


Here is the curriculum home learning for this week. Please upload the piece of work with a  symbol to Seesaw for the teacher to see as a priority.

Home learning is planned to:





- be as close to our school learning as possible
- be manageable at home
- build from the previous week's learning



English	
Tuesday Explanation	<p>EXPLORE: Features of Newspaper Reports/ READ: Balham Bombing</p> <ul style="list-style-type: none"> • Read about the features of a newspaper report at the following link: What's in a Newspaper Report? • Alternatively, watch the video of a teacher reading through that resource here. • Think: <i>Where did people in London shelter from the Blitz?</i> • In October 1940, more than 60 people were killed at Balham Underground when a bomb hit the street above and collapsed the tunnels below. • Think: <i>Why were full details of this event not reported in the newspapers?</i> • This week, you are going to write a newspaper report that could have been written about the Balham bombing in October 1940. • Read Resources 2.1 and 2.2 to find out more about the Balham bombing. • Alternatively, watch the videos of a teacher reading through Resource 2.1 and Resource 2.2. • Highlight or underline any information that is connected to the 5 Ws. In Resources 2.3 and 2.4, the most relevant paragraphs are highlighted. • Tip: Use the First News resource when deciding what to highlight.
Wednesday Explanation	<p>PLAN: Newspaper Report/ EXPLORE: Relative Clauses</p> <ul style="list-style-type: none"> • Read and choose a planning format (Resource 3.1 or 3.2). [Use blank paper if you do not have a printer.] • Write a short and snappy <u>headline</u> on your plan: e.g. <i>Balham Underground Tragedy</i>. • Plan your <u>lead</u>, using Resources 2.1 and 2.2 to summarise briefly the Who/ What/ Where/ When of your news story. • Plan the <u>body</u> of your story. Using the plan, your paragraphs might be background/ details of bombing/ damage done/ what will happen next. • Tip: The main body should contain facts and should be chronological. • Watch Grammar Video 1 (relative clauses). • Read Resource 3.3 and complete the Activity. • Write <u>two sentences</u>, each including a relative clause, on your plan.
Thursday Explanation	<p>EXPLORE: Speech Punctuation and the Passive Voice</p> <ul style="list-style-type: none"> • Watch Grammar Video 2 (speech punctuation). • Read Resource 4.1 if you need to remind yourself of the rules of speech punctuation. • Think: <i>Who might be quoted in your newspaper?</i> • Write <u>two sentences</u> with a correctly punctuated quote for your newspaper report. The person quoted might be an eyewitness/ air raid warden/ government spokesman. • Watch Grammar Video 3 (passive voice). • Read Resource 4.2 and complete Activity. • Write <u>two sentences</u>, using the passive voice, on your plan.

<p>Friday Explanation </p>	<p>WRITE: Newspaper Report</p> <ul style="list-style-type: none">• Write your newspaper report about the Balham bombing.• Use your plan to help you with structure and content.• Check and improve your work using ARMS and CUPS (see Resource 5.1).
<p>Spelling Explanation</p>	<p>cough drought enough although thorough through bought fought thought</p>

