

**Year 6 Home Learning Week 2. Week Commencing 11<sup>th</sup> January 2021**

	Literacy	Maths	Topic
<p><b>Monday 11<sup>th</sup> January 2021</b></p>	<p><b>L.O. Can I generate ideas for my WWII poem?</b></p> <ol style="list-style-type: none"> <li>1) Join the Zoom lesson at 9:30am.</li> <li>2) Read <b>pages 38 and 39</b> of your Key Stage Two English CGP The Study Book to help you</li> <li>3) This week you will be writing your own poem using all of the features you looked at last week. Your poem will be about being an evacuee during WW2.</li> <li>4) Read the information about evacuees at the bottom of the document.</li> <li>5) Today you need to generate an example of each of the following, to be used in a poem based around the experience of an evacuee during WWII: simile, metaphor, personification, alliteration, onomatopoeia and hyperbole. This can be completed on google classroom or on paper / in orange homework books.</li> </ol> <p>N.B. The poem is based around the experience of an evacuee during WWII. There needs to be an underlying theme of positivity.</p> <p>Use these pictures to help you:</p> 	<p><b>L.O. – Can I tell the time to the nearest minute?</b></p> <ol style="list-style-type: none"> <li>1) Join the Zoom lesson at 11:00 am.</li> <li>2) Complete the daily maths quiz either on Google Classroom or in your pack.</li> <li>3) Read <b>pages 66 and 67</b> in your maths CGP book</li> <li>4) Complete the correct worksheet (look for today's DATE and L.O. as well as the correct colour for the maths group you are in) on Google Classroom or in your pack.</li> </ol>	<p><b>History</b></p> <p><b>L.O. – Can I interpret propaganda posters?</b></p> <ol style="list-style-type: none"> <li>1) Join the Zoom lesson at 1:15pm</li> <li>2) Read this information: <i>Propaganda is information that is used to influence an audience to think in a certain way. This information is carefully selected to present certain facts in a certain way to make people perceive something differently. It is often associated with material prepared by governments. Propaganda can be presented to people in a range of ways, for example, through leaflets, newspapers, TV and radio shows, cartoons, posters and websites.</i></li> <li>3) Complete the propaganda worksheet by explaining what each poster is trying to persuade the audience to do. Use the A.P.E. (Answer it. Prove it. Explain it.) structure for your answers. Here is an example:</li> </ol> <p align="center"><u>Analyse each propaganda poster</u></p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="1429 614 1550 699"> <p><b>Answer it</b></p> <p>I think... The writer... is like that... I believe that... It is clear that... The situation... The writer writes... by... My opinion is...</p> </div> <div data-bbox="1585 614 1706 699"> <p><b>Prove it</b></p> <p>For example... I know the fact that... The writer states that... The text includes... The character says... For instance, the writer describes... ... I get this impression because...</p> </div> <div data-bbox="1765 614 1886 699"> <p><b>Explain it</b></p> <p>The message... The message that... The writer thinks... The writer wants you to... The writer is trying to... The writer is trying to... The writer is trying to... The writer is trying to...</p> </div> </div> <p>What is the purpose of the poster?</p>  <p>I think this poster is designed to make people feel guilty for not joining the war effort. I get this impression because the girl in the picture is asking her dad what he did in the war. The dad looks as though he is thinking. This implies that if his answer is "nothing" his daughter may think less of him. The dad will probably join the war effort so that he can be proud of the answer he gives to his daughter.</p>
<p><b>Tuesday 12<sup>th</sup> January 2021</b></p>	<p><b>L.O. – Can I write a poem (WWII)?</b></p> <ol style="list-style-type: none"> <li>1) Join the Zoom lesson at 9:30am.</li> <li>2) Read <b>pages 38 and 39</b> of your Key Stage Two English CGP The Study Book to help you</li> <li>3) Using the examples in your home learning pack, and the pictures, write the first two stanzas of your poem. Stanza 1 = a general introduction about being an evacuee. Stanza 2 = the morning you get ready to leave. Stanzas should be at least four lines long and include the features identified in yesterday's lesson. This can be completed on google classroom or on paper / in orange homework books.</li> </ol> <p>N.B. The poem is based around the experience of an evacuee during WWII. There needs to be an underlying theme of positivity.</p>	<p><b>L.O. – Can I solve problems involving time?</b></p> <ol style="list-style-type: none"> <li>1) Join the Zoom lesson at 11:00 am.</li> <li>2) Complete the daily maths quiz either on Google Classroom or in your pack.</li> <li>3) Read <b>pages 66 and 67</b> in your maths CGP book</li> <li>4) Complete the correct worksheet (look for today's DATE and L.O. as well as the correct colour for the maths group you are in) on Google Classroom or in your pack.</li> </ol>	

