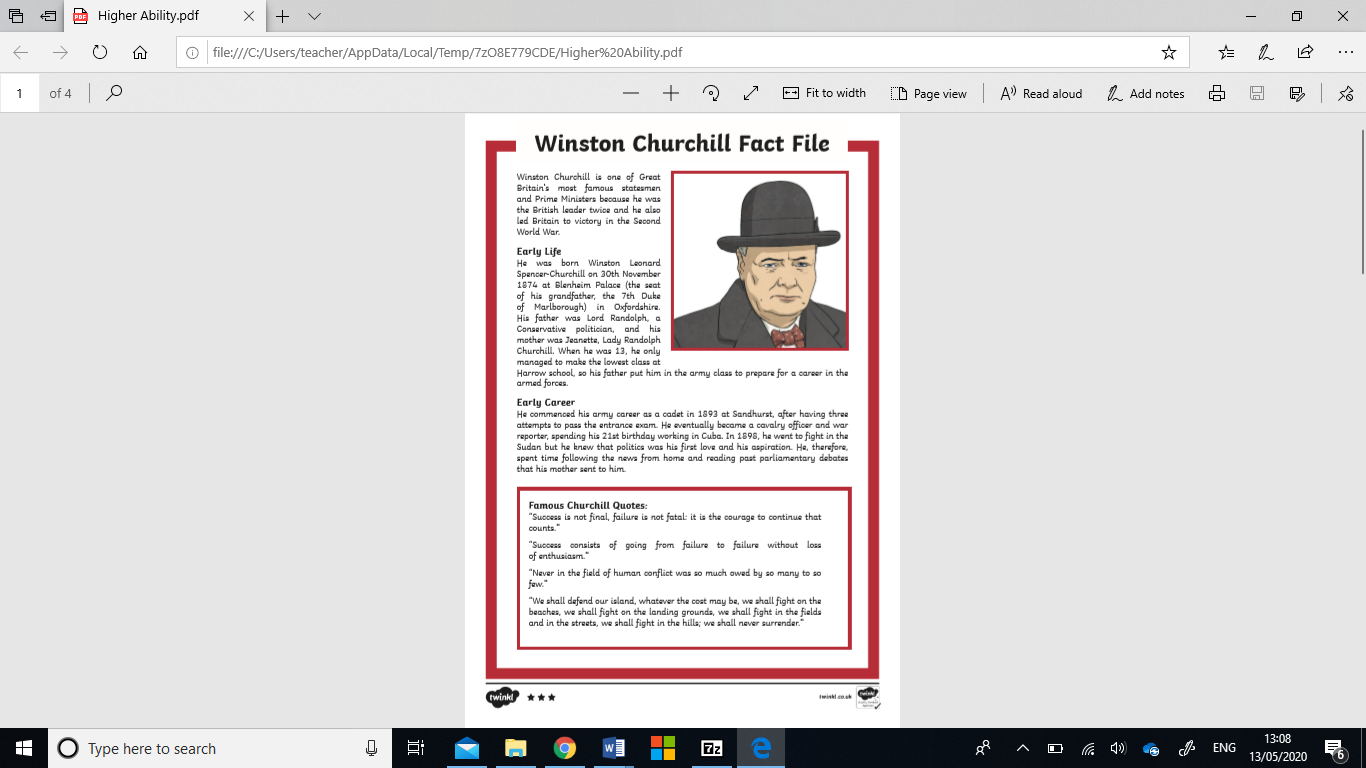
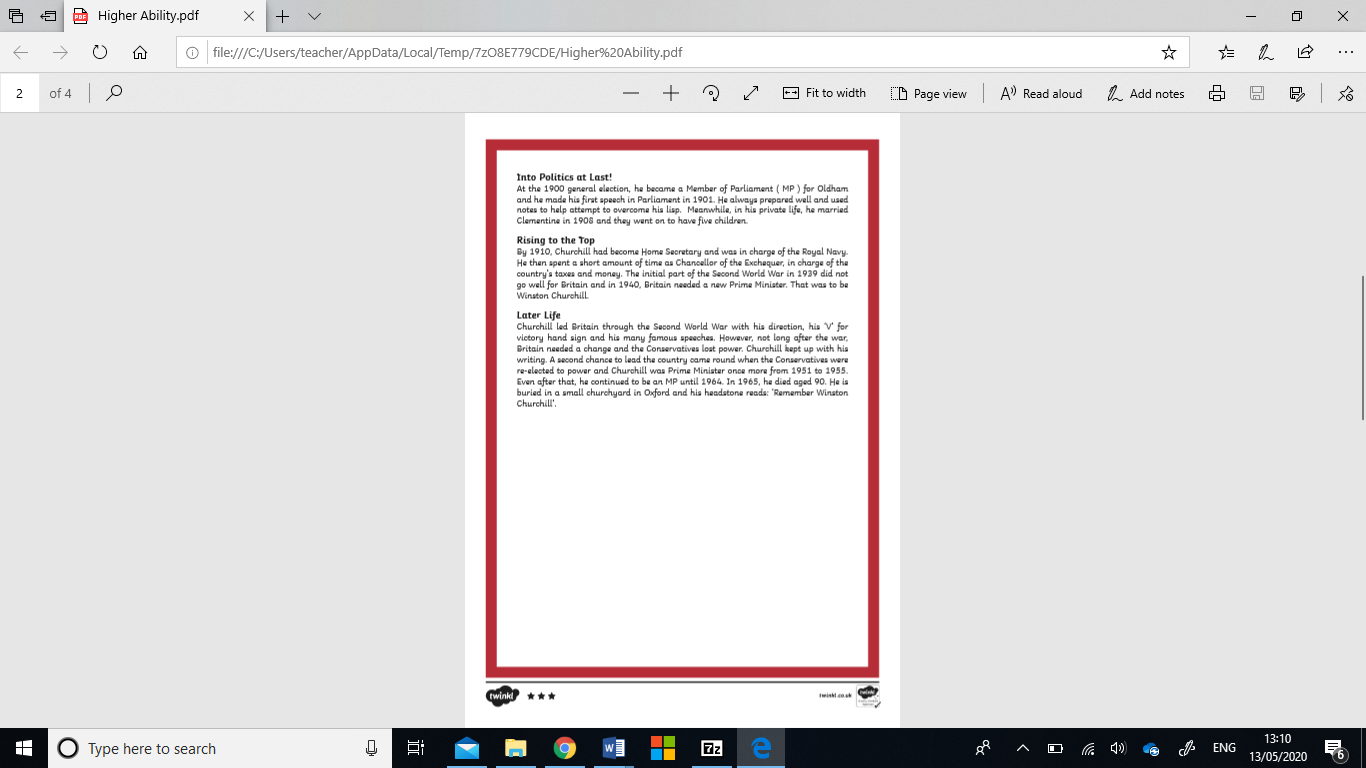
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| --- | --- | --- | --- | --- | --- | --- |
| **Topic – Battle of Britain**  Follow this link and see how much you learnt about VE Day.  <https://kids.classroomsecrets.co.uk/resource/year-5-and-year-6-ve-day-quiz/>  Write the answers to each question as a full sentence in your exercise book. | **Topic – Battle of Britain**  Create a fact-file about WW2 using videos in this link  <https://www.bbc.co.uk/teach/class-clips-video/history-ks2-world-war-two/zjnyscw>    Your fact file must have 4 different subtitles and sections. The topics of these sections should be based on any of the videos found on the link above. The information found in a video will be used for one section.  For example, you may choose to do a fact file with a section titled ‘The Blitz’, one titled, ‘Rationing in the UK’, one ‘Codebreaking of WW2’ and one titled ‘Geography of WW2’. Use a double page spread in your exercise book if you wish. Make your fact file colourful and appealing. | | | | | **Topic – Battle of Britain**  Battle of Britain comprehension task.    This task has a choice of Bronze, Silver and Gold level reading tasks. There is a differentiated reading paper and questions for each level. Read the appropriate paper for your chosen level and then answer the questions relative to this. All of the resources related to this task are under resource 3 page. Please write the answers to the questions as full sentences in your home-learning book.  The mark scheme can be found underneath all the differentiated reading tasks. |
