**Hillside Primary School**

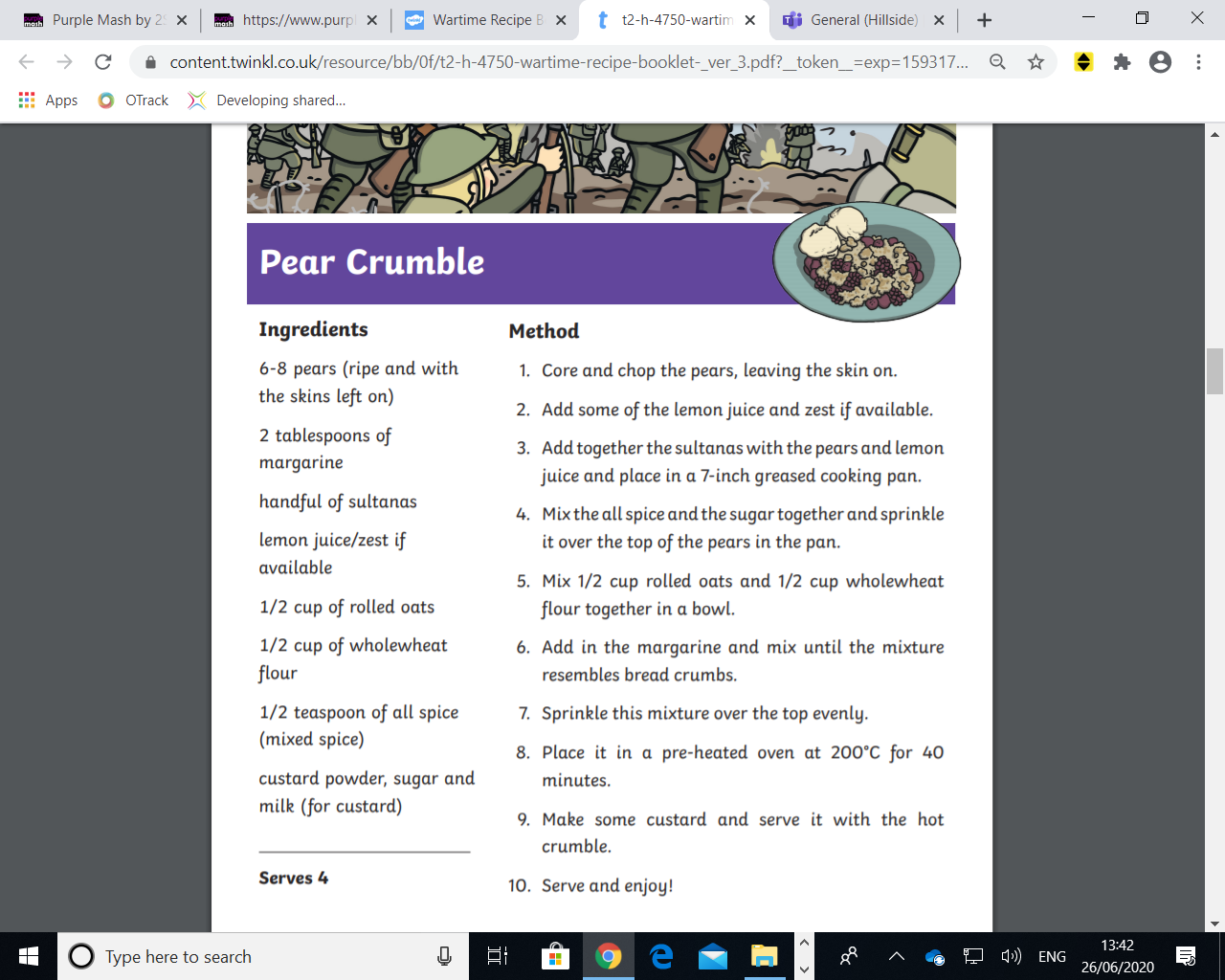
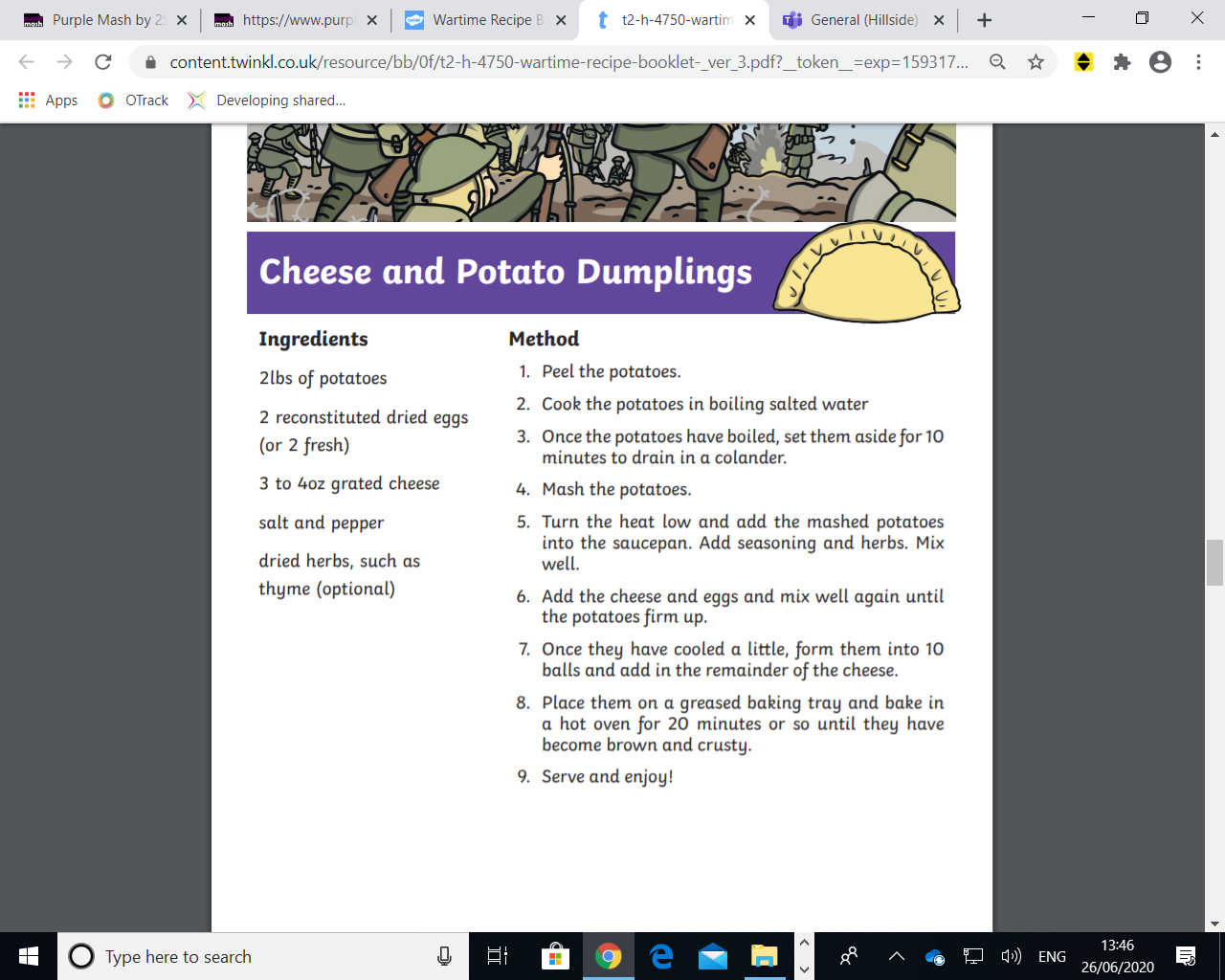
**Home Learning Grid – due to printing requirements, none of these tasks require worksheets. Please complete in home-learning books**

