



Weekly learning pack

Year 5

English

English

On the following slides are diary entries from a girl called Lauren who was an evacuee in the second world war. Once you have read these entries write diary entry of your own as if you were living and being evacuated in World War two.

These are the features of diary entry that you need to try and include:

I can write an introductory paragraph to create a scene and atmosphere

I can use adventurous vocabulary to describe events

I can write a conclusion

I can write in the past tense

I can tell the story of the writers life

Saturday 10th September 1940

Dear Diary,

It seems like so long ago that Prime Minister Chamberlain made his speech over the wireless to declare that we were at war; however it only seems real now that bombs are falling like rain every hour of the day.

Yesterday, I was just half way to school when the piercing sirens slammed against my ears and I was forced into a decision about whether to run back home or carry on to school. Just a few moments thinking about that damp, dark Anderson shelter at the bottom of the garden had me running as fast as my legs would carry me onwards to school. I don't mean to sound truly horrid, but with father away at war and mother looking after little Peter, there really is no one to talk to me and comfort me when the sky fills with fire! The shelter at school is so packed with children, but at least I can have whispered conversations with my friends.

The sound of the dreaded bombs dropping doesn't fill me with quite so much fear anymore. It used to have me cowering in a corner but I have grown used to it now, as it has become part of everyday life. Almost like the measly rationed food and this cumbersome gas mask which I must carry everywhere. The only exception is when the bombs drop close by. Then you can hear the deafening explosions and see the sky turn red and that is simply miserable.

I must go now diary. The Williams family has had to move in with us, since their house was flattened by a bomb just a few days ago. It is simply rotten that they have nowhere to live, but I'm not sure that it makes it acceptable for the boys to run around screaming like maniacs – I can't even think straight! I wish we were at school so Mrs Hardacre would belt them with the cane...

...Ok, maybe that was too mean. But they keep thrusting bubble gum in my face that they got from the yanks when they convoyed past school yesterday and I'm starting to feel a little bitter. I'm sharing my home and they can't even share their sweets...

Anyway diary, I must go.

Lauren

Friday 16th September 1940

Dear Diary,

I can't believe this has actually happened. I'm on a train heading south and I have to stay there for a very long time. It's called evacuation- that means sending the children away to the country to avoid all of the bombing.

I can understand why they are doing it but I am still utterly miserable. Mother says that it might only be for a little while but I don't think she was quite telling the truth. The Germans are bombing London and all of the other cities day and night and whatever Prime Minister Churchill says on the wireless, I know that victory parties are a very long way off. Mr Hitler is proving much more trouble than we first thought!

I'm going to somewhere called Penzance in Cornwall and that's all I really know. I tried to be brave when Mother and little Peter took me to the platform and put me on the train. I even kept my composure when Mother told me 'Stay safe. I love you my darling' but now I'm in a train carriage all by myself and I can't hold back the tears anymore.

Some of the boys from my class at school are racing around, laughing raucously and shouting about what an amazing adventure it is. Silly boys. Obviously they don't know that when we get there, we'll be taken to a hall and people only pick the nice looking children. No one will ever pick smelly Jimbo Hargreaves. He looks and smells like he lives with Farmer Gibbins' pigs!

I must get myself together or I'll look an awful state by the time we get there and no family shall want to take me home. That's my biggest worry. What if no one wants me? What if I'm just left there like the stray dog nobody wants? My heart is filled with anxiety and distress and I can't get myself together.

I wish I could see it all as an adventure...

I'll write in you later diary, when hopefully someone might have chosen me!

Lauren

Friday 23rd September 1940

Dear Diary,

Well... somebody picked me... and I wasn't even last!

Though I'm afraid the good news stops there.

When we arrived at Penzance, we had to walk with our cases and gas masks and all of our other belongings down a lane to a large village hall. There, we had to line up and wait until somebody chose us. I watched all the grown-ups enter and immediately decided on the ones I wanted to pick me. They were a handsome looking young couple with big smiles on their faces and they seemed genuinely excited about taking home a little child. You won't honestly believe this diary but they took home smelly Jimbo Hargreaves! My heart sank into my stomach. I guess they must have wanted a dirty little boy to destroy their home!