| **Extended Writing**  Monologue poetry is a form of poetry in which you are talking from the point of view of the character within the poem. There is no rule to how many beats a monologue must have, but try to keep to a pattern and ensure each verse has the same amount of lines.  You are going to imagine that you are the character saying this poem in war-time. Your situation may be:  You are a fighter pilot going to fight the Luftwaffe in the skies  You are a child and London is being bombed  You are a soldier going to war  Or you may think of another situation during WW2.  Use the support sheet provided to help | | | **MFL**  Draw pictures of these actions  Je joue Je cours J’apprends Je mange Je lis  J’ecris | **PSHE –**  **Transition:**  **Talk to your parents/carers about peer-pressure and what it means. Consider how you may be peer pressured at high-school and what strategies you could use to deal with this.** | | |
| **RE**  **Topic – Charity and Generosity**  *“A generous person will prosper; whoever refreshes others will be refreshed”.* — Proverbs 11:25  Consider what this quote means and write your own definition for it.  Then, list as many reasons as you can for why people give to charity | | **Science**  View this video:  <https://www.bbc.co.uk/bitesize/topics/zrffr82/articles/zppvv4j>  and **then** complete the animation activity at the bottom of the webpage  Create a meal plan for one day, trying to include a balance of each food type. Include what you will eat for breakfast, dinner and tea. | | | **Art**  <https://www.tate.org.uk/art/artworks/moore-grey-tube-shelter-n05706>  Look at this piece of artwork and the other pieces at the bottom of the page. Try and replicate one of these images using whatever medium you have available. The most appropriate materials would be black card and chalk but if this is not available it can be done on white paper with coloured pencil, pastel or crayon. | |
| **Reading:**  Please remember that it is imperative to keep reading. The expectation is that children should read at least three times per week but I’m sure you can all achieve five! | | | | | | |

