

Year 6: Remote Learning Schedule

W/C 11 th January	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Maths <i>(approx. 45 mins per lesson)</i></p> <p>This week our focus is: Decimals</p>	<p>Lesson 1: Divide by 10, 100 and 1,000</p> <p>Click on the link here</p>	<p>Lesson 2: Multiply decimals by integers</p> <p>Click on the link here</p>	<p>Lesson 3: Divide decimals by integers</p> <p>Click on the link here</p>	<p>Lesson 4: Division to solve problems</p> <p>Click on the link here</p>	<p>Lesson 5: Arithmetic Paper</p>
<p><i>You will find links to videos produced by White Rose Maths above. The questions are attached below and the answers will be sent in a separate document; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!</i></p>					
<p style="font-size: 1.2em;">Remember to log in to TT Rockstars each week to practise your times tables!</p> <p><i>Message your teacher on ClassDojo if you've forgotten your login details.</i></p>					
<p style="font-size: 1.2em;">Remember to share your learning on ClassDojo!</p> <p><i>Take a photo of your work and upload it to your Dojo Portfolio or Messaging section for your teacher to see.</i></p>					
<p>English <i>(approx. 45 mins per lesson)</i></p> <p>This week our focus is: A Balanced Argument</p>	<p>Lesson 1: Reading comprehension</p> <p>Use your reading skills to answer comprehension questions from the text about the Battle of Dunkirk.</p>	<p>Lesson 2: Reading Comprehension</p> <p>Use your reading skills to answer comprehension questions on Wojtek Soldier Bear.</p>	<p>Lesson 3: To explore the different viewpoints and emotions people would have had about evacuation</p> <p><i>To explore the different viewpoints and emotions people would have had about evacuation.</i></p>	<p>Lesson 4: To make notes on the various reasons for and against evacuation</p> <p><i>To make notes on the various reasons for and against evacuation</i></p>	<p>Lesson 5: To create a detailed plan for a balanced argument about evacuation</p> <p><i>To create a detailed plan for a balanced argument about evacuation.</i></p>
<p><i>The questions and answers are attached below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!</i></p>					
<p>This week's spelling: ought, thought, rough, cough, enough, bought, although, dough, through, plough.</p>					
<p>Reading for Productivity <i>is a fantastic way for us to expand our knowledge and understanding of our wider curriculum lessons. Read the texts and answer the attached questions.</i></p>			Lesson 1: Science	Lesson 2: History	Lesson 3: RE
<p>Reading for Pleasure <i>is such an important part of our curriculum – follow the link here to watch videos of celebrities discussing their favourite books, understanding the role of an author and a fun quiz to take part in.</i></p>			Lesson 4: Music	Lesson 5: Art	



Maths Lesson 1

Divide by 10, 100 and 1,000

1 Complete the calculations and sentences.

Use place value counters to help you.

Th	H	T	O	Tth	Hth
	●	●●●●		●	

a) $140 \div 10 = \square$

When the number is divided by 10 the counters move place to the right.

b) $140 \div 100 = \square$

When the number is divided by 100 the counters move places to the right.

c) $140 \div 1,000 = \square$

When the number is divided by 1,000 the counters move places to the right.

2 Complete the diagram.



3 a) Draw counters to represent the calculations.

H	T	O	Tth	Hth	Thth
			●		

$123 \div 1$

$123 \div 10$

$123 \div 100$

$123 \div 1,000$



b) Complete the calculations.

$123 \div 1 = \square$

$123 \div 100 = \square$

$123 \div 10 = \square$

$123 \div 1,000 = \square$

What do you notice?

4 Complete the calculations.

a) $16 \div 10 = \square$

d) $332 \div \square = 0.332$

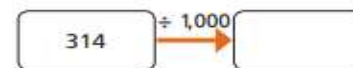
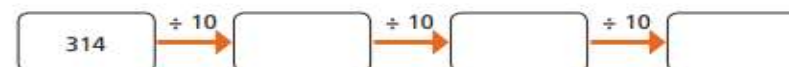
b) $43.4 \div 100 = \square$

e) $2.4 \div 200 = \square$

c) $614 \div 1,000 = \square$

f) $5.09 = \square \div 20$

5 Complete the diagrams.



What do you notice? Why does this happen?



Maths Lesson 1 continued

- 6 Write $>$, $<$ or $=$ to compare the number sentences.

$$5,400 \div 10 \div 10 \div 10 \quad \bigcirc \quad 5,400 \div 1,000$$

$$60 \div 100 \div 10 \quad \bigcirc \quad 600 \div 100$$

$$5.7 \div 10 \quad \bigcirc \quad 57 \div 100$$

$$5,601 \div 1,000 \quad \bigcirc \quad 5.601 \div 10$$

- 7 Dexter is solving the calculation $5,400 \div 100$



I think the answer is 54.00

Is Dexter correct?

Explain your reasoning.

- 8 Rosie is solving the calculation $3,600 \div 200$

I think the answer is 0.36



Is Rosie correct?

Explain your reasoning.



Maths Lesson 2

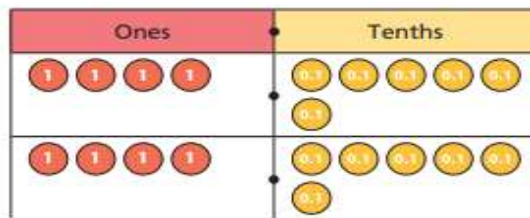
Multiply decimals by integers

1 Use place value counters to solve the calculations.

a) 3.2×3



b) 4.6×2



2 Solve the multiplication. Draw your answer on a place value chart.

$$12.2 \times 3$$

3 Nijah uses long multiplication to solve 3.72×3

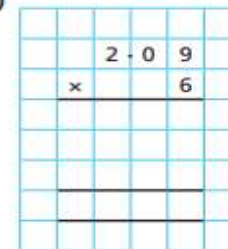


Use long multiplication to work out the calculations.

a)



b)



4 Work out the multiplications.

a) 5.2×4

c) 6×9.1

e) 11.505×4

b) 14.3×3

d) 2.34×3

f) 9.602×6



5 0.25 kg of flour is needed to make one cake. How much flour is needed to make four cakes?



6 Work out the multiplications.

a) 7.2×2

b) 3.45×3

7.2×4

34.5×3

14.4×4

345×3

7.2×8



7 Amir is solving 3.4×4



To solve this, I did 34×4 , which was 136. Then I multiplied my answer by 10 to get an answer of 1,360.

Do you agree with Amir?

Explain why.

8 Use the digits 1, 2, 3 and 4 once each to create a calculation.

1	2	3	4
---	---	---	---

□	·	□	×	□
---	---	---	---	---

- a) How many different products can you make?
- b) What is the greatest possible product?
- c) What is the smallest possible product?
- d) What is the product closest to 12?

Compare answers with a partner.

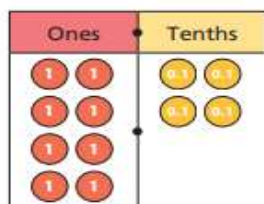


Maths Lesson 3

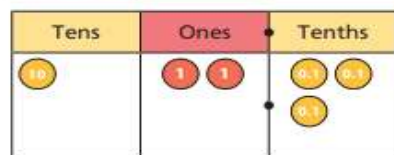
Divide decimals by integers

1 Use place value counters to work out the divisions.

a) $8.4 \div 4$



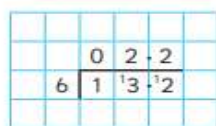
b) $12.3 \div 3$



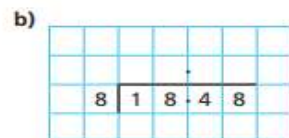
2 Work out the division. Draw your answer on a place value chart.

$16.4 \div 4$

3 Brett uses short division to work out $13.2 \div 6$



Use short division to work out the calculations.



