

# Gordon Primary School

## Remote Learning Grid WB 22.2.21

If you require further support with this week's tasks or wish to submit remote learning work to your child's teacher, they may be contacted via the following class email address:

6C - [class6c@gordonprimary.redbridge.sch.uk](mailto:class6c@gordonprimary.redbridge.sch.uk)

6SC - [class6sc@gordonprimary.redbridge.sch.uk](mailto:class6sc@gordonprimary.redbridge.sch.uk)

Please insert your child's full name in the subject line of the email, so that your child's teacher can easily access your message.

Please note, this email address exists only for the submission of remote learning work or to seek clarification in relation to this, during any period that your child is not able to attend school. Please do not use this email address at any other time, as your message may not be responded to.

If you wish to contact your child's teacher during regular school time, please do so via the home-school communication book, or call the school office on 0208 478 2977.

| This week's spellings                                                                                                                                                                                                                                                                                                                                                                                                          | New Maths this Week                                                                                                                                                                                                                                                                                  | Handwriting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p>Look at the words and try to spell them correctly. Remember to write a sentence and the meaning for each of the words.</p> <p><b>circulation</b><br/> <b>composition</b><br/> <b>condensation</b><br/> <b>conservation</b><br/> <b>conversation</b><br/> <b>description</b><br/> <b>direction</b><br/> <b>evaporation</b><br/> <b>examination</b><br/> <b>exhibition</b><br/> <b>indigestion</b><br/> <b>precaution</b></p> | <p>This week we are looking at co-ordinates, translation and reflection</p> <ul style="list-style-type: none"> <li>Remember to work along the x axis and then the y axis.</li> <li>Translation means moving the shape</li> <li>Reflection means reflecting the shape using a mirror line.</li> </ul> | <p><b>A</b> This is the first draft of a short biography of Charles Darwin. Correct the words that are spelt incorrectly.</p> <p><i>Charles Darwin was born in 1809. He spnt most of his live searching for the truth about the world threw careful observation of nature. At the age of twenty-one he set of round the world as an official naturalist on a ship called the 'Beagle'. The voyage lasted five years. He was fascinated by the extraordinary animals he saw and made a great collection of specimens to take home, including the fossilised bones of enormous animals that has died out long ago.</i></p> <p><i>In 1859 Darwin published a book called 'The Origin of Species'. His theory of evolution through natural selection completely changed our way of loking at the world but it also caused an uproar at the time. The idea of evolution was not knew in the 1850s. People has realised that animals and plants had changed over thousands of years. But Darwin's theory seemed to sugest that humans were descended directly from apes. Darwin died in 1882.</i></p> <p><b>B</b> Write a final draft on lined or plain paper in your best handwriting. Use your correction marks to help you replace the words that are spelt incorrectly.</p>  |

## Year 6

| Day | English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Science/Topic work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | <p><i>As you will recall, at the end of Chapter 5, we learned that Joseph put all his trust in the young boy and left Warsaw on a goods train, to Switzerland, in search of his wife.</i></p> <p><i>This week, we shall be moving on with reading the text, discovering how the story moves on and how key events fit together as well as gaining a historical understanding of the war and its effect on the Polish people, especially to our characters in the text.</i></p> <p><b><u>Task 1 – Reading and Understanding</u></b></p> <p>You will find a copy of <b>Chapter 6 underneath this day's instructions, entitled "Silver Sword – Chapter 6"</b>. Please take time and care to read the chapter. (You don't need to write anything for this part)</p> <p><i>Whilst you are reading, please focus on the following aspects:</i></p> <ul style="list-style-type: none"> <li>- <i>How the chapter fits together with Chapter 4 when Mrs Krause said to Joseph: "On the night your wife was taken away...they blew the whole place up. The children have not been seen since".</i></li> <li>- <i>The shock and emotion felt by the children that night</i></li> </ul> | <p>Watch the video take notes and do the activities provided on the video.</p> <p><a href="https://classroom.thenational.academy/lessons/describing-the-position-of-a-point-and-shape-across-4-quadrants-using-coordinates-6rw3gr?step=2&amp;activity=video">https://classroom.thenational.academy/lessons/describing-the-position-of-a-point-and-shape-across-4-quadrants-using-coordinates-6rw3gr?step=2&amp;activity=video</a></p> <p><b>You will find your task directly below day 1</b></p> | <p><b><u>Geography: Journey of Evacuees</u></b></p> <p><i>As you will recall from your last topic lesson, when Britain announced that it was at war with Germany, the British government knew that Germany would attack Britain with bomber planes. So they ordered children to leave the cities and go to live with other people in the countryside.</i></p> <p><b><u>Task 1</u></b></p> <p>German bombers would target city areas. Can you research where the following cities are on a map then label the map below. There is a copy of the map <b>underneath this day's instructions entitled Geography Map of British Isles.</b></p> <ul style="list-style-type: none"> <li>a. London</li> <li>b. Bristol</li> <li>c. Coventry</li> <li>d. Manchester</li> <li>e. Leeds</li> <li>f. Newcastle</li> </ul> <p>Then highlight these areas using a red colouring pencil as red zones.</p> |

## Task 2 - Answering Questions

- What are your first impressions of Edek?
- How did Ruth feel when Edek told her what he did?
- If this was your mother being taken away and you saw this, how would you have felt and what would you have done?

## Task 3 - Drawing evidence from the text

The chapter lends itself to a sense of determination and courage felt within the children to find their parents.

Using the **Point Evidence and Explanation** strategy:

1. Identify the behaviours the children showed, for example: courage
2. Which child are you referring to
3. Find evidence in the chapter to support the behaviour
4. Explain what was important to the child at that particular time, to justify their behaviour and what they did

| Point | Child | Evidence | Explanation |
|-------|-------|----------|-------------|
|       |       |          |             |
|       |       |          |             |
|       |       |          |             |
|       |       |          |             |



Please colour the other areas of your map as safe zones in green.

## Task 2

Children were evacuated to safety of rural areas.

- What do you think rural means?
- Why do you think children were safer in rural areas?

Below are some photographs of the houses that children got to live in with another family. This image is also **underneath this day's instructions entitled: Geography: Home photo.**

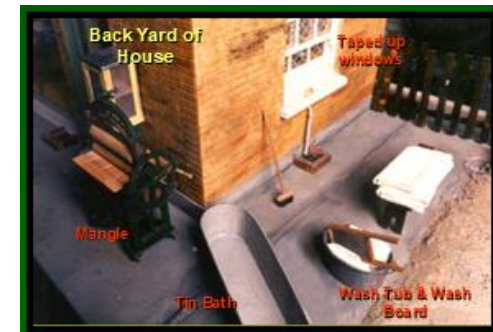
How are these homes different to our homes today?

What are your impressions of the homes?

Can you identify any unusual objects?

What sights, smells and sounds do you think would be new to the evacuees?

5. Can you highlight any similarities and differences between Edek and Ruth.





## CHAPTER 6

### The Night of the Storm Troopers

What had happened to Joseph's family that night over a year ago when the Nazi storm troopers called at the schoolhouse? Was what Mrs Krause said true? Had they taken his wife away? Had they returned and blown up the house with his children in it?

This is what happened.

That night there was an inch of snow on the roofs of Warsaw. Ruth and Bronia were asleep in the bedroom next to their mother's. Edek's room was on the top floor, below the attic. He was asleep when the Nazi soldiers broke into the house, but he woke up when he heard a noise outside his door. He jumped out of bed and turned the handle. The door was locked. He shouted and banged on it with his fists, but it was no use. Then

he lay down with his ear to the floor and listened. In his mother's room the men were rapping out orders, but he could not catch a word that was said.

In the ceiling was a small trapdoor that led into the attic. A ladder lay between his bed and the wall. Quietly he removed it, hooked it under the trap, and climbed up.

Hidden between the water tank and the felt jacket round it was his rifle. He was a member of the Boys' Rifle Brigade and had used it in the siege of Warsaw. It was loaded. He took it out and quickly climbed down to his room.

The noise in the room below had stopped. Looking out of the window into the street, he saw a Nazi van waiting outside the front door. Two storm troopers were taking his mother down the steps, and she was struggling.

Quietly Edek lifted the window sash till it was half open. He dared not shoot in case he hit his mother. He had to wait till she was in the van and the doors were being closed.

His first shot hit a soldier in the arm. Yelling, he jumped in beside the driver. With the next two shots Edek aimed at the tyres. One punctured the rear wheel, but the van got away, skidding and roaring up the street. His other shots went wide.

With the butt of his rifle he broke down the door and ran down to his sisters. They were locked in, too. He burst open the door.

Bronia was sitting up in bed and Ruth was trying to

calm her. She was almost as distraught herself. Only the effort to comfort Bronia kept her from losing control.

'I hit one of the swine,' said Edek.

'That was very silly of you,' said Ruth. 'They'll come back for us now.'

'I couldn't let them take Mother away like that,' said Edek. 'Oh, be quiet, Bronia! Howling won't help.'

'We must get away from here before they come back,' said Ruth.

With some difficulty she dressed Bronia, while Edek went into the hall to fetch overcoats and boots and fur caps.

There was no time for Ruth to dress properly. She put on a coat over her nightdress and wound a woollen scarf round Bronia.

'We can't get out the front way,' said Edek. 'There's another van coming. I heard the whistle.'

'What about the back?' said Ruth.

'The wall's too high. We'd never get Bronia over. Besides, there are Nazis billeted in that street. There's only one way – over the roof.'

'We'll never manage that,' said Ruth.

'It's the only way,' said Edek. 'I'll carry Bronia. Be quick – I can hear them coming.'

He picked up the sobbing Bronia and led the way upstairs. He was wearing his father's thick overcoat over his pyjamas, a pair of stout boots on his bare feet, and his rifle slung on his back.

When they were all up in the attic, he smashed the skylight.



'Now listen, Bronia,' said Edek. 'If you make a sound, we shall never see Mother again. We shall all be killed.' 'Of course we shall see her again,' Ruth added. 'But only if you do as Edek says.'

