



## Learning Project WEEK 9 – World War 2

**Age Range: Year 5**

Weekly RE Tasks (Aim to do one per day)	Weekly Reading Tasks (Aim to do 1 per day)
<div data-bbox="196 521 459 694"> </div> <p>In this passage of Scripture we hear about the special relationship that Jesus enjoys with God his Father and about the Holy Spirit who the Father will send in the name of Jesus. Christians believe in the Holy Trinity: One God revealed in three persons. Father, Son and Holy Spirit.</p> <p>Think about different models that have been used to explain the unity in the Godhead (e.g. concentric circles, the Shamrock, etc.)</p> <ul style="list-style-type: none"> <li>• Create of a model or diagram that could be used to describe the Holy Trinity.</li> <li>• Hear the story of the coming of the <a href="#">Holy Spirit at Pentecost</a>. Write the story from different person's points of view. <i>What did they think or feel? In what ways were their lives transformed forever?</i></li> <li>• Enjoy this time of <a href="#">Worship with Dan and Emily</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask your child to read a chapter from their home reading book or a book that they have borrowed from the library.</li> <li>• Use your child's home reading journal to complete one activity or a book review on the book they are currently reading or have already read.</li> <li>• Your child can access free resources on <a href="#">Bug Club/Oxford Owl</a> and read a book that matches their book band (free readers are brown and up). After this, direct your child to review the text and justify their opinion with examples from the text.</li> <li>• Challenge your child to read something around the house that isn't a book. Can they create clues to explain what they read?</li> </ul>
Weekly Maths Tasks (Aim to do 1 per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> <li>• <a href="#">Times Table Rockstars</a>. Play for at least 10 minutes per day to improve your multiplication and division knowledge.</li> <li>• Access <a href="#">BBC Bitesize</a>. Complete one lesson per day from the weekly planner –lessons are supported by <a href="#">White Rose Maths</a> videos – Summer Term Week 7.</li> <li>• Keep an eye out on '<a href="#">Class Dojo</a>' for a different kind of maths task.</li> <li>• Develop your understanding across the Year 5 curriculum, by visiting and completing each day's <a href="#">mini-maths</a> tasks for week 32 and week 38.</li> </ul>	<p>Lessons this week will follow BBC Bitesize Home learning.</p> <p>Monday: <a href="#">Writing direct and indirect speech</a>.</p> <p>Tuesday: <a href="#">Newspaper reports: Fact and Opinion</a></p> <p>Wednesday: <a href="#">Using relative clauses</a></p> <p>Thursday: <a href="#">Writing a Newspaper report</a></p> <p>Friday: Write a newspaper report about Ann Frank and her family hiding during WW2 and post on to <a href="#">Class Dojo</a>.</p>

## Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to gain a better understanding of the Evacuation.

Some of these tasks will be set via 'Class Dojo' during the week – please complete them online, as teachers will be able to provide feedback.

- **Music ('Class Dojo')** – Learn the 'Cheap Veg Soup' song (sing to the tune of the Hokey Cokey).

*You take a big brown spud (Hands apart to show a large spud)  
You put it in the pot (Hands mime dropping it into a pot)  
You add a lot of water (Mime turning on a tap)  
And you make it nice and hot! (Fingers flicker like flames)  
You serve it in a basin (One hand becomes a basin)  
With a ladle or a scoop (The other hand holds a spoon)  
That's how you eat veg soup (Mime eating)  
Oh, missus it's delicious! (Dip finger into imaginary soup and lick)  
Oh, missus it's nutritious! (Dip finger into imaginary soup and lick)  
Stop looking so suspicious! (Hands on hips!)  
Wait 'til you try my cheap veg soup! (Wag finger at audience)*

- **Art** – Place you World War 2 image (drawn last week) to one side – Watch this [video](#) on different ways to develop a range of tones (via shading). Experiment on a separate piece of paper (this is lesson 2 of 4).
- **Science / Design Technology ('Class Dojo')** – Last week you designed your own [Air raid shelters](#) thinking carefully about the materials that you would use. Create a model of your air raid shelter.
- **History ('Class Dojo')**: – Go through the power point attached and answer the 'true' or 'false' questions. Then write a letter home in role as a World War II evacuee (a prompt sheet has also been attached).
- **Geography ('Class Dojo')**: – What physical or human features made the countryside safe places to evacuate people to during World War II?
- **PHSE ('Class Dojo')**: – Think about the emotions you have during the week; happy, sad, excited, bored, sleepy etc... Can you link each emotion to an animal? For example I would have a monkey for excited and a sloth for sleepy! Draw your favourite and share on Class Dojo.

