



Cotsford
Primary School

*Cotsford Primary
School
Year 5*

*Home Learning Isolation
pack
Autumn 1*

LO: To research what life was like in Viking Britain

*Use the following website to find information about Viking clothing,
food and homes.*

<http://www.primaryhomeworkhelp.co.uk/vikings.html>

LO: To research what the day of a life in Viking Britain was like for a child.

Use the following website to find information about Viking childhood.

<http://www.primaryhomeworkhelp.co.uk/vikings.html>

LO: To plan a diary entry

Imagine you are a Viking child and write a diary of your day.

Dear Diary,

When I woke up....

In the afternoon.....

That night,

From

Viking poem

Reading comprehension

More than 1000 years ago
The tough, courageous Vikings did come
from Denmark, Norway and Sweden
and invaded many foreign, unknown places

They believed in gods and goddesses
The king was Odin (the god of wisdom)
His son was Thor (the god of thunder)
They lived in a world called Asgard
with a rainbow bridge that
connected the two worlds

Vikings built light and slender longships
which had a square sail and many a powerful oar
Sometimes they had fearsome dragon's heads
carved right at the front – ROAR!

The Vikings invaded England
They raided all over the place
killing innocent towns people
and they cruelly stole their prized possessions

Thankfully, the famed English king Alfred the Great
managed to stop the Vikings short of
conquering the whole country

Next came English king, Ethelred
who tried to get rid of the determined Vikings
but this angered them and
they chased poor Ethelred far away

Canute came to power and overpowered Edmund II
Wars and disagreements lay ahead
with many more kings

Then in 1066, a momentous day came,
fearless William the Conqueror led a brave army
and they stole King Harold II's crown
The Vikings had been slayed



Questions

1. What do we learn about the Vikings in the first verse of the poem? Write two examples.

1. _____

2. _____

2. What was Odin the god of?

3. How could you travel between Asgard and the Viking world?

4. The longships are described as light and slender.

Tick which word has the closest meaning to slender.

dark

gracefully thin

long

5. Why do you think the longships were designed and built to be light and slender?

6. Why do you think there were dragon's heads at the front of longships?

Questions

7. The Vikings conquered all of England.

True

False

8. Which king wanted to get rid of the Vikings?

9. What does the word 'fearless' tell us about fearless William the Conqueror?

10. Summarise what the poem teaches you about the Vikings in only three sentences.



Dear Brother,

I am writing tell you of the terrible situation here at Lindisfarne. Early this morning, our sacred monastery was attacked by Norse men, who were searching for gold and other precious items. Now, our building has been left destroyed and cherished items have been taken, including our plates, crosses and manuscripts!

It began when I was woken by cries from the chambers. I swiftly climbed out of bed, and I rushed down stairs towards the screams. Nervously, I opened the chapel doors to witness Norse men trashing our holy alter and shattering the ornate carvings of our Lord. Soon, I was joined by my fellow brothers, who tried to stave off the attackers. But the Norse men turned on my brothers, plunging their swords into their hearts. I was quivering in the corner, worried that I would be next.

Now, we have begun to clean up. So far, we know we have lost four bibles, countless goblets, a number of plates and seven crosses! Our beautiful tapestries have been ripped from the walls, and our stained glass window has been completely smashed with rocks and stones.

I am still struggling to believe what has happened. I couldn't believe my eyes when I saw those terrifying warriors rampaging through the corridors with all of our precious items in their hands. I've heard from others in Britain that these pests have been raiding villages too!

I am sending this letter as a warning, brother, that they may come to you very soon. Be alert, ensure that all of your precious items are locked away, and protect yourself too. There is no point in fighting with them – they are just too powerful!

I wish you a safe and happy few months. I will write again soon!

Yours sincerely

Brother John



Questions

DIFFICULTY:  

1. According to the text, where did the incident take place?

2. According to the text, what were the Norse invaders looking for?

3. Look at paragraph 2.

What two incidents did John witness when he opened the chapel doors?

