


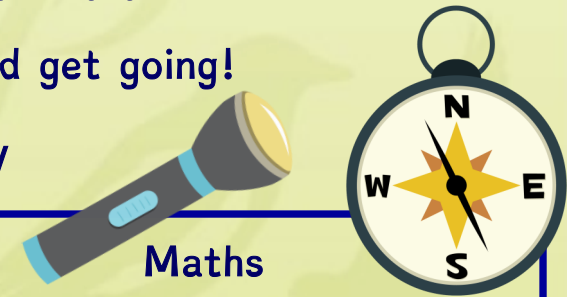
# Magpies and Cuckoos' Unexpected Adventure Trail Weeks 3-4



Instead of going to school for a short while, you can go on a 'Unexpected Adventure Trail' to make sure that you keep up with your learning. Your teachers have set out some tasks for you to complete but where you take your learning to after that, is up to you. You can extend it in any way you like.

So put on your backpack of essential skills and get going!

Monday 20th April to Friday 1st May



## Reading

Challenge yourself to read at least once every day. Share some of your reading with an adult at home and answer their questions about the storyline, the characters and the author's word choice.

Read the extract from the [Reading: Character Analysis Sheet](#)—the names have been removed so you can answer these questions based on their actions and descriptions.

1. Where do you think the story is set? Support your answer with at least one piece of evidence from the text.
2. What type of person do you think the main character (X) is? Give examples from the text to support your answer. You could draw a picture annotated with quotes from the extract.
3. Based on what you have reads so far, what do you think will happen next?

## Writing

Most of these writing tasks will need you to have researched the Anglo-Saxons first. Use the [Anglo-Saxon](#) and [GPS Guidance Page](#) to help. We would suggest you do the History and Geography tasks first.

Write a description of an [Anglo-Saxon warrior](#). Try to make your description as exciting as you can using showing rather than telling. Include relative clauses, expanded noun phrases and parenthesis. Challenge yourself to vary your sentence starters (ISPACED).

Research Alfred the Great. Write a report based on what he did: Alfred the Great or Alfred the Not-So-Great? Include evidence to support your reasoning.

Look at the images of artefacts from Sutton Hoo. Using these as clues, write a report or character profile on who you think they belonged to. Explain your reasoning. [Watch this BBC clip](#) AFTER to see if you were correct.

## Maths

Our maths tasks will be focused on **decimals and percentages**. Some of this will be new to you so please use our [Decimals and Percentages Guidance Page](#) to help you.

Each day we will set a new task on Mathletics. Don't forget there is a 'help' option with each task if you need support. We would also like you to begin to revisit tasks in which you scored less than 70%. Remember to always have a pencil and paper on hand to support your working out.

Some tasks will be set on Purple Mash to help you consolidate your learning, so keep an eye out for these.

You should also be practicing your times tables facts daily. Why not create your own times tables game you can play with members of your family?



## Learning Adventure

### Geography Skills

Research the difference between Invaders and Settlers. What is the difference between them? Which do you think the Anglo-Saxons were?

The Anglo-Saxons were tribes from different countries who came to Britain. Research where the Jutes, Scots, Picts, Frisians, Angles and Saxons came from. On a map of Europe, label the tribes and the modern-day country each came from.

## Creative Adventure

Pretend you are the leader of a recently-landed Anglo-Saxon tribe in the South East of England. Think about the resources you will need to survive (you will definitely need a source of water, wood and food). Plan, draw or build an ideal settlement for your tribe to live in.

What jobs would need doing? Who would do them?

## PE

During self-isolation lots of team sports have been cancelled. Create a circuit routine that children could practice independently to stay active—ideas on [PE Guidance Sheet](#). Include the exercise and number of repetitions. Eg. (10 star jumps, 5 squats..)

## Learning Adventure

### History Skills

From the Geography tasks, you have found out which countries the Anglo-Saxons came from. Research why they came to Britain. You could present this as a poster, brochure, report etc.

During the Anglo-Saxon period, England had individual kingdoms and had different social hierarchies within them. Research the Heptarchy and the roles different people had. This will help you complete the activities on Purple Mash.

Some of the names of Anglo-Saxon settlements still exist today. