent to



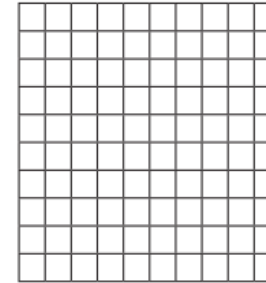
The whole has been divided into  equal parts.

Each part is worth

parts out of  are shaded.

This is equivalent to

2 a) Shade 0.17 of the hundred square.



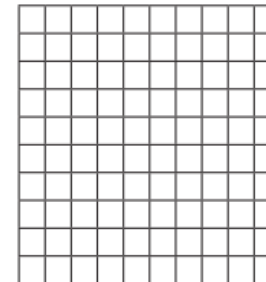
Complete the sentence.

parts out of  are shaded.

Write 0.17 as a fraction.

0.17 =

b) Shade 0.2 of the hundred square.



Complete the sentence.

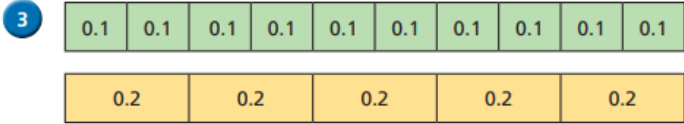
parts out of  are shaded.

Write 0.2 as a fraction in its simplest form.

0.2 =



## Maths Lesson 1



Use the bar models to fill in the missing numbers.

$$0.2 = \frac{\square}{10} = \frac{1}{\square}$$

$$0.4 = \frac{\square}{10} = \frac{2}{\square}$$

$$\square = \frac{\square}{10} = \frac{4}{5}$$

**4** Fill in the missing numbers.

a)  $0.54 = \frac{\square}{100} = \frac{\square}{50}$

b)  $0.6 = \frac{\square}{10} = \frac{\square}{5}$

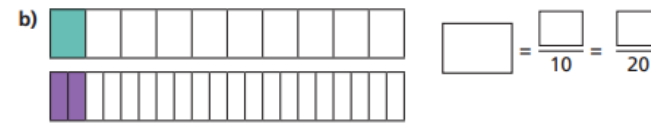
c)  $0.3 = \frac{\square}{10} = \frac{\square}{100}$

d)  $\square = \frac{9}{100}$

e)  $\square = \frac{9}{10}$

f)  $\frac{21}{50} = \frac{\square}{100} = \square$

**5** Use the bar models to fill in the missing numbers.



**6**



$0.3 = \frac{3}{10}$  so  $0.37 = \frac{37}{10}$



Draw a diagram to show that Ron is wrong.



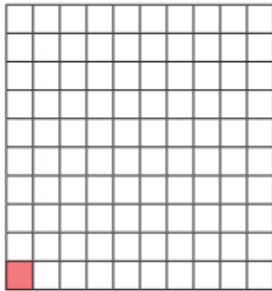
## Maths Lesson 2

### Fractions to decimals (1)

White  
Rose  
Maths

1 Complete the sentences.

a)

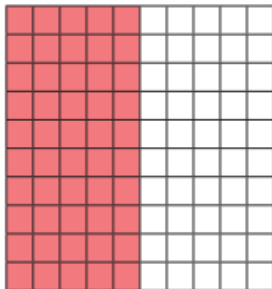


Each square represents  $\frac{\square}{100}$

$\frac{\square}{100}$  of the whole square is shaded.

This is equivalent to  $\square$  as a decimal.

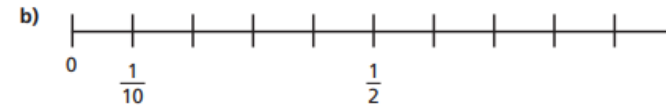
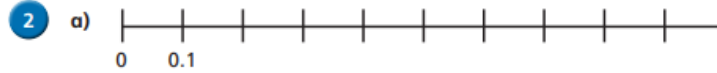
b)



$\frac{\square}{100}$  of the whole square is shaded.

This can be simplified to  $\frac{\square}{\square}$

This is equivalent to  $\square$  as a decimal.



What is the same and what is different about the number lines?