1. _____

2. _____

4. What did John do when the Norse men turned on her brothers?

- ran away
- hid
- shouted for help
- fought back

5. Look at paragraph 3. Find and copy one word which means the same as 'destroyed'.

Questions

DIFFICULTY:  

6. 'I couldn't believe my eyes when I saw those terrifying warriors rampaging through the corridors with all of our precious items in their hands'.

What does the word 'rampaging' mean in this sentence? Tick one.

walking

tiptoeing

skipping

charging

7. Look at paragraph 4. What other crime have the Norse men committed?

8. Look at the final paragraph. What three pieces of advice does John give to his brothers?

1. _____

2. _____

3. _____

LO: To plan a letter

Imagine you are a warrior and you were at the Lindisfarne raid. Research your letter and create a plan.

Dear

What happened?

What riches did you collect from the Monastery?

What are you going to do next?

From



1) Naomi has made her own counting maze. From the starting number, she is counting forwards in steps of a power of 10, but will not reveal what the counting rule is. Can you make your way from the start to the finish, moving in any direction and reveal the end number and the counting rule?

START 15 568	16 568	16 586	15 968	20 568	17 068	25 685
35 568	17 568	17 668	19 568	21 568	21 596	24 568
45 568	55 568	18 568	85 586	22 568	23 568	25 568
55 586	65 568	75 586	85 586	21 568	23 568	FINISH
						Rule:

2) Can you place the numbers in the correct place on the grid to create sequences to match the counting rules?

826 215	815 215	826 315	826 415	825 215	827 215	807 215	817 215	805 215
---------	---------	---------	---------	---------	---------	---------	---------	---------

	Counting forwards in steps of 1000		
Counting backwards in steps of 10 000			
Counting forwards in steps of 100			
Counting backwards in steps of _____			

The first three numbers have been given for each sequence above. What would be the fifth number in each sequence?

Counting forwards in steps of 1000: _____

Counting backwards in steps of 10 000: _____

Counting forwards in steps of 100: _____

Counting backwards in steps of 10 000: _____

3) Now use the grid to make your own counting maze.

START						

						FINISH
						Rule:



1) Complete the table by identifying what is missing from each representation of the following three numbers. You could use the resources shown to make each number to help you.

			6050
			7500
			3025

2) Complete the table.

	+ 100	- 10	+ 1000	- 100
3036				
6905				
			7812	
				8650
What happens to the original number as you add or subtract each multiple of 10?				



1) a) Use the clues to match each number card to the correct child.



Juan
"My number is four thousand less than Fabian's number."



Josie
"The digit sum of my number is 15."



Rachael
"I have the greatest number."


19 305

9035

19 350

5145

15 305



Fabian
"My number is four thousand more than Juan's number."



Betsy
"My number is divisible by 5."

b) Whose clue do you think is the least helpful? Why?

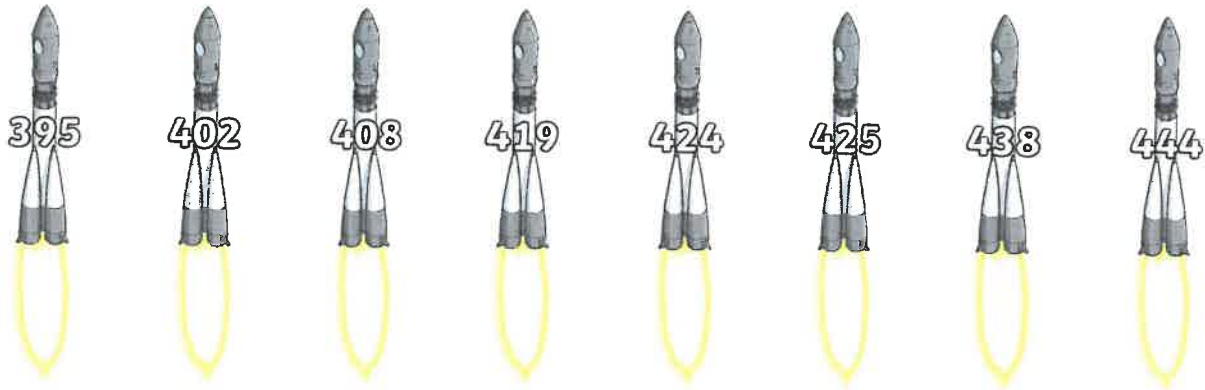
2) Ahmed says:



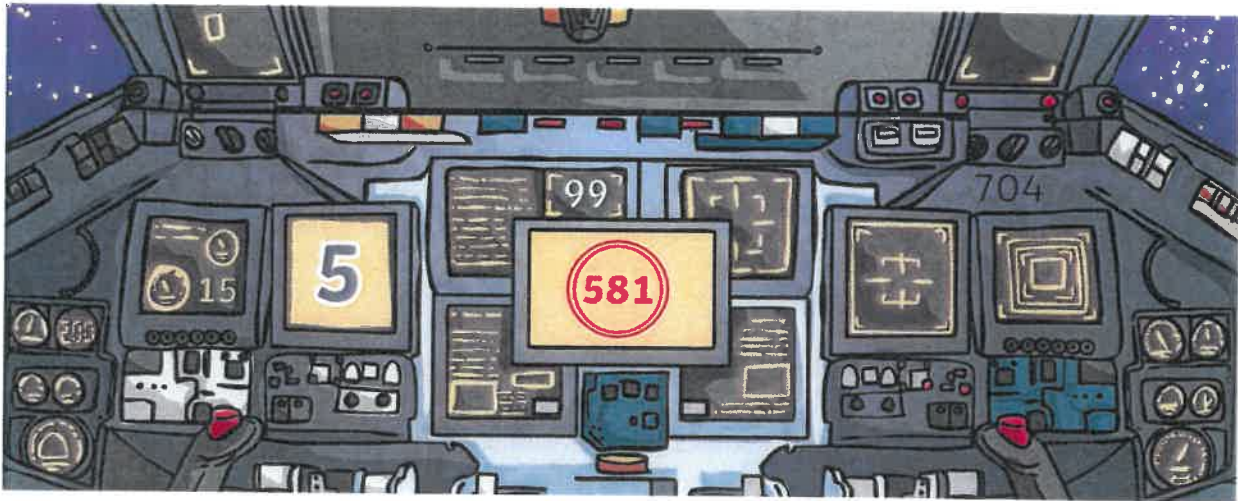
$$13\,906 + 100 = 14\,106$$

Do you agree with him? Explain your answer.

1) Look at the numbers on the rockets. Round each number to the nearest ten and match the rocket to the correct planet.



2) Find each number hidden on the spaceship control panel and round it to the nearest ten.



Number	Rounded to the Nearest 10

1) Yuri is reporting back to mission control with details from the control panel.



Read each statement and decide whether it is correct or incorrect. If it is incorrect, give the correct answer.

a) Rounded to the nearest ten, the water level is 2260.

Correct or incorrect? _____ What should the answer be? _____

b) Rounded to the nearest ten, the carbon dioxide (CO₂) level is 700.

Correct or incorrect? _____ What should the answer be? _____

c) Rounded to the nearest ten, the oxygen level is 4410.

Correct or incorrect? _____ What should the answer be? _____

2) The fuel gauge on the space shuttle reads 999 gallons.

Valentina says that, if she rounded it to the nearest ten, it would read 9100 gallons.

Do you agree or disagree? Explain your answer.



3) Can you think of any other numbers which, when rounded to the nearest ten, round to 1000?



1) Find all the possible answers to this problem.

I'm thinking of a number.
It is a two-digit number.
When the number is rounded to the nearest ten,
its digits are all even, and it is a multiple of 4 but not a
multiple of 8.



- a) What number could it be? _____
- b) What number could the astronaut have started with? _____

2) Satellites are being sent up to space in pairs.



- a) Helen notices that one possible pair of satellites have a total of 100 if their numbers are rounded to the nearest ten and added together. Which two satellites are these?

- b) Helen notices that this rounded total is greater than the actual total of the numbers on the satellites. How many other pairs of satellites can you find with a rounded total greater than their actual total?

- c) Which pairs of satellites have a rounded total that is less than their actual total?