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| --- | --- | --- | --- | --- |
| **Topic – World War Two**  Research these famous battles of WW2 and find the information required in ‘Activity sheet 1’  Use these website to help you:  <https://www.popularmechanics.com/military/g2652/most-important-battles-world-war-ii/>  and  <https://kids.kiddle.co/Second_Battle_of_El_Alamein> | | **Topic – Battle of Britain**  **Use one of the recipes provided in both activity sheet 2s and cook a wartime meal. Remember, the simplicity of the foods used was due to rationing, which meant that there was not a great deal of food available. People often had to grow their own vegetables or do the best that they could with what they had got.** | **Topic – Battle of Britain**  Complete the ‘All about Battle of Britain’ 2Do on PurpleMash.  Read the text first and then create a poster highlighting key learning from your reading. | |
| **Extended Writing**  Write a reflection on the year in the form of a recount.  See English support sheets to help (Activity sheets 3) | | **MfL**  Use the attached map of the school (activity support sheet 3) and label each part of the school in French. ‘Classroom’ is already done for you.  Note: You don’t have to print this off, you could simply write the English and French translations in your books. | **Reading**  Read Chapter 3 of Buster’s Blitz set as a 2Do on PurpleMash. Following this, complete the online quiz 2Do that is associated with it. | |
| **PSHE**  Consider your aspirations and hopes for high-school. What will you challenge yourself to achieve and what after-school clubs are you looking forward to getting involved in?  Write these in your home-learning books as a tick-list for when you go into high-school. | **Science**  Following your ‘Virtual Sport’s Day’ P.E. activity, measure your heart rate (you could do this by measuring your pulse in your neck, wrist or temple for 15 seconds and then multiplying the number by four – this will give you’re your beats per minute (BPM)). Record your BPM for each activity.  Which activity got your BPM up the highest?  Was this test fair?  Can you now re-do the test so that it is fair (all variables must be the same except from the **one** that you choose to change – this will be the activity). Think about all of the different things that you must keep the same in order for it to be fair. Plan this out using the planning sheet provided in ’Activity sheet 4’. (you don’t need to print it out, you could simply use it as a guide) | | | **P.E**  Complete some of the ‘Virtual Sport’s Day’ activities found on the Hillside website:  <https://hillsideprimary.org.uk/virtual-sports-day/> |
| **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! | | | | |

