



Cotswold  
Primary School

Cotswold Primary  
School  
Home learning

Year 6  
Spring 1

# Countries of the Alliances

## Triple Entente

United Kingdom

Russia

France

## Triple Entente Allies

Belgium

Greece

Portugal

Serbia

Romania

## Triple Alliance

Germany

Austria – Hungary

Italy\*

## Triple Alliance Allies

Bulgaria

The Ottoman Empire

## Neutral

Spain

Netherlands

Switzerland

Norway

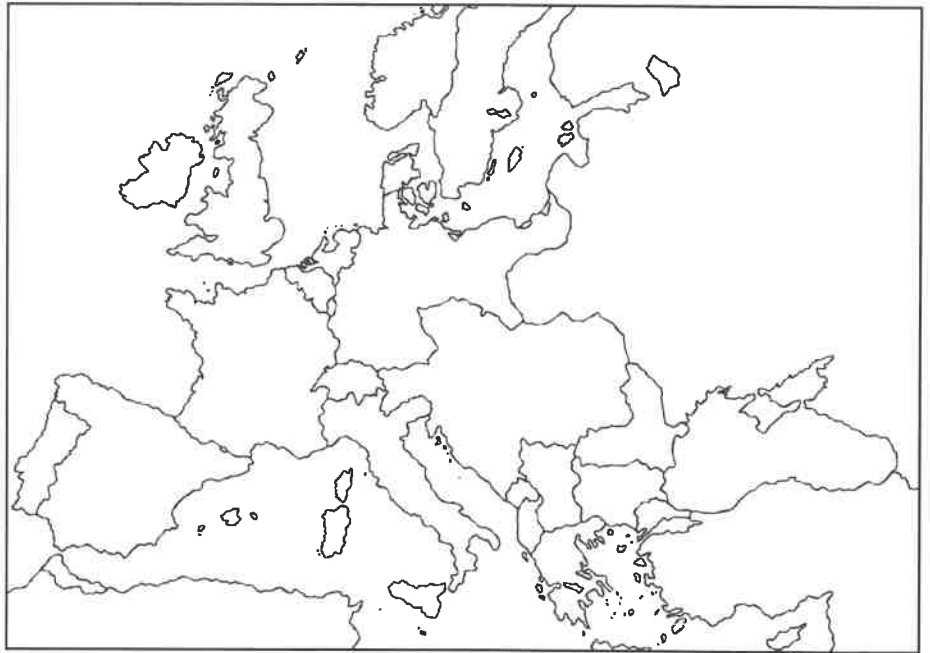
Sweden

Denmark

Montenegro

Albania

Luxembourg



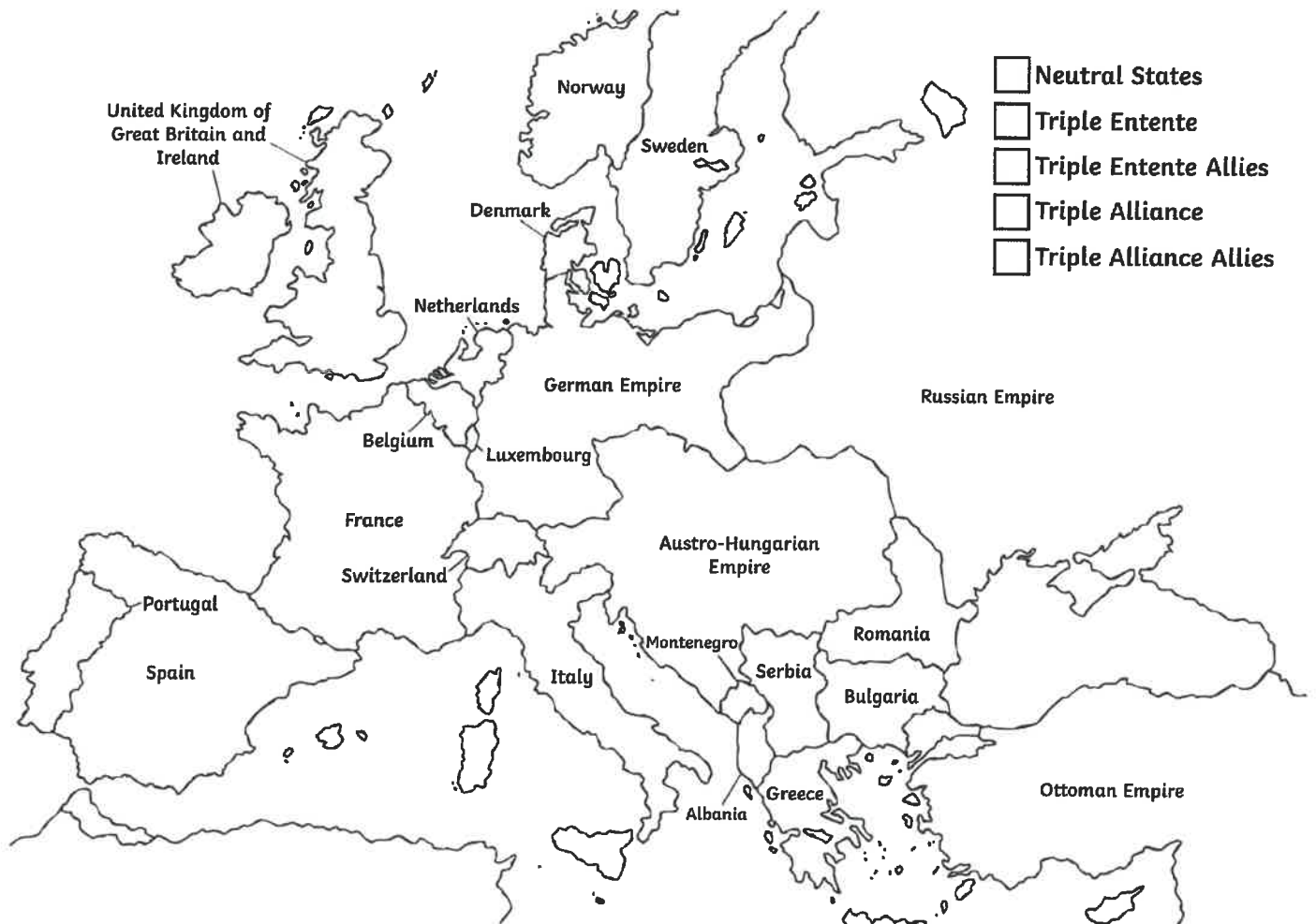
\*Italy was part of the Triple Alliance but never fought for them. Italy stayed neutral until 1915, when they joined the Triple Entente side.

# First World War Colouring Map

This is what Europe looked like in 1914. Two great alliances faced each other, with the remaining countries of Europe either joining up with one of these alliances or remaining neutral, (not taking part in the war).

Can you colour in this map to show the Triple Entente countries, the Triple Alliance countries, their allies and neutral countries? Use the Information Sheet to help you.

