



St Margaret's-at-Cliffe CP School

Home Learning Class 6

Class 6 w/b 5 th Oct	Monday 5 th October	Tuesday 6 th October	Wednesday 7 th October	Thursday 8 th October	Friday 9 th October
Vocab Ninja	<p>A new word of the day on each PowerPoint screen – starting with Shinobi words for years 5/6. These can be found in PowerPoint or pdf format here.</p> <p>Children write the word, write the definition and use the word in their own unique sentence. They also look at the synonyms, antonyms, prefixes and suffixes associated with the word and see if there are any others they can find.</p>				
English	<p>BIG WRITE <u>WALT: write a story</u></p>  <p>We will be watching a video on Literacy shed called 'Before Sunrise' – find it here.</p> <p>You will be writing this video clip as a story. You should consider:</p> <ul style="list-style-type: none"> - Setting - Characters (including the mischievous shadows we first see contrasted with the glum main character 	<p><u>WALT: answer comprehension based questions about a text.</u></p> <p>Read through the text of Usain Bolt: A biography (see below) and complete the questions that follow.</p> <p>A biography is a non-fiction text written about someone's life.</p> <p>Also take a good look at the layout of the biography and the style with which it is written as we will be writing biographies this week.</p> <p>Answers can also be found below for self-marking.</p>	<p><u>WALT: research for a biography</u></p> <p>Class 6 to be in ICT suite for this lesson.</p> <p>Look here for biography writing tips.</p> <p>Choose either: Neville Chamberlain, William Churchill or Adolf Hitler to research for your biography.</p> <p>Here are some good websites for researching:</p> <ul style="list-style-type: none"> - Hitler (1) and (2) - Churchill (1) and (2) - Chamberlain (1) and (2) 	<p><u>WALT: write a biography</u></p> <p>Today you will use your notes from yesterday to write your biography.</p> <p>Use the checklist below to help you. There is also a model text which might help you to lay out your writing and to adopt the writing style.</p>	<p><u>WALT: edit, improve and publish</u></p> <p>Today you will be editing and improving your writing from yesterday.</p> <ul style="list-style-type: none"> - Read through it. Does it all make sense? Have you missed out any words or punctuation? - Use a dictionary to check your spelling. - Can you make better vocabulary choices anywhere? - Have you varied your sentence types? - Could you use a short sentence amongst some longer ones for effect? - Have you ticked each item from the checklist?

	<ul style="list-style-type: none"> - The feelings and impact of the dancing flame - How to suitable end your story. <p>You should write this in 40 minutes with 5-10 minutes to plan.</p>		You might wish to make notes on the planning grid (see below).		
Maths	<p><u>WALT: divide 4 digits by 1 digit</u></p> <p>Follow the video link for dividing 4 digits by 1 digit here.</p> <p>Tasks can be completed on the sheet (see below)</p>	<p><u>WALT: divide with remainders</u></p> <p>Follow the video link for dividing with remainders here.</p> <p>Tasks can be completed on the sheet (see below)</p>	<p><u>WALT: divide using short division</u></p> <p>Follow the video link for dividing using short division here.</p> <p>Tasks can be completed on the sheet (see below)</p>	<p><u>WALT: divide using factors</u></p> <p>Follow the link for dividing using factors here.</p> <p>Tasks can be completed on the sheet (see below)</p>	<p><u>WALT: use long division</u></p> <p>Follow the video for long division here.</p> <p>Tasks can be completed on the sheet (see below)</p>
Topic AM	<p><u>Ukulele practice</u> <u>WALT: learn and play ukulele chords</u></p> <p>We will recap C Major, F major and G major and A minor cords.</p> <p>To play C major, place you ring finger on the third fret on the first string.</p> <p>To play G major, place Your middle finger on the second fret of the first string. Then use your index finger on the second fret of the third string. Finally, place your ring finger on the third fret of the second string.</p> <p>A minor is probably the easiest chord because it takes only one finger although there is a better grip on F major. To play Am just place your middle finger on the second fret of the fourth string.</p>	<p><u>RE</u> <u>WALT: Deepen understanding of the impact of values on life</u></p> <p>What/who is a peacemaker?</p> <p>Think about what a peace tree might look like. You might have your own ideas or you might be able to gain some inspiration from mine (see below)</p> <p>On your peace tree you should add ideas for how we could all make peace in the world. You could write these on to each arm. E.g.</p>	<p><u>History</u> <u>WALT: to understand how rationing affected people's lives</u></p> <p>Read through the information sheet (see below) which gives lots of information on rationing.</p> <p>You could also look here for some further information.</p> <p>TASK: Create a ration book of your own. Which foods do you think you might have had stamps for?</p>	<p><u>Big Life Journal</u> <u>WALT: know that mistakes help our brains to grow</u></p> <p>TASK: Have a look at chapter 2 of Big Life Journal (see below).</p>	<p><u>Geography</u> <u>WALT:</u></p> <p>See what you can find out about the Amazon river by using these websites: Click here Click here for a video</p> <p>TASK: Research the Amazon River and show me what you have learned about it. You can present your learning in any way; whether this is on PowerPoint, a poster, an information guide or another way!</p>