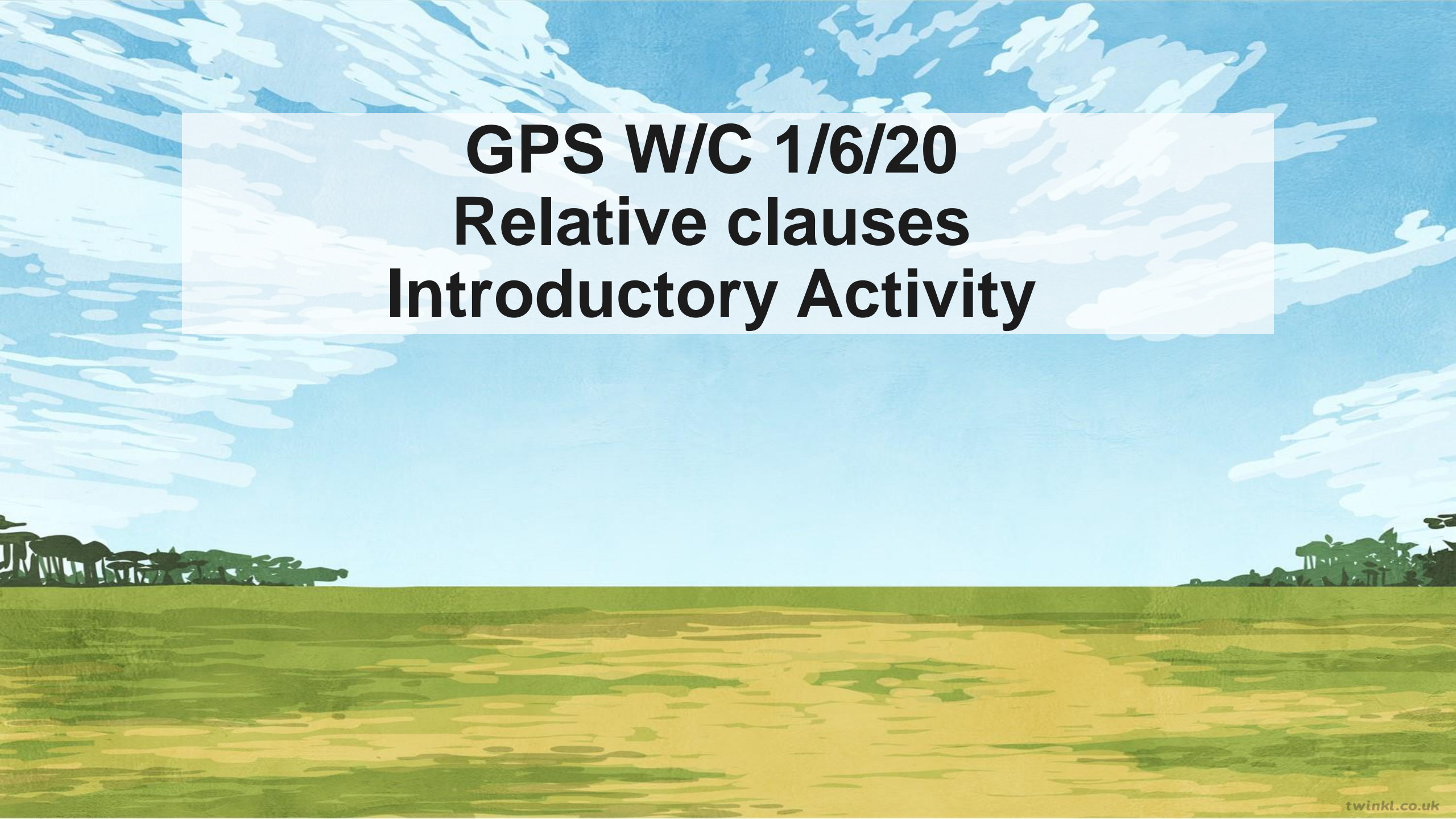
I got chosen not long after by quite an old, but admittedly very kind looking lady, who told me to call her Granny Fisher. We walked through the village all the way to the giant house at the top of the hill and I thought 'Wow – haven't I done well here?!' It really is ginormous – the size of my school back in London! It's beautiful too. All the floors are polished wood, giant gold-framed portraits hang on the walls and all the curtains and seats are covered in plush red velvet.

However it turned out that Granny Fisher is simply the house maid and I got taken to meet the man who actually owns the house and he wouldn't even look at me. His name is Mr Grant and I think he is miserable and sour because his son has been sent off to fight and he never writes to him. I think maybe he's worried that he won't come back.