<p><b>Wednesday</b> <b>13<sup>th</sup> January</b> <b>2021</b></p>	<p><b>L.O. – Can I write a poem (WWII)?</b></p> <p>1) Join the Zoom lesson at 9:30am. 2) Read <b>pages 38 and 39</b> of your Key Stage Two English CGP The Study Book to help you 3) Write the last two stanzas of your poem. Stanza 3 = the journey to being evacuated. Stanza 4 = arriving at your new home. Stanzas should be at least four lines long and include the features identified in previous lessons. This can be completed on google classroom or on paper / in orange homework books.</p> <p>N.B. The poem is based around the experience of an evacuee during WWII. There needs to be an underlying theme of positivity.</p>	<p><b>L.O. – Can I convert between units of time?</b></p> <p>1) Join the Zoom lesson at 11:00 am. 2) Complete the daily maths quiz either on Google Classroom or in your pack. 3) Read <b>pages 66 and 67</b> in your maths CGP book 4) Complete the correct worksheet (look for today’s DATE and L.O. as well as the correct colour for the maths group you are in) on Google Classroom or in your pack.</p>	
<p><b>Thursday</b> <b>14<sup>th</sup> January</b> <b>2021</b></p>	<p><b>L.O. – Can I edit and improve my poem?</b></p> <p>1) Join the Zoom lesson at 9:30am. 2) Read <b>pages 38 and 39</b> of your Key Stage Two English CGP The Study Book to help you 3) Read through your poem. Check: Spelling, grammar, punctuation. Have you included a simile, a metaphor, personification, alliteration, onomatopoeia and hyperbole? Use a different colour to edit. This can be completed on google classroom or on paper / in orange homework books.</p> <p>N.B. The poem is based around the experience of an evacuee during WWII. There needs to be an underlying theme of positivity.</p>	<p><b>L.O. – Can I read time tables and solve problems involving these?</b></p> <p>1) Join the Zoom lesson at 11:00 am. 2) Complete the daily maths quiz either on Google Classroom or in your pack. 3) Read <b>pages 66 and 67</b> in your maths CGP book 4) Complete the correct worksheet (look for today’s DATE and L.O. as well as the correct colour for the maths group you are in) on Google Classroom or in your pack.</p>	
<p><b>Friday 15<sup>th</sup></b> <b>January 2021</b></p>	<p><b>L.O. – Can I publish my poem?</b></p> <p>1) Join the Zoom lesson at 9:30am. 2) Read <b>pages 38 and 39</b> of your Key Stage Two English CGP The Study Book to help you 3) Continue editing (same as yesterday), then write the poem up in best on lined paper. This can be completed on google classroom or on paper / in orange homework books.</p> <p>N.B. The poem is based around the experience of an evacuee during WWII. There needs to be an underlying theme of positivity.</p>	<p><b>L.O. – Can I solve problems involving time in a variety of contexts?</b></p> <p>1) Join the Zoom lesson at 11:00 am. 2) Complete the daily maths quiz either on Google Classroom or in your pack. 3) Read <b>pages 66 and 67</b> in your maths CGP book 4) Complete the correct worksheet (look for today’s DATE and L.O. as well as the correct colour for the maths group you are in) on Google Classroom or in your pack.</p>	<p><b>History</b> <b>L.O. – Can I interpret a WW2 diary?</b></p> <p>1) Join the Zoom lesson at 1:15pm 2) Read the WW11 diary information in your pack or on Google Classroom. 3) Answer the questions about the Blitz on Google Classroom or in your pack. Make sure you answer the correct colour for the table you sit on.</p>

## Why was evacuation introduced by the Government?

The British government was worried that a new war might begin when Hitler came to power in 1933. They were afraid that British cities and towns would be targets for bombing raids by aircraft.

## Why was it important for people to be evacuated?

Evacuation tried to ensure the safety of young children from the cities that were considered to be in danger of German bombing - London, Coventry, Birmingham, Portsmouth etc.



## Who was evacuated?

- Schoolchildren (827,000) and their teachers
- Mothers with children under five (524,000)
- Pregnant women (12,000)
- Some disabled people

A further two million or so more wealthy individuals evacuated 'privately', some settling in hotels for the duration and several thousands travelling to Canada, the United States, South Africa, Australia and the Caribbean.

