

9.00 - 9.50	Maths
9.50 - 10.00	Brain Break (Mindfulness practise)
10.00 - 11.00	English
11.00 - 11.30	Break
11.30 - 12.30	History
12.30 - 1.30	Lunch
1.30 - 2.10	Drama
2.15 - 3.15	History/Free reading time

Maths

To find the area of a square or a rectangle, you need to multiply two different sides together. The units are either cm^2 or m^2



4cm Area = $4cm \times 4cm = 16cm^2$

4cm

6m

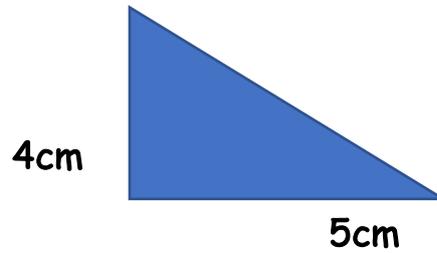


3m

Area = $6m \times 3m = 18m^2$

To find out the area of a triangle, you need to multiply the length of the base and the height and then divide your answer by 2.

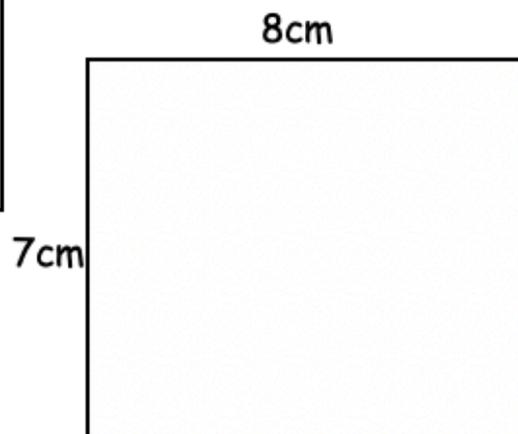
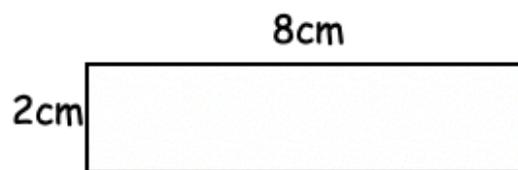
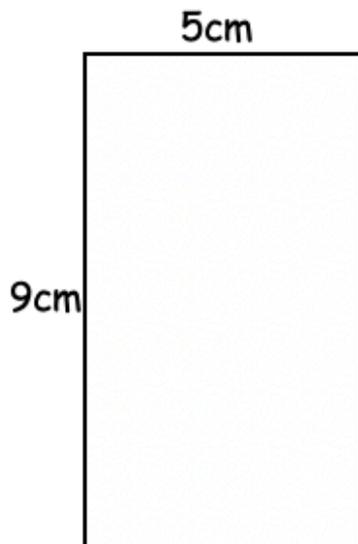
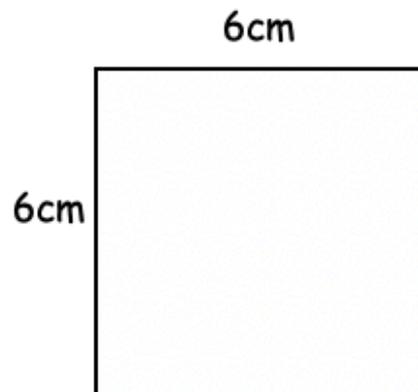
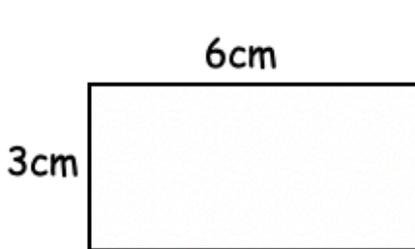
$$\text{Area} = 4\text{cm} \times 5\text{cm} = 20\text{cm}^2$$