Maths




Tuesday Explanation 	Book 6A, Chapter 4, Lesson 3: Dividing Whole Numbers To divide whole numbers making decimals; calculate decimal fraction equivalents long division. METHOD 2 <i>Note: your child may have already completed this session. If so, we recommend that this is repeated.</i>
	Video link - Learn the strategy: (from 9 minutes and 8 seconds) https://classroom.thenational.academy/lessons/multiply-and-divide-by-10-100-and-1000-involving-decimals-64wk6r?step=2&activity=video
	Deepening Prove that $3 \div 8 = 3/8 = 0.375$ using numbers, diagrams and words
Wednesday Explanation	Recap year 5 Book 5B, Chapter 7, Lesson 7: Writing Fractions as Decimals To write fractions as decimals
	Video link - Learn the strategy: (up to 9 minutes and 18 seconds) https://classroom.thenational.academy/lessons/decimal-equivalents-of-fractions-cn32r?step=2&activity=video
	Deepening Explain how to turn a fraction into a decimal
Wednesday Explanation 	Book 6A, Chapter 4, Lesson 4: Writing Fractions as Decimals To convert fractions into decimals using bar models and long division.
	Video link - Learn the strategy: https://classroom.thenational.academy/lessons/decimal-equivalents-of-fractions-cn32r?step=2&activity=video
	Deepening Which is the odd one out? $\frac{2}{5}, 0.4, \frac{4}{10}, \frac{3}{6}, \frac{6}{15}$ Explain your choice. Put the following numbers into groups: $\frac{3}{4}, \frac{3}{2}, 0.5, 1.25, \frac{3}{8}, 0.125.$ Explain your choices.
Thursday Explanation 	Book 6A, Chapter 4, Lesson 5: Writing Fractions as Decimals To write fractions as decimals; to use long division as the key strategy
	Video link - Learn the strategy: https://classroom.thenational.academy/lessons/decimal-equivalents-of-fractions-cn32r?step=2&activity=video
	Deepening My friend says: $1/6 = 0.6$ Do you agree or disagree? Explain your reasoning
Friday Explanation 	Book 6A, Chapter 4, Lesson 6: Multiplying Decimals To multiply decimals by whole numbers using partitioning or the worded method
	Video link - Learn the strategy: https://classroom.thenational.academy/lessons/multiply-a-decimal-number-by-a-whole-number-6mwpcd?step=2&activity=video
	Or use: (from 40 seconds)

<https://vimeo.com/421130951/7363b38b78>

Deepening

My friend says multiplying always gives a greater answer. Are they right? Explain your thinking.

Curriculum

Science Explanation 	<p>What do we know about electricity?</p> <ul style="list-style-type: none"> In year 4, you learnt about appliances that run on electricity. Look around your home for different devices that run on electricity. Using a Venn diagram, sort them into those that use mains electricity (they are plugged in) and those that use batteries. Look at the diagrams in the session 1 resources. For each circuit, identify and name the different elements. Looking more closely at circuits 1 and 2, what is the difference between them? What difference will that make to the bulb? Why? Challenge: answer the question in the session resources about why the car did not work.
Science Explanation	<p>How much do we rely on electricity?</p> <ul style="list-style-type: none"> Follow the video lesson here. You will need paper and something to write with. You learnt about electrical appliances in Year 4. This is revision of that work.
Geography Explanation 	<p>What is migration?</p> <ul style="list-style-type: none"> Watch the lesson video about migration. Complete the activities as you watch. Note down the types of migration in the video. Find out where you, your parents and your grandparents were born Label a map (in session 1 resources) with this information and if you can do share this with your teacher so we can collect a class or year group picture. If any of you no longer live in your original place of birth, find out the reasons for moving (this could be a move to a different town/area within the same country).
RE	<p>What is a human and what is Humanism?</p> <ul style="list-style-type: none"> Watch this Oak Academy link to learn about the beliefs of humanists. Write down what it means to be: <ul style="list-style-type: none"> Theist Atheist Agnostic Think about what Humanists believe is special about humans. Answer the questions in Session 1 Resources - Resource
PSCHE 	<p>What do we already know about keeping ourselves healthy and safe?</p> <ul style="list-style-type: none"> The new topic for the term is called 'keeping ourselves healthy and safe' On a piece of paper, draw an outline of a person and write what you know about keeping yourselves healthy and safe. You could use different colours to help show your ideas.

Home learning for Art, French, Music and PE will
be sent later this week.

English Resource 2.1 – *The Daily Telegraph*

People escaped WWII bomb blast on Balham Tube station only to die in the crush to escape

[Troy Lennon](#), History editor, *The Daily Telegraph*
October 14, 2015

There was chaos at Balham Underground station in south London 75 years ago today. Nazi bombers had been delivering their deadly cargo to England since September when the citizens of Balham heard the air raid siren warn them of another attack.

Hundreds rushed for the local underground, thinking it would protect them from the bombs. But this time they were sadly mistaken. A bomb tore through the road, killing more than 60 and leaving hundreds injured.

