

## Home Learning – Mrs Ward: Week Beginning: 10<sup>th</sup> May Class 5/6 and Class 6

Hi!

Hope you are all doing ok. I have been in school this week and it definitely isn't the same without you there. Thank you for all your 'hello' messages back, Siya passed them on. I have been talking to some of your High Schools this week and telling them how brilliant you all are. Mrs Barker and I have been giving them lots of information about your friends, your interests and hobbies and how well you've done in Year 6 so that you can all get off to flying start in Year 7. These meetings happen at this time every year and it's always nice to talk about how much you have achieved. I hope you and your families are all keeping safe and look forward to hopefully being able to see each other soon.

Look after yourselves.

Mrs Ward ☺

**ENGLISH** – All work can be done on paper if you are unable to print out the accompanying sheets. These can just be used on screen as a prompt/support. The historical focus this week also covers the History objectives for this week (two lessons in one – hope you enjoy it!)

### **Monday:**

This week it is time to go back to our non-fiction focus on World War 2. On Friday 8<sup>th</sup> May we celebrated VE day which I'm sure you know by now stands for Victory in Europe day – so we know that we (Britain and our allies) won the war: but how?

A key part in the answer to this question was 'D-day'. So what is D-day and how did it help lead Britain and our allies to Victory in Europe?

Watch this short video to explain <https://www.bbc.co.uk/teach/class-clips-video/history-ks2-d-day/zf49rj6>

Now complete the D-Day Reading Comprehension: Complete \*/\*\*/\*\* as you would normally do in class.

### **Tuesday:**

Operation Overlord (the code name for what became D-day) was so **intricately** planned (detailed planning/complicated) that it took over two years to put into action. It was the biggest military operation the world had ever seen and was a collaborative effort between more than 12 countries. 'Tricking' the Germans was key to its success – but how did they do it? Read through the slides – **Deciding where to Invade, Investigating the Beaches, Getting ready on the South Coast of England, Confusing the Enemy, A fake Enemy.**

Now, using what you learnt yesterday and the information from today, can you write your own battle plan as if you were in charge of 'Operation Overload'. What steps needed to be taken? What order did these need to happen in? You can organise this however you like, simply writing a list

using numbers for each step, designing a battle plan with boxes and arrows that show the steps in order or maybe you could come up with your own code name for each stage of the plan.

### **Wednesday:**

We now what happened on D-day but now I'd like you to put yourselves into those soldiers shoes and imagine what they would see, hear, feel and smell on the Normandy beaches on D-day. Use the D-day landings senses worksheet – '**Into the jaws of death...**' Looking at the photograph, imagine what it would've been like on this beach in 1944.

### **Thursday:**

Year 6 Spelling: List 32 – activities - Vocabulary to describe feelings.

Year 5 Spelling: List 27 – activities -These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

### **Friday:**

**D-Day on the Front Page:** You are going to produce a newspaper front page for Great Britain on 7<sup>th</sup> June 1944. This would be the first chance for the people of Britain to read about the landings and what they entailed.

You should report as much of the detail of the landings as possible and celebrate the fact that the Allies have finally broken into France after the British Army had retreated from Dunkirk in 1940. However, you should also remember that many people will have loved ones fighting in the war and so you will need to be respectful of the soldiers and sensitively present any news of casualties.

I have included a template for you to use to think about the details you need to report.

### **ART AND DESIGN PROJECT:**

In keeping with our work this week – soldiers who fought in the First World War received a medal in recognition of their bravery and service to their country. It was a symbol of great pride and its design was also highly symbolic. Using the information sheet, your task is to design a D-day medal that you would award to all those who fought on that day. We owe them a great thanks.

### **MUSIC:**

Watch this video of the D-day Juniors performing on Britain's Got Talent last weekend. What does the song teach us about history? What is the key message of the song?

[https://www.youtube.com/watch?v=3Zn\\_lf1yHMY](https://www.youtube.com/watch?v=3Zn_lf1yHMY)

### **PSHE**

**Influences and Making Decisions:** PowerPoint and activities.

# D-Day

## D-Day Facts

- 6th June 1944 was D-Day.
- Allied<sup>1</sup> forces landed in Normandy (France).
- It began the liberation of Western Europe from the German occupation<sup>2</sup>.
- Over 150 000 soldiers landed on the beaches of Northern France.



## Why Did It Take Place?

Germany had invaded France and most of Europe. Hitler was trying to take over Britain from France. However, Britain and the United States had managed to slow down the advancing<sup>3</sup> German forces. They were now able to strike back.

The Allies gathered troops and equipment in Britain in preparation for the landings. They also increased the number of air strikes and bombings in German territory. Just before the invasion, over 1000 bombs a day were hitting German targets. They bombed railways, bridges, airfields, and other important places to slow down and delay the German army in its advance.

### Did You Know?

- The D-Day landings were planned for a clear, moonlit night.
- The landings needed a high tide to be successful.
- The plans were called Operation Overlord.

## What Were the Plans?

The Germans knew that troops were gathering in the South of England. They could tell preparations were in place, but they didn't know when or where the attacks would happen. They thought the invasion would be at Calais (a much shorter sea crossing), so enemy troops were sent there.

