



Lancashire Professional Development Service

# English and Literacy

## Home Learning Read and Respond Units

### Year 5 - Week 9



Provided with our  
compliments by the English and Literacy LPDS Team



Week Nine					
Year 5	Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>Focus theme: World War Two (Part Two)</b></p> <p>Explore what life was like for people in Britain in World War Two.</p> <p>This week focuses on how propaganda was used in World War Two and the Blitz.</p> <p><b>When following links online, parents should monitor that children are remaining on that page only and are keeping safe online.</b></p>	<p>Find out what propaganda is and how it was used in World War Two by reading and watching these two sources:</p> <p><b>Read:</b> <i>DK findout: World War II – Propaganda:</i>  <a href="https://www.dkfindout.com/uk/history/world-war-ii/propaganda/">https://www.dkfindout.com/uk/history/world-war-ii/propaganda/</a></p> <p><b>Watch:</b> <i>BBC KS2 History: How propaganda was used during World War Two:</i>  <a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks2-how-propaganda-was-used-during-world-war-two/zr77wty">https://www.bbc.co.uk/teach/class-clips-video/history-ks2-how-propaganda-was-used-during-world-war-two/zr77wty</a></p>	<p>Find out about the Blitz by exploring these two sources, making notes as you read:</p> <p><b>Read:</b> <i>Imperial War Museums: The Blitz Around Britain:</i>  <a href="https://www.iwm.org.uk/history/the-blitz-around-britain">https://www.iwm.org.uk/history/the-blitz-around-britain</a></p> <p><b>Watch:</b> <i>BBC History KS2: The Blitz:</i>  <a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-blitz/zm22jhv">https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-blitz/zm22jhv</a></p> <p>Now look at these photographs taken during the Blitz and write down any words or phrases that you think of when you see them. Once you have written some, use <a href="http://www.wordhippo.com">www.wordhippo.com</a> to improve/add to your list by exploring synonyms</p>	<p>Read and enjoy the opening chapter, <i>Keep Calm and Carry On</i> from <i>Letters from the Lighthouse</i> by Emma Carroll here:</p> <p><a href="https://www.lovereading4kids.co.uk/book/14364/Letters-from-the-Lighthouse-by-Emma-Carroll.html">https://www.lovereading4kids.co.uk/book/14364/Letters-from-the-Lighthouse-by-Emma-Carroll.html</a> (You will need to become a member of LoveReading4Kids. Membership is free).</p> <p>Use <a href="http://www.wordhippo.com">www.wordhippo.com</a> to find out the meaning of any words you are unsure of. Make a note of the new words you have learnt.</p> <p>Write down what you think Olive's thoughts and feelings are during these key points in the chapter. Make sure you give reasons for each of your answers based on what you have read:</p>	<p>Learn about 'Rip the rescue dog' by reading the true story, <i>Rip: a Rescuer Among the Ruins</i> (pages 1-8) from the book <i>Jet the Rescue Dog ... and Other Extraordinary Stories of Animals in Wartime</i> by David Long here:</p> <p><a href="https://www.lovereading4kids.co.uk/book/11936/Jet-the-Rescue-Dog-And-Other-Extraordinary-Stories-of-Animals-in-Wartime-by-David-Long.html">https://www.lovereading4kids.co.uk/book/11936/Jet-the-Rescue-Dog-And-Other-Extraordinary-Stories-of-Animals-in-Wartime-by-David-Long.html</a> (You will need to become a member of LoveReading4Kids. Membership is free).</p> <p>Imagine you have been asked to write an information page about Rip and his amazing feats which could feature in '<i>Brilliant Brainz</i>' – a children's magazine. A sample of the magazine can be found here:</p>	<p>Use all you have read and watched over the past two weeks about World War Two to create either of these two writing outcomes:</p> <p><b>Mini-documentary:</b> Imagine you have been asked to create a mini-documentary about World War Two to feature on BBC. Select the topics that you have found most interesting and write an imaginative and informative script. You may wish to design posters, pictures or diagrams to be included in your documentary. If possible, video your mini-documentary and send to your teacher.</p> <p><b>Or</b></p> <p><b>Non chronological report:</b> Create a non-chronological report</p>

