

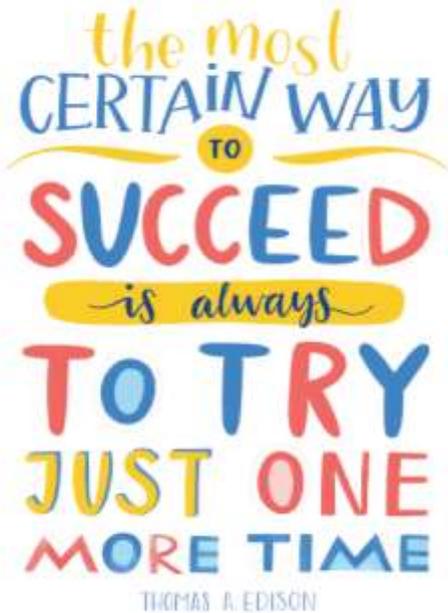


# St Margaret's-at-Cliffe CP School

## Home Learning Class 6

Class 6 w/b 9 <sup>th</sup> November	Monday 9 <sup>th</sup> November	Tuesday 10 <sup>th</sup> November	Wednesday 11 <sup>th</sup> November	Thursday 12 <sup>th</sup> November	Friday 13 <sup>th</sup> November
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 <a href="#">here</a>.</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>				
Spelling, Punctuation and Grammar (SPAG)	<p><b><u>Spelling</u></b> <b><u>WALT: identify spelling words to learn from our own writing</u></b></p> <p>Look back through some of your own writing. Using a dictionary to help, are there any words you can identify that you have spelled incorrectly?</p> <p>Which strategies could you use to remember these? In class we will be using felt tips and quirky designs to write these words repeatedly, as spellings to remember.</p>	<p><b><u>PaG</u></b> <b><u>WALT: understand and use articles</u></b></p> <p>Articles are a type of 'determiner'. They go before a noun and there are just three articles you need to remember:</p> <p style="text-align: center;">A     an     the</p> <p>Have a look at the worksheet to find out which article should be inserted into the sentence.</p>	<p><b><u>Spelling</u></b> <b><u>WALT: identify spelling words to learn from our own writing</u></b></p> <p>Use this session to practise spelling the words from your own personal spelling list that you made on Monday.</p> <p>Could you ask a grown up to help to test you on these words?</p>	<p><b><u>PaG</u></b> <b><u>WALT: understand active and passive voice</u></b></p> <p>Visit the BBC page <a href="#">here</a> to learn more about the active and passive voice. Complete the activities on the webpage.</p>	<p><b><u>Spelling</u></b> <b><u>WALT: identify spelling words to learn from our own writing</u></b></p> <p>Use some of the words from your own personal spelling list you created this week and write them in context into sentences.</p>
English	<p><b><u>WALT: be able to plan our writing by noting and developing ideas</u></b></p>	<p><b><u>WALT: describe setting, character and atmosphere</u></b></p>	<p><b><u>WALT: identify and discuss key ideas from information text.</u></b></p>	<p><b><u>WALT: make substitutions to a well-known story</u></b></p> <p>Children will be writing their own versions of the story today, using story maps as support</p>	<p><b><u>WALT: edit, improve and publish</u></b></p> <p>Read through your writing from yesterday.</p>

	<p>We are going to be thinking of the 'kidnapped' story from last week and using this as a basis for our writing this week. However we will be substituting some of the ideas in the text for our own, slightly different ideas.</p> <ul style="list-style-type: none"> <li>- Can you change the main character?</li> <li>- Can you change the setting?</li> <li>- Can you change the ending?</li> </ul> <p>Draw out your new story map for your own, substituted 'Kidnapped' story.</p>	<p>Yesterday we changed some of the characters in our story from last week. Can you tell your partner (or a grown up at home) about your story?</p> <p>Where does your story now take place? Sketch your setting.</p> <p>Who are your main characters? Draw them and give some information about who they are and their appearance.</p>	<p>Complete the Remembrance Day based comprehension. (see below)</p> <p>Answers are included so you can self-mark.</p>	<p>to help them remember the layout of their story.</p> <p>Children will use descriptive language and have access to thesauruses and dictionaries to assist spelling.</p> <p>Children should be aware of active and passive voice from earlier PaG lesson and may begin to use this in their writing.</p> <p>If you're learning at home you can email me your writing so that I can mark it for you to be able to edit tomorrow.</p>	<p>(Children in school will have had their writing teacher assessed or peer assessed)</p> <p>Think about what it might need to be improved:</p> <ul style="list-style-type: none"> <li>- Further descriptive language?</li> <li>- Added punctuation?</li> <li>- Use of passive voice?</li> <li>- Correct verb endings?</li> <li>- Correct spellings?</li> </ul> <p>Make your corrections and publish into publishing books.</p>
<p>Maths</p>	<p><b><u>WALT: use BIDMAS to order operations</u></b></p> <p>In class we did this on Friday but we could benefit from another lesson to help understanding.</p> <p>Remember that BIDMAS shows the order that operations should be completed. Write the calculation out bit by bit to keep it very clear.</p> <p>e.g. <math>4 \times 8 - 4 + 2</math>  Multiply first. <math>4 \times 8 = 32</math>  so now I have:</p>	<p><b><u>WALT: find equivalent fractions</u></b></p> <p>Watch the video <a href="#">here</a> to help you.</p> <p>Complete Target book questions (see below). Choose A, B or C.</p> <p>Barvember – look <a href="#">here</a> for White Rose's daily problem of the day</p>	<p><b><u>WALT: simplify fractions</u></b></p> <p>Watch the video <a href="#">here</a> to help you.</p> <p>Complete Target book questions (see below). Choose A, B or C.</p> <p>Barvember – look <a href="#">here</a> for White Rose's daily problem of the day which can be solved using the bar</p>	<p><b><u>WALT: convert improper fractions to mixed number fractions</u></b></p> <p>Watch the video <a href="#">here</a> to help you.</p> <p>You can find the worksheets below.</p> <p>Barvember – look <a href="#">here</a> for White Rose's daily problem of the day which can be solved using the bar method. Each day in November has a different problem.</p>	<p><b><u>WALT: convert mixed number fractions to improper fractions</u></b></p> <p>Watch the video <a href="#">here</a> to help you.</p> <p>You can find the worksheets below.</p> <p>Barvember – look <a href="#">here</a> for White Rose's daily problem of the day which can be solved using the bar method.</p>