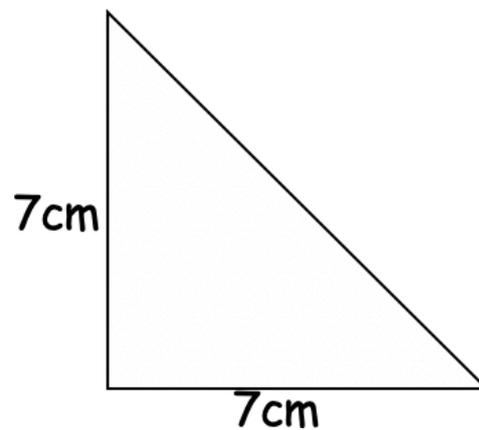
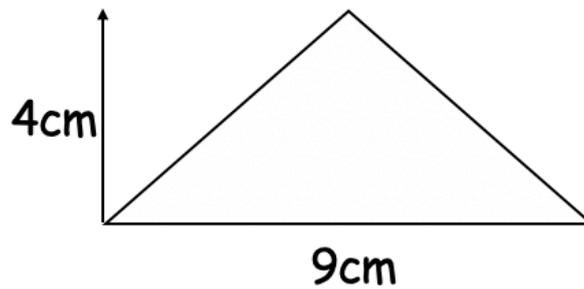
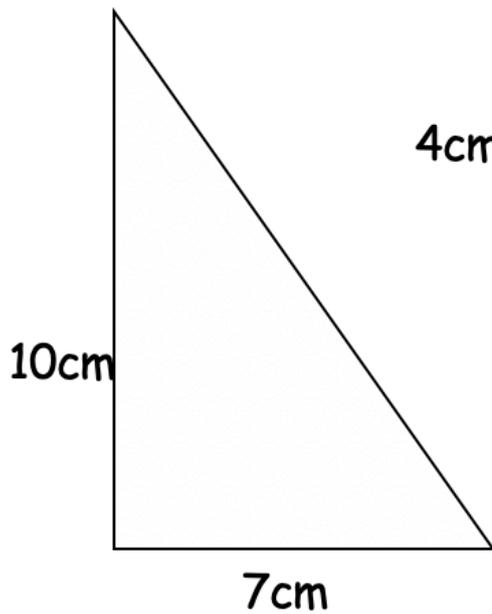
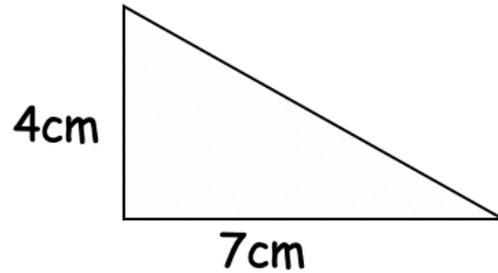
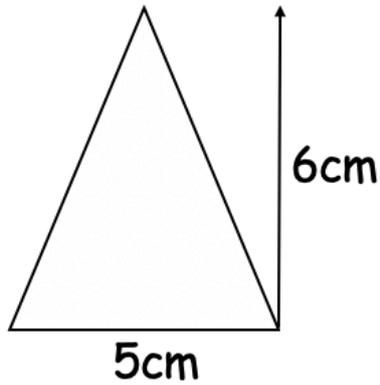
$$20\text{cm}^2 \div 2 = 10\text{cm}^2$$

- 1.) Complete the worksheet on finding areas of rectangles
- 2.) Complete the worksheet on finding areas of triangles
- 3.) Complete the SATs reasoning paper (These are very tricky and so some help from a grown up may be needed)

Find the area of these shapes.



Work out the area of these triangles.



English

On Tuesday, you filled in your plan for a balanced argument for movies vs. books. Today we are going to edit the plan so that we are ready to write tomorrow!

As a class we have worked on the following grammatical techniques:

- Embedded Clauses
- Sentence Starts

In a different coloured pen, add in at least 2 embedded clauses and use the **attached sheet** to add in as many different sentence starts as possible.

If you speed through this task before the hour is up: Draft an introduction to your argument. I have attached a draft that I have written to give you some inspiration.

BALANCED ARGUMENT

Connective & Sentence Starter Stealer....

Some people believe that...

However, others think that...

There is no doubt that...

_____ are a particular problem...

Consequently...

An additional problem is...

Therefore...

On one hand...

On the other hand...

It could be argued that...

Would.....?

Is it right to....?

Furthermore...

Many people...

This fact...

It could be argued that...

However...

On the contrary...

For example...

Although...

Moreover...

Supporters argue that...

It is claimed that...

However, it could be argued that...

Those in favour say that...

Nevertheless, others in opposition say...

This is important because...

Those who support....

However, critics...

No one can deny that...

As well as...

For instance...

Alternatively...

If you are sitting at home, feeling bored, what do you reach for first? A book or a television remote? Some of you may find the calmness and solitude of reading a book draws you in. Others may find the social aspect and visual effects of movies appeal more to you. Over the years, television has become an integral part of our lives and made it possible to see books come to life without the need to read them. However, movies can only capture parts of a book's essence and this move away from literature could mean vital parts of stories are lost. What do you think? If you are unsure, read on to understand more about this interesting and current topic.

History

Would the Vikings do anything for money?

Key info on the Vikings:

The Vikings first started to attack Britain around 793 ad, with a raid on the Holy Island of Lindisfarne off the Northumbrian coast. Following raids right around the coast, mostly involving fierce fighting against the local inhabitants, the Vikings started to overwinter in England and finally to settle. Contrary to popular belief, Vikings did not really have horns on their helmets! Vikings were not just raiders - they traded throughout most of the known world, including the Mediterranean region and the Russian steppes. They even reached North America around 1000 ad, albeit because the explorer Leif Erikson was blown off course on a trip to Greenland! Vikings were not just fighters; many were skilled farmers, fishermen and craftsmen. In fact they would do most things to make a profit! As they left little written evidence themselves. Most of our evidence was written by their 'victims' and so was quite

critical of their oppressors. It is very difficult to arrive at a clear picture of the Viking world.

