



Reading
30 minutes

Evacuation – for and against



In the late 1930s, there was a growing realisation that war was coming. Nazi Germany, led by Adolf Hitler, had been acting aggressively and there was fear across the UK that this country would get caught up in the conflict. Along with a threat of invasion came a new danger. Aircraft had been developing rapidly over the first four decades of the

twentieth century and there were now bombers capable of reaching cities deep inside enemy territory.

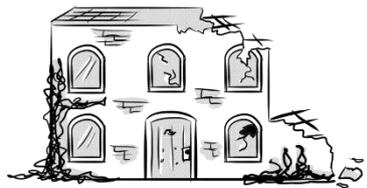
Anxious for the fate of its citizens, the British Government launched Operation Pied Piper on the 1st September 1939 – two days before war broke out. Hundreds of thousands of children were assembled with only a handful of possessions and loaded onto trains and buses and evacuated into the countryside.

Within the first few days of this extraordinary undertaking, over one and a half million children had been evacuated. The question is, was it the right thing to do?

The authorities certainly believed it was necessary. Any Government has a duty to safeguard its people and the first thing you can do for those at risk is to remove them from danger. No one would have claimed that removing children from their parents would be painless, but they had to consider the bigger picture.

Nor could anyone say that the Government was crying wolf. Most of the country's major cities were, indeed, attacked by waves of bombers, night after night. Some areas, such as Coventry and the East End of London, were absolutely devastated with thousands of people losing their lives. No matter what hardships the evacuees might have faced, at least they were spared the main horrors of war. Some even enjoyed it and gained probably their first experience of living in the countryside. On the other hand, you might wonder whether this ambitious plan was properly thought through. Physical injuries are often obvious but some scars cannot be seen and we are only just beginning to appreciate the damage that can be caused by separation. What's more, it wasn't just the children who suffered: the parents also hated seeing their little ones being taken away.

Furthermore, there wasn't time to assess whether they were being sent to suitable homes with caring, sympathetic people. It is clear that some of those who were told to accept the evacuees really did not want their lives disrupted by the arrival of strange children so we can imagine how awkward it might have been.

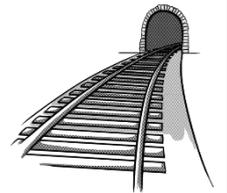


We can all be wise in hindsight. In the end, most of the children were safely reunited with their families as the threat of German invasion faded. Some, however, returned to find that their parents had perished and their communities had been destroyed. Was it worth the pain? More importantly, if we ever find ourselves in a similar

situation, should we attempt another programme of widespread evacuation?

Vocabulary:

1. Look at the first paragraph. **Find** and **copy** a word that means *quickly*.



2. Look at the second paragraph. *Within the first few days of this extraordinary undertaking...* What does *undertaking* mean in this sentence? **Tick one.**

task

journey

theft

question

3. ... *just beginning to appreciate* ... In this sentence, *appreciate* means ...

Retrieval

4. Who was leader of Nazi Germany?

5. When was Operation Pied Piper launched?

6. Which **two** places does the text say were devastated by waves of bombers?

Inference

7. Apart from bombing, what did the British worry that the Germans would do to their country?

8. *Nor could anyone say the Government was crying wolf.* Explain what this means.

9. ... *some scars cannot be seen* ... What do you think the author means by this?

Summarise

10. Below are some summaries of different paragraphs from the text. Number them from **1** to **5** to show the order in which they appear in the text.

Parts of the UK were heavily bombed.	
People were upset by the evacuation.	
The British were worried that a war was coming.	
Children returned to their homes.	
The Government started evacuating children.	

Predict

11. Based on what you have read, name **one** thing you think the Government would improve for any future evacuation.

Compare

12. Look at the fifth and sixth paragraphs. They both give arguments against evacuation but from a different perspective. Explain how.

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 books.

If you are unsure what the question is asking, use your homework book to find out what it 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. Write the correct label in each box.

Verb A	Adjective B	Noun C	Adverb D
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We skipped excitedly around the grassy field.

↑
□

↑
□

↑
□

↑
□

1 mark

CHALLENGE: Add a relative clause to the sentence.

2. Tick **one** box in each row to show whether the underlined word is an **adjective** or an **adverb**.

Sentence	Adverb	Adjective
a) The <u>bulky</u> bag was too heavy to carry.		
b) <u>Soon</u> , the dazzling light had vanished.		
c) The woman was <u>kind</u> and paid for our meal.		

1 mark

**CHALLENGE: Write a sentence using fast as
a) an adjective b) an adverb.**

3. Carly's class are learning about castles.

Write a **question** that she could ask.

Punctuate your sentence correctly.

1 mark

CHALLENGE: Write a command that includes the word castle.

Writing
30 minutes

Continuing from yesterday..

