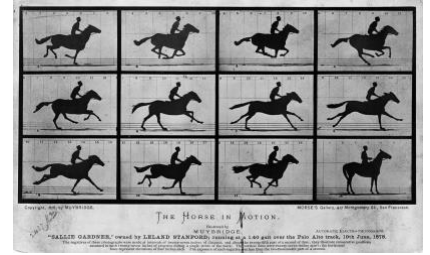


**Monday 15th June:** Good morning and welcome back to daily learning. On this day, in 1878, the world's first moving pictures were caught on camera to discover if all four of a horse's hooves left the ground. The resulting pictures proved that sometimes, all four hooves were off the ground at the same time. Photography has moved on considerably since then, with features such as 'burst mode' allowing us to capture a rapid series of photos. If you are fortunate enough to have technology at your disposal that has this feature, do give it a try! Enjoy today's learning.



**Daily reading**

Please read the Victorious Vikings comprehension text and answer the attached questions. This can be found and downloaded on the Year 5 daily learning page of the school website.

**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 loot). The Vikings first arrived in Britain around AD 787 and in AD 799 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 on religious ceremonies.

The Viking warriors carried large shields (about 60-80cm in diameter), which were made of wood and covered in leather. Sometimes the shields would be made with metal on top. They were held using a single hand grip on the back so 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.

- When did the Vikings first arrive in Britain?
- Why did the Vikings choose to come to Britain?
- Which monastery did the Vikings raid first? What happened?
- Why did the Vikings begin to settle permanently in Britain? Find two reasons.
- Which city did the Vikings take over in AD 866?
- Who was King Alfred the Great and what did he do?
- Give two reasons why the Vikings made good warriors.

5. 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.

If you are unable to access the comprehension, make sure to do 30 mins of independent reading today and discuss with what you have read with an adult. Also, take time to ask family members about the books that they are reading.

**Daily times tables**

Using your knowledge of times tables, try and solve this selection of problems:

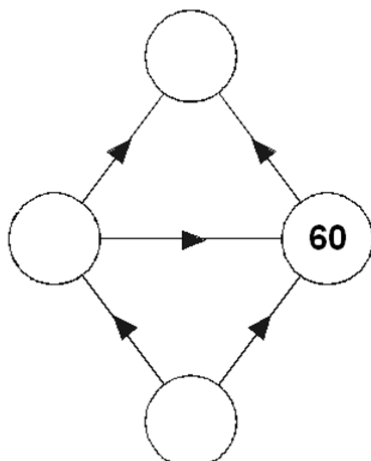
**Q1.** Two of these numbers **divide by 5 with no remainder**.

Circle the **two** numbers.

**67**      **33**      **25**      **57**      **13**      **60**

**Q2.** Write the missing numbers in the circles using these rules.

- For you multiply by 10.
- For you multiply by 5.
- For you multiply by 2.



**Q3.** Each card on the left matches one on the right. Draw lines to match the cards which are **equal** in value. One has been done for you.

3 x 6		2 x 25
10 x 5		9 x 2
5 x 8		50 x 2
9 x 10		3 x 30
5 x 20		10 x 4

## Termly Spellings

Please take time to learn spellings for future weeks and to re-visit past spellings. These can be found on the school website at <https://www.newbridge.bathnes.sch.uk/> and go to the tab **Classes** and click on your class.

This week's spellings are:

lovable                  comfortable                  valuable  
adorable                respectable

**Activity:** How many other words can you spell that end with the –able suffix?

Can you make any new words from this week's spellings by adding a different suffix – either to the exact spelling, or by removing –able and swapping it for the new suffix? For example, by adding the suffix –ly to 'comfortable', we can make the word 'comfortably'.

## Daily Maths

Today's learning objective is: **Reflection with coordinates.**

Today you will explore what happens to points when they are reflected in lines parallel to the axes. You might want to use mirrors to help see reflections or investigate by recording the coordinates of vertices of the object and image (the reflected object) in a table.

These questions can help prompt discussion beforehand:

What is the  $x$ -coordinate for this vertex? What is the  $y$ -coordinate for this vertex?

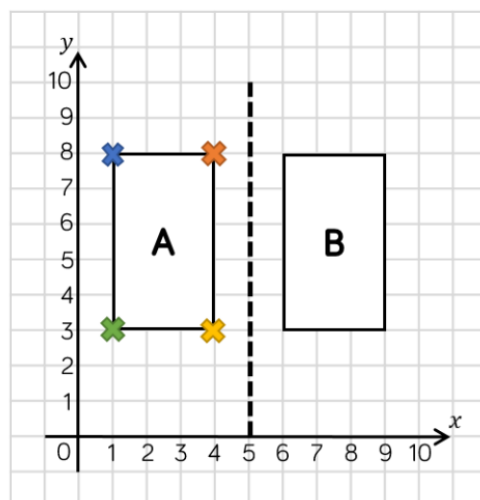
If we look at this point, where will its new position be on the image, when it is reflected? What's different about the coordinates of the object compared to the coordinates of the image?