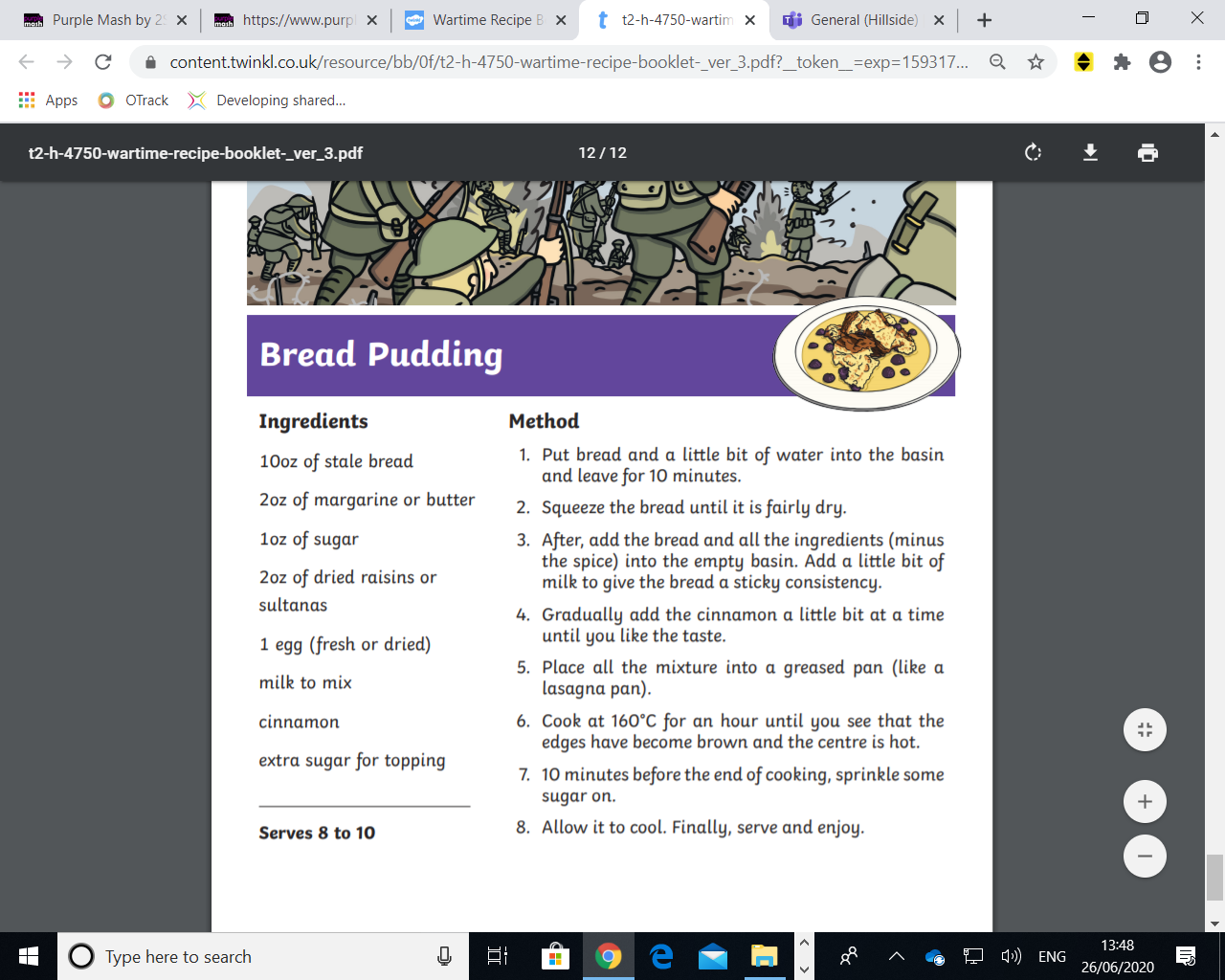
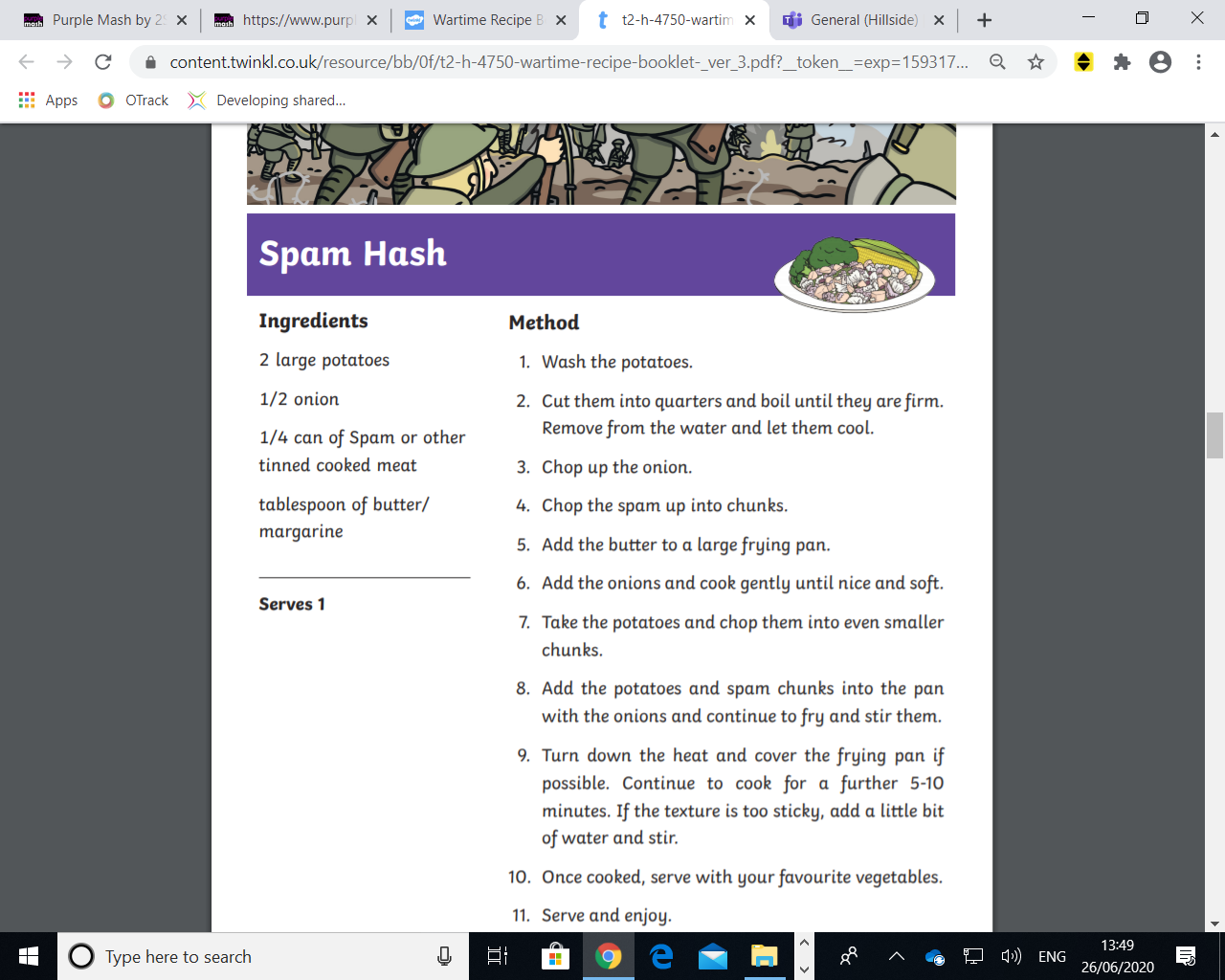
**Activity sheet 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Battle** | **Who did the allies fight against?** | **What year(s) was the battle fought in?** | **How was the battle fought (land/ air/ ship)** | **How many casualties/ deaths?** | **On what continent was it fought?** |
| **Iwo Jima** |  |  |  |  |  |
| **Battle of Anzio** |  |  |  |  |  |
| **Battle of Britain** |  |  |  |  |  |
| **Battle of the Bulge** |  |  |  |  |  |
| **Battle of Leyte Gulf** |  |  |  |  |  |
| **Battle of Moscow** |  |  |  |  |  |
| **D-Day** |  |  |  |  |  |
| **Battle of Midway** |  |  |  |  |  |
| **Second Battle of El-Alemain** |  |  |  |  |  |