He climbed through the skylight on to the slippery roof. Ruth handed Bronia up to him, then followed herself. The bitterly cold air made her gasp.

'I can't carry you yet, Bronia,' said Edek. 'You must walk behind me and hold on to the rifle. It doesn't matter if you slip, if you hold on to the rifle. And don't look down.'

The first few steps – as far as the V between the chimney and the roof ridge – were ghastly. Edek made a dash for it, grabbed the telephone bracket and hauled himself up, with Bronia clinging on behind. She was speechless with terror. He reached back and hauled Ruth up after him.

After a few moments' rest, they slid down a few feet on to a flat part that jutted out, a sort of parapet.

The roof ridge lay between them and the street, so they could not see what was happening down there. But they could hear shouting, the whine of cars, the screech of brakes.

Luckily for them, all the houses on this side of the school were joined together in one long terrace, otherwise they could not have got away. Even so, it was a miracle that none of their slips and tumbles ended in disaster.

They must have gone fully a hundred yards when the first explosion shook the air. A sheet of fire leapt up from

their home into the frosty night sky. They fell flat in the snow and lay there. The roof shook, the whole city seemed to tremble. Another explosion. Smoke and flames poured from the windows. Sparks showered into the darkness.

'Come along,' said Edek. 'We shan't let them have us now.'

With growing confidence they hurried along the rooftops. At last, by descending a twisted fire escape, they reached street level. On and on they hurried, not knowing or caring where they went so long as they left those roaring flames behind them.

They did not stop till the fire was far away and the pale winter dawn was breaking.

They took shelter in the cellar of a bombed house. Exhausted, huddled together for warmth, they slept till long after midday, when cold and hunger woke them.

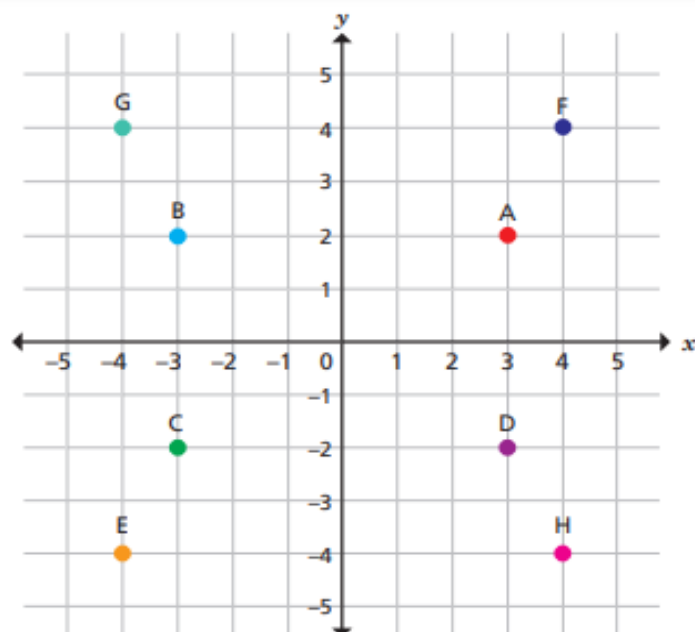
Monday Geography – Home Photo



## Monday Geography – Map of British Isles

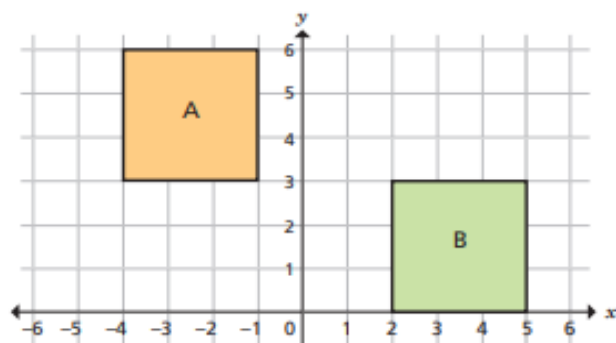


1



Write the coordinates of points A to H.

2



Write the coordinates for each vertex of each square.

3

a) Plot these coordinates on a blank coordinate grid.

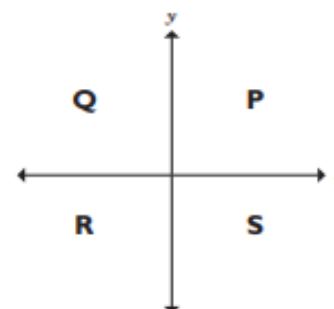
$(-3, 0)$   $(4, 0)$   $(-1, 5)$   $(-1, -5)$

b) Join the points you have plotted to form a quadrilateral.

c) Complete the sentence to describe the shape you have drawn.

This quadrilateral is a \_\_\_\_\_

4



a) Write coordinates for 4 possible points in each quadrant.

b) Write 4 different coordinates that are not in any single quadrant.

What do you notice?

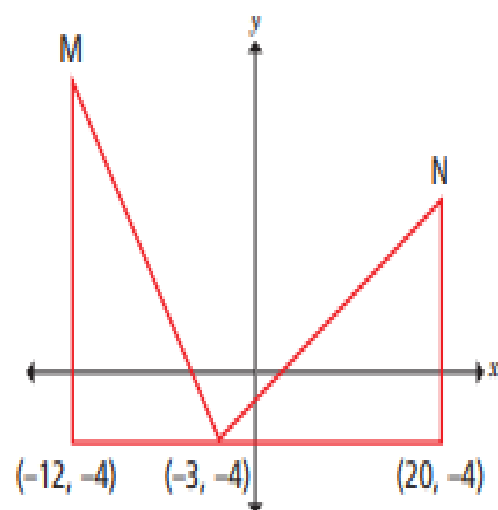
5

a) Plot these coordinates on a blank coordinate grid.

$(-8, 4)$   $(4, -2)$   $(10, -5)$   $(-4, 2)$   $(-6, 3)$

b) Write three other coordinates that would be in the same line.

- 6 The diagram shows two identical triangles.

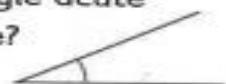


Write the coordinates of points M and N.

- 1 How many tens are there in 1000?

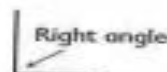
- 2 What is the missing number?  
3, 8, \_\_\_\_\_, 18, 23

- 3 Is this angle acute or obtuse?



- 4 What is the next number?  
1, 5, 9, 13, \_\_\_\_\_

- 5 How many right angles can you see in this drawing?  
Remember:



- 6 To find the average of three numbers, add the numbers together, then divide the total by 3.  
What is the average of 6, 8 and 7?

- 7 5 minutes to 6 in the afternoon is written 5:55pm.  
Write 5 minutes to midnight in figures, using am or pm.

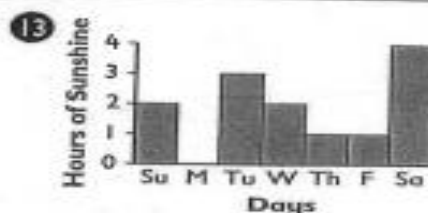
- 8 How many weeks are in one year?

- 9 How many weeks are in 10 years?

- 10  $\frac{100}{10} =$  \_\_\_\_\_

- 11  $100 - (5 \times 6) =$  \_\_\_\_\_

- 12 What is the average of 5, 7 and 9?



How many hours of sunshine were there on Saturday?

- 14 This shape is a \_\_\_\_\_ (cone, cylinder or tetrahedron).



- 15 Write 5 minutes to midday in figures, using am or pm.

| Day | English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Maths                                                                                                                                                                                                                                                                                                                                                                                                                                               | Science/Topic work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2   | <p><i>The children's lives changed in an instant, and they had to take on responsibility in an instant. We are now interested to know what they did next and how they coped.</i></p> <p><b>Task 1 - Reading and Understanding</b></p> <p>You will find a copy of <b>Chapter 7 underneath this day's instructions, entitled "Silver Sword – Chapter 7"</b>.</p> <p>Please take time and care to read the chapter. (You don't need to write anything for this part)</p> <p><i>Whilst you are reading, please focus on the following aspects:</i></p> <ul style="list-style-type: none"> <li>- <i>How each of the children have to adapt to survive</i></li> <li>- <i>How Ruth would cope after Edek was taken away by the police</i></li> </ul> <p><b>Task 2 -Watch Daniel in the Lions' Den – Bible story</b></p> <p><i>This Bible story was very special to Ruth and the children she taught when she set up her little school.</i></p> <p><i>Please watch the video using the below link:</i></p> <p><a href="https://www.youtube.com/watch?v=bEM_X25DWPk">https://www.youtube.com/watch?v=bEM_X25DWPk</a></p> <p>How did this bible story give Ruth inspiration?</p> | <p>Watch the video take notes and do the activities provided on the video.</p> <p><a href="https://classroom.thenational.academy/lessons/using-coordinates-to-describe-position-following-a-translation-cnh66r?step=2&amp;activity=video">https://classroom.thenational.academy/lessons/using-coordinates-to-describe-position-following-a-translation-cnh66r?step=2&amp;activity=video</a></p> <p>You will find your task directly below day 2</p> | <p><b>Computing: Online Safety</b></p> <p><i>Last lesson, you became a digital detective and spotted clues from a website extract that showed it was untrustworthy.</i></p> <p><b>Task 1</b></p> <p>Watch the third video (Digital Resilience: Part 3) using the link below. Take note of the answers to your previous challenge.</p> <p><a href="https://youtu.be/_4nJu1bjLHw">https://youtu.be/_4nJu1bjLHw</a></p> <p><i>Now that you have watched this section, what is your favourite tip for spotting something wrong with a website? Can you design it?</i></p> <p><b>Task 2</b></p> <p><i><u>Question for thought: Discuss with a grown up what have you learned so far, and ask a grown up to be with you for watching the next video</u></i></p> <p>Watch the fourth video (Digital Resilience: Part 4) using the link below. Take note of what you can do to stop something bad happening whilst you are online. If there is anything that you are not sure of ask a grown up to discuss with you.</p> <p><a href="https://youtu.be/boKDZza8Xlc">https://youtu.be/boKDZza8Xlc</a></p> <p><b>Time to put your Critical Thinking Skills to practice!</b></p> |

### Task 3 – Considering the impact of Edek’s loss on the children

- Ruth describes Edek as “a lifeline”.  
Brainstorm, using evidence from the text, what Edek brought to the family’s lives.
- Write a thought bubble or a poem in role of Ruth thinking about what Edek brought to her and Bronia’s life and now suffering the loss of him.