The incident took place during the Blitz, a term adapted from "Blitzkrieg" (Lightning War) often used in the media to refer to swift-moving German tactics employed in their conquest of Belgium and France from September 1939 to May 1940. When the Germans began bombing British cities and towns the word Blitz became a convenient nickname for the German aerial bombing campaign.

The Blitz began in earnest on September 7, 1940, an attempt to get the British to capitulate or to soften them up for an invasion after the Nazis had failed to destroy the RAF earlier in the year.



Londoners sleep in Elephant and Castle Tube Station during the Blitz.

Although Hitler officially called off his invasion by September 17, the Luftwaffe continued to rain bombs down on England in October 1940. The British lived in dire fear of being bombed, running for their lives when the air raid sirens sounded.

While most headed for home-built Anderson shelters made of corrugated iron, some hid in basements or found sturdier, but rarer, government-built community shelters. But about 4 per cent used underground railway stations, known colloquially as "the Tube".

In the first weeks of the war the government tried to keep people out of the Tube, so they would be clear for commuting and troop movements. There were also fears that people might take to living underground.

The gates to the stations were therefore locked during raids. But unable to build enough communal shelters, and with an increase in air raids, the government eventually yielded to pressure and took a more lenient attitude towards people seeking shelter in the tunnels.

People crammed into the stations and often slept the night there, feeling they were safe from harm.

The underground had been a part of British life since construction began in the late 19th century. Balham Underground had opened in 1926, and since the first air raids people had been using it for a makeshift shelter.

Just before 8pm on October 14, 1940 the air raid sirens began their awful, mournful wail. Estimates say as many as 600 people packed on to the platforms at Balham, many bringing bedding in case they had to stay the night.

At about 10pm a 1400kg armour-piercing bomb smashed through the surface of the High St and exploded, blowing a huge crater in the road and tearing off the fronts of adjacent buildings. A double decker bus crashed into the hole, although no one aboard was killed.

Down below the bomb had collapsed part of a northbound tunnel and ruptured water, sewage and gas mains, causing the station to begin to flood.

None of the 600 people below were killed by the explosion or the collapse. While some accounts say people were drowned, others say all the fatalities were due to the panic among those trying to get out of the station.

Although a memorial plaque at the site once stated that 64 people died, some accounts say 68 and the official Commonwealth War Graves figure is 66. The plaque was later removed and replaced with one that simply states: "In remembrance of the civilians and London Transport staff who were killed at this station during the Blitz on the night of 14 October 1940."

At the time the incident was not widely publicised for fear of the impact it might have on morale, but it was difficult to keep quiet about so many deaths.

Repair teams quickly went to work and the station was reopened in January 1941. But cold weather and memories of those who had died kept many people from using it as a shelter thereafter.

It had not been the first time people had died, nor would it be the last or the worst in terms of deaths, but the image of the bus in the crater would become one of the symbols of the Blitz.

English Resource 2.2 – South West Londoner

Balham looks back at Blitz bombing 80 years after tube station devastation

8 October 2020

[Adam Solomons](#)

Eighty years ago next week, Balham suffered one of the worst bombing raids of the Blitz – and made a recovery which continues to inspire

At 8.02pm on October 14, 1940, a 1,400kg bomb fell by the doorway of United Dairies on Balham High Road.

The explosion destroyed the roof above the northbound platform of Balham underground station where 500 people were sheltering from the air raids.

But it was not the bomb itself which caused an estimated 66 deaths among those hiding away.

A double-decker bus driving past fell into the crater and ruptured a water pipe, drowning many of those on the platform.

If it weren't for a London Transport staff member sheltering on the platform with his family, who knew the tunnels of the station and led scores to safety, the death toll may have been in the hundreds.

Although it took a further two months for the last bodies to be recovered, the station was fully functional once again by January 1941.



AFTERMATH: 88 bus sits amid the wreckage on Balham High Road

Matt Brosnan, Head Curator of the London Transport Museum, praised Balham for its return to normalcy as a symbol of the capital's recovery effort after the Blitz bombing.

