

English – War time poetry

We hope you were able to celebrate VE Day last week and have enjoyed looking at some war time poetry over the past few weeks in your reading tasks.

Writing and Reading: Your task is to write your own piece of war time poetry. The structure of the poem is entirely up to you but it must be about The Christmas Truce. Use Will's experience to describe the incredible events of the Christmas Truce using your poetic creativity so that your reader is able to capture how it would have felt to be there, to have witnessed such a historic event. There is an additional sheet with activities you may complete to help build up your ideas.

Here are some extra tips you may wish to follow:

- Select a poetry structure you would like to use – for example: free verse, acrostic, shape, haiku or narrative.
- Read some wartime poetry to magpie some ideas, lines or vocabulary.
- Watch different videos on The Christmas Truce and read up on it and refresh yourself with Will's story.
- What features of poetry would you like to use? Come up with an idea for each, carefully selecting your vocabulary.
- Do you want to make your poem rhyme? Select some vocabulary you want to use and think of words that may rhyme.
- Could you use similes and metaphors? Have a look at how Carol Ann Duffy used these in her poem you read on Monday.

Perhaps you could write up your final or best creation in neat, decorate it and share it with your friends or family.

Spelling: Read the passage below, can you spot the 13 spelling mistakes? Have a go at correcting them.

It is my great priveledge to have been offered the position of chief of the local gardening comitee. It's a fantastic thing to acheive as it is such an important role in the communittee that I can't wait to develop. Nobody could ever critisise my gardening skills - I don't mean to exajerate, but I am a horticultural genius! There is always much curiocity as to how I am able to grow such a massive variety of award-winning vegetebles. Some of my competition entries have been phenomenal with onions, carrots and parsnips ten times the averege size - enough to give a sufisient supply to a small restawrent!

Poetry Toolbox

rhythm Create a fun pattern that makes it easy to remember.	line breaks Write in shorter lines to slow the reader down.
metaphor Tell the reader that something is something else.	simile Tell the reader that something is 'like' or 'as' something else.
imagery Give them help to form a picture in their mind.	personification Give human qualities to something that isn't human.
alliteration Start some words in a line using the same sound or letter.	repetition Repeat a word or phrase.
rhyme Use words with similar sounding final syllables.	onomatopoeia Use words that mimic the sound of the noun or verb they describe.

Maths - LI: To read and interpret pie charts

Read and interpret pie charts

A pie chart is a type of graph in which a circle is divided into sectors that each represent a proportion of the whole. Look at the questions below and use your understanding of fractions to help you to find the answers.

Interpret these simple pie charts.

Chart 1: If a class had 34 children in it, how many would be boys?

Chart 2: 60 children were asked how they got to school. How many children travelled by car?

Chart 3: 120 children were asked to choose a favourite pet. How many children chose a rabbit?

The first shape is split into 2 so each section is a half. To find the answer, half 34.

The second shape is split into 4 so each section is a quarter. To find the answer, divide 60 by 4.

The third shape is split into 3 section so each section is a third. To find the answer, divide 120 by 3.

Sometime you might have to use the data you have been given, to work out what is missing:

The pie chart shows the votes of 360 people. How many chose toast?

Dante has forgotten what fraction of the pie chart should be given to 'Blue'. Work out the fraction from the information below.

Red	100 people
Green	50 people
Pink	100 people
Blue	?
Total	400 people

Extension: Can you create your pie chart to represent something of your choice? You could go on a walk and note down different colours of cars or types of birds.

Challenge: Click on one of the links below to pratcie more questions about pie charts.

Theme – Science – Evolution and Inheritance

Evolution can be affected by a number of factors, however, it is clear that humans are now responsible for lots of these changes to both the appearance and behaviour of animals and plants. Scientists once believed that evolution would only take place over many, many years, often not in a single person's lifetime, but nowadays, it is more common for different species to change as a result of something we (humans) as a species have done. The clip below will help you see that it is not always bad that humans are shaping the way certain animals or plants live, however, it is often the case that we have a negative impact – global warming is an example of this.