Anyway, he won't talk to me and all he likes me to do is sit and read silently. You know I love to read diary, but no one can possibly do it as much as he'd like me to. I suppose I don't do any reading at school so I should sometimes. If you can even call it school! All of us evacuees have to return to the church hall each day where we get taught by the local reverend. He's very kind but utterly hopeless at controlling those raucous boys so we never do any learning.

I'm wondering when I'll be allowed to go home. I shan't be able to stay here for very long, otherwise I might lose my voice from lack of speaking! Perhaps I'll go and find Granny Fisher and she might talk to me.

So long diary, Lauren



GPS W/C 1/6/20
Relative clauses
Introductory Activity

Relative Clauses and Relative Pronouns



Let's start with a simple sentence.

- A simple sentence has one main clause = **subject** + **verb**.
- A simple sentence must make sense on its own.

Example: **John** was **playing** the piano.

The simple sentence isn't very interesting is it? Why don't we add some extra information?



John was **playing** the piano. He was in the hall.

Relative Clauses and Relative Pronouns



**OK, still rather simple.
How could we improve
it?**

Let's make it a complex sentence. A complex sentence has at least one subordinate clause, plus a main clause. The subordinate clause must have its own subject and verb. The subordinate clause does not make sense on its own.

John was playing the piano. He was in the hall.

The second sentence adds a bit of non-essential information to the first one, so we can add it to the simple sentence to make a complex sentence, like this...

John, who was in the hall, was playing the piano.

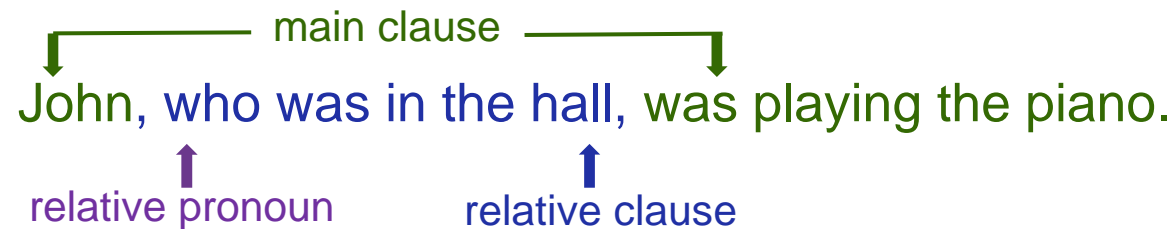
Relative Clauses and Relative Pronouns



We've dropped in a relative clause!

A **relative clause** gives us extra information about the noun in the main clause. It is connected to the main clause by a **relative pronoun**. We've replaced the pronoun in the second sentence with the **relative pronoun** – who.

John was playing the piano. He was in the hall.



- Relative clauses add information to a sentence using relative pronouns.
- A relative pronoun is usually seen in a sentence at the beginning of a relative clause.
- A relative clause functions as an adjective, modifying nouns and pronouns.
- A relative clause starts with either a relative adverb: where, when, why or a relative pronoun such as: that, who, whom, whose, which.