	<p>32 – 4 + 2</p> <p>Then I need to add. 4 + 2 = 6</p> <p>Now I have: 32 – 6</p> <p>Then I can find the final answer. It equals 26.</p> <p>Complete Target book page 37 (see below)</p>	<p>which can be solved using the bar method. Each day in November has a different problem.</p>	<p>method. Each day in November has a different problem.</p>		<p>Each day in November has a different problem.</p>
Topic AM	<p><b><u>Ukulele practice</u></b> <b><u>WALT: learn and play ukulele chords</u></b></p> <p>Recap the chords learned last term. Play one run through of <a href="#">You're Welcome</a>.</p> <p>New song for the upcoming weeks to learn on ukulele:</p> <p>Banana boat song – <a href="#">ukulele chords</a>, <a href="#">music</a>.</p>	<p><b><u>HISTORY</u></b> <b><u>WALT: understand the role of women in WWII</u></b></p> <p>Think back to the job role you took on in last week's lesson.</p> <p>You have just received this letter (see below) from your Aunt Nancy. She wants to know more about your job role.</p> <p>Read her letter and then write your reply, giving her as much information to answer the questions she has asked you.</p>	<p><b><u>ANTI BULLYING &amp; MENTAL HEALTH WEEK</u></b></p> <p>We will be focusing on mental health and anti-bullying.</p> <p>If you are at home, you could have a look at some of these video clips, which focus on the mental health of others who tell their stories.</p> <p>Watch <a href="#">here</a>.</p>	<p><b><u>Big Life Journal</u></b> <b><u>WALT: be persistent</u></b></p> <p>This week is more thinking about being persistent. See chapter 2 below.</p> 	<p><b><u>PSHE: ANTI-BULLYING &amp; Mental Health Week</u></b></p> <p>This year's theme is UNITED AGAINST BULLYING.</p> <p>You can look at the presentation <a href="#">here</a>.</p> <p>In class, we will be looking at the scenarios on these flashcards and discussing them. Click <a href="#">here</a>.</p> <p>You can download the comic strip <a href="#">resource here</a>, which allows you to choose a scenario and create a comic strip to show how someone may feel if they are being bullied and how they might overcome this.</p>

Topic PM

**Science**

**WALT: understand how objects are seen.**

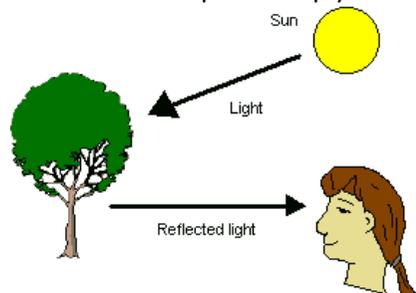
We need light in order to be able to see. When it is dark, we can see a lot less. Why do you think this is? How does the light affect our ability to see?

Watch [this video](#) to see what happens to the light and how it travels to our eye.

In class we will be demonstrating the path of light; from the light source, to the object, to the eye. We will be using wool to act as the beam of light, while children will be acting as the light source, the object and the eye.

Have a look at the worksheet (see below) Can you use a ruler (remember light travels in straight lines!) to show the path the light takes from the light source to the eye? Please also show the direction of travel using arrows.

Here is an example to help you.



**PE with Mr Castle:**

**Netball**

**WALT: understand the three zones in netball and the basic rules of play**

Understand the 3 zones – what are the zones? (Defensive, mid or central and attacking )

Why do we need zones in a game? (to stop the ball being thrown from one end to the other, more skill and team play)

**ICT**

**WALT: consolidate our knowledge of coding.**

While in ICT suite, complete anti-bullying Salus survey. If you are at home, please access the survey by clicking [here](#). It should take about 10 minutes to complete.

Think back to your coding lesson from last week. You should have managed to control the fish game so that the bubbles and fish were able to move when clicked.

Continue to explore the rocket, football and/or dance games on your Alerts on Purple Mash today. Think about the commands you might need to use in each game.

