



HOME LEARNING



Billionaires - Week 7

W/C 18th May 2020



Ongoing daily activities

Reading

We would like your child to read daily. Please make sure that they read for at least 30 minutes a day. Ask your child questions to test their comprehension. Use the Canine Pal characters to help you do this.

For support with reading, you can access resources on our school website. [Click on the 'Our Curriculum' tab then click on 'Reading Information'](#).

World Book Online have made over 3,000 books available!

You can also access eBooks on [Serial Mash](#) that can be found on the [Purple Mash Learning Platform](#).

Times Tables

Practise your times tables daily on [TT Rock Stars](#). Check [Purple Mash](#) and [MyMaths](#) daily in case new tasks are added. There are resources available for this week's maths learning at: <https://www.bbc.co.uk/bitesize/primary>

Spelling

Practise your weekly spellings daily. See spelling lists for class 4 on our website.

Purple Mash - <https://www.purplemash.com/login/>

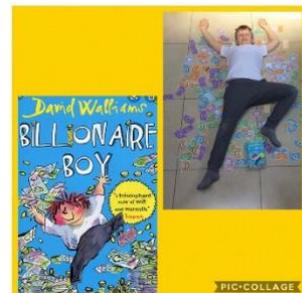


This week's learning activities to complete with your child are outlined below. There may be some activities to complete from our Purple Mash Platform. This can be accessed from the link on our website. Some of the work will come up as a 2Do, or the children may need to look for it in the

CLASS 4 files located within the WORK folder. I have tried to attach as much as possible to this document 😊

Billionaire Challenge

Recreate the cover of Billionaire Boy! I will create a collage of your photos that I will tweet to David Walliams. Tweet or email me your pictures by Thursday 21st May to be included.



Vote for Tankersley

Help us win £5,000 towards some new books. Click the link below:

<https://www.nationalbooktokens.com/schools>



English

Have you ever wanted to be a spy?
The **Mission Possible** task contains an audio link so you can listen to the story and answer questions. There is also an answer sheet so you can check how you did.

I have attached the file in the email to parents but it will also be located in the work folder.

There are also extra SPaG activities on Purple Mash.



Maths

There are instructional videos and worksheets available for this week's maths learning at:

<https://www.bbc.co.uk/bitesize/primary>

There are additional sheets in the work folder to reinforce learning and daily tasks on **MyMaths**.

Science

LO: What is the volume of sound?

<https://www.bbc.co.uk/bitesize/topics/zgffr82/articles/zqtdpbk>

Watch the video then fill in the question sheet below.

Geography

Answer the 10 questions in our **Settlements Quiz**.

<https://www.educationquizzes.com/ks2/geography/settlements-1/>

Then I would like you to draw and label a picture of what a 'perfect' settlement would look like if you were a Viking. Think about the natural resources you would need and explain why you chose that area.

History

LO: What do artefacts tell us about how the Vikings lived?

<https://www.bbc.co.uk/programmes/p0115gzw>

Watch the video and answer the sheet below.

RE

Weekly **virtual assemblies** will be available for you to watch at home every Friday at 9am from the video channel:

www.vimeo.com/channels/picturenews

Art/DT

Can you make your own **Viking helmet**?
Instructions can be found below.



PE

Indoors: Joe Wicks workouts 9am Mon-Fri live on [YouTube](https://www.youtube.com/channel/UCe0tLDOk1v81o3XWzQv1W0g).

[Cosmic Yoga](https://www.youtube.com/channel/UCe0tLDOk1v81o3XWzQv1W0g) makes mindfulness fun!

Outdoors: I have attached 2 indoor team games to the bottom of this document.

This week's games are **Bean Games** and **Table Hockey**.

You will need more than one person to play, so why not try and get the whole family involved?

Computing

Lesson 4 - **Cracking Contraptions**

I have attached the guidelines below. You will need to use 2Animate for this activity. Please add your work to our Billionaires display board on Purple Mash.

PHSE

Feelings and Emotions - **Dear Darlee**

I have attached the sheet below for you to fill in.

Cracking Contraptions

Aims

- Introducing 'stop motion' animation.
- To share animation on the class display board and by blogging.

Success criteria

- Children know what 'stop motion' animation is and how it is created.
- Children have used some of the ideas from existing 'stop motion' films to recreate their own animation.
- Children have shared their animations and commented on each other's work using display boards and blogs in Purple Mash.