**Activity sheet 2**



**Activity sheet 2**



**Activity sheet 3 – English support**

E**nglish resource – Success Criteria**

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| --- | --- |
| **BRONZE Success Criteria** | **Tick** |
| Have I used a range of different sentence openers? |  |
| Have I used powerful words to show feelings? |  |
| Have I written in the first person? |  |
| Have I used golden lines from the WAGOLL? |  |

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| --- | --- |
| **GOLD Success Criteria** | **Tick** |
| Have I used conjunctions to connect clauses? |  |
| Have I used a range of different sentence openers? |  |
| Have I used colons and semi-colons? |  |
| Have I used figurative language? Metaphor, similes, personification. |  |
| Have I ordered the events in time order? |  |
| Have I written in the first person? |  |
| Have I used powerful words to show feelings? |  |
| Have I used golden lines from the WAGOLL? |  |

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| --- | --- |
| **SILVER Success Criteria** | **Tick** |
| Have I used conjunctions to connect clauses? |  |
| Have I used a range of different sentence openers? |  |
| Have I ordered the events in time order? |  |
| Have I written in the first person? |  |
| Have I used powerful words to show feelings? |  |
| Have I used golden lines from the WAGOLL? |  |

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| --- |
| **Paragraph 1:**  -What were your thoughts before entering year six and why?  -What is your reflection on year six now?  -What are you going to do in this piece of writing? |
| **Paragraph 2:**  -Month and year of the event  -Recount the first event that you want to write about (the earliest one).  -3x emotion opener  -Use varied openers and add lots of description. Give the reader a clear image of what it was like and your feelings on the day.  - colon to ask ‘why’  - Opposition conjunctions  - Dash for an afterthought |
| **Paragraph 3:**  -Month and year of the event  -Recount the first event that you want to write about (the earliest one).  -Use varied openers and add lots of description. Give the reader a clear image of what it was like and your feelings on the day.  -Use multisensory writing to describe the setting (sight, hear, feel, smell, taste)  -Parenthesis (added information about something that you describe)  - Dash for an afterthought  -Golden Lines  -Colon for to ask why? |
| **Paragraph 4:**  Now reflect on your whole primary school journey.  What have you achieved?  Addition conjunctions  What have you enjoyed/ what have you not enjoyed but overcome?  What is next? |

**English resource – WAGOLL (What A Good One Looks Like)**

Initially, the prospect of year six was rather daunting: I knew it was going to be a challenging year with SATs and the increased workload. However, on reflection it’s been fantastic! Let me re-live just a couple of my most significant memories of this year.

**September 2019**

Excited, nervous, apprehensive, I arrived at school on the first day of the year.; my bag was packed, uniform in check and I was ready to take on my final year at Hillside. Fortunately, we had all already met our teachers during transition week, where we got to know Mr Frost, Mrs Davies and Mrs Harrop (then Miss Carr) for the first time. My first impressions were positive: I enjoyed transition week and liked my teachers. However, I knew that it was now time to knuckle down: I must work hard this year if I was going to do well in the dreaded SATs. Despite feeling nervous, I took my seat in class and got out my pencil case. The more I looked around the class, the more comfortable I became with my surroundings. Children were filing through the door, I hadn’t seen some of them for six weeks and it was lovely to see them again. Finally, in came Mr Frost. After putting down his coat, he called, ‘Good morning!’. I called back with the rest of the class – I felt happy to be back.