[bbc.co.uk/teach/class-clips-video/science-ks2-ks3-human-impact-on-the-environment/zf9nvk7](https://www.bbc.co.uk/teach/class-clips-video/science-ks2-ks3-human-impact-on-the-environment/zf9nvk7)

Biologists are seeing signs that animals and plants are also adapting in a more basic way to survive in cities. For example, in Nebraska, researchers now think that Cliff Swallows have evolved to have shorter wings as this helps the birds dodge traffic better. That's why short-winged birds were more likely to end up alive in nests and not deceased on the street.

Task 1:

Your task is to select 5 of your favourite animals or plants and think of one way in which their species could evolve as a result of human interaction. For example, a penguin's beak could evolve so that they develop the ability to cut through the nets used by fishermen, therefore meaning that their food supply is no longer reduced.

Task 2:

Imagine that all of the animals in the ocean no longer exist due to humans over fishing and hunting, except for the Great White Shark. Your task is to completely reconsider how the shark will need to evolve in order survive. It is completely up to you how you allow the shark's path through evolution to develop, for example, they might become vegetarian or they may consider where other sources of food might be found. You can create a poster, diagram, write a report or present your idea in any way you wish, but make sure you provide enough detail as to how they have changed. They might even develop the ability to travel on dry land, but it is up to you how this happens.

Links to support this learning	Supporting Information for parents
<p>English:</p> <p>Reading and Writing: https://www.twinkl.co.uk/resource/t2-t-692-remembrance-day-creativity-lesson-4-writing-a-war-poem-powerpoint https://www.twinkl.co.uk/resource/ve-day-poetry-pack-ages-7-11-t-e-2550254 https://www.twinkl.co.uk/resource/t-l-2428-poetry-tools-poster https://www.twinkl.co.uk/resource/poetry-terms-powerpoint-t2-e-5149</p> <p>Christmas Truce links: https://www.literacysshed.com/the-christmas-truce.html https://www.bbc.co.uk/programmes/articles/9qWjq7PL4QmbS9vnG6tQG8/christmas-truce-1914 https://www.twinkl.co.uk/resource/t3-h-30-the-christmas-truce-1914-powerpoint</p> <p>Spelling: https://www.twinkl.co.uk/resource/tp2-e-270-planit-spelling-y5-y6-statutory-spelling-word-mat https://www.tes.com/teaching-resource/pointless-spellings-y5-and-y6-11116288</p> <p>Maths https://www.twinkl.co.uk/resource/t2-m-2153-year-6-interpret-and-construct-pie-charts-and-line-graphs-maths-mastery-activities-powerpoint https://www.twinkl.co.uk/resource/t2-m-1656-ks2-reasoning-test-practice-pie-charts-resource-pack</p> <p>Theme https://www.stem.org.uk/resources/community/collection/12648/year-6-evolution-and-inheritance https://www.twinkl.co.uk/resource/tp2-s-121-new-planit-science-year-6-evolution-and-inheritance-unit-pack https://www.hamilton-trust.org.uk/science/year-6-science/game-survival/</p>	<p>English:</p> <p>The children may need reminding that poems do not have to rhyme, however if they would like to create a rhyming poem, this is perfectly fine. Reading through a variety of poems together and encouraging your child to choose their favourite and write in this style may be beneficial.</p> <p>To keep it simple, children could choose one thing to change about an existing poem whilst keeping the same structure and syllabic patterns. This is something we have done in school when we wrote poems based on The Hobbit, so they should be familiar with doing this.</p> <p>Maths:</p> <p>The links provided will allow children to try further SAT-style questions about pie charts. To enable children to create their own pie charts, first create a tally chart and use this information.</p> <p>Programmes such as Excel have simple features to enable you to create your own pie chart by inputting data. The link below explains a step-by-step guide. https://trumpexcel.com/pie-chart/</p> <p>If you do not have Excel or a similar programme, have a look at this step-by-step guide to help your child to create a pie chart by hand: https://www.wikihow.com/Make-a-Pie-Chart</p> <p>If you do not have a compass and/or protractor, do not worry as your child should just have a go at drawing this to the best of their ability and put the tally chart alongside the pie chart for clarity.</p> <div data-bbox="1108 1201 2078 1353" style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>Don't forget your children can also be using this time to continue working on their Rhos projects! These are always something the children love to keep as a wonderful memory.</p> </div>