

Spring 2 - Week 1 Timetable:

Day	Core	Foundation
Monday	Reading – How the Viking Sagas Began Writing – Poetry: ‘What do you want to be?’ Maths – Recap – multiplying by 10	Handwriting Science – Soluble or insoluble? (Experiment)
Tuesday	Reading – How the Viking Sagas Began Writing – Alliteration Maths – Recap – multiplying by 100	Spelling Thematic – Volcanoes around the world
Wednesday	Reading – How the Viking Sagas Began Writing – Rhyming Maths – Multiplying by 10,100 and 1,000	Handwriting Spanish- Los Numeros PE – Jumping and Landing/Scavenger hunt
Thursday	Reading – How the Viking Sagas Began Writing – Verbs and Metaphors Maths - Maths – Multiplying by 10,100 and 1,000	Spelling Art – Savoldelli’s Earthquake PSHE – Healthy Choices
Friday	Reading – The Saga of Thor and the Giants Writing - Metaphors Maths - Maths – Multiplying by 10,100 and 1,000	Handwriting Music – Rhythm reading skills

Monday 22nd February

Reading

This week we are going to look at a piece of writing called **How the Viking Saga Began** to build on our learning about Vikings.

Read the text carefully and answer the questions that follow. *If you would like to read along with Mrs Spencer, there is a recording of the text on Class Dojo.*

Glossary

- *To flit – to move swiftly and lightly.*
- *Voyage – a long journey, usually into space or by sea.*
- *Deed – a brave action.*
- *Mighty – powerful, strong.*
- *Precious – loved or valuable.*

Here is a link to an online dictionary in case you need support in understanding the meaning of any other words:

<https://dictionary.cambridge.org/>



How the Viking Sagas Began

Iceland is a little country far north in the cold sea. Men from Norway discovered it and went to live there more than a thousand years ago. During the warm season, they used to fish, produce fish oil, hunt seabirds, gather feathers, tend their sheep and make hay. But the winters were long, dark and cold. A whole family would sit for hours around the fire in the middle of the room, spinning, weaving and knitting. That fire gave the only light. Shadows flitted in the dark corners and smoke curled along the high beams in the ceiling. The children sat on the dirt floor close by the fire; the adults sat on a long narrow bench. Everybody's hands were busy with wool. Their work left their minds free to think and their lips free to talk. They talked about the summer's fishing, the killing of a fox, a voyage to Norway. But the people grew tired of this. Fathers looked at their children and thought: "They are not learning much. What will make them brave and wise and teach them to love their country and old Norway? Will not the stories of battles, of brave deeds, of mighty men, do this?"

So, as the family worked in the red firelight, the father told of the kings of Norway, of long voyages to strange lands, of good fights. In farmhouses all through Iceland, these old tales were told over and over until everybody knew them and loved them. Some men could sing and play the harp. People called these men 'skalds' and they called their songs 'sagas'.

For many years, these tales were not written down, since few people wrote or read in those days. Skalds learnt songs from hearing them sung. When at last people began to write more easily, they said: "These stories are precious. We must write them down to save them from being forgotten."

So they spent their winters recording these ancient tales, writing on sheepskin pages known as vellum. Many of these precious, old vellum books have been saved for hundreds of years and are now in museums in Norway. They tell about a time long ago – stories of kings, battles and ship-sailing.

Answer the following questions in your books using full sentences.

1. According to the text, who discovered Iceland?
2. List three jobs that the people did in the warm season.
3. Who sat on the long narrow benches?
4. In the text, can you find a synonym (another word with a similar meaning) for the following words?
The paragraph where you can find the word is in brackets:
 - a) Odd (paragraph 3)
 - b) Knowledgeable and clever (paragraph 1)
 - c) Courageous (paragraph 1)
 - d) Valuable (paragraph 3)
5. In the first paragraph, does the phrase the 'shadows flitted in the dark corners' mean
 - a) The shadows moved slowly.
 - b) The shadows darted about.
 - c) The shadows disappeared.
 - d) The shadows hovered in the corner.

Remember to share your answers with me on ClassDojo – you may see your answer featured later!



Writing – What do you want to be?

Please write the date and the title into your lined activity book



The theme for the next two weeks is 'Hopes and Dreams'. In this unit we will look at the poem 'What do you want to be?' by Wilf Merttens. This poem will help us to review the following literary devices: alliteration, adjectives, rhyme, metaphors and modal verbs. By the end of the two weeks, you will have written your own poem.

Watch Miss Hill's video on ClassDojo where she discusses the task and reads the poem.

Today's Task:

1. Read 'What do you want to be?' by Wilf Merttens.
2. Compose an intro line like What do YOU want to be?
3. Compose 6 of your own high quality Maybe you... lines, detailing the jobs or things someone might want to do.

What do you want to be?

What do you want to *be*?

What do *you* want to be?

What do you want to be?

Hey listen kid, you don't have to tell me—

I'm just here to read some poetry.

You can leave now if you want.

You're completely free, you see.

But, before you go, let me tell you

I'm not here to tell you about birds and bees
and trees

and bananas and farmers and poetry things.

This poem is a question,

and I'm asking what you dream and feel and things.

You see, maybe you want to be famous.

Maybe you want to be an astronaut and explore Uranus.

Maybe you want to be the craziest stunt lady Hollywood's ever seen.

Maybe you want to buy some flashy mansion
and spend all your time keeping it clean.

Maybe you're a dancer and Bollywood's more your scene.

Maybe you're a natural,

Maybe you're going to have work hard at it.

Maybe you're a punk singer and you want to smash...it...up.

Maybe you like nice stuff.

Maybe to get it you're going to act all tough.

Maybe you're going to be sweet.

Maybe you're going to meet and greet.

Maybe you just want to help people.

Or maybe you want to be a success, like prove that you're the best.

Maybe you want to be a celebrity, or an important politician,

shake the hands of the mayor.
Then again, maybe you just don't care.
Maybe you're in it for the money.
Now *that's* a sweet honey.
People don't find anything funny when they're racing to be rich.
Maybe you want to be surrounded by iPhones and quick fixes,
Maybe your heart tremors and twitches round diamond rings and bling.
Maybe you want to see all the precious things that eBay can bring,
Or wear so many jewels you look like a King.
Maybe you just want to sing in the shower
and that's what makes you feel free.
Maybe all you need is the moon and a tree to feel happy.
Maybe you're a natural.
Maybe you're a doctor, a tinker, a tailor, an architect of bad behaviour.
You could be a soldier or a spy.
You could be the kind of guy who wonders why
the world is just as it is
Or how the plane can stay in the sky.
Maybe you're an expert at stopping a baby crying.
Maybe you'll be found frying a rich man's breakfast
in a gourmet restaurant.
Maybe you're a killer chef or an amazing painter.
You don't have to know now;
you can find out later what it is you really want to be.
Because maybe you just want to see the world.
Maybe you want to travel around and live out of a backpack.
Maybe you want to be a goth, wearing nothing but black
'cos maybe being blue just ain't you.
Maybe you just have to find out what's true and what's a lie in the newspaper.
Maybe you'd make a kiss-ass journalist.
Then again maybe all that writing would turn you mentalist.

Maybe you want to make your own zombie movies,
spray ketchup all over your mate's face for fake blood,
Maybe you want to be a dirt biker all covered in mud,
or a rescue woman saving people in a flood.
Maybe you want to be a boxer, landing punches with a thud.
Maybe you want to do very little,
live life quietly up a mountain someplace,
stay up all night staring into space.
Maybe you want to raise a family.
Maybe you want to devote your life to a god.
Maybe you want to live in a caravan on the sea, serving cod and
chips.
Maybe you'll be eternally swell if you can just kiss a sweet pair of lips

Whatever your dream, I'm just here to remind you that you can be
whatever you want to be and you can have *anything*, you see.
Now if you're like me you're going to want it all for free.
But like me and like lots of other people like me,
in the end you're going to see
that if you want to be what you want to be
then you are going to have believe
and work real hard.
Unless you just want to be a nobody, which is real easy.
But don't worry, 'cos this crazy game is not a race,
and it's not up to me or school or TV to tell you your place.
We don't know your dream, or even what you really mean
when you say what you want to be.
It's up to you.
You've got to decide for yourself you see.
Now, tell me - what do you want to be?

Wilf Merttens

Remember to share your work with me on ClassDojo so that I can provide some feedback.



Maths - Multiplying by 10

Start your Maths with 5 minutes on Times Table Rock Stars.

Today's Arithmetic Starter:

1. $7 \times 5 \times 4 =$

2. $298 + 1,996 =$
3. $DXIV - XXXIX = ?$
4. $8,671 - 5,830 =$
5. How far is 1.5km in meters?
6. The temperature in Florida is 25 degrees celsius. In Moscow is it -12 degrees celsius. What is the difference in temperature?

Today's Activity – multiplying by 10:

Follow the link to watch the explanation video: <https://vimeo.com/474984652> and complete questions 1-11.



