Year 6 English Home Learning Pack
Week commencing Monday 11th May 2020

We hope that you are all keeping well and enjoying the home learning. We love seeing all your work – don’t forget to send it to projects@beddingtonparkprimary.com

1. Reading Comprehension: The First World War (text, questions and answers)
2. Punctuation activity: Direct speech (activity and answers)
3. Spelling activity: Words spelt with **sc**
4. Writing activities:
   a. Writing plan
   b. Choice writing
The First World War, also known by other names such as The Great War or World War One, was a truly terrible event in our world’s history. The conflict lasted four years, three months and fourteen days from 28th July 1914 until 11th November 1918. It is estimated that a total of over seventeen million civilians and military personnel died as a result of the war.

**Trench Warfare**
The First World War was different from previous wars. There were new tactical advances in technology and industry which changed the future of war. For example, this was the first large-scale use of aeroplanes and tanks in warfare.

We remember the war for its **trench warfare**, where the Western Front stretched for hundreds of miles in a continuous line of trenches from the English Channel to the Swiss border. Soldiers spent much time in these trenches and, when ordered to, would climb out and charge towards the other side and the enemy troops. This was known as going ‘over the top’.

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**The Christmas Truce**
Whilst the First World War was a war of destruction and disaster, there were stories of hope and humanity. One such story was that of the Christmas truce, a famous and mythologised tale of a ceasefire between enemies.

Propaganda from home promised that the war would be over by Christmas 1914. However, by December, the stalemate continued. Both sides had lost many casualties and were weary of war. It was late on Christmas Eve when the faint sound of carol singing could be heard from the German side of the trenches. The British troops could also see small fir trees and brightly-lit lanterns decorating the German trenches.

The following day, soldiers met in No Man’s Land to shake hands, exchange Christmas gifts and take photographs. They even played impromptu games of football. Alas, due to the generals’ disapproval, the **truce** was called to an end.
Women took on work in many areas previously reserved for men, although controversially they received less pay for doing the same job! They worked in:

- Farming
- Engineering
- Police
- Railways
- Espionage

The Changing Roles of Women on the Home Front

The First World War had a significant impact on the changing roles of women at home in Britain. Prior to the war, some women had low-paid jobs in domestic service as servants for example, but it was more common for married women to stay at home, taking care of the family and the housework. However, once the men had gone to war, huge numbers of women were recruited into all sorts of areas of work.

When the need for munitions, such as bombs, missiles, bullets and shells, intensified as the war went on, large numbers of women were brought in to work in munitions factories. The work was dangerous because women worked with toxic chemicals on a daily basis. One chemical, TNT, was used in bombs and working with this would turn the skin a yellow colour. This is how these women earned the nickname ‘The Canary Girls’. By 1918, over a million women were employed in some aspect of munition work.

Land Girls was the name given to the women who worked on farms. They were part of the Women’s Land Army (WLA). These roles were essential to make sure there was adequate food. By the end of 1917, there were 23 000 women working in the WLA. In addition, there were over 250 000 female farm labourers.

It is important to remember that in addition to paid employment, women were also running the household. This involved sewing new clothes, gardening for home-grown food and looking after their children.
Poppies and Remembrance

Each November, we **commemorate** the lives of the casualties of war by holding a two-minute silence on Armistice Day, also known as Remembrance Day or Poppy Day. The war ended on 11th November 1918. In 2018, 11th November marks the centenary of the end of the First World War.

**Did You Know...?**

- The poppy is a symbol of remembrance and was inspired by a war poem by John McCrae called ‘In Flanders’ Fields’.
- After the war ended, wild poppies grew all across the battlefields.

**Glossary**

**civilian** – A person not in the armed forces.

**commemorate** – To recall and show respect for.

**espionage** – The practice of using spies to obtain information.

**trench warfare** – A type of combat where enemies fight from long, narrow ditches.

**truce** – An agreement to stop fighting for a period of time.

**Questions**

1. Which word is most similar in meaning to conflict? Tick **one**.
   - terrible
   - technology
   - war
   - history

2. Which new equipment was used for the first time in the First World War? Tick **two**.
   - tanks
   - stalemate
   - trenches
   - aeroplanes
3. What does the phrase 'over the top' mean?

4. Fill in the missing words.
The British troops could also see small _______________ and _______________ decorating the German trenches.

5. **Alas, due to the generals' disapproval, the truce was called to an end.** What does the word *disapproval* mean in this sentence?

6. Describe how women's work roles during the First World War were different from prior to the war.

7. Explain why some munitions workers were known by the nickname, 'The Canary Girls'.

8. Explain the significance of 11th November 2018.
Answers

1. Which word is most similar in meaning to conflict? Tick one.
   - terrible
   - technology
   - war
   - history

2. Which new equipment was used for the first time in the First World War? Tick two.
   - tanks
   - stalemate
   - trenches
   - aeroplanes

3. What does the phrase 'over the top' mean?
   It describes how, when ordered to, soldiers would climb up and out of the trenches and charge towards the other side.

4. Fill in the missing words.
   The British troops could also see small fir trees and lanterns decorating the German trenches.

5. Alas, due to the generals' disapproval, the truce was called to an end. What does the word disapproval mean in this sentence?
   It means the generals did not like, or agree with, the truce.

6. Describe how women's work roles during the First World War were different from prior to the war.
   Pupils' own responses describing how before the war, women had low-paid jobs in domestic service and during the war they worked in many different areas which had been previously reserved for men such as farming and engineering.