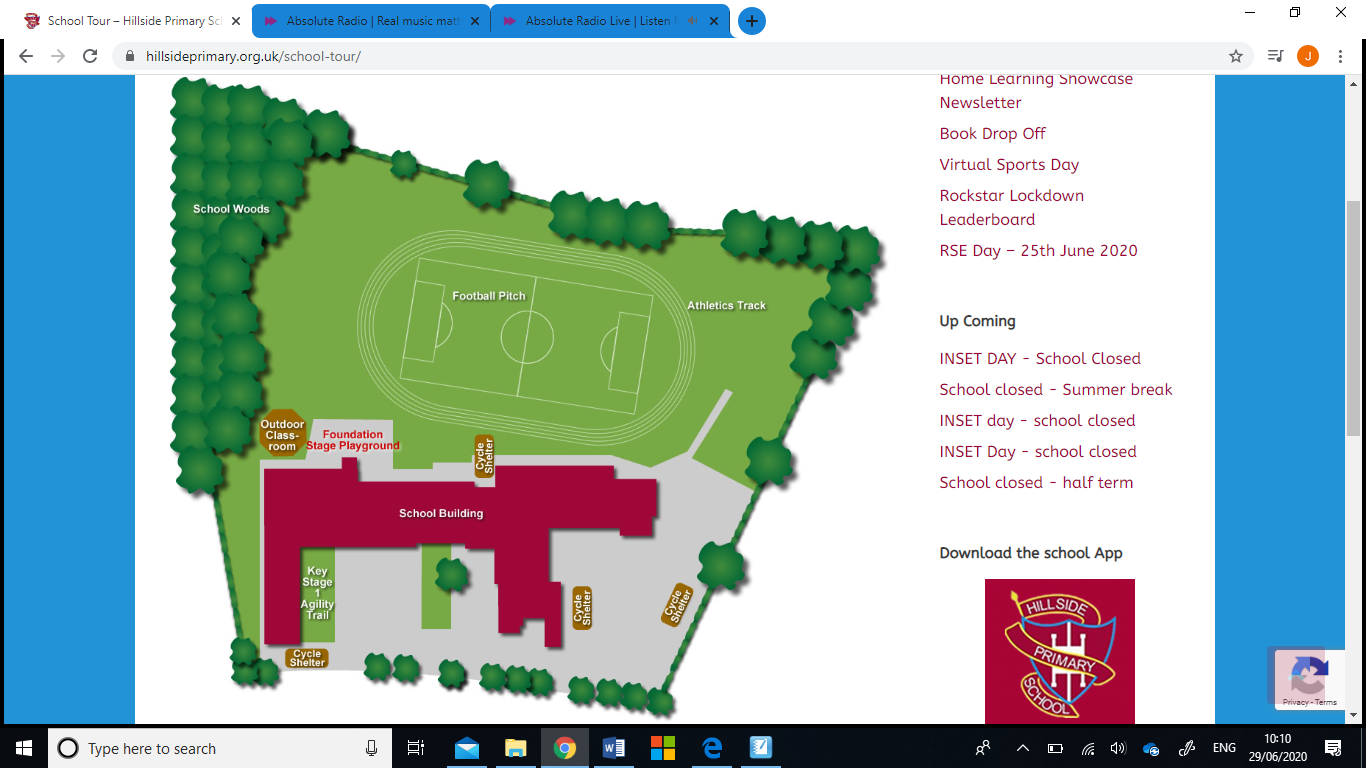
**November 2019**

Excited, I was on my way to Blist’s Hill Victorian village. We had been learning about the Victorian’s all term and I was looking forward to finally seeing what they lived like. Upon arrival, I realised it was much better than expected: imagine life over a century ago, imagine the sound of hooves trotting as horses pull stage-coaches, imagine the smell of coal mines still in operation: this was Blist’s Hill - it was an actual town! People walking around in old clothing; workers operating steam engines; pharmacists selling soap and perfume amongst other things; paupers cooking food in their houses. I felt like I had time travelled into the past and come out as a real Victorian! We were escorted into a small room for our ‘brick-making’ workshop (apparently, it was a common job during the Victorian era). I was quite proud of my work: I moulded a cuboid with clay, cut it into shape with cheese wire; and sprinkled it with sand - simple but effective! The best part of the day was yet to come though. The clock struck noon. It was time. Money burning my hand like a hot piece of coal, I queued up with anticipation. I walked in the room.

“Chips please!” I said to the woman behind the chip-shop till. I wolfed them down. Chips are always good, but they just taste that bit better when you’re meant to be at school.

I really enjoyed the day: I came back to school having learnt so much about the Victorians and it will certainly live on in my memory for a long time!

Now I am at the conclusion of my primary school journey, I can say I have overcome many challenges and faced many fears. From improving my handwriting, to developing my maths and learning how to do algebra (I still don’t like it), I have made great progress. Furthermore, I have made memories that will live with me forever. Whilst I can’t say I’ve loved every minute (those boosters and reading papers weren’t very fun at all), I have certainly improved this year and developed as a person – even if COVID19 did it’s best to interrupt my learning. Now it’s on to my next chapter in life – let’s see what this brings.



English: The main hall  
French: \_\_\_\_\_\_\_\_\_\_\_\_\_

English: The playground  
French: \_\_\_\_\_\_\_\_\_\_\_\_\_

English: The classroom  
French: Le salle de classe

English: The kitchen  
French: \_\_\_\_\_\_\_\_\_\_\_\_\_

English: The dinner hall  
French: \_\_\_\_\_\_\_\_\_\_\_\_\_

English: The car park  
French: \_\_\_\_\_\_\_\_\_\_\_\_\_

English: The office   
French: \_\_\_\_\_\_\_\_\_\_\_\_\_

English: The sport field  
French: \_\_\_\_\_\_\_\_\_\_\_\_\_

Activity 4 – science investigation planning sheet