**Hillside Primary School**

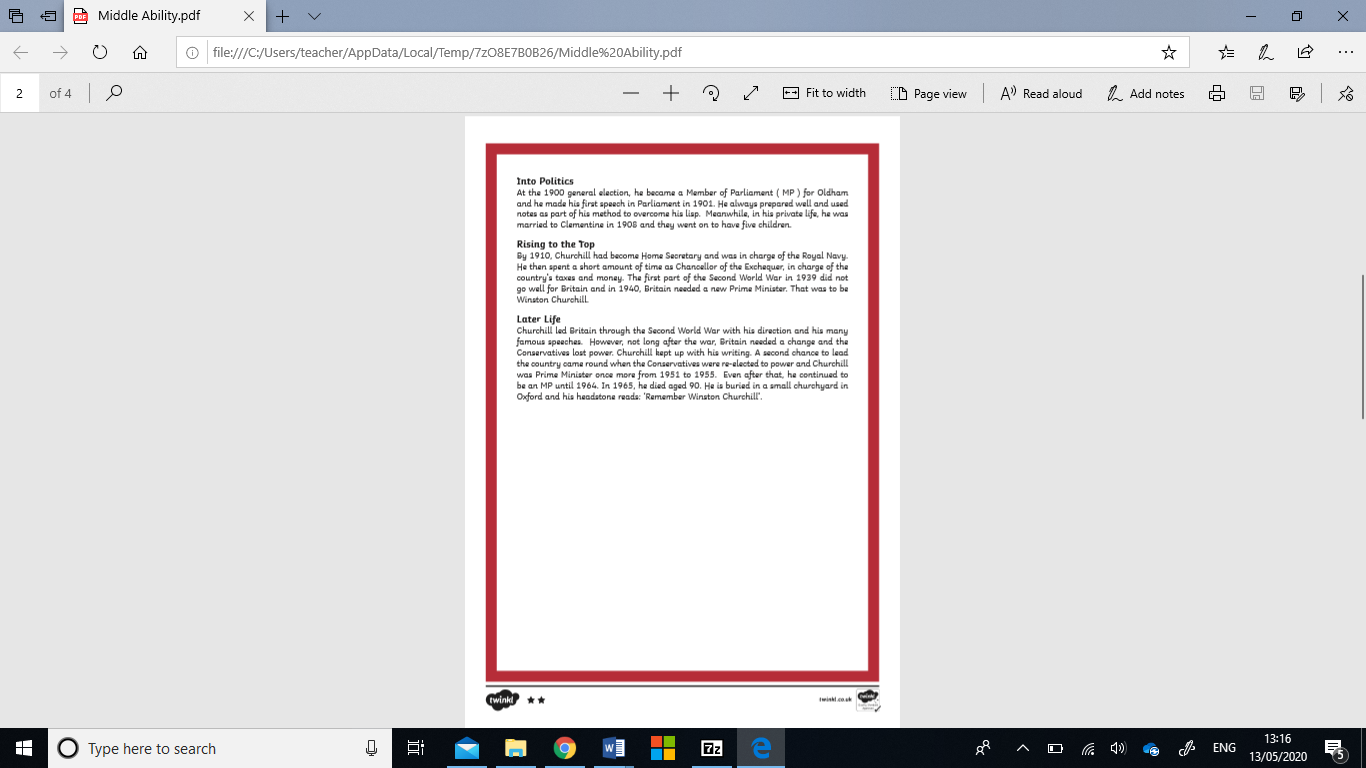
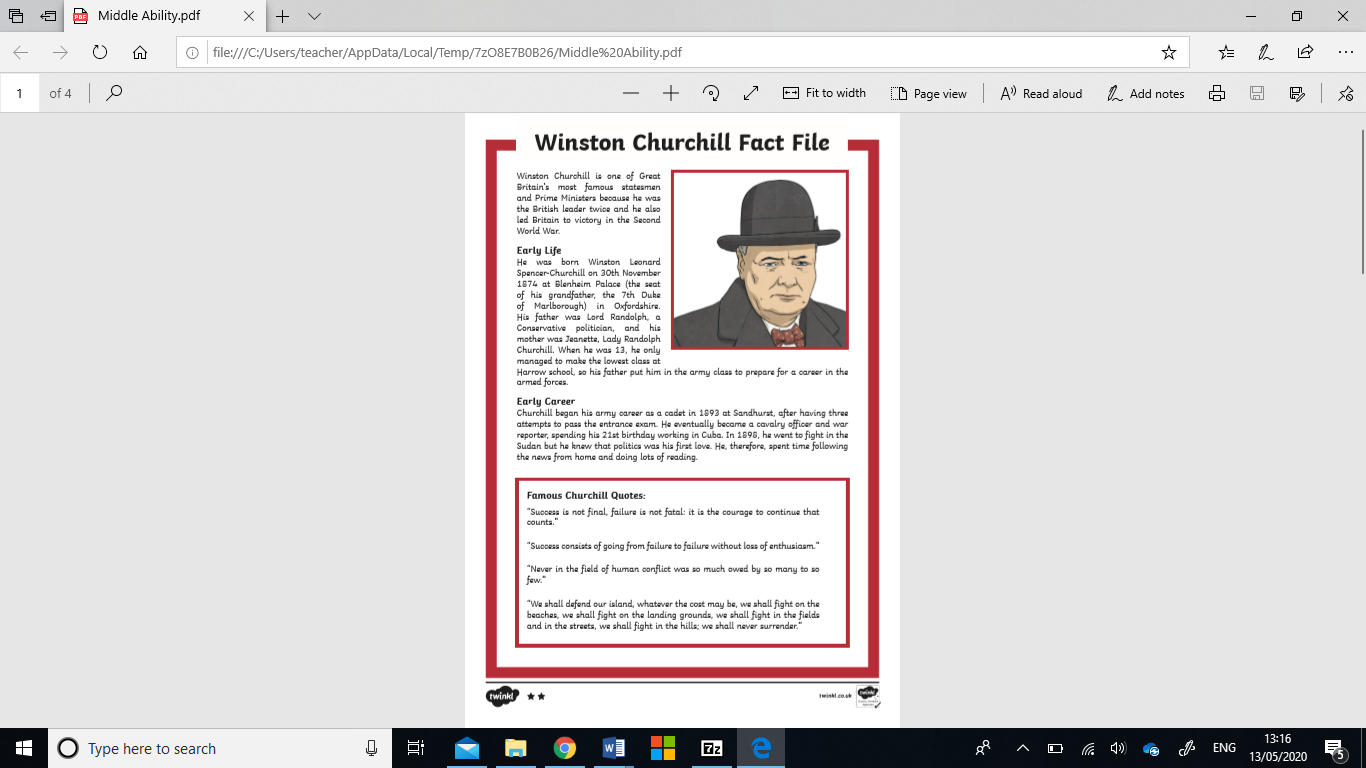
**Home Learning Grid – due to printing requirements, none of these tasks require worksheets. Please complete in home-learning books**