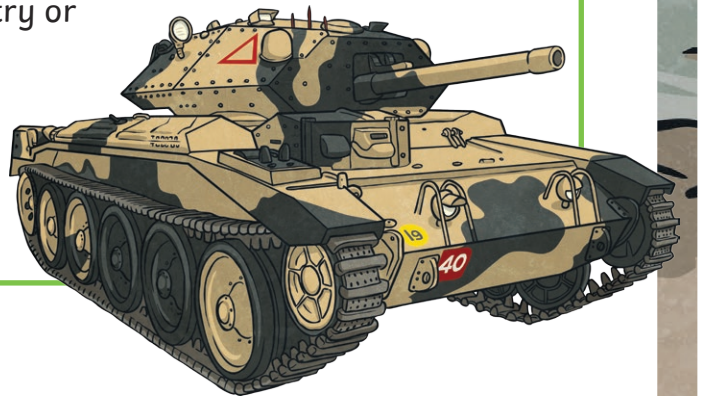


## The Attack

<p>The first part of the attack began with paratroopers.</p>	<p>These were the men who jumped out of planes using parachutes. They jumped at night in the pitch dark and landed behind enemy lines. Their job was to destroy important targets and capture bridges so that the main invasion force could land on the beaches. Thousands of dummies were dropped to make the enemy think that many more men were parachuting down.</p>
<p>The next stage of the battle involved thousands of planes.</p>	<p>They dropped bombs on German defences.</p>
<p>Shortly after that, warships began to bomb the beaches from the water.</p>	
<p>While the bombing was going on, members of the French Resistance spoiled the German communications by cutting telephone lines and destroying railways.</p>	
<p>Finally, the main invasion force of over 6000 ships carrying troops, weapons, tanks, and equipment approached the beaches of Normandy.</p>	

### Glossary

1. Most troops came from Britain, USA, Canada or France. However they were also supported by troops from Australia, Belgium, Czechoslovakia, France, Greece, the Netherlands, New Zealand, Norway and Poland.
2. The invasion and control of a country or area by enemy forces.
3. To move or bring forward: The general advanced his troops to the new position.





# Questions

1. What was the date of D-Day?  
\_\_\_\_\_
2. Which countries made up the allied forces?  
\_\_\_\_\_
3. How many soldiers landed on the beaches of France?  
\_\_\_\_\_
4. Why were railways, bridge and roads bombed?  
\_\_\_\_\_
5. Why did the Germans think the attack would be at Calais?  
\_\_\_\_\_
6. What was the French Resistance doing whilst the bombing was going on?  
\_\_\_\_\_
7. Why do you think the attack was planned for a moonlit night?  
\_\_\_\_\_  
\_\_\_\_\_
8. Why do you think the attack was planned for a high tide?  
\_\_\_\_\_  
\_\_\_\_\_
9. How does the glossary help you to understand the text?  
\_\_\_\_\_
10. If you had to make up a name for the attack, what name would you give it and why?  
\_\_\_\_\_  
\_\_\_\_\_

# D-Day

## D-Day Facts

- 6th June 1944 was D-Day.
- Allied forces landed in Normandy (France).
- It began the liberation of Western Europe from the German occupation.
- The British commander in charge of the attack was called General Bernard Montgomery.
- The American general was called Dwight D. Eisenhower.
- The invasion of Normandy was the largest land and sea attack ever launched with over 150 000 troops, over 7000 ships and 11 000 aircraft.



## Why Did It Take Place?

D-Day had been planned by British forces before the United States joined the war. German troops had taken over huge parts of Europe and were planning to invade Britain from France. For some time, codebreakers had been able to break the coded messages that the Germans were sending to each other. Their plans were to attack but Britain was planning to do so first. The Germans didn't think that an attack would come from the sea but that's just what was being organised.

D-Day was originally planned for 5th June but a sudden storm made the invasion too dangerous and General Eisenhower postponed it for a day.

## What Were the Plans?

The first planned attack was on 1st May 1944, but the operation was postponed for a month to allow more time to collect troops and equipment. The timing was essential to allow for the right weather, a full moon, and high tide conditions.

In order to keep the location of the landings secret, a trick plan, Operation Fortitude, was arranged. This led the Germans to believe the main target was at Calais, much closer to the south coast of England.



## The Attack

The attack was planned in great detail.

<p>The first part of the attack began with paratroopers.</p>	<p>These were the men who jumped out of planes using parachutes. They jumped at night in the pitch dark and landed behind enemy lines. Their job was to destroy important targets and capture bridges so that the main invasion force could land on the beaches. Thousands of dummies were dropped to make the enemy think that many more men were parachuting down.</p>
<p>The next stage of the battle involved thousands of planes.</p>	<p>They dropped bombs on German defences.</p>
<p>Shortly after that, warships began to bomb the beaches from the water.</p>	
<p>While the bombing was going on, members of the French Resistance spoiled the German communications by cutting telephone lines and destroying railways.</p>	
<p>Finally, the main invasion force of over 6000 ships carrying troops, weapons, tanks, and equipment approached the beaches of Normandy.</p>	

### Did You Know?

- To plan for the D-Day landings, the BBC ran a competition for French beach holiday photographs. It was really a way of gathering information on suitable beaches for landing troops and tanks.
- The weather forecast was so bad in early June that the German commander in Normandy, Erwin Rommel, went home from France to give his wife a pair of shoes on her birthday. He was in Germany when the news reached him.
- The German air force, the Luftwaffe, was outnumbered 30:1 on D-Day and didn't shoot down any allied planes in air to air combat.

# Questions

1. In which part of France did the Allied forces land?  
\_\_\_\_\_
2. What does the word **liberation** mean?  
\_\_\_\_\_
3. Who were the British commander and the American general in charge of the attack?  
\_\_\_\_\_
4. How did the codebreakers help the Allied plans?  
\_\_\_\_\_
5. How do you think '**the right weather, a full moon, and high tide conditions**' would help the invasion plans?  
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\_\_\_\_\_  
\_\_\_\_\_
6. If you had to make a name for the trick '**Operation Fortitude**' what would it be and why?  
\_\_\_\_\_  
\_\_\_\_\_
7. As well as soldier paratroopers, what else was dropped from the aeroplanes during the attack? Why did this happen?  
\_\_\_\_\_
8. How did the BBC holiday snaps competition help the invasion plans?  
\_\_\_\_\_  
\_\_\_\_\_
9. Why do you think Erwin Rommel went home if the weather was bad?  
\_\_\_\_\_  
\_\_\_\_\_
10. What does the word '**outnumbered**' mean?  
\_\_\_\_\_

# D-Day

## D-Day Facts

- 6th June 1944 was D-Day – the beginning of the liberation of Western Europe from German occupation.
- Allied forces landed in Normandy (France) on the beaches code named; Utah, Omaha, Juno, Gold and Sword.
- PLUTO – an underwater fuel pipe line from England to Normandy was secretly constructed for the invasion.
- Apart from Omaha Beach, where US troops landed, most of the other 4 landings were relatively free from major casualties.
- The British commander in charge of the attack was called General Bernard Montgomery. The American general was called Dwight D. Eisenhower.
- The invasion of Normandy was the largest land and sea attack ever launched with five army divisions of over 150 000 soldiers, over 7000 ships and 11 000 aircraft.