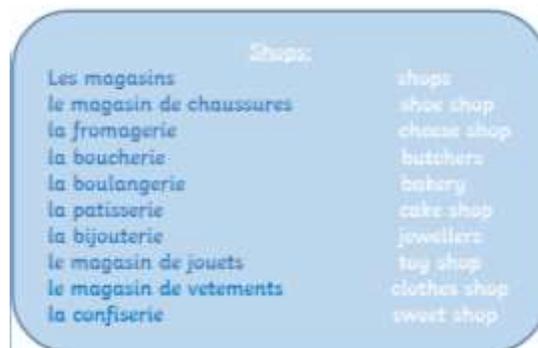
**French with Mrs Saynor**

**WALT: describe the positions of shops.**



You are going to be describing the position of shops using the verb 'entre', which means 'between'.

See sheet below. You may also find the shop vocab box useful.



**PE - Netball**

**WALT: understand the three zones in netball and the basic rules of play**

We will be recapping skills taught with Mr Castle in Tuesday's lesson and applying these skills to a match.

**USING BRACKETS**

**TARGET** To explore the order of operations using brackets.

**ORDER OF OPERATIONS**

1. Deal with brackets
2. Divide and multiply
3. Add and subtract

**Examples**

$$7 \times 8 - 5 + 3$$

$$56 - 5 + 3$$

$$54$$

$$7 \times 8 - (5 + 3)$$

$$7 \times 8 - 8$$

$$56 - 8$$

$$48$$

$$7 \times (8 - 5) + 3$$

$$7 \times 3 + 3$$

$$21 + 3$$

$$24$$

**A**

Work out the brackets first.

1  $(6 \times 3) + 2$

2  $6 \times (3 + 2)$

3  $(60 \div 10) - 5$

4  $60 \div (10 - 5)$

5  $(12 + 6) \div 2$

6  $12 \div (6 + 2)$

7  $30 - (5 \times 3)$

8  $(30 - 5) \times 3$

9  $24 \div (3 \times 4)$

10  $(24 \div 3) \times 4$

11  $5 \times (8 - 2)$

12  $(5 \times 8) - 2$

13  $(7 + 4) \times 9$

14  $7 + (4 \times 9)$

15  $(50 - 20) + 10$

16  $50 - (20 \div 10)$

17  $(45 \div 5) + 4$

18  $45 \div (5 + 4)$

**B**

Put the brackets in the right place to make the calculation correct.

1  $3 \times 8 - 5 = 9$

2  $8 + 12 \div 4 = 5$

3  $60 \div 10 - 4 = 2$

4  $36 - 9 \times 2 = 18$

5  $48 \div 4 \times 3 = 4$

11  $9 + 6 + 3 = 11$

12  $3 \times 7 - 3 = 18$

13  $8 - 4 \times 2 = 8$

14  $84 \div 12 - 5 = 12$

15  $6 \times 5 + 2 = 42$

**C**

Place two pairs of brackets to make each calculation correct.

1  $11 - 3 \times 2 = 90 \div 15 + 3$

2  $28 + 12 \div 4 = 2 \times 9 - 4$

3  $5 \times 5 + 3 = 1000 \div 20 + 5$

4  $64 \div 8 - 4 = 3 \times 5 + 1$

5  $104 - 56 \div 4 = 42 - 12 \times 3$

6  $18 + 6 \times 6 = 8 \times 20 - 16$

7  $14 \times 5 - 3 = 10 + 36 \div 2$

8  $75 \div 3 \times 5 = 100 \div 10 - 5$

9  $23 - 7 \times 2 = 8 \times 6 - 2$

10  $36 + 36 \div 9 = 24 - 8 \times 2$

# EQUIVALENT FRACTIONS

**TARGET** To use common multiples to find equivalent fractions and common factors to simplify fractions.

Examples A fraction can be changed to an equivalent fraction by:

$$\frac{2}{3} (\times 5) = \frac{10}{15}$$

cancelling using common factors  $\frac{18}{30} = \frac{3}{5}$   
 multiplying using common multiples.

**A** Write the equivalent fractions shown by the shaded area in each pair of diagrams.

1

2

3

4

5

6

**B** Continue these fraction chains for five further terms.

- 1  $\frac{1}{4} = \frac{2}{8} = \frac{3}{12}$
- 2  $\frac{2}{3} = \frac{4}{6} = \frac{6}{9}$
- 3  $\frac{1}{6} = \frac{2}{12} = \frac{3}{18}$
- 4  $\frac{3}{10} = \frac{6}{20} = \frac{9}{30}$
- 5  $\frac{5}{12} = \frac{10}{24} = \frac{15}{36}$

Copy and complete these equivalent fractions.

- 6  $\frac{2}{3} = \frac{8}{\square}$
- 7  $\frac{3}{4} = \frac{15}{\square}$
- 8  $\frac{3}{7} = \frac{6}{\square}$
- 9  $\frac{5}{6} = \frac{15}{\square}$
- 10  $\frac{7}{8} = \frac{42}{\square}$
- 11  $\frac{2}{5} = \frac{\square}{100}$
- 12  $\frac{4}{9} = \frac{\square}{36}$
- 13  $\frac{8}{25} = \frac{\square}{200}$
- 14  $\frac{7}{12} = \frac{\square}{60}$
- 15  $\frac{3}{4} = \frac{\square}{100}$

Simplify each fraction by cancelling.