**GOLD Reading text**

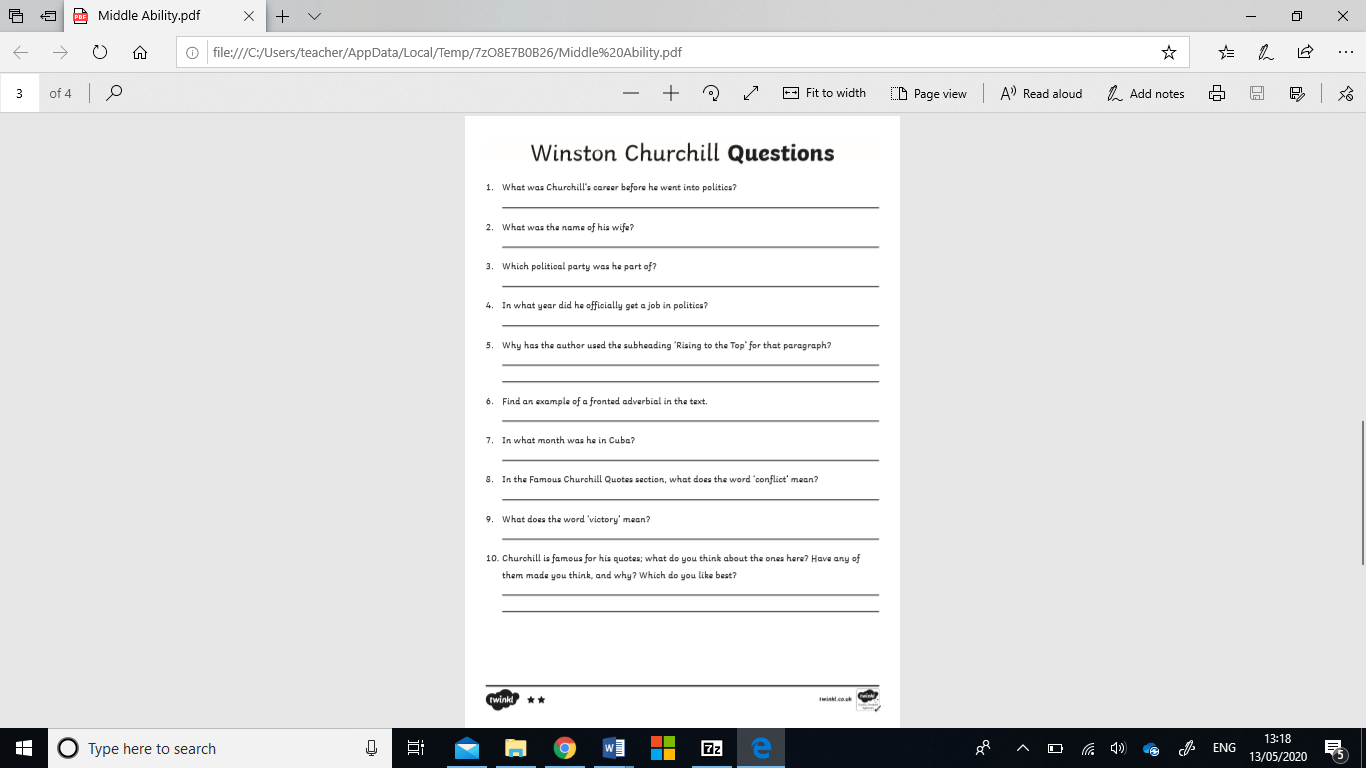
**GOLD: Reading Questions**