## Why Did It Take Place?

D-Day had been planned at the Quebec Conference in Canada in 1943 by British forces before the United States joined the war. By 1944, German troops had taken over huge parts of Europe and were planning to invade Britain from France. For some time, the British ENIGMA codebreakers had been able to break the coded messages that the Germans were sending to each other. They sent false messages back so that they weren't discovered, but all the time they were intercepting German plans. Their plans were to attack, but Britain was preparing to do so first. The Germans didn't think that an attack would come from the sea but that's just what was being organised. The Allies put huge efforts into convincing the Germans that the invasion was going to be near Calais, not Normandy. They invented armies that were supposedly stationed in Kent and built imitation equipment. They even located General





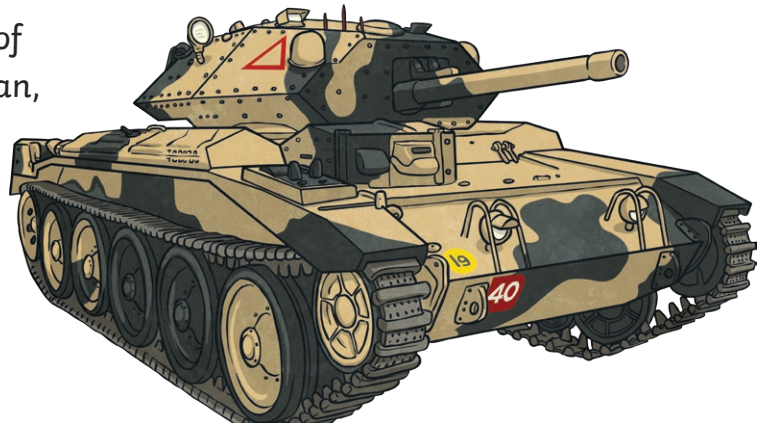
George S. Patton, who the Germans considered the best allied general, in south-east England. The Germans were so influenced that even after D-Day they held many of their best troops in the Calais area expecting a second invasion.

D-Day was originally planned for 5th June but a sudden storm made the invasion too dangerous and General Eisenhower postponed it for a day.

### What Were the Plans?

The first planned attack was on 1st May 1944, but the operation was postponed for a month to allow more time to assemble troops and equipment. The timing was essential to allow for the right weather, a full moon, and high tide conditions.

In order to keep the location of the landings secret, a trick plan, Operation Fortitude, was arranged. This led the Germans to believe the main target was at Calais, much closer to the south coast of England.



## The Attack

The attack was planned in great detail.

<p>The first part of the attack began with paratroopers.</p>	<p>These were the men who jumped out of planes using parachutes. They jumped at night in the pitch dark and landed behind enemy lines. Their job was to destroy important targets and capture bridges so that the main invasion force could land on the beaches. Thousands of dummies were dropped to make the enemy think that many more men were parachuting down.</p>
<p>The next stage of the battle involved thousands of planes.</p>	<p>They dropped bombs on German defences.</p>
<p>Shortly after that, warships began to bomb the beaches from the water.</p>	
<p>While the bombing was going on, members of the French Resistance spoiled the German communications by cutting telephone lines and destroying railways.</p>	
<p>Finally, the main invasion force of over 6000 ships carrying troops, weapons, tanks, and equipment approached the beaches of Normandy.</p>	

### Did You Know?

- Life Magazine's Robert Capa was the first photographer to land on Omaha Beach. He took over 100 photographs, but a darkroom assistant in London ruined all but 11. Life magazine said they were blurred because Capa's hands were shaking with the anxiety of the events.
- On D-Day invasion night, only around 15% of paratroopers landed in the right place.
- War-time Prime Minister, Winston Churchill, announced that he would go to sea with the fleet and watch the D-Day landings from HMS Belfast. It took King George VI to stop him. He insisted that if Churchill went he would also go, and eventually Churchill backed down.

# Questions

1. What were the names of the landing beaches in France?

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2. Why was it necessary to construct a fuel pipe from Britain into France?

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3. Where and when was the D-Day invasion planned?

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4. Why do you think the British codebreakers sent false messages to the Germans? How could they have been found out?

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5. What was the purpose of building false equipment in Kent? How do you know the plan worked?

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6. What does the word '**influenced**' mean?

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7. Why was the timing '**essential to allow for the right weather, a full moon, and high tide conditions.**'?

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8. What was the purpose of the actions of the French Resistance?

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9. If you had ruined the important invasion photographs, what excuse could you give for your mistake?

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10. Why do you think the Prime Minister was determined to watch the invasion from a battleship close by? Would you have done the same?

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# Answers

1. What was the date of D-Day?  
**D-Day took place on 6th June 1944.**
2. Which countries made up the allied forces?  
**Most troops came from Britain, USA, Canada or France. However they were also supported by troops from Australia, Belgium, Czechoslovakia, France, Greece, the Netherlands, New Zealand, Norway and Poland.**
3. How many soldiers landed on the beaches of France?  
**150 000 soldiers landed on the beaches in France.**
4. Why were railways, bridge and roads bombed?  
**The railways, bridges and roads were bombed to slow down the German troops and tanks.**
5. Why did the Germans think the attack would be at Calais?  
**The Germans thought the attack would be in Calais because it is much shorter sea crossing from the British coast.**
6. What was the French Resistance doing whilst the bombing was going on?  
**The French Resistance were cutting telephone lines and destroying railways.**
7. Why do you think the attack was planned for a moonlit night?  
**The attack was planned for a moonlight night so the troops could see what they were doing without having to put lights on that would give them away.**
8. Why do you think the attack was planned for a high tide?  
**The attack was planned for a high tide so that the boats could land on the beaches more easily.**
9. How does the glossary help you to understand the text?  
**The glossary helps to explain words that are in the text without having to look them up in a dictionary.**
10. If you had to make up a name for the attack, what name would you give it and why?  
**Various responses and explanations that are appropriate to the theme of the text and the importance of the events.**