3 To convert a fraction to a decimal, you can use equivalent fractions to make the denominator 100

$$\frac{12}{50} \xrightarrow{\times 2} \frac{24}{100} = 0.24$$

Use this method to find the equivalent decimals for the fractions.

a)  $\frac{28}{50} = \frac{\square}{100} = \square$

c)  $\frac{9}{25} = \frac{\square}{100} = \square$

b)  $\frac{6}{20} = \frac{\square}{100} = \square$

d)  $\frac{24}{200} = \frac{\square}{100} = \square$





- 4 Some fractions can be converted to have a denominator of 1,000 to find their decimal equivalent.

$$\frac{62}{500} \xrightarrow{\times 2} \frac{124}{1000} = 0.124$$

a)  $\frac{27}{500} = \frac{\boxed{\phantom{000}}}{1000} = \boxed{\phantom{0.000}}$

b)  $\frac{62}{250} = \frac{\boxed{\phantom{000}}}{1000} = \boxed{\phantom{0.000}}$

c)  $\frac{51}{200} = \frac{\boxed{\phantom{000}}}{1000} = \boxed{\phantom{0.000}}$

d)  $\frac{128}{2,000} = \frac{\boxed{\phantom{000}}}{1000} = \boxed{\phantom{0.000}}$

- 5 Convert the fractions to their decimal equivalents.

a)  $\frac{1}{5} = \boxed{\phantom{0.000}}$

b)  $\frac{1}{20} = \boxed{\phantom{0.000}}$

$\frac{1}{10} = \boxed{\phantom{0.000}}$

$\frac{2}{20} = \boxed{\phantom{0.000}}$

$\frac{1}{20} = \boxed{\phantom{0.000}}$

$\frac{3}{20} = \boxed{\phantom{0.000}}$

$\frac{1}{40} = \boxed{\phantom{0.000}}$

$\frac{6}{20} = \boxed{\phantom{0.000}}$

- 6 Tommy, Alex and Eva are working out the decimal equivalent of  $\frac{60}{200}$



Tommy

You need to convert it to have a denominator of 100 to find the decimal equivalent.



Alex

I disagree. You need to convert it to have a denominator of 1,000



Eva

Both of you are right!

Who do you agree with? \_\_\_\_\_

Explain your thinking.

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- 7 0.5 is equivalent to  $\frac{1}{2}$ ,  $\frac{5}{10}$ ,  $\frac{50}{100}$

Are these the only fractions that are equivalent to 0.5?

How many fractions can you find?

Compare answers with a partner.





# Maths Lesson 3

## Fractions to decimals (2)



1 Fractions can be expressed as divisions.

For example,  $\frac{1}{2} = 1 \div 2$

Write the fractions as divisions.

a)  $\frac{1}{3} = \square \div \square$

d)  $\frac{\square}{\square} = 3 \div 5$

b)  $\frac{2}{3} = \square \div \square$

e)  $\frac{\square}{7} = 3 \div \square$

c)  $\frac{4}{7} = \square \div \square$

f)  $\frac{1}{10} = \square \div \square$

2 Use place value counters to find the decimal equivalent of  $\frac{2}{5}$ .  
You can draw on the place value chart to help you with exchanging.

$\frac{2}{5} = 2 \div 5 = \square$

Ones	Tenths



3 Fractions can be converted to decimals by using the short division method.

For example,  $\frac{1}{8} = 1 \div 8$

		0	1	2	5
	8	1	0	2	0

$\frac{1}{8} = 0.125$

Use the short division method to find the decimal equivalent of the fractions.

a)

			.		
	4	1	0	0	

$\frac{1}{4} = \square$

b)

			.		
	5	4	0		

$\frac{4}{5} = \square$

c)

			.		
	8	3	0		

$\frac{3}{8} = \square$



4 Find the decimal equivalents for these fractions.

a)  $\frac{7}{8} =$

c)  $\frac{1}{16} =$

b)  $\frac{7}{5} =$

d)  $\frac{9}{16} =$

5



To find  $\frac{19}{20}$  as a decimal,  
I found  $\frac{1}{20}$  as a decimal, then  
took it away from 1

Here is Dora's working out.

			0	0	5	
2	0		1	0	0	0

$1 - 0.05 = 0.95$

$\frac{19}{20} = 0.95$

Use Dora's method to find the decimal equivalent for  $\frac{49}{50}$


6



I converted  $\frac{1}{2}$  to  
a decimal and got the  
answer 2

Jack is incorrect.

Explain the mistake that Jack has made.

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7

Filip is thinking of a fraction.

When he converts it to a decimal, it is smaller than 0.5 but greater than 0.4

What fraction could Filip be thinking of?

Are there any other possible answers? Talk to a partner.



