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| **Willow Homework Grid: Vikings – Traders or Raiders?**  **I** I did this **i**ndependently with no help.  **S** I did this with some **s**upport.  **H** I needed lots of **h**elp and found it tricky. | | | | | |
| The legendary Varangian (Viking mercenary) Rurik and his brothers arrive in Staraya Ladoga. (Photo by Fine Art Images/Heritage Images/Getty Images)Please choose one activity a week, and record which activity has been completed by adding the date into the box provided. Please add comments, should you wish to,  regarding your child’s engagement/enjoyment/understanding of each activity. Please choose at least two from each column during each half term. | | | | | | |
| **English** |  | **Maths** |  | **Topic/Creative** |  | |
| ***Reading and EGPS:***  Choose a page from a book that you are reading. Create a table with these headings in your book. Identify the different **grammar terms** and record them in the table.   |  |  |  | | --- | --- | --- | | Expanded noun phrases | Relative clauses | Adverbs / adverbials | | Determiners | Pronouns | Conjunctions | | Prepositions | Parentheses | Powerful verbs | | Challenge: Examples of simple, progressive and perfect tense forms. | | | | Date:  Comments: | ***Fractions:*** TO DO AFTER OUR FRACTIONS LESSONS  Use these fractions to solve the following questions.   |  |  |  |  | | --- | --- | --- | --- | | **A** | **B** | **C** | **D** | |  |  |  |  |   a)Convert them into mixed numbers.  b) Show each fraction as a diagram/illustration.  c) Put them in order from smallest to greatest.  d) Add A and B together.  e) Subtract D from C.  **Challenge:** What is B + 🞏 = 6.5? | Date:  Comments: | ***Science and DT activity:***  Create **different boats** using different junk modelling materials including paper, cardboard, foil, lolly sticks, etc. You could research a Viking longship and use this is a model. **Investigate** which **boat shape** is best, by blowing it gently and watching it ‘sail’ across the bath/tub of water. Record your findings by either measuring the distance it moves or how long it stays afloat. Feel free to create your own science investigation and explore ‘**water resistance**’. | Date:  Comments: | |
| ***Computing activity:*** [***https://scratch.mit.edu/***](https://scratch.mit.edu/)  Use this website to make your own **Scratch game** using your **coding** skills. Remember to check out the tutorials at the top to help you and give you tips. | Date:  Comments: | |
| ***Writing:***  Write a **diary entry** for a monk or a slave that has witnessed a Viking raid. Ensure you write in the *first person*, *recount* the day’s events and what you saw, include the character’s *thoughts* and *feelings*, use the *past tense* and please use ***PUNCTUATION***! Please read your writing to check it *makes sense*. | Date:  Comments: | ***Area and Perimeter:*** TO DO AFTER OUR AREA AND PERIMETER LESSONS  Design the interior of a Viking longhouse from a birds-eye view. Work out the **area** and **perimeter** of the shapes that you create to stand for the different parts of the house (table, beds, animal area, stools, fire place, etc). | Date:  Comments: |
| ***History activity:***  Design and prepare your **Vikings / Anglo-Saxons** **outfit** for our Vikings day. You can dress up as Anglo-Saxons (farmers, blacksmiths, monks, slaves, anyone from the 800AD to 1066 period) or a Viking that has crossed the sea. | Date:  Comments: | |
| ***Writing:***  Create an **information booklet / sheet / poster / PowerPoint** about the **Anglo Saxons**. This could be done over a few weeks. You can use the following subheadings to research and include: *Who were the Anglo Saxons? Where and when did they live? Who was Afred the Great? Other aspects you can include: clothes, homes, food, etc.*  **Y5:** Use correct punctuation, paragraphs and formal language. | Date:  Comments: | ***Mental Maths Practice:***  Pick two numbers and **multiply** them mentally. Complete at least 20 calculations. Record your answers and use a calculator to check!   |  |  |  |  | | --- | --- | --- | --- | | **400** | **30** | **800** | **2000** | | **8** | **6000** | **60** | **40** | | **5** | **70** | **20** | **80** | | **700** | **900** | **9** | **300** |   **Challenge:** Investigate what happens when you multiply decimal numbers. Can you use the times tables facts you know to work out decimal multiplications and divisions? For example, 0.007x0.3=0.0021 or 5.4÷0.9=6 | Date:  Comments: |
| ***PSCHE / Family Discussion activity:***  Carefully discuss what you and your family would do, if there was a fire in your house. What **fire safety** precautions do you have in place? Do you know your escape routes? Do you have a fire safety plan and have you practised it? This website might help: <https://www.london-fire.gov.uk/safety/the-home/> | Date:  Comments: | |
| ***Spelling Practice:***  Please learn the following words by creating a **wordsearch** or a **crossword** showing the correct spelling of the **Y5/Y6 words** (*government to muscle*).  Please learn: government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous and muscle. | Date:  Comments: | ***Mental Maths: Purple Mash***  Complete the Purple Mash activities on ‘missing angles’. The tasks have been set as a ‘2Do’ for you. You will need to remember the **angle rules**: *angle around a point=360°, angles on a straight line=180°, right-angle=90° and vertically opposite angles are equal*. | Date:  Comments: | ***DT and History activity:***  Design and make a **3D diorama** for a typical **Anglo-Saxon** / **Vikings** scene. A diorama is usually a shoebox/open box that models a miniature version of a scene. | Date:  Comments: | |