# Answers

1. In which part of France did the Allied forces land?

**The Allied forces landed in Normandy.**

2. What does the word **liberation** mean?

**Liberation means to free from captivity.**

3. Who were the British commander and the American general in charge of the attack?

**The British Commander was General Bernard Montgomery and the American in charge was called Dwight D Eisenhower.**

4. How did the codebreakers help the Allied plans?

**The codebreakers could read the coded plans from the Germans and then send false plans back to trick them.**

5. How do you think '**the right weather, a full moon, and high tide conditions**' would help the invasion plans?

**The weather had to be good so that the troops, ships and planes could move without being stopped by bad weather such as wind or rain. The moon needed to be full so the invasion could take place at night without using lights and the tide high so that the ships could land on the beaches easily.**

6. If you had to make a name for the trick '**Operation Fortitude**' what would it be and why?

**Various responses that are appropriate to the theme of the text and the importance of the events.**

7. As well as soldier paratroopers, what else was dropped from the aeroplanes during the attack? Why did this happen?

**Dummies were dropped from the aeroplanes to give the impression that more soldiers were parachuting in.**

8. How did the BBC holiday snaps competition help the invasion plans?

**The BBC holiday snaps competition meant that the generals could see the beaches that they wanted to land troops on without having to send anyone to photograph the area during the war.**

9. Why do you think Erwin Rommel went home if the weather was bad?

**Erwin Rommel did not think that the invasion would happen during the bad weather so he thought it was safe to leave the area for a while.**

10. What does the word '**outnumbered**' mean?

**Outnumbered means that the one side has more of something than the other side.**

# Answers

1. What were the names of the landing beaches in France?

**The landing beaches were; Utah, Omaha, Juno, Sword and Gold.**

2. Why was it necessary to construct a fuel pipe from Britain into France?

**If the British troops invaded France the Germans could cut off the fuel supply so the tanks and vehicles wouldn't have anything to run on.**

3. Where and when was the D-Day invasion planned?

**D-Day was planned in Canada at the Quebec Conference in 1943.**

4. Why do you think the British codebreakers sent false messages to the Germans? How could they have been found out?

**The codebreakers sent false messages to the Germans to trick them into thinking an invasion would take place in another part of France. If they sent too many false messages, the Germans would know they were being tricked and realise that their codes were being read.**

5. What was the purpose of building false equipment in Kent? How do you know the plan worked?

**False equipment was built to give the impression that troops and supplies were being made ready for an invasion to Calais. The Germans were taken in by this because they sent a lot of their troops to Calais in preparation.**

6. What does the word 'influenced' mean?

**Influenced means to be persuaded by or be affected by something someone else says or does.**

7. Why was the timing 'essential to allow for the right weather, a full moon, and high tide conditions.'?

**The weather had to be good so that the troops, ships and planes could move without being stopped by bad weather such as wind or rain. The moon needed to be full so the invasion could take place at night without using lights and the tide high so that the ships could land on the beaches easily.**

8. What was the purpose of the actions of the French Resistance?

**The French Resistance cut telephone lines and destroyed railways so the Germans couldn't contact their armies for more support after the invasion or move troops by rail.**

9. If you had ruined the important invasion photographs, what excuse could you give for your mistake?

**Various responses that are appropriate to the theme of the text.**

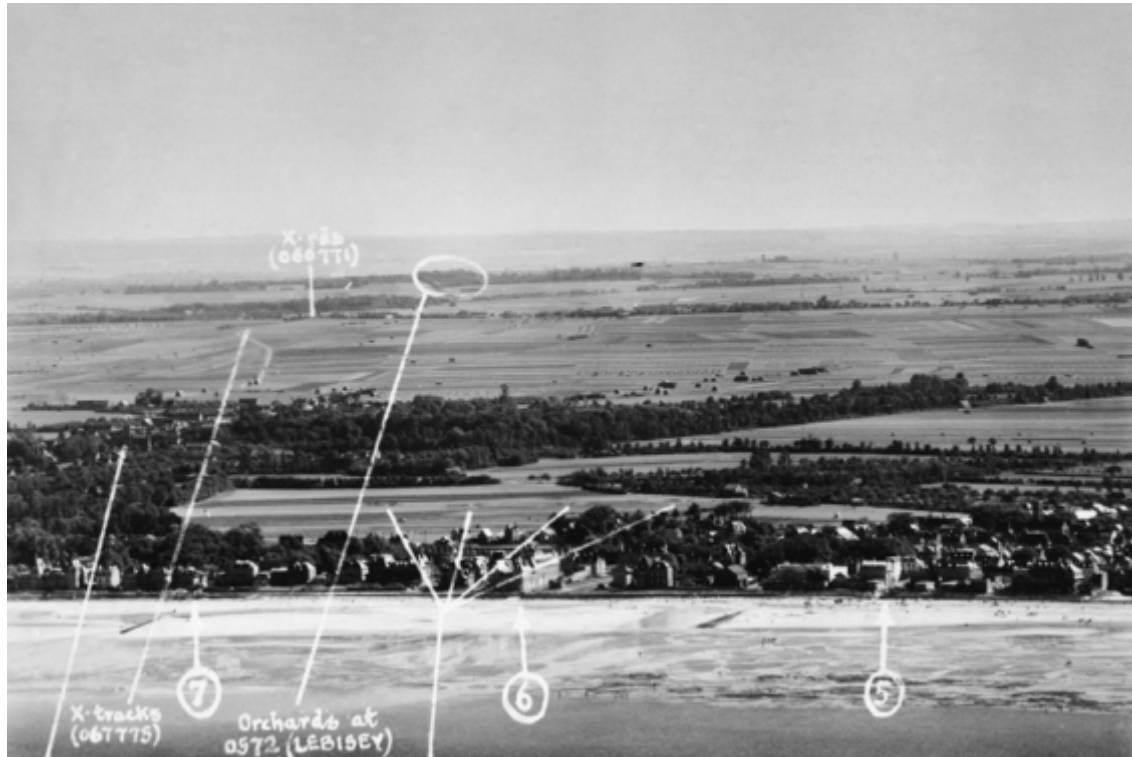
10. Why do you think the Prime Minister was determined to watch the invasion from a battleship close by? Would you have done the same?