8

Use the short division method to find the decimal equivalent of  $\frac{1}{3}$

Compare answers with a partner.



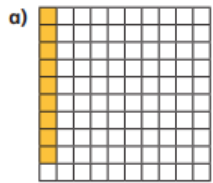


# Maths Lesson 4

## Understand percentages

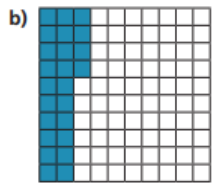


1 Complete the sentence for each diagram.



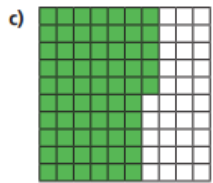
There are  parts out of a hundred shaded.

This is  %.



There are  parts out of a hundred shaded.

This is  %.



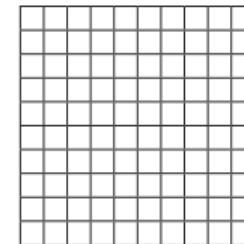
There are  parts out of a hundred shaded.

This is  %.

2 Complete the table.

Hundred square	Percentage
	82%

3 Shade 15% of the hundred square red.  
Shade 32% of the hundred square blue.



What percentage of the hundred square is **not** shaded?  %





4 a) Is 1% of this bar model shaded? \_\_\_\_\_



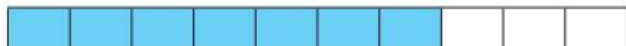
Explain your reasoning.

\_\_\_\_\_  
\_\_\_\_\_

b) What percentage of each bar model is shaded?



%



%

5 Passengers are boarding a plane.  
The plane has 100 seats.

a) 10% of the seats are already full.

How many passengers are already on the plane?

b) 15% of the seats have not been booked.

How many seats have been booked?

c) How many passengers still need to board the plane?



6 Dexter has £1 to spend.  
He buys some stickers.



I got 35p change.



What percentage of his money did Dexter spend?

%

7 Aisha and Brett have been selling tickets for the school play.

There are 100 seats available.

- On Monday they sold 34% of the tickets.
- On Tuesday they sold 42 tickets.
- By the end of Wednesday, 95% of the tickets had been sold.

How many tickets did they sell on Wednesday?

On Wednesday they sold  tickets.

8 Shade 85% of this bar model.



Compare answers with a partner.





**Maths Lesson 5 - Arithmetic Test**

1     $81 \times 3 =$

4     $26 \times 5 =$

2     $965 + 100 =$

5     $5571 + 938 =$

3     $3.3 + 0.3 =$

6     $368 + 70 =$



7  $84 \div 7 =$

1 mark

10  $2.001 + 0.11 =$

1 mark

8  $\frac{9}{10} - \frac{7}{10} =$

1 mark

11  $5^3 =$

1 mark

9  $8 \times 4 \times 3 =$

1 mark

12  $6011 \div 1000 =$

1 mark









25  $31 \times 38 =$

$$\begin{array}{r} 31 \\ \times 38 \\ \hline \end{array}$$

2 marks

27  $3289 \div 13 =$

$$13 \overline{) 3289}$$

2 marks

26  $\frac{1}{6} \times \frac{1}{4} =$

1 mark

28 23% of 320 =

1 mark



29  $8 \times 5 \frac{1}{4} =$

[Grid area for working out the answer]

[Blank box for the final answer]

1 mark

31  $\frac{5}{6} \div 5 =$

[Grid area for working out the answer]

[Blank box for the final answer]

1 mark

30  $2007 \times 65 =$

$$\begin{array}{r}
 2007 \\
 \times \quad 65 \\
 \hline
 \end{array}$$

[Grid area for working out the answer]

[Blank box for the final answer]

2 marks

32  $24 \div (10 - 4) =$

[Grid area for working out the answer]

[Blank box for the final answer]

1 mark

33  $\frac{9}{10} + \frac{4}{5} =$

[Grid area for working out the answer]

[Blank box for the final answer]

1 mark



34  $2728 \div 31 =$

3	1	2	7	2	8
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2 mark

35  $\frac{7}{10} \div 3 =$

1 mark

36  $2\frac{1}{3} - \frac{3}{4} =$

1 mark

**Set 30 minutes on a timer and work your way through the test. Remember to highlight your symbols and to show your working out. At the end, use your mark scheme to check your answers and record your final score out of 40.**

**If you have any corrections, do them again in a different colour beside your previous answers.**



## Spelling – Spring 1 – Week 3

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?

