

# Parents in Partnership

**Year 5**  
**Topic Newsletter 28.02.20**

## TOPIC HOMEWORK.

Once again, the topic homework created over the half term is fantastic. The children presented their work to each other on Friday. Thank you for your support. Well done to all the children!

Our topic this term is ...



## The Second World War

In English, the children have begun to look at the story *Rose Blanche* by Roberto Innocenti and Ian McEwan. They have used the cover to predict what the story is about and used different sentence lengths for impact in their writing. They have also begun to look at the features of newspaper reports.

In Maths, as we are half-way through Year 5, the children have been doing a mini assessment each day on an area studied so far (using and applying the four operations, fractions, statistics and area and perimeter). Reasoning activities have focused on shape and measures.

## HOMEWORK

**Maths** - later in the half term we will focus on shape. Create a picture made up of polygons, using the criteria given. Polygons could be drawn in different colours with a key to accompany the work.

**English** - In Guided Reading, the children have been using the question template 'V.I.P.E.R.S' when responding to a text. This covers six categories of question that are often used in reading comprehension tasks and assessments. There is a V.I.P.E.R.S task and an extra task where one question will require a detailed answer.

## BOOK WEEK.

Next week is World Book Week. Included with the homework is a copy of the letter detailing what is going on throughout the school. If children could donate a book for the School Council Book Drive, it would be greatly appreciated. Also, 20 books will be hidden around the school in plastic bags with a note - if a child finds one, they can share it with the class and then re-hide it!

## RE

Judaism has been the focus this week. The children have explored the Jewish understanding of repentance.

## NOTHE FORT

As detailed in the Parent Mail letter, Year 5 are going to Nothe Fort on Wednesday 4<sup>th</sup> March to take part in the 'Evacuee Experience.' It will be a great day and provide an excellent starting point for the children's work this half term.

Thank you for your support! We appreciate all the efforts you make to support the children with their learning.  
Mr Dennis, Mrs Baskerville, Mrs Me-in and Miss Taylor

# War Child

How did the War affect children's everyday lives?

During the war life changed for everybody, including children. For most children, the war years were a time of anxiety. For many, it was a period of family separation. For some, it was a time of profound personal loss. Many children had to grow up quickly during wartime. Many had to look after themselves and younger siblings while their mothers worked.

## An Evacuation

Nearly two million children were evacuated from their homes at the start of World War Two. They were evacuated to the countryside to escape the bombing.

Children had labels attached to them, as though they were parcels. They stood at railway station not knowing where they were going nor if they would be split from brothers and sisters who had gathered with them. They felt scared about being away from their families and had to adjust to new schools and make new friends.



## Rationing

Children experienced a restricted diet because of rationing.

## Air Raids

Children lived in fear from the constant threat of air raids. They spent some nights living in air raid shelters just in case German planes dropped bombs on their houses. Their fears came true during the Blitz. One in ten of the deaths during the Blitz of London from 1940 to 1941 were children.

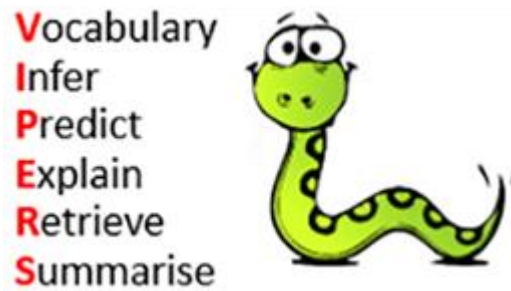
## Gas Masks

The government thought that children under five would be scared of the gas masks so they produced a specially designed Micky Mouse gas mask. It was brightly coloured in red and blue.

## School Life

Children had to take regular gas drills at school. They found these drills hard to take seriously, especially when they discovered blowing through the rubber made 'rude' noises.

## War Child



V - Find and highlight the word 'anxiety.' What does this mean?

I - Why did children have to grow up quickly?

P - What do you think would have happened if children didn't take gas drills seriously?

E - What did the government do to help children under five years old? Why would they have done this?

R - How many children were evacuated at the start of the Second World War?

S - In your own words, describe how the war affected children.

# Evacuation

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 people were evacuated during the war.

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

Evacuation happened in distinct waves, with the first wave of evacuations beginning on the 1<sup>st</sup> September 1939, two days before Britain officially declared war on Germany.

Other waves were at the start of the Battle of Britain in June 1940 and at the start of the Blitz in September 1940.

On evacuation day, children travelled with their teacher or helper by train to their destination. They 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 other 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 from a line by their host. This was an upsetting experience for some children, who felt unwanted or rejected.

Many children were evacuated to countryside towns and villages in Britain but some were evacuated overseas and lived with host families in places as far away as Australia and Canada.

## EVACUATION.

Describe the ways that the text gives the impression that evacuation was a large-scale operation. Use evidence from the text to support your answer.

## EVERYONE

forty

scorch

absorb

decorate

afford

enormous

## YEAR 5 / 6

language

prejudice

signature

yacht

bargain

## YEAR 3 / 4

You know what to do.



## WORLD BOOK WEEK – 2<sup>nd</sup>-6<sup>th</sup> March 2020

We have some really exciting things happening this week...

### **Bedtime Stories**

On Monday 2<sup>nd</sup> March at 4.30-5.15pm we will be hosting the Bedtime Stories event for Years 1-6, where children can return to school in pyjamas and slippers to enjoy listening to stories read by staff. Teddy bears are a must!! Reception children will be enjoying their bedtime stories session during the afternoon (details will be provided via the PIP letter) Refreshments will be provided for parents and carers in the hall whilst children are enjoying the 'Bedtime Stories'.

### **Thursday 5<sup>th</sup> March – World Book Day**

Dress up as a WORD! On World Book Day, children are invited to come to school dressed as a word. The idea of this is to help develop vocabulary and to use this new knowledge within our writing. We ask children where a sign or a label displaying the word that they have come dressed as. One example of this: wearing a princess dress and your word could be majestic or wear all black and be the word midnight! There will be a competition for the most creative costumes and most adventurous words, winners will be announced during Celebration Assembly.

The School Council have been working hard to improve our outside provision for lunchtimes and are developing a quiet area. To support them with this, they have asked...

*"We, as the school council, would like you to bring in a donation of a book in exchange for dressing up for World Book Day. We would like to put the books into the new quiet areas, to promote a calm and tranquil space."*

### **Story Jar competition!**

We will also be hosting a competition where parents and children work together to create a story jar, by filling a jar with items relating to a favourite book. Please make sure your child's name and class are on the bottom of the jar with the name of the book. All entries are to be given to your class teacher by Wednesday 4<sup>th</sup> March and a winner will be announced during Celebration Assembly!



Mrs Wilkins, has kindly arranged for a published author to visit and discuss the process of writing a story and the publishing process! Other exciting activities include, sharing books with friends in different year groups and listening to stories from different adults within the school. We are very exciting about the upcoming events and look forward to seeing all the amazing costumes.

Mrs Bladon and Ms Rogers (English Subject Leads)



## POLYGON PICTURE.

Draw a picture made up of polygons. It must include:

Regular polygons.

Irregular polygons.

Polygons with parallel sides.

Polygons with perpendicular sides.

Quadrilaterals (square, rectangle, rhombus, trapezium, parallelogram)

Equilateral triangle.

Isosceles triangle

Scalene Triangle.

Hexagons

Pentagons.

Heptagons.

Octagons.

Below are two simple examples. You could draw your polygons in different colours and create a key. Remember to use a ruler!