	<p>Now, explore some of the propaganda posters used in World War Two here <i>Imperial War Museums: Second World War Posters:</i> <a href="https://www.iwm.org.uk/learning/resources/second-world-war-posters">https://www.iwm.org.uk/learning/resources/second-world-war-posters</a></p> <p>Imagine you have been asked to create a television advert to accompany one of the posters you have looked at.</p> <p>Choose one of the posters and the message it was giving to the British people, such as the 'Drink Milk' or 'Grow Your Own'.</p> <p>Write a script for an advert which could be aired on the television, promoting the same message.</p>	<p>(words with similar meanings). <i>Imperial War Museums: 15 Powerful Photos Of The Blitz:</i> <a href="https://www.iwm.org.uk/history/15-powerful-photos-of-the-blitz">https://www.iwm.org.uk/history/15-powerful-photos-of-the-blitz</a></p> <p>Now watch the short YouTube clip, <i>Blitz: animated multimedia</i> here: <a href="https://www.youtube.com/watch?v=N6yisNi5ZY">https://www.youtube.com/watch?v=N6yisNi5ZY</a></p> <p>After watching the clip, choose <u>one</u> of the following two outcomes:</p> <ul style="list-style-type: none"> <li>• Write a poem to describe a night during the Blitz. You can choose what type of poem you write: free-verse, acrostic etc.</li> <li>• Imagine you are sitting in one of the</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Eating supper at home (pages 1-2)</b></li> <li>2. <b>Arriving at the cinema and watching the newsreel (pages 4-5)</b></li> <li>3. <b>Air-raid announcement – waiting for Sukie (pages 6-7)</b></li> <li>4. <b>Taken towards an air-raid shelter (pages 8-9)</b></li> <li>5. <b>Seeing Sukie and following her (pages 9-11)</b></li> <li>6. <b>Sukie talking to a stranger (page 12)</b></li> </ol> <p>An example answer for key point 1, 'Eating supper at home', may be:</p> <p><i>I think Olive doesn't like the food she is having for tea because she says it is that bad that 'it's a wonder we're still alive'. However, she feels she has to eat it because she</i></p>	<p><a href="https://e.issuu.com/emb-ed.html#34725660/64755706">https://e.issuu.com/emb-ed.html#34725660/64755706</a></p> <p>Design a page about Rip which would fit perfectly into this magazine. You may wish to include features such as:</p> <ul style="list-style-type: none"> <li>- an exciting title</li> <li>- fun-fact / 'Did you know?' boxes</li> <li>- subtitles for your different sections</li> <li>- explanation boxes for words children may be unsure of</li> <li>- be creative with your layout – use different fact boxes and images to make your page exciting for the reader</li> <li>- you may also want to include additional features, such as a quiz or word search.</li> </ul> <p>Don't forget to use as many facts from the story as possible by returning back to the text to find information.</p>	<p>about World War Two. Select the topics and information you have found most interesting and write a section for each.</p> <p>Don't forget to include these features in your non-chronological report:</p> <ul style="list-style-type: none"> <li>- an interesting title</li> <li>- an opening paragraph to explain to the reader what your report is about</li> <li>- information boxes in any order /orientation you wish</li> <li>- subtitles for each information section</li> <li>- 'Did you know?' 'Interesting Fact' sections.</li> </ul> <p>Remember to keep proof-reading your work to check for spelling and punctuation.</p>
--	--	---	---	--	--

	<p>If possible, record your advert too and send it to your teacher to watch.</p>	<p>houses shown in the YouTube clip. Write a diary entry / blog of that night. Think about your thoughts and emotions throughout as you write.</p> <p>Whichever outcome you select, use some of the words and phrases you collected when looking at the Blitz photographs.</p> <p>Remember to keep proof-reading your work to check for spelling and punctuation.</p>	<p>says '<i>no-one chuck's food away with a war on</i>'.</p>	<p>Remember to keep proof-reading your work to check for spelling and punctuation.</p>	
--	--	---	--	--	--

### Additional activities:

If you enjoyed reading the opening to *Letters from the Lighthouse* by Emma Carroll, read these openings to novels that are set in World War Two and decide which is your favourite – you could even write a review and rate each opening! (You will need to become a member of LoveReading4Kids. Membership is free).

- *The Umbrella Mouse* by Anne Fargher - an adventure story set in World War Two: <https://www.lovereading4kids.co.uk/book/16206/The-Umbrella-Mouse-by-Anna-Fargher.html>
- *The Wickford Doom* by Chris Priestly – a spooky ‘dyslexic friendly’ wartime novel: <https://www.lovereading4kids.co.uk/book/10832/The-Wickford-Doom-by-Chris-Priestley.html>
- *Wave Me Goodbye* by Jacqueline Wilson – an evacuee story: <https://www.lovereading4kids.co.uk/book/14943/Wave-Me-Goodbye-by-Jacqueline-Wilson.html>
- *Whistling in the Dark* by Shirley Hughes – a World War Two story set in Liverpool: <https://www.lovereading4kids.co.uk/book/12834/Whistling-in-the-Dark-by-Shirley-Hughes.html>