★ **Activity 6: Comprehension**

Read this extract from The Snow-Walker's Son by Catherine Fisher.

The door was the last one in the corridor.

As the flames flickered over it, they showed it was barred; a hefty iron chain hung across it, and the mud floor beneath was red with rust that had flaked off in the long years of locking and unlocking.

The keeper hung his lantern on a nail, took the key from a dirty string around his neck, and fitted it into the keyhole. Then he looked behind him.

'Get on with it!' the big man growled. 'Let me see what she keeps in there!'

The keeper grinned; he knew fear when he heard it. With both hands he turned the key, then tugged out the red chain in a shower of rust and pushed the door. It opened, just a fraction. Darkness and a damp smell oozed through the black slit.

He stepped well back, handed the stranger the lantern, and jerked his head. He had no tongue to speak with; she'd made sure he kept her secrets.

The stranger hesitated; a draught moved his hair and he gazed back up the stone passageway as if he longed suddenly for warmth and light. And from what I've heard, the keeper thought, you won't be seeing much of those ever again.

Then the man held up the lantern and pushed the door. The keeper watched his face intently in the red glow, and his great hand, as it clutched a luck-stone that swung at his neck. The man went in, slowly. The door closed.

© Catherine Fisher 2011 from *The Snow Walker's Son*, published by Red Fox, by permission of the author.

1. *The door was the last one in the corridor. What is the significance of the word last? Can you think of another context where the word last has a significant meaning? e.g. the last chance.*
2. *How do the opening lines (highlighted above) set the mood of the story? What are your immediate impressions?*
3. *Having spent a great deal of time reflecting on the significance of doors and their appearance, what does this description suggest to you?*
4. *Why has Fisher described the iron chain as being 'hefty'? What could the significance of this word be in the context of the story?*
5. *Darkness and a damp smell oozed through the black slit. How does this make you feel as a reader? What is the relevance of both darkness and a damp smell? Do either of these surprise you; if so, why?*

Maths
30 minutes

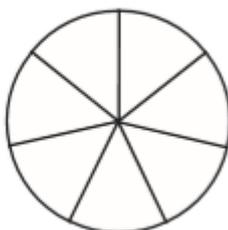
Before you start the main activity please work your way through the PowerPoint which you will find under today's home learning.

Main activity:

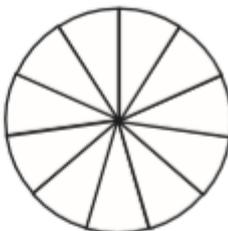
- 1) Shade the diagrams to help you answer these calculations.



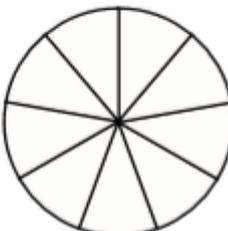
$$\frac{6}{7} \div 2 = \frac{\square}{\square}$$



$$\frac{6}{11} \div 3 = \frac{\square}{\square}$$



$$\frac{8}{9} \div 4 = \frac{\square}{\square}$$



- 2) Prove if each child has completed their calculation correctly. Show your reasoning.



$$\frac{20}{32} \div 5 = \frac{1}{8}$$



$$\frac{21}{36} \div 7 = \frac{1}{12}$$



$$\frac{12}{42} \div 3 = \frac{1}{21}$$

- 3) Meera has $\frac{24}{30}$ of a bag of chocolate chips to use to make eight muffins.

Write the calculation Meera can use to find out what fraction of the bag to use in each muffin.

What fraction of the bag of chocolate chips does each muffin contain? Simplify the answer if possible.

Challenge:

- 1) Work out the values of the symbols.



$\frac{\triangle}{48} \div 3 = \frac{3}{16}$	$\frac{54}{63} \div \heartsuit = \frac{1}{7}$
$\frac{24}{44} \div 3 = \frac{2}{\text{lightning}}$	$\frac{\text{smiley}}{66} \div \heartsuit = \frac{4}{33}$
$\frac{\triangle}{\star} \div 9 = \frac{1}{14}$	$\frac{\star}{\text{smiley}} \div \heartsuit = \frac{\text{moon}}{\text{smiley}}$

Enquiry/Project work
30 minutes

PE

Fitness tracker

Choose a daily activity such as 20 minutes of walking, running or a workout. Measure your heart rate in beats per minute (bpm) before and after each session.

What happens to your heart rate? How does this change over the next few days and weeks?

Can you remember how we listened to our heart rates in our science lesson? If not, follow the link to help you. You can use the stopwatch on a phone, tablet or watch the seconds hand on a clock.

<https://youtu.be/oAjnIDZH9H8>

To refresh your memory about the heart, watch the link below:

<https://www.bbc.co.uk/bitesize/topics/zwdr6yc/articles/ztq6qdm>

****Don't forget to record the weather today!****