Remember to complete the key.

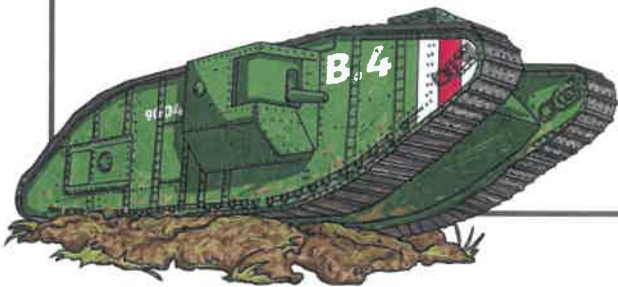


# The First World War

The First World War, also known by other names such as The Great War or World War One, was an awful event in our world's history. The conflict lasted four years, three months and fourteen days from 28<sup>th</sup> July 1914 until 11<sup>th</sup> November 1918 and resulted in over seventeen million **casualties**.

## Trench Warfare

For most of the war, armies were engaged in **trench warfare** on the Western Front. This front line stretched for many hundreds of miles in a continuous line of trenches. When ordered to, soldiers would climb up and charge towards the enemy. This was known as going 'over the top'. One of many examples of this was the Battle of the Somme. Its first day is believed to be, in numbers of **casualties**, the worst day in the history of the British Army.



### Did You Know...?

Tanks were used for the first time in the First World War. They had a top speed of just 4 mph!

## The Christmas Truce

In December 1914, troops tired of fighting defied orders, crept out of their trenches and made a **truce**.

It was late on Christmas Eve when the guns stopped and the sound of carol singing could be heard from the German side of the trenches. Then, on Christmas Day, a British soldier kicked a football out of his trench and a football match started between sides. Germany reportedly won 3-2!

Those in command were angry about the **truce** and, as a result, by midnight on Christmas Day a flame was lit to show that the truce was over. The soldiers returned to their trenches. The fighting continued for another three and a half years.





## The Changing Roles of Women on the Home Front

The First World War had a huge impact on the changing roles of women at home in Britain. Before the war, some women had jobs as servants or maids, but it was more common for women to stay at home. However, once the men had gone to war, there were plenty of vacancies that needed to be filled in many different areas.



When the need for shells intensified during 1915, large numbers of women were brought in to work at munitions (weapons) factories. By 1918, over a million women were employed in munition work.

Land Girls was the name given to the women who worked on farms and on the land. Their roles were essential to make sure there was enough food. By the end of 1917, there were 23 000 women working in the Women's Land Army (WLA).

It is important to remember that in addition to paid employment, women were also running the household. This involved queuing for rations, sewing new clothes and mending old ones, gardening for home-grown food and raising their children, often alone.



## Poppies and Remembrance

Each November, we **commemorate** the lives of the **casualties** of war by holding a two-minute silence at school or on Armistice Day, also known as Remembrance Day or Poppy Day.

The war ended on 11<sup>th</sup> November 1918.

In 2018, 11<sup>th</sup> 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'. Many wild poppies grew on the battlefields after the war had ended.



### Glossary

**casualty** – A person killed or injured in a war or accident.

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

**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. How long did the First World War last? Tick **one**.

- Four years and fourteen months
- Four years, three months and fourteen days
- From 28<sup>th</sup> July 1914
- Until 11<sup>th</sup> November 1918

2. Which statements describing trench warfare are true? Tick **two**.

- The front line was hundreds of miles long.
- Armies were engaged on the Eastern Front.
- Soldiers climbed up and out of the trenches when ordered to.
- The only example of going over the top was at the Battle of the Somme.

3. Fill in the missing words.

\_\_\_\_\_ were used for the \_\_\_\_\_ time in the First World War.

4. **This front line stretched for many hundreds of miles in a continuous line of trenches.**

What does the word **continuous** mean in this sentence?

\_\_\_\_\_

5. Find and copy the words that show the soldiers broke the rules to hold a Christmas truce.

\_\_\_\_\_

6. Why do you think those in command were angry about the Christmas truce?

\_\_\_\_\_

\_\_\_\_\_

7. How did the role of women change during the war?

\_\_\_\_\_

\_\_\_\_\_

8. Explain the symbolism of the poppy.

\_\_\_\_\_

\_\_\_\_\_

# Place Value

## A. Can you write the following amounts in numerals?

1. Thirty-three thousand, five hundred = \_\_\_\_\_
2. Eighty-three thousand, three hundred and eight = \_\_\_\_\_
3. Seventeen thousand, seven hundred and one = \_\_\_\_\_
4. Twenty-two thousand, nine hundred and two = \_\_\_\_\_
5. Three hundred and fourteen thousand, one hundred and eleven = \_\_\_\_\_
6. Seven hundred and twenty-three thousand, nine hundred and forty-eight = \_\_\_\_\_
7. One million, three hundred and sixty-seven thousand, two hundred and fifteen = \_\_\_\_\_

## B. What are the values of the underlined digits?

- |                              |                              |
|------------------------------|------------------------------|
| 1. 80 <u>8</u> 89 = _____    | 2. <u>1</u> 65 882 = _____   |
| 3. <u>4</u> 22 522 = _____   | 4. 235 <u>5</u> 32 = _____   |
| 5. 9 <u>9</u> 076 = _____    | 6. <u>5</u> 55 555 = _____   |
| 7. 80 <u>8</u> 08 = _____    | 8. <u>7</u> 68 585 = _____   |
| 9. 3 <u>4</u> 78 205 = _____ | 10. <u>7</u> 983 491 = _____ |

## c. Can you circle the digit that is equivalent to the written amount?

- |                          |         |                    |           |
|--------------------------|---------|--------------------|-----------|
| 1. Fifty                 | 18 050  | 2. Thirty          | 19 130    |
| 3. Three hundred         | 243 379 | 4. Twenty thousand | 622 000   |
| 5. Five hundred thousand | 595 500 | 6. Ninety thousand | 999 000   |
| 7. Seven thousand        | 707 070 | 8. Six million     | 6 395 173 |



# Place Value Challenge

Arrange the given digits to make a number that meets the given criteria.

1. Between 161 and 169:  
**6, 1, 7**

--	--	--

H      T      O

4. Between 134 and 189:  
**5, 4, 1**

--	--	--

H      T      O

7. Between 986 and 1000:  
**8, 8, 9**

--	--	--

H      T      O

2. Between 295 and 311:  
**9, 2, 9**

--	--	--

H      T      O

5. Between 576 and 601:  
**9, 5, 7**

--	--	--

H      T      O

8. Between 784 and 876:  
**8, 4, 7**

--	--	--

H      T      O

3. Between 392 and 397:  
**5, 3, 9**

--	--	--

H      T      O

6. Between 784 and 812:  
**8, 5, 7**

--	--	--

H      T      O

9. Between 578 and 811:  
**8, 6, 7**

--	--	--

H      T      O

# Place Value Challenge

Arrange the given digits to make a number that meets the given criteria.