4 Work out the divisions.

a) $25.6 \div 8$

c) $18.48 \div 6$

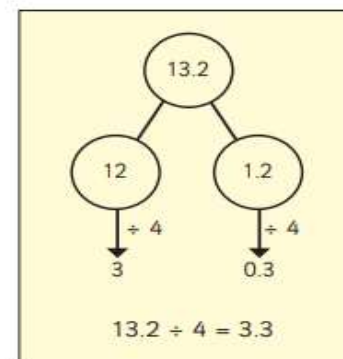
e) $202.35 \div 3$

b) $14.8 \div 4$

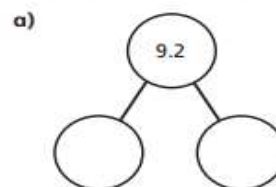
d) $19.45 \div 5$

f) $105.12 \div 9$

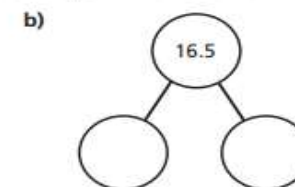
5 Esther solves $13.2 \div 4$ by partitioning 13.2 into two numbers that are easier to divide.



Use Esther's method to complete the part-whole model and calculation.



$9.2 \div 4 = \square$



$16.5 \div 3 = \square$

Compare answers with a partner. Did you partition your numbers in the same way?



6 Work out the divisions.

a) $9.64 \div 4$

b) $19.44 \div 9$

$96.4 \div 4$

$19.53 \div 9$

$0.964 \div 4$

$19.62 \div 9$

$9.64 \div 8$

7 Fill in the missing numbers.

$3.6 \div 4 = 36 \div \square$

$3.6 \div 4 = \square \div 8$

8 Complete the calculation.

$8.4 \div \square = 4.2 \div \square$

How many different solutions can you find?

What patterns do you notice? Talk about it with a partner.



Maths Lesson 4

Division to solve problems

- 1 There are 1,360 children in a school.
A quarter of the children walk to school.
How many children walk to school?



- 2 Huan has saved his pocket money for 5 weeks.
He gets the same pocket money every week.
He has saved £16.65
How much pocket money does Huan get each week?



- 3 Tom is running a 6-kilometre race.
He has run one-third of the race so far.
How many more kilometres does Tom have left to run?



- 4 Dora, Ron and Teddy are making paper chains.



My paper chain is 1.1 m long.

Dora's paper chain is twice as long as mine.



Ron



Teddy

My paper chain is three times longer than Ron's.

- a) How long is Ron's paper chain?
b) How long is Teddy's paper chain?

- 5 A water bottle holds 2 litres.
A leak in the bottle means 25 ml drips out each day.
How many days will it take until the bottle is empty?



- 6 a) A school bus can hold 30 people.
There are 726 children going on a school trip.
How many buses are needed?
b) A cake needs 4 eggs.
How many cakes can be made from 345 eggs?



- 7 Shop A sells 5 tins of paint for £23.40
Shop B sells 3 tins of the same paint for £14.01
Which shop should Aisha buy her paint from?
Explain your reasoning.



- 8 $146 \div 5 = 29$ remainder 1
 $117 \div 4 = 29$ remainder 1



This means that
 $117 \div 4 = 146 \div 5$

- Do you agree with Whitney?
Explain your thinking.

- 9 I'm thinking of a 3-digit number.
When I divide it by 5, I am left with a remainder of 3
When I divide it by 10, I am left with a remainder of 8
It rounds to 200 to the nearest 100
It has one hundred.
What could my number be?
Create your own problem like this for a partner.



