

Read through the information below, which shows some of the ways that the armed forces help us. Were you aware of the variety of ways the armed forces help us? Do you know any other ways in which the armed forces help us in our daily lives?

Flood defence and protection



When areas flood, the British Army are often one of the first to arrive to help. Alongside the Fire Service and the Environment Agency, they help to put up flood defences, place sandbags in the doorways of homes and reassure local communities.

Building emergency hospitals



Earlier this year, military personnel helped to build temporary hospitals all over the UK as a precautionary response to the pandemic.

Tackling fake news



The Ministry of Defence (MOD) have a team, who work from the Cabinet Office, with the responsibility of stopping misinformation online. The group help to identify and tackle fake news found on social media and on other websites.

Now complete the tasks on page 2.



Plan and write a letter to a soldier. This could be someone you know or you could find the nearest base to send the letters. Think about:

- Why are you writing? To thank them for their work? To find out more about their role?
- Share some information you know about how soldiers have been helping recently.
- Ask any questions you have or share what you would like to know.

Second Level Checklist: Use the writing criteria on page 3 to make sure your letter is meeting the standard for Second Level.

Design a combat uniform for a soldier.

Add clear and detailed labels.

Soldiers have to keep themselves very fit. Create a fitness session. Think about the equipment you need; the space you have; how long the session will last and how you can make your fitness session easier or harder depending on who is doing it!

Now write it up as a set of instructions or make an instructional video.

Use the Second Level Checklist.



Imagine we had world peace. What other important jobs could soldiers do?

Make a list and discuss.

Read and research to find out more about soldiers in the past. Perhaps you could look at a period in history such as WWI or WWII?

Create a Power Point to share your research with us.

Remember at Second Level you must list your sources (tell us where you got your information).

Use the Second Level Checklist.

Soldiers usually wear a camouflaged uniform when in combat. This is so they can remain hidden.

Some animals rely on camouflage. Name as many of these animals as you can and find out more about them.

Use your information to create fact files, an information poster or write an information report.

Use the Second Level Checklist.

Using these criteria will support you to produce a high quality piece of writing.

We've been working on interesting vocabulary in our home learning—look back and use some of the examples you worked on.

A good way to remember when to use paragraphs is **TIP ToP**

Time - change paragraph when the time changes in your writing. You are writing about breakfast. New paragraph when you are writing about lunch.

Place - change paragraph when you change place in your writing. You are writing about being in school. Change paragraph when you move to being at home.

Topic - change paragraph when you change topic in your writing. You are writing about bees. Change paragraph when you are writing about butterflies.

Person - change paragraph when you are writing about different people. You are writing about the teacher. Change paragraph when you are writing about police officer.

Mix it Up! Sentences are everything. Make some short. Start them differently. Connect them in the middle **in order to** make them longer. Use good punctuation.

No punctuation = no sentence

My piece of writing should be at least about 250 – 350 words.

1. I can use interesting and ambitious words or phrases to continue and develop ideas. I must use at least 4 examples.
2. I can attempt to use a range of connectives (e.g. although, however, nevertheless, since, in order to, contrary to, ...).
3. I can attempt to use a range of openers (e.g. words ending in “ing”, “ed”, “ly” and **connectives as openers**. (e.g. “Thoughtfully, I watched the stars...”, “Smiling, she embraced me...”))
4. I can use **full stops, commas and question marks** accurately and I experiment with other punctuation for effect, (e.g. exclamation marks, inverted commas, ellipsis, dashes, brackets and apostrophes).
5. I can spell all common words correctly.
6. I can spell all familiar words accurately.
7. I can link and relate events/points in my writing so that my writing makes sense. (e.g. afterwards, before, also, after a while, eventually, moreover, furthermore, in addition to this...)
8. I can consistently use the appropriate form to suit the purpose of the task. (e.g. formal and informal letter, report, diary, dialogue, narrative)
9. I can deliberately choose adjectives and/or adverbs for detail and description (e.g. The bad child. The despicable child.)
10. I can write in a lively and clear way and I can make my sentences different lengths.
11. I can use paragraphs to organise my writing.
13. I can use language to express feelings or emotions.
14. I can attempt to give opinion, interest or humour through detail.
15. I can use correct grammatical structures.
16. I can organise ideas appropriately for both purpose and reader, e.g. captions, headings, bullet points, fonts, chapters, letter formats, paragraphs, logically sequenced events, contextual and background information ...).
17. I can use general words for style (e.g. sometimes, never, always, often, even, in addition...).
18. My handwriting is accurate, consistent and linked.