	<p>For F major, place your middle finger just like you did with A minor, on the second fret of the fourth string, and add your index finger to the first fret of the third string.</p> <p>We will continue to rehearse switching between chords in a sequence.</p> <p>If you're feeling brave enough...this site shows the chords for You're Welcome from Moana that you could play along to.</p>	<p>Nobody should.... Or we should all make sure.....</p>			
Topic PM	<p>Science</p> <p><u>WALT</u>: to give reasons for classifying plants and animals based on specific characteristics.</p> <p><u>TASK</u>: Go outside into your garden (class 6 on playground) and write down (or take photos of) as many different living things as you can find.</p> <p>Come back inside and write them all onto small cards or pieces of paper to be able to put them into a classification key.</p> <p>Think about how you could classify them into groups.</p> <p>Here is a reminder of classification keys and how they work.</p>	<p><u>PE with Mr Castle</u></p> <p><u>WALT</u>: understand tactics and team play</p> <p>Why do we need tactics in Football?</p> <p>Why is team play important? Keeping possession of the ball, the ball can go back as well as go forward!</p> <p>Explain and demonstrate both aspects of the game.</p>	<p>ICT</p> <p><u>WALT</u>: find out about the age of the internet and what the future might hold</p> <p><u>TASK</u>: Log in to Purple Mash and have a look at your 2Dos. You will have a profile page set to write a fact file for Tim Berners Lee.</p> <p>You should conduct some research into his life and write the fact file in a biography style.</p> <p>You can find information here on the website – don't worry about downloading any of the worksheets on this page as there is plenty of information on the page.</p>	<p>French</p> <p><u>WALT</u>: explain to someone why we do something</p> <p>We will be writing about the places we visit in town and why we visit them. E.g. I go to school to learn. I go to church to pray.</p> <p><u>TASK</u>: Have a look at the action cards as well as the places in town cards (see below) Can you use these to create sentences about why you go to these places?</p> <p>The following language might help you: Je vais – I go l'école – school pour – to apprendre – learn. e.g.</p>	<p><u>PE</u></p> <p><u>WALT</u>: pass the ball to each other</p> <p>We will be practicing the techniques learned with Mr Castle on Tuesday and applying these to a match.</p>

				<p>Je vais a l'ecole pour apprendre. I go to school to learn.</p>	
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Usain Bolt

Biography

So, how do you become the greatest sprinter of all time?

Usain St. Leo Bolt once said, 'When I was young, I didn't really think about anything other than sports.' He first showed sprinting potential at a very young age and became the fastest 100m runner at his school by the age of 12. Whilst at secondary school, Usain was encouraged to concentrate on sprinting, which led him to win his first High School Championships medal. Since then, he has set new world records, overcome injuries, won numerous medals, become a national treasure in his home country of Jamaica and he hasn't even finished yet!

Usain was born on 21st August 1986, in Jamaica, to parents Wellesley and Jennifer Bolt. He grew up with his brother and sister, and adored playing football and cricket.

He competed in his first race whilst at primary school, but sprinting wasn't his first love. Bolt has often said that if he hadn't have become a sprinter, he would have loved to have been a fast bowler, having been inspired by Waqar Younis, a former international cricket player.

Whilst at high school, Usain focused on sprinting and won his first silver medal in the 2001 High School Championships. His talent caught the eye of former Jamaican Olympic sprinter Pablo McNeil, who went on to become his coach. Pablo would sometimes get frustrated with Bolt as he didn't always take his training seriously and enjoyed playing practical jokes.