- 16  $\frac{12}{14}$
- 17  $\frac{15}{25}$
- 18  $\frac{44}{48}$
- 19  $\frac{35}{100}$
- 20  $\frac{16}{24}$
- 21  $\frac{25}{30}$
- 22  $\frac{750}{1000}$
- 23  $\frac{12}{16}$
- 24  $\frac{9}{24}$
- 25  $\frac{68}{100}$

**C**

Pick out the letters above the fractions equivalent to the fraction in the brackets. Rearrange these letters to find a European capital city.

1	$\frac{12}{15}$	D	$\frac{9}{27}$	I	$\frac{4}{36}$	S	$\frac{27}{100}$	E	$\frac{15}{20}$	N	$\frac{6}{28}$	O	$\frac{21}{100}$	L	$\frac{6}{8}$	R	$\frac{10}{15}$	M	$\frac{12}{16}$	B
2	$\frac{4}{8}$	A	$\frac{7}{20}$	T	$\frac{20}{50}$	S	$\frac{8}{15}$	P	$\frac{3}{100}$	N	$\frac{6}{10}$	A	$\frac{50}{6}$	W	$\frac{6}{10}$	I	$\frac{15}{30}$	R	$\frac{15}{9}$	W

3	$\frac{8}{20}$	A	$\frac{14}{35}$	E	$\frac{12}{25}$	M	$\frac{20}{60}$	G	$\frac{4}{10}$	N	$\frac{15}{40}$	D	$\frac{10}{25}$	I	$\frac{18}{45}$	N	$\frac{25}{80}$	R	$\frac{6}{15}$	V
4	$\frac{25}{30}$	S	$\frac{10}{12}$	A	$\frac{40}{45}$	L	$\frac{50}{54}$	I	$\frac{20}{24}$	N	$\frac{45}{50}$	P	$\frac{45}{24}$	E	$\frac{75}{90}$	T	$\frac{15}{18}$	R	$\frac{25}{36}$	H

5 Now make up a similar problem of your own.

**SIMPLIFYING FRACTIONS 1**

**TARGET** To use common factors to simplify fractions.  
To simplify a fraction to its lowest terms divide both the numerator and the denominator by the highest common factor.

This process is called cancelling. It is shown like this:  $\frac{12}{20} \div \frac{4}{4} = \frac{3}{5}$

**A** Write the equivalent fractions shown in each diagram.

- 
- 
- 
- 

Copy and complete to simplify the fraction to its lowest terms.

- $\frac{6}{12} \div \frac{6}{6} = \frac{1}{2}$
- $\frac{3}{9} \div \frac{3}{3} = \frac{1}{3}$
- $\frac{9}{12} \div \frac{3}{3} = \frac{3}{4}$
- $\frac{4}{10} \div \frac{2}{2} = \frac{2}{5}$
- $\frac{8}{12} \div \frac{4}{4} = \frac{2}{3}$
- $\frac{4}{8} \div \frac{4}{4} = \frac{1}{2}$

**B** Simplify the fraction shown in each diagram to its lowest terms.

- 
- 
- 
- 

Cancel each fraction to its lowest terms.

- $\frac{8}{10}$
- $\frac{3}{9}$
- $\frac{10}{25}$
- $\frac{8}{12}$
- $\frac{2}{8}$
- $\frac{70}{100}$
- $\frac{12}{18}$
- $\frac{6}{8}$
- $\frac{10}{12}$
- $\frac{16}{20}$
- $\frac{7}{21}$
- $\frac{6}{9}$

**C** Cancel each fraction to its lowest terms.

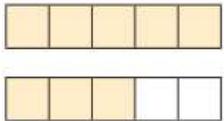
- $\frac{4}{16}$
- $\frac{30}{100}$
- $\frac{15}{20}$
- $\frac{6}{18}$
- $\frac{85}{100}$
- $\frac{42}{48}$
- $\frac{21}{35}$
- $\frac{44}{100}$
- $\frac{16}{24}$
- $\frac{20}{36}$
- $\frac{16}{40}$
- $\frac{80}{100}$
- $\frac{15}{18}$
- $\frac{14}{24}$
- $\frac{15}{25}$
- $\frac{35}{50}$
- $\frac{30}{96}$
- $\frac{54}{81}$
- $\frac{14}{16}$
- $\frac{32}{72}$

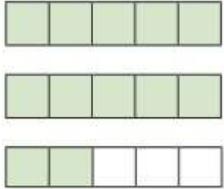
Write >, < or = in each box.

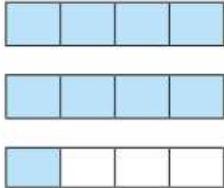
- $\frac{12}{24} \square \frac{3}{5}$
- $\frac{4}{5} \square \frac{16}{20}$
- $\frac{12}{36} \square \frac{1}{4}$
- $\frac{3}{4} \square \frac{21}{24}$
- $\frac{25}{30} \square \frac{5}{6}$
- $\frac{26}{3} \square \frac{15}{20}$
- $\frac{27}{32} \square \frac{2}{10}$
- $\frac{3}{5} \square \frac{24}{40}$