**I think the Prime Minister wanted to watch the invasion from a ship so that he could see all of his plans being carried out and to support the troops as they were invading.**

**I would have done the same because I think it is important to be seen to support people when they do something important.**

**I would not have done the same because I think it is important to keep important people safe from harm and he could have easily been hurt or killed during the fighting.**

# Deciding where to Invade



## Choosing the landing beaches

The first key decision was to choose the location of the invasion beaches. Planners collected postcards and photographs from people who had been to Normandy (in northern France) on holiday for evidence as to what the coast looked like, but this photograph was taken from an aircraft. It was used to orientate the troops landing on this section of the coast, codenamed Sword Beach.



# Investigating the Beaches

## Diving Suit

To make sure the beaches could handle the weight of the tanks, trucks and other vehicles that would take part in the invasion, men were sent ashore from submarines to collect samples of sand. Tanks could not easily travel over pebble beaches.

This diving suit was used by Lieutenant Rollo Mangnall to investigate the potential landing beaches.

© IWM (UNI 3914)



# Getting Ready on the South Coast of England



## Preparations for D-Day by Richard Eurich

The invasion involved thousands of men, vehicles and tonnes of equipment. The majority would have to go by sea and so the ports and harbours of south and south western Britain became inundated with ships of all shapes and sizes from the Allied navies. Find out more about this painting on the [IWM website here](#)

# Confusing the Enemy

## Code-named 'Window'

The Allies used various tactics to trick the Germans that the landings would happen at Pas de Calais, the shortest crossing point from England to France. This photo shows a factory worker producing foil, code-named "window". "Window" was strips of aluminium which were dropped by aircraft in order to confuse German radar. Radar uses sound waves to detect the presence of moving objects, however it cannot tell how large an object is, whether it is an aircraft, ship or in fact a strip of foil.

© IWM (E(MOS) 1451)



# A Fake Invasion



## Flight Lieutenant Les Munro

Flight Lieutenant Les Munro, from New Zealand, dropped “Window” from his aircraft on D-Day to make it appear that there was an invasion fleet off Calais. In 1943 he had taken part in the [Dambusters](#) raid. This photograph shows him talking to King George VI.



# “Into the Jaws of Death...”

Looking at this photograph, imagine what it would have been like on this beach in 1944. The photographer entitled the photograph, ‘Taxis to Hell – and Back – Into the Jaws of Death.’



What would you smell?

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What would you feel?

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What would your emotions be?

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What would you hear?

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What would you taste?

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# Spelling Shed

Stage: 6

List: 32

Vocabulary to describe feelings



Stage: 6	Spelling Rules: Vocabulary to describe feelings.
List: 32	

<b>Spellings</b>
euphoric
delighted
despondent
incensed
terrified
apprehensive
jittery
optimistic
positive
sanguine

Introduction	Today children will look at interesting words to describe feelings. Can the children think of any words to describe how someone might be feeling in certain situations, e.g. if they just won the lottery? If they saw a snake in their room? If they were going to take an exam?
Main Teaching Activity	Show the children the power point slide and ask the to look at the images and match up the word to the facial expression they think best matches.
Independent Activity	Get the children to choose five of the words to write a sentence for. They could use more than one of the spelling list words in each sentence if it makes sense. Share with a partner to check spellings.  Share sentences with the class.

Which word from your spelling list, best matches how each character may be feeling?



Spelling Shed



Which word from your spelling list, best matches how each character may be feeling?

Answers:



incensed



despondent



euphoric



terrified



positive



jittery





Stage: 6

Spelling Rules: Vocabulary to describe feelings.

List: 32



**Spelling Shed**

Create a sentence for 5 of the words in your list, if you want a challenge, why not add two words to each sentence?

**Spellings**

euphoric

delighted

despondent

incensed

terrified

apprehensive

jittery

optimistic

positive

sanguine

Your word

Your sentences




Stage: 6

Spelling Rules: Vocabulary to describe feelings.

List: 32

Name:

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
euphoric					
delighted					
despondent					
incensed					
terrified					
apprehensive					
jittery					
optimistic					
positive					
sanguine					



Stage: 6

Spelling Rules: Vocabulary to describe feelings.

List: 32

Name:

Spellings

euphoric

delighted

despondent

incensed

terrified

apprehensive

jittery

optimistic

positive

sanguine

Draw a line to match each spelling to a synonym.

happy

petrified

hopeful

disheartened

buoyant

confident

joyful

anxious

enraged

nervous

Stage: 6

Spelling Rules: Vocabulary to describe feelings.

List: 32

Answers:



Spelling Shed

Draw a line to match each spelling to a synonym.

### Spellings

euphoric

delighted

despondent

incensed

terrified

apprehensive

jittery

optimistic

positive

sanguine

happy

joyful

disheartened

enraged

petrified

nervous

anxious

hopeful

confident

buoyant

N.B. Hopeful, confident and buoyant are interchangeable.



# Spelling Shed

Stage: 5

List: 27

These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.







The \_\_\_\_\_ had just arrived  
after a long journey.

Which is the correct spelling?

guest

guessed

Answers:

The guest had just arrived  
after a long journey.

Which is the correct spelling?

guest

guessed



The enormous \_\_\_\_\_ of  
elephants crashed past the truck.

Which is the correct spelling?

heard

herd

Answers:

The enormous herd of elephants crashed past the truck.

Which is the correct spelling?

heard

herd



My Grandmother is \_\_\_\_\_ as my grandfather passed away last week.


Which is the correct spelling?

morning

mourning



Answers:



My Grandmother is mourning as my grandfather passed away last week.

Which is the correct spelling?

morning

mourning





Hooray! I \_\_\_\_\_ my driving  
test!

