

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	Active Hour
2.15 - 3.15	History/Free reading time

Maths

Word problems! These can be tricky as you need to pull out the important information and decide what operation or operation(s) you need to use. The best thing to do is underline key words and numbers in order to help you ignore the unnecessary information. I have done an example below of how you can do this. I have also attached a useful list of words that show you what operation to use. The mark scheme is attached.

Ken is playing a game. He has 4,289 points.

Then he scores another 355 points.

Ken's target is 6,000 points.

How many more points does Ken need to reach his target?

Yellow - important numbers

Green - Important words (another suggests addition)

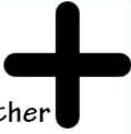
How many more points - Finding the difference between two numbers is **subtraction**

If you are finding this difficult then I have attached an alternative sheet to practice column subtraction before having a go at the practise questions. Please as per usual get in touch if you would like to cover anything with me.



Key Words Used in Math Word Problems

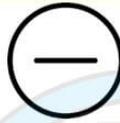
Addition



- Add
- All together
- Altogether
- And
- Combined
- How many in all
- How much
- In all
- Increased by
- Plus
- Sum
- Together
- Total

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Subtraction



- Minus
- Lost
- Change
- Difference
- Fewer
- Fewer than
- How many are left
- Need to
- Reduce
- Subtract
- Take away
- Remain

Multiplication



- By
- Double
- Every
- Factor of
- Increased by
- Multiplied by
- Of
- Product
- Times
- Triple

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Division



- As much
- Cut up
- Each group has
- Equal sharing
- Half
- How many in each
- Parts
- Per
- Percent
- Quotient of
- Ratio of
- Separated
- Share something equally

English

Today we are going to plan the story so that we have a structure and ideas ready for when we write tomorrow. You do not need to write full sentences, just phrases or words will do. I have attached a plan for you to use but feel free to create your own if you like. Your success criteria are below so that you know what I will be looking for.

I can split my work into paragraphs of related ideas
I can use my 5 senses to describe my surroundings
I can use a wide range of descriptive adjectives
I can use meaningful dialogue

(Extra challenge: I can use pathetic fallacy to show the hopeful and positive atmosphere)

Paragraph 1 - Bruno and Shmuel notice the gap in the fence and **plan** the escape. This may be where you can add some meaningful dialogue between them. What would Shmuel be nervous of happening? Why might he want to escape?

Paragraph 2 - The escape and the running. Describe how Shmuel escapes through the fence. How is he feeling during this? Shmuel and Bruno start running through the forest. Use your senses to describe how that feels. He might be scared and nervous at this point.

Paragraph 3 - Shmuel and Bruno stop and admire their surroundings in the wood. Use descriptive adjectives and your senses to paint of a picture of the forest. Could use pathetic fallacy.

Paragraph 4 - They discuss what to do next. Where should they go? How does Shmuel feel? Can they look after themselves? Will people be looking for them? This is a time to use meaningful dialogue.

History

LO: To find out about the Viking way of life in Norway, Sweden and Denmark.

Success criteria: I know why the Vikings left home.

I know where the Vikings went.

I appreciate that the Vikings were traders as well as raiders.

Read the document in the following link (there are some tricky names, don't worry if you can not pronounce them)

<http://digital.library.upenn.edu/women/marshall/england/england-9.html>

You may also like to watch the BBC bitesize clip:

<https://www.bbc.co.uk/bitesize/topics/zr46nrd/articles/zdtpcqt>

Task 1: Research what life was like for Vikings in Norway, Sweden and Denmark. Was there enough land for everyone to be a farmer? Most historians argue that overpopulation - too many people and not enough land - was the main reason why so many Vikings left home.

Do you agree?

What reasons do you think were the most important for Viking leaving home:

To raid other countries in order to get rich?

To trade with other countries in order to get rich?

To settle in other countries in order to get rich

For adventure and the urge to explore new lands?

Can you find examples from the map and resource sheet for each of these four categories?

Task 2: Using the evidence sources below fill in the table and decide whether the Vikings travelled to these countries to raid or settle or to trade goods.

VIKINGS LEAVE HOME RESOURCE SHEET

The Vikings didn't just come to Britain. They travelled extensively across the Atlantic Ocean, into the Mediterranean world, and through the Baltic to Kiev and down the rivers to Constantinople.

But was it to raid, to trade, or to settle? Or was it just for adventure and to explore?