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## English Lesson 1 – Reading Comprehension

### Chapter one - Wrath of the Luftwaffe - a first person narrative

The sharp whistles of doom were all around us: two small children huddled in fear beneath our old, pine kitchen table. I could hear mother trembling on the cold stone steps to the filthy coal cellar. Menacing engine groans rumbled from above. No-one could protect us.

Father was long gone.

"Obediah!" mother cried, "Make sure you and Mabel stay there! Don't move a muscle!"

Before she could utter another word, a huge crash obliterated the ceiling. It rained rubble. Pieces of stone, heavy beams of wood and clouds of plasterboard flew at us from all directions. I grabbed at my quaking, screaming, crying sister, pulling her closer, whispering comforts, not daring to cry myself.

This was the final straw. Mother had already said it several times: the city was not a safe place for children. Somehow, I never thought she meant us. I thought she meant other children. But, with father gone, how could she alone keep us safe? We were streets away from the nearest bomb shelter and the air raids were becoming more intense and frequent.





We spent the rest of the night in the church, which mercifully dodged the air raid that evening. (I hear it has now fallen to the deadly Nazi bombers.) Mother, who had sustained a cut to her forehead, stoically prayed for father and for our safety, even though to me, everything seemed hopeless and abysmal. Our mother was a rock of faith. The Reverend looked sadly upon us and the other homeless refugees, who huddled along the cold church pews.

Whimpers echoed up from the people grasping tiny candles, dotted everywhere like distant city lights, their sorrowful sounds soaring up to the ancient wooden eaves. The stained-glass windows were lifeless. Later, when she thought I was asleep, I heard mother whispering to the vicar. She returned to us with a sad smile, and without even saying it, I knew this was the last time we would be together in the city. I knew what the vicar had told her she must do.



It was time for us to leave. What will become of us?

### Deepen the moment

Create three of your own retrieval questions and three of your own inference questions based on the text.





1. **Read and retrieve:** Copy a group of words from the first paragraph which show that the children were surrounded. (1 mark)

..... [1 mark]

2. **Read and retrieve:** Which **two** places did the family choose to keep themselves safe from the air raid? (1 mark)

.....  
..... [1 mark]

3. **Infer:** As the air raid happens, why do you think their mother told Obediah and Mabel to stay where they were, instead of joining her? (1 mark)  
Bonus word to use: **suggest** (1 mark)

.....  
..... [1 mark]

4. **Author's choice:** Why do you think the author decided to tell this story? (1 mark)

.....  
.....  
.....  
..... [1 mark]

5. **Read and retrieve:** Name a part of the church from the text. (1 mark)

..... [1 mark]

6. **Infer:** Find the paragraph which begins: 'We spent the rest of the night in the church'. What do you think the word 'stoically' might mean, when describing their mother? Give your reasons. (1 mark)

.....  
..... [1 mark]

7. **Choice:** Why did the author end this episode with a question? (1 mark)  
**Bonus words to use** 'gives a sense of' (1 mark)

.....  
.....  
.....  
..... [2 marks]

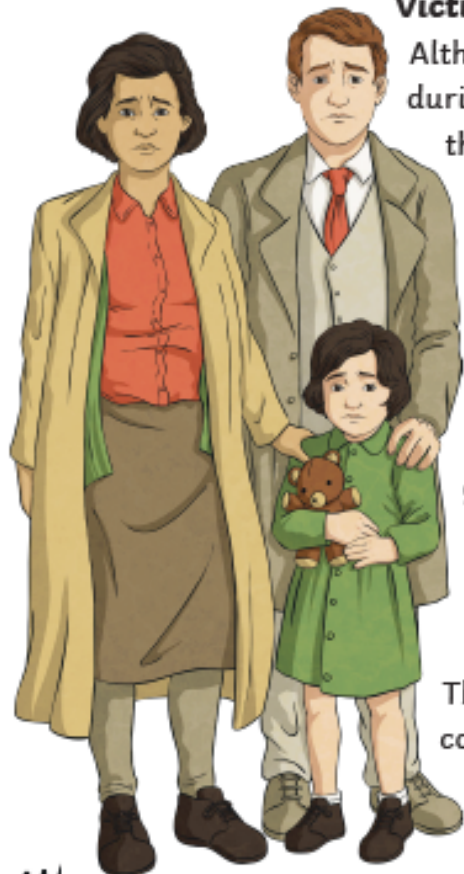




# The Holocaust

The Holocaust was the mass murder of millions of innocent people, including over two-thirds of the European Jewish population, in the years leading up to and during the Second World War.