The 2001 World Youth Championships was Usain's first appearance on the world stage. He didn't win any medals, but he did set a new personal best in the 200m race. The Jamaican Prime Minister recognised Bolt's talent and arranged for him to move to Kingston to train with the Jamaican Amateur Athletic Association.



Usain Bolt

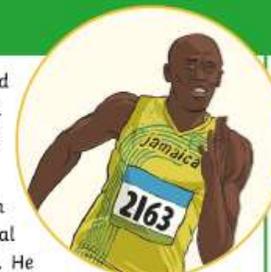
The World Junior Championships came next for Usain and it was here that he became the youngest World Junior gold medallist. He continued to win medals in 2003, when he competed at the World Youth Championships.

In 2004, Usain became the first junior sprinter to run 200m in under 20 seconds. With this fantastic time, he turned professional and was chosen to compete in the Jamaican Olympic team. He went to the Olympic Games in Athens in 2004 but a recurring leg injury ruled him out of winning any medals. He received offers to go and train in America but Bolt wanted to stay true to his roots and despite the basic facilities available to him, remained in Jamaica. For some time, injuries thwarted him, but he came back even stronger.

As the years passed by, Bolt took his sport more seriously and began to train harder to win events. At the 2008 Beijing Olympic Games, he broke more world records, winning gold in the 100m, 200m and relay. This was followed by the World Championships in Berlin where he improved his times, running the 100m race in 9.58 seconds and the 200m in 19.19 seconds.

Bolt competed in the 100m, 200m and relay events at the London 2012 Olympic Games, where he won three golds once again. This made him the first person to win all three events at consecutive Olympic Games. Following his performance in London, a fellow competitor said, 'There's no doubt he's the greatest sprinter of all time.'

Usain is nicknamed 'Lightning Bolt' and continues to be widely regarded as being the fastest sprinter of all time. He plans to retire in 2017.



Olympic Games	Event	Medals
2008 Beijing	100m, 200m, relay	Gold
2012 London	100m, 200m, relay	Gold

ENGLISH – Usain Bolt Questions:

- 1) Where and when was Usain born?
- 2) By what age has Bolt become the fastest runner at this school?
- 3) Who is he inspired by?
- 4) Why did Pablo McNeil get frustrated with Bolt?
- 5) Why did Usain Bolt move to Kingston?
- 6) How do you think Bolt felt when he was chosen to represent his country in the Olympic Games?
- 7) Why do you think Usain reached a point in his life where he decided to take his sport more seriously and train harder?
- 8) Explain how Bolt has shown resilience in his professional career.
- 9) Why is Usain nicknamed 'lightning' bolt'?
- 10) Which do you think is Usain's greatest achievement to date? Why?

Usain Bolt Answers

1. When and where was Usain born?
Usain was born in Jamaica on 21st August 1986.
2. By what age had Bolt become the fastest 100m runner at this school?
He became the fastest 100m runner at his school by the age of 12.
3. Who is he inspired by?
He is inspired by Waqar Younis, a former international cricket player.
4. Why did Pablo McNeil get frustrated with Bolt?
He got frustrated with Usain because he didn't always take his training seriously and enjoyed playing practical jokes.
5. Why did Usain move to Kingston?
He moved to Kingston because the Prime Minister spotted his talent and wanted him to train with the Jamaican Amateur Athletic Association.
6. How do you think Bolt felt when he was chosen to represent his country in the Olympic Games?
Answers will vary.
7. Why do you think Usain reached a point in his life where he decided to take his sport more seriously and train harder?
Answers could include reference to: Usain realising his own potential, upcoming important sporting events were getting closer, not wanting to become injured again and /or that he felt the need to please people who had believed in him, like his trainer and the Jamaican president.
8. Explain how Bolt has shown resilience in his professional career.
In 2004, Bolt went to the Olympic Games in Athens but a leg injury stopped him from winning any medals. He was injured for some time but came back stronger to win gold at the 2008 Olympic Games.
9. Why is Usain nicknamed 'Lightning Bolt'?
It's a play on words because of his surname and also to signify his speed - as fast as lightning!
10. Which do you think is Usain's greatest achievement to date? Why?
Answers will vary.

Biography of _____

Introduction - Who are they? What are they famous for? What are the main aspects of their life?

Early life - When and where were they born? Who were their parents? Did they have siblings? Where did they grow up? Where did they go to school/college/university?