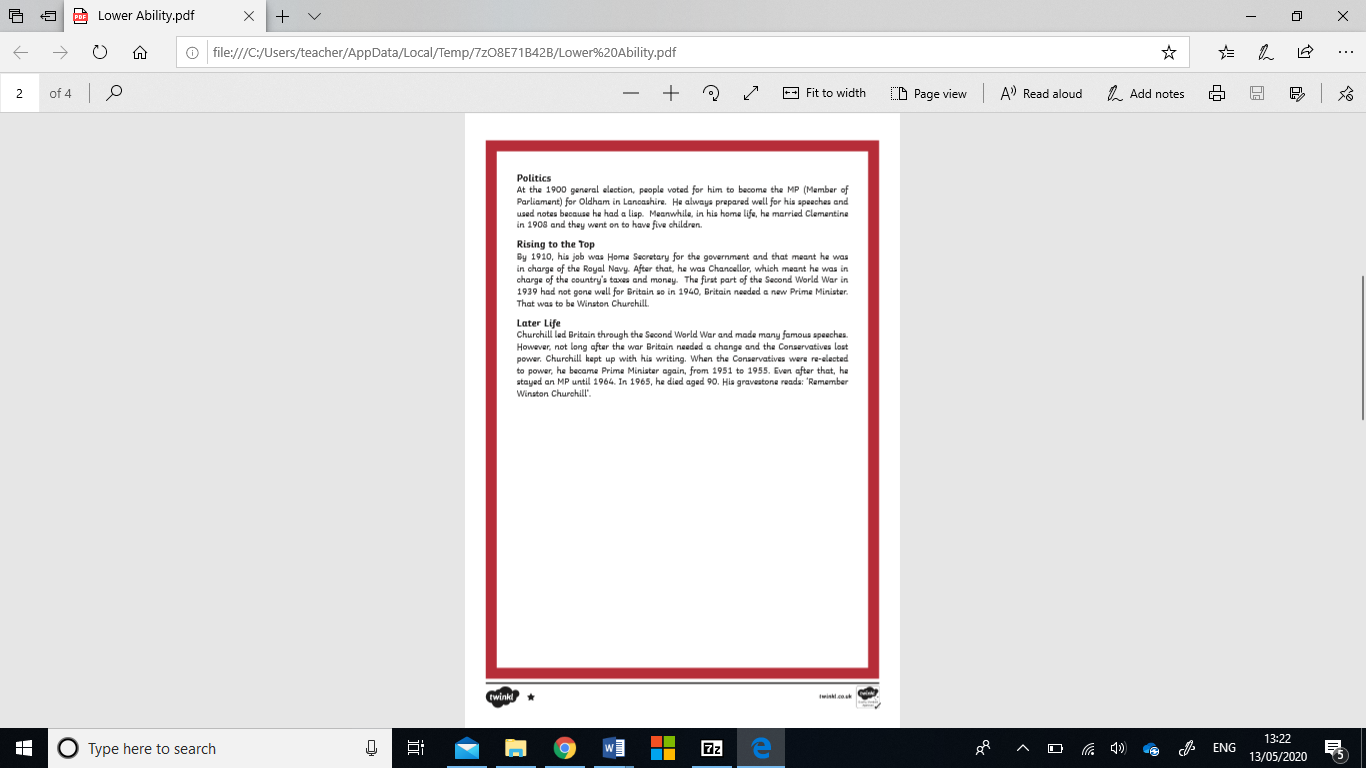
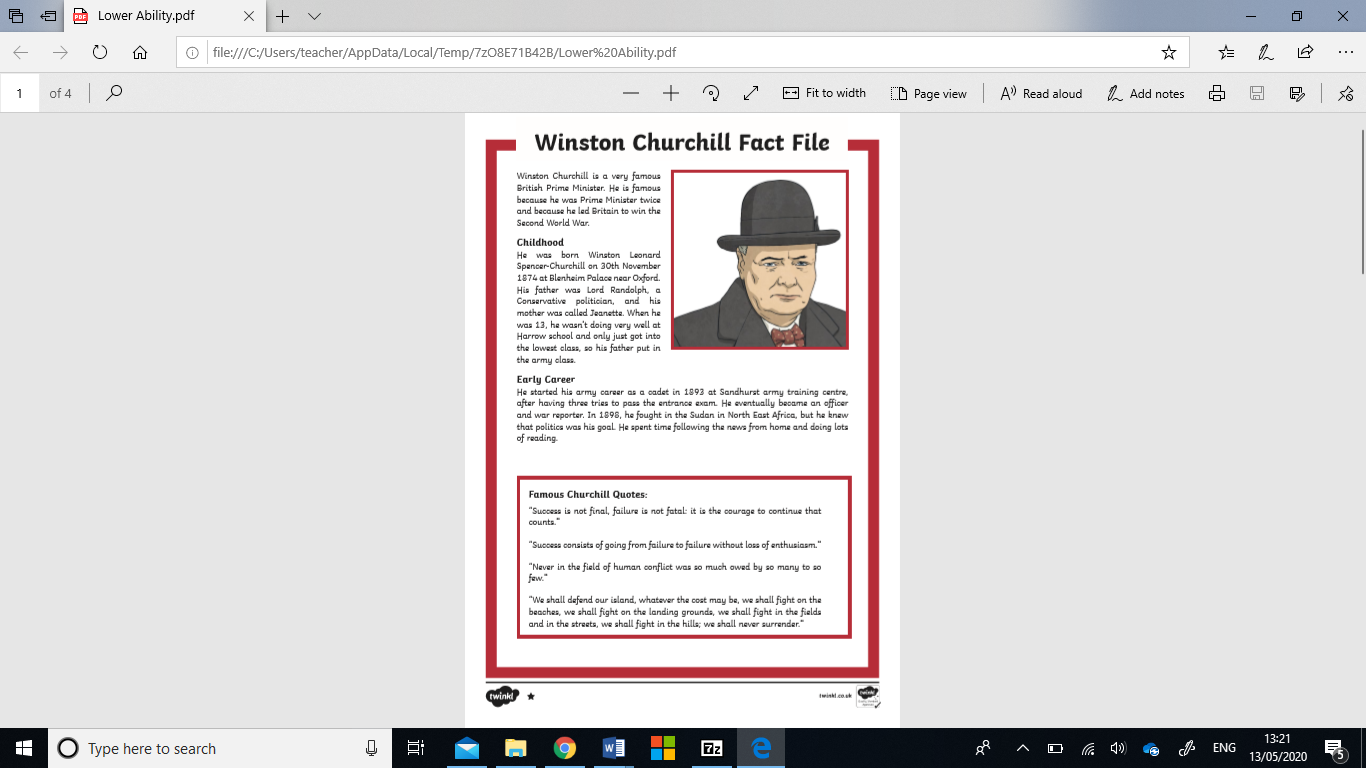
**SILVER: Reading text**