Consider whether you will be focusing on the past, the present or the future or all three, and whether you will be addressing Edek. Your piece needs to show **strength** in her character, what she has to **overcome** and the **responsibility** and role that she immediately has to take on in order to **survive**.

Now that you have watched the video, there are some scenarios **underneath this day’s instructions entitled: Computing – Critical Thinking Skills**. Please read the scenarios carefully and decide from the two options how you would respond and why.

**Critical Thinking Skills**

Use your **critical thinking skills** to decide what to do if these things happen...

1. Your teacher has set you some research homework. What should you remember?

a) Everything online is true so you can use any website to find answers.  
b) Some websites may have false or unreliable information, so you need to be careful.

Can you **write why**?

2. Someone in a game chat starts to be really rude to you.

a) Argue back. It's your game after all!  
b) Get help muting them so you don't have to hear them - and report them.

Can you **write why**?

3. What should you do if you come across something upsetting online?

a) Show the photo to a friend so they know about it too.  
b) Tell a trusted grown-up so they can help you.

Can you **write why**?

**After thought: How do you feel after the sessions you have had?**

### Task 3 Post-lesson survey

After you have finished the tasks, please follow the link below and complete the online questionnaire.

[https://docs.google.com/forms/d/1bDinPaJTZV0xj43Xplv7uZug4jfGAwV9vpeLBFF-yHA/viewform?edit\\_requested=true](https://docs.google.com/forms/d/1bDinPaJTZV0xj43Xplv7uZug4jfGAwV9vpeLBFF-yHA/viewform?edit_requested=true)



## CHAPTER 7

### Winter and Summer Homes

They made their new home in a cellar at the other end of the city. They had tunnelled their way into it. From the street it looked like a rabbit's burrow in a mound of rubble, with part of a wall rising behind. On the far side there was a hole in the lower part of the wall, and this let in light and air as well as rain.

When they asked the Polish Council of Protection about their mother, they were told she had been taken off to Germany to work on the land. Nobody could say which part of Germany. Though they went many times to ask, they never found out any more. 'The war will end soon,' they were told. 'Be patient, and your mother will come back.'

But the war dragged on, and their patience was to be sorely tried.

They quickly made their new home as comfortable as they could. Edek, who could climb like a monkey, scaled three storeys of a bombed building to fetch a mattress and some curtains. The mattress he gave to Ruth and Bronia. The curtains made good sheets. On wet days they could be used over the hole in the wall to keep the rain out. With floorboards he made two beds, chairs and a table. With bricks from the rubble he built a wall to divide the cellar into two rooms, one to live in and one to sleep in. He stole blankets from a Nazi supply dump, one for each of them.

Here they lived for the rest of that winter and the following spring.

Food was not easy to find. Ruth and Bronia had green Polish ration cards and were allowed to draw the small rations that the Nazis allowed. But, except when Edek found casual work, they had no money to buy food. Edek had no ration card. He had not dared to apply for one, as that would have meant disclosing his age. Everyone over twelve had to register, and he would almost certainly have been carried off to Germany as a slave worker. Whenever possible they ate at the soup kitchens which Polish Welfare had set up. Sometimes they begged at a nearby convent. Sometimes they stole from the Nazis or scrounged from their garbage bins. They saw nothing wrong in stealing from their enemies, but they were careful never to steal from their own people.

War had made Edek sharp and self-reliant for his years. Ruth was slower to adapt herself to the new life.

At first, during that long-drawn-out winter and the biting winds of early spring, it seemed as if she were too young to take on responsibility. But she learned gradually. She saw that Edek was always cheerful – because he was always busy. She knew she must get out of the habit of leaving all the practical details to him. One thing she could do was to make Bronia less miserable. She remembered that Bronia had always loved drawing. Ever since her little fist had been able to hold a pencil, she had delighted her father with her scribbles. So Ruth encouraged her to go on drawing now. They had no pencils or paper, but they had the cellar walls and plenty of charred wood from which to make charcoal. Bronia drew what she saw. Soon the walls were covered with pictures of people queueing outside the soup kitchen and of children playing hide and seek among the ruins.

Then Ruth started a school. She invited other lost children, of Bronia's age and a little older. While Edek was out at work or finding food, she told them stories in the cellar. When she ran out of stories, the others took their turn. She made them speak out clearly, without mumbling. One day at the soup kitchen she talked about her school. Next time she went she was given slates and chalk and a pocket Bible. News of these presents spread like a heath fire, and soon she had a mob of urchins outside the cellar window begging to be allowed to join the school. But there was only room for twelve, and very reluctantly she had to turn them away. Ruth was a born teacher. She could hold the children

spellbound for as long as she liked. She varied the work as much as possible, giving the mornings to lessons and the afternoons to play. The day started with a Bible story. She read it herself, with the children round her – three to a blanket if it was cold. Next came reading and writing, followed by a break in the open air. Up they shot from their rabbits' warren into the sunlight. They ran down the street to the wooden fence which they called 'the Riviera'. Here they would sit in a long line, pressing their backs to the sun-drenched wood, soaking up the warmth till their bodies were glowing all over. On sunless days they played a brisk game before returning to the cellar for another story.

They liked the stories from the Old Testament best. Their favourite was always Daniel in the lions' den. They enjoyed it just as a story, but for Ruth it had a deeper meaning. She thought of it as the story of their own troubles. The lions were the cold and the hunger and the hardships of their life. If only they were patient and trustful like Daniel, they would be delivered from them. She remembered a picture of Daniel that her mother had once given her. He was standing in the dungeon, with his hands chained behind him and his face lifted towards a small barred window high above his head. He was smiling and did not notice the lions that prowled about his feet, powerless to touch him. At night she liked to fall asleep with this picture in her mind. She could not always see it clearly. Sometimes Daniel's face was clouded and the light from the window

fell upon the lions. They were scowling and snarling, and they filled her dreams with terror.

In the early summer they left the city and went to live in the woods outside. It was cold at night out in the open. They slept huddled together in their blankets under an oak tree which Edek had chosen for the shelter of its branches. There was not much rain that summer, though they had one or two drenchings in May. After that Edek cut down some branches, lashed them together and made a lean-to. This was thick enough to keep out all but the heaviest rain.

Life was much healthier here than in the city. The sun browned their limbs. There were plenty of other families to play with, some of them Jews who had escaped from the Warsaw ghetto. They could run about freely and hold their classes under the trees, without having to keep a look-out for police patrols. Sometimes Ruth had as many as twenty-five in her school. She would have taken more, but they had no paper, very few slates, and no books at all. Occasionally they received a smuggled copy of a secret journal specially published for children by the Polish Underground press. It was called *Biedronka*, 'The Ladybird', and was full of the kind of stories and pictures and jokes that children enjoy. The grubby finger marks showed that other families had seen it before them. When Ruth's children had finished with it, there was nothing left but a few tattered strips.

Because of the kindness of the peasants, food was more plentiful. Though they were forbidden to store food or to sell it to anyone but the Nazis, they gave the

children whatever they could spare. They hid it, too, in cellars, in haystacks, in holes in the ground. With the help of the older children they smuggled it to the towns and sold it to the Poles on the black market.

Edek was one of the chief smugglers. In return for his services, he was given all the food he needed for the family. One of his dodges was to go off to town with pats of butter sewn into the lining of his coat. But he could only do this on cool days or at night. On hot days the butter melted. So he preferred to work at night if he could. In time the Germans became wary and posted patrols on all the main roads into the city. After that he cut across country, using paths and rough tracks. He was well aware of the penalties if he was caught. A younger child might get away with a beating. But boys as strong as he would be carried off to Germany, for the Nazis were getting short of labour at home.

Another of Edek's dodges was the cartload of logs which he drove into the suburbs.

Some of the logs were split, their centres scraped out and packed with butter and eggs, then glued together again. Once he drove his cartload into a police patrol, which was searching everything on the road. They emptied the logs on to the pavement. Edek didn't stay to see if the glue would stand up to the treatment. He dived into the crowd and made off. Police whistles were blowing and the chase had started, when some kind friend lifted him up and pitched him head first into a garbage cart. Here he lay hidden, under cinders and dust and rotting vegetables.

After that, Edek did all his smuggling at night.

There came a morning, towards the end of August, when he failed to return. Ruth questioned other families in the forest, but no one had seen him. After some days of searching, she traced him to a village ten miles away. Edek had called at a house there while the secret police were searching for hidden stores. They had found cheese sewn into the lining of his coat. After setting fire to the house, they had taken him away in the van, with the house owner as well.

Ruth returned to the forest with a heavy heart, dreading to break the news to Bronia.

Edek had been their life-line. Food, clothes, money – they depended on him for all these. In the city he had made a home out of a ruin. In the woods no tree gave better shelter than the oak he had chosen. And after dark, when the wind blew cold and the damp oozed out of the ground, none knew better than he how to keep the fire in untended till dawn, so that the glow from the embers should warm them all night as they slept.

Now Ruth and Bronia must fend for themselves. It was an ordeal before which the bravest spirit might quail.

## Critical Thinking Skills

Use your **critical thinking skills** to decide what to do if these things happen....

**1. Your teacher has set you some research homework. What should you remember?**

- a) Everything online is true so you can use any website to find answers.
- b) Some websites may have false or unreliable information, so you need to be careful.

Can you **write why**?

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**2. Someone in a game chat starts to be really rude to you.**

- a) Argue back. It's your game after all!
- b) Get help muting them so you don't have to hear them – and report them.