Maths Lesson 5 – Arithmetic

1 $44 \times 2 =$

1 mark

2 $3735 + 100 =$

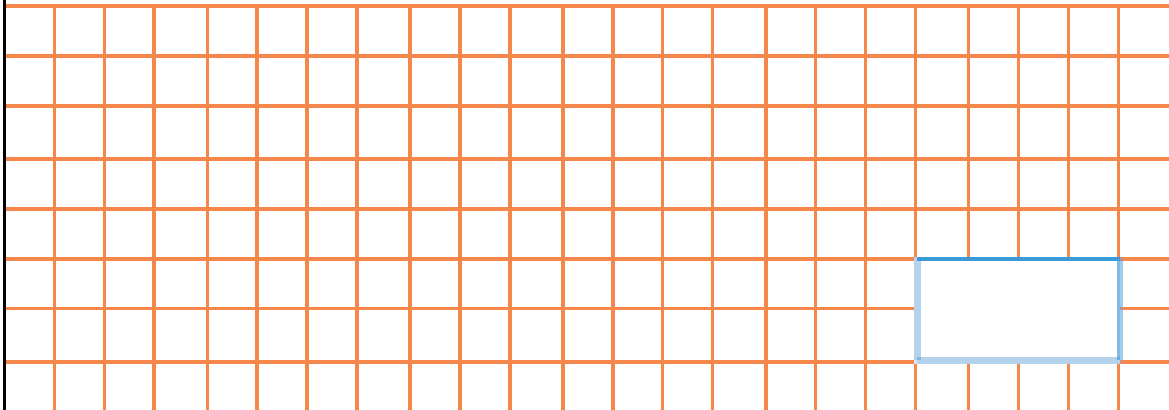
1 mark

3 $459 \times 0 =$

1 mark

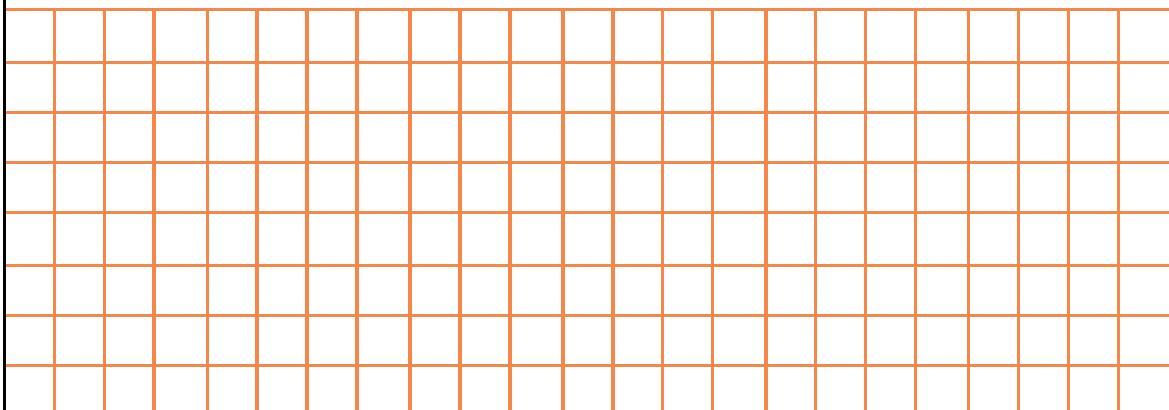


4 $742 - 8 =$



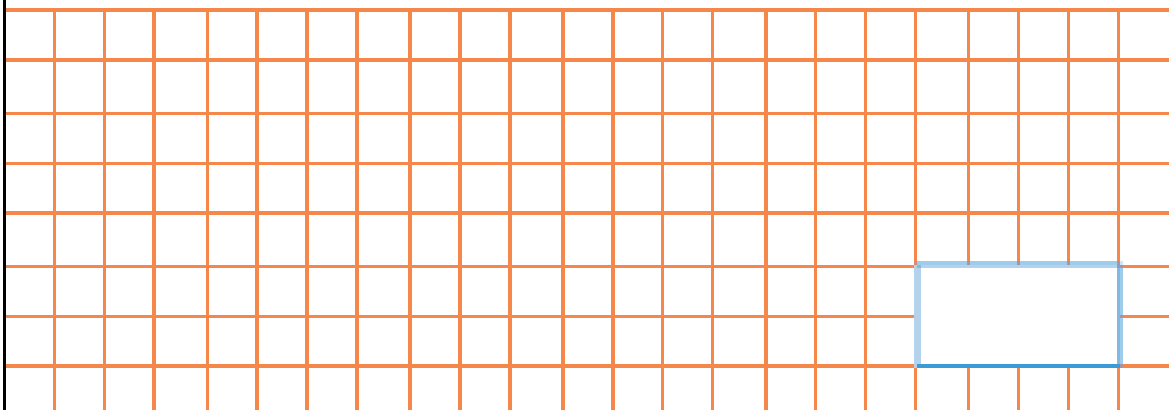
1 mark

5 $= 56 \div 7$



1 mark

6 $69\,997 + 5\,601 =$



1 mark



7

$$\boxed{} = 6853 - 684$$

1 mark

8

$$5 \times 7 \times 4 =$$

1 mark

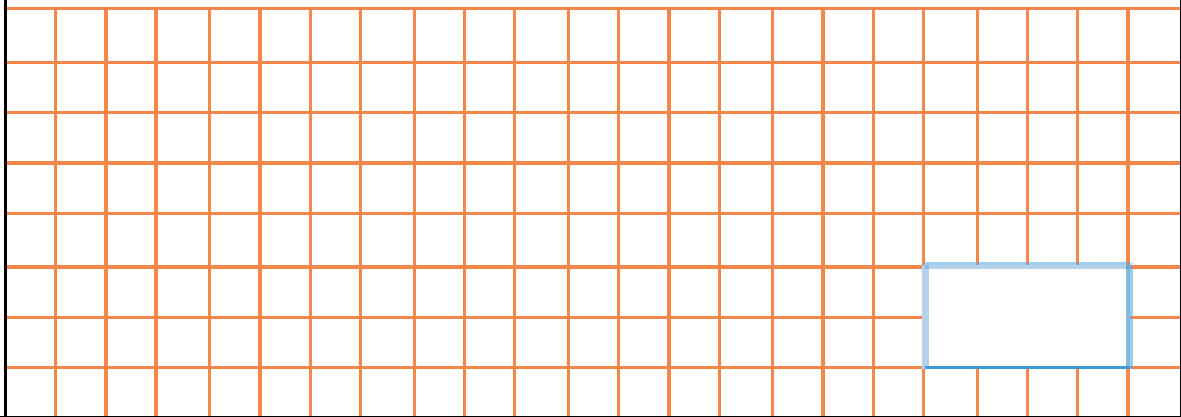
9

$$8.4 + 0.3 =$$

1 mark

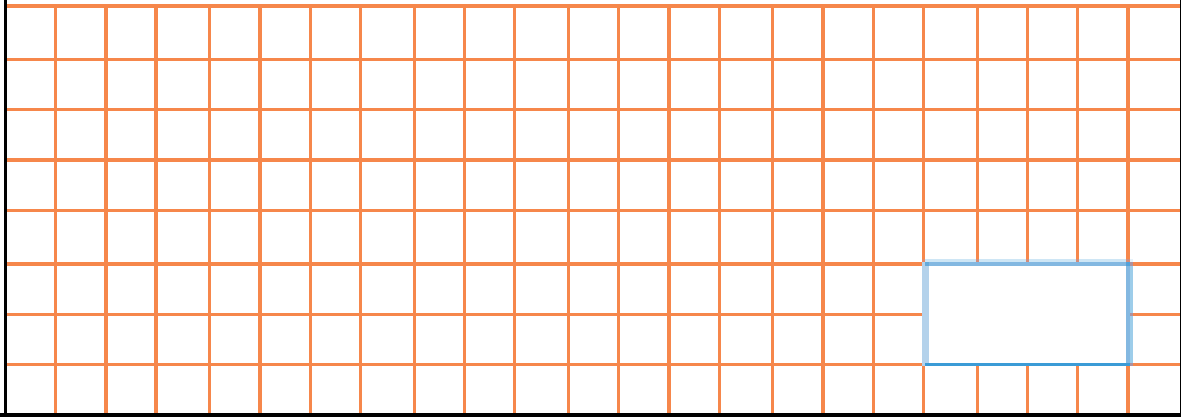


10 $726 \div 6 =$



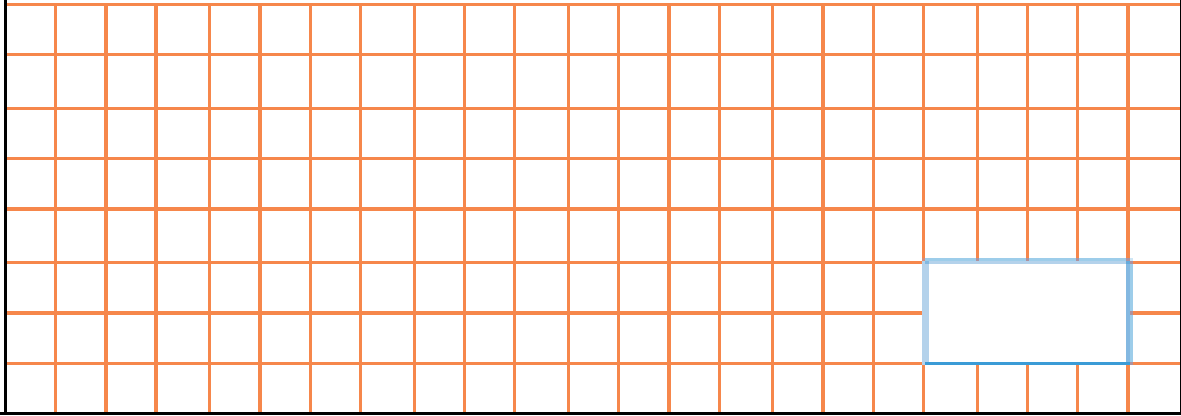
1 mark

11 $3 - 12 =$



1 mark

12 $91 =$ $\times 7$



1 mark



13 $263 \div 100 =$

1 mark

14 $26.8 + 1.002 =$

1 mark

15 $40 \times 300 =$

1 mark



16 $2\ 407\ 562 - 10\ 000 =$

1 mark

17 $\frac{3}{7} + \frac{2}{7} =$

1 mark

18 $1\ 000 \times 30.7 =$

1 mark



19 $7\,700 \div 11 =$

1 mark

20 $24.325 - 9.63 =$

1 mark

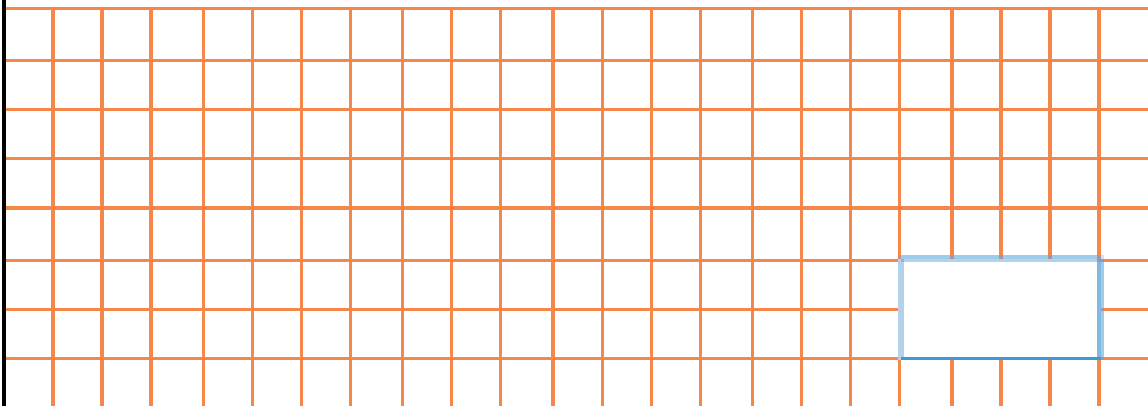
21 $10\,000\,000 - 101 =$

1 mark



22

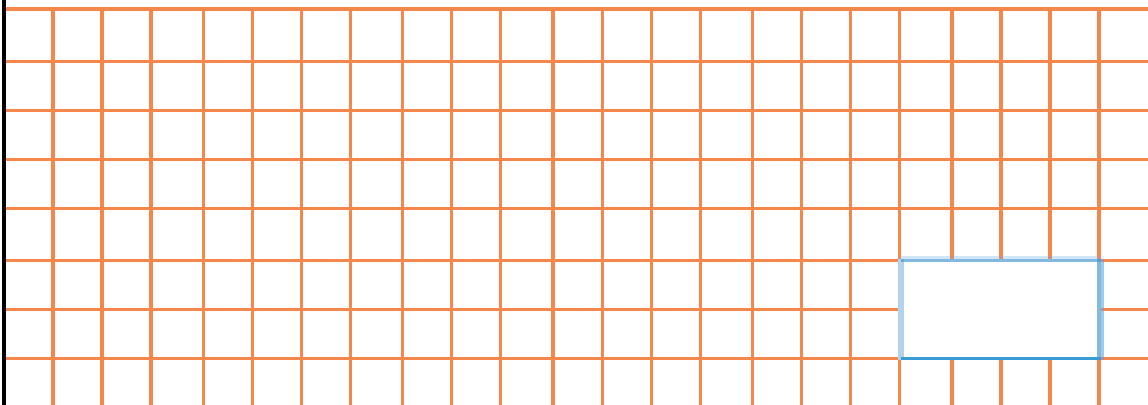
$$\frac{1}{6} + \boxed{} = \frac{5}{12}$$