## Victims of the Holocaust



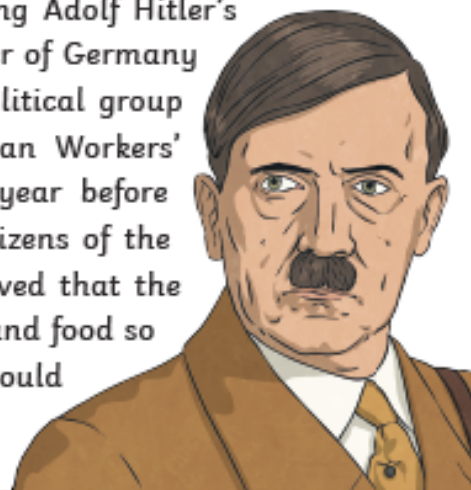
Although calculating the exact number of individuals killed during the Holocaust is impossible, due to the sheer scale of the atrocity and the destruction or lack of documentation, it is estimated that up to 17 million people lost their lives as the result of Nazi policies.

Most victims of the Holocaust were killed because they belonged to particular racial or religious groups, which the Nazis wanted to remove from society. This act – the deliberate killing of a specific group of people – is called genocide. The largest group of victims of the Holocaust were Jewish people, with approximately 70% of Jewish people within Europe killed between 1933 and 1945; over one million of these are believed to have been children.

The Nazis also killed Roma, Jehovah's Witnesses, people of colour, people with disabilities, people they deemed to be criminals and citizens of what was then called the Soviet Union – a group of countries in eastern Europe. German citizens, politicians, journalists and teachers who spoke out against Hitler and The Nazi Party would also be transported to concentration and extermination camps.

## Adolf Hitler and The Nazi Party

The atrocious events of the Holocaust occurred during Adolf Hitler's leadership of Germany. Adolf Hitler became the leader of Germany because he was the leader of The Nazi Party – a political group whose full name was the National Socialist German Workers' Party. The Nazi Party was created in 1919. The year before this, Germany had lost the First World War and citizens of the country were facing hard times. Many citizens believed that the government was responsible for their lack of money and food so they began to look for a new government party that would bring about change.





## Holocaust

This group became The Nazi Party and was led by Hitler. Hitler used speeches full of powerful statements to spread The Nazi Party's message. The Nazis believed that the people of Germany had been born to rule over what they referred to as 'inferior races' – people they deemed to be worth less than them. Hitler specifically referred to Jewish people in this way and began to spread the message that Jewish people were responsible for the problems Germany faced.

By 1933, Hitler and The Nazi Party began creating rules which specifically told Jewish people what they were and were not allowed to do. These laws were anti-Semitic: they discriminated specifically against Jewish people. Jewish people were banned from many public places in Germany and, by 1939, they were ordered to wear yellow badges or white armbands with the Star of David sewn onto them so that they could be easily identified in public.

During this time, Hitler had also recruited more people into Germany's armed forces. They began to try to take over other countries, invading them and killing any person they deemed to be 'inferior'. This included millions of Jewish people. Germany's invasion of Poland in 1939 caused the Second World War to begin.

### Concentration Camps

By 1942, The Nazi Party had decided to use the power of their armed forces to remove all Jewish people from Europe. They began to transport people to places which had been set up to cause their death, known as concentration camps or extermination camps. Upon arrival, some people were killed immediately, whilst others were forced to live in terrible conditions without food or water and exposed to horrible diseases. The prisoners became so weak that they could barely move.

This abhorrent practice continued until countries from around the world combined to defeat Germany and end the Second World War. These countries, including the United Kingdom, the United States of America, China and the Soviet Union, liberated the concentration and extermination camps. They freed any remaining prisoners but, by this time, it is believed that over 17 million people had already been killed in the largest genocide ever recorded in human history.





1. In which year did Germany invade Poland? Tick one.

- 1919
- 1932
- 1939
- 1942

2. By which year were Jewish people banned from many public places? Tick one.

- 1919
- 1933
- 1939
- 1945

3. List two countries whose soldiers liberated concentration and extermination camps.

1. \_\_\_\_\_
2. \_\_\_\_\_

4. What was the Soviet Union?

\_\_\_\_\_

5. **These laws were anti-Semitic: they discriminated specifically against Jewish people.**  
Define what is meant by the word **discriminate**.