## Additional learning resources parents may wish to engage with

<https://www.twinkl.co.uk/resources/covid19-school-closures>

Password: **COVTWINKLHELPS**

**#HomeLearning**



# Evacuee Letter

I can write a letter in role as an evacuee from World War II.



Imagine you are an evacuee from a city, who has just been billeted with a family in the countryside

Write a letter home to your parents describing your experience so far. Use the prompts and sentence starters to help you organise your writing.

## Paragraph 1 – Introduction (explain why you are writing)

Dear...

I am writing to...

Well, I've arrived...

## Paragraph 2 – The journey

The journey here was very unpleasant/rather exciting/a bit emotional...

Unfortunately/ Fortunately, the journey here...

## Paragraph 3 – The billeting process (being placed with a family)

When we arrived...

The billeting officer...

## Paragraph 4 – Your new home and family

After I was taken to my new home,...

My new family are...

## Paragraph 5 – Emotions (how you are feeling/what you miss about home/what you are looking forward to/what you are worried about)

Sadly, I wish/miss...

Although it's not so bad here,...

## Paragraph 6- Conclusion (sum up your experience and sign your letter)

Overall the evacuation went quite well/really badly...

On reflection I think...

Lots of love,

Yours affectionately,



# Evacuation

twinkl

An illustration of a train with a curved roof and several windows, set against a blue sky. The train is positioned in the background, behind two large, light-yellow rectangular boxes that contain text.

# Aim

- I can write a letter in role as an evacuee from World War II.

# Success Criteria

- I can describe what evacuees needed to take with them on their journey.
- I can explain when, where and why children were evacuated.
- I can describe how it might have felt to be evacuated.



# The Suitcase



Look at the suitcase and its contents.

Discuss the following with your partner:

- How old do you think the suitcase is?
- Who do you think the suitcase belongs to?
- What do you think it is to be used for?
- What do you know about the contents of the case?
- What do the contents tell us about the owner of the case?
- Why would the owner of the case need those items?
- What else might the owner want to pack in the case?



# The Suitcase



# The Suitcase



The suitcase belongs to a child, who was evacuated during World War II.

It contains clothing items, a ration book, identity card and food for the journey. Many children took other personal items like a teddy bear, a toy or comics.

Some poorer children could not afford a suitcase so they carried their belongings in a haversack or tied them up in jute instead. Some very poor children did not take any personal belongings at all.

**MOTHERS** let them go-  
give them a chance of  
greater safety and health



MINISTRY OF HEALTH EVACUATION SCHEME



# The Suitcase



During World War II, many people were evacuated from the cities to the countryside where it was believed they would be safer from bombing. In total, over 3.5 million children were evacuated.

# Evacuation

## Read and Remember



Mostly children were evacuated but other evacuees included mothers with very young children, pregnant women, disabled people, teachers and helpers to look after the children.

Evacuation happened in distinct waves with the first wave of evacuations beginning on the 1st September, 1939, which was two days before Britain officially declared war on Germany. Other waves occurred at the start of the Battle of Britain in June 1940 and at the start of the Blitz in September 1940.



### True or False?

TRUE

Only children were evacuated.

FALSE

Evacuation only happened once during the war.

# Evacuation

## Read and Remember



On evacuation day, children travelled with their teacher or helper by train to their destination.

All children had to wear an identity label and take their gas mask, ration book, identity card and food for the journey. Many children also took a suitcase containing clothes and personal items.

When they reached their destination, billeting officers were responsible for arranging for children to stay with host families. For many children this involved being selected out a line by their host. This was an upsetting experience for some children who felt unwanted or rejected.



### True or False?

TRUE

All children had to carry a gas mask.

FALSE

Children travelled to the countryside with their parents.



# Evacuation

## Read and Remember



At the start of the war, to many people in Britain, it seemed that not much was happening. As a result, some parents decided to bring their children home again. Some children were evacuated overseas and lived with host families in places as far away as Australia and Canada.



### True or False?

**FALSE**

Children stayed in the country for the whole of the war.

**TRUE**

Some children were evacuated to other countries.

# Evacuee Letter



Your challenge is to write a letter in role as an evacuee from World War II.

An activity on 'Class Dojo' has been set so that you can receive feedback from your teacher.



# Hot Seating



Who will take the hot seat and answer questions about their experience of being an evacuee?



Can you think of any questions you would like to ask an evacuee?



# Aim



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# Success Criteria

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