

# Home Learning – Thursday

- Maths – Geometry: Recognising and finding angles where they are vertically opposite.
- English – Planning your poem
- History - Evacuation

# Maths: Today we are recapping...

Geometry: Recognising and finding angles where they are vertically  
opposite.

# Five in 5



Complete the following:

1.  $9590 = 9000 + \underline{\hspace{2cm}} + 110$

2.  $\underline{\hspace{2cm}} = 7064 - 502$

3.  $1.23 \times 3 = \underline{\hspace{2cm}}$

4.  $\underline{\hspace{2cm}} = 5/6 \div 12$

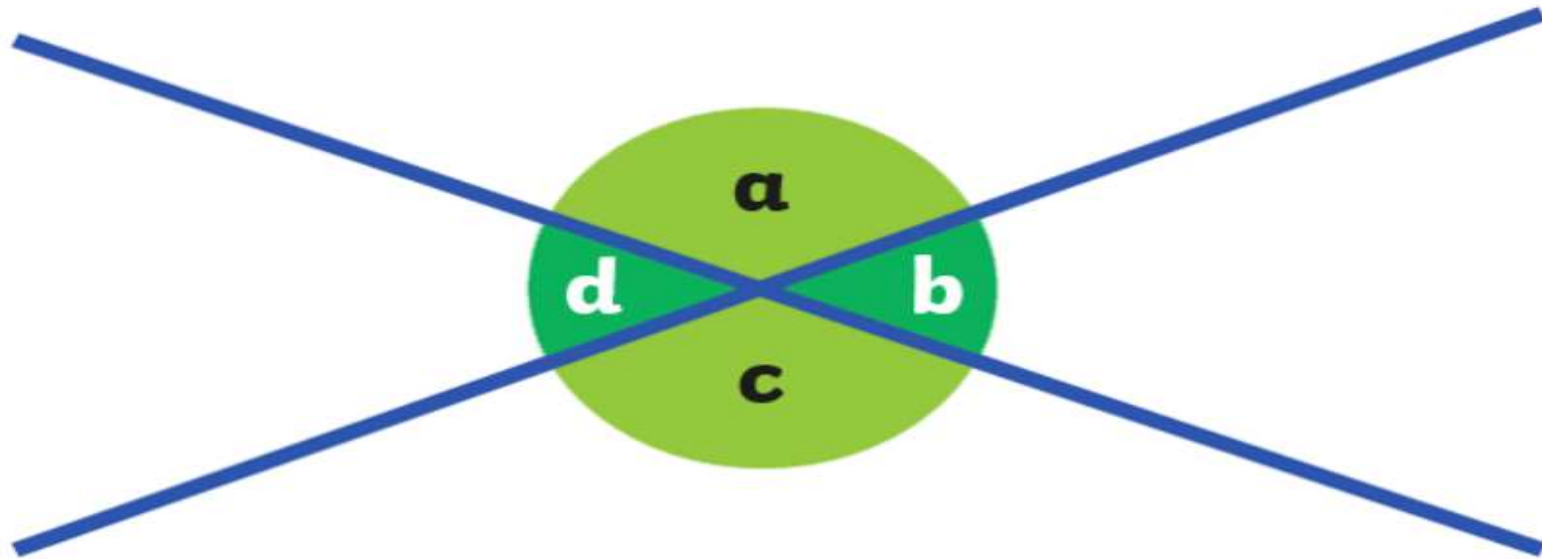
5.  $1/4$  is  $<$   $>$  or  $=$  to  $0.4$



Recognising and finding missing angles where they are vertically opposite.

## Vertically Opposite Angles

When two straight lines intersect (cross each other), four angles are created around a point which total  $360^\circ$ .

