National Curriculum Objectives:
Reading: English Year 3 & Year 4: Understand what they read, in books they can read independently, by drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. More resources with this objective.

SPAG: English Year 3 & Year 4: Learn the grammatical difference between plural and possessive –s. More resources with this objective.

Level of this Pack:
Age: 8-9
England: Year 4
Scotland: Primary 5
Wales: Year 4
Australia: Year 3/Grade 3

Did you like this resource? Don’t forget to review it on our website.
A Refugee Camp – Follow-Up Work

Why might people be living in a camp like this? (P5/2d)

Describe the photo in your own words. (C6/2b)

What have the tents been made from? (C6/2b)

State TWO facts and TWO opinions about this photo. (C9)

List 5 nouns that you can see in this photo. (C6/2b)
How does this photo make you feel? (L5/2g)

What do you think it is like living in this camp? (P5/2d)

What might this photo be used for? (T4)

This photo was taken on a sunny day. Describe what you think it would be like in the camp if it had been raining. (P5/2d)

Using only the resources they have available, how could this camp be improved? (P5/2d)
Write the definitions for each of these words.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
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<tbody>
<tr>
<td>refugee</td>
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<td>camp</td>
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<td>immigrant</td>
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<td>shelter</td>
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Highlight your newly learned words in this word search.

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refugee  camp  immigrant  aid
asylum  persecution  crisis  shelter
population  flee  migration  politics
Homophones
Place the correct word on the line: their, there or they’re.

- __________ lives are vastly different to ours.
- It is important that __________ given support.
- __________ are thousands of people living in cramped conditions.

Articles
Add one of the following articles to complete the sentences: the, a or an

- Refugees use __________ resources available to make their camp.
- It is hard to imagine what life is like living in __________ camp like that.
- Raising awareness of the refugee crisis is __________ incredibly important issue.

Plurals
Which sentences use the plural -s correctly?

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Tick one</th>
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<tr>
<td>The refugees are in desperate need of support.</td>
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<tr>
<td>The refugee’s are in desperate need of support.</td>
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<tr>
<td>The camp’s are cramped.</td>
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</table>
Why might people be living in a camp like this? (P5/2d) Answers should include references to people fleeing war-torn countries.

Describe the photo in your own words. (C6/2b) The image shows a refugee camp with a large quantity of make-shift tents which have been pitched close together. The tents are made from a range of materials. There are a small number of people, including children, who can be seen in and amongst the tents.

What have the tents been made from? (C6/2b) Blankets, sheets and tarpaulin which has been propped up by wood and tied together.

State TWO facts and TWO opinions about this photo. (C9) Various responses – Fact: The majority of tents are made from sheets and wooden sticks. Opinion: It would be uncomfortable sleeping in those tents.

List 5 nouns that you can see in this photo. (C6/2b) Various responses – could include: people, washing, plastic chair, wooden box, tents.

How does this photo make you feel? (L5/2g) Various personal responses with explanations linked to the photo.

What do you think it is like living in this camp? (P5/2d) Various responses which might include both negative and positive comments, i.e. It is very overcrowded and the children have no where to play so they may get bored. The children may feel safe as they are no longer living in a country that is at war.

What might this photo be used for? (T4) Various responses – might include: news/newspaper report about refugees; information text about the life of refugees; poster to help raise awareness and support for refugees.

This photo was taken on a sunny day. Describe what you think it would be like in the camp if it had been raining. (P5/2d) Various responses – might include: cold, muddy, depressing, etc.

Using only the resources they have available, how could this camp be improved? (P5/2d) Various responses – might include: organising the tents into rows so that it is easier to move around the camp; having a central area to socialise, etc.
Write the definitions for each of these words.

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<td>a person who comes to live permanently in a foreign country</td>
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<td>persecution</td>
<td>hostility and ill-treatment</td>
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<td>migration</td>
<td>movement of people from one area/country to another</td>
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<td>politics</td>
<td>activities associated with the governments of a country</td>
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<td>population</td>
<td>the number of people living in a particular place</td>
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<td>asylum</td>
<td>giving someone shelter from danger or hardship</td>
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<td>aid</td>
<td>money to support a worthy person or cause</td>
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<td>flee</td>
<td>run away quickly</td>
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<td>crisis</td>
<td>a crucial stage or turning point in the course of something</td>
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<td>shelter</td>
<td>covering that provides protection from the weather</td>
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A Refugee Camp – Vocab 2

Highlight your newly learned words in this word search.

- refugee
- camp
- immigrant
- aid
- asylum
- persecution
- crisis
- shelter
- population
- flee
- migration
- politics

classroomsecrets.com
A Refugee Camp – Year 4 – Vocab  ANSWERS

Like this? Find more World Refugee Day resources [here](http://classroomsecrets.co.uk/).
Homophones

Place the correct word on the line: their, there or they’re.

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- There are thousands of people living in cramped conditions.

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Comprehension

Year 1/2
C1/1a Discussing word meanings, linking new meanings to known vocabulary
C2 Answer simple, information retrieval questions about texts*
C3 Drawing on what they already know from background information and vocabulary provided by the teacher
C4 Discussing and expressing views about a wide range of texts
C5/1c Discussing the sequence of events in texts and how items of information are related

Year 3/4
C1/2a Explaining the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6/2b Retrieve and record information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning

Year 5/6
C1/2a Exploring the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6/2b Retrieve, record and present information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning
C8/2h Making comparisons within and across texts
C9 Distinguish between statements of fact and opinion

Predictions and Making Inferences

Year 1/2
P1 Link the text to their own experiences
P2/1e Predicting what might happen on the basis of what has been read so far
P3/1d Making inferences on the basis of what is being said and done
P4 Answering and asking questions

Year 3/4
P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5/2d Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence

Year 5/6
P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5/2d Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence

Language for Effect

Year 1/2
L1 Recognising and joining in with predictable phrases
L2 Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear

Year 3/4
L3 Using dictionaries to check the meaning of words they have read
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Year 5/6
L2 Learning a wider range of poetry by heart
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
L5/2g Discuss and evaluate the authors’ use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author’s choice of words and phrases
L6/2f Identify and explain how content is related and contributes to meaning as a whole

*not currently a curriculum objective
Summarising

Year 1/2  S1  Discussing the significance of the title and events
Year 3/4  S2/2c  Identifying main ideas drawn from more than one paragraph and summarising these
Year 5/6  S2/2c  Summarising from more than one paragraph, identifying key details which support the main ideas

Themes and Conventions

Year 1/2  T1/1b  Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them
T2/1b  Considering the particular characteristics of the above texts

Year 3/4  T3  Reading texts that are structured in different ways and reading for a range of purposes
T4  Identifying themes and conventions in a wide range of texts
T5  Recognising some different forms of poetry

Year 5/6  T2  Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions
T4  Identifying and discussing themes and conventions in and across a wide range of writing

Reading for Pleasure

Year 1/2  R1  Listening to and discussing a wide range of fiction and non-fiction texts
R2  Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
R3  Discussing their favourite words and phrases

Year 3/4  R1  Listening to and discussing a wide range of fiction and non-fiction texts
R2  Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say
R3  Discussing words and phrases that capture the reader’s interest and imagination

Year 5/6  R2  Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously
R3  Discussing words and phrases that capture the reader’s interest and imagination
R4  Recommending texts that they have read to their peers, giving reasons for their choices

Revised December 2016