When we **multiply by 10**, the digits all move one place to the left on the place value chart and we add a 0 into the empty place value space on the right. Look at the below - here we are working out $21 \times 10 = 210$

H	T	O
	2	1
2	1	0

Can you see that the ones have moved to the tens column and the tens to the hundreds column? We must include the 0 in the empty ones column to show that the number has increased in size and there are now no ones.

Here we are working out $234 \times 10 = 2,340$:

TH	H	T	O
	2	3	4
2	3	4	0

Can you see that the ones have moved to the tens column, the tens to the hundreds column and the hundreds to the thousands column? Again, we must include the 0 in the now empty ones column to show that the number has increased in size and there are now no ones.

Multiply by 10



$$5 \times 1 \text{ ten} = \boxed{} \text{ tens}$$

$5 \times 10 = \square$

a) $2 \times 10 =$

d) $7 \times 10 =$

b) $4 \times 10 =$

$$= 9 \times 10^6 \text{ (a)}$$

c) $10 \times 8 =$

0 = 3×10

10	10	10	10	10
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5 x 10

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৩৩
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৪০

10×9

10	10	10	10	10	10	10	10	10
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5 x 10



4. Tam has 10 boxes of eggs.

There are 12 eggs in each box.

How many eggs does he have altogether?



Tom has	eggs.
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3 Complete the sentences.

[illegible]

Each row has ten and ones.

There are rows.

The calculation is \times =

- 6 Use counters on a place value chart to work out 23×10

$$23 \times 10 = \boxed{}$$

- 7 Which of these is the odd one out? Tick your answer.

There are 10 teams with 7 players on each team.

There are 10 red flowers and 7 yellow flowers.

There are 7 ten frames with 10 counters in each.

Talk about it with a partner.

- 8 Complete the calculations.

a) $45 \times 10 = \boxed{}$

e) $10 \times \boxed{} = 140$

b) $36 \times 10 = \boxed{}$

f) $\boxed{} = 40 \times 10$

c) $\boxed{} = 10 \times 78$

g) $32 \times 10 = 10 \times \boxed{}$

d) $31 \times \boxed{} = 310$

h) $670 = 2 \times 5 \times \boxed{}$

- 9 Eva walks 60 m to school.

Teddy walks 10 times as far as Eva to school.
How far does Teddy walk to school?

Teddy walks $\boxed{}$ m to school.



- 10 Amir thinks of a 2-digit number.

He multiplies it by 10



My answer is between 755 and 795

Write all the numbers Amir could be thinking of.

- 11 Chocolates come in boxes of 8 and 10



Rosie needs to buy 80 chocolates.

a) What boxes could Rosie buy?

b) What is the fewest number of boxes Rosie needs to buy?

As a challenge activity, see if you can find the answers to the following word problems:

- a) There are 10 children in each club at Hayes Park School. There are 31 different after school clubs. How many children attend clubs in total?
- b) Mr Khalsa buys a cappuccino and a cake from the coffee shop every morning. A coffee costs £2.45 and a cake costs £1.75. How much does he spend over 10 days?
- c) 5 teachers and 5 students are going to travel from London to Tokyo stopping in Paris. A flight from London to Paris costs £189.99. A flight from Paris to Tokyo costs £649.99. How much will they have to pay altogether for their flights?
- d) How many 10p coins can you get in exchange for a £50 note from the bank?

Remember to share your answers with me on ClassDojo – you may see your answer featured later!



Handwriting

UNIT 13 Parallel descenders and break letters: *ight*, *ough*

Name _____

Date _____

13

Practise the joins.

ight

ough

Write rhyming words.

night → *br*

sight → *fr*

bought → *th*

flight → *sl*

tighten → *l*

might → *f*

rough → *t*

fought → *b*

Science- Soluble or Insoluble? (Experiment)



Log on to Developing Experts and go through the Presentation entitled: 'Be able to explain the words dissolve and solution'

We are now going to explore different materials to see if they are soluble or insoluble.

1. You will need: warm water, cold water, a clock and 4 different materials (e.g. coffee, sugar, salt, pepper, sand, mud).
2. For each material place it in a jug of cold water and time how long it takes to dissolve. If it doesn't dissolve stop timing. Your material is insoluble.
3. Then repeat the exercise placing the material in warm water and timing how long it takes to dissolve.

Make sure it is a fair test by keeping the amount of water and material the same each time.

Think about these questions:

1. How can we investigate if a material is soluble?
2. How will we know if it soluble?
3. What test can we do?

Use the sheet below to record your findings.

**Soluble or Insoluble?**

Material	Soluble or insoluble?	Time taken to dissolve in warm water	Time taken to dissolve in cold water

What if no materials in the world were soluble?

Think of three pros (good things about it) and three cons (bad things about it).

Pros	Cons
1.	1.
2.	2.
3.	3.

Remember to share your answers with me on ClassDojo – you may see your answer featured later!



Tuesday 23rd February

Reading

Read the text carefully and answer the questions that follow. If you would like to read along with Mrs Spencer, there is a recording of the text on Monday's Class Stories on Class Dojo.

Glossary

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- *Voyage – a long journey, usually into space or by sea.*
- *Deed – a brave action.*
- *Mighty – powerful, strong.*
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So, as the family worked in the red firelight, the father told of the kings of Norway, of long voyages to strange lands, of good fights. In farmhouses all through Iceland, these old tales were told over and over until everybody knew them and loved them. Some men could sing and play the harp. People called these men 'skalds' and they called their songs 'sagas'.

For many years, these tales were not written down, since few people wrote or read in those days. Skalds learnt songs from hearing them sung. When at last people began to write more easily, they said: "These stories are precious. We must write them down to save them from being forgotten."

So they spent their winters recording these ancient tales, writing on sheepskin pages known as vellum. Many of these precious, old vellum books have been saved for hundreds of years and are now in museums in Norway. They tell about a time long ago – stories of kings, battles and ship-sailing.

Now, answer the questions below:

1. Men in Norway used to *tend* to their sheep. What does the word *tend* mean? Write a sentence using the word *tend*. Remember you can use the online dictionary to help.
2. Using the information in paragraph one, tick next to each statement to show whether it is true or false

	True	False
It is never warm in Iceland.		
Iceland is a long way north.		

On winter evenings, the only light came from the fire.		
Winters were long, dark and cold.		
The men hunted rabbits.		

3. Name three things the people would talk about whilst they were spinning, weaving and knitting.
4. Why did their work of weaving, spinning and knitting leave their minds free to think and lips free to talk?

Remember to share your answers with me on ClassDojo.



Writing – Alliteration

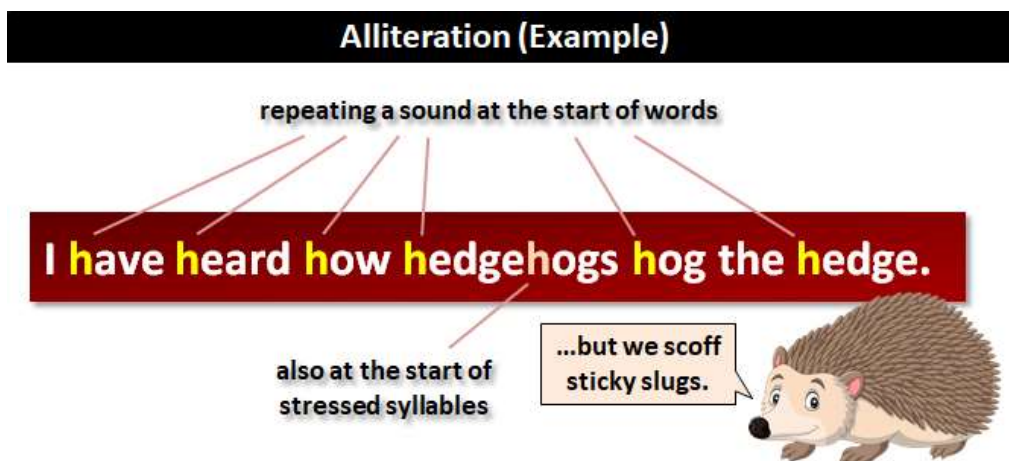
Please write the date and the title into your lined activity book

Today's Task:

1. Watch the video on Class Dojo explaining today's writing task.
2. If you need more support, watch the following video that explains alliteration:
https://www.youtube.com/watch?v=5_b845Lxtq4



3. Look at the information below which explains alliteration.



4. Look at your 6 Maybe you lines from yesterday. Make sure at least one of your lines has an alliterated profession. For example: Maybe you want to be an audacious actor or a daring doctor.

Remember to share your progress with me on ClassDojo.

Maths – Multiplying by 100

Check your answers from yesterday. How did you do?