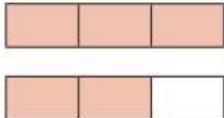
Improper to mixed numbers

1 Convert the improper fractions to mixed numbers.

a)   $\frac{8}{5} = \square$

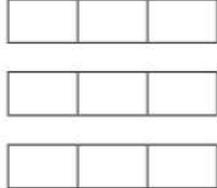
b)   $\frac{\square}{5} = \square$

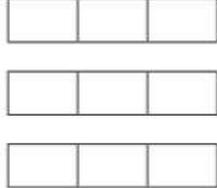
c)   $\frac{\square}{\square} = \square$

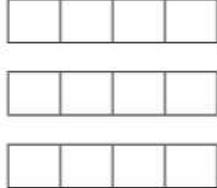
d)   $\frac{\square}{\square} = \square$

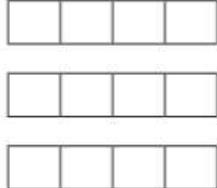


2 Shade the bar models to represent each improper fraction. Convert the improper fractions to mixed numbers.

a)   $\frac{7}{3} = \square$

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

c)   $\frac{9}{4} = \square$

d)   $\frac{11}{4} = \square$



3 Convert the improper fractions to mixed numbers.

a)  $\frac{10}{2} = \square$

e)  $\frac{12}{5} = \square$

b)  $\frac{10}{3} = \square$

f)  $\frac{13}{6} = \square$

c)  $\frac{10}{4} = \square$

g)  $\frac{13}{7} = \square$

d)  $\frac{10}{5} = \square$

h)  $\frac{31}{8} = \square$

4 Eva has 7 bottles of juice.

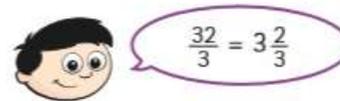
Each bottle contains half a litre of juice.



How many litres of juice does Eva have altogether?

Write your answer as a mixed number.

5 Dexter is converting improper fractions.



Explain why Dexter is incorrect.

6 Find the value of ●

$$\frac{27}{8} = \text{●} \frac{2}{8}$$

● =

7 Find two possible values for ★ and ▲

$$\frac{30}{\star} = \blacktriangle \frac{2}{\star}$$

★ =

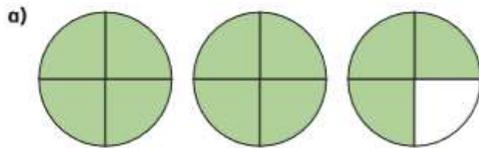
▲ =

★ =

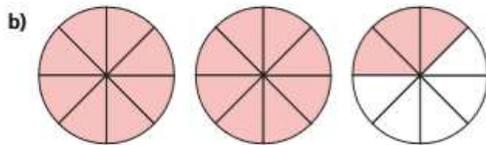
▲ =

Mixed numbers to improper fractions

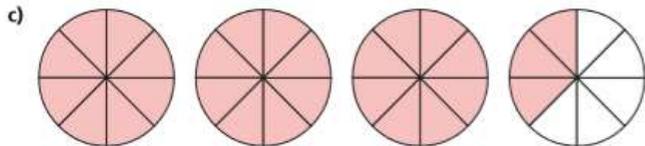
1 Convert the mixed numbers to improper fractions.



$$2\frac{3}{4} = \frac{\quad}{4}$$



$$2\frac{3}{8} = \frac{\quad}{8}$$

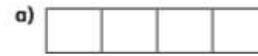


$$3\frac{3}{8} = \frac{\quad}{8}$$

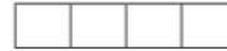


2 Convert the mixed numbers to improper fractions.

Colour the bar models to help you.



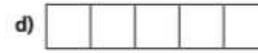
$$2\frac{1}{4} = \square$$



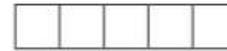
$$2\frac{1}{3} = \square$$



$$3\frac{1}{3} = \square$$



$$3\frac{2}{5} = \square$$



- 3 Convert the mixed numbers to improper fractions.

Write the next conversion in each part.

a)  $2\frac{1}{7} = \square$

$2\frac{2}{7} = \square$

$2\frac{3}{7} = \square$

$\square = \square$

c)  $5\frac{1}{2} = \square$

$5\frac{1}{4} = \square$

$5\frac{1}{8} = \square$

$\square = \square$

b)  $3\frac{1}{5} = \square$

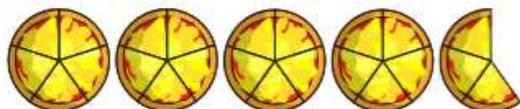
$4\frac{1}{5} = \square$

$5\frac{1}{5} = \square$

$\square = \square$

Talk to a partner about any patterns you spot.

- 4 Here are 4 whole pizzas and  $\frac{3}{5}$  of a pizza.



How many children can have  $\frac{1}{5}$  of a pizza?

- 5 Whitney is converting mixed numbers to improper fractions.



$4\frac{1}{7} = \frac{28}{7}$

Do you agree with Whitney? \_\_\_\_\_

Explain your answer.