Can you **write why**?

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**3. What should you do if you come across something upsetting online?**

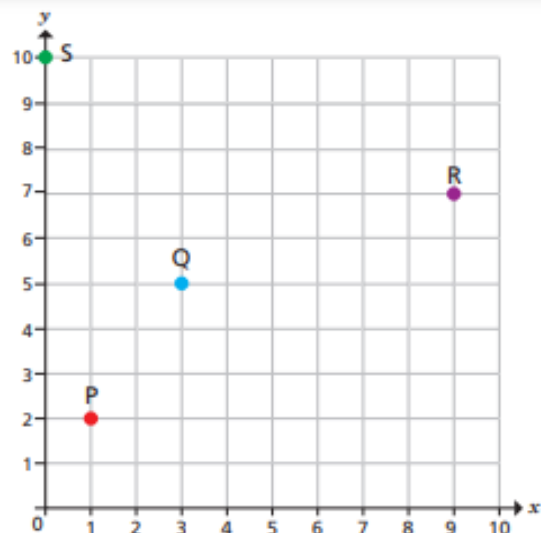
- a) Show the photo to a friend so they know about it too.
- b) Tell a trusted grown-up so they can help you.

Can you **write why**?

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1



Describe the translations.

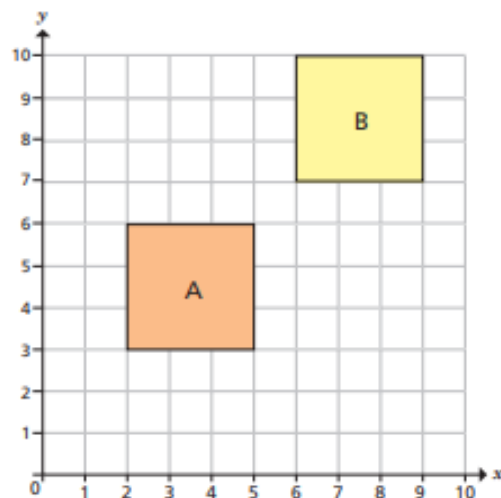
- |                |                |                |
|----------------|----------------|----------------|
| a) From P to Q | d) From S to P | g) From S to R |
| b) From Q to R | e) From Q to P | h) From P to S |
| c) From R to S | f) From R to Q |                |

2

The translation from A to B is 1 right and 1 up.

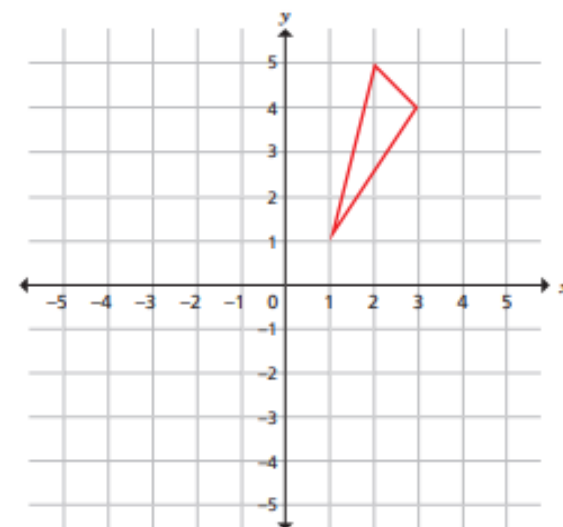


Do you agree with Rosie?  
Explain your answer.



3

Translate the triangle 6 left.

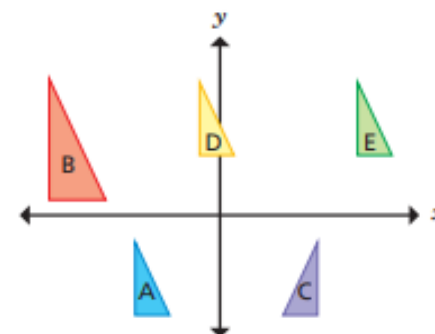


4

These coordinates form a quadrilateral:  $(-5, 5)$ ,  $(-5, 1)$ ,  $(-1, 4)$ ,  $(-1, 2)$ .  
It is translated 3 right and 4 down.

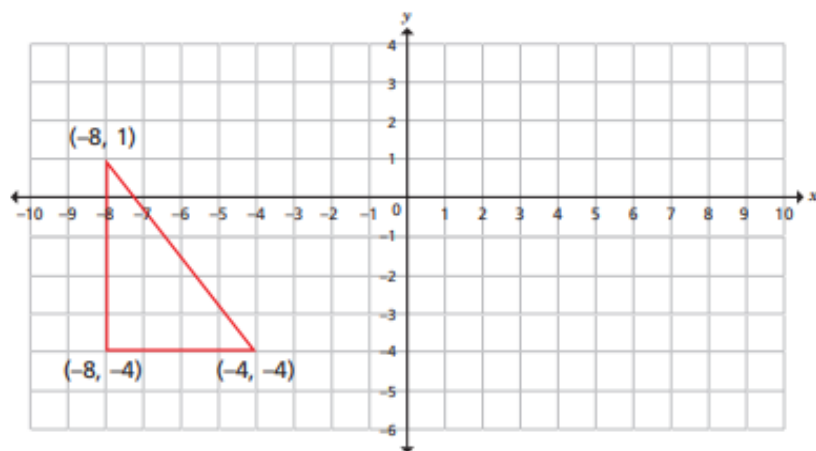
Draw the quadrilateral on a blank coordinate grid in its **new** position.

5



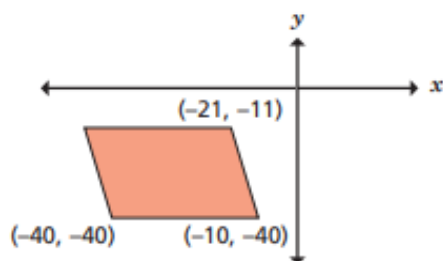
Which triangles are translations of each other?  
Explain why the others are not translations.

- 6 A triangle is drawn on the coordinate grid.



- a) Translate the triangle 9 right and 1 down.  
 b) Does each point lie inside, outside or on the perimeter of the new triangle?  
 (0, 0)    (4, -5)    (2, -1)    (-6, -3)    (3, -4)

7



This parallelogram has been translated 50 left and 25 down.  
 What were the coordinates of **all four** vertices before it was translated?

1  $\frac{10}{10} = \dots\dots\dots$

2 How many weeks are in  $1\frac{1}{2}$  years?

3 What is the difference between 59 and 72?

4 What is the next number?  
 4, 14, 24,  $\dots\dots\dots$

5 What is the next number?  
 3, 14, 25,  $\dots\dots\dots$



6 One minute past 8 in the morning is written 8:01am.  
 How do you write one minute after midday?

7 3 and 7 are factors of 21. Name a pair of factors for 72.

8 Add 87, 15 and 48.

9  $\frac{3}{4}$  of 100 =  $\dots\dots\dots$

10  $1 \div 10 = \dots\dots\dots$

11 Round off 86 to the nearest 10.

12 What is the average of 16, 15 and 14?

13 Write the number that is fifteen more than five thousand.

14 How many right angles are here?



15 Write one minute after midnight in figures, using am or pm.

| Day | English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Science/Topic work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3   | <p><i>Before you begin your reading today, we would like to fill you in on the history of the war. You do not need to write anything as you watch, but please look out for the following aspects:</i></p> <ul style="list-style-type: none"> <li>- <i>Russia and Germany's relationship</i></li> <li>- <i>Stalin's relationship with Great Britain</i></li> </ul> <p><b>Task 1 – Watch a video</b><br/> <a href="https://classroom.thenational.academy/lessons/invasion-of-the-ussr-74r66c?activity=video&amp;step=2&amp;view=1">https://classroom.thenational.academy/lessons/invasion-of-the-ussr-74r66c?activity=video&amp;step=2&amp;view=1</a></p> <p><b>Task 2 - Reading and Understanding</b></p> <p>You will find a copy of <b>Chapter 8 underneath this day's instructions, entitled "Silver Sword – Chapter 8"</b>.</p> <p>Please take time and care to read the chapter. (You don't need to write anything for this part)</p> <p><b>Task 2 - Answering Questions</b></p> <ul style="list-style-type: none"> <li>- Summarise the chapter in 1 or 2 sentences</li> <li>- Why did Ruth and Bronia return to Warsaw each winter?</li> <li>- Based on the video you watched above, why do you think Stalin refused to help Churchill?</li> <li>- On p43, Stalin changed his plans and ordered the Russians to march into Poland. Why do you think he did this?</li> <li>- How do you feel about the end of the chapter?</li> </ul> | <p>Watch the video take notes and do the activities provided on the video.</p> <p><a href="https://classroom.thenational.academy/lessons/identifying-describing-and-representing-the-position-of-a-shape-following-a-reflection-68rpar?step=2&amp;activity=video">https://classroom.thenational.academy/lessons/identifying-describing-and-representing-the-position-of-a-shape-following-a-reflection-68rpar?step=2&amp;activity=video</a></p> <p>You will find your task directly below day 3</p> | <p><b><u>Sikhism - Where and how Sikhs worship</u></b></p> <p>Watch the following video about where Sikhs worship.</p> <p><a href="https://teachers.thenational.academy/lessons/where-and-how-do-sikhs-worship-cguk4r">https://teachers.thenational.academy/lessons/where-and-how-do-sikhs-worship-cguk4r</a></p> <p>Imagine there was a new Gurdwara just built in your town, Redbridge.</p> <p>Design a leaflet for the local community to persuade them to come and visit.</p> <p>You can include your own designs of the building and remember to use language to persuade.</p> <p><b><i>Have this thought in mind: After a local resident sees your leaflet what is it about your leaflet that would encourage them to go?</i></b></p> |



## CHAPTER 8

### The Newcomer

Two years passed without any news of Edek. Ruth and Bronia returned to Warsaw each winter, and back to the woods again the following summer.