Colour in all of the boxes which contain multiples of 8:

95	32	16	55	48
33	8	64	72	1
7	22	48	64	23
80	56	80	24	96
88	45	96	24	21

Today's Arithmetic Starter:

1. Round 52,952 to the nearest 10, 100, 1000 and 10,000.
2. $5^2 + 7^2 =$
3. Write CCLXXXIII in numbers
4. $24,971 - 5,483$
5. $3 \times 7 \times 0 =$
6. $7,297 + ? = 8,298$

Today's Activity:

Follow the link to watch the explanation video: <https://vimeo.com/474984809> and complete questions 1-9.



When you **multiply by 100**, move all the digits two places to the left, putting a zero in the empty spaces to represent the new place value of the digits.

Here we are looking at the calculation $21 \times 100 = 2,100$

TH	H	T	O
		2	1
2	1	0	0

Can you see that the ones have moved to the tens column, the tens to the hundreds column and the hundreds to the thousands column? We must include the 0 in the empty ones and tens column to show that the number has increased in size and there are now no ones or tens.

Multiply by 100

- 1 Complete the calculation shown in base 10



3×1 hundred = hundreds

$3 \times 100 =$

- 2 Complete the number sentences.

a) $2 \times 100 =$

d) $5 \times 100 =$

b) $4 \times 100 =$

e) $100 \times 10 =$

c) $100 \times 8 =$

f) $= 20 \times 100$

- 3 There are 7 boxes of 100 crayons.



Circle the calculations that work out the total number of crayons.

- 4 Match the images to the calculations.

Complete the calculations.



$9 \times 100 =$



$6 \times 100 =$



$12 \times 100 =$

- 5 Complete the calculations.

a) $32 \times 100 =$

d) $5 \times 7 \times 100 =$

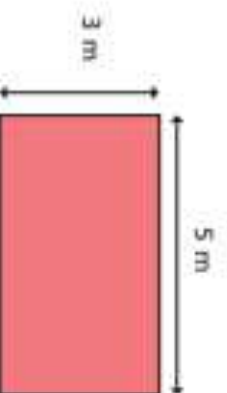
b) $29 \times 100 =$

e) $\times 100 = 6,500$

c) $100 \times 72 =$

f) $100 \times$ $= 3,000$

- 6 Calculate the perimeter of the rectangle.



Give your answer in centimetres.

The perimeter of the rectangle is cm

- 7 Write $<$, $>$ or $=$ to compare the statements.

a) 45×100 45×10

b) 36×100 100×36

c) 100×27 26×100

d) 31×100 $31 \times 10 \times 10$

e) 30×10 3×100



- 8 Amir thinks of a 2-digit even number.

He multiplies it by 100

His answer is greater than 3,450 but less than 3,750

Write the number that Amir is thinking of.

- 9 Four children are making numbers using base 10

The table shows how many of each piece they use.

	Number of 100s	Number of 10s
Evo	17	0
Ron	15	8
Dexter	16	15
Whitney		

- a) What number has Evo made?

- b) Who has made the biggest number?

- c) Whitney has made the same number as Evo.

She used 100s and 10s.

What pieces could Whitney have used?

Write your answer in the table.

Are there any other answers? Talk about it with a partner.

As a challenge activity, see if you can find the answers to the following word problems:

- a) There are 100 ipads in each school in the whole of London. There are 654 in London. How many ipads are there in schools in London altogether?
- b) The capacity of Hayes FC's stadium is 4,045 seats. Liverpool's stadium has a capacity for a hundred times more spectators. What is the capacity of Liverpool's stadium?
- c) The hospital can vaccinate 239 men and 367 women a day. How many people will be vaccinated in total over 100 days.
- d) How many 1p coins can you get in exchange for a £70 note from the bank?

Remember to share your answers with me on ClassDojo – you may see your answer featured later!



Spelling

Can you remember our learning about the grapheme **ough** and the many different sounds these letters make when placed together in words?

Complete the following activity – read the words out loud as you as you do this:

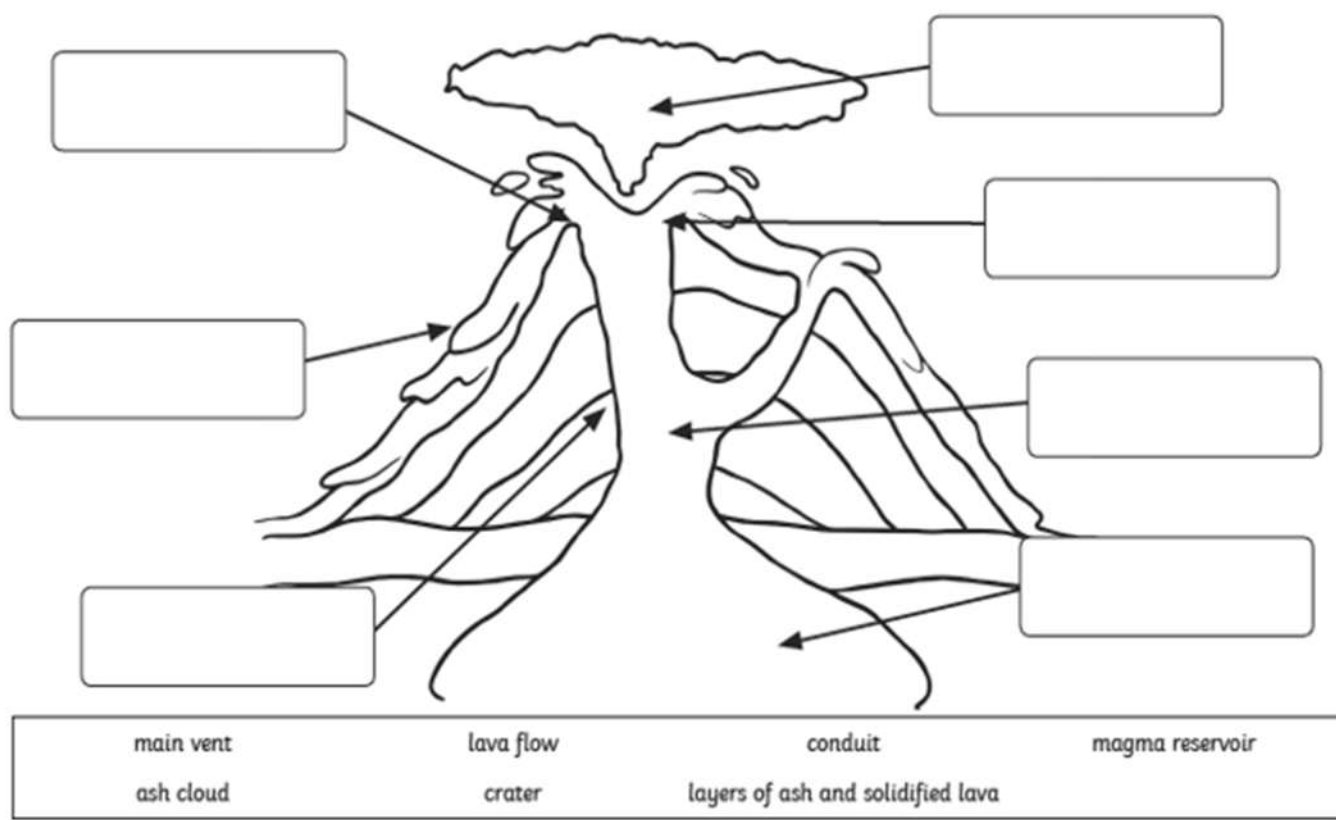
Round one: -ough

Complete the following sentences, using one of the following words: *cough, through, plough, thought, enough, although, thorough*.

- a) 'I saw this and _____ of you,' said my dad.
- b) 'Do you have _____ apples to make a pie?' I asked hopefully.
- c) 'That's a bad _____ you've got there,' said the doctor.
- d) I'm looking forward to going out tonight, _____ I'll have to do my homework first.
- e) The explorers agreed that they were going to have to go _____ the swamp, as they couldn't go round it.
- f) 'Well, I've given you a _____ examination,' said the doctor, 'and I can't find anything wrong with you.'
- g) 'When I _____ the field, I like to get the lines absolutely straight,' said the farmer.

Geography – Volcanoes around the world

Can you recall the parts of a volcano – see if you can label the picture below without looking at last week's work:



Check your work from last week – did you remember all of the parts?

Today we are going to create a **volcano fact file**. This can be a poster, powerpoint presentation, newspaper article, written report or even a poem.

I have included some information about two famous volcanoes below (Krakatoa and Mount Vesuvius) should you wish to design your own fact file about one of these. See if you can find any more facts about them.

However, you can use another volcano if you would like. Some other possible volcanoes to focus your research on are: Mount Saint Helens, Mount Pinatubo or Popocatepetl.

When creating your fact file, you should include the following:

- Volcano's name and location.
- What type of volcano it is (i.e. stratoclava, caldera).
- Whether it is active, dormant or extinct.
- The date it last erupted and details about what happened.
- Any other interesting facts.
- A picture – you can draw this yourself if you would like to.