1. Between 161 and 182:  
**6, 1, 7**

H	T	O

4. Between 352 and 401:  
**2, 6, 3**

H	T	O

7. Between 2850 and 2870:  
**9, 5, 2, 8**

TH	H	T	O

2. Between 295 and 311:  
**9, 2, 8**

H	T	O

5. Between 573 and 601:  
**6, 5, 7**

H	T	O

8. Between 1900 and 1930:  
**2, 1, 8, 9**

TH	H	T	O

3. Between 373 and 397:  
**8, 3, 9**

H	T	O

6. Between 784 and 811:  
**8, 9, 7**

H	T	O

9. Between 1000 and 1050:  
**0, 1, 2, 4**

TH	H	T	O

# Place Value Challenge

Arrange the given digits to make a number that meets the given criteria.

1. Between 1234 and 2000:  
**2, 1, 8, 9**

--	--	--	--

TH    H    T    O

4. Between 2300 and 2456:  
**3, 1, 8, 2**

--	--	--	--

TH    H    T    O

7. Between 5600 and 5700:  
**6, 4, 5, 9**

--	--	--	--

TH    H    T    O

2. Between 1306 and 1345:  
**0, 1, 4, 3**

--	--	--	--

TH    H    T    O

5. Between 3000 and 3500:  
**2, 9, 3, 4**

--	--	--	--

TH    H    T    O

8. Between 5426 and 9843:  
**2, 6, 8, 9**

--	--	--	--

TH    H    T    O

3. Between 1278 and 1299:  
**2, 1, 8, 6**

--	--	--	--

TH    H    T    O

6. Between 8764 and 9000:  
**2, 1, 8, 8**

--	--	--	--

TH    H    T    O

9. Between 1234 and 1239:  
**2, 1, 3, 8**

--	--	--	--

TH    H    T    O

# Place Value to 10 000

Remember:

- digits have their place;
- each column gives a value;
- where a number is placed shows its value.

Thousands	Hundreds	Tens	Ones
<b>9</b>	<b>4</b>	<b>8</b>	<b>2</b>
9000	400	80	2

1. What is the value of each number underlined? Write the value as a number.

a.  $9\underline{4}82 =$  \_\_\_\_\_

e.  $422\underline{0} =$  \_\_\_\_\_

b.  $10\underline{2}5 =$  \_\_\_\_\_

f.  $37\underline{7}5 =$  \_\_\_\_\_

c.  $876\underline{3} =$  \_\_\_\_\_

g.  $28\underline{4}2 =$  \_\_\_\_\_

d.  $5438 =$  \_\_\_\_\_

h.  $\underline{6}297 =$  \_\_\_\_\_

2. Complete the following:

$$4352 = 4000 + 300 + 50 + 2$$

a.  $1275 =$  \_\_\_\_\_  $+ 200 +$  \_\_\_\_\_  $+$  \_\_\_\_\_

e. \_\_\_\_\_  $= 6000 + 800 + 60 + 7$

b.  $5489 =$  \_\_\_\_\_  $+$  \_\_\_\_\_  $+ 80 +$  \_\_\_\_\_

f. \_\_\_\_\_  $= 5000 + 400 + 20 + 2$

c.  $3734 =$  \_\_\_\_\_  $+$  \_\_\_\_\_  $+$  \_\_\_\_\_  $+ 4$

g. \_\_\_\_\_  $= 3000 + 700 + 20 + 0$

d.  $6644 = 6000 +$  \_\_\_\_\_  $+$  \_\_\_\_\_  $+$  \_\_\_\_\_

h. \_\_\_\_\_  $= 9000 + 400 + 60 + 2$

# Comparing and Ordering Whole Numbers up to 1000

I can compare and order whole numbers up to 1000.



The pupils in Class 3 at Monster High need to line up in height order for their class photo. Draw an arrow on the number line and write their names underneath to put them in the correct order.

					
Warp 110cm	Grin 93cm	Ooze 324cm	Croc 284cm	Blob 403cm	Bugz 700cm

Complete the statements by writing < or > in each box.

93cm  110cm    284cm  324cm    700cm  403cm

284cm  110cm    403cm  700cm    284cm  403cm

Next, it's Class 4's turn for their photo so they need to line up in height order too. Draw an arrow on the number line and write their names underneath to put them in the correct order.

					
Clawz 210cm	Metallic 284cm	Dwarfy 938cm	Goofs 485cm	Oafy 550cm	Tickles 704cm

Complete the statements by writing < or > in each box.

938cm  485cm    210cm  550cm    284cm  210cm

704cm  938cm    210cm  284cm    485cm  704cm



# Year 5 Autumn 2 Maths Activity Mat 1

## Section 1

Order the following numbers from smallest to largest.

7667 6767 7676 6776

--	--	--	--

smallest

largest

## Section 2

Jules has 46 marbles and Jens has 76 marbles. Omar also has some marbles. Altogether, the three of them have 151 marbles. How many marbles does Omar have?

 marbles

## Section 3

Explain how 20 marbles can be shared into different equal groups.

- \_\_\_ groups of \_\_\_ marbles.
- \_\_\_ groups of \_\_\_ marbles.
- \_\_\_ groups of \_\_\_ marbles.
- \_\_\_ groups of \_\_\_ marbles.
- \_\_\_ groups of \_\_\_ marbles.
- \_\_\_ groups of \_\_\_ marbles.

## Section 4

Convert the improper fractions into mixed fractions.

$$\frac{5}{2}$$

$$\frac{5}{3}$$

$$\frac{9}{4}$$

## Section 5

Write the decimal equivalent to the fraction.

$$\frac{1}{2}$$

$$\frac{1}{4}$$

$$\frac{1}{5}$$

## Section 6

Draw a rectangle with a perimeter of 26cm. (not to scale). Mark the length of the 2 different sides.

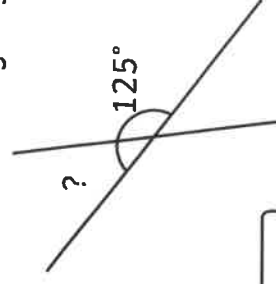
## Section 8

Estimate the weight of 1 apple.



## Section 7

Calculate the missing angle:



(Not to scale.)

# Year 5 Autumn 2 Maths Activity Mat 1

## Section 1

Order the following numbers from smallest to largest.

92 292   99 929   92 299   99 992   92 929

--	--	--	--

smallest

largest

## Section 2

A football stadium has 26 230 seats. For a match, the club sells 12 892 adult tickets and 7901 child tickets. How many empty seats are there?

 empty seats

## Section 3

Explain how 32 marbles can be shared into different equal groups.

\_\_\_ groups of \_\_\_ marbles.

\_\_\_ groups of \_\_\_ marbles.