Their achievements/events throughout life (Chronological order) (You might like to put each event into its own paragraph)

Look to the future...

What are they doing now? Do they hope to do anything more? (If they are dead, will their legacy live on? Are people still talking about this person?)

ENGLISH – Model text of a biography of Usain Bolt (the coloured sections match up to your planning boxes)

Usain Saint Leo Bolt was born on the 21st of August 1986 in Sherwood Content, a small town in Trelawney, Jamaica. He is a World and Olympic champion sprinter and many people believe he is the fastest person ever, which has earned him the nickname 'Lightning Bolt'!

Usain Bolt grew up with his parents, Wellesley and Jennifer Bolt, his brother Sadiki and his sister Sherine. His parents ran the local grocery store. Bolt's family attended the local Catholic church and even today he still makes the sign of the cross before all of his major events. As a boy all of Bolt's free time was spent playing cricket and football in the street with his brother. He was sports mad!

As a child, Bolt attended Waldensia Primary, where he first began to show his sprinting potential, running in the annual, national primary-schools' meeting for his area. By the age of twelve, Bolt had become the school's fastest runner over 100 metres. Usain's father, Wellesley put his speed down to 'Yam Power'! (Yams are an important part of the Jamaican diet.)

Bolt went William Knibb Memorial High School, where he still enjoyed playing team sports, but he was such a fast sprinter his teachers encouraged him to try track and field events. The school had a history of success in athletics with past students, so he was in good hands, winning his first medal, silver, in the high school championships in 2001. Bolt was so good that a former Olympic sprinter, Pablo McNeil decided to train him. (This meant he would become his coach.) Bolt usually trained hard but Pablo was sometimes annoyed by Bolt's practical jokes!

At the age of 15, Bolt took part in the 2002 World Junior Championships in Kingston, Jamaica, where he won the 200-metre race. This made him the youngest world-junior gold medallist ever. In 2005 Bolt got a new coach, Glenn Mills. This was the year he also reached the world Top 5 rankings. However, he was prevented from further success by a recurring hamstring injury.

Then, in 2007 Bolt got his big chance. He broke the Jamaican 200-metre record and earned two silver medals at the World Championship in Osaka, Japan. Bolt decided he really could achieve success as a sprinter and began to take his career more seriously. He qualified for the 2008 Summer Olympics in Beijing, China and went on to win gold in both the 100 and 200 metre events - even breaking a world record in the 100metre final, winning in 9.69 seconds! Bolt achieved a third gold medal in Beijing as part of the Jamaican relay team.

Usain Bolt went on to defend all of his Olympic gold medals during the 2012 Summer Olympic Games in London. This included beating his own record for the 100metres, running it this time, in 9.63 seconds! Bolt is the first man to win both the 100 and 200 metres in consecutive Olympic Games. He is also the first man in history to set three world records in a single Olympic Games competition!

Despite his dedication to running, Bolt still enjoys cricket and football and sometimes talks about taking up one of these sports when he retires from running. He is a big fan of Manchester United. Bolt's other interests include music, especially reggae - once acting as a DJ to a large party in Paris. He also enjoys video games. His particular favourite is Call of Duty which he plays online. Whatever the future holds for Usain Bolt, you can bet it won't be boring. He is, in his own words, 'a living legend' and with him anything could happen!

I can write a biography.

Success Criteria	Me	Talk Partner
Must...		
use third person pronouns e.g. he/his		
write in the past tense.		
Should...		
organise paragraphs into the main events of the person's life.		
include the main events of the person's life in the first paragraph.		
explain how the person will be remembered in the final paragraph.		
Could...		
use a rhetorical question to 'hook' the reader.		

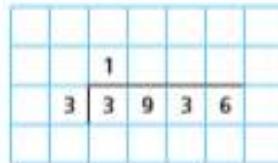
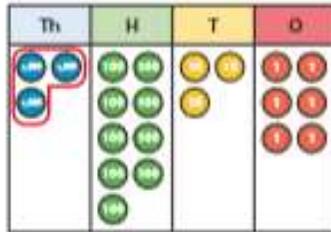
What I do to improve for next time:

Divide 4-digits by 1-digit



- 1 a) Circle the groups of 3 to help you complete the sentences and calculation.

The first step has been done for you.



There is group of 3 thousands.