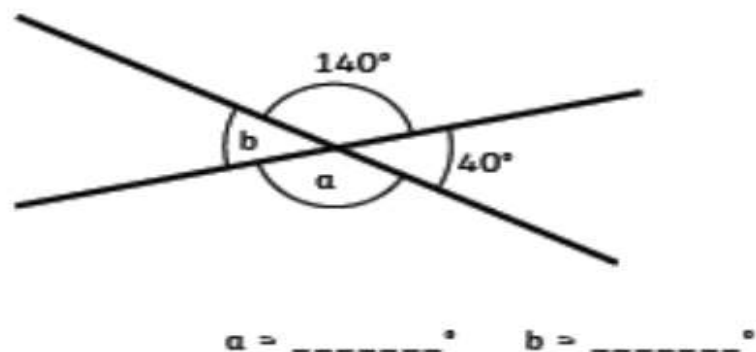


## Examples...

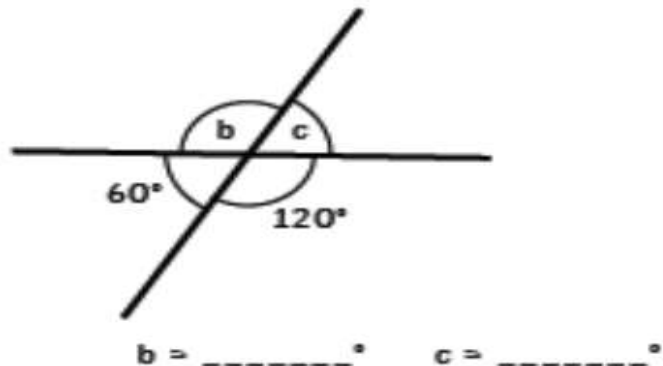
Angle  $a$  is opposite the angle which is  $140$ . so  $a$  is  $140$ .  
Angle  $b$  is opposite the angle which is  $40$ . so  $b$  is  $40$ .

Calculate the missing angles:

1.

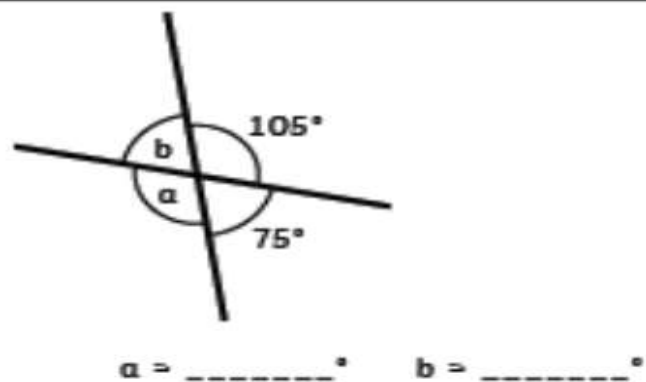


2.

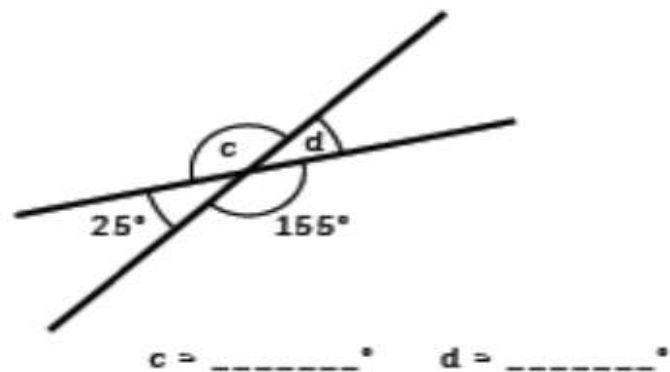


Calculate the missing angles:

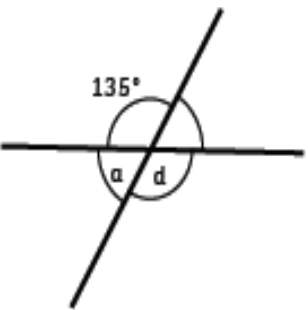
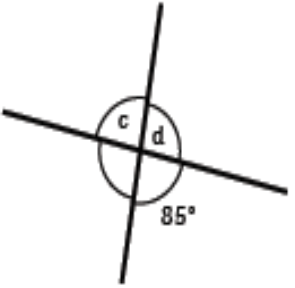
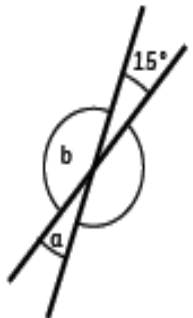
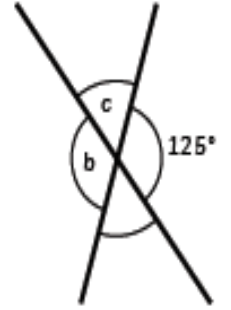
1.