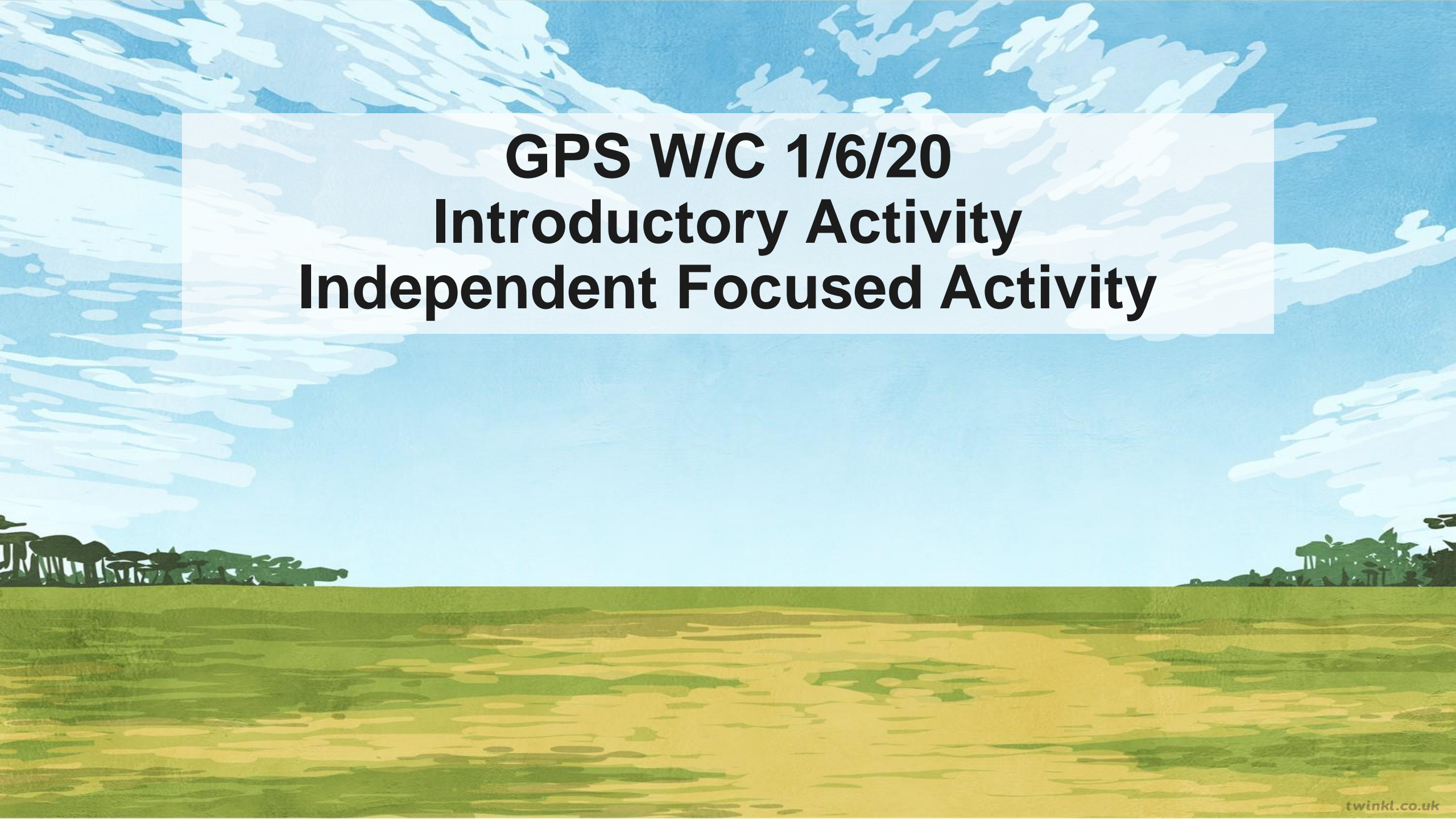
Relative Clauses and Relative Pronouns



The following are examples of sentences that have **relative clauses** starting with **relative pronouns**.

- Spaghetti, which many of us enjoy, can be messy.
- This is the book that everyone is talking about.
- She wrote to the person whom she had met last month.
- We didn't bring the receipt, which was a big mistake.
- I have a friend whose cat is annoying.
- People who are clever can always find a way.
- Grandma remembers a time when radio shows were popular.
- Never go to a doctor whose office plants have died. - Erma Bombeck
- The driver who went through the stop sign was careless.

Can you
identify the
relative
pronouns?



GPS W/C 1/6/20
Introductory Activity
Independent Focused Activity

Creating Relative Clause Sentences



We can add extra additional detail about a noun by adding a relative clause to a sentence.

Instead of using two single-clause (simple sentences) to describe something,

e.g. Sarah is eating roast chicken. It is her favourite meal.

We can combine the two sentences to make one multi-clause (complex) sentence using subordination with a relative clause.

e.g. Sarah is eating spaghetti, which is her favourite meal.

A **relative clause** is connected to the main clause by a **relative pronoun**. We've replaced the pronoun 'It' in the second sentence with the **relative pronoun** 'which'.

Relative Pronouns



A relative clause always starts with a relative pronoun.

Examples of relative pronouns are:

whose

which

who

that

whom

Can you identify the relative pronouns in these sentences?

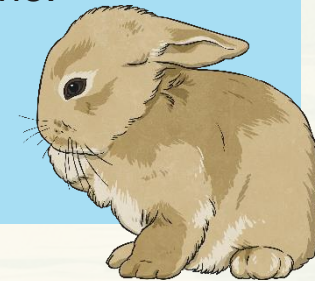
We went to the new swimming pool, which has three fantastic slides.

Josie, who loves to play football, was picked for the county team.

