Reading
30 minutes

The Battle of Britain

The threat

In early June 1940, Britain was in peril. The Germans, who had fallen under the spell of a cruel and thoroughly dangerous leader, had successfully overrun most of the countries in western Europe. Now, they were facing Britain across the narrow English Channel with a vast, aggressive army. Following their desperate evacuation from the beaches of Dunkirk in northern France, the British Army was in ruin and the population was in fear.

In such a weakened and demoralised state, Britain was ripe for the taking, or so the Germans thought, and they began planning an invasion. First, however, they had to clear the skies of the RAF, the Royal Air Force. The Battle of Britain was about to begin.

The air forces

The pilots of the German air force, the Luftwaffe, were brimming with confidence. Yes, they recognised that the RAF had two very good fighter planes, the Hurricane and the Spitfire, but they had already battled with these over France and felt sure they could deal with them. More importantly, they believed that they had numbers on their side. Their intelligence suggested that the RAF had only half as many battle-ready aircraft as they did. In that sense, it really did not appear to be a fair fight. The question is, was it really such a case of a weak underdog overcoming the odds to defeat a mighty giant?

Despite the one-sided appearance of the conflict, the RAF had some crucial advantages. As they were battling in the skies above their own country, any RAF pilot who had to bail out of a damaged aircraft would land on friendly soil and be able to fly again; German pilots were usually captured. Also, the German planes had to come further and their fighters often ran low on fuel.

The plan

The German plan was to use their mass formations of bombers to pulverise RAF airfields. Any British planes that came up to defend could then be picked off by the Luftwaffe's excellent fighters. It very nearly worked too, despite the valiant efforts of the RAF's young pilots.

Fortunately for Britain, the Germans also made a number of critical mistakes. One of them was to underestimate the value of radar. This new invention gave the British early warnings of Luftwaffe attacks which meant the RAF's leaders could be more precise about how many defenders to send up and when they should take off. The Luftwaffe did launch early bombing raids on the radar masts but lost interest in them disastrously quickly from the German perspective. Another big mistake was to stop attacking airfields and turn their attentions on London. Although terrible for the civilians who lived there, it gave the RAF a much-needed opportunity to recover, just as they were on their last legs.

Conclusion

No matter how heavily their cities were bombed, the British people did not give in. Meanwhile, the Luftwaffe's losses kept growing. Eventually, the Germans shelved their invasion plans. Britain was saved. The head of the British government, Winston Churchill, famously remarked, "Never in the field of human conflict was so much owed by so many to so few." That is how the brave RAF pilots from Britain and her allies became known as *The Few* by a nation, eternally grateful for their sacrifice. It was a major turning point in the war. Whether it was a victory completely against the odds or a fairly even contest in which the RAF simply managed their resources better and capitalised on German mistakes is a little less clear.

Vocabulary:

1. *In early June 1940, Britain was in peril.* What does *peril* mean?

_____

2. … *a weak underdog* … What does the word *underdog* mean in this sentence?

_____

3. … *on their last legs* … This means they were … Circle **one**.

nearly defeated **badly injured** **stuck on the ground** **on their way home**

Retrieval:

4. From where had the British Army evacuated?

_____

5. What are the names of the two British fighter planes mentioned in the text?

a._____ b._____

6. Look at the paragraph beginning: *'Fortunately for Britain…'*

Give **one** of the mistakes made by the Germans.

_____

Inference:

7. Why was Britain *in peril* in early June 1940?

_____

8. Why were German pilots confident they could beat the British fighter planes?

_____

_____

9. How did the Germans hope to force the RAF fighters into the sky?

_____

_____

Summarise:

	10. Here are some summaries of different events in the article. Number them from 1 to 4 to show the order in which they appear in the text. ☐ The Germans attacked RAF airfields. ☐ The Germans planned to invade. ☐ The Luftwaffe started bombing London. ☐ The British Army was evacuated from Dunkirk. **Meaning as a whole:** **11.** Draw lines to match each section to its main content. The threat — The Germans had more planes but the RAF were closer to home. The air — The Luftwaffe wanted to attack RAF airfields. The plan — The battle was a big turning point in the war because the Germans gave up their invasion plans. Conclusion — The Germans were planning to invade Britain. **Authorial intent:** **12.** *… lost interest in them disastrously quickly from the German perspective*. How does the phrase *from the German perspective* help you to understand the effect of this decision? _____ _____ _____ _____
GPS warm-up 10 minutes	***The challenge activities provide opportunities for children to practise some of the more difficult objectives and question types. Where questions require a written answer, children should be reminded to take particular care with spelling and punctuation (e.g. use of capital letters and full stops). Children can write answers in an exercise book.*** ***If you are unsure what the question is asking, use your homework book to find out what is means. For example if you need to know what a subordinate conjunction is, turn to that page of your book and it should explain.***

	1. Tick the sentence that must end in a **question mark**. Tick **one** I needed to ask for some help [1] Ask him to pass me another piece of paper [2] Did he ask you to do that for him [3] What she asked was very unhelpful [4] _____ 1 mark ***<u>CHALLENGE</u>: Write a question with the answer <u>10 o'clock</u>.*** **2.** Circle all five **nouns** in the sentence below. The young boy gazed out of the window at the pot of withered flowers that had tipped over in the wind. _____ 1 mark ***<u>CHALLENGE</u>: Replace the word <u>wind</u> with a noun phrase.*** **3.** Complete the sentence below by writing the verbs in the **simple past tense**. We _____ our boat to the lake and eventually ↑ **to take** we _____ enough fish for dinner. ↑ **to catch** _____ 1 mark ***<u>CHALLENGE</u>: Rewrite the following sentence in the simple present tense:*** ***He ate three fish and drank some water.***
Writing 30 minutes	***Continuing from 04.05.20*** ***Activity 14: Performing one of your pieces of work***

	Poems and creative writing really come alive when they are read out loud and performed. You could just do this for yourself, or for your family or record it and send it to other people you know to cheer them up or inspire them to do their own. I am sure that your teachers would be over-the-moon to hear your performances! *★ Top tips for performing your writing:* *a. Know your writing/poem really well so you can focus on the performance* *b. Think about the tone of voice you are going to use on certain words or lines. Can you slow down, speed up or emphasise certain parts?* *c. As you are reading your work aloud, you may hear certain parts that don't sound quite right or jar. This is a chance for you to edit and improve!* *d. Be confident and enjoy it! Try not to re-record yourself 1,000 times trying to make it perfect.* *e. Speak really clearly so that your audience can hear each precious word.* *★Now be brave and have a go at performing one of your poems.* 
Arithmetic 10 minutes	_____ x 7 = 42 5 x 0.3 =

	423 x 4 = $\frac{6}{7} - \frac{2}{7} =$ 8,253 + 464 =
Maths 30 minutes	***Compare and order fractions*** *Please read below before starting main activity.* $\frac{5}{7} > \frac{2}{7}$ $\frac{5}{7}$ is greater than $\frac{2}{7}$ *To help you, you could draw each fraction as a bar model to visualise which fraction is bigger. You **could not** draw one bar and one circle for instance. Has to be two of the same shapes. I would always use the bar model making sure they are exactly the same size in length and split equally according to the fraction.*

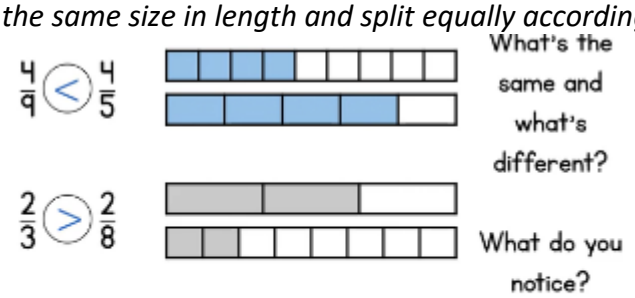
This way is much easier when the denominators are the same and the numerators are different.