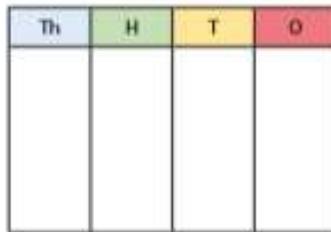
There are groups of 3 hundreds.

There is group of 3 tens.

There are groups of 3 ones.

$$3,936 \div 3 = \square$$

- b) Use the place value chart to work out $8,404 \div 4$

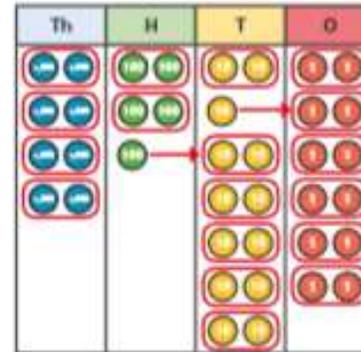


$$8,404 \div 4 = \square$$

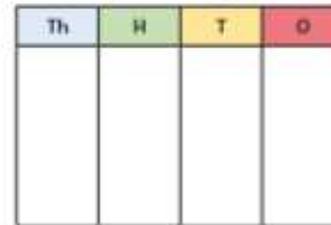


- 2 Use the place value charts to work out the divisions.

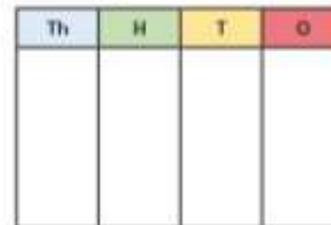
a) $8,532 \div 2 = \square$



b) $5,296 \div 4 = \square$



c) $6,078 \div 6 = \square$



3 Complete the divisions.

a)

	5	3	5	6	0

d)

	6	9	7	8	6

b)

	9	2	7	3	6

e)

	3	4	6	8	3

c)

	4	6	5	2	4

f)

	1	2	0	7	9

Could you have calculated the answer to part f) more efficiently?

4 Work out the values of a , b and c .

9,415						
a	a	a	a	a	a	a

$a =$

b	b	b	b	b	b	b	b
5,328							

$b =$

120	120	120	120
c	c	c	c

$c =$

5 Find the missing digits.

a)

		2	2		1
		8	9	6	

b)

		3		6	
		6	5		4

6 Books are available to buy in three different deals.

Deal A	Deal B	Deal C
		
$\pounds 12.99$	$\pounds 38.16$	$\pounds 25.60$

Which is the best deal?

Show your workings.

- 3 Write the calculations in the correct column of the table.

$5,066 \div 4$

$9,513 \div 4$

$1,234 \div 4$

$6,562 \div 4$

$6,563 \div 4$

$9,515 \div 4$

Remainder of 1	Remainder of 2	Remainder of 3	Remainder of 4

Are any columns empty? Talk to a partner about why this has happened.

- 4
- | | | | |
|-------|-------|-------|-------|
| 7,816 | 7,861 | 6,781 | 1,786 |
|-------|-------|-------|-------|

I know that if I divide these numbers by 5 the remainder will be 1



Is Eva correct? _____
How do you know?

- 5 There are 459 children in a school.
They are sitting at tables in groups of 7



We will need 65 tables.

Do you agree with Mo? _____
Explain your answer.

- 6 Bags of crisps are put into multipacks of 6
The multipacks are then packed into boxes of 8
Yesterday, 6,500 bags of crisps were packed.
How many boxes of crisps were packed?

- 7
- | | | | |
|---|---|---|---|
| 2 | 3 | 4 | 5 |
| | | | |

a) How many ways can you complete the calculation using all the digit cards so that there is a remainder of 1?

b) What do you notice?

- 8 Dora is thinking of a number between 500 and 600
When she divides it by a 1-digit number it has a remainder of 4
What could Dora's number be?



Short division

1 Complete the divisions.

a)

5	5	6	5	

5	6	6	5	

5	4	6	5	0	

b)

3	9	6	3	

3	9	7	2	

3	2	0	7	9	

2 Continue the sequence.

12, 24, 36, 48, 60, , , ,

Complete the short divisions.

