

Dear Year 5 families,

I hope you are all keeping well and have enjoyed the sunny weather that we had last week. Let's hope it continues! This week we will be doing a bit more work on the Anglo-Saxons so that we can finish off the topic. I will also put some activities for you all to complete this week on Education City. Hope you have a fantastic week!

Mrs Gledhill, Mrs Goode & the Year 5 team.

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English tasks

Activity 1

Write a character description of an Anglo-Saxon warrior. I have included some pictures that you could use to help you write your description and as usual you will also have a success criteria that you can follow to help you.



Success Criteria

| | |
|--|--|
| Describe your character from head to toe | |
| Adventurous adjectives – used to describe his personality, what he looked like | |
| Expanded noun phrases | |
| Relative clauses | |
| Similes/metaphors/alliteration | |
| I have used a range of punctuation | |
| I have checked my work carefully | |

Activity 2

Use the picture below and the questions that I have given you to write a description of an Anglo-Saxon battle field.



Success Criteria

| | |
|---|--|
| Use of the 5 senses | |
| Similes, metaphors, alliteration, personification | |
| Relative clauses | |
| Expanded noun phrases | |
| Adventurous adjectives | |
| I have checked my work carefully | |

Activity 3

Write a story about the battle between the Anglo-Saxons and the Vikings. I have included a PowerPoint about the Battle of Hastings which you could look at first. You can use your character description and your setting description of the battle scene in your story. Please make sure you plan your work first using the story plan template on the next page. You must make sure that your story has a beginning, middle and an end.

Success Criteria

| | |
|--|--|
| My story must have a beginning, middle and an end | |
| Include character descriptions, a setting description and a battle scene description | |
| Use adventurous adjectives | |
| Similes, metaphors and personification | |
| Expanded noun phrases | |
| Relative clauses | |
| I have check my work carefully and used a variety of punctuation | |

Story template

Beginning (Including setting description and character descriptions)

Middle (The beginning of the battle, problem that occurred)

Ending (Problem is resolved/battle is won)

Sentence opener ideas/adjectives/similes/metaphors etc that you could include in your work

Reading Activities

Task 1

Complete the long reading comprehension task about the Battle of Hastings. This will also help with some of your topic and English written work this week.

Task 2

Look at the picture and answer the following questions



1. What time of day is it and how do you know?
2. How many dragons are there in the picture?
3. Why do you think the dragons are together and where do you think they could be going?
4. Are these fierce dragons? How do you know?

Task 3

Read the 60 second comprehensions 'Really Rare Runes' and 'Woden Allfather' and answer the questions. Please remember to mark your work once you have finished.

Don't forget to keep up with your reading Year 5. Please read at least 3 times per week.

Spellings

This week you will need to learn the following words:

**wary
weary
who's
whose
principal
principle
complete
recognise
language
leisure**

Some of your spellings this week are homophones. Please remember to write each word in a sentence to ensure you know the correct meaning of the words.

You can use any spoodle methods this week to help you practise your spellings.

Grammar Hammer

Please complete Grammar Hammer 12 and check your answers carefully.

Maths

Maths: White Rose Online Learning

St James's recommends that pupils complete the daily online White Rose maths lessons. These cover the Summer Term maths topics that you would be learning at school.

You don't have to do one a day OR complete the lesson on the date shown. It is important that you complete the lessons in the order shown as each lesson builds on the previous day's learning. Whenever you start, begin at Summer Term - Week 1 (W/C/ 20th April) for the special course.

The previous links for weeks 1 & 2 can be ignored.

<https://whiterosemaths.com/homelearning/year-5/>

Before each lesson, make sure you have something to write on and with. You may want to print out the lesson worksheets. Don't worry if you don't have a printer, have the worksheet on the screen and answer the questions on a piece of paper.

<https://www.st-james.dudley.sch.uk/wh-rose-worksheets>

On the White Rose site, there is a video which begins flashback 4. The first slide recaps the previous days learning, and the lessons then carry on. After the video you can have a go at the worksheets. If you have any questions about White Rose or the lessons on offer, please **email** info@st-james.dudley.sch.uk and someone will get back to you as soon as possible.