It was the summer of 1944. Out in the woods they began to realize that things were changing. Day and night the air was full of planes. From the distant city they could hear the boom of guns and the explosion of bombs. It was rumoured that the Nazis were on the defensive. Though the children did not know it till later, the Russian Marshal Rokossovsky was sweeping westwards with seven great army troops, driving the Nazis before him. Radio Moscow had broadcast a call to the Resistance in Warsaw: 'Poles, the hour of freedom is at hand! Poles, to arms! Do not lose a moment. The suburbs of Warsaw are already within range of Russian guns.'

At once the Poles, under their own General Bor, rose up against the German garrison. At 5 p.m. on 1st August a bomb went off in the Nazi Gestapo Headquarters. At the same moment thousands of windows in the city were flung open, and a hail of bullets struck the passing Germans. All traffic ceased as the Polish Underground rushed to the attack. Starving people streamed out of the cellars and flung themselves upon the Nazis, with weapons if they had them, with their fists if they had nothing else.

But the Germans counter-attacked from their strong-points. Hastily they concentrated five divisions, and their Tiger tanks drove a wedge through the city as far as the Vistula. The Soviet troops outside withdrew six miles under orders from Moscow, leaving the Poles to fight their own battle.

General Bor was short of arms and ammunition and could not continue the struggle alone. He radioed for help to Britain and America. But the British and Americans were too busy fighting the Nazis in the west. Prime Minister Churchill cabled to Stalin a request to help the Poles, but Stalin refused. He even refused to allow British and American planes carrying supplies to land on Soviet airfields. So the Poles, desperately short of food and arms, were left to fight it out to the bitter end.

A few stragglers from the city, turned out by the Nazis to find their own safety, reached the woods. From them Ruth learned of Nazis having to fight for every inch of ground, of Poles tearing up the pavement slabs and

using them as barricades in the streets, and of a message sent to the Pope by the women of Warsaw: 'Most Holy Father, for three weeks we have lacked food and medicine. Warsaw is in ruins. No one is helping us. The world is ignorant of our fight.'

On 2nd October, the sixty-third day of fighting, when the defenders had no more ammunition left, Warsaw broadcast its last appeal to the people of the world: 'Without help this struggle has become hopeless. God is righteous, and in His omnipotence He will punish all those responsible for this terrible injury to the Polish nation.'

Too late to save the gallant defenders, Stalin changed his plans and ordered the Russians to march. By January 1945 the Nazis had gone and Warsaw was in Russian hands.

Because of the fighting, Ruth and Bronia had put off their return to the city till as late as possible. They had left it till winter had already set in and cold and hunger drove them and the other families from the woods.

A rude shock awaited them. The Warsaw they had known and lived in all their lives had vanished. The Old Town had been wiped out, and there were no streets left. Food was shorter than it had ever been – only a little flour, fat, and sugar, no milk at all. Luckily, there was water. Though the mains had been damaged, fresh wells had been dug.

Somehow they found their way to the cellar that had been their home for two years. There were signs that it had been occupied during the summer, then abandoned.

The chairs and beds had gone – probably used as firewood – and the table was broken. There was a dark hole at one end, which Ruth found to be the beginning of a tunnel. It led under the street, joining up with other cellars, other homes. Because of the firing and bombing, nobody had used the streets unless they had to. With the help of this clever network of tunnels the brave defenders had kept the struggle going all autumn.

Patiently and without despair Ruth set to work to repair the damage. They had no beds, but they still had the blankets they had brought with them from the woods. Friends provided them with sacks to sleep on. Some boys in Ruth's class mended the table and made chairs from boxes.

When all was as straight as she could make it, Ruth started up her school again. Some sixteen children were squeezed into the cellar – lessons were always under cover now.

One day something happened which was to change the whole course of her life, and to give hope to her flagging spirit.

It was a sunny day, and for once there was no firing. The children were out of doors playing a game called 'Air-Raid Alert'. One of them would cry 'Alert!' and count up to fifty while the others ran for shelter before he shouted 'Stop!' Anyone who had not found a hiding place by then had to lie down and pretend to be dead.

Suddenly Bronia, who was very proud because she had never been dead yet, came running down to Ruth in the cellar.

'There's a boy lying down outside and he won't get up,' she cried.

'Tickle his ribs,' said Ruth.

'I don't think he can get up,' said Bronia.

'Who is it?'

'It's not one of the class. I've never seen him before.'

Ruth went out to investigate. Lying on a heap of rubble she saw a ragged boy who might have been any age between nine and thirteen. His cheeks were thin and pale, and his eyes were closed. A mangy cock, with more bone than feather, stood by his head and squawked at anyone who went near him.

Ruth chased the cock away and knelt down beside the boy. 'Does anyone know who he is?' she asked the ring of children round her.

Nobody did.

'He looks ill and starved,' said Ruth. 'Yankel, will you help me lift him down to the cellar? And, Eva, please find something for him to eat, some soup if you can get it.'

They carried him down to the cellar and laid him gently on the sacks. After a little while he opened his eyes.

'Where's Jimpy?' he said.

'We'll find Jimpy later,' said Ruth. 'I think you must have fainted. You'll be all right in a minute.'

'I want Jimpy,' said the boy.

'Perhaps Jimpy's the name of the cock,' said Bronia.

'Yankel, go and fetch the cock,' said Ruth.

'No fear! He's bitten me twice,' said Yankel.

*The Silver Sword*

Ruth was going to fetch it herself, when the cock appeared suddenly in the hole in the wall, squawked, flapped its dusty wings, and jumped down beside the boy.

'Jimpy, Jimpy!' said the boy, and he reached out his arms towards the mangy creature.

'He's a fine cock and he's got a fine name,' said Ruth. 'What's your name?'

'Shan't tell you,' snapped the boy.

'Look, Eva's brought some soup for you,' said Ruth. 'You'll feel better in a minute. Sit up and drink it.'

'He won't tell us his name,' Bronia confided to the crowd at the door.

A girl pushed through the crowd and went over to Ruth. She had something in her hand.

'I found this in the street where he was lying,' she said. 'I think it must be his.'

It was a small wooden box.

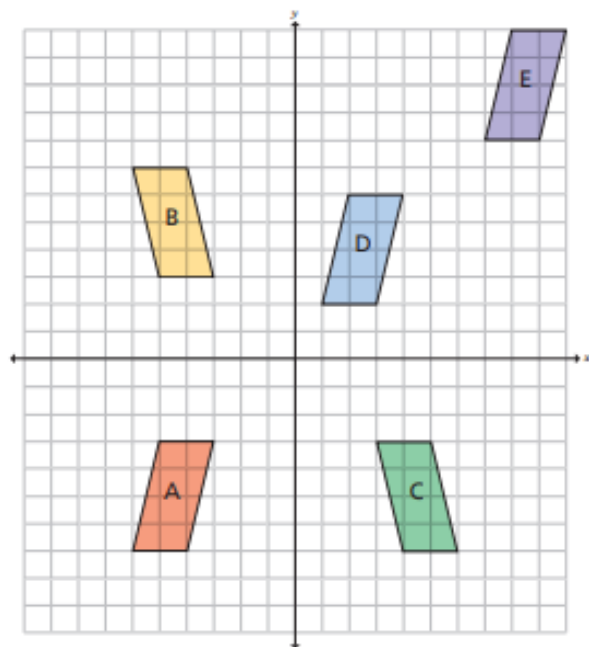
Bronia seized it.

'It's heavy and it rattles. He must be rich,' she cried. 'Ruth, may we undo the string?'

'Give the box to him,' said Ruth. 'Nobody shall touch it without asking him.'

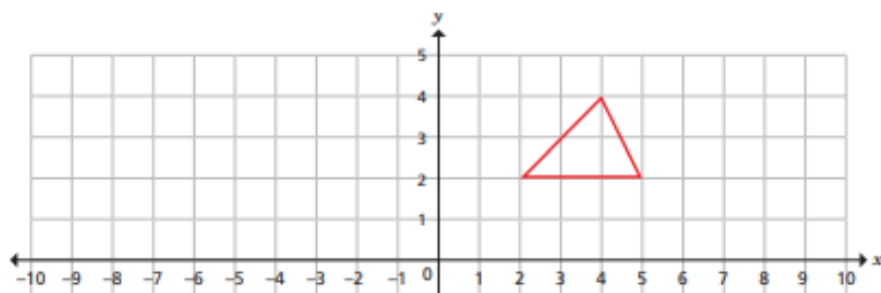
The boy took the wooden box and smiled. Everyone wanted to look inside, but he wouldn't undo it. However, he told them his name. It was Jan.

- 1 Five parallelograms are shown on the coordinate grid.

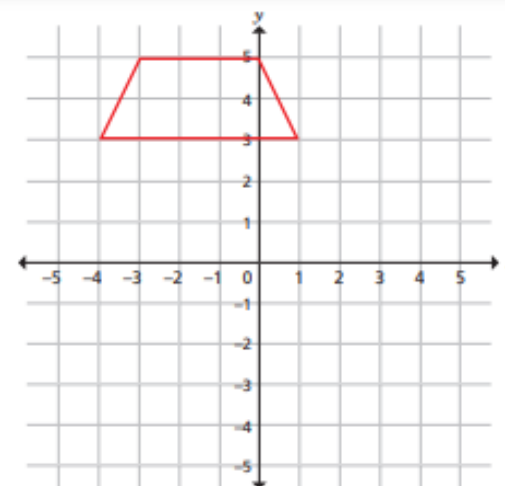


- Which shapes are translations of shape A?
- Which shapes are reflections of shape A?

- 2 Reflect the triangle in the  $y$ -axis.