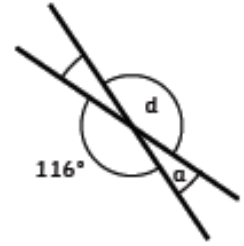
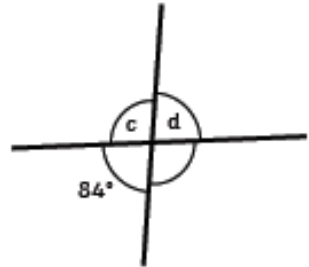
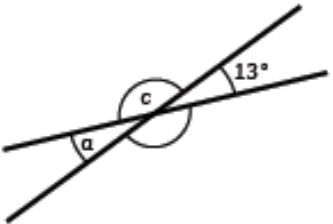
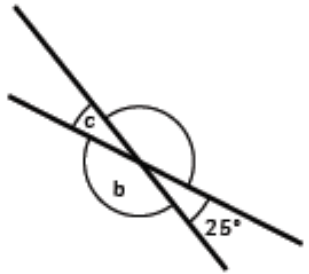
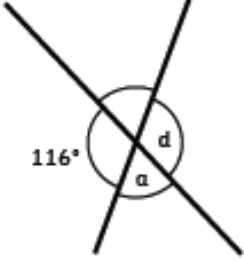
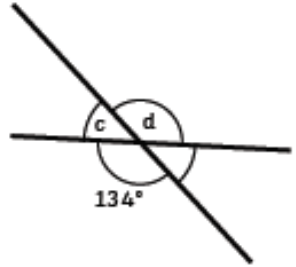


2.



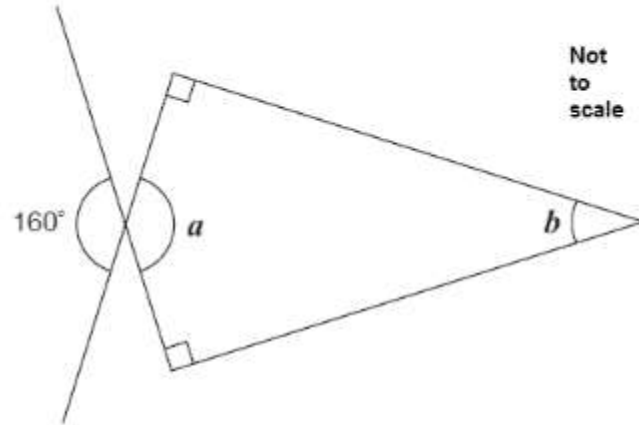
# In your book, try...

<p>3.</p>  <p><math>a = \dots\dots\dots^\circ</math>   <math>d = \dots\dots\dots^\circ</math></p>	<p>4.</p>  <p><math>c = \dots\dots\dots^\circ</math>   <math>d = \dots\dots\dots^\circ</math></p>
<p>5.</p>  <p><math>a = \dots\dots\dots^\circ</math>   <math>b = \dots\dots\dots^\circ</math></p>	<p>6.</p>  <p><math>b = \dots\dots\dots^\circ</math>   <math>c = \dots\dots\dots^\circ</math></p>

<p>3.</p>  <p><math>a = \dots\dots\dots^\circ</math>   <math>d = \dots\dots\dots^\circ</math></p>	<p>4.</p>  <p><math>c = \dots\dots\dots^\circ</math>   <math>d = \dots\dots\dots^\circ</math></p>
<p>5.</p>  <p><math>a = \dots\dots\dots^\circ</math>   <math>b = \dots\dots\dots^\circ</math></p>	<p>6.</p>  <p><math>b = \dots\dots\dots^\circ</math>   <math>c = \dots\dots\dots^\circ</math></p>
<p>7.</p>  <p><math>a = \dots\dots\dots^\circ</math>   <math>d = \dots\dots\dots^\circ</math></p>	<p>8.</p>  <p><math>c = \dots\dots\dots^\circ</math>   <math>d = \dots\dots\dots^\circ</math></p>

In your book, try...

Calculate the size of angles  $a$  and  $b$  in this diagram.



$$a = \boxed{\phantom{000}}^\circ$$

1 mark

$$b = \boxed{\phantom{000}}^\circ$$

1 mark

# Daily Spelling Practise

Scrabble spelling...

Which spelling is worth the most?