Steps

1. Click the link to read the page and watch the videos:
<http://www.wallaceandgromit.com/films/cracking-contraptions>



2. Do you know how the Wallace and Gromit animations were created? Think about the differences and similarities between creating animations by using pictures and objects, like you have done previously.
3. Animation created using cameras to shoot small changes one frame at a time is called 'stop motion' animation. The Wallace and Gromit cartoons are a great example of this type of animation.
4. You are going to create your own Cracking Contraptions animations in 2Animate.
5. Watch the video clips for ideas to create yourselves.



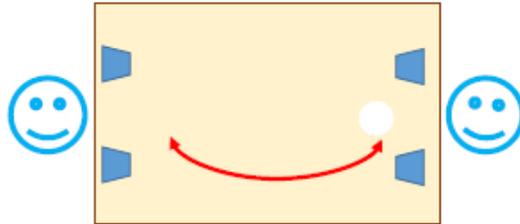
6. Create your own animation in 2Animate and, if you are able, you could create your own model of your contraption.
7. When you have finished your animation, share your Cracking Contraptions animation to our class display board for everyone to be able to see. Our display board is simply called 'Billionaires'.
8. Make sure you leave a comment on each other's animations through the class Cracking Contraptions blog.

The screenshot shows the Purple Mash website interface. At the top, there is a navigation bar with icons for Home, 2Dos, Work, Data, Sharing, Teachers, Admin, Help, and Alerts. Below this is a 'Display Boards' section with a search bar and several board thumbnails. One board, 'Billionaires', is highlighted with a callout box that says 'This is where you upload your Cracking Contraptions!'.

Table Hockey

How to set up:

- ✓ Arrange a table so there is enough space to move around it.
- ✓ Play in pairs, facing each other at opposite sides of a table.
- ✓ Create a goal at each end of the table with the marker cones or other items.



Equipment:

- ✓ A small ball, such as table-tennis ball (or a scrunched-up piece of paper).
- ✓ Marker Cones (2 per player).
- ✓ If no cones, use other objects such as books or pencil cases.

How to score:

- ✓ Score 1 point each time they roll the ball through their opponents' 'goal'.
- ✓ Play the game to 5 points to see who wins.
- ✓ If a player rolls the ball off the table, their opponent can take a penalty shot. Alternatively, use books or other items to create a guard around the sides of the tables.
- ✓ Penalty shots are taken from half way.

How to Play:

- ✓ One player starts the game by rolling the Table Tennis Ball to their partner.
- ✓ The partner must attempt to block the ball and push it back with the palm, or back of their hand.
- ✓ THE BALL MUST NOT BOUNCE.
- ✓ Players are only allowed to use 1 hand.
- ✓ Players must attempt to rally the ball back and forth, keeping the ball on the table.
- ✓ When players are confident with this, they can progress to a competitive game.
- ✓ Points are scored when one player scores in their opponents' 'goal'.
- ✓ To progress – only allow 1 touch.

The Beans

How to set up:

- ✓ Players require a small space in which they can comfortably move their arms around without touching anything.

How to Play:

- ✓ One player calls out the following 'Beans' at random, other players must perform the correct movement:
 - Jelly Bean = players wobble like Jelly
 - String Bean = players stretch up tall
 - Baked Bean = players slowly rotate on the spot
 - Broad Bean = players stretch their arms and legs out wide
 - Mexican Bean = players pretend to lasso and shout 'Arriba!!'
 - Runner Bean = players run on the spot

Progression:

- ✓ Call out the Beans faster or slower to make the activity harder or easier.
- ✓ Give forfeits to players who perform the incorrect movement (i.e. 10 Star Jumps).

The Science of Sound

You have been asked to create an educational programme for children to explain how different sounds travel to our ears. The producers of the programme want you to explain the link between the loudness of a sound and the size of the vibrations, and explain how these sounds reach our ears.

Do some online research to help you plan the episode. Make sure your explanations of how different sounds travel are clear and easy to understand. You may choose to use pictures or diagrams to support your explanation. Get into character and have fun!

1. Introduce yourself and tell the audience what the programme will be about.	2. Explain the link between loud and quiet sounds and the size of the vibrations (you could also draw them to show what you mean).
<i>Hello and welcome to The Science of Sound! In this episode we will be...</i>	<i>Sounds are made by vibrations. Loud sounds...</i>
3. Explain how sound travels from a sound source to our ears.	4. Give your audience any more information you think they need to know, and then thank them for watching.
<i>The vibrations that make the sound travel to our ears. The vibrations...</i>	<i>Thank you for watching The Science of Sound! We hope...</i>

Dear Darlee (jealousy)

Aimee has written to Darlee. Can you help Darlee respond to her letter? What advice would you give to Aimee?