Some useful websites to look at are:

<https://www.3dgeography.co.uk/iceland-volcano-eruption>



<https://www.activewild.com/famous-volcanoes/>



https://www.ducksters.com/history/us_1900s/mount_st_helens_eruption.php



<https://easyscienceforkids.com/mount-pinatubo/>



Make sure you share your work with me – I will be putting the best ones on the learning wall in school and sharing them on ClassDojo.



Krakatoa



- Krakatoa is a volcanic island in Indonesia.
- It erupted in 1833 killing 36,000 people.
- Many of the people were killed by the giant tsunamis which followed when the volcano collapsed into the sea and the island was destroyed.
- The debris and ash thrown up darkened skies up to 275 miles away and dawn did not return to the local area for 3 days.
- The shock waves in the atmosphere circled the planet at least seven times.
- Within 13 days, a layer of sulphur dioxide and other gases began to filter the amount of sunlight able to reach Earth. The atmospheric effects made for spectacular sunsets all over Europe and the United States.
- Average global temperatures were up to 1.2 degrees cooler for the next five years.
- In 1927, some fishermen were startled as a column of steam and debris began spewing from the collapsed caldera. Krakatoa had awakened after 44 years of calm. Within weeks, the rim of a new cone appeared above sea level. Within a year, it grew into a small island, which was named Anak Krakatoa, or Child of Krakatoa.
- Anak Krakatoa has continued to erupt periodically, although mildly.

Famous Volcanoes – Mount Vesuvius

- Mount Vesuvius is in Italy and is the only active volcano in Mainland Europe.
- In AD 79 it erupted violently for the first time in 800 years – no-one realised it was a volcano.
- The city of Pompeii was 15 km south of Vesuvius but was completely buried by ash. Ash and pumice rained down on the city, filling the streets and collapsing buildings.
- People had little time to escape and thousands of people died as they tried to run away. They were suffocated by the hot choking ash. Excavations have uncovered the remains of people and animals.
- Mount Vesuvius is still dangerous and has erupted dozens of times since AD 79. It has regularly destroyed nearby towns and villages but people still live close by.
- Mount Vesuvius last erupted in 1944.

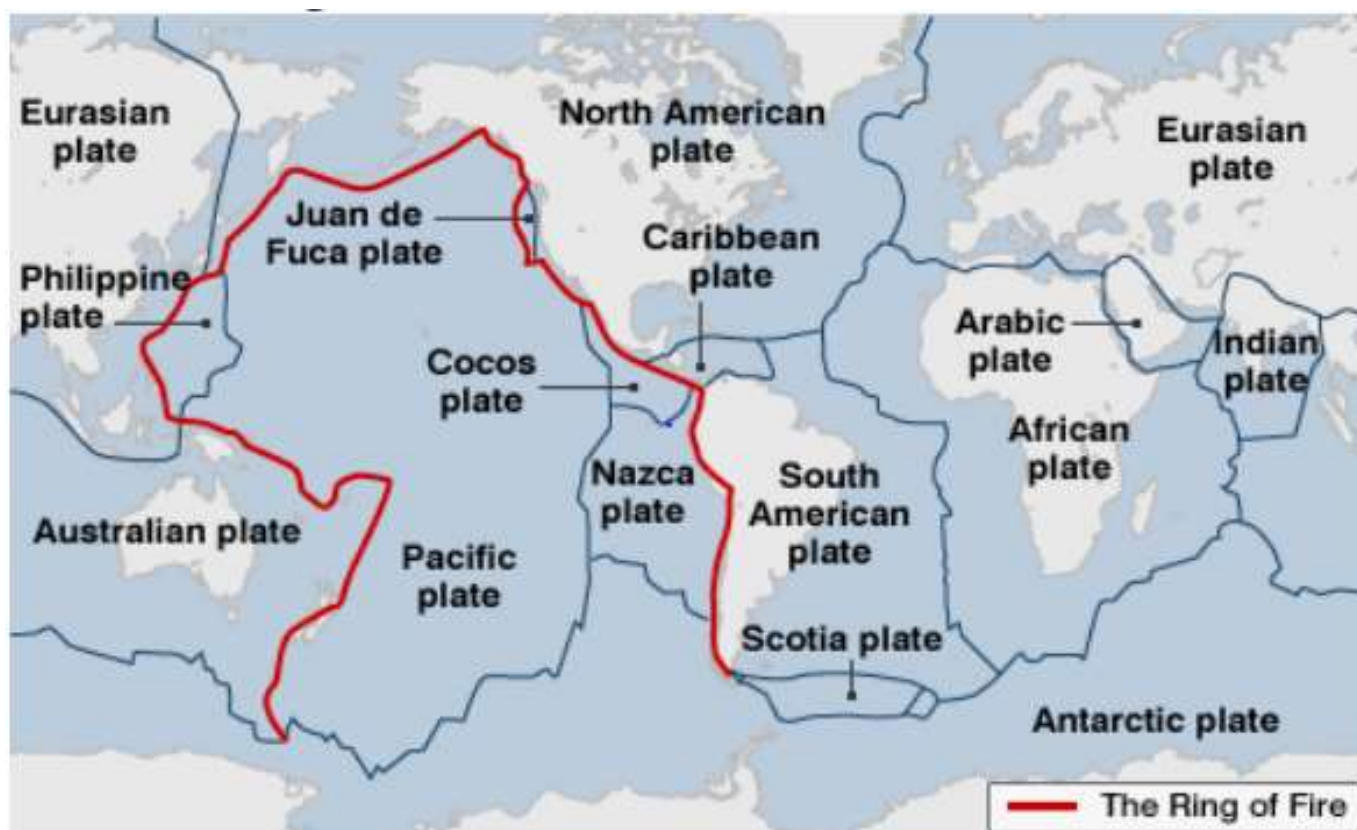


As an extra activity:

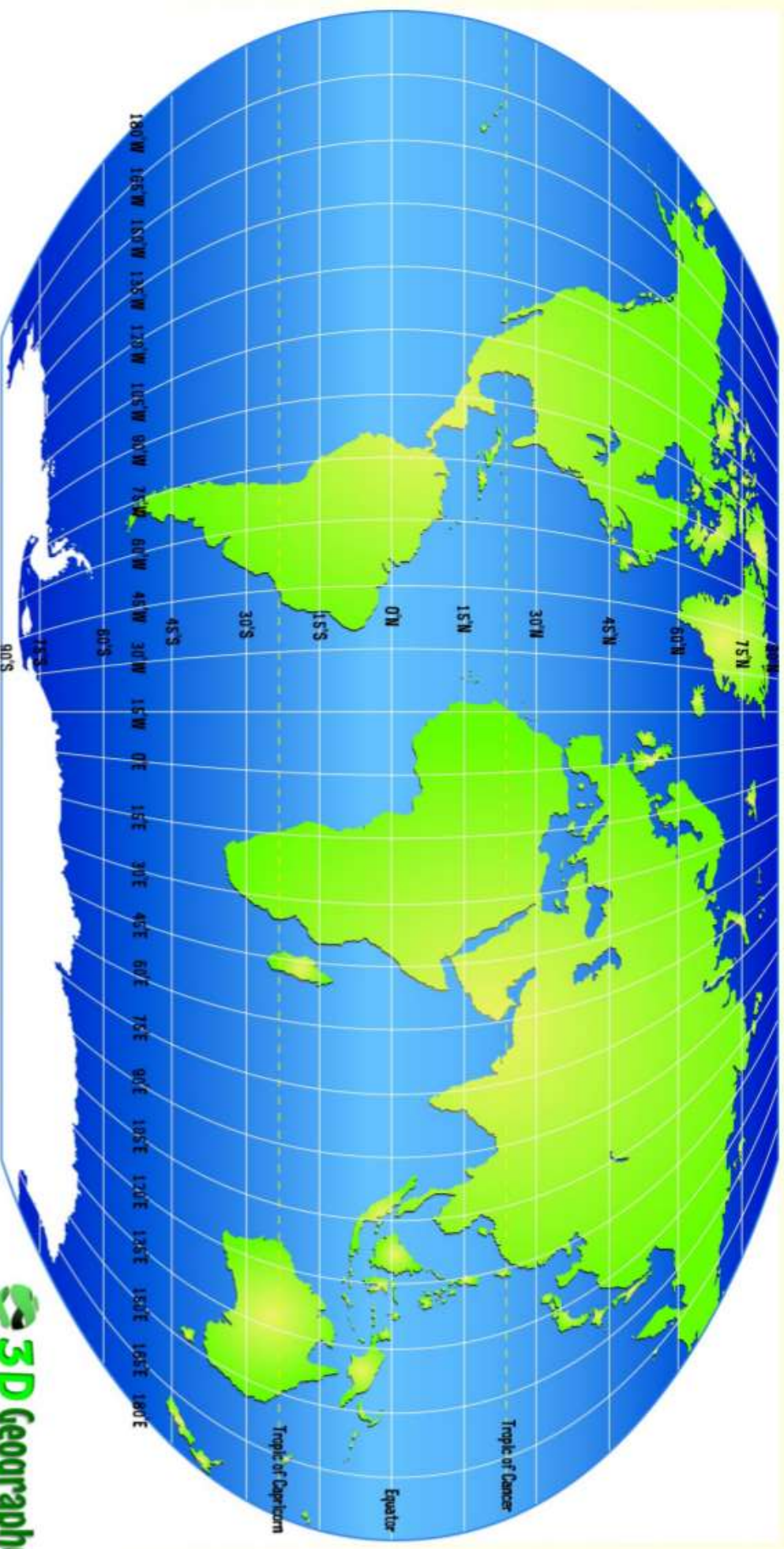
See if you can locate the volcanoes on the world map on the next page.