\_\_\_ groups of \_\_\_ marbles.

\_\_\_ groups of \_\_\_ marbles.

\_\_\_ groups of \_\_\_ marbles.

\_\_\_ groups of \_\_\_ marbles.

## Section 4

Match the mixed fractions and improper fractions.

$$\frac{11}{4}$$

$$2\frac{2}{5}$$

$$\frac{12}{5}$$

$$2\frac{3}{4}$$

$$\frac{16}{3}$$

$$5\frac{1}{3}$$

## Section 6

Draw a rectilinear shape with a perimeter of 32cm (not to scale). Mark the length of all the sides. The shape must not be a simple rectangle.

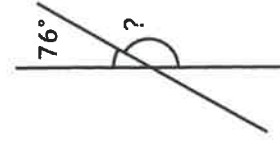
## Section 8

Estimate how many apples might weigh 1kg.




## Section 7

Calculate the missing angle:



(Not to scale.)

# Adding 4-Digit Numbers - Mixed

LO: I can add 4-digit numbers.

$$\begin{array}{r} 1 \quad 5391 \\ + 8468 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 5409 \\ + 4370 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 2923 \\ + 4477 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 8617 \\ + 9580 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 3204 \\ + 3184 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 3114 \\ + 4873 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 2350 \\ + 4328 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 5338 \\ + 4770 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 4659 \\ + 5691 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \quad 5440 \\ + 7368 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \quad 6404 \\ + 3144 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \quad 9017 \\ + 1146 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \quad 3252 \\ + 6627 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \quad 3714 \\ + 5015 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \quad 3005 \\ + 3757 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \quad 1977 \\ + 2722 \\ \hline \end{array}$$

**Challenge:**

$$\begin{array}{r} 1 \quad 5\_ \_ 3 \\ + \_ 0 2 6 \\ \hline 9 1 3 \_ \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 9 8 \_ 0 \\ + \_ 3 8 2 \\ \hline \_ 9 \_ 6 \_ \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad \_ 6 \_ 7 \\ + 4 \_ 7 4 \\ \hline \_ 0 2 0 \_ \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 5 1 \_ \_ \\ + \_ 6 0 2 \\ \hline 6 \_ 4 6 \\ \hline \end{array}$$

# Adding 4-digit Numbers With No Carrying

LO: I can add 4-digit numbers.

$$\begin{array}{r} 1 \quad 2541 \\ + 5235 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 7114 \\ + 2372 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 6280 \\ + 2704 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 2854 \\ + 4042 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 4672 \\ + 4221 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 6091 \\ + 3604 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 4472 \\ + 5226 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 5828 \\ + 3031 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 4482 \\ + 5502 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10 \quad 7023 \\ + 1445 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11 \quad 4661 \\ + 3238 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12 \quad 3668 \\ + 4131 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13 \quad 7002 \\ + 2755 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14 \quad 5192 \\ + 3203 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15 \quad 4927 \\ + 4031 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 16 \quad 7731 \\ + 2164 \\ \hline \\ \hline \end{array}$$

**Challenge:**

$$\begin{array}{r} 1 \quad 3\_2\_ \\ + \_375 \\ \hline 78\_8 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad \_\_36 \\ + 57\_3 \\ \hline 787\_ \\ \hline \end{array}$$

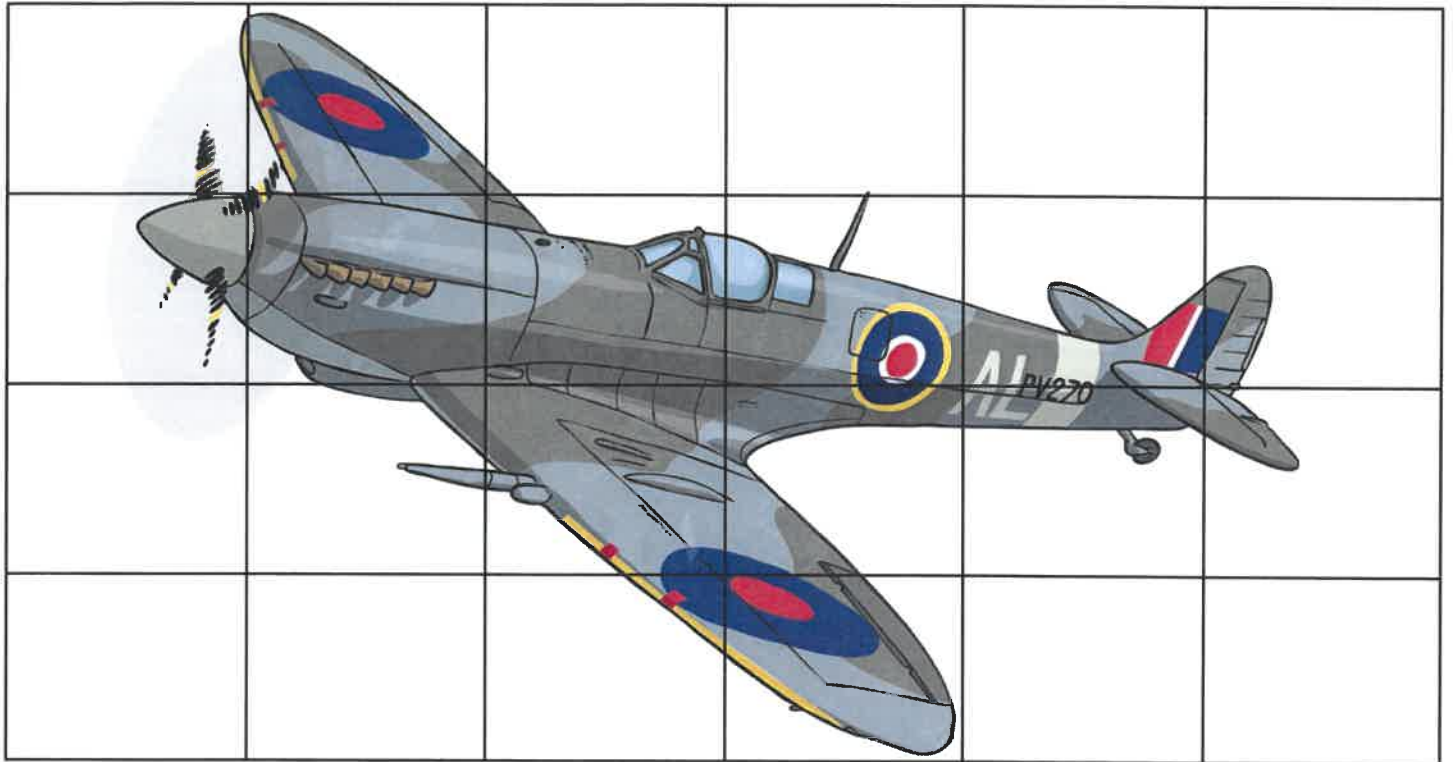
$$\begin{array}{r} 3 \quad 4\_ \_1 \\ + \_306 \\ \hline 888\_ \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 62\_ \_ \\ + 3\_84 \\ \hline \_688 \\ \hline \end{array}$$

# Drawing Second World War Aircraft

## Supermarine Spitfire Mark 1

Spitfires were mainly used in dogfights. This is a term used to describe the intense, close-range battle between small groups of aircraft in which pilots move and turn their planes quickly to avoid being shot down. The Spitfire was fast and agile, meaning pilots could manoeuvre their aircraft easily when fighting in the sky. It was such a good fighter plane, that it was used for several decades after the war ended.