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- 6

$\text{circle} \frac{3}{5} = \text{triangle} \frac{1}{5}$

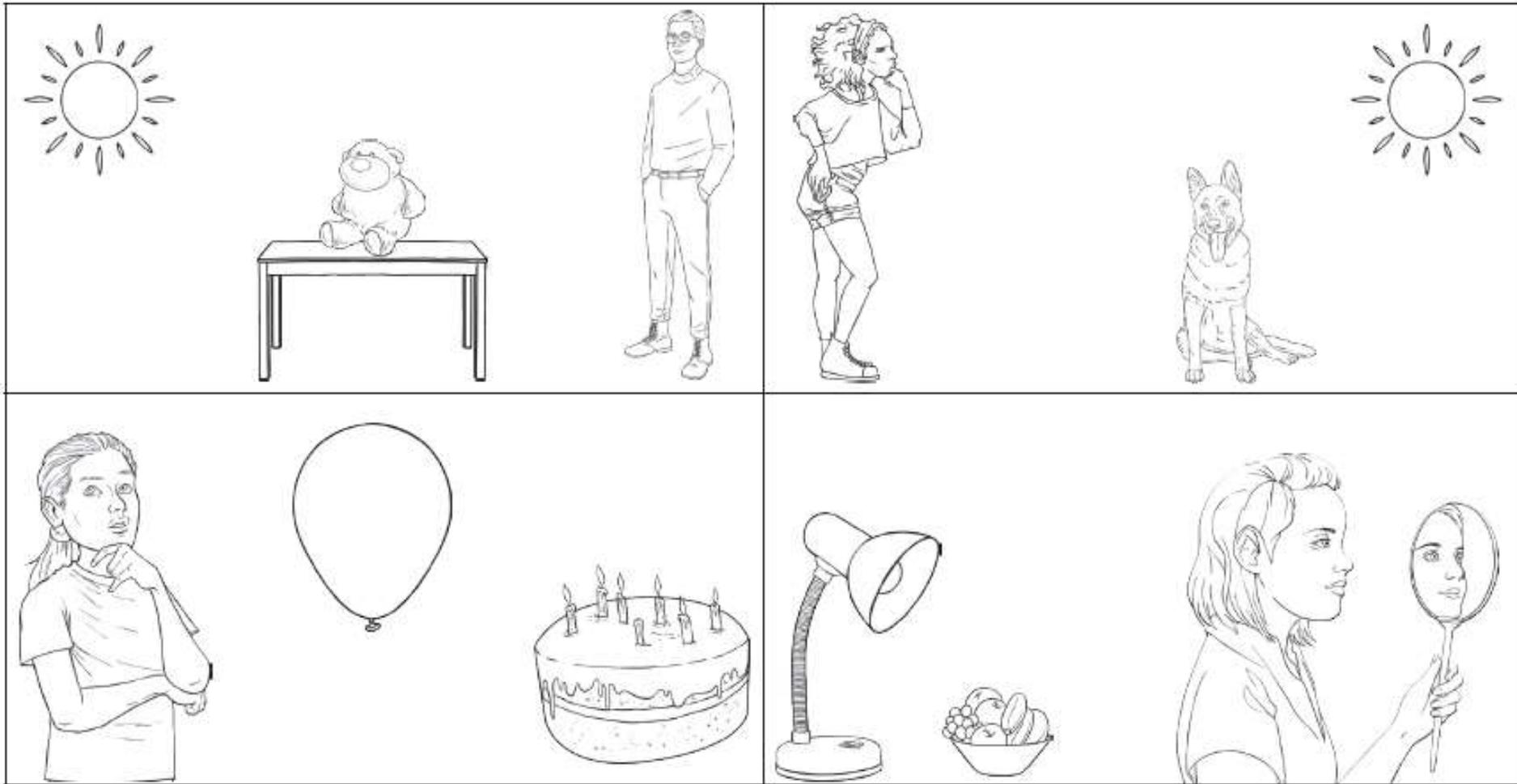
The table shows some possible values of the circle.

Use this to find the corresponding value of the triangle.

circle	triangle
1	
2	
4	
8	
16	
	88
	803

# The Journey of Light

Start at the light source and, using straight lines only, draw the path of the light to the person seeing.  
Don't forget to draw arrows on the lines to show which way the light is travelling.





## Job Description

You have just received this letter from your Aunt Nancy.

Research more details about your new wartime job and then write a reply ensuring you answer all your Aunt's questions in as much detail as you can.

Dear Niece,

I hope this letter finds you well and the toils of war have not imposed on your cheerful disposition.

Uncle Ralph informed me that you have recently accepted a voluntary post working for the war effort. How exciting! I think you are marvellous – so brave and public-spirited for such a young girl!

What job is it you are going to do and where will you be based? I hope you are not too far from Devon as I should like to visit soon if I get the opportunity; however, my poor back has been troubling me greatly recently and I must admit to being quite house-bound at present.

I do hope the work you will do is not dangerous. What will your working conditions be like? Will you get regular breaks and proper pay and are there proper safety measures in place? Please do take great care of yourself as I shall be worried sick to think of you struggling to do a 'man's job'.

The other day, I saw some young ladies at the Naval office in Plymouth and I thought they looked quite delightful in their smart jackets and skirts. Will you have to wear a uniform too?

Uncle Ralph is keeping very busy. He recently joined the Local Defence Volunteers and he's currently on beach patrol duty. I found it rather alarming when they equipped him with an old rifle from the Great War. I'm not sure he would actually know how to fire the thing if he were ever called on to use it.

What key duties will you be required to perform in your job? Do you think you will manage well enough? I imagine you must be quite nervous about it all? I know I would be, if I was in your shoes.