Something helpful to remember:

When the denominators are the same, the greater the numerator, the greater the fraction.

When the denominators are the same, the smaller the numerator, the smaller the fraction.

But what do we do when the denominators are different but the numerators are the same? Again, you could use the bar model. You have to make sure they are exactly the same size in length and split equally according to the fraction.

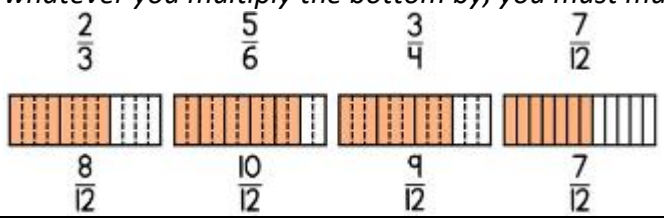


When the numerators are the same, the smaller the denominator, the greater the fraction.

What do we do if the denominators and numerators are different AND we cannot use the bar model?
You should change the fractions so that all the denominators are the same. But remember, whatever you do to the bottom you must do to the top. You are finding equivalent fractions.

$\frac{2}{3}$ $\frac{5}{6}$ $\frac{3}{4}$ $\frac{7}{12}$

To order these fractions from smallest to biggest, you need to find the common denominator. That's a number that all denominators can be divided by. In this case it is 12.
You then need to change all the fractions into equivalent twelfths. Remember whatever you multiply the bottom by, you must multiply the top by too.



You can now compare your fractions and see which one is the smallest through to largest. Remember you must write the original fraction not its equivalent.

If your problem has a mixed number fraction, make sure you turn it into an improper fraction (top heavy) before finding equivalent fractions so that the numerators are the same.

Using either > , < or = to fill in the gap.

$19\frac{3}{5}$ ◯ $\frac{191}{10}$

19 3/5 as an improper fraction is (19x5+3=98) 98/5. Then to be able to compare you will need to turn the fifth into a tenth by multiplying the numerator and denominator by 2. 196/10. You are then able to compare which fraction is bigger.

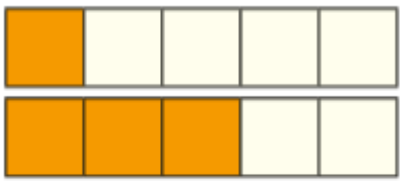
Main activity

1)

Write <, > or = to compare the fractions.

Use the bar models to help you.

a)

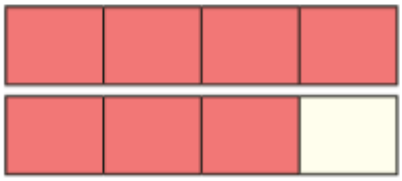


$\frac{1}{5}$ ◯ $\frac{3}{5}$

b)

$\frac{5}{7}$ ◯ $\frac{4}{7}$

c)

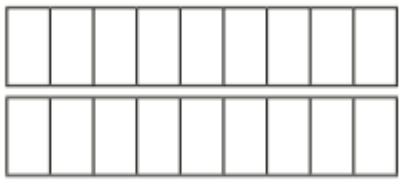


$\frac{4}{4}$ ◯ $\frac{3}{4}$

d)

$\frac{3}{8}$ ◯ $\frac{7}{8}$

e)



$\frac{4}{9}$ ◯ $\frac{6}{9}$

f) What do you notice about your answers?

g) Complete the sentence.

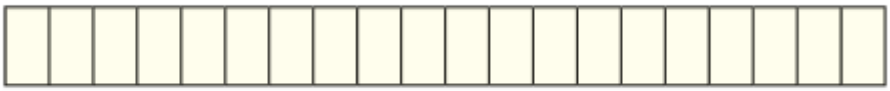
When the denominators are the same, the _____

the numerator, the _____ the fraction.

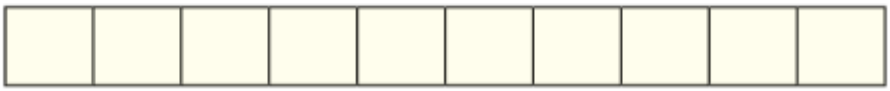
2)

a) Colour the bar models to show the fractions.