Do you always need to use a mirror? How else could you work out the coordinates of each vertex?

Question 1:



Object A is reflected in the mirror line to give image B.  
Write the coordinates of the vertices for each shape.



	Original Coordinate	Reflected Coordinate

Question 2:

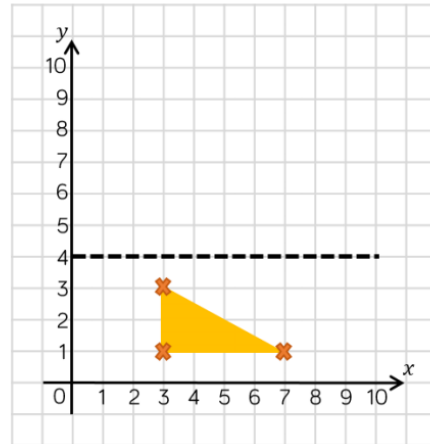


Write the coordinates of the image after the object (triangle) has been reflected in the mirror line.

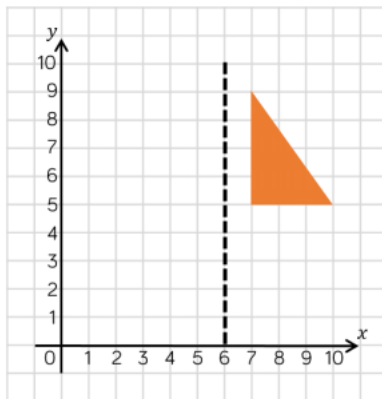
( , )

( , )

( , )



Question 3:



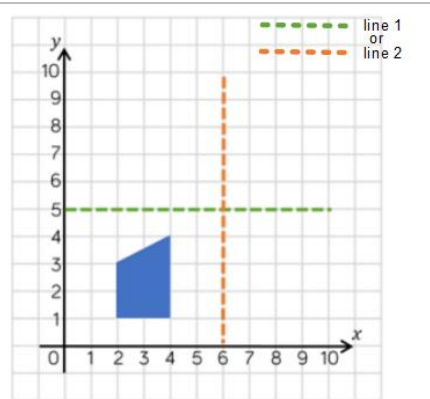
Eva reflects the shape in the mirror line. She thinks that the coordinates of the vertices for the reflected shape are:

(5, 5)

(2, 5)

(2, 9)

Is Eva is correct?  
Explain why.



This is a shape after it has been reflected. This is called the image.

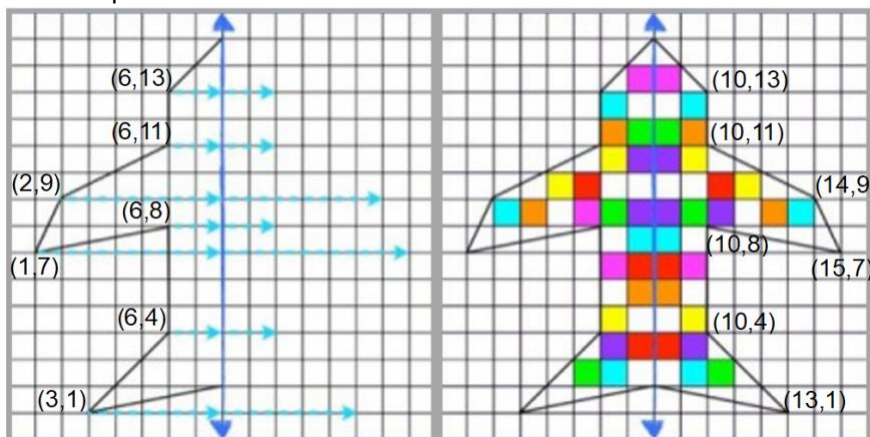
Use the grid and the marked mirror lines to show where the original object was positioned.

Is there more than one possibility?

If you would rather learn maths through a more practical task - try this:

Using the square paper in your exercise book, draw the x and y axes to create your first quadrant (go at least 10 squares across and 10 squares up). Then draw a shape or a picture, draw a horizontal or vertical mirror line and finally, reflect your picture in the mirror line and label the new coordinates. Feel free to colour them (using a symmetrical pattern) and bring your images to life!