7. Explain why some munitions workers were known by the nickname 'The Canary Girls'.
   Pupils' own responses explaining how munitions workers worked with a toxic chemical, TNT, which would turn the skin a yellow colour.

8. Explain the significance of 11th November 2018.
   Pupils' own responses that show an understanding of the date being one hundred years after the end of the First World War and that we hold a two-minute silence to remember the lives of the casualties of war.
Grammar and punctuation – Direct speech

This week, we will be learning about direct speech and how to accurately punctuate it. At school, we remember the following rules –

1. Open gate (open inverted commas)
2. Upper case (a capital letter must be at the start of any speech)
3. Punctuate (all speech must end with punctuation – a full stop, comma, question mark or exclamation mark)
4. Close the gate (close inverted commas)
5. New speaker, new line.

You must also remember, that before someone actually speaks, there is usually a comma after the introduction...

She asked politely, “Can you pass me my drink?”

This BBC bitesize page can also refresh your memory further.
https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/ztcp97h

Activity

Have a look at the extract on the following page. Lots of punctuation is missing, including inverted commas! Can you re-write the extract, adding in the inverted commas? Not only that, but can you also all the full stops and capital letters?

This extract is from an e-book called, ‘Code-cracking for beginners.’ It is set during the time of World War Two.

It's 1941. Hitler's ruthless Luftwaffe has already started its deadly bombing raids across London. So, when cousins Sam and Lily are evacuated north to a sleepy seaside hamlet, they hope that they'll find safety.

Instead, the two children encounter local hostility, a shifty character sending messages in a secretive code, and a treacherous plot.

This story covers the key events of WW2 including fascinating insights into life as world war 2 evacuees, the blitz and rationing.

If you are interested in reading the whole story, you can find it here.
https://www.twinkl.co.uk/resource/t2-or-5630-code-cracking-for-beginners-ebook
Use these punctuation marks:

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>question mark</td>
<td>exclamation mark</td>
<td>comma</td>
<td>inverted commas</td>
<td>full stop</td>
</tr>
</tbody>
</table>

Don't forget to start a new line for each new speaker! You will need to rewrite the extract.

Sam steered his mother towards a huddle of families heading to the safety of the stairs when she was locked between two waddling grandmothers he whispered I'll meet you by the cigarette machine what no his mother twisted and threw a hand out towards him but Sam moved too quickly her straining fingertips lightly grazed against his shoulder as he dodged back towards the street samm-eeee it'll only take a minute he assured her watching the crowd carry his mother towards the underground sanctuary then he added under his breath dad would want me to check
Sam steered his mother towards a huddle of families heading to the safety of the stairs. When she was locked between two waddling grandmothers, he whispered, “I'll meet you by the cigarette machine.”

“What? No!” His mother twisted and threw a hand out towards him, but Sam moved too quickly. Her straining fingertips lightly grazed against his shoulder as he dodged back towards the street.

“Samm-eeee!”

“It'll only take a minute,” he assured her, watching the crowd carry his mother towards the underground sanctuary. Then, he added under his breath, “Dad would want me to check.”
Spelling - When is the 's' sound spelt with 'sc'?  

Some words have a silent 'c', here are some examples. Can you find them in the word search below? If you cannot print off the word search, perhaps take a photo and circle the words using a photo editor.
Activity 2 –
Can you think of anymore words that follow this pattern? Have a look at the spelling activity on BBC Bitesize to support you [https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/zt932nb](https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/zt932nb)

You could create a mini poster or presentation all about the words that are spelt ‘sc’ and sound like ‘s’

Extension –
Can you create your own word search, using all the words that you can find that follow this pattern? Perhaps you could ask a sibling or parent/carer to then complete it for you?

The spellings in the previous word search as words that you are expected to be able to spell in year 6. If you need more practice, you could try a variety of spelling activities to assist. We would love to see them! Below are some new, interesting ideas!
Word search answers

axgusddcrgrms
qxyynoeiseoyf
cjtlusscenta
ryyuaccasesss
fneceisleccnc
dgisdnpcieei
ojrdctleenn
xqwaneminnmea
xdtpkyntttqrt
sciencetikiye
rbaassissors
ffegwcfrrtwkyl
Planning for writing task –

The First World War began in 1914 and ended in 1918. Soldiers fought on land, in the air and at sea. It was one of the deadliest wars in history.

Look at these images. Can you imagine what it would have been like to be a soldier fighting in the First World War? What would life on the frontline and in the trenches have been like?

Photo courtesy of Anders (flickr.com) - granted under creative commons licence
Now use your imagination and transport yourself to the frontline of the First World War. What can you hear? What can you see? Write your ideas below. You could even use your ideas to write your own First World War sense poem.

See

Hear

Feel

Taste

Smell
Writing –

Now that you have considered the five senses in relation to being a soldier, can you use this to inspire a written piece?

You can choose what you would like to write –

- A diary entry
- A letter home to a loved one
- A narrative story about a soldier
- A short descriptive piece about the front line

He is a true extract from a soldier, to help inspire you.

Letters Home 1b Letter from Private James Hedges, Gloucestershire Regiment, to Rev. W E Blathwayt, February 1916

People at home can never realise what it means to be in a narrow trench with mud and water up to our knees and often deeper! The first time we went into the trenches lots of our men got hopelessly stuck in the mud and had to be dragged out by their comrades. I thought it was rather a joke until I experienced the same thing myself. I cannot describe the awful sensation of feeling one's feet sinking deeper and deeper in mud which appeared in some places to be bottomless and to be quite powerless to help oneself! I actually had to be dug out with a spade!