Topic

Activity 1

This activity is all about Anglo-Saxon Kings. Read through the Power Point and answer the questions about Anglo-Saxon Kings. You can also use the Anglo-Saxon Kings information sheet to help you.

Activity 2

Read through the Anglo-Saxon Law and Punishment PowerPoint. Once you have read the through the Powerpoint, design a fact file to show how the Anglo-Saxon justice system is different to the British Justice system today. You may wish to download the Anglo-Saxon border template and split your piece of paper in half to show what law and punishment was like in Anglo-Saxon times and compare it to what it's like now.

RE

Last week, we learnt about the Ten Commandments and you wrote your own that were important to you. This week following on from that, you are going to read the description below taken from Exodus v35-40. It describes one of the first special meeting places that God had instructed Moses to build and where the Ten Commandments would be stored.

Your task

Read the following verses from the bible.

The Israelites were on a journey - to the land God had promised them. On the way, they stopped to rest and to worship God. God had given Moses instructions to build a tent which could be used as a special meeting place to worship them.

The tent, also known as the tabernacle, was made of woven goats' hair and lined with blue, purple and scarlet linen. Inside was a beautiful box – the arc of the covenant – carved of acacia wood, covered with gold and decorated with golden-winged cherubim. This was for carrying the Ten Commandments. There was also a golden lampstand with seven burning oil lamps, an altar for sacrifices, a table with twelve loaves of bread – one for each tribe of Israel – a huge bowl for cleansing and special anointing oil for the priests.

Once you have done this, draw the 'Ark of the Covenant' from the description. Then answer the following question:

Why do you think the Ten Commandments were kept in the 'Ark of the Covenant'?

Why do you think the Ten Commandments were carried around in this box? Where do you think they were carried to?

Use the sheet provided on the next page, to record your responses.

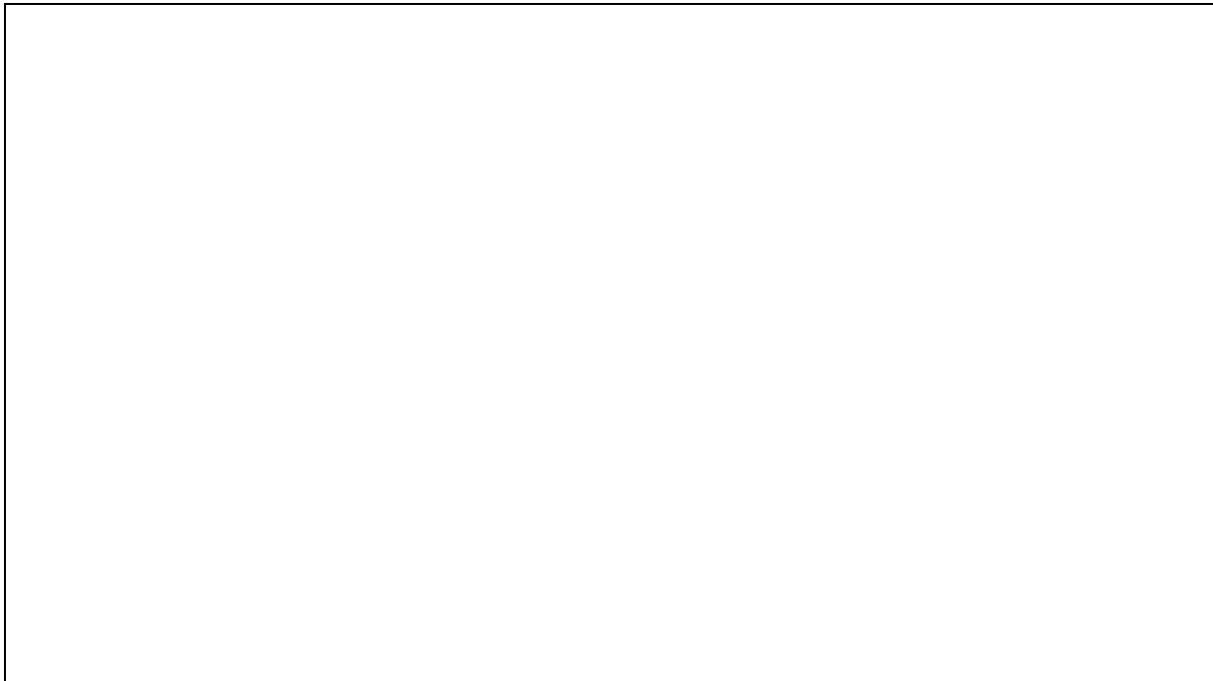
L.O: To understand the 'Ark of the Covenant'.

