

Welcome to Autumn 1!

This term we will be focusing home learning on our Exploration of 'World War 1'. This will help consolidate the learning taking place in school.

All pupils must complete the tasks by Friday 20th October 2023.

All pupils are expected to do the following weekly set task alongside:

- ✓ **Daily reading—The expectation is that your child will read daily for a minimum of 20 minutes at home – using the online 'Reading Planet' programme.**
- ✓ **Weekly maths – My Maths home learning tasks, maths games and activities on OneNote**
- ✓ **Weekly Spellings – see below**

Education must develop every child's personality, talents and abilities to the full (UNCRC Articles 28 & 29). We can't wait to see what you do and look forward to seeing your wonderful home learning.

Yours Sincerely,

Year 6 Team

Focus – World War 1

Some facts about WW1: WW1 was a global conflict that took place between 1914 and 1918. Also known as The Great War, WW1 was fought mainly in Europe but also extended to The Middle East, Africa and Asia. Most of the war was fought using artillery (large weapons like cannons), machine guns and rifles. But the conflict also saw the use of bombs, poisonous gas and new technology such as tanks and submarines. WW1 was the first conflict to be fought on a world-wide scale.



More information – links to help you

<https://www.natgeokids.com/uk/discover/history/general-history/first-world-war/>

<https://www.funkidslive.com/learn/top-10-facts/top-10-facts-about-world-war-1/>




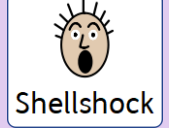


<https://www.dkfindout.com/uk/history/world-war-i/>

<https://www.factsjustforkids.com/war-facts/world-war-1-facts-for-kids/>

<https://www.bbc.co.uk/bitesize/topics/zqhyb9q>

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Key Vocabulary and definitions linked to WW1

Vocabulary	Definition	Vocabulary	Definition
Camouflage  Camouflage	To disguise by changing the appearance of something.	Shrapnel  Shrapnel	Fragments of a bomb, shell, or other object thrown out by an explosion.
mustard gas  Mustard Gas	A colourless oily liquid whose vapour causes severe irritation and blistering of the skin, used in chemical weapons.	Shellshock  Shellshock	A state or feeling of severe shock or surprise caused by prolonged exposure to active warfare, especially being under bombardment.
trench warfare  trench warfare	A type of combat in which opposing troops fight from trenches facing each other.	Propaganda  propaganda	Information, especially of a biased or misleading nature, used to promote a political cause or point of view.

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Home Learning Tasks

Week 1

RRS Article 24: The right to clean food and water and a doctor if ill.

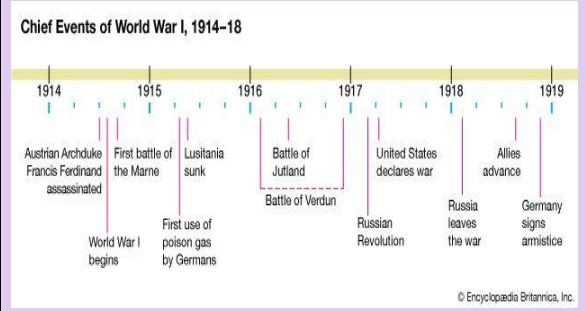
Research WW1 – Think about: the causes, the countries involved, whether they fought on land, sea or by air.

What life might have been like for the soldiers etc.

Think about the conditions the soldiers lived in. Did they have clean water, healthy food, and good medical care? How does your life compare?

Pretend you are a soldier away at war. Write a short letter home to your family. Describe your living conditions and what you miss most about home. Do you have clean food/water and a nice bed?

Another way to present this could be to draw pictures and label them describing how life is like for you as a soldier in the trenches.



Week 2

RRS Article 17 – The right to collect information from the media.

Research information about WW1. Use the facts you find to create a quiz (on Kahoots or on paper) for your friends to solve. Remember to have the answers to hand so you can check if they are right.

You can include information such as:

When did WW1 start and end?

Why did it take place?

Which countries were involved?

What kind of weapons were used?

Other key dates?

Another way to present this could be to record yourself on audio or video presenting some facts about WW1

Week 3

This week let's all get cooking. Try to either make Trench Stew – the name comes from when the soldiers used any ingredients they could find to cook a stew over a fire in the trenches to get some hot food.

<https://www.bbcgoodfood.com/user/9959781/recipe/trench-stew>

or

ANZAC biscuits which were sent to Australian and New Zealand soldiers fighting at Gallipoli.

<https://www.jamieoliver.com/recipes/fruit-recipes/anzac-biscuits/> These biscuits were designed to have a long shelf life as they were sent to the soldiers by sea.





Commented [MB1]: Consider how you can make this one task instead of two.



RRS Article 36 -The right to be protected from doing things that harm us.

Create a safety poster for your cooking activity. Think about the dangers present in a kitchen and how you could get hurt. Add pictures, safety tips and important information.

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Week 4	Week 5	
<p>RRS Articles 28 & 29: The right to an education and to develop your talents to the full</p> <p>Look at some examples of Trench Art like this jug made from a shell case - (through this link) this jug made from a shell case.</p> <p>https://www.iwm.org.uk/collections/item/object/30083043</p> <p>Why do you think soldiers made art like this?</p> <p>Design your own piece of WW1 trench art. Use any medium (colours, pastels, paint, recycled paper/card/containers etc.).</p> <p>Or - Poppies are an important part of remembrance. Have a go at making your own poppy using a variety of media for example a collage or pastels. Try making some pinwheel poppies using this template.</p> <p>https://www.muminthemadhouse.com/pinwheel-poppies-a-remembrance-day-veterans-activity/</p> <p>Upload a picture of your work.</p>  	<p>RRS Article 38: The right to be protected during a war.</p> <p>Think about what we have learnt in the last few weeks about WW1.</p> <p>How were children protected during the war? How were they kept safe?</p> <p>Create your own model of the trenches and soldiers. Think about what material you can use to create it (you can use many different recycled materials). Try to make it as realistic looking as you can.</p> <p>Another way to present this could be draw a picture and label it.</p>  	

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Spellings

Every week you will have a spelling test. Please learn the spellings.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Homophones – same sound different spelling and meaning	Prefixes	Statutory Words	Words ending in tial/cial/cious/tious	Use ent/ence/ency after root words	Use ant/ance/ancy after root words
Group 1	sea see wear where are our	their there who whose blew blue	today said your they come some once ask friend school	love push pull full house door pour find mind floor	because behind whole any child wild most both children climb	only many clothes every great break steak busy people pretty
Group 2	farther father morning mourning guest guessed dessert desert allowed aloud principle principal	biology undecided incorrect impossible immature supermarket autobiography irrelevant dissatisfied unnaturally unlimited unacceptable	bargain recognise sincere excellent forty interrupt persuade interfere criticise conscience recommend necessary	special spacious delicious initial social cautious infectious ferocious nutritious beneficial residential ambitious	difference agency sentence confident emergency independence frequent decent innocent obedient	distant expectancy assistance hesitance vacancy infant pregnant instance observance appearance