\_\_\_\_\_  
\_\_\_\_\_

6. Discuss why German citizens may not have tried to stop the Nazi Party's actions.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Explain why most victims of the Holocaust were killed.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



8. **Exactly 17 million people lost their lives as the result of Nazi policies.** Is this statement true? Explain how you know.

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9. Why do you think that Hitler recruited more people into Germany's armed forces?

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10. Summarise the final paragraph of this text in 20 words or less.

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### Deepen the moment

Research and explain the creation of the state of Israel following WW2. You must research:

- When it was created
- Who it was created by
- Why it was created
- Where it is located
- What problems it faces to this da





## 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.

## English – Writing a Balanced Argument

**Context:** To write a balanced argument about evacuation in World War 2, based on our learning, research and the canon book, 'Goodnight'

### Year 5 VIPs for writing a Balanced Argument

**Third person** is the use of the pronouns he, she, it, they etc.

**Past tense** places an action or state of being in past time.

**Formal tone** – created through carefully chosen sentences structures and vocabulary

**Cause and effect conjunctions** to explain the impact and result of different actions.

**Reinforcing conjunctions** to add another point to the argument

**Contrasting conjunctions** to write an opposing viewpoint

**Fronted adverbials** are words or phrases at the start of a sentence to modify the main clause.

**Parenthesis** a word or phrase inserted as an explanation or afterthought, using ( ), - -

**Varied sentence structures** - change how you build sentences to create interest and aid cohesion.

**Themed, cohesive paragraphs** ensure the ideas all fit well together and flow logically.

**Other cohesive devices** include using pronouns to avoid repeating a noun, linking paragraphs effectively

**Relative clauses** are clauses that describe a noun or pronoun and start with a relative pronoun: who, whose, whom, that, which.

**The full range of higher level punctuation** ; ( ) - ... to mark boundaries between independent clauses

**Facts and statistics** are used to support an argument with evidence.

**Hyphens** are used to join words to avoid ambiguity.

**Semi-colons** used to join main clauses that are linked by subject.

### Useful genre vocabulary

Evacuation

Evacuee

Travel

Train

Couch

Transport

Government

Host family

Suitcase

Nation

National

Countryside

Separated

Siblings

Scheme

Assembled

Identity card

### Fat Questions

Out of all the reasons that the government may have had for carrying out evacuation, can you justify the main reason that you think the process went ahead?

How might World War 2 have developed differently had evacuation not happened?

How would life be different if people were not allowed to argue and debate issues? What might the implications be?



### 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...









## 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?

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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.

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

### Should children have been evacuated in World War 2?

**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.
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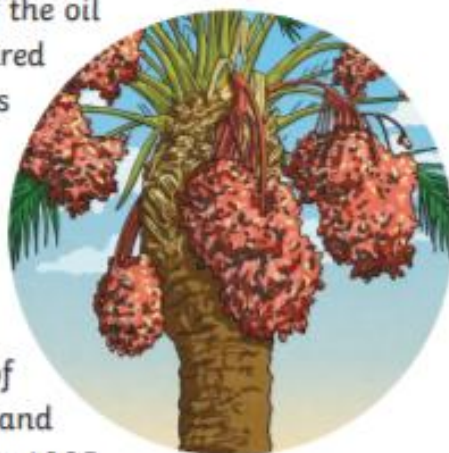
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## Palm Oil

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

1. How much oil does a single palm oil tree produce in a year? Tick one.
  - 30 kilograms
  - 40 kilograms
  - 35 kilograms
  - 95 kilograms
2. Explain in your own words why the palm oil industry is mainly based in countries such as Indonesia and Malaysia.  

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3. Why do you think that the palm oil industry is described as being a 'controversial' topic? Explain fully referring to the text in your answer.  

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4. How does deforestation affect the wildlife of the rainforest? Explain your answer fully.  

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5. Fill in the missing words in the sentence below:  
*As deforestation occurs, \_\_\_\_\_ groups are often forced to \_\_\_\_\_ to areas where resources are \_\_\_\_\_ and where they have to change their way of life.*
6. Why is it becoming increasingly important that palm oil is produced in a sustainable way? Explain fully referring to the text in your answer.  

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7. Find and copy a word that means *ideologies*.  