Sadiq, whose pen had run out, put his hand up to ask for another one.

The boy whom you met last week is coming to visit later.

My Grandad caught the rabbit that had escaped.



Where Can a Relative Clause Be Placed?



Where in these sentences are the relative clauses placed? How do you know?

The class were well-behaved on the school trip, which made their teacher proud.

William, who was wearing his favourite shirt, was going to the school disco.

I go to a swimming club early in the morning, which means that I'm tired by the afternoon.

Have you seen the people whom we met yesterday at the park?

Amir found the missing cat that his neighbour had lost.

Relative clauses can be in the middle of a sentence (embedded) or at the end of a sentence.



Creating Relative Clauses



Write sentences about the following pictures and include an embedded relative clause:



The children, **who all wore helmets**, were excited about their cycling trip.



My cat, **which was black and white**, got stuck up a tree.

Maths

You do not need a ruler, each square is 1cm (not to scale)

Worksheet 5

Measuring the Area

1 Each  measures 1 cm by 1 cm.

Find the area of each figure.



Area =



Area =



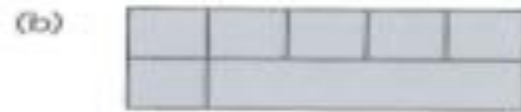
Area =

2 Each  measures 1 cm by 1 cm.

Find the area of each shaded figure.



Area =



Area =



Area =

You do not need a ruler, each square is 1cm (not to scale)

You do not need a ruler, each square is 1cm (not to scale)

Name: _____ Class: _____ Date: _____

Worksheet 6

Measuring the Area

1 Each  measures 1 cm by 1 cm.

Find the area of each square.



Area =



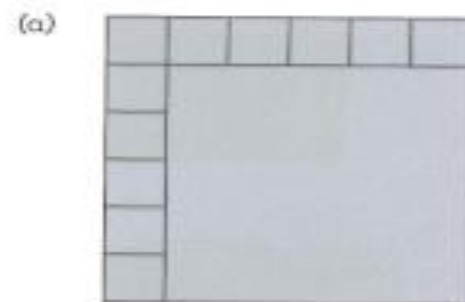
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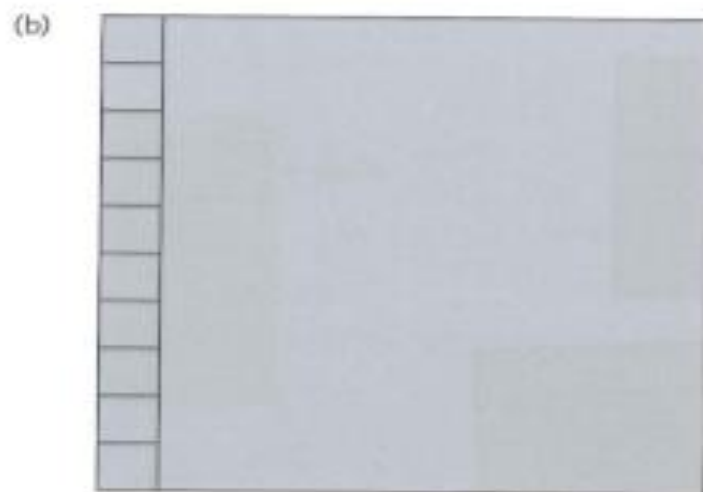
Area =

2 Each  measures 1 cm by 1 cm.

Find the area of each square.



Area =



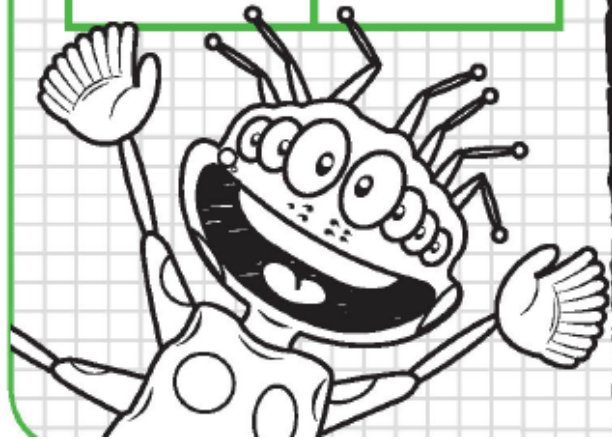
Area =

You do not need a ruler, each square is 1cm (not to scale)

LO: To practise Learn Its.