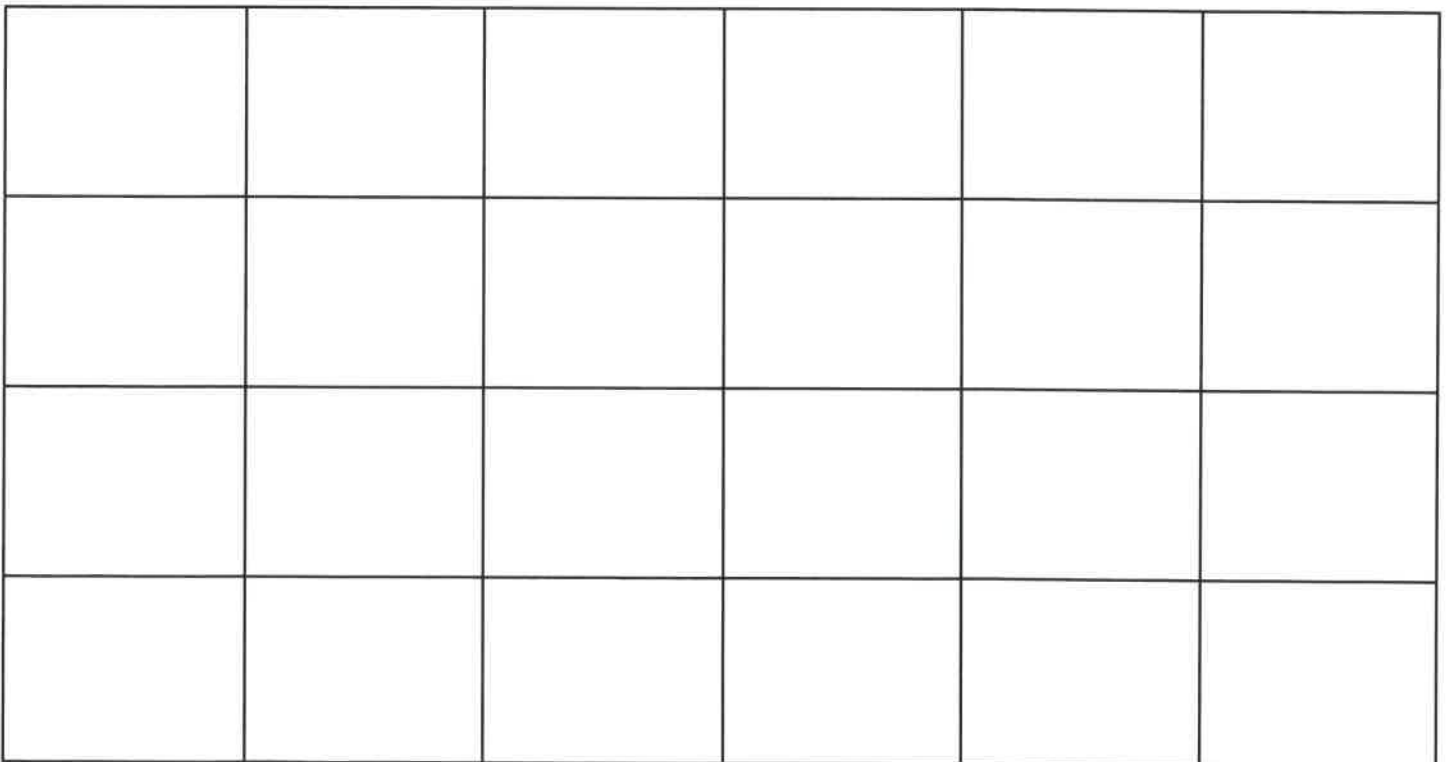
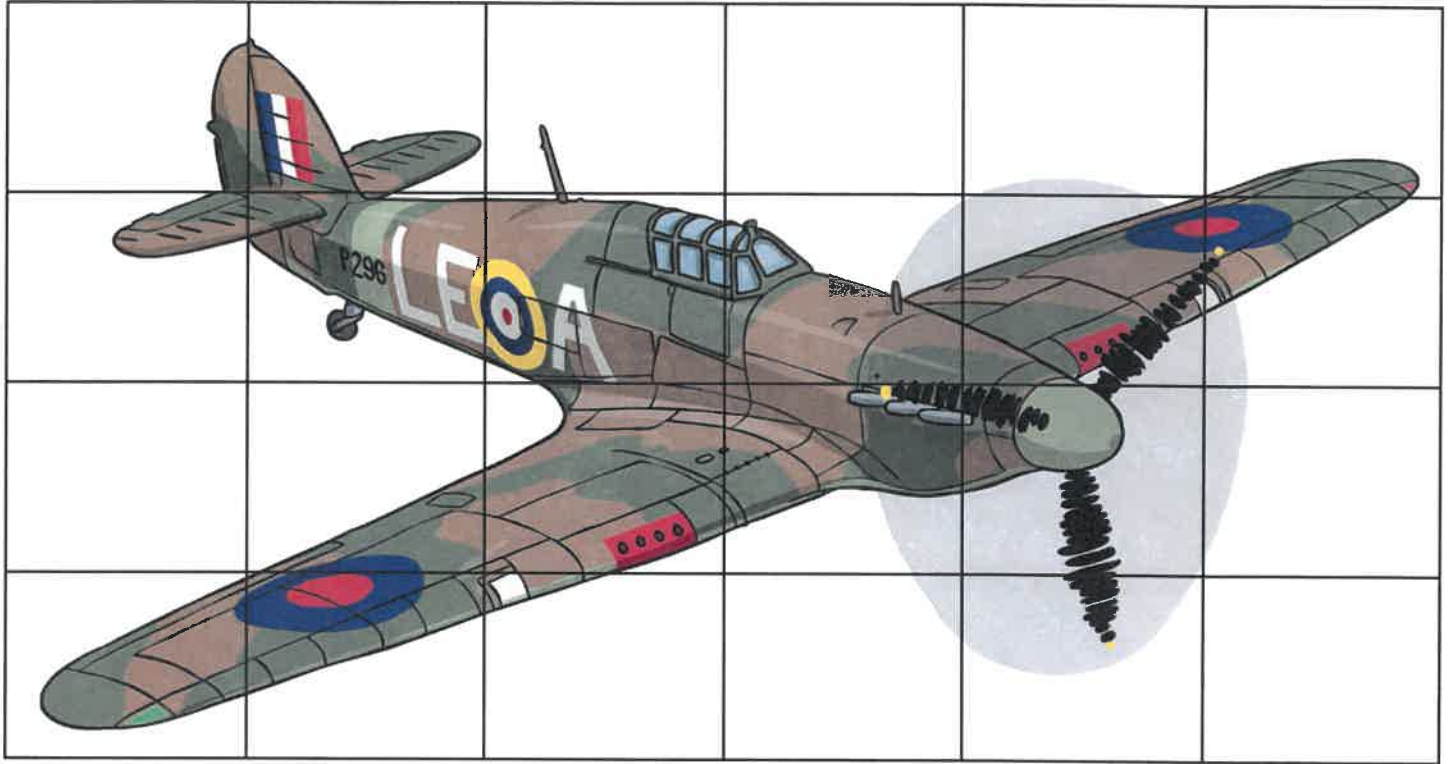