---
8. What percentage of the world's palm oil producers are members of the RSPO? Tick one.
  - 30%
  - 35%
  - 40%
  - 20%
9. Why is palm oil used in chocolate?  

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10. How can shoppers help to reduce the impact that the palm oil industry has on the environment. Explain your answer fully.  

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## 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

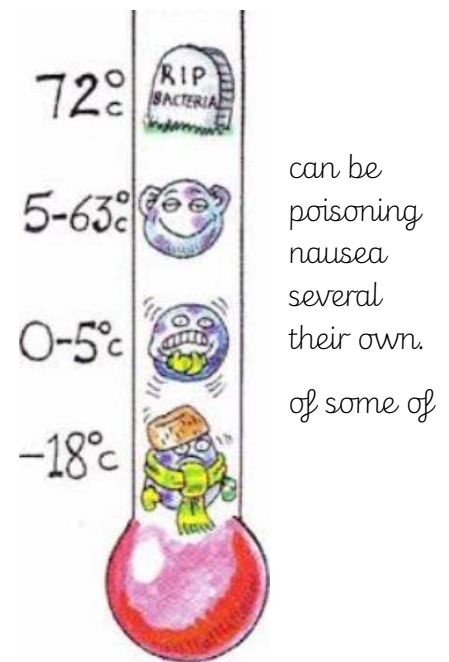
*Salmonella*, *E. coli* and *Campylobacter* are commonly found on raw meats and can cause diarrhoea and vomiting in humans and sometimes even death.

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 this information, it is 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"/>

### Deepen the moment

Create a set of VIPs for the safe preparation and storage of raw meats and vegetables. After, create several scenarios where the incorrect use of your VIPs could lead to severe health issues. Be sure to use the correct scientific terminology throughout.





## 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

### 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) Look at the paragraph 'What language do you speak at school?' Find and copy a word that suggests that the children know a lot of English.

Q9) Name one similarity and one difference between Valle's daily routine and your own.

Q10) Who has this text been written by? What is the purpose of this text?

### Deepen the moment

How would this text be different if it was named 'A Day in the Life of a Kid in Pontefract'? Be as detailed as you can in your answer, considering all the question headings in the text.



# Thomas Edison

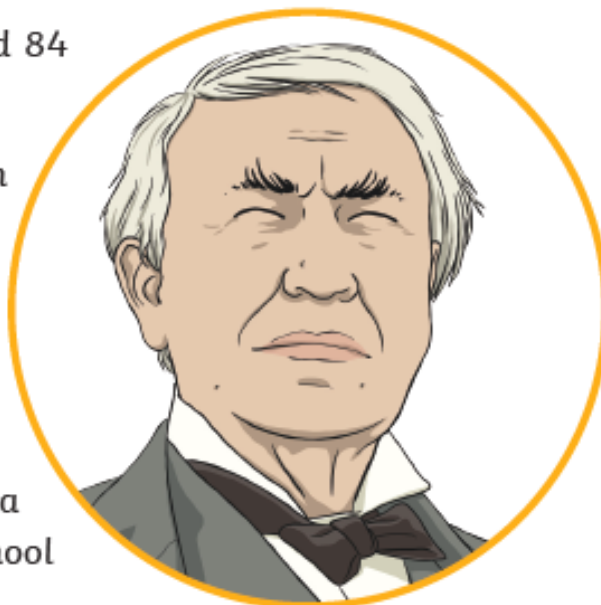
**Born:** 11th February, 1847

**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

How do you think life would be different today if Edison had not completed his most famous invention?

**Write a paragraph (using a relative clause, a cohesive device, a subordinating conjunction and an adverbial of manner) to describe how your life would be personally different.**





## 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.



Coolcaesar 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

- Use the following Year 6 SATs question stems to create 10 of your own questions based on the information provided in the text.
- Swap your questions with someone on Class Dojo and attempt to answer their questions with as much detail and accuracy as possible.

### **Inference/interpretation questions...**

How can you tell that ...?

What impressions of ..... do you get from these two paragraphs?

What evidence is there to tell you that ....?

According to the text, how did ..... happen?

Why does/did .... do this?

What are three ways that ..... shows that .....?

What does this sentence/paragraph tell you about the character?

Predict what might happen next. *Prediction questions will always ask children to justify their answers, using evidence from the text.*

### **Retrieval questions...**

Find and copy one word meaning...

Which word most closely matches the meaning of the word .....?