Dear Darlee,

I am so worried that I am going to lose my best friend. She seems more interested in another girl called Libby than me. I don't want anyone else in our friendship group. I am worried she will stop being friends with me if I don't make an effort with this other girl. What can I do?

From Aimee, age 10

Dear Aimee,

A series of horizontal dotted lines for writing a response.



History

LO: What do artefacts tell us about how the Vikings lived?



This is a Viking comb and case made from antler bone.

Q1: How would you describe the decoration on the comb and case?

Q2: What do you think the holes on the case are for?

Q3: What do you think the case was for?



This is a Viking coin that was found in York.

Q4: What material do you think the coin was made from?

Q5: Can you find a man's name on the coin? What does the other word say?

Q6: Is there a weapon shown on the coin?



This is a Viking brooch.

Q7: This brooch was found accidentally by a farmer. How could that be?

Q8: The brooch is large and made of silver. What does that tell us about the type of woman who would wear it?

Q9: What decorations can you see on this brooch?

Answers:

Q1: It is simple and not ornate. It is thought to have belonged to an ordinary person

Q2: The holes are there so they could be hung from a belt.

Q3: The case protected the teeth of the comb.

Q4: Silver

Q5: Eric and Rex

Q6: There is a Viking sword.

Q7: He was probably ploughing a field when he found it.

Q8: She was very rich.

Q9: Circles, animals, flowers

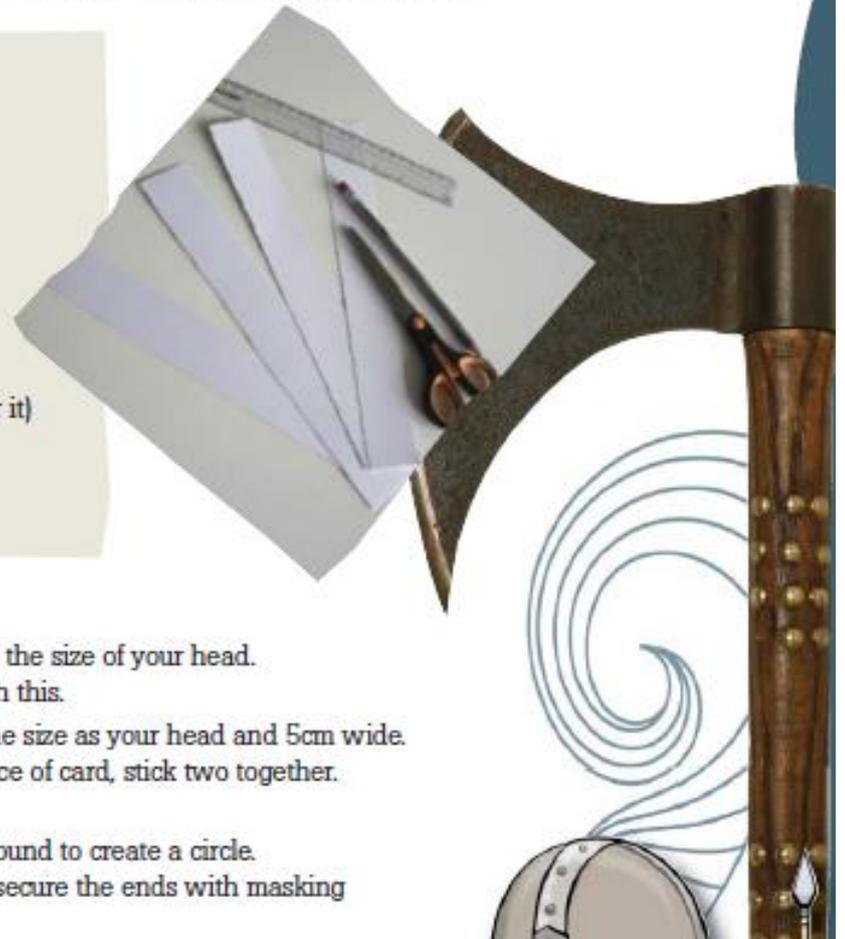
Make your own Viking helmet



The Vikings fought using long swords and axes. They used a round, wooden shield for protection. On their heads, they wore helmets made of leather or iron.