Adorably

Changeably

Valuably

Noticeably

Believably

Dependably

Considerably

Comfortably

Tolerably

Reasonably

Once you calculate the scrabble score for each of these spellings use some of your time to find the meanings of these words and/or their root words.

*Remember we looked at the root words in the first spelling session.*



# English

In the previous session you should have edited and drafted your ideas for your 'Magic Door' poem.

In today's session I would like you to decide what the Magic Door from your poem would actually look like.

## Activity 3: Artistic challenge

Doors are not only exciting for what may lie behind them, they can be designed to invite you into their world. A few years ago, a derelict area of Funchal in Madeira was transformed by local artists who decided to bring the dead doors to life. The beauty of the art opened new doors, and soon homes, shops and restaurants flourished there. Here are a few of those doors.



Have a go at drawing, painting or creating your own door.

What design would you choose? What would it represent?

I would love to see your 'Magic Door' on Twitter too please ! 😊

# History

Today we will recap some learning we did about a key occurrence of World War Two – Evacuation.

We can learn lots in history from looking at artefacts – objects from the time and sources – information from the time.

We are going to look at a range of artefacts and sources regarding evacuation in order to understand what the experience would have been like for children your age.



Here are some images of some 'artefacts'.

This is the contents of one little girl's suitcase that she packed in preparation for evacuation.

List why the girl would have taken each of these items with her.



# Looking at sources

On the next page you will find two sources of written information.

I would like you to read the sources and list the vocabulary within them that describe the feelings the children within experienced when leaving to be evacuated.

## The Atlantic Divide: Evacuated to America

We arrived in Montreal and were conveyed by bus to the dormitories of a women's college whose students were on holiday. It was a curious place.

There were a number of beds in each room, and all the doors had been removed, taken off their hinges. We were assigned beds, and sat about wondering what would happen next. Somebody started to cry, and with no doors one could hear it, and it swept through the dormitories until we were all wailing, regardless of age.

In an odd way, I seem to remember that it helped.

Source 1

## Evacuation: From Bootle to Herefordshire

When our bus arrived at Holy Trinity Church Primary School in Southport a crowd of would-be billet mothers were waiting by the gate.

We had to run the gauntlet to get into the schoolyard and as I dragged my reluctant brother by the hand I heard a lady remark, 'I like the look of that one — the girl.'

I remember feeling strong resentment at the slur on my brother and the cattle-market atmosphere.

Source 2

# Looking at sources

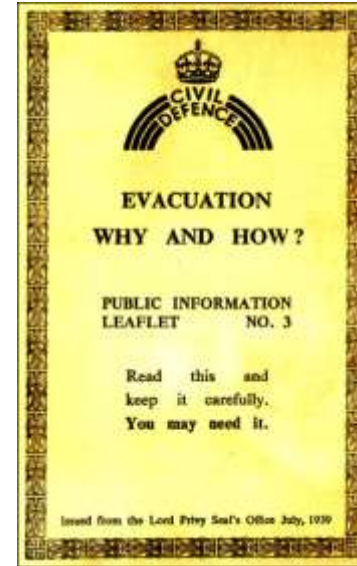
Looking now at only SOURCE 2. Answer the following questions.

- Why does the girl describe it as a cattle market?
- Why might her view be different from that of another child in the schoolyard with her?
- Why is her view different from the one in the other extract?



# Independent Task

- You have to produce a leaflet for Eden Camp to use on evacuation for schoolchildren.
- You need to think about two points: accurate historical content and presentation.
- Your leaflet could answer the following questions.
  - Why were people evacuated?
  - How did children feel about leaving their parents?
  - Where did they go?
  - How did they travel to their destination?
  - How did they feel when they arrived?



- What was it like going to school as evacuees?
- What new experiences did they have?
- How did they feel about billet parents/adoptive families?
- How did it influence their relationships with their own families?
- How did they feel about coming back at the end of the war?

# Useful links

- A website from the BBC that contains primary sources of information

<https://www.bbc.co.uk/history/ww2peopleswar/categories/c1162/index.shtml>

- A website from the Imperial War Museum

<https://www.iwm.org.uk/history/the-evacuated-children-of-the-second-world-war>

- A website with a range of facts and images

<http://www.primaryhomeworkhelp.co.uk/war/evacuation1.html>

- Remember, we have looked at Evacuation before in History too so I know you will already know lots about this to add to your leaflet for Eden Camp.