For example:



<p><b>Daily English</b></p>	<p>Today, your activity is to punctuate sentences using a semi-colon ;</p> <p>Semi-colons can be used to:</p> <ol style="list-style-type: none"> <li>1) Break up lists where the items have more than one word in them.</li> <li>2) In place of a conjunction (where the clauses are linked) to create a different mood or feel to a sentence.</li> </ol> <p>Examples:</p> <ol style="list-style-type: none"> <li>1) The boy went to the shops and bought three packets of crisps; four tins of beans; twelve cans of cola; some caramel wafers and three pints of milk.</li> <li>2) Slowly the old man plodded along the road; his legs aching terribly.</li> </ol> <p><b>Activity:</b> Put some semi-colons into these sentences.</p> <ol style="list-style-type: none"> <li>a) Claudia went to a party and played hide and seek pin the tail on the donkey a treasure hunt musical chairs and pass the parcel.</li> <li>b) It was dark outside and the man could hardly see where he was going he almost tripped.</li> <li>c) Now that it was getting late Paul wanted to go home he was tired.</li> <li>d) Larkin didn't like sprouts he didn't like chicken he didn't like coffee and he couldn't stand white bread.</li> <li>e) Fiona never got up before seven o'clock she didn't like early mornings.</li> <li>f) Outside it was raining and the birds were sheltering under the trees the cat had rushed inside and even the ducks had taken shelter.</li> <li>g) The right hand side of the office was cluttered the left hand side was tidy.</li> <li>h) Yeshi wanted to go out and play he liked playing with his friends.</li> <li>i) Sometimes, the neighbours were very quiet sometimes they were really noisy sometimes they were friendly and sometimes they were aloof.</li> <li>j) He went to meet his friend he hadn't seen him for ages.</li> </ol> <p>Can you create example sentences of your own that use both methods?</p>
<p><b>Healthy Me</b></p>	<p>Spending time on electronic devices can be fun and beneficial. However, it is also highly important to spend time away from looking at a screen; balancing your time with physical and social activities.</p> <p>Using your time reading skills, keep a log this week of how long you spend each day looking at an electronic device (including the television screen). At the end of the week we will look at and ask questions of your results.</p> <p>For parents, information about screen time can be found here:  <a href="https://www.internetmatters.org/resources/screen-time-tips-to-support-7-11-year-olds/">https://www.internetmatters.org/resources/screen-time-tips-to-support-7-11-year-olds/</a></p>
<p><b>Problem of the Day</b></p>	<p style="background-color: #e6f2ff; padding: 5px; border-radius: 10px; text-align: center;">Put these temperatures in order, starting with the <b>lowest</b>.</p> <p style="text-align: center; margin: 20px 0;"> <span style="margin: 0 20px;">21°C</span> <span style="margin: 0 20px;">-13°C</span> <span style="margin: 0 20px;">-24°C</span> <span style="margin: 0 20px;">0°C</span> <span style="margin: 0 20px;">35°C</span> </p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="border: 1px solid black; width: 60px; height: 40px; display: flex; align-items: center; justify-content: center;"> <span style="font-size: 24px;">°C</span> </div> <div style="border: 1px solid black; width: 60px; height: 40px; display: flex; align-items: center; justify-content: center;"> <span style="font-size: 24px;">°C</span> </div> <div style="border: 1px solid black; width: 60px; height: 40px; display: flex; align-items: center; justify-content: center;"> <span style="font-size: 24px;">°C</span> </div> <div style="border: 1px solid black; width: 60px; height: 40px; display: flex; align-items: center; justify-content: center;"> <span style="font-size: 24px;">°C</span> </div> <div style="border: 1px solid black; width: 60px; height: 40px; display: flex; align-items: center; justify-content: center;"> <span style="font-size: 24px;">°C</span> </div> </div> <p style="margin-left: 20px;">lowest</p>

**The activities below are supplementary and can be used to further extend learning opportunities whilst at home.**

<b>Home Learning</b>	<p>Please look at your Home Learning grid.</p> <p>Visit the school website at <a href="https://www.newbridge.bathnes.sch.uk/">https://www.newbridge.bathnes.sch.uk/</a> and go to the tab <b>Classes</b> and click on your class.</p> <p>Please plan and complete these activities throughout the duration of the school closure.</p>
<b>National Curriculum Word Lists</b>	<p>Look in your Reading Log and find all of the spellings for your year group. How many of these can you learn? Use the strategies listed at the top of the page.</p>
<b>Curriculum Overview</b>	<p>Take time to look at the Curriculum Overview for your year group. This can be found on the school website at <a href="https://www.newbridge.bathnes.sch.uk/">https://www.newbridge.bathnes.sch.uk/</a> Go to the tab <b>Key Information</b>, go down the menu on the left hand side to <b>Curriculum</b>, go to <b>Termly Overview</b> and click on the one for your year group.</p> <p>Talk to a grown up at home and decide on an aspect you would like to find out more about. This means that when you come back to school, you will be able to share something new.</p>
<b>Useful websites</b>	<p>Please see the useful websites list.</p>

*Well done for trying all of these areas of learning. Please can we ask that your parent sends a few lines in an email to let us know what you have completed today.*

**5B:** [5b@newbridge.bathnes.sch.uk](mailto:5b@newbridge.bathnes.sch.uk) **5H:** [5h@newbridge.bathnes.sch.uk](mailto:5h@newbridge.bathnes.sch.uk)

*Please look out for tomorrow's learning, from Mrs Bartlett and Mr Handson*