He said: "Given the nature of the destruction, the station was closed for a very short space of time.

"And despite the intensity of the air raids and the huge impact it had on roads, stations and the trolley bus network, London Transport did an amazing job to keep things running and complete rapid repairs.

"Even during the blackouts, London buses continued to run with hoods over their headlights and painted white mudguards to increase their visibility without being noticed. The constancy and durability of the network became a symbol for the national war effort."

The Museum will reopen its [Transport During Wartime](#) exhibit on October 17.

The bus driver, who survived the bomb, recalled his experience to historians Anthony Shaw and John Mills.

He said: "The bus began prancing about like a horse and the next thing I knew was that I was lying in a shop doorway.

"After leaving a First Aid post, I went back to my bus. At first, I thought somebody had moved it but when I got closer, I saw to my horror that only the roof was protruding from the crater."

Predictably, little was said of the incident at the time.

A report by the Home Guard Wandsworth Central Division simply stated: "Balham High Road. In front of 178. (Balham Tube)".

The bombing barely made page 3 of the next morning's Wandsworth Borough News, which described air raid damage as "on a smaller scale than usual".

Focusing on the narrow escape of cabinet minister and Wandsworth resident Ernest Bevin, the paper reported: "Many people were in the shelter, but because of their amazing coolness the casualties were not heavy, though a large death toll was at first feared."



DEVASTATION: The bus conductor was sent to hospital with a concussion

Thanks to dutiful record-keeping by the Home Guard, the names of the 66 identified victims are publicly accessible and maintained by the Wandsworth Heritage Service at Battersea Library.

They include five members of the Brown family of Hillingdon Street, including daughters Constance, 14, and Joyce, 12.

The youngest victim was 4-year-old Michael Ravening of Oakmead Road, who died with his mother Elsie, 35. Arthur George Sexton, also 4, was killed alongside his parents Alfred and Maud, 46 and 34 respectively.

Roy John Dibble, a 97-year-old of Tate Street, Lambeth, was the eldest victim of the tragedy.

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English Resource 3.1 – Newspaper Report Planning Format

Who are you writing for? (Audience)	People with an interest in current affairs/ the news
Why are you writing? (Purpose)	To inform people about a recent event that has happened

Headline (summarises story/ grabs the reader's attention)	
---	--

Lead (intro) (summarises story and answers as many as possible of 5 Ws)	Who?	
	What?	
	Where?	
	When?	

	Description/ Quotes
Background (what happened before the key event/ when did it happen?)	
Key Event (more detail)	
Consequences (what are the consequences of what has happened?)	
Now/ future (bring the story up to date/ what might happen next?)	

English Resource 3.2 – Newspaper Report Planning Format

Who will read this? (Audience)	People with an interest in current affairs/ the news
--------------------------------	--

Why are you writing? (Purpose)	To inform people about a recent event that has happened
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Headline (grabs the reader's attention)	
--	--

Introduction /Lead 4 Ws	Who?	
	What?	
	Where?	
	When?	

	Description/ Quotes
Background What happened before the key event? When did it happen?	
Key Event (With detail)	
Consequences What has happened as a result of this event?	

English Resource 3.3: Relative Clauses (see also Grammar Video 1)

A relative clause can be used to give additional information about a noun.

They are introduced by a relative pronoun like 'that', 'which', 'who', 'whose', 'where' and 'when'.

Read these two sentences:

Balham Underground was hit by a huge bomb.

Hundreds of people were sheltering at Balham Underground.

How could these sentences be combined into one sentence?

Balham Underground, where hundreds of people were sheltering, was hit by a huge bomb.

Here, the relative clause gives more information about the place (Balham Underground) in the **main clause**.

Read these two sentences:

Veronica Jones said: 'People were stampeding to get out and many were trampled on the ground.'

Veronica Jones was in the station when the bomb exploded.

How could these sentences be combined into one sentence?