Before you start, watch the video on ClassDojo of Mrs Spencer using the latitude and longitude coordinates to locate the first few volcanoes.

When you have finished, what do you notice about the location of the volcanoes? Have a look at this picture showing the tectonic plates and the Ring of Fire. Can you see any similarities between the location of the plate boundaries and the Ring of Fire and the volcanoes which you have located on the map?



Locating Famous Volcanoes



Can you locate these famous volcanoes on this world map using their latitude and longitude co-ordinates?

Krakatoa	6°S	104°E	Mount Fuji	35°N	138°E	Mount Vesuvius	40°N	14°E
Mount St Helens	46°N	122°W	Mount Tambora	8°S	117°E	Mauna Loa	19°N	155°W
Ejafjallajökull	63°N	19°W	Mount Pelée	14°N	61°W	Thira	36°N	25°E
Nevado del Ruiz	4°N	75°W	Pinatubo	15°N	120°E	Stromboli	38°N	12°E
Aconcagua	32°S	70°W	Paricutin	19°N	102°W	Cotopaxi	0°S	78°W
Hekla	63°N	19°W	Mount Etna	37°N	14°E	Kawah Ijen	8°S	115°E

Wednesday 24th February

Reading

Read the text carefully and answer the questions that follow. If you would like to read along with Mrs Spencer, there is a recording of the text on Monday's Class Stories on Class Dojo.

Glossary

- *To flit – to move swiftly and lightly.*
- *Voyage – a long journey, usually into space or by sea.*
- *Deed – a brave action.*
- *Mighty – powerful, strong.*
- *Precious – loved or valuable.*

Here is a link to an online dictionary in case you need support in understanding the meaning of any other words:

<https://dictionary.cambridge.org/>



How the Viking Sagas Began

Iceland is a little country far north in the cold sea. Men from Norway discovered it and went to live there more than a thousand years ago. During the warm season, they used to fish, produce fish oil, hunt seabirds, gather feathers, tend their sheep and make hay. But the winters were long, dark and cold. A whole family would sit for hours around the fire in the middle of the room, spinning, weaving and knitting. That fire gave the only light. Shadows flitted in the dark corners and smoke curled along the high beams in the ceiling. The children sat on the dirt floor close by the fire; the adults sat on a long narrow bench. Everybody's hands were busy with wool. Their work left their minds free to think and their lips free to talk. They talked about the summer's fishing, the killing of a fox, a voyage to Norway. But the people grew tired of this. Fathers looked at their children and thought: "They are not learning much. What will make them brave and wise and teach them to love their country and old Norway? Will not the stories of battles, of brave deeds, of mighty men, do this?"

So, as the family worked in the red firelight, the father told of the kings of Norway, of long voyages to strange lands, of good fights. In farmhouses all through Iceland, these old tales were told over and over until everybody knew them and loved them. Some men could sing and play the harp. People called these men 'skalds' and they called their songs 'sagas'.

For many years, these tales were not written down, since few people wrote or read in those days. Skalds learnt songs from hearing them sung. When at last people began to write more easily, they said: "These stories are precious. We must write them down to save them from being forgotten."

So they spent their winters recording these ancient tales, writing on sheepskin pages known as vellum. Many of these precious, old vellum books have been saved for hundreds of years and are now in museums in Norway. They tell about a time long ago – stories of kings, battles and ship-sailing.

Now, answer the questions below:

1. Find one word from the text for each of the meanings below:
 - a) A long journey (paragraph 2).
 - b) An instrument played by men who sang the sagas (paragraph 2).
 - c) Writing things down (paragraph 4).

2. According to the text, which of the following were reasons why the fathers started to tell stories to their children. Tick all the reasons that the text tells us are TRUE:
 - a. They wanted their children to learn how to hunt. ☐
 - b. They wanted their children to know more about Norway and its history. ☐
 - c. They wanted to their children to be brave. ☐
 - d. They wanted their children to stop sitting by the fire. ☐

3. Name two ways the people used their sheep according to the text

4. Where can you find precious vellum books nowadays?

Remember to share your answers with me on ClassDojo – you may see your answer featured later!



Writing – Rhyming

Please write the date and the title into your lined activity book

Today's Task

1. Watch the video on ClassDojo explaining today's work.
2. Read the information below which explains rhyming.
3. Read each riddle and find the rhyming words. After solving the riddles, have a go at writing one of your own.
4. Look at your 6 Maybe you lines from Monday. Rhyme at least two pairs of your 3 pairs of lines.
For example:
 - Maybe you want to reach up, up and out to the stars.
 - Or maybe you want to lovingly smooth the dents out of vintage cars.

RHYME

- Rhyme is a repetition of similar sounds in two or more words.

For example: **news** and **views**.

1

I have streets but no pavement,
I have cities but no buildings,
I have forests but no trees,
I have rivers yet no water.
What am I?

2

He who builds me doesn't want me,
he who buys me doesn't use me,
he that uses me doesn't know he's got me.
What am I?

3

You may enter, but you may not come in,
I have space, but no room,
I have keys, but open no lock.
What am I?

4

What does man love more than life,
fear more than death or mortal strife,
what the poor have the rich require,
and all contented men desire.
What misers spend and spendthrifts save
and all men carry to the grave?

5

I am a green ball that doesn't bounce
After I've been popped from my green house.
I'm good to eat, but not with a fork;
I'd help teach the alphabet if I could talk.
What am I?

Challenge

Could you create your own riddle to share with a friend?

Try using these sentence openers:

- I look like...
- I sound like...
- You find me...
- I have...
- I am...

Remember to share your answers with me on ClassDojo.



Maths – multiplying by 10, 100 and 1000

Check your answers from yesterday. How did you do?

Start your Maths with 5 minutes on Times Table Rock Stars.

Today's Arithmetic Starter:

Let's play countdown: make **400** using the numbers below:

50 8 2 4 1

Rules:

- You can use each number only once.
- You can use all four operations – addition, subtraction, multiplication and division

See if you can find at least 3 different calculations which equal 400.

Today's Activity:

Follow the link to watch the explanation video: <https://vimeo.com/474985075> and complete questions 1-4.



When you **multiply by 1000**, move all the digits three places to the left, putting a zero in the empty spaces to represent the new place value of the digits.

Here we are looking at the calculation **$78 \times 1,000 = 78,000$**

Th	H	T	O
		7	8

TTh	Th	H	T	O
7	8	0	0	0

Diagram illustrating the multiplication of 78 by 1,000. The top table shows the original number 78 in the Tens (T) and Ones (O) columns. The bottom table shows the result 78,000, where the digits have moved three places to the left: 7 is in the Ten Thousands (TTh) column, 8 is in the Thousands (Th) column, and three zeros (0) are in the Hundreds (H), Tens (T), and Ones (O) columns. Arrows indicate the movement of digits from the top table to the bottom table.

Can you see that the ones have moved to the tens column, the tens to the hundreds column, the hundreds to the thousands column and the thousands to the ten thousands column? We must include the 0 in the empty ones, tens and hundreds column to show that the number has increased in size and there are now no ones, tens or hundreds.

Multiply by 10, 100 and 1,000

1 Complete the multiplications.

Th	H	T	O
			7

$$7 \times 10 = \boxed{}$$

Th	H	T	O
		3	9

$$39 \times 10 = \boxed{}$$

Th	H	T	O
	2	0	5

$$205 \times 10 = \boxed{}$$

d) What happens to the digits when you multiply by 10?