Where:	Raid or settle	Trade goods
England		
Shetland Isles		
Orkney		
Ireland		
Iceland		
Greenland		
America		
Kiev		
Constantinople		
Normandy		

EVIDENCE 1:

The Orkneyinga Saga tells us about Sweyn Asleifarson who was:

'... a Viking farmer. He lived on the island of Gairsay in Orkney. During the winter months he stayed at home. He entertained about eighty men, at his own expense. His drinking hall was so big, there was nothing in Orkney to compare with it. In the spring he had a great deal of seed to sow, which he carefully saw to himself. When that was done he would go on his 'spring trip'. He would go off in his longboat to the Hebrides and Ireland, raiding and plundering. He always got back home just after mid-summer and stayed until all his cornfields had been reaped and the grain safely in. After that he would go off raiding again, and was never back until after the end of the first month of winter. This was his 'autumn trip.'

EVIDENCE 2:

British Archaeology issue 35 tells us:

The Vikings arrived in force in East Anglia in 866, and in 870 they killed the East Anglian king, Edmund. However, it was not until after the Treaty of Wedmore in 878, agreed between Alfred the Great of Wessex and Guthrum of Denmark, that Viking settlement of East Anglia began in earnest. As the Anglo-Saxon Chronicle put it, Guthrum's Viking army proceeded to 'share out' the land, which remained part of the Danelaw for the next 40 years.

It appears that the Viking 'Great Army' came to raid the east of England, started staying over-winter, and then finally stayed for good! Alfred the Great was forced to share England with the Danes, who ruled the North and Eastern part of the country known as the Danelaw.

EVIDENCE 3:

The website 'Viking Trade' tells us:

'The Vikings were the international tradesmen of their time. In Constantinople they traded silk and spices for slaves that they had brought from Russia. Amber they found in the Baltic area. From the north and Greenland in the west, they brought furs, skins and walrus tusk ivory to western Europe. Viking graves often contain Arab silver, Byzantine silks, Frankish weapons, Rhenish glass, and other products of an extensive trade. Silver coins from the caliphate and Anglo-Saxon coins from England flowed into the Viking lands and further stimulated economic growth.'

EVIDENCE 4:

Rus Vikings invade Constantinople tells us:

'Just as the sun set on June 18th in 860, a flotilla of 200 Viking warships began landing in the suburbs of Constantinople. Off-guard and unprotected, the city was only spared thanks to a curious decision by the Rus to turn out into the Sea of Marmara. First contact between the Byzantines and the Norse occurred in 839, with the two peoples forming a relationship built on trade. The surprising nature of the attack ("a thunderbolt from heaven") is without question, with people likening the Rus Vikings to "a swarm of bees" as they swept in to the northern suburbs to pillage with ruthless efficiency. With Emperor Michael III away in an attempt to reclaim parts of what is today south-eastern Turkey, the citizens could do nothing but give in – homes burned brightly in the night as their owners were stabbed or drowned by the invaders. Having terrorized the countryside, the Rus returned to their ships.'

EVIDENCE 5:

The Early Settlement and Trade of Iceland website tells us:

'Some of the exports from various regions during the Viking age include:

Vinland: timber

Greenland: walrus ivory, furs, skins, wool

Iceland: fish, animal fat, wool cloth and clothing, sulfur, falcons

England: tin, wheat, honey, woolens, silver, barley, linen

Russia: slaves, furs, wax, honey

Byzantium: silks, fruits, spices, wines, gems, silver, jewelry, brocade

Frankish kingdoms: weapons, jewelry, wine, glass, salt, woollen cloth

Shetland Islands: soapstone

Norway: timber, iron, soapstone, whetstones, barley, tar

Sweden: iron, furs

East Baltic regions: amber, slaves, furs'

Active hour - Joe wicks, yoga or go for a walk or run around.

<https://www.youtube.com/watch?v=Rz0go1pTda8>

Word Problems

Q1.

8 friends share £434 equally between them. How much does each person receive?

Q2.

Five children shared 4 packs of sweets equally. What fraction of a packet did they each receive?

Q3.

Ellie had a piece of ribbon that was $\frac{3}{4}$ m long.

She cut it and gave half to Grace.

What **fraction** of a metre did she give to Grace?

Q4.

Annie ate $\frac{1}{4}$ of a cake.

Four other children shared the remainder equally.

What fraction of the cake did each of the other children get?

Q5.

96 pupils and teachers go by minibus to the sports tournament.

How many 15-seater minibuses will be required?

Q6.

Grace, Ellie and Alfie bought 5 pizzas to share.

Grace ate $1\frac{1}{2}$ pizzas.

Ellie ate $1\frac{2}{3}$ pizzas.

And Alfie ate the rest.

How many pizzas did Alfie eat?

Q7.

In athletics, Holly did the 'Hop, step, jump'.

The length of her 'hop' was 0.86 m

The length of her 'step' was 1.21 m

The length of her 'jump' was 3.78 m

What was the total length of Holly's 'Hop, step, jump' to **one decimal place**?