1 mark

23

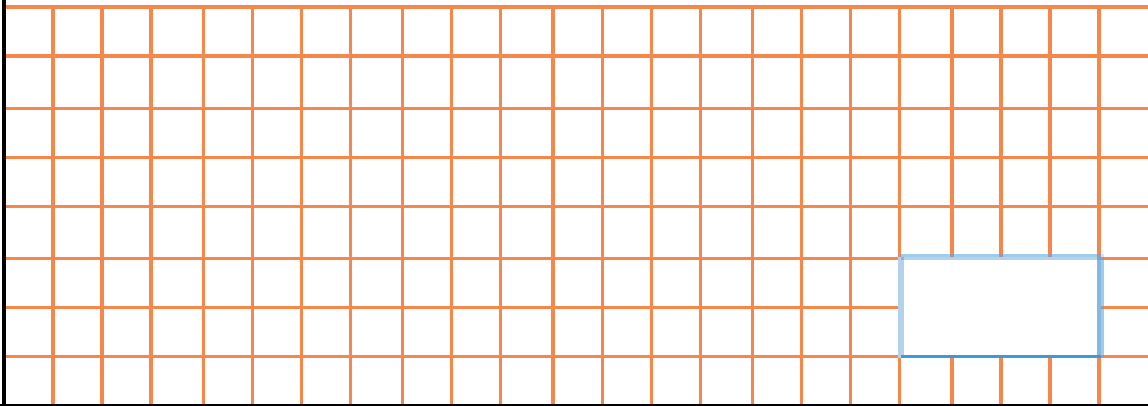
$$8^2 + 17 =$$



1 mark

24

$$1\frac{4}{9} \times 3 =$$

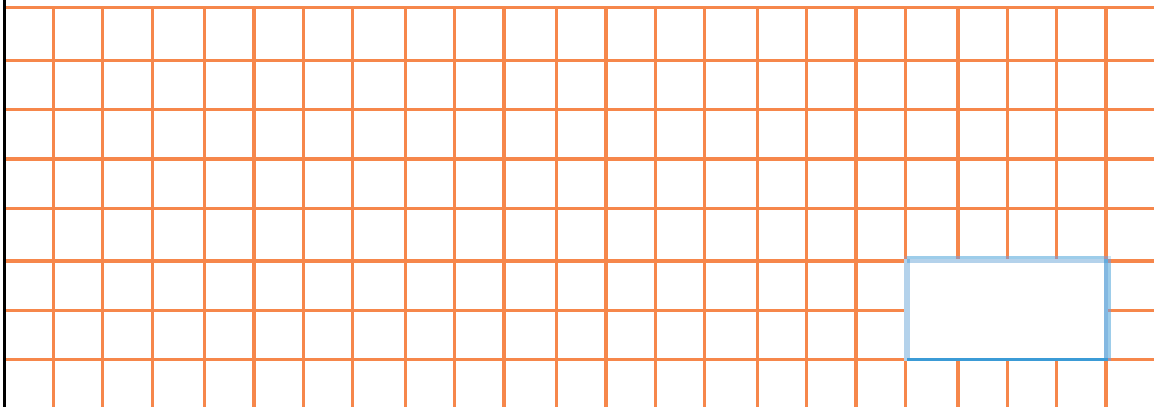


1 mark



25

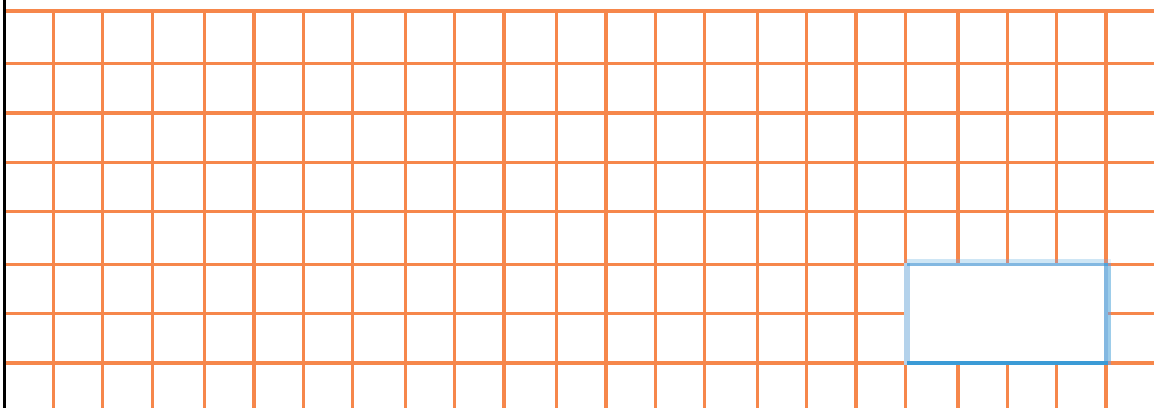
$$\frac{5}{6} \text{ of } 240 =$$



1 mark

26

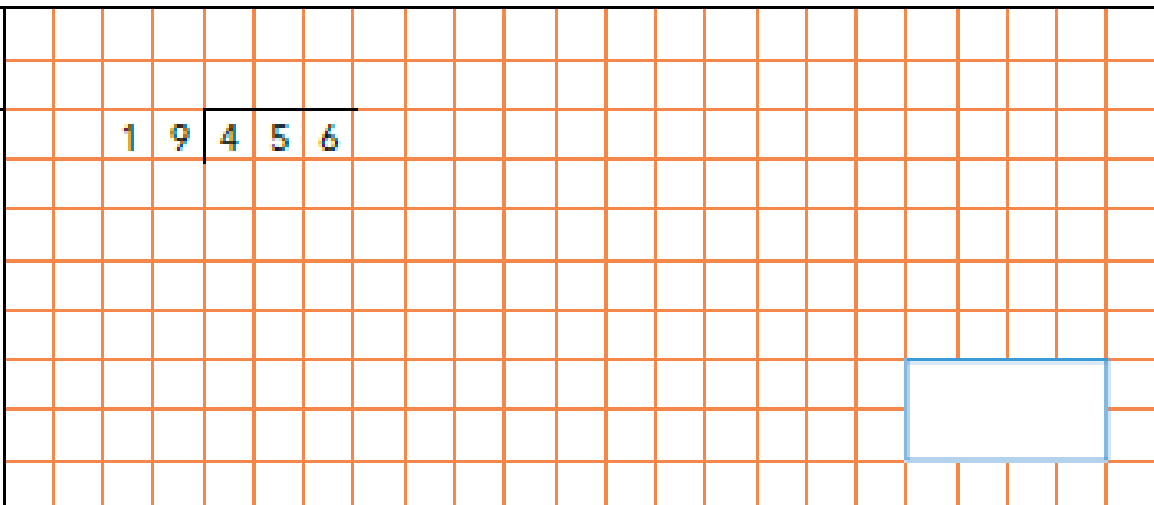
$$2.56 \times 7 =$$



1 mark

27

1 9 4 5 6

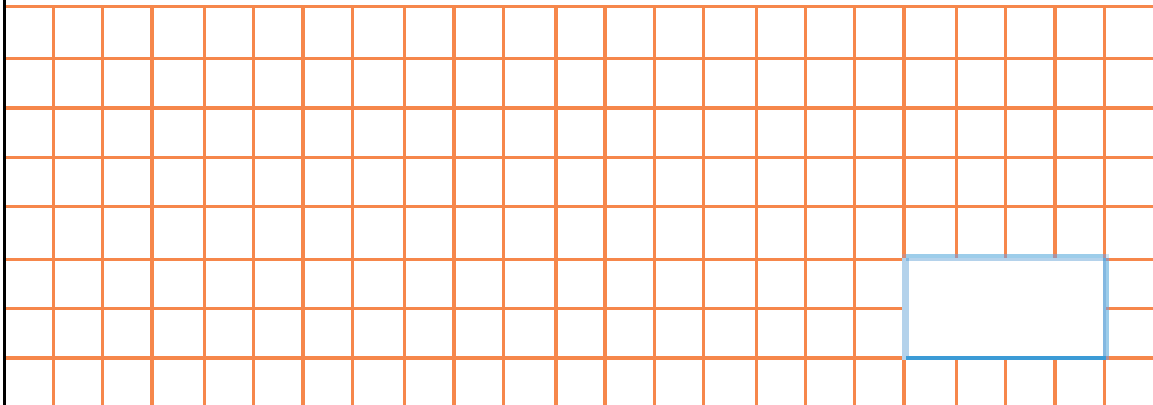
Show
your
method

2 marks



28

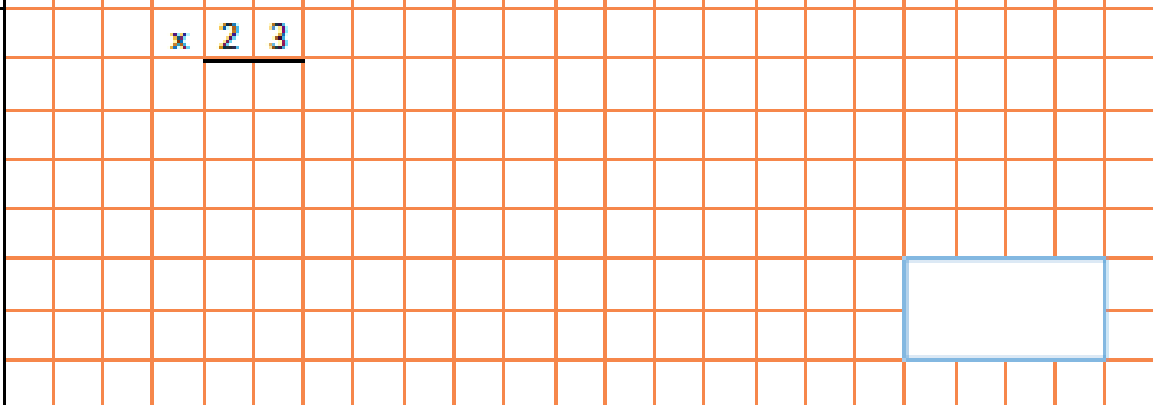
$30\% \text{ of } 3\,200 =$



1 mark

29

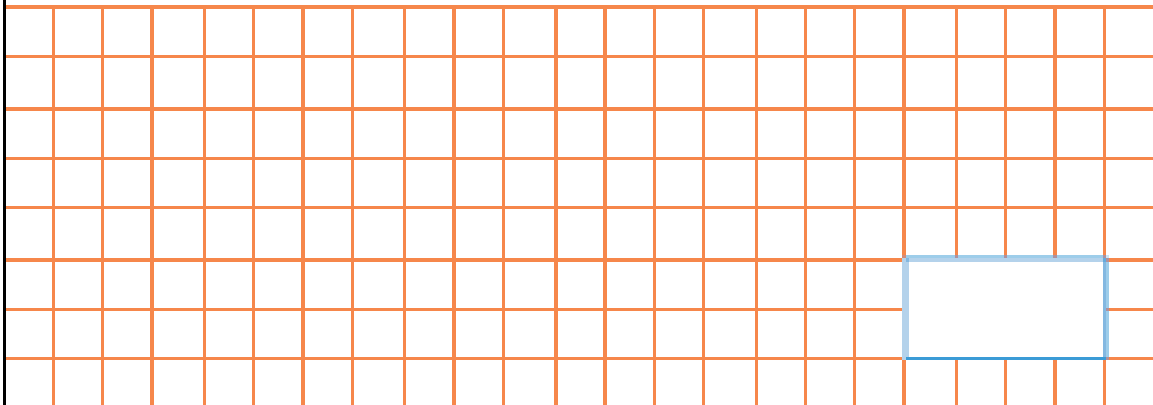
$$\begin{array}{r} 46 \\ \times 23 \\ \hline \end{array}$$

Show
your
method

2 marks

30

$\frac{3}{4} \div 3 =$



1 mark



31

$$7 + 3 \times 5 =$$

1 mark

32

$$27 \overline{) 1431}$$

Show
your
method

2 marks

33

$$\frac{4}{7} \times \frac{5}{8} =$$

1 mark



34

$$\begin{array}{r} 5208 \\ \times \quad 76 \\ \hline \end{array}$$

Show
your
method

1 mark

35

$$3\frac{1}{4} - 1\frac{2}{3} =$$

2 marks

36

$$\frac{6}{7} \div 4 =$$

2 marks



Spelling – Spring 1 – Week 2

Look	Write	Check	Write	Check	Write	Check	Write	Check
ought								
thought								
rough								
cough								
enough								
bought								
although								
dough								
through								
plough								

Now apply your understanding by writing an accurately punctuated sentence with as many of the words included as possible.



The Battle of Dunkirk

On 1st September 1939, the Second World War began after Germany invaded Poland. The British prime minister at the start of the war was Neville Chamberlain. However, Winston Churchill replaced Chamberlain on 10th May 1940.

The Germans Advance on France

Nazi Germany advanced their army towards France and lined up their troops along the western side of Germany, bordering France, Luxembourg, Belgium and the Netherlands. Allied troops, including the British Expeditionary Forces (BEF) commanded by Lord Gort, lined up along the eastern side of France. German troops then advanced into Belgium, meaning that the Allied troops were clear to advance into Belgium too.



The Germans Break Through