2 Complete the multiplication sentences.

a) $9 \times 10 = \boxed{}$

e) $\boxed{} \times 10 = 320$

b) $54 \times 10 = \boxed{}$

f) $10 \times \boxed{} = 1,350$

c) $10 \times 13 = \boxed{}$

g) $20 \times 10 = \boxed{}$

d) $126 \times 10 = \boxed{}$

h) $\boxed{} \times 10 = 5,000$

3 Multiply each number by 100 and then by 1,000

HTH	TTH	Th	H	T	O
					9

$$9 \times 100 = \boxed{}$$

$$9 \times 1,000 = \boxed{}$$

HTH	TTH	Th	H	T	O
				1	6

$$16 \times 100 = \boxed{}$$

$$16 \times 1,000 = \boxed{}$$

HTH	TTH	Th	H	T	O
			2	4	5

$$245 \times 100 = \boxed{}$$

$$245 \times 1,000 = \boxed{}$$

d) Explain to a partner how you multiply a number by 100
Ask them to explain how to multiply by 1,000

4 Complete the multiplication sentences.

a) $45 \times 100 = \boxed{}$

c) $41 \times 10 = \boxed{}$

$52 \times 100 = \boxed{}$

$41 \times 100 = \boxed{}$

$70 \times 100 = \boxed{}$

$41 \times 1,000 = \boxed{}$

b) $612 \times 100 = \boxed{}$

d) $10 \times 952 = \boxed{}$

$715 \times 100 = \boxed{}$

$100 \times 952 = \boxed{}$

$720 \times 100 = \boxed{}$

$1,000 \times 952 = \boxed{}$

For today's **challenge activity**, have a go at the two questions below:

1. Rosie has £300 in her bank account.
Tommy has 100 times more than Rosie in his bank account.
How much more money does Tommy have than Rosie?
2. Whitney has £1,020 in her bank account.
Tommy has £120 in his bank account.

Whitney says,



I have ten times
more money than
you

Is Whitney correct? Explain your reasoning.

If you would like an **additional challenge**, choose an activity from p69 onwards of the Maths Challenges pack posted on Class Dojo

Remember to share your answers with me on ClassDojo – you may see your answer featured later!



Handwriting

UNIT 14 Size, proportion and spacing: *ious*

14

Name

Date

Practise the joins.

ious

Match the nouns and adjectives.

suspicion _____

infection _____

conscience _____

glory _____

labour _____

seriousness _____

infectious

glorious

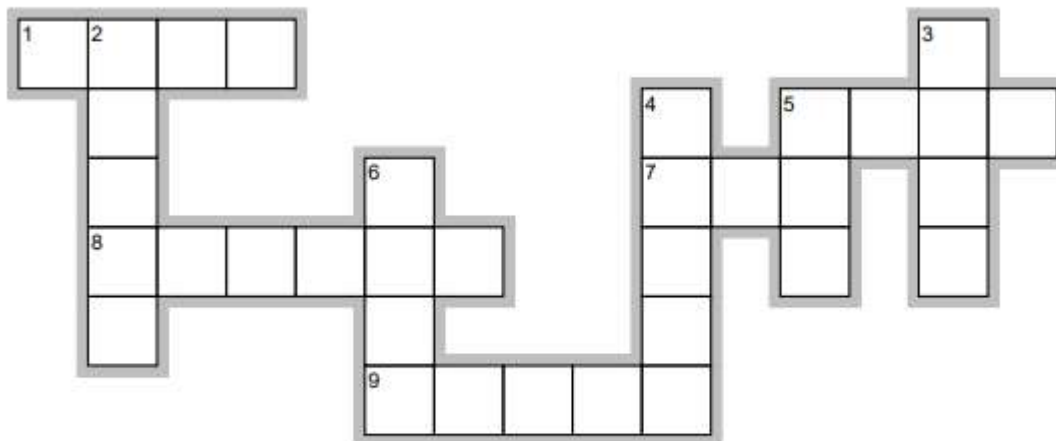
laborious

conscious

suspicious

serious

Los Números 1-10 Crossword



Word bank

CINCO CUATRO DIEZ DOS NUEVE OCHO SEIS SIETE TRES UNO

Across

- 1. Eight
- 5. Ten
- 7. One
- 8. Four
- 9. Seven

Down

- 2. Five
- 3. Six
- 4. Nine
- 5. Two
- 6. Three

Remember to share your answers with me on ClassDojo – you may see your answer featured later!



PE

Go to <https://real.jasmineactive.com/login>.



Log in with the details sent to you via Class Dojo and click on KS2. Go to the jumping and landing activities. Watch the video and then, have a go yourself.

Use the colour tabs to change the difficulty of the challenges and share pictures on ClassDojo of you completing them at home.

If you'd like an additional PE activities how about a **scavenger hunt** around your neighbourhood – remember you must take an adult with you! As you walk, keep your eyes peeled and score a point for everything you see. **Let me know how many points you scored:**

Item	Tick if seen
A red door	
An oak tree	
A bird (one point for every bird you see)	
A blue car	
A crocus (a small purple, yellow or white flower)	
A dog (one point for every dog you see)	
A pond or pool	
A pedal bike	
A garden gnome or statue	
A person wearing a hat	

Thursday 25th February

Reading

Read the text carefully and answer the questions that follow. *If you would like to read along with Mrs Spencer, there is a recording of the text on Monday's Class Stories on Class Dojo.*

Glossary

- *To flit – to move swiftly and lightly.*
- *Voyage – a long journey, usually into space or by sea.*
- *Deed – a brave action.*
- *Mighty – powerful, strong.*
- *Precious – loved or valuable.*

Here is a link to an online dictionary in case you need support in understanding the meaning of any other words:

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How the Viking Sagas Began

Iceland is a little country far north in the cold sea. Men from Norway discovered it and went to live there more than a thousand years ago. During the warm season, they used to fish, produce fish oil, hunt seabirds, gather feathers, tend their sheep and make hay. But the winters were long, dark and cold. A whole family would sit for hours around the fire in the middle of the room, spinning, weaving and knitting. That fire gave the only light. Shadows flitted in the dark corners and smoke curled along the high beams in the ceiling. The children sat on the dirt floor close by the fire; the adults sat on a long narrow bench. Everybody's hands were busy with wool. Their work left their minds free to think and their lips free to talk. They talked about the summer's fishing, the killing of a fox, a voyage to Norway. But the people grew tired of this. Fathers looked at their children and thought: "They are not learning much. What will make them brave and wise and teach them to love their country and old Norway? Will not the stories of battles, of brave deeds, of mighty men, do this?"

So, as the family worked in the red firelight, the father told of the kings of Norway, of long voyages to strange lands, of good fights. In farmhouses all through Iceland, these old tales were told over and over until everybody knew them and loved them. Some men could sing and play the harp. People called these men 'skalds' and they called their songs 'sagas'.

For many years, these tales were not written down, since few people wrote or read in those days. Skalds learnt songs from hearing them sung. When at last people began to write more easily, they said: "These stories are precious. We must write them down to save them from being forgotten."

So they spent their winters recording these ancient tales, writing on sheepskin pages known as vellum. Many of these precious, old vellum books have been saved for hundreds of years and are now in museums in Norway. They tell about a time long ago – stories of kings, battles and ship-sailing.

Now, answer the questions below in your book:

1. What were the men who sang and played the harp called?
2. What events and happenings were the sagas often about?
3. Why did people first have to learn the sagas from hearing them sung?
4. Why do you think the sagas were not told during the warmer weather?
5. If you were to write a saga about your life, what information or events would you include?

Remember to share your answers with me on ClassDojo – you may see your answer featured later!



Writing – Verbs and Metaphors

Please write the date and the title into your lined activity book

Today's Task:

1. Watch the video on ClassDojo explaining today's work.
2. Read the information below which explains metaphors.
3. Watch this video which explains what a metaphor is:
https://www.youtube.com/watch?v=yOroJzTTVSo&feature=emb_logo



4. Write a sentence to remind yourself what a metaphor is.
5. Write a list of verbs that could show dreams ending.
6. Write a list of metaphors for a life without dreams.

A **metaphor** is a comparison in which a place, person or thing is described as if it was another entirely different but similar thing.

Ben is a greedy pig.

Ben is not actually a pig - he's a boy - but the comparison to a greedy pig is very effective in telling us that Ben obviously tucks into his food like a farm animal at meal times!

Metaphors very often contain the verbs **is** or **are**, **was** or **were**.

*The stars **were** jewels in the night sky.*

*Life **is** a journey.*

*The children in my class **are** a dream.*

*He **was** a big baby, moaning about the weather like that.*

Here is an idea sheet:

Possible verbs

wither decay bleed break shatter rupture implode
collapse break apart shrivel fracture crack fade
empty dry up blanch ossify calcify darken close
shut down evaporate disperse scatter are extinguished

Possible metaphors

Something...

deserted poisoned abandoned shuttered broken
cracked homeless leafless sunless empty splintered
unloved cheerless unfinished lost smashed snuffed
out frozen buried

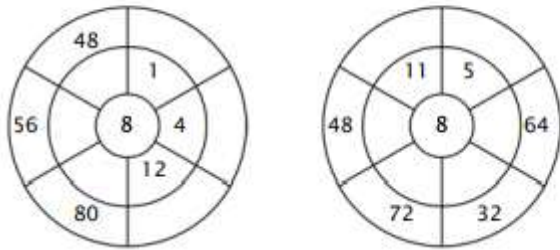
Remember to share your answers with me on ClassDojo – you may see your answer featured later!



Maths- multiplying by 10, 100 and 1000

Check your answers from yesterday. How did you do?

Complete the circle by multiplying the number in the center by the middle ring to get the outer numbers.