Circle the correct answer.

5.8 m 5.9 m 6.0 m 6.1 m

Q8.

Sam has 90 bricks.

He uses $\frac{3}{5}$ of them to build a tower.

Grace has 120 bricks.

She uses $\frac{5}{6}$ of them to build a tower.

How many bricks are left over altogether?

Q9.

There are 275 children in Fernley School.

They get into groups of eight.

What is the largest number of groups of eight that they can make?

Q10.

Mr Patel bought wood to make two shelves.

The first shelf was 2.8 m long.

And other shelf was 3.9 m long.

What is the shortest length of wood Mr Patel has to buy to make the two shelves?

Circle the correct answer to the nearest metre.

3 m 4 m 5 m 6 m 7 m 8 m

Q11.

Sam put away $\frac{1}{8}$ of the washing.

Ben put away $\frac{2}{8}$ of the washing.

Dad put away the rest.

What fraction of the washing did Dad put away?

Q12.

On a school trip, every child is given 2 apples and 5 cherries.

Mrs Smith gives her group 12 apples.

How many cherries does she give her group?

Q13.

A shop sells packs of sweets.

Each pack has one red sweet and two green sweets.

Sam buys some packs so he has 4 red sweets.

How many green sweets does he have?

Q14.

Mina buys 200 g of sweets.

She eats 80 g.

What mass of sweets are left?

Q15.

Mina and Annie stand on some scales.

They weigh 72 kg together.

Annie weighs 34 kg.

How much does Mina weigh?

Q16.

Liam buys **two** apples.

He pays with a £1 coin and gets 64p change.

How much does **one** apple cost?

Q18.

John buys one toy car and one pack of stickers. The toy car costs £1.49. The stickers cost £1.64.

He pays with a **£10** note.

How much change does John get?

Q19.

a.) A shop sells batteries in **packs of four** and **packs of two**. The pack of 4 batteries costs £1.48. The pack of 2 batteries costs 85p.

Simon and Nick want two batteries each.

They buy a **pack of four** and share the cost equally.

How much does each pay?

b.) Mary buys **2 packs of two** batteries.

Hamid buys **1 pack of four**.

How much **more** does Mary pay than Hamid?

Q20.

Write 3 numbers **less than 10** which total 20.

Q21.

There are 219 boys and 187 girls in a school.

What is the total number of children?

Q22.

There are 24 children in the nursery.

4 boys and 5 girls go outside.

How many children are left inside the nursery?

Q23.

Ben had 92 cards.

Sam gave him 10 more.

Flo gave him 100 more.

How many cards does Ben have now?

Q24.

14,890 festival tickets were sold before the event.

Another 6,752 were sold on the day.

546 people did not arrive at the festival.

How many people were at the festival altogether?

Q25.

Ellie has a pile of three books.

Two of the books are 16 mm thick. The other book is 35 mm thick.

What is the height of the pile of books?

Mark schemes

Q1.

£54.25

Q2.

$$\frac{4}{5}$$

[1]

Q3.

$$\frac{3}{8} \text{ m or equivalent}$$

[1]

Q4.

Award **TWO** marks for the correct answer of $\frac{3}{16}$

Q5.

$$7$$

[1]

Q6.

$$1\frac{5}{6} \text{ or equivalent}$$

[1]

Q7.

$$5.9 \text{ m}$$

[1]

Q8.

Award **TWO** marks for the correct answer of 56

Q9.

34 (groups)

[1]

Q10.

7 m circled

[1]

Q11.

$$\frac{5}{8}$$

[1]

Q12.

30 cherries

[1]

Q13.

8

[1]

Q14.

120 g

[1]

Q15.

38 kg

[1]

Q16.

Award **TWO** marks for the correct answer of 18

Q17.

Award **THREE** marks for the correct answer of 7,174

[3]

Q18.

Award **TWO** marks for the correct answer of £6.87

Q19.

(a) Award **TWO** marks for the correct answer of 74p **OR** £0.74

(b) Award **TWO** marks for the correct answer of 22p **OR** £0.22

Q20.

9 + 9 + 2

9 + 8 + 3

9 + 7 + 4

9 + 6 + 5
8 + 8 + 4
8 + 7 + 5
8 + 6 + 6
7 + 7 + 6

[1]

Q21.

406

[1]

Q22.

15 (or fifteen) calculated as answer

[1]

Q23.

202 cards

[1]

Q24.

Award **TWO** marks for the correct answer of 21,096

[2]

Q25.

67 mm

[1]

Q26.

Award **TWO** marks for the correct answer of 8 m

[2]

Alternative Worksheet

Write each of these out in your home learning book and answer them.