Veronica Jones, who was in the station when the bomb exploded, said: "People were stampeding to get out and many were trampled on the ground."

Here, the relative clause gives more information about the person (Veronica Jones) in the **main clause**.

Activity

Now, try turning these pairs of sentences into **one sentence** using a relative clause.

1. Balham Station suffered major damage in the bombing.
Balham Station is used as a shelter every night by hundreds of civilians.
2. Peter Jones said the scene was horrendous.
Peter Jones is an air raid warden.

Please check your answers on the next page, improving them if needed.

Answers

1. Balham Station, **which** is used as a shelter every night by hundreds of civilians, suffered major damage in the bombing.
2. Peter Jones, **who** is an air raid warden, said the scene was horrendous.

English Resource 4.1: Speech Punctuation (see also Grammar Video 3)

Including quotes is a useful way of bringing opinion and expertise into your article and they will make the story more interesting.

Read this quote and use it to remind yourself of the rules of speech punctuation:

John Mills, the bus driver, said: "The bus began prancing about like a horse and the next thing I knew was that I was lying in a shop doorway."

When punctuating speech, you need to remember the following:

- Put inverted commas (or speech marks) around the exact words spoken;
- Use a **capital letter** for the first word spoken;
- Use punctuation before closing inverted commas;
- Use punctuation after the reporting clause (*John Mills, the bus driver, said:*).

In a newspaper report, the reporting clause will often appear before the quote. This helps the reader to understand who spoke and why they have been quoted (here, the relative clause explains that John Mills is the bus driver, an important person in the news story).

Newspaper articles often use a colon (:) after the reporting clause – this is more formal than using a comma.

English Resource 4.2: Passive Voice (see also Grammar Video 3)

Many verbs can be active or passive.

With an **active** verb, the subject is often who or what does something.

e.g. **She** kicked **the ball**.

With a **passive** verb, the focus is on what happens, rather than who or what does something.

e.g. **The ball** **was** kicked **by** **her**.

This is also known as the **passive voice**.

Read the following sentence:

The bomb damaged **the water and gas mains**.

This sentence uses an active verb as the subject is performing the action.

Now, read this sentence:

The water and gas mains **were** damaged **by** **the bomb**.

We show the person or thing doing the action, with the use of **by** as part of a **prepositional phrase**.

A form of the verb **to be (were)** is used alongside the main verb.

Summary

- Using the passive voice is a way of writing sentences so that the **subject** has the action 'done' to it.
- The passive voice can be useful for making writing sound more formal and objective as in a newspaper report.

Activity

Now, try turning these active sentences into **passive ones**.

1. The flooding drowned many people.
2. The explosion killed no-one directly.
3. People used the station to shelter from the air raid.

Please check your answers on the next page, improving them if needed.

Answers

1. Many people were drowned by the flooding.
2. No-one was directly killed by the explosion.
3. The station was used by people to shelter from the air raid.

Science

1.



2.



3.

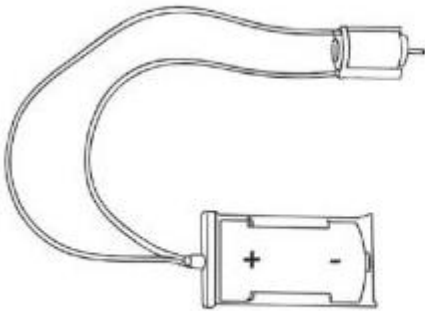


4.



Challenge

To make the car move, they connected a battery to an electric motor.



The motor did not work. Explain why.

Geography

Show on a map the following for your family:

1. Where I was born: Town, country, year
2. Where my parents were born: Town, country, year
3. Where my grandparents were born: Town, country, year
4. Has there been any movement of anyone in your family to a new area or country?



RE

- 1.) Write down your thoughts about what each of these words means. Use your own words and give examples.
 - a.) Theists are:
 - b.) Atheists are:
 - c.) Agnostics are:
 - d.) Humanists are:
- 2.) What do Humanists believe is special about humans?
- 3.) Humans have achieved many things throughout history, including _____