- d) Do any pairs have equal rounded and actual totals? Why do you think this is?

- e) Can you think of any other pairs of numbers under 100 that also have equal rounded and actual totals? Can you spot a pattern?

Ultimate Times Tables Missing Numbers Challenge

Name: _____ Number Correct: _____

Date: _____ Previous Score: _____

$2 \times \underline{\quad} = 8$	$40 = \underline{\quad} \times 10$	$12 \times \underline{\quad} = 144$	$11 \times 7 = \underline{\quad}$	$\underline{\quad} \times 3 = 21$	$48 = 12 \times \underline{\quad}$
$\underline{\quad} \times 1 = 3$	$\underline{\quad} \times 4 = 24$	$\underline{\quad} \times 5 = 30$	$35 = \underline{\quad} \times 5$	$8 \times \underline{\quad} = 72$	$8 \times \underline{\quad} = 24$
$\underline{\quad} = 5 \times 2$	$3 \times \underline{\quad} = 21$	$4 \times \underline{\quad} = 44$	$\underline{\quad} \times 8 = 40$	$5 \times 4 = \underline{\quad}$	$120 = \underline{\quad} \times 10$
$4 \times \underline{\quad} = 16$	$8 \times 11 = \underline{\quad}$	$48 = 6 \times \underline{\quad}$	$9 \times \underline{\quad} = 36$	$11 \times \underline{\quad} = 121$	$\underline{\quad} \times 4 = 16$
$10 \times \underline{\quad} = 60$	$7 \times \underline{\quad} = 35$	$9 \times \underline{\quad} = 90$	$1 \times \underline{\quad} = 8$	$18 = 3 \times \underline{\quad}$	$9 \times \underline{\quad} = 18$
$\underline{\quad} \times 4 = 8$	$\underline{\quad} \times 9 = 18$	$\underline{\quad} \times 6 = 12$	$12 \times 6 = \underline{\quad}$	$\underline{\quad} \times 6 = 48$	$30 = \underline{\quad} \times 5$
$16 = 8 \times \underline{\quad}$	$8 \times \underline{\quad} = 80$	$7 \times 7 = \underline{\quad}$	$\underline{\quad} \times 9 = 63$	$\underline{\quad} \times 9 = 27$	$9 \times \underline{\quad} = 36$
$5 \times 3 = \underline{\quad}$	$\underline{\quad} \times 2 = 12$	$\underline{\quad} \times 1 = 8$	$\underline{\quad} \times 10 = 30$	$24 = 4 \times \underline{\quad}$	$2 \times \underline{\quad} = 14$
$\underline{\quad} \times 3 = 30$	$20 = \underline{\quad} \times 5$	$\underline{\quad} \times 9 = 81$	$9 \times \underline{\quad} = 54$	$\underline{\quad} \times 7 = 49$	$8 \times 5 = \underline{\quad}$
$\underline{\quad} \times 1 = 12$	$12 \times \underline{\quad} = 72$	$36 = 12 \times \underline{\quad}$	$\underline{\quad} \times 4 = 12$	$12 \times \underline{\quad} = 144$	$3 \times \underline{\quad} = 12$
$3 \times \underline{\quad} = 18$	$\underline{\quad} = 3 \times 3$	$10 \times 12 = \underline{\quad}$	$8 \times \underline{\quad} = 64$	$6 \times \underline{\quad} = 18$	$\underline{\quad} \times 6 = 36$