Read the following extract from Exodus v35-40

The Israelites were on a journey - to the land God had promised them. On the way, they stopped to rest and to worship God. God had given Moses instructions to build a tent which could be used as a special meeting place to worship them.

The tent, also known as the tabernacle, was made of woven goats' hair and lined with blue, purple and scarlet linen. Inside was a beautiful box – the ark of the covenant – carved of acacia wood, covered with gold and decorated with golden-winged cherubim. This was for carrying the Ten Commandments. There was also a golden lampstand with seven burning oil lamps, an altar for sacrifices, a table with twelve loaves of bread – one for each tribe of Israel – a huge bowl for cleansing and special anointing oil for the priests.

Draw what you think the Ark of the Covenant looked like using the description from the text.



Answer the following questions:

1. *Why do you think the Ten Commandments were kept in the 'Ark of the Covenant'?*
2. *Why do you think the Ten Commandments were carried around in this box? Where do you think they were carried to?*

Art

Use some of the following examples to make your own Anglo-Saxon shield.

You could do your design on paper or if you wish, you could do a larger shield on cardboard and paint your design onto it.



PSHE

I know many of you are really looking forward to coming back to school and seeing your friends. This week as the end of term is fast approaching, I would like you to design a poster showing what qualities you need to be a good friend. Try to be as creative as you can.

PE

We know that lots of you at home are trying hard to complete the Joe Wicks workouts. Please continue with these. If you want to, you could have a go at making some of your own workouts at home or in your garden.

Other useful links:

Tokyo Ten Activities <https://www.getset.co.uk/resources/travel-to-tokyo/tokyo-ten>

BBC super movers <https://www.bbc.co.uk/teach/supermovers>

Joe Wicks <https://www.youtube.com/channel/UCAxW1XTOiEJo0TYIRfn6rYQ>

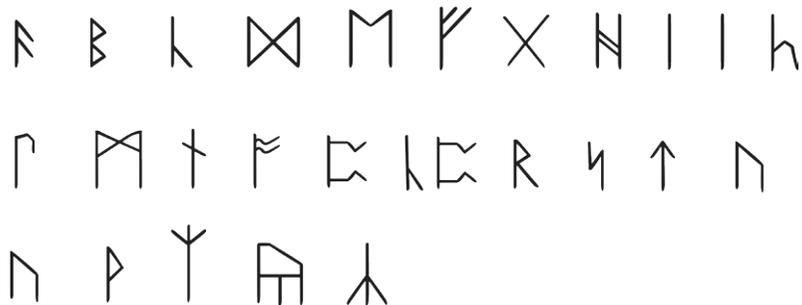
KidzBop <https://www.youtube.com/user/KidzBopKids>

Really Rare Runes

8 Before the Anglo-Saxons became Christians and began to
19 use the Latin alphabet that we still use today, they wrote
26 in something called the futhorc alphabet – commonly
29 known as runes.

40 The word rune means a secret or a mystic sentence. There
50 were a total of thirty-three symbols made out of straight
59 lines, which were carved into special items and stone
66 monuments to give important information. Runes had
74 religious meaning and were used to write spells.

84 Each rune had its own name and unique meaning, such
95 as the rune 'lagu' meant 'lake' and 'is' meant 'ice'. Runes
106 were no longer used by the year 1000 and were banned
117 by King Canute the Great. So far, less than 200 artefacts
124 carved with runes have ever been found.