Step 13 - Six Fact Challenge!

$7 \times 7 =$	$6 \times 6 =$
$9 \times 9 =$	$9 \times 6 =$
$7 \times 9 =$	$6 \times 7 =$



Step 14

$2 \times 11 =$	$6 \times 11 =$
$11 \times 8 =$	$1 \times 11 =$
$4 \times 11 =$	$11 \times 11 =$
$12 \times 11 =$	$11 \times 3 =$
$11 \times 7 =$	$5 \times 11 =$
$10 \times 11 =$	$11 \times 9 =$

Step 15

$1 \times 12 =$	$6 \times 12 =$
$10 \times 12 =$	$9 \times 12 =$
$12 \times 3 =$	$11 \times 12 =$
$12 \times 5 =$	$12 \times 12 =$
$4 \times 12 =$	$12 \times 2 =$
$8 \times 12 =$	$7 \times 12 =$

To divide numbers by 10, 100 and 1000

NUMBER	DIVIDE BY 10	DIVIDE BY 100	DIVIDE BY 1000
2600			
3910			
56 200			
486			
5312			
9831			
27 409			

Curriculum

(History)

Task 1

Use the following slides and links to research how the Blitz influenced daily life in Hull.

Consider these questions whilst reading :

Looking- how did the Blitz influenced daily life in Hull. ?

Clue- What did adults and children do during this time?

Thinking- How would you cope if you had to make these same sacrifices today?

Make notes on all these points.

Task 2

Write two paragraphs about two of the locations in Hull that were bombed and why this was significant.

<https://www.hulldailymail.co.uk/news/history/five-tragedies-hull-blitz-ww2-78134>

<https://www.bbc.co.uk/history/ww2peopleswar/stories/40/a4147940.shtml>

<https://www.bbc.co.uk/news/uk-england-humber-42749093>

The Blitz

'Blitz' is the name given to the mass bombing of cities during WW2, it comes from the German word 'blitzkrieg' which means 'lightning war'. The East End of London suffered heavily, as did other big manufacturing cities like Coventry, Birmingham and Sheffield.

The bombing of Hull was kept secret in the press for the first couple of years of the war for two reasons. Because Hull was a port and could be reached easily by boat from Germany, it was important that the enemy didn't know how much damage they were doing. It was also important to keep the morale of British citizens up. Low morale would mean the war effort suffered.

The Blitz

- In Hull, ninety-five percent of the houses were destroyed or damaged.
- Number of people known to be killed: 1,200
- Number of people injured, who received treatment: 3,000
- Total damage incidents: 146,568
- Number of houses destroyed or damaged: 86,715
- Number of alerts: 815
- Number of hours spent under alert: More than 1,000

Take a look at the newspaper article from the Hull Daily Mail. It must have been very strange to read those articles and know that they were talking about your own town

FIRE-BOMBS ON NORTH-EAST TOWN

Thirty Fall on Timber Importers' Estate

MANY incendiary bombs were strewn over north-east town early yesterday by raiders which came in from the sea at a very high altitude.

Vivid white flashes lit up a big area, but the splendid work of the town's fire-fighting service reduced the damage to a strict minimum. The only casualty was a warehouse cat!

The brunt of the attack was borne by a firm of timber importers, who estimate that between 30 and 40 incendiary bombs were dropped on their estate. The firm's fire watchers extinguished these bombs.

WAREHOUSE ROOF DESTROYED

The roof of a warehouse and eggs were destroyed. Policemen whose station is nearby saw the bombs dropping and forced entrance to the warehouse straight away, but the dense smoke handicapped their salvage efforts. They managed to get a motor lorry out.

Another incendiary bomb caused a small hole in the roof of another building, but a warden spotted it and his quick notification to employees led to it being extinguished.

Another incendiary bomb fell

on the roof of an office. By a stroke of good luck the office cleaner arrived a few minutes earlier than usual. She immediately called in the police, who extinguished the fire with street pumps before damage of any moment had been done.

From other parts of the town reports of the falling of incendiary bombs also came, but in all instances the damage caused was very small.

HIDE AND SEEK

A game of hide and seek between an enemy fighter-bomber and British fighters was watched by people at a N.E. coast town yesterday.

The planes were seen several minutes before they disappeared into the clouds in a south-easterly direction. One burst of machine-gun fire was seen to come from the enemy machine, but apparently it had no effect.