$\underline{\quad} \times 4 = 44$	$8 \times \underline{\quad} = 32$	$8 \times \underline{\quad} = 56$	$\underline{\quad} = 2 \times 7$	$8 \times \underline{\quad} = 56$	$\underline{\quad} \times 9 = 99$
$7 \times \underline{\quad} = 14$	$\underline{\quad} \times 4 = 16$	$\underline{\quad} \times 10 = 30$	$12 \times \underline{\quad} = 132$	$4 \times 10 = \underline{\quad}$	$28 = 4 \times \underline{\quad}$
$8 \times 3 = \underline{\quad}$	$\underline{\quad} \times 7 = 70$	$5 \times \underline{\quad} = 40$	$25 = \underline{\quad} \times 5$	$\underline{\quad} \times 2 = 16$	$9 \times 3 = \underline{\quad}$
$20 = 4 \times \underline{\quad}$	$5 \times \underline{\quad} = 25$	$\underline{\quad} \times 2 = 4$	$\underline{\quad} \times 8 = 16$	$\underline{\quad} \times 4 = 28$	$5 \times \underline{\quad} = 25$
$11 \times \underline{\quad} = 99$	$\underline{\quad} \times 3 = 33$	$9 \times 5 = \underline{\quad}$	$24 = 8 \times \underline{\quad}$	$9 \times \underline{\quad} = 45$	$7 \times \underline{\quad} = 21$
$\underline{\quad} \times 3 = 12$	$\underline{\quad} \times 4 = 36$	$3 \times \underline{\quad} = 12$	$77 = 11 \times \underline{\quad}$	$\underline{\quad} \times 6 = 72$	$\underline{\quad} \times 4 = 24$
$9 \times \underline{\quad} = 18$	$\underline{\quad} = 7 \times 1$	$8 \times \underline{\quad} = 32$	$\underline{\quad} \times 6 = 18$	$3 \times 3 = \underline{\quad}$	$12 \times \underline{\quad} = 24$
$5 \times 10 = \underline{\quad}$	$\underline{\quad} \times 11 = 66$	$\underline{\quad} \times 9 = 45$	$\underline{\quad} = 11 \times 8$	$8 \times \underline{\quad} = 48$	$\underline{\quad} \times 5 = 45$
$\underline{\quad} \times 2 = 6$	$\underline{\quad} \times 6 = 36$	$48 = \underline{\quad} \times 4$	$12 \times \underline{\quad} = 144$	$5 \times \underline{\quad} = 60$	$7 \times \underline{\quad} = 49$
$\underline{\quad} \times 3 = 21$	$10 \times \underline{\quad} = 50$	$5 \times \underline{\quad} = 10$	$15 = \underline{\quad} \times 3$	$4 \times \underline{\quad} = 12$	$\underline{\quad} \times 8 = 96$
$8 \times \underline{\quad} = 40$	$18 = \underline{\quad} \times 3$	$9 \times 1 = \underline{\quad}$	$2 \times \underline{\quad} = 12$	$7 \times \underline{\quad} = 42$	$3 \times \underline{\quad} = 24$
$11 \times 2 = \underline{\quad}$	$9 \times \underline{\quad} = 27$	$\underline{\quad} \times 7 = 14$	$9 \times \underline{\quad} = 27$	$66 = \underline{\quad} \times 6$	$5 \times \underline{\quad} = 15$
$\underline{\quad} \times 12 = 60$	$10 \times 10 = \underline{\quad}$	$12 \times \underline{\quad} = 84$	$\underline{\quad} \times 2 = 16$	$32 = 8 \times \underline{\quad}$	$\underline{\quad} \times 12 = 144$