You will need

- Several pieces of thin card
- Paper
- Ruler
- Pencil
- Scissors
- Masking tape (so you can paint over it)
- Paints and coloured pens
- Silver foil



Make a head band

1. Take a measuring tape and measure the size of your head.
You might need an adult to help with this.
2. Now measure a strip of card the same size as your head and 5cm wide.
If you don't have a large enough piece of card, stick two together.
Cut the strip out.
3. Take your strip of card and bend it round to create a circle.
Check it fits on your head and then secure the ends with masking tape to create a head band.

Build the helmet shape

1. Now cut out four strips of card 30cm long and 4cm wide. Bend one strip of card across the head band and attach on both sides. Do the same with another strip to form a cross over the head band.
2. Add the next two strips of card in the same way to form a star.
3. Now you need to fill in the gaps. Take some paper and cut shapes roughly the size of the curved triangular gaps in your helmet. Stick the shapes on to the helmet from the inside with masking tape.



Add the helmet details

1. Viking helmets often included a nose guard. Measure a strip of card about 3cm wide and whatever the length of your nose is! Some nose guards had points at the end and some had a flat end. Draw the shape you want at the bottom of the card and cut it out. Attach it to the front of your helmet with masking tape.
2. Paint the helmet in shades of grey. To add detail, decorate it with rivets – you could make these from silver foil.



Reading

There are more reading activities set on Purple Mash.

Victorious Vikings

The Vikings came from the area of the modern Scandinavian countries (Denmark, Norway and Sweden). They set out in boats called longships to 'go Viking' (which meant to go travelling around looking for resources and land). The Vikings first arrived in Britain around AD 787 and in AD 793 they raided the monastery at Lindisfarne in Northumbria and stole many items from it.

The Vikings came to Britain looking for new items to steal and trade. In addition to this they wanted land that they could take and use for themselves. The Vikings particularly liked to raid monasteries, like the one at Lindisfarne. The monasteries were not very well protected and contained important goods like gold, jewels and food. The Vikings also stole manuscripts (handwritten books) and bibles, which they later sold back to the monasteries!

When the Vikings first came to Britain they raided, took what they could and then went home again. However, in AD 850 some Vikings stayed in Britain over winter for the first time on the island of Thanet. They enjoyed the milder climate and made use of the rich natural resources.

Later the Vikings started to look for places they could take for their own and settle in for good. By AD 866 they had captured the city of York that eventually became a successful and important Viking city.

The Anglo-Saxon king of Wessex, Alfred the Great, fought against the Vikings in AD 878 and forced them out of the South of England, but this did not last long. Later that year the Vikings took over Wessex and forced King Alfred into hiding. They then went on to capture more places and many Vikings decided to live in Britain forever.

Viking Warriors

The Vikings are probably best known for their fierce warriors. They were expert fighters, very organised and brave in battle.

Viking warriors are often shown in pictures wearing helmets with horns but they did not really wear horned helmets in battle. Instead, the Vikings' helmets, which were made of leather or metal, would have been smooth and close fitting to the head. It is thought that horned helmets were worn only in religious ceremonies.

The Viking warriors carried large shields (about 80-90cm in diameter), which were made of wood and covered in leather. Sometimes the shields would be made with metal as well. They were held using a single hand grip on the back as this made them easier to move around.

The axe was a Viking warrior's main weapon but they also used spears and swords. Swords were very special weapons as they were often given to brave warriors who had done well in many battles. Swords were often double edged with a ridge running down the full length of the centre of the blade.

The Vikings believed that brave warriors who died in battle would go to Valhalla. This was like a heaven for warriors and the place where their chief god, Odin, lived.



Questions

Record your answers in complete sentences

Read the text carefully and then answer the following questions in as much detail as you can.