Today's Arithmetic Starter:

1. What is double 35?
2. How many mm are there in 85cm?
3. What is the product if 8×4 ?
4. Five biscuits cost 40p. How much do 2 biscuits cost?
5. $7 + 7 + 7 + 7 + 10 =$

Today's Activity:

Re-watch yesterday's explanation video: <https://vimeo.com/474985075> and complete questions 5-10.



As a reminder, when you **multiply by 1,000**, move all the digits three places to the left, putting a zero in the empty spaces to represent the new place value of the digits.

Here we are looking at the calculation $52 \times 1,000 = 52,000$

TTh	Th	H	T	O
			5	2

TTh	Th	H	T	O
5	2	0	0	0

Can you see that the ones have moved to the tens column, the tens to the hundreds column, the hundreds to the thousands column and the thousands to the ten thousands column? We must include the 0 in the empty ones, tens and hundreds column to show that the number has increased in size and there are now no ones, tens or hundreds.

5 Write >, < or = to make the statements true.

a) 78×10 78×100

b) 100×56 65×100

c) 930×10 100×93

d) $1,000 \times 482$ 482×100

6



Is Rosie correct? _____

Explain how you know.

7 Complete the multiplication sentences.

a) $52 \times$ $= 5,200$ f) $\times 370 = 3,700$

b) $95 \times$ $= 950$ g) $\times 100 = 8,200$

c) $136 \times$ $= 1,360$ h) $\times 100 = 82,000$

d) $272 \times$ $= 272,000$ i) $\times 10 = 39,000$

e) $6,200 =$ $\times 62$ j) $1,000 \times$ $= 80,000$

8 Ron and Dani have paper rounds.

Ron delivers 75 papers a month.

Dani delivers 10 times as many papers a month as Ron.

How many papers do they deliver altogether?

papers

9

Mrs Hall owns a bookshop.

- In January, she sold 145 books.
- In February she sold 10 times as many books.
- In March she sold 10 times as many books as in February.

How many books did Mrs Hall sell in March?

Show your workings.

Compare answers with a partner.

10

Amir thinks of a number.

He multiplies it by 100

The answer has the same digit in the thousands and hundreds columns.

The total of all the digits is 8

What could the number be?

For today's **challenge activity**, have a go at the question below – could there be more than one answer?

Jack is thinking of a 3-digit number.

When he multiplies his number by 100,
the ten thousands and hundreds digit are
the same.

The sum of the digits is 10

What number could Jack be thinking of?

Remember to share your answers with me on ClassDojo – you may see your answer featured later!



Spelling

Can you recall our learning on the ending **-ious**? When do words end in **-cious** and when do they end in **-tious**?

Complete the table below by turning the nouns on the left hand side of the table into adjectives.

Round two: -ious

Noun	Adjective
suspicion	
ambition	
infection	
malice	
nutrition	
grace	
space	

Who is Jean-Humbert Savoldelli and how can we use his work for inspiration?

Jean-Humbert Savoldelli is a modern French artist famous for his abstract paintings.



- * What can we tell about the image of him?
- * How does it compare to the one we looked at of Turner?
- * Savoldelli is a modern artist. What does this mean?

Remember to share your work with me on Class Dojo – I'm excited to see it.



PSHE – Healthy Choices

Today we are looking at the importance of making healthy choices for ourselves to look after our own wellbeing, something that is especially important during lockdown.

Watch the video here and then answer the questions below:

<https://www.bbc.co.uk/bitesize/topics/zrffr82/articles/ztsqfcw>



1. According to the video what three things do we need in order to be healthy and for our bodies to work properly?

- 1.
- 2.
- 3.

2. Why is sleep so important?

3. Do you think you get enough sleep? If not, why not?

4. Can you think of 3 unhealthy choices that people should avoid making?

- 1.
- 2.
- 3.

Now, have a go at the **'Need-Don't Need'** game below the video at the link above – click on the hand in the bottom left box and sort the objects into ones that you need and don't need to stay healthy.



Next, have a go the **quiz**:



Finally, reflect on whether you could make healthier choices for yourself. It could be that you need more sleep, less screen time, to drink more water and less sweet drinks, to eat more vegetables or to take more exercise. You could speak with a parent or family member and see what they think of your ideas or whether they have noticed anything that think you could do to make sure you stay healthy.

Write down any ideas that you have here and see if you can make improvements over the next week.

In order to stay healthy, I am going to:

Share your thoughts and work with me – I look forward to seeing it.



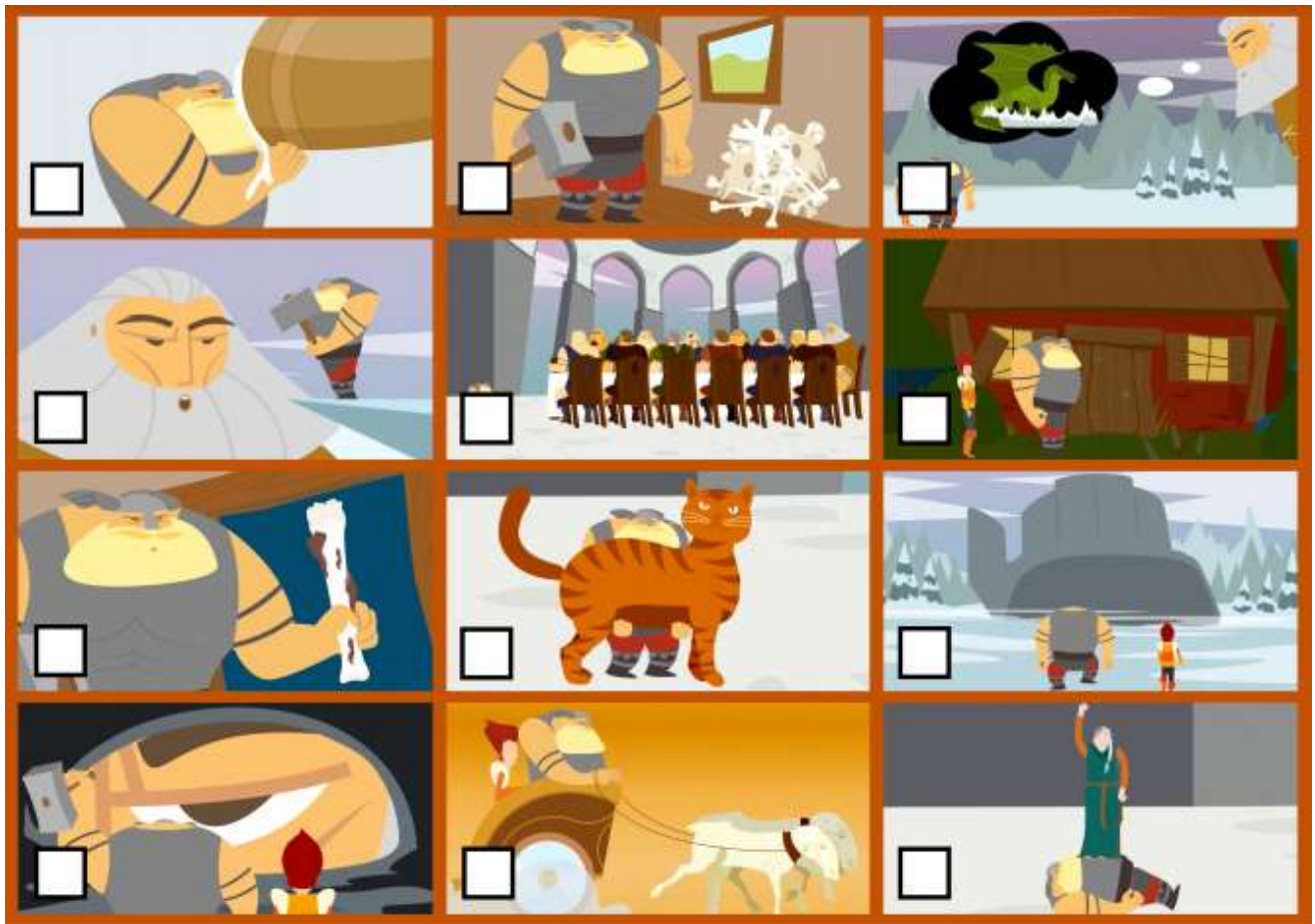
Friday 26th February

Reading

Watch the saga of Thor and the Giants at <https://www.bbc.co.uk/teach/school-radio/english-ks1-english-viking-sagas/zkyqd6f>



1. Did you enjoy this story? What did you like/what did you not like about it?
2. Does this saga remind you of any other stories or films you have seen? If so, which ones?
3. By writing the numbers 1 – 12 in the boxes in the left bottom hand corner, put the pictures in the order of the key events which happened in the story.



Remember to take a picture and share your work with me.



Writing – Metaphors

Please write the date and the title into your lined activity book

Today's Task:

Watch the video on ClassDojo explaining today's work.

Today we are adding to the Maybe you lines that you wrote on Wednesday.