Please do write back and tell me all about your new role. I'm very proud of you working to defend our country and I wish you all the best.

Best wishes,

Aunt Nancy

## Articles: a, an & the

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### Grade 2 Articles Worksheet

Circle the correct article (a / an / the) in each sentence:

1. John wanted to read **a / an** comic book.
2. The class went on **a / an** field trip.
3. He likes to read **an / the** short stories.
4. Lisa put **a / an** orange on her yogurt.
5. My mom likes making **an / the** cake from scratch.
6. The dog caught **a / an** stick.
7. I saw **a / an** otter at the zoo.
8. I quickly ate **the / an** cookies.
9. **A / an** oval is shaped like **a / an** egg.



Write the correct article (a / an / the) before each noun:

\_\_\_\_\_ igloo

\_\_\_\_\_ bench

\_\_\_\_\_ banana

\_\_\_\_\_ kitten

\_\_\_\_\_ tree

\_\_\_\_\_ soccer ball

\_\_\_\_\_ inch

\_\_\_\_\_ owl

\_\_\_\_\_ eagle

\_\_\_\_\_ tiger



## Remembrance Day

Remembrance Day is used to commemorate members of the armed forces who lost their lives due to conflicts. Originally, it was a tribute to those who served during the First World War. The day is now observed annually to allow people the opportunity to pay their respects to all members of the armed forces who have sacrificed so much to protect their country.

### The First World War

In August 1914, it was announced that a world war had begun. For many reasons, opposing forces – each with their own allies for support – felt that war was necessary. After over four years of devastation and relentless battles, the First World War ceased in 1918. Worldwide, over ten million soldiers tragically lost their lives; many of them were as young as 16. It became known as the Great War because it had a profound effect on so many people across the world.

### The First Remembrance Day

The first official event of remembrance that happened in Britain took place at 11 a.m. on the 11<sup>th</sup> November 1919 – exactly one year after the First World War had ended. The decision to have one minute's silence was instigated by King George V in the hope that "...the thoughts of everyone may be concentrated on reverent remembrance of the glorious dead".

At the time, newspapers reported on the event by describing the atmosphere and the reactions of the people. Observations made were that tram cars became still, motor cars ceased to cough and fume and people took off their hats to bow their heads. Another report described how an elderly woman wiped her eyes while the man beside her looked pale and stern. Mighty-limbed horses were also seen to hunch back upon their loads and stop – almost as if they were doing so by choice.



## Remembrance Day

The eleventh hour of the eleventh day of the eleventh month (11<sup>th</sup> November 1918) marks the signing of the Armistice – an agreement to end the First World War.

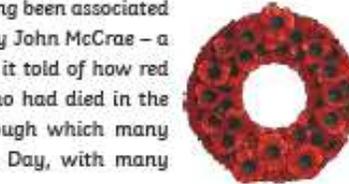
### Wearing Poppies

After the First World War, red poppies grew from the damaged, battle-weary ground in France and Belgium. These flowers, which were mentioned in the famous poem 'In Flanders Fields', have long been associated with the Great War. The poem was written by John McCrae – a doctor serving in the First World War – and it told of how red poppies grew around the graves of those who had died in the battle. Poppies have become a symbol through which many people pay their respects on Remembrance Day, with many people actually calling it Poppy Day.

Each year, people have the opportunity to buy a poppy. This includes items, such as a paper poppy, a sticker, a badge or a wristband. A crucial reason why people are encouraged to buy a poppy each year is that a portion of the money raised goes to charities that work to improve the lives of wounded soldiers and their families.

### An Annual Event

Annually, people pause and pay tribute with a moment of silence on this day. This tradition takes place in many countries around the world, honouring those who have lost their lives during times of war and conflict.



### Remembrance Sunday

During the service, the head of the monarchy lays the first poppy wreath at the foot of the Cenotaph, followed by representatives of the armed forces who then lay more wreaths.

## REMEMBRANCE DAY QUESTIONS

1) When was the first official event of remembrance? Choose one:

- The day after the First World War had ended
- The day after the Armistice agreement was signed
- One year after the Second World War had ended
- One year after the First World War had ended

2)

Draw **four** lines and complete each sentence.

It became known as  
'The Great War'...

red poppies grew from  
the damaged, battle-weary  
ground in France and Belgium.

During the service,...

refer to Remembrance Day as  
Poppy Day.

Many people...

because it had a profound  
effect on so many people  
across the world.

After the First  
World War,...

the head of the monarchy  
lays the first poppy wreath  
at the foot of the Cenotaph.

- 3) Who wrote the poem 'In Flanders Fields'?
- 4) How is the ground in France and Belgium described following the First World War?
- 5) Look at the section **The First Remembrance Day**. Find and copy one word, which means the same as 'started'.
- 6) **Mighty-limbed horses were also seen to hunch back upon their loads and stop – almost as if they were doing so by choice.** What do you think that this sentence is trying to imply?
- 7) What evidence in the text tells us that John McCrae was the ideal person to write about the poppies? Explain your answer.
- 8) **Using 25 words or less, summarise what happens now on Remembrance Sunday.**
- 9) Based on what you have read about newspaper reports at the time, do you think that members of the public were respectful during the minute of silence? Yes or No? Explain your choice.
- 10) Imagine you have been asked to design a new item for sale on Remembrance Day that has a poppy (or the image of a poppy) included. What would it be? Explain why you have chosen to do this.