# Drawing Second World War Aircraft

## Hawker Hurricane

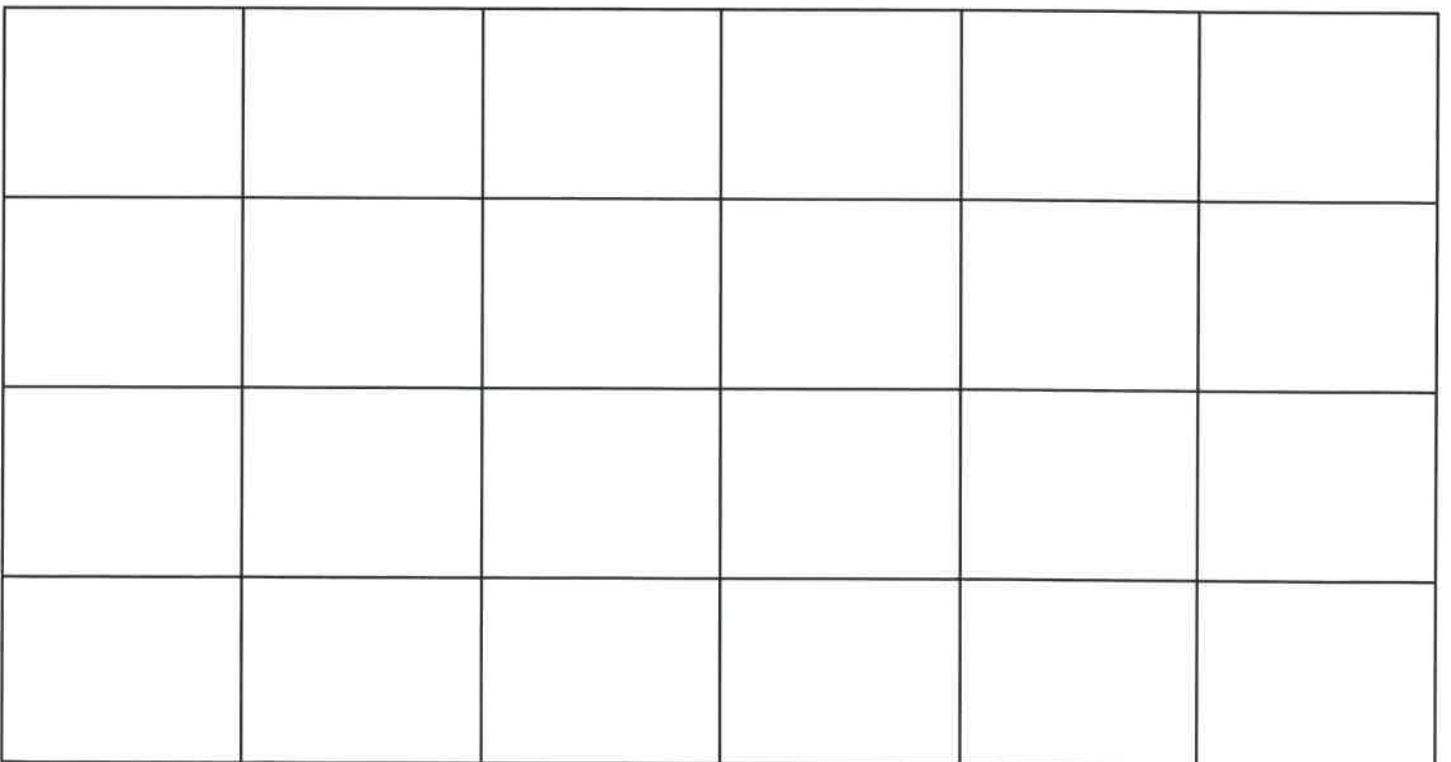
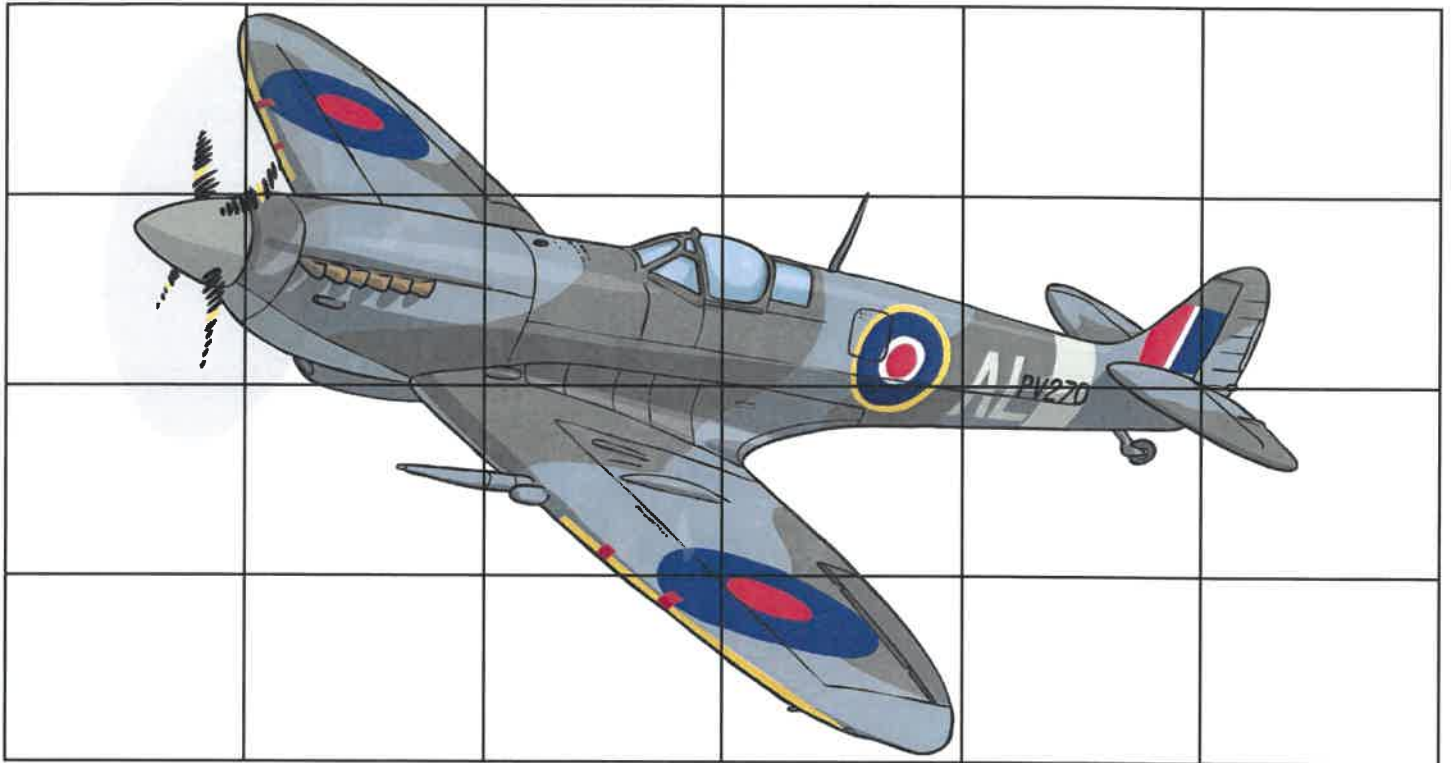
Many battles took place during the six years of the Second World War. Without a doubt, one of the most significant and momentous of these was the Battle of Britain. Whereas the Spitfire battled the German planes, the Hawker Hurricane shot them down.