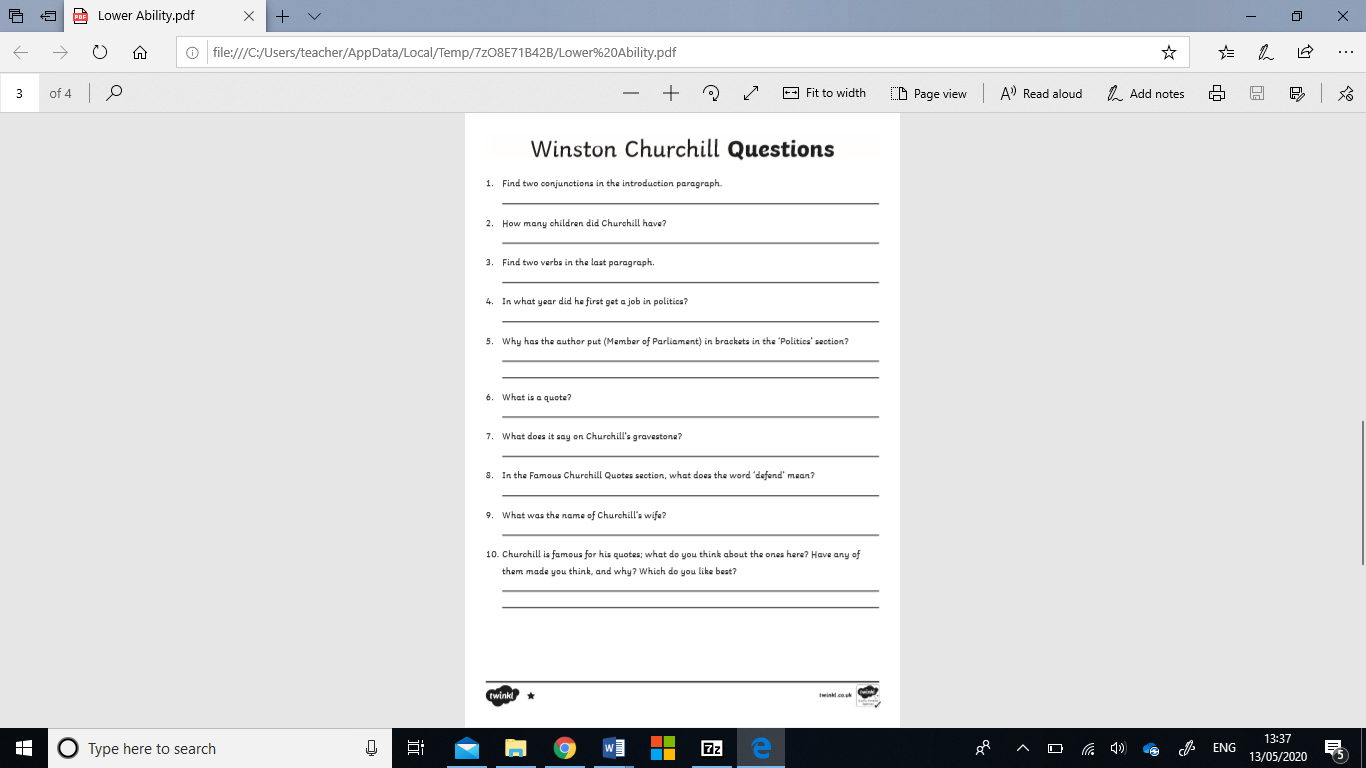
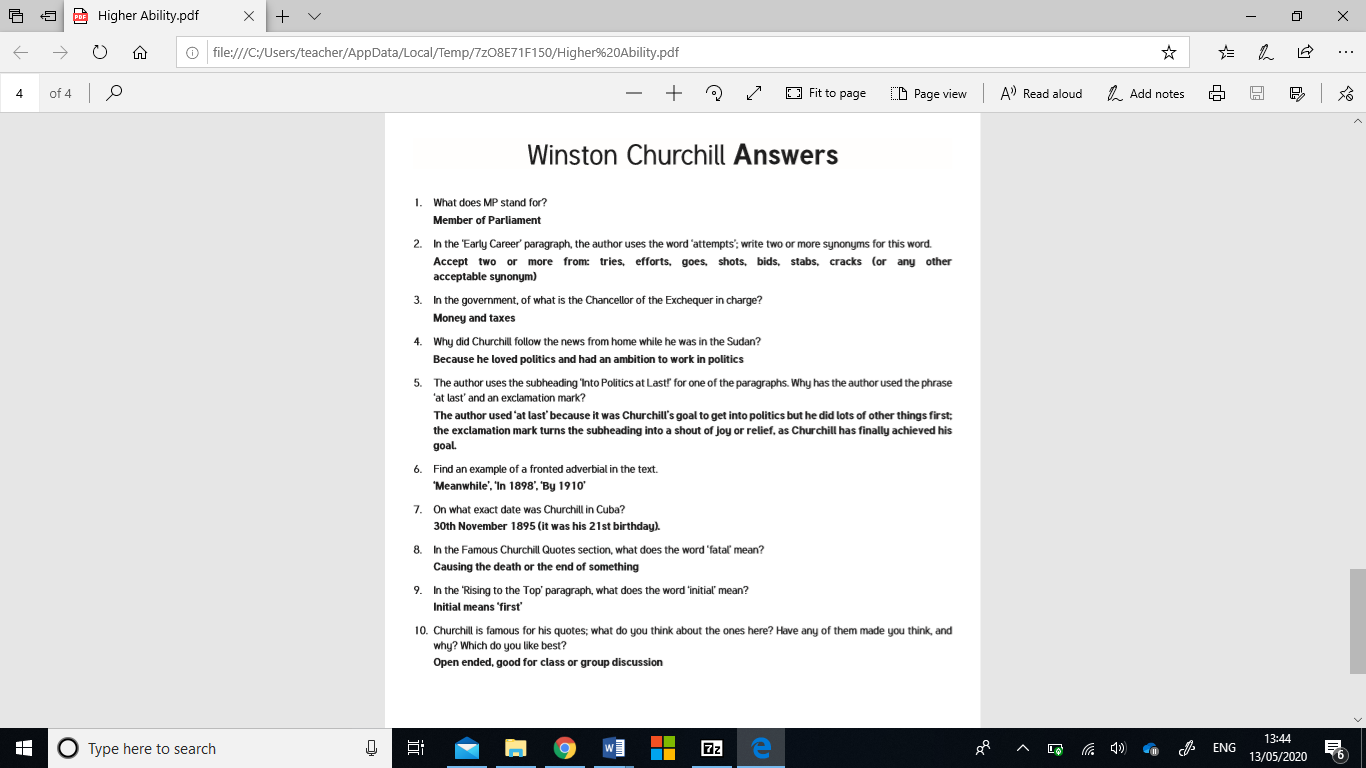