Science

Task 1 – Researching life cycles

Read the following slides to understand about the life cycles of mammals
amphibians and reptiles.

Task 2 Make bullet point notes of what you have learnt about the 3 life cycles.

Task 3 Write a paragraph about life cycles and what you have found out and how
some are similar and different.

What is a Lifecycle?

- What is a life cycle?
- What life cycles do you know about?
- Can you describe the life cycle of an animal or plant?

Share your ideas as a group and then as a class.



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Mammals

LO: To understand the lifecycle of a mammal.

The lifecycle of a mammal involves 3 main stages:

Start



Independent adult usually seeks company from the opposite sex and mates. Adult female nurses their young.

Mammals:

- have hair or fur
- warm-blooded
- feed babies milk
- give live birth

Gestation: Embryo growing inside the mother, where it is completely reliant upon the mother.



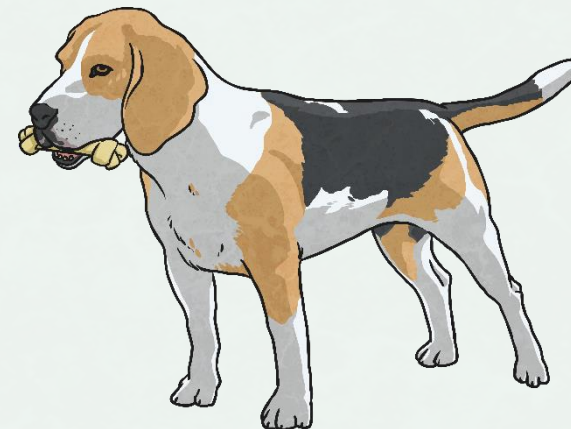
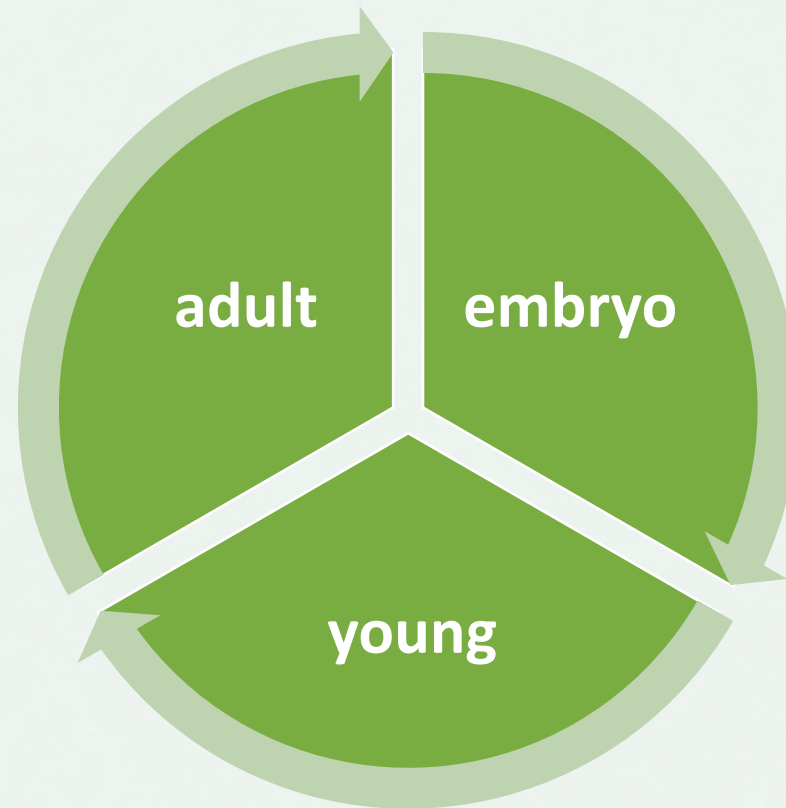
Young: Main period of growth and developing independence from the parents.

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Mammals

LO: To understand the lifecycle of a mammal.

Choose a mammal and draw the lifecycle stages.



Amphibian

LO: To understand the lifecycle of an amphibian.

The lifecycle of a frog involves 5 main stages:

Start



The tail disappears and it starts to eat insects instead of plants. It takes 2-4 years to become an **adult frog**, when it can lay eggs.

- Amphibians:**
- live in water and on land
 - moist slimy skin
 - lays eggs
 - babies different from adults

The tadpole grows fins and a stronger tail. Then it develops lungs and hind legs.