Which is the correct spelling?

past

passed

Answers:

Hooray! I passed my driving  
test!

Which is the correct spelling?

past

passed



We bought some beautiful dresses  
from the \_\_\_\_\_ shop.

Which is the correct spelling?

bridle

bridal

Answers:



We bought some beautiful dresses  
from the bridal shop.

Which is the correct spelling?

bridle

bridal







Stage: 5

These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

List: 27

Name: \_\_\_\_\_

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
guessed					
guest					
heard					
herd					
morning					
mourning					
past					
passed					
bridal					
bridle					



Stage: 5

These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

List: 27

Name: \_\_\_\_\_

## Spellings

guessed

guest

heard

herd

morning

mourning

past

passed

bridal

bridle

Insert each pair of homophones into the correct place in the sentence

I \_\_\_\_\_ a \_\_\_\_\_ of buffalo trundle past my tent this morning.

The \_\_\_\_\_ on the quiz show \_\_\_\_\_ the right answer.

In her white \_\_\_\_\_ gown the beautiful lady held tightly to the horse's \_\_\_\_\_.

He \_\_\_\_\_ his time researching events that had happened to his family in the \_\_\_\_\_.

On the \_\_\_\_\_ of the funeral, the people arrived at the church in \_\_\_\_\_.

Yesterday was a momentous day for

\_\_\_\_\_  
\_\_\_\_\_.

In the early hours of the morning,

\_\_\_\_\_ went  
into action.

Our brave and courageous troops have \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

The plan began with the Allied Navy \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Also sent behind enemy lines were \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

The attack happened in \_\_\_\_\_,

this surprised the Germans because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



Once the first phase of the invasion had ended, the \_\_\_\_\_ troops of Great Britain, the United States of America, Canada, France and Poland took the beaches. Their mission was to

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Whilst on the beaches they faced \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Although the aims of the landing were \_\_\_\_\_  
\_\_\_\_\_,  
the Allied people should see yesterday as a huge  
victory. This is because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

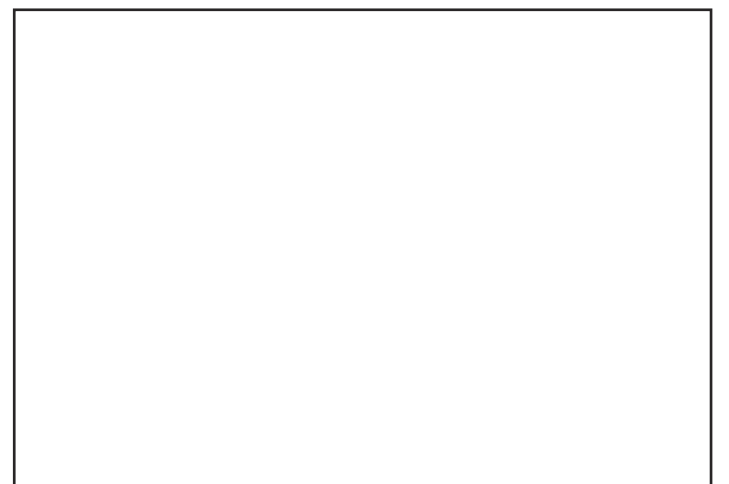
Such a dangerous and daring mission has of  
course come at a great cost and sacrifice. We  
should remember that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

We have exclusively discovered the essential  
support of \_\_\_\_\_  
was vital to this operation. This French support  
was vital because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Furthermore, to the support of the French, another  
key component of the plan was the \_\_\_\_\_  
\_\_\_\_\_.  
These experts of deception were key to  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Now the Allies have a strong foothold in France,  
our next step is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Today, though we can celebrate \_\_\_\_\_  
\_\_\_\_\_,  
we send our thoughts and prayers to \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



# Design a D-Day Medal

This medal celebrated the end of the First World War and was given to soldiers who had fought in active theatres of the war. It was a symbol of great pride but its design was also highly symbolic.

Your task is to create a medal for British soldiers who served on D-Day that is just as symbolic and creative. Your medal can be any shape or size but you must have considered the medal material and ribbon choices. You must include:

- The date of D-Day (June 1944).
- The colours of the Allies.
- A symbol to signify the war and the soldier's sacrifice and victory.
- A reference to the variety of theatres of war (Airforce, Infantry, Navy).
- Annotations to explain your choices.

The colours are the combined colours of the Allied nations with red at the centre

A rainbow symbolises the calm after the storm



The years of the First World War – 1914-18

Winged figure is 'Victory'

Bronze medal not too expensive after the war but long lasting

Photo courtesy of By Jim Linwood (Flickr: British Victory Medal For World War One) – granted under creative commons licence

# KS2 Home learning: Influences and decisions



Play this slideshow from beginning



Remember! You can use your own paper to do the activities on, or type on the worksheets. You don't have to print them off.





## **We are learning about what influences our opinions and decision-making**



### **We will be able to:**

- ✓ Identify who or what may influence our opinions or decisions.
- ✓ Recognise situations where people may be positively or negatively influenced.
- ✓ Identify steps we can take to manage negative influences on our opinions or decisions.

# Influences on opinions and decisions

We all have opinions about things and these can affect the decisions we make. Some of our opinions and the decisions we make may be a result of someone or something influencing us.

**Influence** means when someone or something affects someone else's opinions or decisions.

## What's our starting point?

Make a list of **who** or **what** you think might influence a person's opinions or decisions, (e.g. parents, family members, teachers).