On 14th May, the German army broke through a weak spot in the allied line and were able to surround the British and French Troops on the coast near Dunkirk. Fortunately, on 24th May Hitler unexpectedly ordered his troops to retreat. This gave the allies time to organise their evacuation.

Operation Dynamo

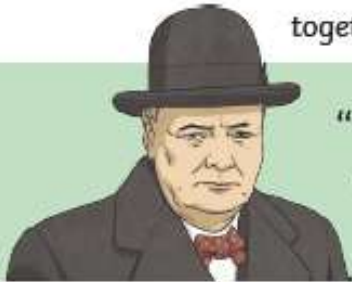
Churchill ordered an evacuation via sea of all the British and French troops stranded at Dunkirk. This was called Operation Dynamo. Many army vessels and over 700 little boats and ships came from England to collect soldiers and bring them home. Between 27th May and 4th June, over 300,000 soldiers were returned to Britain, only 22 miles from where they had been in Dunkirk.



The Battle of Dunkirk

The Dunkirk Spirit

People use the term 'Dunkirk spirit' today and the origin of the phrase is in the Dunkirk evacuation. Dunkirk spirit shows determination in the face of adversity or danger and often incorporates people working together. Winston Churchill made one of his most famous speeches after the Dunkirk evacuation, showing determination and sending the message that we will come together to protect our country and never give in.



“We shall fight them on the beaches...
we shall never surrender.”

Winston Churchill, 4th June 1940



English Lesson 1 – Reading Comprehension –Questions

1. In which year did the Second World War start?

2. Who replaced Neville Chamberlain as the British prime minister?

3. In the text, the author uses the word **advanced**.

Which word most closely matches the word **advanced**? Tick one.

go forward

higher

gathered

fighting

4. How many days did it take to evacuate over 300,000 soldiers?

5. Give two characteristics that describe the 'Dunkirk spirit'.

6. Whose speech included the words 'we shall fight them on the beaches...'?

7. How far is Dunkirk from England?

8. Number these events in the order they took place:

Germany invade Poland.	
Churchill orders the evacuation of stranded troops.	
The Second World War begins.	
German troops surround British and French troops in Dunkirk.	