1. Compose a line like, 'But whatever you do, you've got to dream big, because life without dreams is...'
2. Proofread your list of metaphors for a life without dreams from yesterday and choose the 2 most powerful lines. For example: a broken bottle, its precious contents spilt upon the step.
3. Go through the checklist and make sure you have all the parts of your poem so far.

In my poem I need to...	✓
Compose an intro line	
Compose 6 high quality Maybe you... lines, detailing the jobs or things someone might want to do	
Alliterate a profession in two of the lines	
Rhyme at least two pairs of your 3 pairs of lines	
Compose a line like, But whatever you do, you've got to dream big, because life without dreams is...	
Write 2 powerful lines describing life without dreams using metaphors	

You have written the first half of your poem! Once you are happy with it, share it on ClassDojo so that we can celebrate your excellent writing!



Maths - Quiz

Check your answers from yesterday. How did you do?

Fill in the missing number.

a)  $\times 8 = 88$ b)  $\times 8 = 48$ c)  $\times 8 = 72$

Today's Arithmetic Starter:

See how much of the first times tables square below you can complete in 5 minutes. Did you complete more squares or finish it more quickly than last time?

If you have completed this times table square in under 5 minutes on more than 3 occasions before, use the mixed times tables square beneath it and see how much of this you can complete in 5 minutes instead.

X	1	2	3	4	5	6	7	8	9	10	11	12
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

X	5	4	12	1	11	3	6	10	2	9	7	8
4												
11												
3												
1												
9												
6												
2												
8												
7												
10												
5												
12												

Today's Activity:

Complete this week's quiz – you will find the link on ClassDojo.

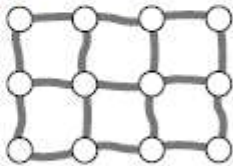
For today's **challenge activity**, have a go at the snowy question below:

Sleigh ride



In Snow Town, 3 rows of 4 igloos are linked by 17 sleigh paths.

Each path is 10 metres long.



When Santa visits, he likes to go along each path at least once.

His route can start and end at any igloo.

How long is the shortest route Santa can take?

What if there are 4 rows of 5 igloos?

Remember to share your answers with me on ClassDojo.



Name

Date

Practise the joins.

*able**ful*Make adjectives by adding **able** or **ful**.

Write the whole word.

*careful**peace**break**careful**fashion**truth**colour**clean**collect**help*Music

Complete the lesson on developing our rhythm reading skills by watching and joining in with the online video from Oak National Academy:

<https://classroom.thenational.academy/lessons/developing-reading-rhythm-cnj34c>

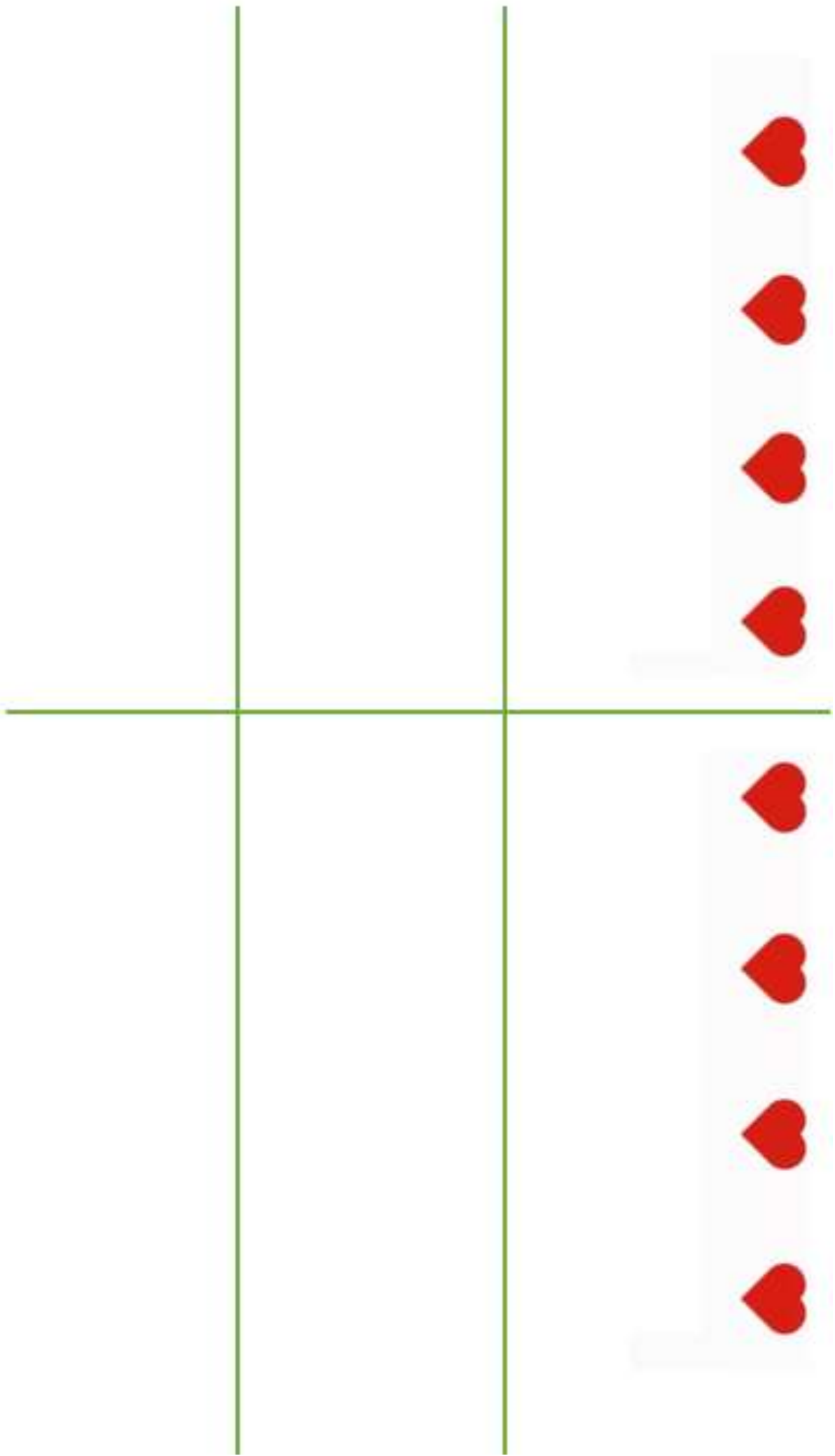


Add the rest symbol to the notes table you created last week and write how many beats it represents.

Now, can you write you own rhyme and notate it to show the rhythm? I have attached a 4-beat template below to help you.

Share your work with me on Class Dojo – I will share the best examples and we might even try out your rhymes in class!





		Th
		Th
		H
		T
		O

TTh	Th	H	T	O

TTh	Th	H	T	O

TTh	Th	H	T	O

TTh	Th	H	T	O

TTh	Th	H	T	O

TTh	Th	H	T	O

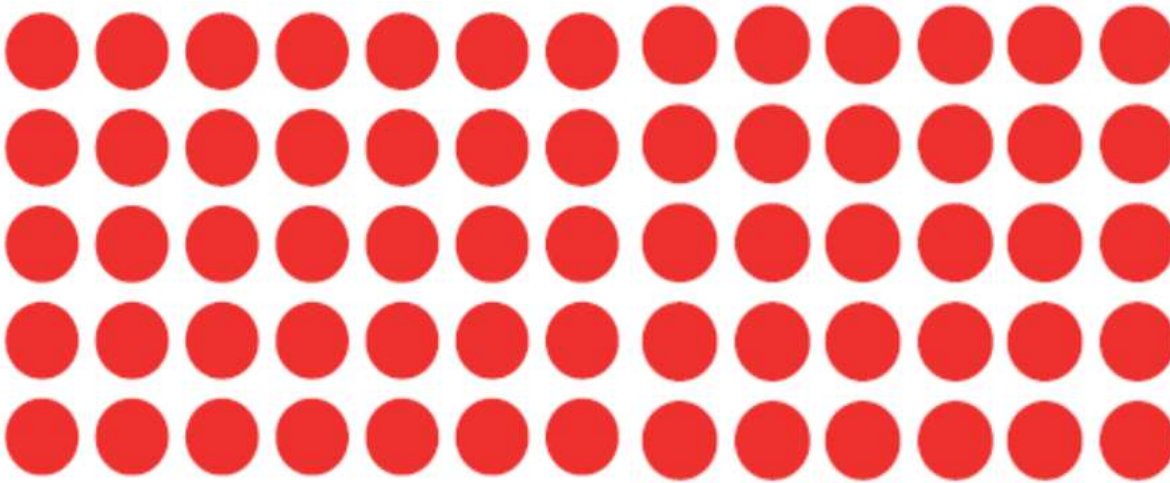
TTh	Th	H	T	O

TTh	Th	H	T	O

TTh	Th	H	T	O

TTh	Th	H	T	O

Counters:



Times Tables square

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144