0–10 000 Number Line

Mark the following numbers on each number line below.

1. 9 500
2 500
5 500



2. 3 000
6 000
7 500



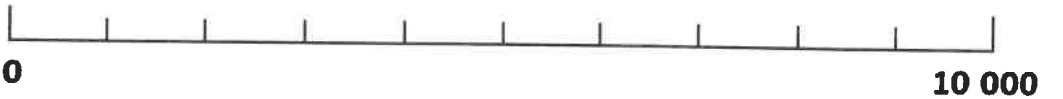
3. 500
4 750
8 500



4. 1 500
6 500
9 000



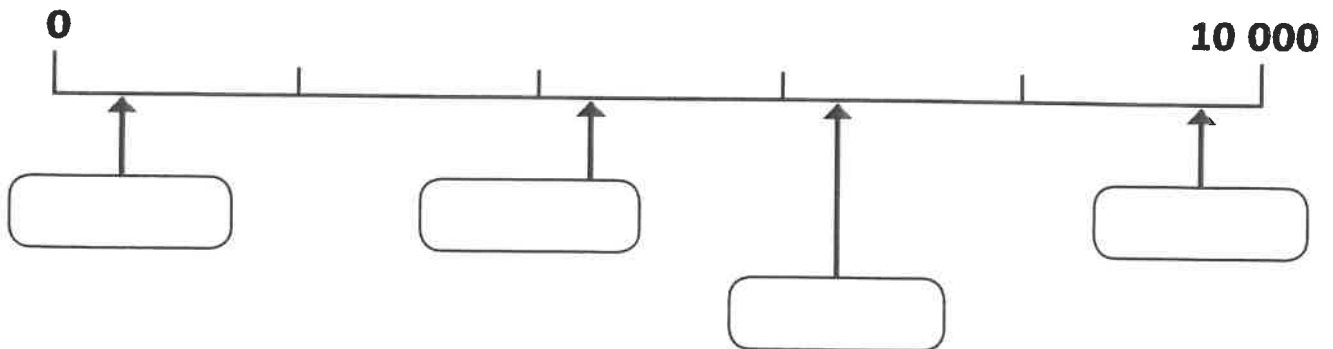
5. 8 000
5 500
3 500



6. 3 000
8 500
4 500



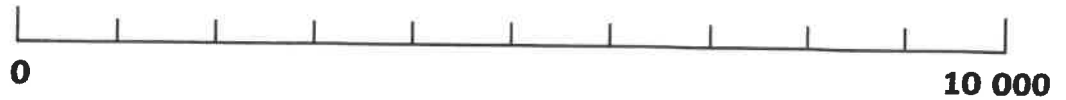
7. Estimate the value of the points marked on the number line below:



0–10 000 Number Line

Mark the following numbers on each number line below.

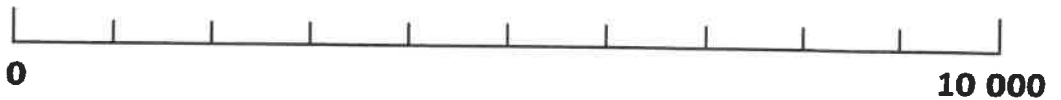
1. 250
6 700
8 200



2. 1 500
9 250
6 250



3. 4 100
300
7 800



4. 3 250
8 750
500



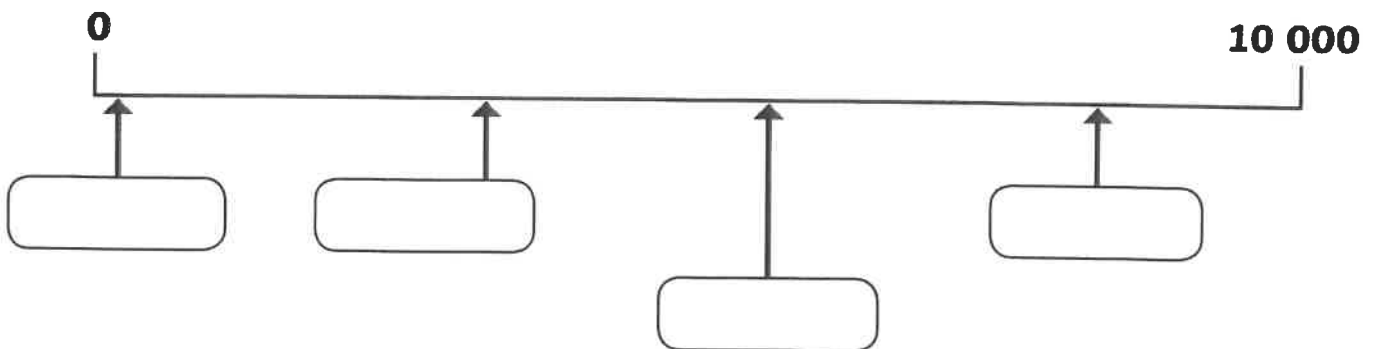
5. 750
5 200
7 900



6. 2 200
8 600
9 300



7. Estimate the value of the points marked on the number line below:



Multiplication Wheels

Multiply the numbers by the middle number.