9. Why do you think so many little boats and ships decided to help the evacuation?

10. There is debate as to whether the Battle of Dunkirk was a victory or a defeat. What do you think? Explain your reasons.



Wojtek Soldier Bear

Wojtek (pronounced Voytek) was a Syrian brown bear. He was sold as a cub to some Polish soldiers who were travelling from Siberia to the Middle East, after being released from labour camps in Russia in 1941. The soldiers were on their way to become part of a new Polish army under the command of the British. It is thought the cub's mother had been shot by hunters.

The name Wojtek comes from an old Polish name that means joyful warrior. Wojtek was so small when the soldiers bought him, he was like a small dog. They fed him condensed milk from a bottle. A bond was formed between the bear and the soldiers and they became his new family.

Wojtek was adopted by the 22nd Transport Company, Artillery Division of the Polish 2nd Corps and mostly spent time with the men from the 4th Platoon. Two young soldiers became his closest friends, Dymitr Szawlugo and Henryk Zacharewicz both appear in many of the photos and film footage taken of Wojtek.

As a cub, Wojtek could easily ride in the cab of any vehicle but as he grew he would sit in the back with the supplies. Often, he would ride on one of the recovery trucks, where he could lie down during the long journeys or play by climbing up the recovery truck crane.

As he grew, Wojtek could often be found in the kitchen area and would eat everything he was fed. He even liked beer, wine and cigarettes (which he would eat!)

Wojtek was a peaceful bear and posed no danger to humans. He was taught to salute when greeted. He liked play fighting and boxing; those brave enough to wrestle with him could end up scratched or with a torn uniform! Once Wojtek captured a thief who had broken into an ammunition compound where the bear was sleeping. The thief was so shocked to find himself face to face with a bear that the noise he made alerted the troops and he was arrested. Wojtek was rewarded with a bottle of beer. Wojtek helped keep up the troops' morale; like a pet, he was an important focus for the men far from home.

Animals were not normally allowed to accompany troops when they were fighting so when the company prepared to go to war in Italy in 1943, they officially enlisted Wojtek as a Polish soldier with his own rank and serial number. During the Battle of Monte Cassino in Italy, Wojtek found himself at the artillery firing line. Henryk was to take care of the bear but when he was



Wojtek Soldier Bear

ordered forward, Wojtek was left alone. Always curious and willing to copy what others were doing, the 1.82m tall bear began picking up the crates and moving them towards the cannons. The noise did not scare him and he showed courage in his willingness to help out. After the battle, the official badge of the 22nd Transport Company became an image of Wojtek holding a shell. This symbol appeared on vehicles, pennants and on the uniforms of the soldiers.

When the war ended in 1945, the Polish soldiers were sent to a camp on the Scottish Borders where the company were demobbed. In December 1947, Wojtek went to live in Edinburgh Zoo where Polish ex-servicemen would visit him.

Wojtek died in 1963 at the age of 21. His death was reported in the media and his story is remembered in memorials and statues around the world, examples of which can be found in England, Canada and Poland.

A bronze statue of Wojtek stands in the Edinburgh's Princes Street Gardens; created by the sculptor Alan Beattie Herriot, it was unveiled on 7th November 2015 and represents Wojtek and a Polish Army Soldier walking in peace and unity. They stand in front of a 4m long relief plaque that shows his journey from Egypt to Scotland alongside the Polish Army. The statue is also in memory of the Polish veterans of the Second World War, and the many men, women and children who became refugees because of the war and its aftermath. Many Poles settled in Scotland after the war and the younger generation have made Scotland their home in more recent years. Wojtek's story begins 70 years of post-war Polish Scottish relations.

In December 2011, a film, *Wojtek – The Bear That Went to War*, was broadcast by the BBC in Scotland.

Wojtek is part of the history of the Polish Armed Forces and of the Second World War.



English Lesson 2 – Reading Comprehension

1. Why was Wojtek owned by Polish soldiers?

2. Why were the soldiers travelling from Siberia to the Middle East?

3. Why did the soldiers have to feed Wojtek from a bottle?

4. Why was Wojtek important for the troops' morale?

5. Why was the thief shocked to find himself face to face with a bear?

6. How did the company avoid breaking the rules about taking animals with them into war?

7. How did Wojtek help out at the Battle of Monte Cassino?

8. How were Wojtek's actions marked after the battle?

9. Which countries have statues in memory of Wojtek?

10. What does Wojtek's statue in Edinburgh represent?



English – Lesson 3 – Explore different viewpoints

Read the scenarios below. Think about how you would feel. Look at the pictures and think about the thoughts which would be running through your mind. Respond to each question in detail using what you have learnt about evacuation so far in your responses. Remember to write in 1st person.

Scenario One

You have just boarded a train to be taken to the countryside where you will be safe but, you have been separated from your mother and siblings. How do you feel? And why?

Scenario Two

You are child who already lives in the countryside (safe zone) and you hear that you will have an evacuee child coming to stay with you. What are your thoughts on this?



Scenario Three

You are given the choice: stay in the city with your family but be at risk of harm or go and live in the countryside (safe zone) until the war is over but will be separated from your family. Which would you choose and why?



Picture One

You are one of the children in the picture; explain how you feel.



Picture Two

You have decided to stay in the city. Was this the right decision?



Deepen the moment: From the characters you explored today, who do you feel the most sympathy for and why?



English - Lesson 4 – To make notes on the various reasons for and against evacuation

Evacuation WW2

Advantages

- Most couples who had evacuees were kind and "warmhearted".
- During this time many children were taught basic life skills
- Most children loved the countryside and the change of scenery
- Children were also given an opportunity to learn.
- They were always fed well.

Disadvantages

- Couples choose children based on their appearance which resulted in families being split up.
- Some families made the children work hard
- The process of being evacuated was humiliating for the children
- When they returned they hadn't adapted to life in war.



Should children have been evacuated in World War 2?

During World War 2, warfare was no longer restricted to distant battlefields: the start of the Blitz (a period of intensive bombing of British towns and cities) resulted in thousands of children being placed in danger. In response to this, evacuation proceeded in the late months of 1939, lasting until late 1945. Children, from the ages of merely a few months to eleven years old, and many other vulnerable groups (including pregnant women and disabled people) were evacuated in compact but distinct waves as the government wanted to ensure their safety as soon as possible. However, not everyone saw the evacuation process as a welcome relief from the horrors of war and the decision to evacuate has been hotly debated ever since.

There is no doubt that the government's intention for evacuation was to protect children and other vulnerable people from air raids, bombings and The Blitz. The Germans used powerful weapons like V1 flying bombs and V2 rockets. As a result, two million houses were destroyed, therefore many have argued that evacuation saved the children who potentially lived in those houses. Statistics show that thirty two thousand people were killed and eighty seven thousand were horribly injured; this number would have been immeasurable if children -and others- had not been evacuated.

In addition to this, another substantial argument for evacuation is that parents had peace of mind knowing that their children were safe in the countryside, allowing them to concentrate all their time and energy into the war effort. Without evacuation, it is not difficult to imagine the consequences that tired, emotional parents trying to protect their children would have on the country's fight to win the war. A further argument for evacuation is that many children found it a very positive experience – for some even an adventure! Life in the countryside was a stark contrast to inner city life and many children thrived on the welcome new lifestyle.

On the other hand, some parents refused to let their children leave for various reasons: some were uncomfortable at the idea of their children living with strangers, others unwilling to be separated from their young for long periods of time. Another significant argument made against evacuation was that not all host families were willing recipients of evacuees. If host families were coerced into the process out of necessity and did not truly want evacuees, possible consequences for those children were physical and mental abuse. Furthermore, many host families scrutinised and criticised each evacuee before picking the child they were willing to host -leaving some evacuees feeling rejected and unloved. As a result of this, evacuees who were not picked were sent back



home again or found substandard care. A significant number of evacuees could not be placed in British care and were sent abroad. Consequently, one boat was torpedoed during the evacuation process: the children on-board were killed instantly. Many would consider this a huge and unnecessary sacrifice which had put children directly in the path of war, thus a further argument against the evacuation process.