Quick Questions



1. What do you think the word 'monument' means?



2. Why might runes only have been made out of straight lines, rather than curved lines?



3. Summarise the key points of this text in 20 words or less.



4. How do the meanings of the runes compare to their name?

Woden Allfather

8 Woden (or Odin) was the highest and holiest
18 Anglo-Saxon god. He was said to be everywhere in the
30 universe and made every part of it. He was the god of
39 wisdom and victory, and the leader and protector of
50 princes and heroes. As all the gods were supposed to have
60 come from him, his surname was Allfather. He was said
69 to sit upon a mighty watch-tower, overlooking the whole
77 world and could see everything that was happening
84 among gods, giants, elves, dwarfs and men.

95 Woden was said to be a tall, strong man, around fifty
107 years of age, either with dark, curly hair or with a long
112 grey beard and bald head.
118 He wore a grey suit with
124 a blue hood and carried a
128 spear called Gungnir which
132 could never be broken.



Quick Questions



1. How old was Odin said to be?



2. Why do you think Gungnir could never be broken?



3. What is the one main point of this text?



4. Who do you think this information was written for? Explain your answer.

The Battle of Hastings

The Battle of Hastings

One of the most legendary and bloody battles in English history was fought between the Anglo-Saxons and the Normans and is called the Battle of Hastings. It took place in Hastings on the south-east of England over 950 years ago and changed the course of English history and culture forever.



In January 1066, Edward the Confessor (the English king) was dying. Three men now laid claim to the throne of England: William of Normandy from France; Harold Godwinson from England and Harald Hardrada from Norway.

On 6th January, one day after Edward's death, Harold Godwinson was crowned king of England. As news spread of Harold's coronation, William and Harald prepared to invade England. They both planned to kill King Harold and contest the throne.

Harald Hardrada invaded first from the north of England on 25th September. However, his army were easily defeated at the Battle of Stamford Bridge by the Saxons and he and his brother were both killed. King Harold was then notified that the Normans (William of Normandy's army) had travelled to the south coast of England by boat and were attacking the surrounding countryside. King Harold was furious and marched his exhausted troops 300 kilometres back towards the south to meet him.

Eight days later, Harold and his men reached London where they were finally allowed to rest. William sent an envoy to King Harold with a message demanding that he hand over the throne and accept William as the true King of England. Harold refused and was angered by William's treacherous request.

Harold was advised to wait before attacking the Normans. His troops were weary and unprepared for a battle. Furthermore, William had an army of 15,000 soldiers while King Harold had just 5,000. However, Harold ignored this advice and on 13th October, his troops arrived in Hastings ready to fight. They captured a hill, now known as Battle Hill, and set up a fortress by forming a shield wall that was surrounded by sharp stakes stuck in a deep ditch. The shield wall provided the best kind of protection from the Norman's flying arrows. Harold ordered his forces not to leave their fortified positions, no matter what.



The Battle

On 14th October, at dawn, the battle commenced. Norman infantry raced up the hill on foot to attack Harold's army. However, they were at a disadvantage as it was hard running up hill. Despite their efforts, they could not break the Saxon shield wall. The battle lasted for approximately thirty minutes. William's forces were cut down and suffered heavy losses.

As part of a second wave of attack, William ordered his cavalry to charge up the hill. They too were unsuccessful and, even though the Saxons lost many men, they did not manage to break Harold's wall.



Around nine hours later, the Normans attacked once again and eventually managed to break through the Saxon shield wall and the two sides fought hand to hand. William ordered Eustace of Boulogne and some of his best knights to find Harold and kill him. Once they did so, the battle was over and William was victorious.

William apparently fell off his horse at some point during the battle. He got back on quickly so as not to deflate the enthusiasm of his soldiers.

After the battle, William (now known as William the Conqueror) was crowned as the new King of England.

Did You Know...?

The story of the Battle of Hastings was sewn onto a piece of cloth called the Bayeux Tapestry. The tapestry is nearly 70 metres long and 50 centimetres tall.



The Battle of Hastings – Questions

1. Complete the following sentence:

_____ was from England and _____
_____ was from Norway.

2. What happened on the 6th January? Tick **one**.

- The Battle of Hastings began.
- Harald Hardrada attacked England.
- Harold Godwinson was crowned.
- William of Normandy landed in England.