# Influences on opinions and decisions

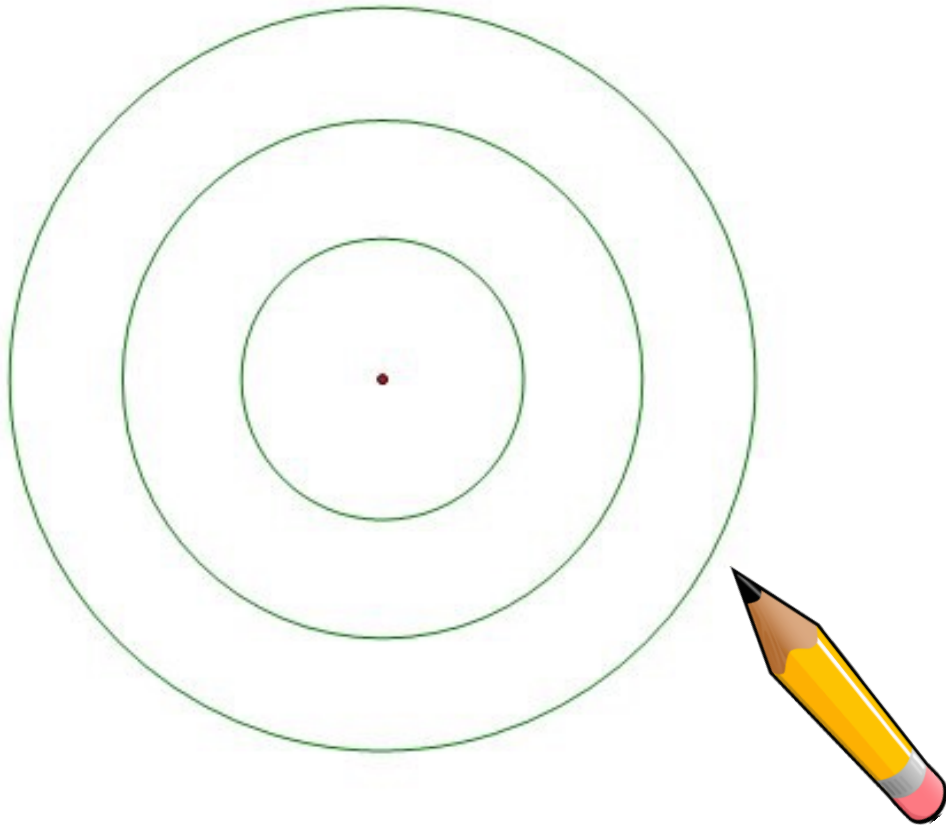
Your list might look similar to this...

<b>Who</b> might influence someone	<b>What</b> might influence someone
<ul style="list-style-type: none"><li>• Parents/carers</li><li>• Sisters/brothers</li><li>• Faith leaders (priest, imam, rabbi)</li><li>• Best friend, friends</li><li>• Teachers</li><li>• Grandparents</li><li>• Aunties/Uncles</li><li>• Pop stars/celebrities</li></ul>	<ul style="list-style-type: none"><li>• School</li><li>• Advertising on TV or online</li><li>• Online content (e.g. social media)</li><li>• TV programmes</li><li>• Video games</li><li>• A story someone is told about something</li></ul>

# People and things that influence us

**Who and what are the influences in your life?**

**Draw three circles like the ones below**



**In the centre**, draw or write the people and things that you think most influence your opinions and decisions.

**In the next ring**, draw or write the people and things that you think have some influence, but not as much as the those you put in the centre.

**In the outer ring**, draw or write the people and things that have some influence, but not very much.

# Positive influences on opinions and decisions

Influences can be positive and can help us:

- ✓ make good decisions/choices
- ✓ recognise what is right and what is wrong
- ✓ to feel confident about ourselves and the things we do



**Can you think of any other ways in which people or things might influence us?**

**Share your ideas with a family member.**

## Giving opinions and recognising consequences

Read these situations (on **Resource 1** in your worksheet pack).

Put a tick in the columns to show the extent to which you agree or disagree (*you can type on the sheet or print it off*).

Statements	Strongly agree	Agree	Disagree	Strongly disagree
It is ok to tell a lie to someone, as long as they don't find out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If someone finds 50p down the back of the sofa, it is acceptable for them to keep it for themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If someone saw a £20 note sticking out of a cash machine on the street, it would be okay for them to take the note and put it in their pocket.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 years old is too young to own a smartphone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If someone accidentally loses or breaks something that doesn't belong to them, they should tell the person it belongs to immediately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Everyone should be paid the same amount of money, no matter what their job is (e.g. teachers, footballers, shopkeepers).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

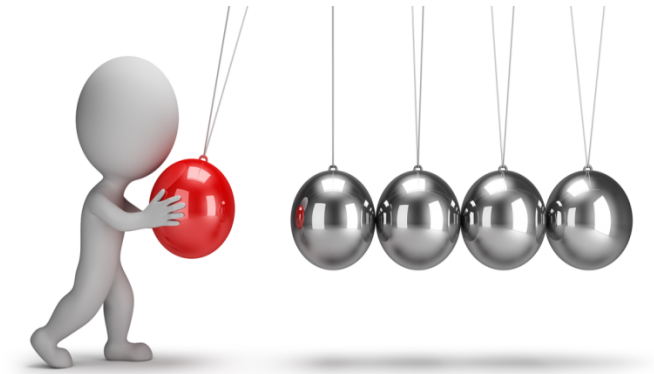
Underneath each one, or on a separate piece of paper, write the reasons for your opinion, including any consequences or ways in which people might be affected by each statement or action.



## Giving opinions and recognising consequences

Sometimes, it is clear when something is right or wrong and lots of people will agree, but other times it can be difficult to know what to do and people might have very different opinions.

Thinking about the possible consequences, and how our actions affect others, can be one way to help us decide what to do.



# Managing influences and making decisions

Read the stories about Arjun and Lily in **Resource 2** in your worksheet pack. Below the stories are some ways of managing influences to help decision-making.

Choose the three strategies that you think would be the most helpful for Arjun and the three that you think would be most helpful for Lily. There is a space for you to add your own ideas.

**Did you choose different ideas for each person?**  
**Are there any strategies that would always help, in all of the situations?**

KS2 Home learning Resource 2 Scenarios and strategies

Arjun has saved up his birthday money and wants to spend all of it on some trainers he has seen. He can just about afford them as they are on sale today online. Mum says he would be wasting his money as she has only recently bought him a new pair of trainers. It would be good to save up some more but they are the coolest trainers Arjun has ever seen and he really wants them.	Lily's chatting with a group of friends from school. Some of them start saying nasty things about Uma, another girl in their class. Lily has her number as they go to the same football club, so her friends tell Lily to send Uma a nasty text. Lily does not want to fall out with her friends but she thinks Uma's nice – they got on fine together at football.
---	---

From the ideas below, choose the three that you think would be the most helpful strategies for managing influences and helping decision-making for Arjun and the three that you think would be most useful for Lily. (You could tick, circle, or highlight them in different colours for the two characters.)