In conclusion, there is clear evidence for both sides of the argument. For many, evacuation was an outstanding idea whilst for others it created disastrous issues and repercussions. However, the devastating amounts of death, injuries and destruction that evacuation prevented is an inescapable fact. Despite it proving distressing for a vast number of families, children's safety remained the priority. I passionately agree that evacuation was essential to the war effort because of the lives it saved.

Read through the advantages and disadvantages and the WAGOLL of evacuation.

Make your own notes about the positives of evacuation and the negatives based on what you have read. Complete the table on the following page with your notes.

For more information watch the following video [click here](#)

<https://www.youtube.com/watch?v=Wvgojxu2hp4>



Advantages of evacuation

Disadvantages of evacuation



English Lesson 5 – To create a detailed plan for a balanced argument about evacuation.

Today, your task is to carefully plan information about the evacuation and use both sides of the argument. Try and include some of the Year 6 spelling words and conjunctions to construct sentences, the sentence starters may help you also.

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

Useful sentence starters for a balanced argument

However...	Firstly...	Research suggests...	Consequently...
Although...	Finally...	Studies show...	Therefore...
On the other hand...	Furthermore...	It is well known that...	For this reason...
On the contrary...	Also...	Statistics show that...	As a result of this...
In contrast...	In addition to this...	It is common knowledge that...	



Useful Conjunctions

Opposition

- however
- nevertheless
- on the other hand
- **but**
- instead
- in contrast
- looking at it another way
- **although**
- the main reasons against
- some people do not believe
- for instance
- the evidence for this suggests
- disagree
- whereas
- as long as

Reinforcing/ in addition

- besides
- anyway
- after all
- many people believe
- this is an important issue because
- one reason is
- furthermore
- also
- moreover
- in addition
- a further point
- claim that...

Cause and effect

- therefore
- consequently
- as a result
- thanks to this
- because of this
- this causes
- **so**
- the reason that
- this results in
- **when**

The following websites may be useful if you need more information:

<https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-ww2-evacuation-index/zvs3scw>

<https://www.bbc.co.uk/bitesize/guides/z6ctyrd/revision/5>

<https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-index/zjc8cqt>

<http://www.primaryhomeworkhelp.co.uk/war/evacuation1.html#letter>



English Lesson 5 – Plan Template

Should children have been evacuated during World War Two?

Opening

Against

For

Conclusion



Alessandro Volta

Alessandro Volta was born in Como, Lombardy, Italy, on February 18, 1745 and died in 1827. He was known for his most famous invention the battery. He was a physicist, chemist and a pioneer of electrical science.

He came from a noble family. Until the age of four, Alessandro showed no signs of talking, and his family feared he was not very intelligent. Fortunately, they were wrong as he grew to be very intelligent.



Although as a child he was slow to start speaking, he left school being fluent in Latin, French, English, and German. His language talents helped him in later life when he travelled and discussed science with others around the world.

In 1775 he devised the electrophorus - a device that produced a static electric charge. He studied gas chemistry and discovered methane. He created experiments such as the ignition of gases by an electric spark.



In 1800 he developed the voltaic pile, which was the forerunner of the electric battery which produced a steady electric current.

He didn't intend to invent the battery, but to instead perform science experiments to prove another Italian scientist, Luigi Galvani, was incorrect in his scientific ideas. Alessandro set out to prove Galvani's idea that animal electricity was the same as static electricity was an incorrect theory.

In 1792 Volta performed experiments on dead and disembodied frogs legs. He found out that the key to getting them to move is by contacting two different types of metals; if you use the same type of metal the electricity did not pass through the frog.

In 1794 Volta carried out extensive experiments to measure electrical effects of different pairs of metals. Volta named these metals in the order of their conductivity 'electromotive force'.



Reading for Productivity - Session 1 Questions

1. Read the first paragraph. Find and copy one word which tells the reader that Volta was an innovator.
2. What did Volta's family fear about him when he was young?
3. Name two ways that Volta's ability to speak a number of languages helped him.
4. Volta did not intend to invent the battery. Explain how this happened.
5. Volta was driven to succeed in science.
Agree or disagree - justify your answer with evidence from the text.



Reading for Productivity - Session 2 - History

There were many events throughout the world that led to the beginning of World War 2. In many ways, World War 2 was a direct result of the turmoil left behind by World War 1. Below are some of the main causes of World War 2.

Treaty of Versailles

The [Treaty of Versailles](#) ended World War I between Germany and the Allied Powers. Because Germany had lost the war, the treaty was very harsh against Germany. [Germany](#) was forced to "accept the responsibility" of the war damages suffered by the Allies. The treaty required that Germany pay a huge sum of money called reparations.

The problem with the treaty is that it left the German economy in ruins. People were starving and the government was in chaos.

Japanese Expansion

In the period before World War II, Japan was growing rapidly. However, as an island nation they did not have the land or the natural resources to sustain their growth. Japan began to look to grow their empire in order to gain new resources. They invaded Manchuria in 1931 and China in 1937.

Fascism

With the economic turmoil left behind by World War 1, some countries were taken over by dictators who formed powerful fascist governments. These dictators wanted to expand their empires and were looking for new lands to conquer. The first fascist government was Italy which was ruled by the dictator Mussolini. Italy invaded and took over Ethiopia in 1935. [Adolf Hitler](#) would later emulate Mussolini in his takeover of Germany. Another Fascist government was Spain ruled by the dictator Franco.

Hitler and the Nazi Party

In Germany, Adolf Hitler and the Nazi Party rose to power. The Germans were desperate for someone to turn around their economy and restore their national pride. Hitler offered them hope. In 1934, Hitler was proclaimed the "Führer" (leader) and became dictator of Germany.

Hitler resented the restrictions put on Germany by the Treaty of Versailles. While talking about peace, Hitler began to rearm Germany. He allied Germany with Mussolini and Italy. Then Hitler looked to restore Germany to power by expanding his empire. He first took over Austria in 1938. When the League of Nations did nothing to stop him, Hitler became bolder and took over Czechoslovakia in 1939.



Appeasement

After World War 1, the nations of Europe were weary and did not want another war. When countries such as Italy and Germany became aggressive and began to take over their neighbors and build up their armies, countries such as Britain and France hoped to keep peace through "appeasement." This meant that they tried to make Germany and Hitler happy rather than try to stop him. They hoped that by meeting his demands he would be satisfied and there wouldn't be any war.

Unfortunately, the policy of appeasement backfired. It only made Hitler bolder. It also gave him time to build up his army.

Great Depression

The period before World War II was a time of great economic suffering throughout the world called the [Great Depression](#). Many people were out of work and struggling to survive. This created unstable governments and worldwide turmoil that helped lead to World War II.

Interesting Facts about the Causes of World War 2

- Because of the Great Depression, many countries were experiencing strong fascist and [communist](#) movements including France and Great Britain prior to the war.
- Prior to World War 2, the United States attempted to stay out of world issues with a policy of isolationism. They were not members of the League of Nations.
- As part of their appeasement policy, Britain and France agreed to let Hitler have part of Czechoslovakia in the Munich Agreement. Czechoslovakia had no say in the deal. The Czechoslovakians called the agreement the "Munich Betrayal."
- Japan had taken over Korea, Manchuria, and a significant part of China before World War 2 began.



Reading for Productivity - Session 2 Questions

Questions:

Retrieval

1. **Find and copy** the treaty that ended World War I.
2. Which country invaded China in 1937 in an effort to expand their empire?
3. What was the policy of appeasement?

Inference

4. Why do you think Hitler resented the restrictions put on Germany by the Treaty of Versailles?
5. Why were the Germans desperate for someone to turn around their economy?
6. Why do you think World War II happened?