12	6	2	5	2

12	2	0	0	4

12	1	1	8	8

3 Match each division to the remainder.

$756 \div 4$	$r0$	$756 \div 2$
$757 \div 4$	$r1$	$756 \div 3$
$758 \div 4$	$r2$	$756 \div 4$
$759 \div 4$	$r3$	$756 \div 5$
$760 \div 4$	$r4$	$756 \div 6$
	$r5$	

4 Complete the calculations.

- a) $637 \div 5 = \square$
- b) $1,036 \div 8 = \square$
- c) Two thousand divided by eleven is equal to _____
_____.
- d) $297 \div \square = 3$

- 5 Work out the values of a , b , c and d .

1,386						
a	a	a	a	a	a	a

$a =$

b	b	b	b	b	b	b	b	b
3,339								

$b =$

54	54	54	54	54
c		c		c

$c =$

$72 \times 24 = d \times 6$

$d =$



- 6 How much does one bottle cost?



Talk to a partner about the mistakes people may make with this question.

- 7 Tommy is thinking of a number between 800 and 900
 He divides it by 4 and there is a remainder of 1
 He divides it by 5 and there is a remainder of 1
 He divides it by 6 and there is a remainder of 1
 He divides it by 7 and there is a remainder of 1
 What is Tommy's number?

- 8 Complete the divisions.

a)

	0	4	8	
6				

b)

	2	4	8	r1
4	9		3	

c)

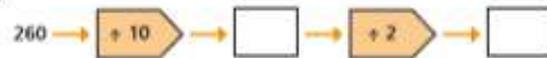
	0	9	1	r7
	7	3		



Division using factors

1 Complete the divisions using factors.

a)



$$260 \div 20 = \square$$

b)



$$360 \div 30 = \square$$

c)



$$240 \div \square = \square$$

d)



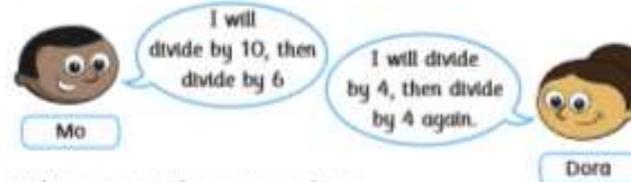
$$480 \div \square = \square$$

- 2 Jack and Rosie are calculating $816 \div 48$
 Jack divides by 8 and then by 6
 Rosie divides by 12 and then by 4
 a) Show that they get the same answer.

b) Explain why Jack and Rosie get the same answer.

c) Which is the easiest method? Why?

- 3 Mo and Dora are calculating $2,560 \div 16$



Who is correct? Show your workings.

_____ is correct.

4 Ron is calculating $3,024 \div 36$

a) Tick the methods that would give the correct answer.

$3,024 \div 6 \div 6$

$3,024 \div 18 \div 18$

$3,024 \div 9 \div 4$

b) What other methods could Ron use to calculate $3,024 \div 36$?

5 Use factors to complete these divisions.

a) $360 \div 40 =$

b) $625 \div 25 =$

c) $1,275 \div 15 =$

d) $7,200 \div 18 =$

6 These divisions give the same answer.

Fill in the gaps.

$888 \div 8 \div 3$

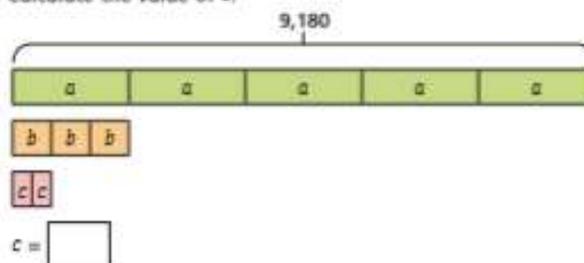
$888 \div 6 \div$

$888 \div$

$888 \div 2 \div 6 \div$

What is the answer?

7 a) Calculate the value of c .



b) How did you work this out? Compare methods with a partner.

8 Eva is thinking of a number.

I multiply it by 6,
then multiply the answer
by 8, then subtract 500.
The result is 9,100



What number did Eva start with?



Long division (1)

1 Use these multiples of 13 to complete the long divisions.

13	26	39	52	65	78	91	104	117
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13	2	7	3

13	4	4	2

13	7	9	3

13	8	7	1

2 a) Complete the number track with multiples of 23

23	46	69						
----	----	----	--	--	--	--	--	--

b) Calculate $943 \div 23 =$

c) Calculate $345 \div 23 =$

d) Calculate $621 \div 23 =$

3



	2	3
3	9	1
3	4	
	5	1
	5	1
		0

What is the missing number in Teddy's division?