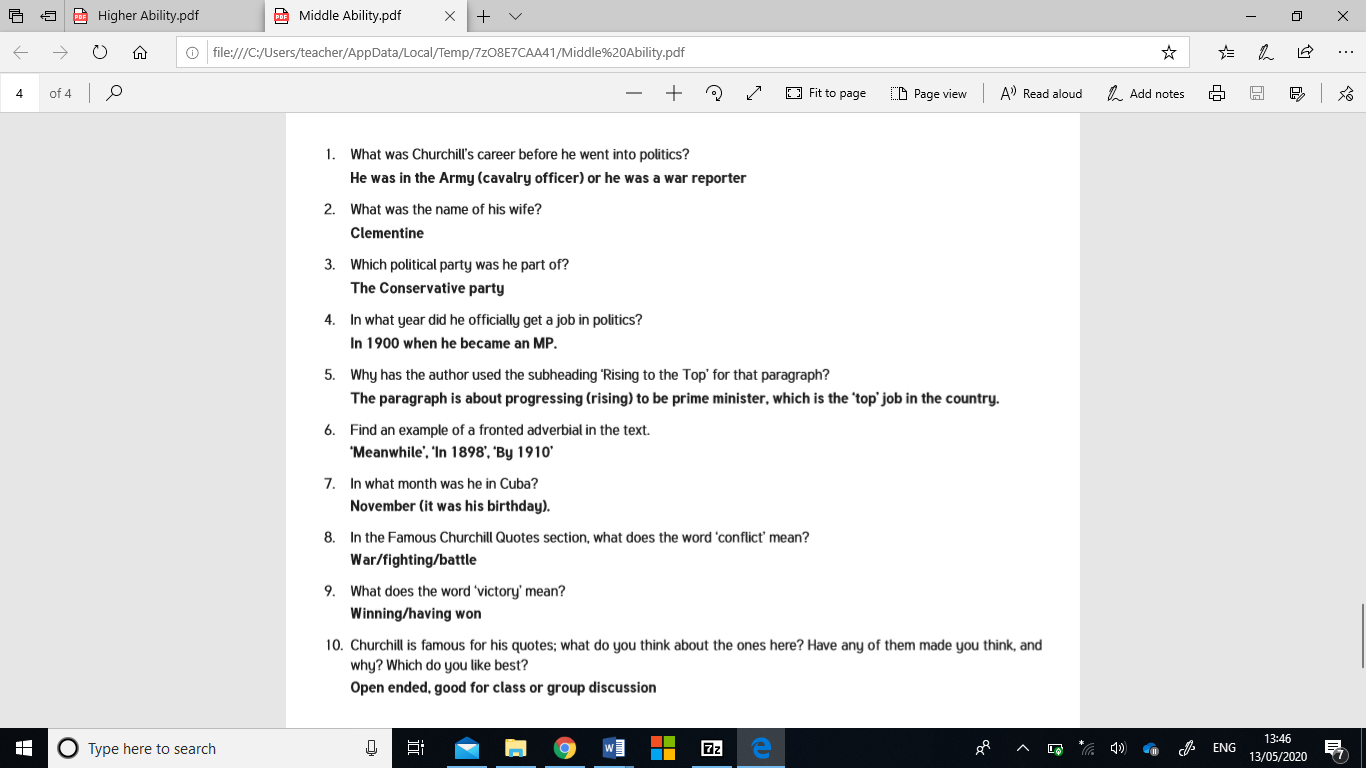
**SILVER: Reading Questions**