Vocabulary

7. Hitler looked to restore Germany to power by **expanding** his empire.
Choose a suitable synonym to replace **expanding**
8. Define what a **treaty** is
9. Choose the most suitable definition for the term '**Great Depression**'
 - The period after World War II where the world suffered economically.
 - The period before World War II where the world thrived economically.
 - The period before World War II where the world suffered economically.
10. Define the term '**Fuhrer**'



The Good Samaritan

The parable of the Good Samaritan is a story which was told by Jesus and is recorded in the Bible. It can be found in the Gospel According to Luke in Chapter 10, verses 25-37.

What Is a Parable?

A parable is a story that has a moral or message. A parable teaches people and helps them to make decisions through the use of a story where the characters face a similar **dilemma**. Jesus used parables to teach people how God would like them to live.

What Happens in the Parable of the Good Samaritan?

The Gospel According to Luke tells us that, as Jesus spoke to his followers, an expert on the law stood up to test him. When Jesus told the man that he should love his neighbour as much as he loves himself, the lawyer asked, "Who exactly is my neighbour?" That is when Jesus decided to use a parable to explain the concept.



Jesus told that, long ago, a Jewish man was travelling from Jerusalem to Jericho along a dangerous road. As he walked, two thieves jumped out onto the road and attacked him. They beat, stripped and robbed the Jewish man before running away, leaving him injured at the side of the road.



A short while later, a priest saw the injured Jewish man at the side of the road. Instead of helping him, the priest crossed the road and passed by on the other side. A few moments later, a **Levite** also found the wounded man. Just like the priest, the Levite crossed the road and passed by.

Later, a **Samaritan** was walking along the road. He also saw the injured man. At the time, Samaritans and Jewish people did not get along. They had very different beliefs and each group did unkind things to the other, such as damaging their holy temples. Despite this, the Samaritan took pity on the injured man. He still wanted to help the Jewish man and did not want to leave him.

The Samaritan treated the Jewish man's wounds using oil, wine and bandages. He carried the injured man to his donkey and took him to a nearby inn. When they reached the inn, the Samaritan took two silver coins from his pocket. He gave them to the innkeeper and promised to pay back anything extra that the innkeeper spent to help the Jewish man.



Did You Know...?

Today, the term 'good Samaritan' is still used to describe any kind person who helps a stranger in need.

What Message Was Jesus Teaching?

The message that Jesus was trying to teach through the parable of the Good Samaritan was to love your neighbour and to treat them as you would like to be treated. Even though you may have differences and may sometimes not get along, you should be kind and treat others as though they are a member of your family. The expert on the law understood this message because of the parable that Jesus had told him.

Glossary

dilemma - A difficult situation or problem.

Levite - A member of the tribe of Levi, who helped priests in the temple.

Samaritan - In biblical times, a person who lived in Samaria.



Reading for Productivity - Session 3 Questions

- 1) What is a parable?
- 2) Use the glossary to explain what a dilemma is.
- 3) Who ignored the injured man in the story?
- 4) What is meant by the term 'good Samaritan' today?
- 5) Look at the third paragraph. Which word has the closest meaning to 'concept'?
 - a) problem
 - b) idea
 - c) discussion
- 6) Explain why it was quite unusual for a Samaritan to help a Jew.
- 7) When Jesus says that we should love our neighbours as much as we love ourselves, who do you think he means by the word 'neighbour'?
- 8) Explain the main message of the story.

Deepen the moment

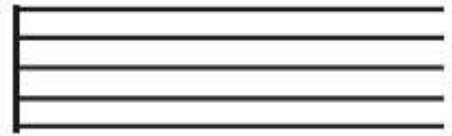
Think of a time when you have been a 'good Samaritan'. Explain what you did.



Reading for Productivity-Session 4



Claude Debussy Comprehension



Claude Debussy was born Achille-Claude on August 22nd 1862. He was born in Saint-Germain-en-Laye, near Paris. Debussy had four other siblings.

Debussy started taking piano lessons at the age of seven when his aunt first noticed how musically talented he was. When he was only ten years old, Debussy began studying at the very strict Paris Conservatory. He studied composition there for the next 11 years but did not achieve as highly as he had hoped as a pianist. He later won a special prize for composition, meaning he was given a scholarship to the Académie des Beaux-Arts. Debussy had to live there for four years and was quite unhappy; this stopped him from composing for a while.

Debussy had a keen interest in visual art, particularly favouring the new style called Impressionism. Impressionist paintings weren't lifelike pictures; instead they were paintings created using thousands of dots in order to create an 'impression' of what the painter was focusing on. Debussy tried to use this very idea in his own musical compositions as he was trying to create something different to what had been heard previously.

The Suite Bergamasque is one of Debussy's most famous piano suites. It is made up of four movements, or sections, of which 'Clair de Lune' is the third.

Another of his famous compositions is named 'Prélude à l'après-midi d'un faune' which he composed for orchestra. This describes the dreams of a mythical half-human and half-goat creature. Many musicians believe that this was the first piece of the modern era of classical music.

After a lifetime of composition, Debussy died in Paris on 25 March 1918.



Reading for Productivity-Session 4 Questions

1. What is the composer's full name?
2. What style of painting did he try to recreate through his composition?
What is unique about this style of visual art?
3. What does the phrase, '*After a lifetime of composition...*' mean?
4. Where does 'Clair de Lune' appear in Suite Bergamasque?
5. Using information in the 3 paragraph, how can you tell that Claude Debussy was different than other composers that had come before him?
6. How is Claude Debussy different from another famous composer that you have studied?



Reading for Productivity Session 5

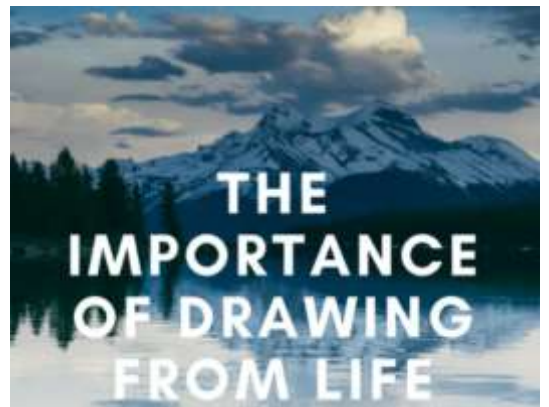
MARCH 29, 2018 BY CARRIE L. LEWIS

The Importance of Drawing From Life

Let's talk about something most artists don't appear to give much thought to these days: the importance of drawing from life.

I know this topic is put on a back burner for most artists because I gave it little or no thought for most of my artistic life. My focus for nearly 40 years was portrait work, and I had a full-time job, drawing time was dedicated to portrait work. It never seemed important that I draw from life or do any art that wasn't directly related to whatever portrait I was working on at the time.

But I was in error thinking that way. I short-changed myself by focusing so tightly on art for business, and may have actually hindered my progress as an artist. Then came the acceptance of a large portrait in which the subject is human in 2013. With a lot of flowers (hundreds of white roses.) And a lot of palm fronds. And a beautiful porcelain vase, a banner, bows, and.... (You get the idea.) I did a lot of study sketches for that portrait. Mostly facial features, which had to be spot-on accurate. Those studies are all from reference photographs provided for the project, and they were invaluable (a topic for another post.) But they didn't quite get the job done. I needed something more. Something that stretched my ability to see what I wanted to draw, and to draw it more accurately. So I turned to drawing from life.



The Importance of Drawing From Life

Since the portrait subject lived hundreds of miles away, I found other things for life drawing. Things not related directly to the portrait, but that would improve my ability to see, as well as my eye-hand coordination.

I learned valuable lessons through that experience. Here is one of the main ones...

Drawing from life develops observation skills.



Reading for Productivity Session 5 Questions

1. What does the word *hindered* mean?
2. What does the word *invaluable* mean?
3. What advantages does the author imply drawing from life has?
4. 'It never seemed important that I draw from life or do any art that wasn't directly related to whatever portrait I was working on at the time.' Why do you think the author had this perspective?
5. What does the author mean when they says they have 'short changed' themselves by not drawing from life and what is meant by this?