- Identify who or what is influencing them in this situation and why. Decide whether that influence is positive/helpful or negative/unhelpful
- Do nothing straightaway: take some time to think about it.
- Ask someone they trust for their advice.
- Make a list of the pros and cons/advantages and disadvantages of each
- Walk away/stop taking part in the conversation.
- Think about the potential consequences of each possible decision, for them self or other people.
- Other ideas?
- Explain how they feel about the situation with the other person/people involved.

*You could tick, circle, or highlight them in different colours for the two characters.*

# Remember!

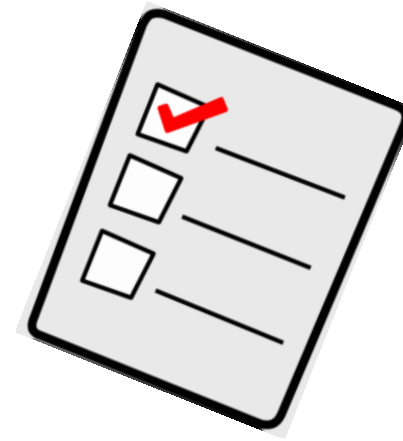
- In different situations, some influences are stronger than others.
- Influences can be positive or helpful in some cases and negative or unhelpful in others.
- We can use different strategies in different situations, to manage influences that might affect our decisions.



But it is always a good idea to consider:

- ✓ who or what may be influencing our decisions,
- ✓ whether the influence is helpful or unhelpful
- ✓ why they might be trying to influence us (e.g. because they really want to help us, or to encourage us to spend money on something)

# What have you learned?



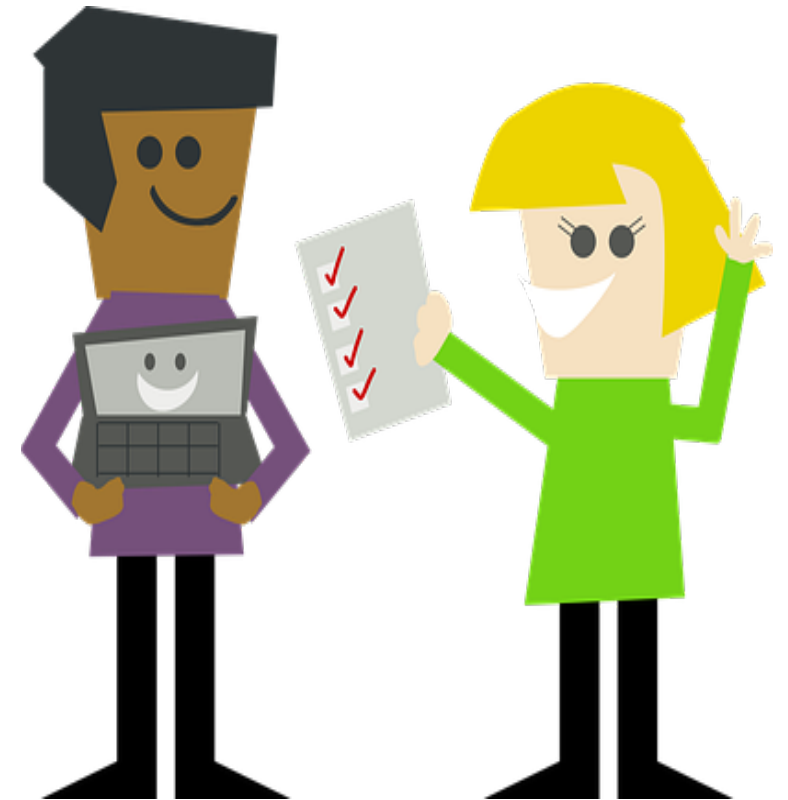
Now go back to the list you made at the beginning of who or what you think might influence a person's opinions and decisions.

Add in any new ideas you have about:

- what influences people's opinions and decisions
- how situations may be influenced both positively and negatively
- different ways in which influences can be managed to help with decision-making

# More activities

- **Write a message** to Arjun or Lily, giving them advice about how to make the best decision they can.
- **Write your own story** about someone who has to consider and manage different influences on them and make a decision about what to do.



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Everyone should be paid the same amount of money, no matter what their job is (e.g. teachers, footballers, shopkeepers).

[Click or tap here to enter text.](#)



**Resource 1: Giving opinions and recognising influence**

## Resource 2 Scenarios and strategies

<p>Arjun has saved up his birthday money and wants to spend all of it on some trainers he has seen. He can just about afford them as they are on sale today online. Mum says he would be wasting his money as she has only recently bought him a new pair of trainers. It would be good to save up some more but they are the coolest trainers Arjun has ever seen and he really wants them.</p>	<p>Lily's chatting with a group of friends from school. Some of them start saying nasty things about Uma, another girl in their class. Lily has her number as they go to the same football club, so her friends tell Lily to send Uma a nasty text. Lily does not want to fall out with her friends but she thinks Uma's nice – they got on fine together at football.</p>
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**From the ideas below, choose the three that you think would be the most helpful strategies for managing influences and helping decision-making for Arjun and the three that you think would be most helpful for Lily. (You could tick, circle, or highlight them in different colours for the two characters.)**

Identify who or what is influencing them in this situation and why. Decide whether that influence is positive/helpful or negative/unhelpful

Do nothing straightaway: take some time to think about it.

Ask someone they trust for their advice.

Make a list of the pros and cons/advantages and disadvantages of each.

Walk away/stop taking part in the conversation.

Think about the potential consequences of each possible decision, for themselves or other people.

Other ideas?

Click or tap here to enter text.

Explain how they feel about the situation with the other person/people involved.