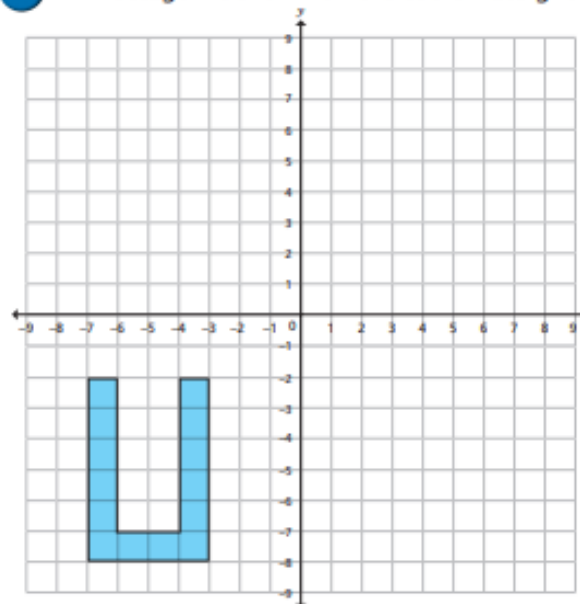
- 3



- What is the name of the shape plotted on the grid?
- Reflect the shape in the  $x$ -axis.

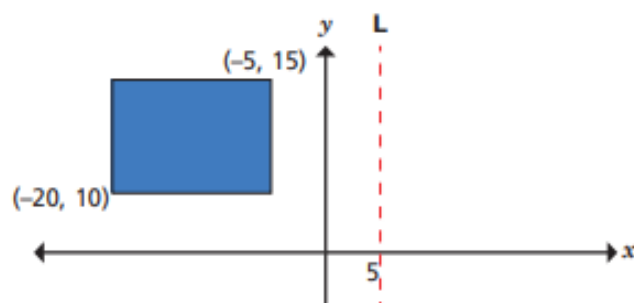
- 4

An octagon is shown on the coordinate grid.



- Reflect the shape in the  $x$ -axis.
- Translate the new shape 10 right and 10 down.
- Reflect the new shape in the  $x$ -axis.
- What do you notice?
- Create a similar question for your partner to complete.

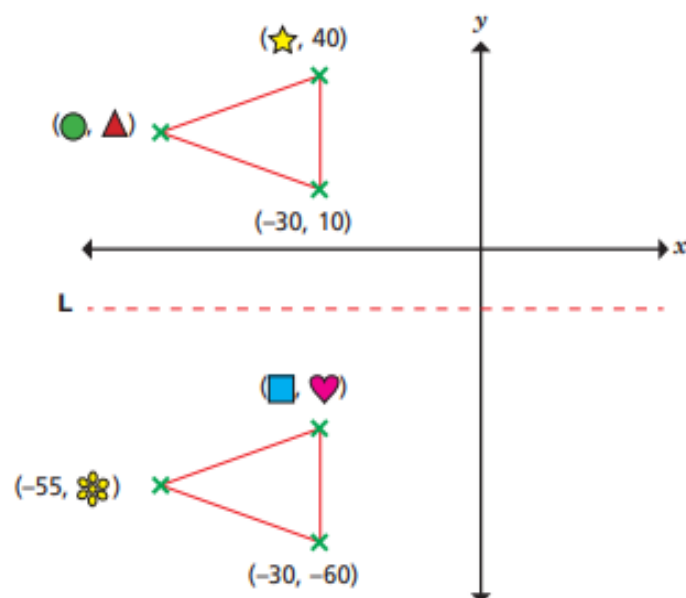
- 5 The shape is reflected in the line marked L.



Work out the coordinates of the new vertices.

- 6 The isosceles triangle has been reflected in the line marked L.

Work out the missing values.



- 1 Round off 138 to the nearest ten.

- 2 Write 10 minutes to 6 in the evening in figures, using am or pm.

- 3 What is the average of 18, 24 and 18?

- 4 What is the next number?  
145, 153, 161, \_\_\_\_\_

- 5 A common factor of 6 and 9 is 3. What is a common factor of 35 and 63 (not including 1)?



- 6 This shape is a \_\_\_\_\_ (tetrahedron, square pyramid or triangular prism).



- 7 Which is an odd number? 4, 28, 49, 80

- 8 What number is halfway between 7 and 21?

- 9  $2 = \frac{20}{?}$

- 10 Double the difference between 28 and 41.

- 11 Cans are packed in boxes of 9. How many boxes are needed for 81 cans?

- 12 What number is halfway between 13 and 25?

- 13 Write twenty minutes to 11 in the morning in figures, using am or pm.

- 14 How many acute angles are in this parallelogram? Remember: an acute angle is less than a right angle.



- 15 What is a common factor of 45 and 72 (not including 1)?

| Day | English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Maths                                                                                                                                                                                        | Science/Topic work                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4   | <p><i>We are now aware that Jan has met Ruth and Bronia. We wonder if this will bring them closer to finding their parents.</i></p> <p><b><u>Task 1 - Reading and Understanding</u></b></p> <p>You will find a copy of <b>Chapter 9 and 10 underneath this day's instructions, entitled "Silver Sword – Chapter 9 and 10"</b>. Please take time and care to read the chapter. (You don't need to write anything for this part)</p> <p><i>Whilst you are reading, please focus on the following aspects:</i></p> <ul style="list-style-type: none"> <li>- <i>The impact that Jan's arrival has on the girls</i></li> <li>- <i>How Ruth's character has changed</i></li> </ul> <p><b><u>Task 2 - Building an understanding of Ruth's character</u></b></p> <p><i>We understand from these chapters that Ruth has grown in confidence.</i></p> <p>We would like you to create a Roll on the Wall character profile of Ruth using evidence from the chapters you have read to support how her character has grown and what she has done to get what she needs. This image is also <b>underneath this day's instructions entitled: The Silver Sword Day 4 – Ruth Roll on the Wall</b></p> | <p>Under this grid you will find your Thursday reasoning test. Once you have finished email me your answers and I will check them through and email back the ones you need to try again.</p> | <p><b><u>PSHCE - Responsibility</u></b></p> <p><i>Think in the context of The Silver Sword:</i></p> <p>What is responsibility?</p> <p>How do we become responsible for someone or something?</p> <p>How do we feel when we are held responsible?</p> <p>What happens if we stop being responsible?</p> <p>Are we rewarded for good deeds and for being responsible?</p> <p>Who suffers the most if we stop being responsible?</p> |



Please think about the following aspects:

- How she speaks to others (strictly, firmly, kindly etc..)
- Her internal thoughts based on what is going on around her
- The effect she has on others (What do others think of her and why and what do they do in response to her)
- Her actions and behaviours and what this shows about her personality

**Task 3 - Your impression**

What is your personal view of Ruth?



## CHAPTER 9

### The Russian Sentry

For some days Jan was too ill to leave. What he needed was rest, warmth, and good solid food. The children scrounged what food they could – it was easier to get now the Russians had come – and left the nursing to Ruth. Jan had wrapped his wooden box in a piece of sacking, which he used as a pillow, and lay on the floor quite contented. Jimpy the cock stood over him as body-guard, and Ruth was the only person it would allow near him.

By the time Jan was better, he didn't want to go. So he made his home with Ruth and Bronia and became one of the family. Bronia was very curious to know what was in the wooden box, but Jan never opened it. There was no chance for anyone else to open it either, for he carried it about with him wherever he went.

### *The Silver Sword*

Several streets away there had appeared a brand new hut, which was a Russian control post. One afternoon Ruth called there.

'Don't stand there staring at me, little girl,' said the burly sentry who was on duty.

'I'm not a little girl. I'll be eighteen next week,' said Ruth. 'And I want to see your officer.'

'The whole of Warsaw wants to see my officer. Run away and play.'

'It's very important.'

'Run away.'

Ruth was angry. 'It's all right for you. You've got plenty to eat and drink and warm clothes, too, and a bed to sleep in. Didn't you come here to set us free? You must let me see your officer.'

The sentry grinned. 'Well, seeing it's your birthday next week, I might stretch a point. But I don't hold out much hope that he'll see you.'

He disappeared inside the post.

A moment later he came out.

'The lieutenant says come back the year after next,' said the sentry.

But before he realized what had happened, Ruth had pushed past him and into the post.

A worried-looking lieutenant was sitting at a desk, typing.

'Hey, you young hussy, come out!' cried the sentry.

'Leave her to me, Ivan,' said the lieutenant, and Ivan went out, swearing under his breath.

'You're a determined young lady,' said the lieutenant.

### *The Russian Sentry*

'I'm not a little girl, anyway,' said Ruth.

'What is it you want?'

'I want food and clothes and blankets, pencils and as much paper as you can spare. I've got sixteen children—'

The lieutenant gasped and nearly fell into the wastepaper basket.

'Seventeen, if you count the one that's lost. He really is mine — he's my brother, Edek. So is my sister, Bronia. The others are just my school. They're all half starving and they're keen to learn and they've got nothing to write on. And I want you to help me to find Edek. He's been lost over a year.'

'Anything else you'd like me to do?' said the lieutenant. He waved a thick pad of papers. 'See this file? It's full of missing people, about ten to each page. All Warsaw's missing. Hopeless.'

'One more name won't make a lot of difference,' said Ruth.

'I might as well burn the lot for all the good it is.'

'Oh, don't do that,' said Ruth. 'I see the writing's only on one side. Give me the papers, and we can use the blank sides in school for writing on.'

The lieutenant laughed, and Ruth laughed too. 'Sit down,' he said, 'and I'll take your particulars. But I warn you, nothing will come of it.'

Before going, she was told to call back the next day.

She called — and found a pound of sugar, a pound of flour, and six blankets waiting for her.

'It's more than you deserve, you little hussy,' said Ivan.

'Sign here. And your address.'

She wrote 'Bombed cellar' and told him where it was.

A week later, with the help of the sugar and flour, a wood fire and a biscuit tin for an oven, she was preparing a birthday tea. Most of the children had been invited. Suddenly she heard the sounds of a scuffle outside.

She ran out and saw a soldier being attacked by a boy. There was a flash of a knife near the soldier's neck, and Jimpy the cock was squawking and pecking at his ankles.

'Jan, drop that knife at once!' she cried. 'Drop it - d'you hear me?'

She flung herself into the struggle. They all rolled over in a heap, but she had caught Jan by the wrist and knocked the knife out of his hand.