1. When did the Vikings first arrive in Britain?

2. Why did the Vikings choose to come to Britain?

3. Which monastery did the Vikings raid first? What happened?

4. Why did the Vikings begin to settle permanently in Britain? Find two reasons.

5. Which city did the Vikings take over in AD 866?

6. Who was King Alfred the Great and what did he do?

7. Give two reasons why the Vikings made good warriors.

8. Draw and label a Viking helmet, shield or sword.

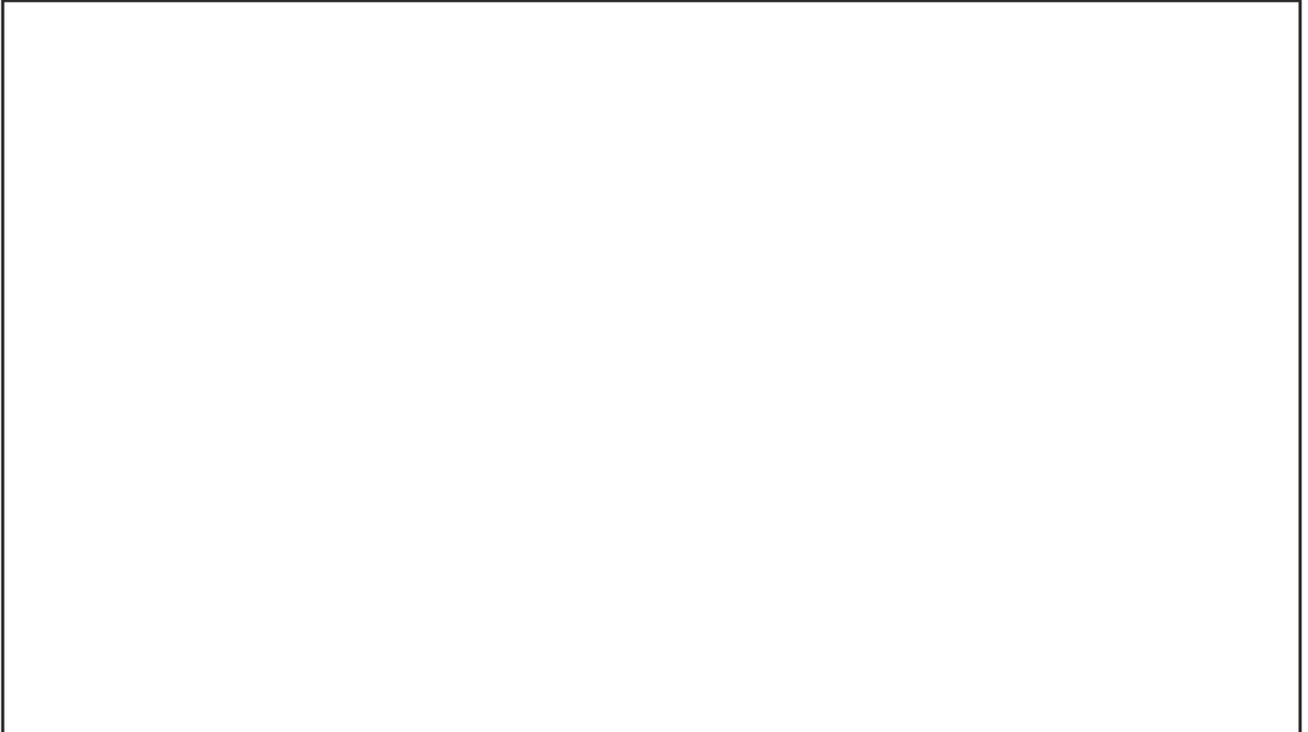


9. If you were a Viking warrior, which weapon would you choose? Why?

10. Where did Viking warriors believe they went if they died in battle?

Challenge

Can you draw and label what you think a Viking warrior might have looked like.



Answers

1. When did the Vikings first arrive in Britain?
The Vikings first arrived in Britain in AD787.
2. Why did the Vikings choose to come to Britain?
The Vikings chose to come to Britain for the land and new things to steal and sell.
3. Which monastery did the Vikings first raid? What happened?
The Vikings first raided Lindisfarne in Northumberland. They stole valuable things from the monastery.
4. Why did the Vikings begin to settle permanently in Britain? Find two reasons.
The Vikings wanted to settle permanently in Britain because of the mild climate and rich natural resources.
5. Which city did the Vikings take over in AD866?
The Vikings took over York in AD 866.
6. Who was King Alfred the Great and what did he do?
King Alfred the Great was King of Wessex. He fought against the Vikings but lost and went into hiding.
7. Give two reasons why the Vikings made good warriors.
The Vikings made good warriors because they were excellent fighters, very organised and they were brave in battle.
8. Draw and label a Viking helmet, shield or sword.
Viking warriors believed they went to their idea of heaven, called Valhalla.
9. If you were a Viking warrior, which weapon would you choose? Why?
Responses could include; axe, spear, sword or shield, with plausible reasoning.
10. Where did Viking warriors believe they went if they died in battle?
Viking warriors believed they went to their idea of heaven, called Valhalla.