Find and copy one word/group of words that suggests/tells you that ... ?

What does the word ..... suggest about .....?

What does (group of words) mean?

Explain three things you are told about .....

What was revealed at ..... place in the story?

Give two reasons why ..... was .....

Use the word ..... correctly in a sentence

Summarise the events in chapter....





## Extended Curricular Learning – Lesson 1



### Year 5-6 Extended Curricular Learning

### Geography – Palm Oil

Monday 18<sup>th</sup> 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?

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





## Extended Curriculum Learning - Lesson 2



### Year 5-6 Extended Curricular Learning

### DT – Food Safety

Tuesday 19<sup>th</sup> January 2021 – Activity 2



#### VIPs

Harmful microbes found in food can lead to food poisoning, which can be very dangerous. Useful microbes can be used to make food and drink, such as yoghurt and bread. We can prevent food poisoning and food spoilage by refrigerating food and maintaining good hygiene.

Take a look at this picture. It is definitely NOT promoting good food hygiene!



#### **Your task today:**

- Identify each issue in this picture, by writing clear sentences. You could label the picture by numbering the issues or giving each issue a letter of the alphabet.
- Explain why that particular issue needs to be solved.
- Now can you explain how that issue could be solved?
  - ✓ Year 5 – try to use these key words in your writing: cross-contamination, bacteria, microbes, hygiene.
  - ✓ Year 6 – try to use cohesive devices to link your sentences together for each issue.

#### Deepen the moment

In the kitchen, poor food hygiene is just one thing that could create a danger to humans. Draw a diagram of your kitchen and identify any other dangers that are present for humans.





## Extended Curriculum Learning - Lesson 3



### Year 5-6 Extended Curricular Learning

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



Wednesday 20<sup>th</sup> 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





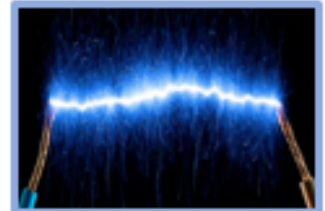
## Extended Curriculum Learning - Lesson 4



### Year 5-6 Extended Curricular Learning

### Science - electricity

Thursday 21st January 2021 - Activity 4



#### VIPs

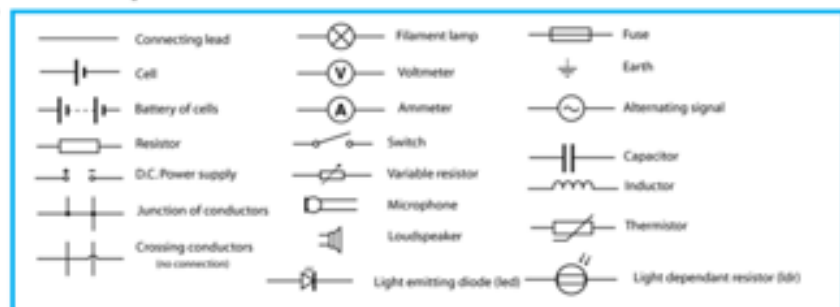
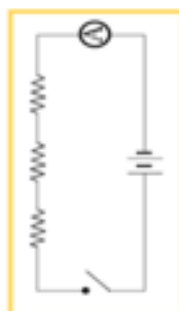
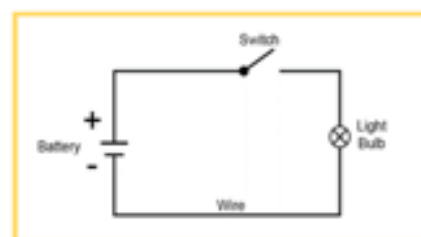
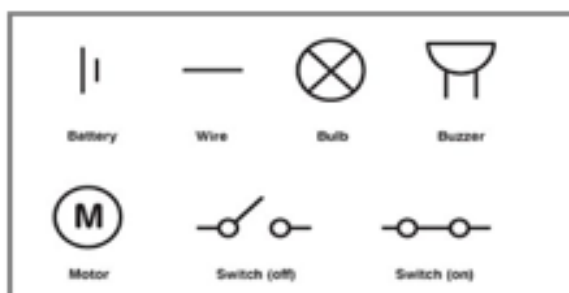
Electricity can flow through the components in a complete electrical circuit. You can use a switch in a circuit to create a gap in a circuit. The longer a circuit is or the more parts to a circuit the more resistance there is to the flow of the current. Current is the amount of electricity flowing through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