4

Tick the cards that give the same answer.

$2,730 \div 35$
<input type="checkbox"/>

$2,088 \div 24$
<input type="checkbox"/>

$2,418 \div 31$
<input type="checkbox"/>

- 5 Amir is making flags. He sews 19 stars and 31 hearts onto each flag. He has 589 stars and 899 hearts. How many flags can he complete?

- 6 a) Complete the calculation.

$$168 \times 5 = \square \times 35$$

- b) Describe two different ways to find the answer to part a).

- 7 Here are some of the multiples of 41

$1 \times 41 = 41$	$6 \times 41 = 246$
$2 \times 41 = 82$	$7 \times 41 = 287$
$3 \times 41 = 123$	$8 \times 41 = 328$
$4 \times 41 = 164$	$9 \times 41 = 369$
$5 \times 41 = 205$	$10 \times 41 = 410$

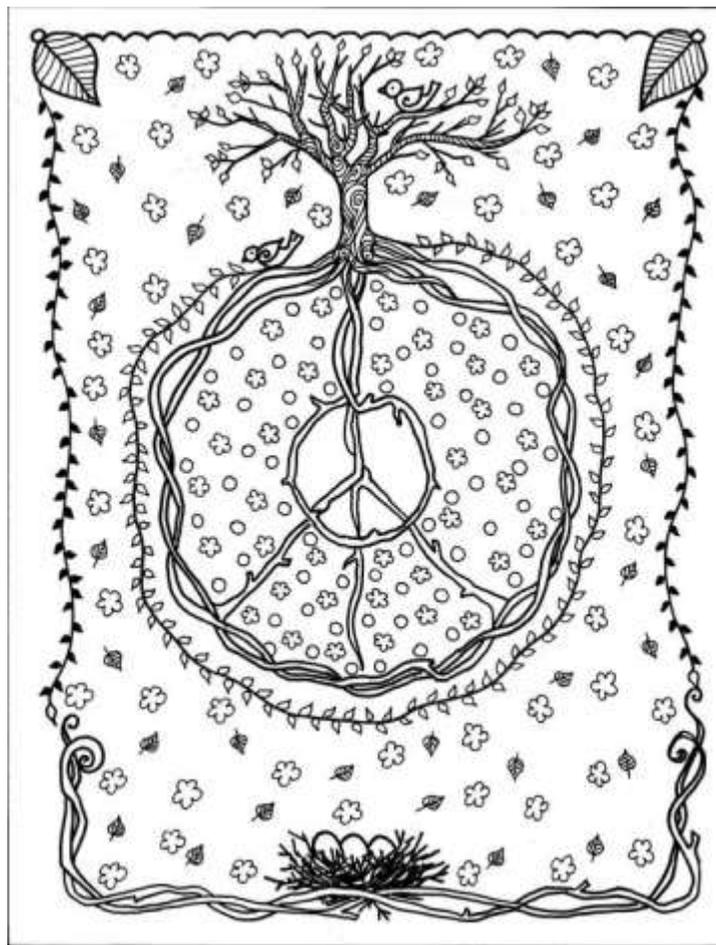
Use these multiples of 41 to complete the calculations.



a) $861 \div 41 = \square$

b) $943 \div \square = 41$

c) $\square \div 41 = 697$





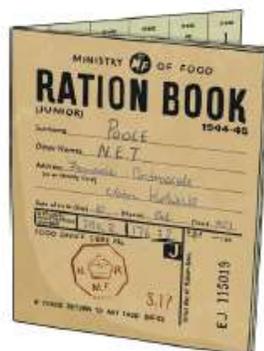
Food rationing began in Britain in January 1940, starting with limitations on butter, bacon and sugar. Over the course of the war, other items were added to the rationing list and quantities available varied depending on availability.

Ration Books

In order to ensure that everybody got their fair share of available foods, ration books were issued to everybody.

