During this period of home learning, have a go at choosing as many of these tasks as you can. Take a photograph and email your project to me or complete written tasks in your home learning / homework book.

My email is [hsofflet@barrington.cambs.sch.uk](mailto:hsofflet@barrington.cambs.sch.uk).

Violet class topic homework for spring term 2020 (Week 2)

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| **Art**  Much of Viking art was focussed on everyday objects that were actually used. Their art could be fantastically complicated and I have put some examples on the website for you to look at. Draw an everyday item such as an axe, a pot or Longship sail and add an intricate design on it. You may want to research Viking artefacts and choose one of your own items to draw. |
| **Science**  Measure your heart rate before you start some exercise and then again afterwards. Do this for each exercise you take part in. Draw a graph and identify which exercise was the most effective.  Why do you think this exercise was the best?  How could you improve this exercise? |
| **Geography:**  Choose a country in Europe and write a non-chronological report about it. Make it engaging to an audience of children.  Make a quiz about the location of countries and capital cities of Europe. You could ask questions such as which country looks like a boot; which European country is furthest west or name two countries that border France. |
| **Computing**  I have written a very simple two player game on scratch. You can either write it yourself from the word document called ‘scratch’ or you can find it on Scratch at the following address <https://scratch.mit.edu/projects/380620121/editor> .  Try the following changes to the program:  Change the size of the sprites to make the game more fun.  Change the sprites for others that go well together.  Add a background.  Change the speed of the cat to make it harder or easier for that player to win.  Change the colour of the sprites.  A very difficult change: add a timer so each game only lasts one minute. |
| **PSHE**  Write down some things that you have done that you enjoyed. They do not need to be big events, just some things that you enjoyed or made you feel happy. Write down what you enjoyed about them.  List three things that you have done for someone in your family? |
| **Design and technology:**  Look at the ‘Lego challenge’ sheet and if you have any Lego type equipment then choose some activities from the sheet. If not you can draw your designs or make them on Minecraft. |
| **History**  Use the text below to research what it was like to be a child in Viking times. Compare it to being a child now.  Which do you prefer and why? |

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| Week beginning Monday 30th March |
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| Maths |
| Year 5 |
| <https://whiterosemaths.com/homelearning/year-5/> |
| Year 6 |
| https://whiterosemaths.com/homelearning/year-6/ |
| There are five lessons, one for each day. Watch the video and then answer the questions on the activity file.  Some of these questions are hard so do not worry if you cannot do some of them. Remember you can email me for help. |
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| English |
| Monday 30th March |
| Draw a map of a treasure island. Make it as detailed as possible as this will be the basis for a story. There are so many places and creatures that can be included on a map so use your imagination or if you are stuck, there are lots of examples online. As you are drawing your map imagine what adventures you might have there and jot down your ideas so they are not wasted. Think carefully why you are on this island. What time period is it? Is the treasure gold or something more important and interesting like a rare plant or ancient artefacts? |
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| Tuesday 31st March |
| Plan a route through your map. Include as much of your journey to the island as you can, for example, through the sea of storms and into the shark infested bay.  This route is your plan and now you need to add some detail to it. Remember you need to add detail so you can focus on the quality of your writing rather than on what happens next.  Try to make the reason for travelling to different places as realistic as possible.  There may be only one rope bridge across a long canyon.  You may be being chased by creatures or people who live on the island.  You may need to find information before you can go on to retrieve the treasure.  There may be areas on the map where it says not to go or just has a skull and crossbones.  As you are imagining your journey jot down useful description.  For example  The rain as you arrive could be torrential, pounding, gentle, blinding, sudden or even refreshing. |
| Wednesday 1st April  Start your story  The start to a story needs to include the following elements:  These are not in order.   * Introduce the character - usually through actions or speech. * Introduce the main problem that needs to be solved during the whole story. In this case it may be escaping from the island with the treasure you chose for your story. * Give the reader some idea of how the main characters get on. Are they friends, just people who work together or will they do anything to get the treasure for themselves. Once again this is usually done through dialogue or actions. * Give some idea of what to expect by making the genre of the story clear. In this case it will be an adventure story with lots of powerful verbs, adverbs and action. * Lastly and perhaps the most important part of the introduction: to hook the reader! Make the reader desperate to find out what is going to happen.   Can you see why these sentences may effectively hook the reader?  When we arrived at the island we thought we were safe.  It was not my fault that I was the only survivor of our journey.  By the time he would escape the island, he knew that he would never seek adventure ever again. |
| Thursday 2nd April |
| Write your treasure island story. Make sure that you stop writing regularly and read what you have written.  Remember to include a new paragraph for :  A change of speaker  A change of place  A change of time.  Expanded noun phrases  Fronted adverbials  Subordinating connectives |

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| **Viking Children**  Life for a Viking child would be a lesson in how to do many things. Farming, crafts, trading and much more were a common part of Viking life, and all lessons that a Viking child would need to learn to integrate into the ancient Norse society.  Viking children were expected to help out from a very young age, they would not have an education as such, or not in the sense of a communal school. Instead a Viking child would learn everything they needed from their parents, their siblings and the rest of the settlement community.  Of course in ancient Norse times, the gender roles for boys and girls were quite defined, and this would of course affect what their time would be focused on. We will explore the roles of the Viking children much more as we continue and the differences the offer.  **Viking boys**  Even from a young age a Viking boy would have to learn how to take care of himself, both in a job role and also from a physical role. Vikings were farmers that just happened to also love fighting, and Viking boys would have to become good at both quickly.  Working with their fathers, either as a helper to a craftsman, or as a farm hand to a farmer. The Viking boys would pick up skills and trades from their fathers and their extended families. uncles, grandfathers, and older brothers would all help keeping the young Viking boys in line and busy.  When they were learning a trade a Viking boy would likely get into play fights. In old Norse times, fighting was a part of life, a part many Viking enjoyed and just as boys, will be boys. Viking boys were not different, and if caught fighting they wouldnt be scolded unless they caused serious harm to another.  **Viking girls**  Viking girls would heed advice and guidance from their mothers of course, learning how to live in a their world and masters the necessary skills required from them. The Viking girls would often shadow their mother, helping where necessary and learning along the way.  Cooking was a skill that would be essential to master, making Viking broth, brewing ale and even making cheese from goat or cow milk. Spinning weaving and clothes making were important too, sewing and making clothes, repairing old ones, and ensuring there was enough wool to keep their family warm in the cold winter months.  **Education for the Viking children**  As we previously alluded too, in Viking times, there was no real such thing as a formal school environment. Stories might have been told by older Vikings, lessons learned in passing, and trades would be learned by time and effort, but not in a typical school environment.  All of a Vikings child learning would be through real living, being a part of the community from a young age and growing through their natural roles in it.  **Typical skills learned by a Viking child**  Life could be varied for a Viking child, and they would often need to learn many skills. Below are some common skills that Viking children would learn.   * How to farm * How to cook * How to start a fire * How to light and refill oil lamps * How to row and steer a boat * Horse riding * House building * Animal care * How to handle weapons   **The life of a Viking child in summary**  To be born into the world of the Old Norse, meant you would have to be ready to tackle everyday life from an early age. Viking children were not schooled in traditional ways we do now, but they learned how to live, how to fend for themselves. Viking children would have to live off the land, learn to farm and often learn to fight and trade.  One things is property for sure, to grow up a child in Viking times would not have been boring. |