'That's a pretty welcome, I must say,' said Ivan the sentry, as he picked up his cap and knocked the dust off. He tried to put it on his head, but the cock jumped on his shoulder and pecked his ear.

Ruth drove it away, then picked up the fallen knife.

'Don't you understand, Jan, they're our friends?' said Ruth.

'They're soldiers,' said Jan sulkily.

'They're Russian soldiers, not Nazis. They've come to set us free and look after us.'

'I hate soldiers. They're all the same,' said Jan. 'I hate them.'

'I'm sorry about him, Ivan,' said Ruth. 'His manners are as bad as Jimpy's. Come inside. We're going to have a party. Come in, Jan.'

Everyone went in except Jan, who stayed outside, sulking.

'So I chose the right day to call, little gir— young lady,' said Ivan. 'My word, a birthday! Too old to have them myself.'

'You shall have the seat of honour, Ivan,' said Ruth. And she gave him a box to sit on.

Ivan sat down - and got up rather quickly, rubbing his seat.

'Two inches of rusty nail! That's not the sort of honour I appreciate,' he said. 'Did nobody ever teach you how to use a hammer?'

'I haven't got a hammer. I used half a brick,' said Ruth. And picking up a piece of brick from the floor, she flattened the offending nail so that Ivan could sit down without further injury.

'Brought a present for you,' said Ivan, when he had settled comfortably. 'Nothing much. But my kids at home are fond of it. Bar of chocolate.'

'What's chocolate?' said Bronia, while Ruth thanked him.

She wasn't the only one who wanted to know what chocolate was. There were fifteen in the cellar. Ruth divided it into fifteen.

'Just about a crumb each. They won't tell from that. Wish I'd brought some more,' said Ivan. 'But I didn't come here to bring chocolate. I've got news for you, little gir— young lady. We've traced your brother Edek. He's in a transit camp at Posen.'

Ruth threw her arms round his neck.

'What would the wife say if she could see me now?' said Ivan, and he planted a loud kiss on Ruth's cheek. Then he returned to the business in hand. 'Of course, I had to handle the matter myself. If the lieutenant had done it, nothing would have come of it.' He handed her a slip of paper, on which the name of the camp was written. 'And here's something else might come in handy.' He gave her a large packet of typewriting paper and a bundle of pencils.

Bronia clapped her hands for joy. 'I'll draw lots of pictures of you, Ivan – rolling on the floor, and having your ear pecked, and sitting on the nail,' she said, then added, 'Did you pay for this all by yourself?'

'That's not the way we do things in the army,' said Ivan.

'I hope you didn't steal it,' said Ruth.

'And that's not the word we use for it,' said Ivan. 'Just tidied it up, you might say. It's a help to you, and it's a help to the lieutenant because he can't wear himself out typing any more.'

'Don't tell Jan,' said Ruth. 'He's a dreadful thief, and it will only make him worse.'

At that moment she saw Jan standing in the doorway. He was sobbing.

'Cheer up, son. I've forgiven you, even if you did want to cut off my head for a souvenir,' said Ivan.

But there was something for which Jan had not forgiven *him*. He held out his little wooden box. It was in pieces. 'You rolled on it, you great brute, and broke it,' he said.

'I'll mend it for you,' said Ivan.

Jan shook his head fiercely.

'Jan, can't you stop hating for one moment?' said Ruth.

As Jan clutched the broken pieces to his chest, something fell to the ground. It was the silver sword that Joseph had given him more than two years before.

Ruth picked it up and looked at it very closely. It was vaguely familiar – that dragon on the brass hilt – where had she seen it before? Then suddenly she recognized it as the birthday present her father had given her mother the last year before the war. Then she, too, began sobbing.

'Waterworks!' said Ivan, puzzled and embarrassed. 'First it was "kill me", then it was "kiss me", and now it's the waterworks. Pardon me if I step outside and fetch my umbrella.'

And he went back to his control post, wondering what to make of it all.



## CHAPTER 10

### More Help from Ivan

While Bronia slept, Ruth and Jan sat up late that night, talking. There was much she wanted to know about her father, and Jan told her the little that he remembered. Why had the boy not spoken earlier about him? Surely he had been told the children's names? But Jan had forgotten them. War does strange things to young people. Months of strain had blotted from his memory many of the details of his meeting with Joseph. But he remembered two things – the determination on Joseph's face, and the name of the country he was bound for, Switzerland.

Long after Jan fell asleep, Ruth lay awake, thinking. Edek had been traced. Her father had escaped from prison and had been seen alive and free. How different must their future be now! But it was confusing – so much had happened so quickly.

### *More Help from Ivan*

By morning she had sorted things out and knew what she must do. She explained the situation to Bronia.

'We must leave Warsaw for good and go and find Father,' she said.

'Find Mother too?'

'Yes, Mother too. We must go to Switzerland.'

'Where's that?'

'Millions of miles away,' said Jan. 'And you'll have to walk, without any shoes.'

'We'll have to walk some of the way,' said Ruth. 'But Ivan will give us shoes and we'll get lifts on lorries and trains as well. It won't be so bad now that spring's coming, and in summer it will be lovely sleeping out under the stars. We'll go to Posen first. It's not much out of our way, and it's only two hundred miles. We can beg for food, as we do now.'

'I'll steal it,' said Jan. 'You leave that to me.'

'I'm glad you want to come with us, Jan,' said Ruth. 'We need you to protect us.'

'I've got my knife,' said Jan.

'That will be very useful if you use it for what it's meant for,' said Ruth.

She went to see Ivan to explain matters and to ask him for shoes.

'I'll bring you anything I can,' he said, 'but tie up that cock next time I call.'

He called the following week with shoes for each of them. They saw him coming, and Ruth told Jan to tie up Jimpy. He didn't like doing it, but he obeyed.

'Hello, you starving ragamuffins,' said Ivan. 'You've

not grown much fatter. Why don't you put him in the pot?' said Ruth.

Ivan jerked a thumb at Jimpy the cock, who was nearly strangling himself to break free of the string.

'He's my friend,' said Jan indignantly. 'I don't eat my friends.'

Ivan grunted. 'I admit he's a bit stringy. Not much gravy from him. If you put a flea through the mangle, you'd get more juice.'

Jan's fingers ran to his knife.

Ivan noticed, and he said quickly, 'Quite right, Jan. We don't put our friends in the pot, however hungry we are. You and I are friends, aren't we? And you wouldn't think of putting me in the pot. Here's some chocolate to make you fat, like me.'

He put his hand in his pocket, but there was nothing there. Then he saw that Jan was already eating the chocolate.

'Oh, it's like that, is it?' said Ivan. 'I'd brought you something else as well, made it myself. But I've changed my mind. I'll keep it.'

'I've got it,' said Jan.

From under his seat he produced a wooden treasure box, trim and neat, with the letters JAN burnt into the top.

Ivan looked so astonished that Ruth couldn't help laughing. But she was angry with Jan.

'If you don't say thank you, I'll break it,' she said.

'Thank you,' snapped Jan.

'You little animal,' said Ruth. 'It seems we shall have to leave you behind.'

'Can't stop me coming,' said Jan.

'You'd better take these back with you, Ivan,' said Ruth. She handed him the shoes he had brought for Jan. 'Please lock them up, and don't let him have them unless he apologizes.'

So Ivan took them away again.

Now Jan had no shoes at all. The rags he had bound his feet with during the winter were worn out. He endured the cold and the dirt and the sharp stones underfoot for a whole week before he could bring himself to apologize. He went to the control post with cut feet, sobbing, truly repentant. He left a peace-offering for Ivan – one of the treasures from his wooden box, one he prized very highly. It was a dead, shrivelled-up lizard. And he came back with his shoes.

It is doubtful if Ivan valued the dead lizard as highly as Jan did. What happened to it after the boy left is Ivan's secret.

Thursday: English- Roll on the Wall for Ruth



## Thursday – Maths

1. Write in the missing digits.

$$\begin{array}{|c|c|c|} \hline 4 & \square & 4 \\ \hline \end{array} + \begin{array}{|c|c|c|} \hline 3 & 8 & \square \\ \hline \end{array} = \begin{array}{|c|c|c|} \hline 8 & 5 & 1 \\ \hline \end{array}$$

1 mark

2. Amir has three parcels.

Parcels A and B together weigh the same as parcel C.



The three parcels weigh 800 grams altogether.

Parcel A weighs 250g.

How much does parcel B weigh?



Show your **working**.  
You may get a mark.

9

2 marks

3. Nadia is working with **whole** numbers.

She says,

*'If you add a two-digit number to a two digit number you cannot get a four-digit number'.*

Is she correct? Circle Yes or No.

**Yes / No**

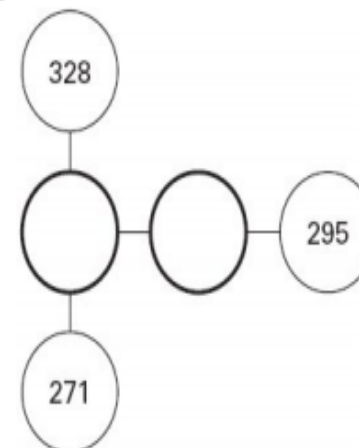
Explain why.



1 mark

4. The three numbers on **each line** add up to **763**

Write in the missing numbers.



1 mark

5.

Liam has two different sizes of rectangle.



He makes this pattern with them.



Not actual size

Calculate the lengths of **A** and **B**.

1

$$A \equiv$$
cm

1 mark

1. *Chlorophyll a*

$$B =$$
cm

1 mark

6.

$$3054 - 817 - 44 =$$

11

1 mark

7.

Write in what the missing numbers could be.

1. *Chlorophyll a*

$$170 + \boxed{\phantom{00}} = 220 - \boxed{\phantom{00}}$$

1 mark

8.



Mina has **5 more** marbles than Kirsty.

Kirsty has **2 more** marbles than Seb.

Altogether they have **30** marbles.