$\frac{14}{20}$

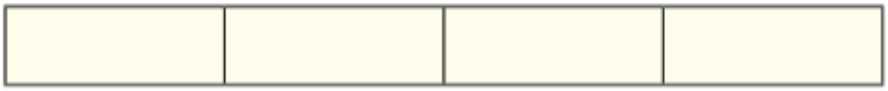


$\frac{9}{10}$



$\frac{4}{5}$

$\frac{3}{4}$



b) Use the bar models to sort these fractions in order from greatest to smallest.

$\frac{14}{20}$	$\frac{9}{10}$	$\frac{4}{5}$	$\frac{3}{4}$
☐	☐	☐	☐

greatest smallest

c) Order the fractions from smallest to greatest.

$\frac{7}{10}$	$\frac{1}{2}$	$\frac{2}{5}$	$\frac{3}{10}$
☐	☐	☐	☐

smallest greatest

3)

Amir is comparing the fractions $\frac{4}{15}$ and $\frac{3}{10}$

$\frac{4}{15} = \frac{8}{30}$ $\frac{3}{10} = \frac{9}{30}$

$\frac{9}{30}$ is greater than $\frac{8}{30}$

$\frac{3}{10}$ is greater than $\frac{4}{15}$

Explain Amir's method.

_____

_____

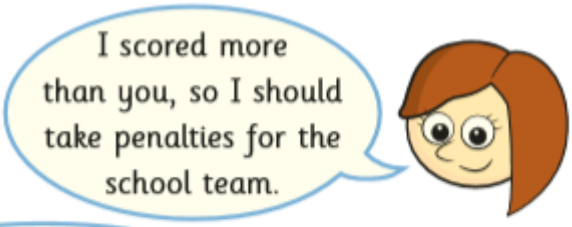
_____

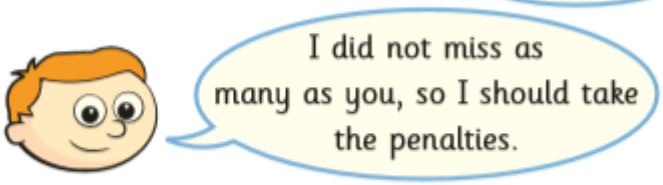
4)

Ron and Rosie are practising penalties.

Ron scored 7 out of 10.

Rosie scored 23 out of 30





Compare fractions to explain who should take penalties for the school team.

_____

_____

5)

Write <, > or = to compare the fractions.

a) $\frac{3}{4}$ ◯ $\frac{5}{6}$

b) $\frac{2}{3}$ ◯ $\frac{5}{9}$

c) $\frac{2}{3}$ ◯ $\frac{7}{8}$

d) $\frac{3}{5}$ ◯ $\frac{5}{7}$

e) $\frac{9}{10}$ ◯ $\frac{3}{4}$

f) $\frac{9}{10}$ ◯ $\frac{19}{20}$

6)

	Annie, Tommy and Kim are making flags for the school fair. Annie has completed $3\frac{3}{4}$ flags, Tommy has completed $3\frac{2}{3}$ flags and Kim has completed $\frac{18}{5}$ flags. Who has completed the most flags? _____
Enquiry/Project work 30 minutes	***Science*** ***Friction*** *Test frictional forces by making a ramp using a large board or plank of wood. Cover the ramp with different materials and predict which material a toy car would travel over the quickest and slowest. Measure the time taken for the toy car to travel over each material and record your results in a table. Was your prediction correct?* *If you do not have these things to carry out you investigation, improvise and use what you have- be inventive.* *Follow the link below to find out more about friction and resistance:* *https://www.bbc.co.uk/bitesize/topics/zsxxsbk* *What scientific conclusion will you make from your findings?* *The link below may help you* *https://www.bbc.co.uk/bitesize/topics/zxjj6sq/articles/z98xb82*