## What clothes did children take with them?

The government recommended that in addition to their gas mask and identity card the evacuees had the following items:

Boys:

2 vests  
2 pairs of pants  
Pair of trousers  
2 pairs of socks  
6 handkerchiefs  
Pullover or jersey

Girls:

Vest  
Pair of knickers  
Petticoat  
2 pairs of stockings  
6 handkerchiefs  
Slip (like a very long vest with shoulder straps)  
Blouse  
Cardigan

## What else did they pack in their suitcases?

- Overcoat or mackintosh
- Comb
- 1 pair of Wellington boots
- Towel
- Soap
- Facecloth
- Toothbrush
- Boots or shoes
- Plimsolls
- Sandwiches
- Packet of nuts and raisins
- Dry biscuits
- Barley sugar (rather than sugar)
- Apple

## How were they evacuated?

By train and road

## Where were they evacuated to?

To smaller towns and villages in the countryside. Some children were sent to stay with relatives outside in the countryside, but others were sent to live with complete strangers.

**Billeting officers** were responsible for helping to find homes for the evacuees. Householders in the country who billeted (housed) city children were given money by the government.

## When were they first evacuated?

At 11.07am on **Thursday 31st August 1939** the order was given to evacuate forthwith.

1.5 Million children, pregnant women and other vulnerable people such as the disabled, evacuated to safer countryside locations in just two days.



But.....

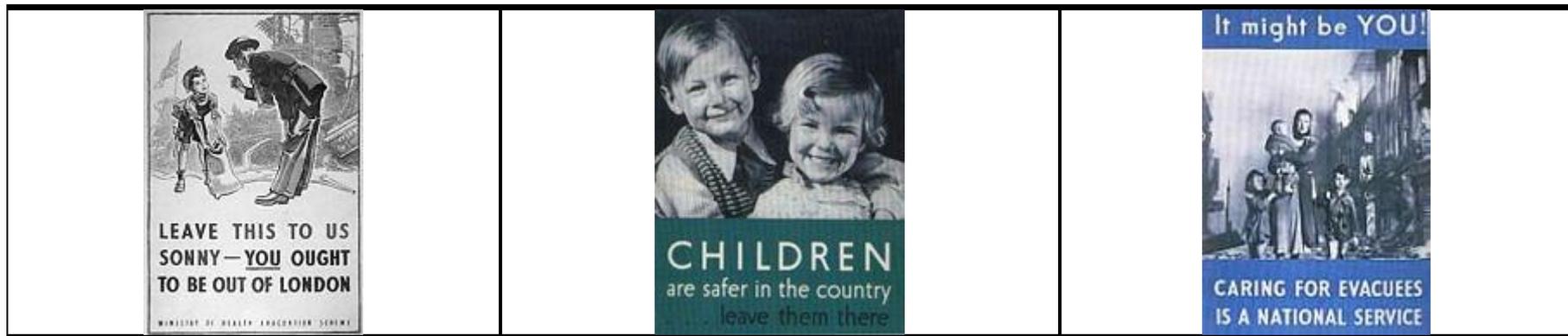
There were no big bombing raids on Britain in the first months of the war (know as [The Phoney War](#)) as a result by early 1940 many children had returned home.

### When were they evacuated again?

They were evacuated again when heavy bombing raids started in the autumn of 1940 - [The Blitz](#) - and then again later, in 1944, when Germany attacked Britain with V1 Flying Bombs and V2 rockets.

### How many people were evacuated during the war?

By the end of the Second World War around 3.5 million people, mainly children had experienced evacuation. No one was forced to go but parents were encouraged by posters and told that their children would be safer from German bombs if they moved to the country.



### What was it like for a child to be evacuated?

Being an evacuee must have been scary and exciting at the same time. The children had to leave their families and homes behind and try to fit in with host families in the country.

#### At the station

Children had labels attached to them, as though they were parcels. They stood at railway stations not knowing where they were going nor if they would be split from brothers and sisters who had gathered with them. They felt scared about being away from their families but also excited about going to a place they had never seen before and only read about in books.

## On arrival

The children arrived in the countryside, tired, hungry and uncertain whether they would ever see their families again.

They were taken to the village hall, where they would be met by the **billeting officer** (the person in charge of finding them homes). A 'pick-you-own evacuee' sessions would then take place, where **host families** (the people they were going to live with) haggled over the most presentable children while the sicklier and grubbier children were left until last.