3. Where did Harold Godwinson defeat Harald Hardrada?

4. How long did the march to London take? Tick **one**.

- eight weeks
- ten days
- eight days
- eighteen days

5. Explain in your own words what you think an envoy is.

6. **Find** and **copy** a word which means **tired**.

7. Why do you think Harold ignored the advice to wait before attacking William and his army?

8. What advantages did the Normans have over the Saxons at the start of the battle.
Use evidence from the text to support your answer.

9. Why do you think it was so important for William to get back on his horse after he fell?
Explain your answer fully.

Name: _____

Class: _____

Date: _____

| | | | | | | | |
|---|------|-------|-----|--|------|------|------|
| 1. Underline the prefix which means 'too much, or 'above'. | | | | 2. Underline the suffix that turns the noun into a verb . | | | |
| over- | mis- | dis- | de- | solid | -ize | -ate | -ify |
| 3-4. Underline any silent letters in these words. | | | | | | | |
| design | | plan | | guitar | | drum | |
| 5-6. Underline the correct word to use in each sentence. Use a dictionary if you need to. | | | | | | | |
| The eagle is a bird of (prey / pray). | | | | The runner won first (prise / prize). | | | |
| 7. Use a dictionary to find the meaning of this word. | | | | | | | |
| entente | | | | | | | |
| 8-9. Number these words to show their alphabetical order . | | | | | | | |
| hero | | hurry | | herb | | here | |

| | | | |
|--|---------------------|---|------------|
| 10-11. Underline two adverbials that might help signal number or frequency in a piece of writing. | | | |
| never | as soon as possible | always | next week |
| 12-13. Underline two adverbials that can be used for surprise or suspense in a piece of writing. | | | |
| to show that | out of nowhere | that very moment | after this |
| 14-15. Underline the correct verb tenses to complete the sentences. | | | |
| I have just (stir / stirred) the soup. | | Can you (stir / stirred) it whilst I am out? | |
| 16. Underline the correct verb to agree with the subject . | | 17. Underline the correct verb to agree with the subject . | |
| You (looks / look) nice in that dress. | | That dress (looks / look) nice. | |

| | | | |
|--|----------|--|------------|
| 18-19. Underline the correct verb to make these sentences correct. | | | |
| The flower (grew / grown) tall and strong. | | It had (grew / grown) tall and strong. | |
| 20-21. Circle any adjectives in this sentence and underline the expanded noun phrase . | | | |
| My granddad is doing an incredible, fundraising bungee jump. | | | |
| 22. Underline the adverb which shows the least degree of possibility . | | | |
| surely | probably | certainly | definitely |
| 23. Underline the relative clause in this sentence. | | | |
| My bike, which I have had for years, is looking very tatty. | | | |
| 24. Use a comma to punctuate this sentence and make the meaning clear. | | | |
| In the autumn leaves blow all over my garden. | | | |
| 25. Punctuate this sentence with brackets () to show parenthesis . | | | |
| If you own a pet e.g. a dog you must take good care of it. | | | |

| | | | | |
|---------------|--|-------------|------------------|-----------------|
| Total: | | Red (0 – 9) | Yellow (10 – 19) | Green (20 – 25) |
|---------------|--|-------------|------------------|-----------------|



Anglo-Saxon Kings

I can compare the significance of Anglo-Saxon kings during the Viking period.



Use your knowledge about King Alfred the Great and King Athelstan to answer the questions. You can also use the **Anglo Saxon Kings Information Sheet** to help you.

1. What was the last remaining Anglo Saxon kingdom in AD 878?

2. When did King Alfred the Great become king?

3. What happened when the Vikings invaded Wessex in AD 878?

4. What happened at the Battle of Edington?

5. Who was Guthrum?

6. When did King Alfred agree a treaty to divide up land with the Vikings?

7. What was Danelaw?

8. When did Athelstan become king?



Anglo-Saxon Kings

9. Which kingdom did King Athelstan take back from the Vikings?

10. Which Scottish king did Athelstan manage to control?

11. When was the Battle of Brunanburh?

12. How did Athelstan help to strengthen the British relationships overseas?

13. Who do you think was the greater king: Alfred the Great or Athelstan?

14. In what ways do you think the two kings are similar and in what ways are they different?