# Drawing Second World War Aircraft

## Supermarine Spitfire Mark 1

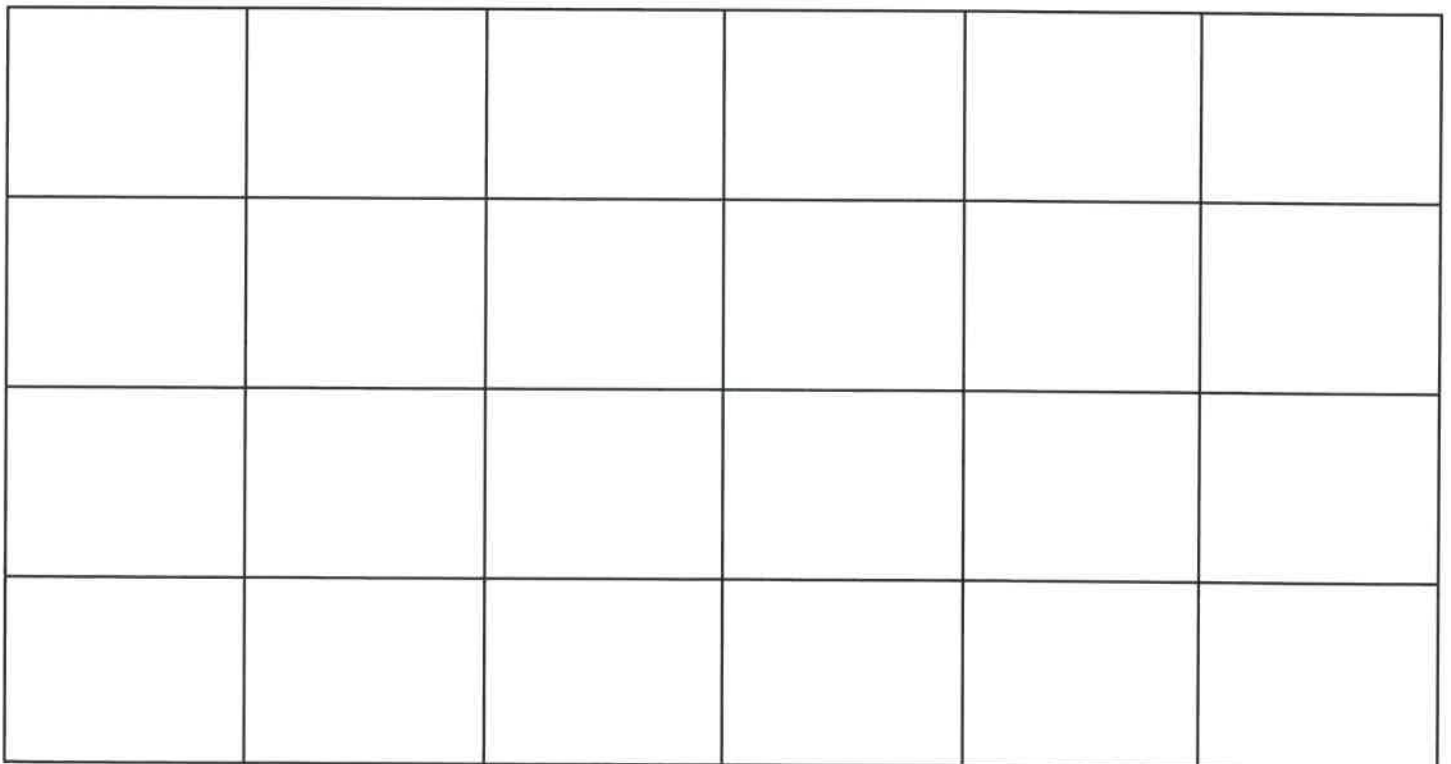
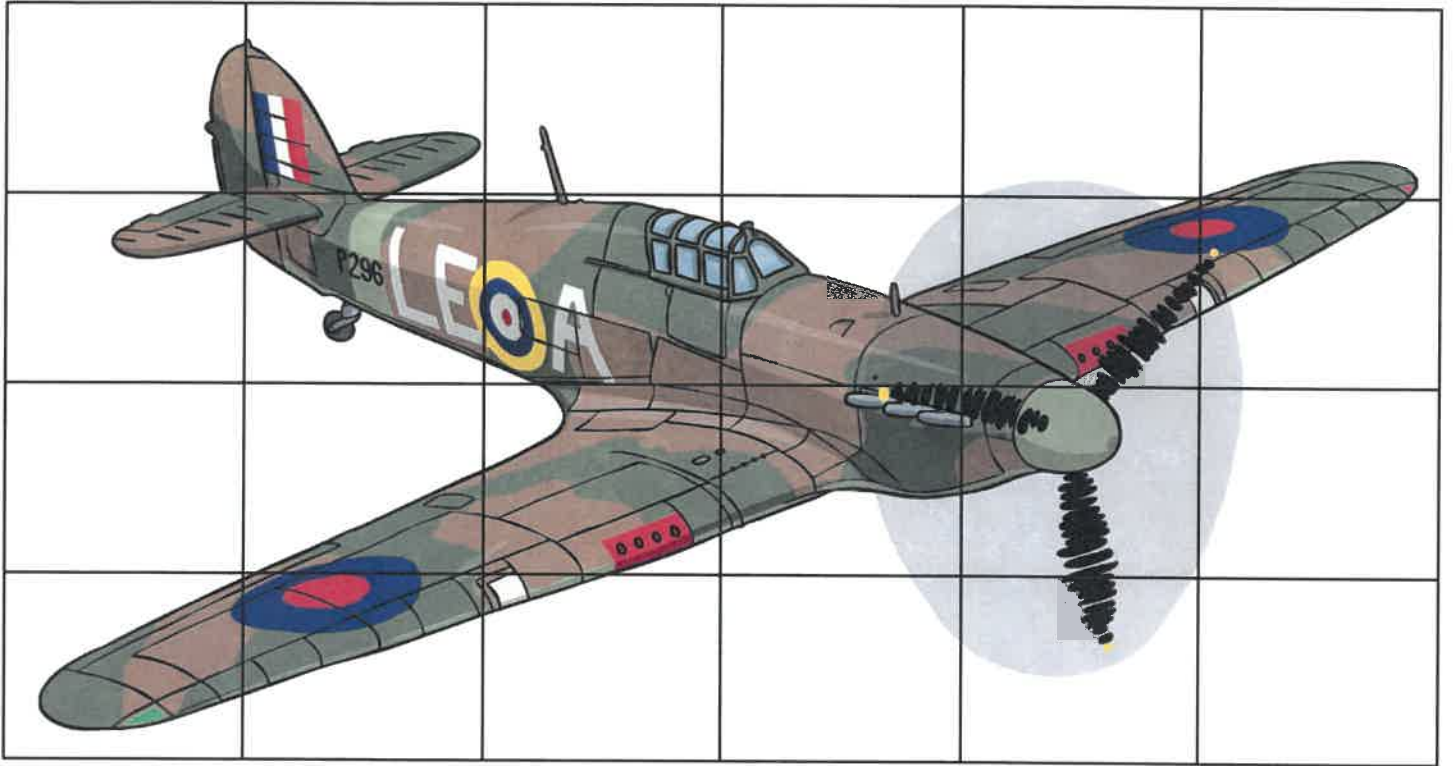
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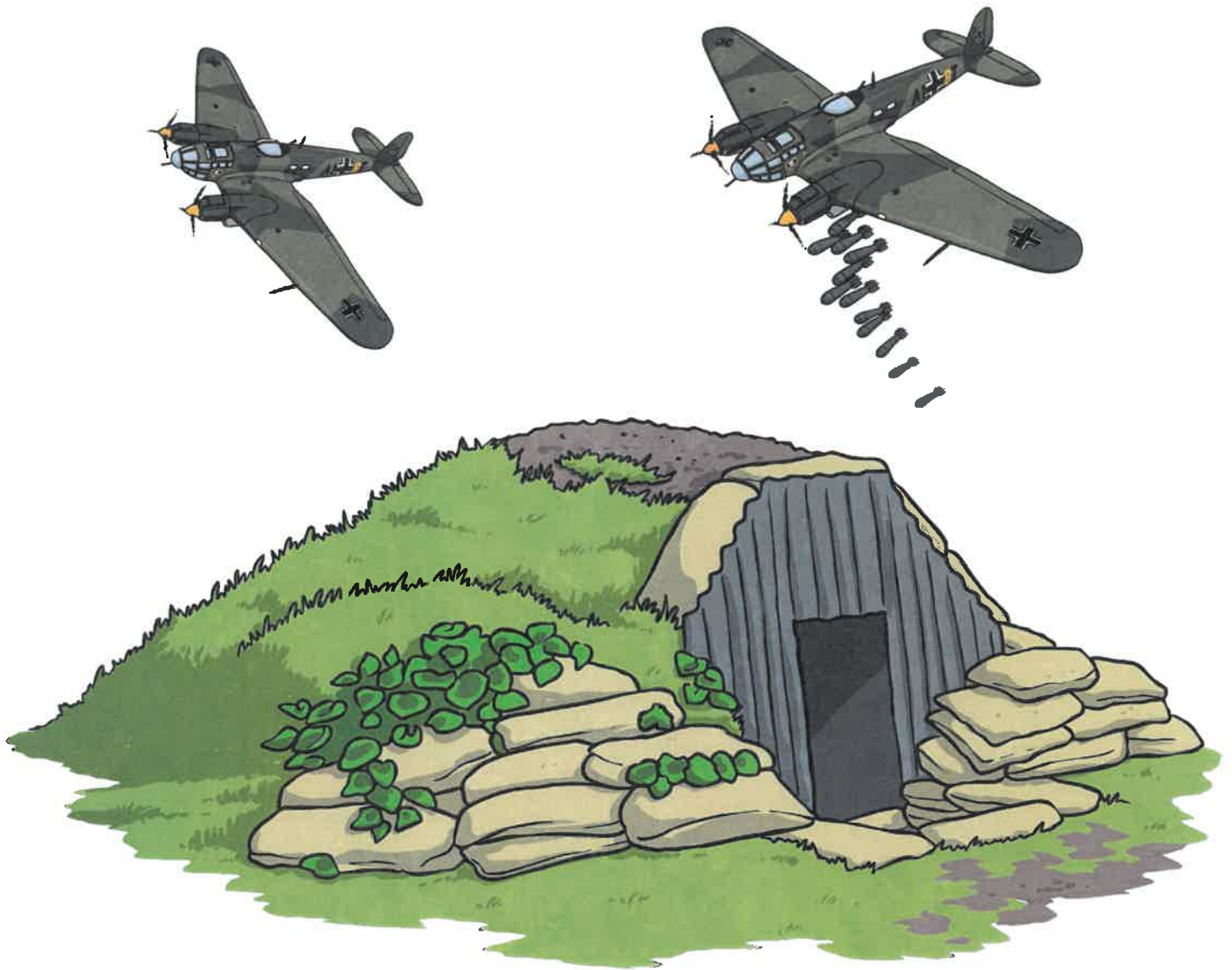
# Drawing Second World War Aircraft

## Hawker Hurricane

Many battles took place during the six years of the Second World War. Without a doubt, one of the most significant and momentous of these was the Battle of Britain. Whereas the Spitfire battled the German planes, the Hawker Hurricane shot them down.



# A Night in an Anderson Shelter



A diary of a night in an Anderson shelter by .....

Can you answer these questions in your writing?

- What was the Anderson Shelter like?
- Where was the Anderson Shelter?
- What could you smell, hear and see?
  - Who was in there with you?
  - What food did you eat?
  - How did you feel?





# My night in an Anderson shelter



A series of horizontal lines for writing, starting with a set of seven lines on the left side of the page and continuing with a full-width set of lines below.





# Make Do and Mend

Careless Talk  
Costs Lives

# Dig On For Victory

Keep Calm  
and  
Carry On