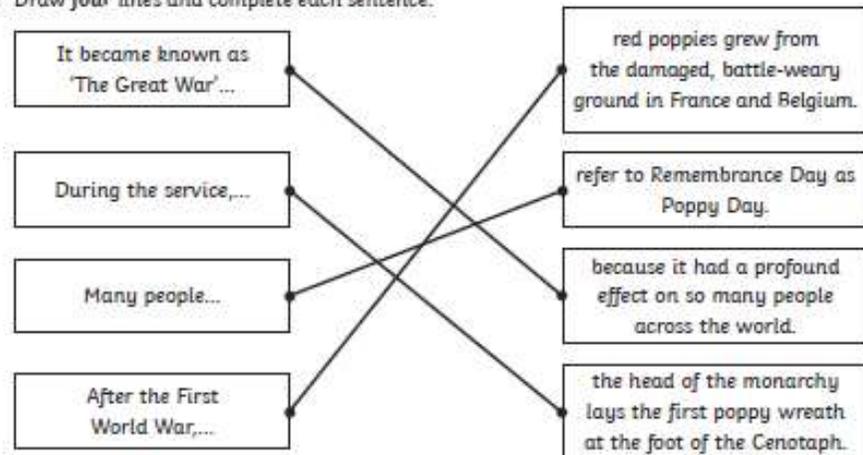
Remembrance Day

# Answers

1. When was the first official event of remembrance? Tick one.

- the day after the First World War had ended
- the day the Armistice agreement was signed
- one year after the Second World War had ended
- one year after the First World War had ended

2. Draw four lines and complete each sentence.



3. Who wrote the poem 'In Flanders Fields'?

John McCrae wrote the poem 'In Flanders Fields'.

4. How is the ground in France and Belgium described following the First World War?

It is described as damaged and battle-weary.

5. Look at the section **The First Remembrance Day**.

Find and copy one word which means the same as **started**.

instigated

6. **Mighty-limbed horses were also seen to hunch back upon their loads and stop – almost as if they were doing so by choice.**

What do you think that this sentence is trying to imply?

Pupils' own responses, such as: I think that this sentence is suggesting that the big, strong horses stopped walking without having to be told to like they knew that it was an important moment.

7. What evidence in the text tells us that John McCrae was the ideal person to write about the poppies? Explain your answer.

Pupils' own responses, such as: In the text, it tells us that John McCrae was a doctor who served during the First World War. I think that this makes him the ideal person to write about the poppies because he was actually involved in the war so he saw them himself.

8. Using 25 words or fewer, summarise what happens now on Remembrance Sunday.

Pupils' own responses, such as: On Remembrance Sunday, many people wear poppies and attend ceremonies to honour those who have lost their lives during times of war and conflict.

9. Based on what you have read about newspaper reports at the time, do you think that members of the public were respectful during the minute of silence? Tick one.

Accept either 'yes' or 'no' provided that a full explanation is also given, such as: Yes. The newspapers reported that the people, vehicles and even the animals stopped what they were doing, kept quiet and showed compassion and sympathy towards the soldiers who had died. I think that this was respectful.

10. Imagine that you have been asked to design a new item for sale on Remembrance Day that has a poppy (or the image of a poppy) included. What would it be? Explain why you've chosen to do this.

Pupils' own responses, such as: I would choose a necklace with a shiny gold poppy on it. That way, people can see that you're being respectful and paying your respects to those who have died. Also, if people like the design and lots are sold then the wounded members of the armed forces would be able to get more help from the charities.

Sometimes when we make a mistake, it just means we haven't learned how to do it YET.



Together with your JOURNAL BUDDY take turns completing the sentences below.

I haven't learned how to make
YET!
I haven't learned how to draw
YET!
I don't know how to
YET!

The "YET" at the end means you are on your way to improving what you are learning.

Imagine you and your friend are working on a comic book. Your friend was drawing and erasing over and over again but only drew the main character below.

They felt discouraged and didn't want to keep going.

Finish your friend's drawing below. You will show how teamwork can help us keep going when we face challenges.



Sometimes when we work on something difficult, we might feel like giving up. But if we take a short break, we can go back to the same activity with more energy and try again!



Ask your JOURNAL BUDDY about their favourite way to take a break when they're working on something difficult.

### **NOW IT'S YOUR TURN!**

Imagine you're working on something difficult. Your brain or body is getting tired, so you need to take a break.

Tick off the ways you like to take a break and add some of your own to the list.

- Listening to music
- Colouring
- Jumping on a trampoline
- Taking deep breaths
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# JUST FOR FUN

What do you most like to create, make, or build?

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 Draw your new creation below.



# Où est...?

I can use the correct form of positional language.



Answer the following questions, the first one is done for you:

1. Où est la boucherie ? *La boucherie est entre le magasin de chaussures et la boulangerie.*
2. Où est la confiserie ? La confiserie est entre \_\_\_\_\_
3. Où est Le magasin de jouets ? \_\_\_\_\_
4. Où est la boulangerie ? \_\_\_\_\_
5. Où est le magasin de chaussures ? \_\_\_\_\_
6. Où est la pâtisserie ? \_\_\_\_\_