The tadpole grows front legs and tail shortens. Uses nutrients in tail as food. It jumps out of water onto land.



The female lays mass of **eggs** which are fertilised by the male.



After 2-25 days the **tadpole** hatches from the egg. It swims and eats plants. It breathes through gills.



Photo courtesy of Richard.Fisher, Anthony Masi, Benimoto, born 1945, Beckwith-Zink (Diane) (@flickr.com) - granted under creative commons licence – attribution

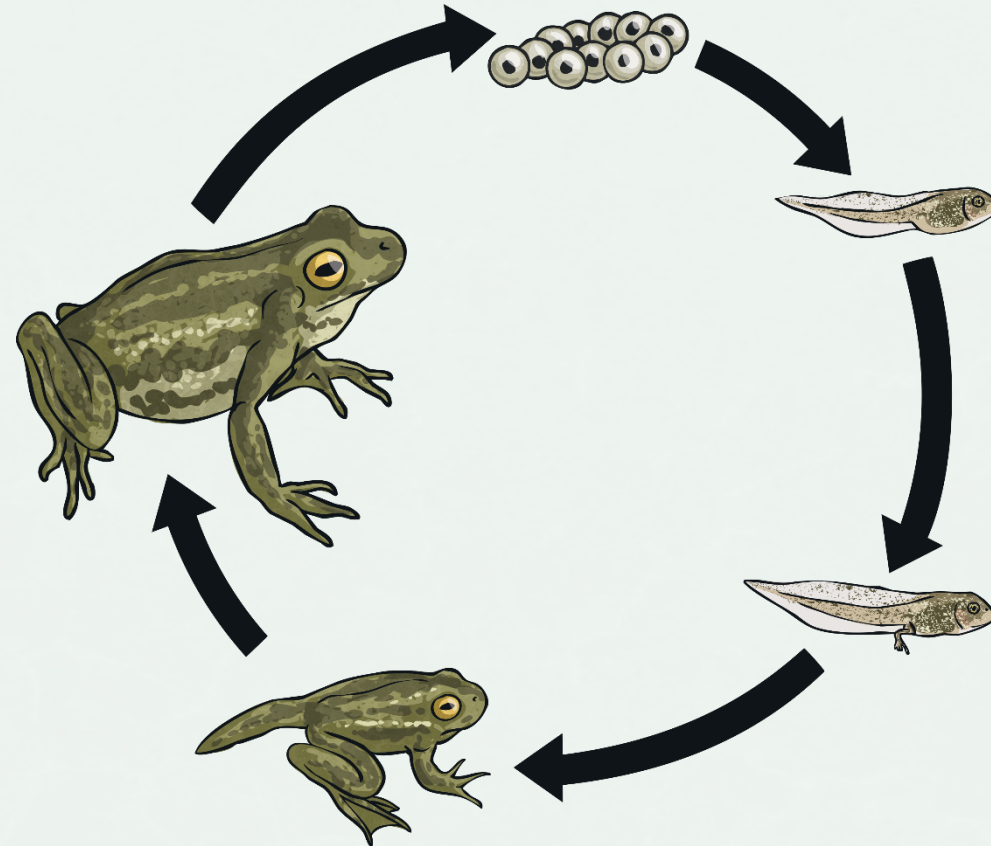
Amphibian

LO: To understand the lifecycle of an amphibian.

The lifecycle of a frog involves 5 main stages:

Present your learning about the life cycle of a frog (or a different amphibian) in one of these ways or in your own way:

- Create a computer based presentation like PowerPoint or Scratch
- Use drama
- Make a small book
- Your own idea



Reptiles

LO: To understand the life cycle of a reptile.

Start



When fully grown the adult reptile will begin to mate.

The female and male mate, then the female reptiles lays fertilised eggs. An embryo starts to grow within the egg. Most reptiles bury their eggs and leave them to hatch alone.



The hatchling begins to grow and becomes a juvenile. The juvenile looks just like the adult reptile. The juvenile grows slowly over a long period before reaching adulthood.

Interesting Fact
Although most reptiles lay eggs, a few species give birth to living offspring.



Reptiles:

- most hatch from eggs.
- are cold blooded.
- have dry, scaly skin

Interesting Fact
Due to the Mother burying her eggs and leaving them to hatch, the hatchlings have to fend for themselves from the moment they leave their egg.

When the embryo is fully formed, it is called a hatchling. It uses an egg tooth to break out of the egg or 'hatch'.

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