How many marbles does each child have?

Show  
your  
method

2 marks

1. 
$$\begin{array}{r} 2195 \\ \times \quad 3 \\ \hline \end{array}$$

1 mark

**2.**  $8628 \div 4 =$

11/11/2019

1 mark

3. Calculate  $560 \times 28$

A blank sheet of graph paper with a light blue grid pattern. The grid consists of small squares. There are some faint, dark marks on the left edge, possibly from a binding or scanning artifacts. A small black rectangular box is located in the bottom right corner of the page.

Show  
your  
method

|  |
|--|
|  |
|--|

2 marks

4.  $2416 \div 8 =$

1 mark

5.   $\times 10 = 350.5$

$$460 \div \square = 4.6$$

$$2.3 \times \square = 2300$$

2 marks

**6.** Write in the missing digits to make this correct.



$$\begin{array}{r} \square \quad 4 \quad \square \\ \times \qquad \qquad 6 \\ \hline 2 \quad 0 \quad 5 \quad 2 \end{array}$$

2 marks

| Day    | English                                                                                                                                                                                                                                                                                                     | Maths                                                                                                                                                                                       | Science/Topic work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                         |                   |        |  |        |  |      |  |      |  |      |  |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------|--------|--|--------|--|------|--|------|--|------|--|
| 5      | <p><b><u>Free-write Creative Writing</u></b></p> <p>Use the image below, also underneath <b>this day's instructions entitled: "Free-write image" to write a creative piece.</b></p>                                        |                                                                                                                                                                                             | <p><b><u>Science: Electricity</u></b></p> <p><i><u>Question for thought: What is electricity?</u></i></p> <p><b><u>Task 1</u></b></p> <p>Brainstorm everything that we use electricity for</p> <p><b><u>Task 2</u></b></p> <p><a href="https://classroom.thenational.academy/lessons/what-are-the-different-components-in-an-electrical-circuit-cdk34d?activity=video&amp;step=2&amp;view=1">https://classroom.thenational.academy/lessons/what-are-the-different-components-in-an-electrical-circuit-cdk34d?activity=video&amp;step=2&amp;view=1</a></p> <p>Following the video, here is a list of different electrical components. What job does each of these components do in an electrical circuit?</p> <table><tr><th><b><u>Component</u></b></th><th><b><u>Job</u></b></th></tr><tr><td>Switch</td><td></td></tr><tr><td>Buzzer</td><td></td></tr><tr><td>Cell</td><td></td></tr><tr><td>Wire</td><td></td></tr><tr><td>Bulb</td><td></td></tr></table> <p><b><u>Task 3</u></b></p> <p>Following the video, can you draw and label the following circuits:</p> <ul style="list-style-type: none"><li>a. Cell and bulb</li><li>b. Buzzer and Cell</li><li>c. Buzzer, switch and cell</li><li>d. Bulb, switch and cell</li></ul> | <b><u>Component</u></b> | <b><u>Job</u></b> | Switch |  | Buzzer |  | Cell |  | Wire |  | Bulb |  |
|        | <b><u>Component</u></b>                                                                                                                                                                                                                                                                                     | <b><u>Job</u></b>                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                         |                   |        |  |        |  |      |  |      |  |      |  |
| Switch |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                         |                   |        |  |        |  |      |  |      |  |      |  |
| Buzzer |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                         |                   |        |  |        |  |      |  |      |  |      |  |
| Cell   |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                         |                   |        |  |        |  |      |  |      |  |      |  |
| Wire   |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                         |                   |        |  |        |  |      |  |      |  |      |  |
| Bulb   |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                         |                   |        |  |        |  |      |  |      |  |      |  |
|        | <p>Remember to use:</p> <ul style="list-style-type: none"><li>- descriptive language,</li><li>- language features</li><li>- an interesting hook/opener</li><li>- different punctuation/advanced punctuation</li><li>- varying your sentences in length</li></ul> <p>orally rehearse and also proof read</p> | <p>Under this grid you will find your Friday arithmetic test. Once you have finished email me your answers and I will check them through and email back the ones you need to try again.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                         |                   |        |  |        |  |      |  |      |  |      |  |

|  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                     |
|--|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |  | <p><b><u>Spanish</u></b></p> <p>Listen to and study along with the online teacher:</p> <p><a href="https://classroom.thenational.academy/lessons/saying-what-someone-is-like-at-the-moment-part-12-6dk66t?activity=video&amp;step=2&amp;view=1">https://classroom.thenational.academy/lessons/saying-what-someone-is-like-at-the-moment-part-12-6dk66t?activity=video&amp;step=2&amp;view=1</a></p> |
|--|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Friday: Free-write Creative Writing Image



**Maths -Friday**

|   |                                                               |                      |                                    |
|---|---------------------------------------------------------------|----------------------|------------------------------------|
| 1 | $372,000 + 1,000 + 1,000 =$                                   | <input type="text"/> | <input type="checkbox"/><br>1 mark |
| 2 | $32 - 50 =$                                                   | <input type="text"/> | <input type="checkbox"/><br>1 mark |
| 3 | $\begin{array}{r} 555,805 \\ + 278,537 \\ \hline \end{array}$ | <input type="text"/> | <input type="checkbox"/><br>1 mark |
| 4 | $0.3 = \frac{?}{100}$                                         | <input type="text"/> | <input type="checkbox"/><br>1 mark |
| 5 | $750,000 - 80,000 =$                                          | <input type="text"/> | <input type="checkbox"/><br>1 mark |
| 6 | $8,999 + 60 =$                                                | <input type="text"/> | <input type="checkbox"/><br>1 mark |
| 7 | $? + 3,006 = 19,005$                                          | <input type="text"/> | <input type="checkbox"/><br>1 mark |
| 8 | $5,907 \times 8 =$                                            | <input type="text"/> | <input type="checkbox"/><br>1 mark |

|    |                         |                      |                                    |
|----|-------------------------|----------------------|------------------------------------|
| 9  | $3,600 \div 6 =$        | <input type="text"/> | <input type="checkbox"/><br>1 mark |
| 10 | $400,102 - 87,885 =$    | <input type="text"/> | <input type="checkbox"/><br>1 mark |
| 11 | $3,686 \div 8 =$        | <input type="text"/> | <input type="checkbox"/><br>1 mark |
| 12 | $4 \times 1100 =$       | <input type="text"/> | <input type="checkbox"/><br>1 mark |
| 13 | $80 \times 80 - 30 =$   | <input type="text"/> | <input type="checkbox"/><br>1 mark |
| 14 | $50 \times 700 =$       | <input type="text"/> | <input type="checkbox"/><br>1 mark |
| 15 | $5,500 \div 500 =$      | <input type="text"/> | <input type="checkbox"/><br>1 mark |
| 16 | $70 \div 2 \times 48 =$ | <input type="text"/> | <input type="checkbox"/><br>1 mark |

|    |                                                            |                      |                                    |
|----|------------------------------------------------------------|----------------------|------------------------------------|
| 17 | $21.06 + 1.944 =$                                          | <input type="text"/> | <input type="checkbox"/><br>1 mark |
| 18 | $\begin{array}{r} 2.309 \\ \times 8 \\ \hline \end{array}$ | <input type="text"/> | <input type="checkbox"/><br>1 mark |
| 19 | $\frac{1}{2} \times \frac{1}{4} =$                         | <input type="text"/> | <input type="checkbox"/><br>1 mark |
| 20 | $567.01 \times 100 =$                                      | <input type="text"/> | <input type="checkbox"/><br>1 mark |
| 21 | $4^2 + 7^2 + 5^3 =$                                        | <input type="text"/> | <input type="checkbox"/><br>1 mark |
| 22 | $0.7 \times 9 =$                                           | <input type="text"/> | <input type="checkbox"/><br>1 mark |
| 23 | $\frac{5}{6} + \frac{11}{12} =$                            | <input type="text"/> | <input type="checkbox"/><br>1 mark |
| 24 | $256.92 - 39.043 =$                                        | <input type="text"/> | <input type="checkbox"/><br>1 mark |

|    |                                                            |                      |                                     |
|----|------------------------------------------------------------|----------------------|-------------------------------------|
| 25 | $6.7 + 1000 =$                                             | <input type="text"/> | <input type="checkbox"/><br>1 mark  |
| 26 | $\begin{array}{r} 928 \\ \times 76 \\ \hline \end{array}$  | <input type="text"/> | <input type="checkbox"/><br>2 marks |
| 27 | $\frac{2}{3} \div 2 =$                                     | <input type="text"/> | <input type="checkbox"/><br>1 mark  |
| 28 | $65\% = \frac{?}{20}$                                      | <input type="text"/> | <input type="checkbox"/><br>1 mark  |
| 29 | $89\% \text{ of } 250 =$                                   | <input type="text"/> | <input type="checkbox"/><br>1 mark  |
| 30 | $\begin{array}{r} 1974 \\ \times 83 \\ \hline \end{array}$ | <input type="text"/> | <input type="checkbox"/><br>2 marks |
| 31 | $37.8 + 4 =$                                               | <input type="text"/> | <input type="checkbox"/><br>1 mark  |
| 32 | $180 - 78 + 2 + 4 =$                                       | <input type="text"/> | <input type="checkbox"/><br>1 mark  |

|    |                                 |                      |                                 |
|----|---------------------------------|----------------------|---------------------------------|
| 33 | $\frac{7}{6} - \frac{7}{10} =$  | <input type="text"/> | <input type="text"/><br>1 mark  |
| 34 | $\frac{3}{7} \times 6 =$        | <input type="text"/> | <input type="text"/><br>1 mark  |
| 35 | $38 \overline{)7990} =$         | <input type="text"/> | <input type="text"/><br>2 marks |
| 36 | $3\frac{1}{4} - 1\frac{7}{8} =$ | <input type="text"/> | <input type="text"/><br>1 mark  |
| 37 | $2\frac{3}{5} \times 4 =$       | <input type="text"/> | <input type="text"/><br>1 mark  |