Follow the links on Lindisfarne. There is a lot of reading in this lesson. (Children may want to continue this lesson in the free reading section.)

LO: to explore whether available evidence always offers a balanced view.

Monks in the medieval ages lived very quiet and religious lives. They spent much of their days in silence and in prayer. However, the lives of the monks on Lindisfarne were brutally disrupted by the invasion of the Vikings on June 8th 793AD.

Watch the video:

<https://www.bbc.co.uk/bitesize/clips/zrpnvcw>

Additional reading - <https://www.english-heritage.org.uk/visit/places/lindisfarne-priory/History/viking-raid/>

- 1) Follow the links on Lindisfarne. There is a lot of reading in this lesson. (Children may want to continue this lesson in the free reading time.)
- 2) Children need to imagine they are a monk or layman on Lindisfarne on June 8th 793 AD and discuss what happened.

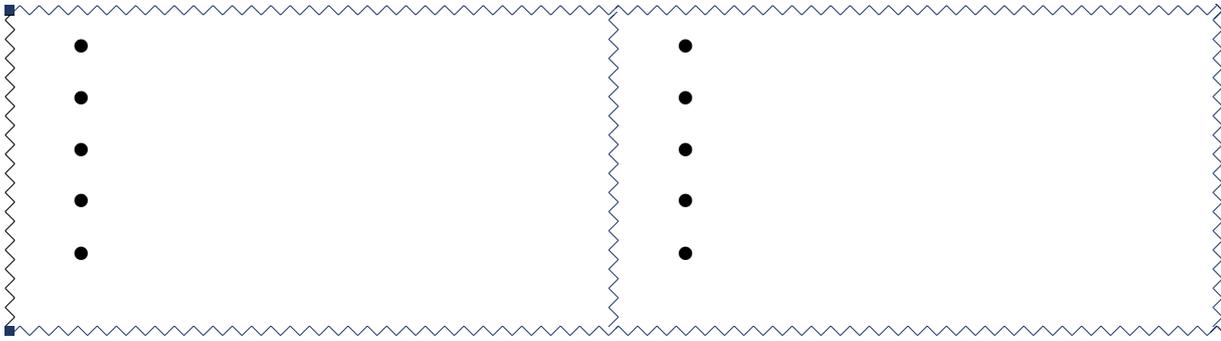
In home learning book, answer the question,

'How would they have felt as the Vikings came storming up from their long ships?'

- 3) Help the children read the account (source 1 and 2) carefully. Can they separate fact from opinion?

Ask your child to record fact and opinion into a table, they can be noted in bullet point format. Eg.

<u>Fact</u>	<u>Opinion</u>
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4) Discussion

How reliable do you think this account is about events on Lindisfarne?
(it is written in the Anglo-Saxon point of view, an adaptation from the Anglo-Saxon Chronicle)

What does working with this source tell us about evidence and how history is written?

(one sided source is still useful - it tells us how the Anglo-Saxons viewed the Vikings, even if it doesn't tell us much about the Vikings' views and opinions.)

5) You need to write your own account of a raid from a Viking point of view.

VIKINGS RAID RESOURCE SHEET



There had been warnings that something awful was going to happen ...Northumbrians had spoken of extraordinary whirlwinds, lightning such as had never been seen before, and fiery dragons flying in the air. Then came a great famine. Soon after that, on the 8th June in the year of 793AD, the longships arrived carrying the Viking raiders. The monastery at Lindisfarne, the holiest site in Northumbria, was the target.

Their attack was sudden, unexpected, ferocious and utterly devastating. Hordes of Vikings poured out of ships and raced up the beach, waving their axes and swords, looking for booty. Nobody was allowed to stand in their way – holy men or servants; all were equally in danger. The Vikings had heard of the riches of Lindisfarne and were determined to take home as much of it as they could. Speed was of the essence – kill, destroy, collect as much wealth as they could carry and escape before any Saxon soldiers could arrive on the scene. It was chaos, and everyone was terrified.

Never before had such terror appeared in Britain. That such a holy place should suffer attack by foreigners was unthinkable. But the Vikings pillaged and ravaged everything. They trod holy things under their polluted feet and tore down altars. Treasures were taken and destroyed. Some of the monks were slain, their blood poured out around the altar and their bodies trampled like dung in the streets. Some were carried off in chains, others were stripped naked, insulted and cast out of doors, and some they drowned in the sea.

This was a punishment from God for the sinful behaviour of the Anglo-Saxons.

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Drama

Practise and revise your *Macbeth* script, phone a friend and practise together.