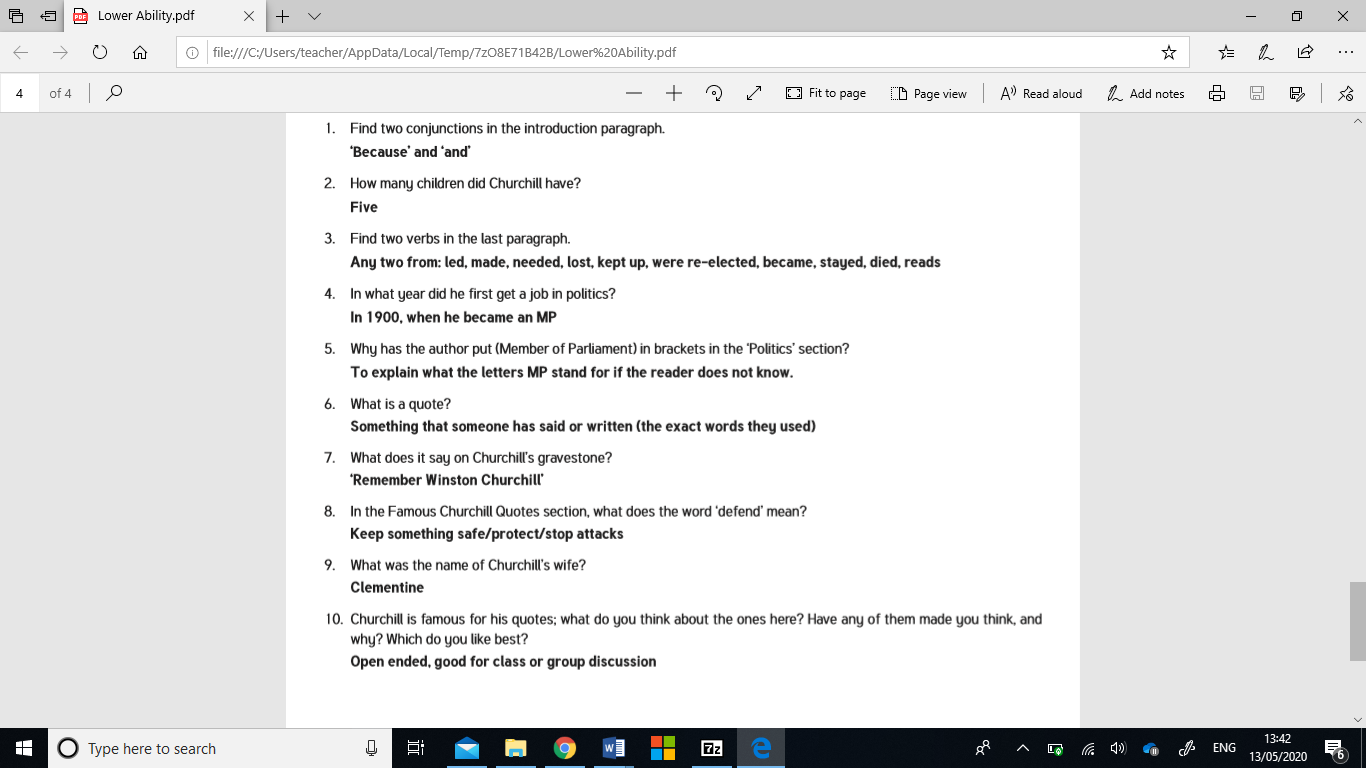


**BRONZE: Reading text**



BRONZE: Reading questions

  
**Reading Answers  
BRONZE SILVER   
  **

**GOLD**  


**Extended Writing Planning Sheet**

Describe the setting (use senses: hear, feel, smell, taste, see)

Words and phrases to describe your actions

Situation

Powerful words to describe your feelings

What equipment/ resources do you have?

Words and phrases to describe the situation

**Extended write: WAGGOL (What A Good One Looks Like)**I see descending bombs  
I see defended homes  
Men above and men below  
Fall to save the good they know

This is an example, you may follow these rules or make your own rules up. Try to ensure each verse follows the same rule. Here are the rules I used, you are welcome to follow the same.

-Each verse has four lines  
-The top two lines of each verse have six syllables.  
-The bottom two lines have seven syllables  
-Only the bottom two lines of each verse rhymes

Remember, your monologue MUST tell some kind of story from the perspective of the writer and must be WW2 based.

**Tip:** Use first person for this (I, me, we, us)  
Tip: After each verb or adjective, use a thesaurus or google to find a better word but make sure it is the same syllables

Fearing for my future  
my children and wife too  
We view the dog-fights above  
Hate and sorrow, no sign of love.

They fight for king and land  
They toil for all they have   
In the clouds up in the sky  
Good men guide the planes they fly

A shrill sound up above  
A whistle getting near  
I haste to get to shelter  
My loved ones racing after

The bombs they roar from near  
and windows shatter too  
London’s razing to the ground  
and another whistling sound

**KEY:**  
Senses •  
Equipment/resources •  
Feelings •  
Words to describe actions •  
Figurative language (metaphor, simile/ personification) •

Looking at my children  
I clasp on to so tight  
As it nears I hope and pray  
we get to see one more day

**Extended writing: SUCCESS CRITERIA**

|  |  |
| --- | --- |
| **GOLD Success Criteria** | **Tick** |
| **Have I used personification, similes and metaphors?** |  |
| **Have I described at least three senses?** |  |
| **Do all of my verses follow the same pattern?** |  |
| **Have I described my feelings?** |  |
| **Have I checked for better adjectives and verbs in a thesaurus?** |  |
| **Have I used first person?** |  |
| **Have I told a story of something happening?** |  |

|  |  |
| --- | --- |
| **BRONZE Success Criteria** | **Tick** |
| **Have I used one example of figurative language? (personification, simile or metaphor)** |  |
| **Do all of my verses follow the same pattern?** |  |
| **Have I checked for better adjectives and verbs in a thesaurus?** |  |
| **Have I used first person?** |  |

|  |  |
| --- | --- |
| **SILVER Success Criteria** | **Tick** |
| **Have I used two examples of figurative language? (personification, simile or metaphor)** |  |
| **Do all of my verses follow the same pattern?** |  |
| **Have I described my feelings?** |  |
| **Have I checked for better adjectives and verbs in a thesaurus?** |  |
| **Have I used first person?** |  |
| **Have I told a story of something happening?** |  |