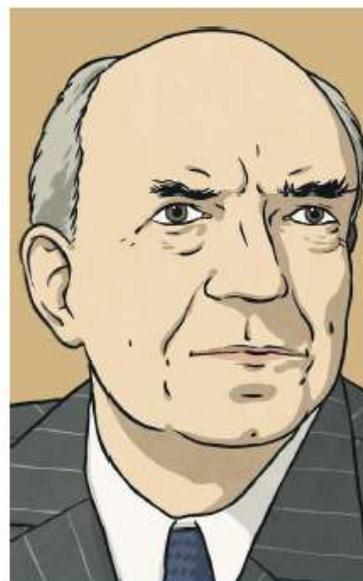
There were three types of ration books that each had slightly different allowances:

- a buff book for adults;
- a blue book for children aged five to sixteen – children got extra eggs and milk but half the allowance of meat;
- a green book for children under five and pregnant or nursing mothers, who also got extra eggs and milk and the first pick of any fruit.



Coupons in the ration books showed people how much of each item they were allowed and the shopkeepers would remove or stamp the coupons when they were used.

Everybody had to register with certain shops where they could go each week to purchase their allowance. As there were no large supermarkets in Britain during the war, people had to travel to different shops to purchase their goods, e.g. the baker for bread and greengrocer for vegetables. Often long queues formed outside the shops when stocks of certain foods became available and shopkeepers would put up signs when they had run out of things, e.g. 'no tomatoes today'. Having a ration book was not a guarantee that you could get the items but it was a fair way to ensure that everybody had equal access to available goods.



The Ministry of Food

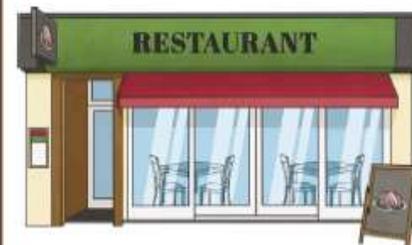
During the war, the government appointed a Minister of Food to help control and regulate the food supplies available. From April 1940 until November 1943, the Minister of Food was Frederick Marquis, the Lord Woolton.

Lord Woolton was responsible for organising the rationing system and encouraging people to make the most of what they had. He worked closely with the Ministry of Agriculture, who established the 'Dig for Victory' propaganda campaign. This initiative had great success in encouraging people to grow their own food.

Lord Woolton also worked hard to promote a simpler, healthy diet and encouraged people to be creative with the foods they had and to try new things like whale meat. A meat-less pie was developed by the head chef at the Savoy Hotel in London in Woolton's name. The Woolton Pie and Lord Woolton helped to advertise it.

Eating Out

For those who could afford it, eating out at restaurants meant they could save a lot of their rations. Restaurants were not rationed at the beginning of the war and people were able to buy a good meal. However, over time, some people started to complain that it was unfair that people who could afford to eat out regularly were able to eat better. From 1942, the government ensured that restaurants could not charge more than five shillings for a meal, which meant they were more accessible to everybody.



People who worked were usually able to eat a good meal fairly cheaply during their working day and Lord Woolton ensured that children attending school got a free lunch each day and extra milk.

Other Rationing

Food was not the only thing rationed during the war. Petrol, soap, clothing and timber were also only available in limited supply. Clothing ration books were issued and people were encouraged to 'make do and mend'.



THURSDAY - FRENCH – Action cards and places in town cards

apprendre	prier	l'école	la piscine
nager	acheter	la mosquée	l'église
regarder	faire	la librairie	le parc
prendre		le cinéma	la gare

Actions:

nager – to swim
prier – to pray
apprendre – to learn
prendre le train – take the train
faire une promenade – take a walk
regarder un film – watch a film
acheter un livre – buy a book

Places in town

la mosquée – mosque	l'église – church
la librairie – bookshop	le parc – park
le cinéma – cinema	la gare – train station
la piscine – swimming pool	l'école – school
la patinoire - ice rink	le restaurant - restaurant
la banque - bank	la bibliothèque - library
la mairie - town hall	la boucherie - butchers
l'office du tourisme - tourist information office	

What else helps your brain grow?

MOVING YOUR BODY

What's your favourite sport to play?

GETTING ENOUGH SLEEP

What's one thing you like doing before bed?

LEARNING NEW THINGS

What is one new thing you learned recently?

EATING HEALTHY FOODS

What is your favourite healthy snack?

No matter how many times we fail or make a mistake, the important thing is to try again.

What happens when an egg drops on the floor? It breaks and stays broken on the floor. And what happens when you drop a ball on the floor? It bounces!

Ask your JOURNAL BUDDY about a time they were like a ball and bounced back from a failure.

NOW IT'S YOUR TURN!

I bounced back like a ball when _____

Be a Ball!

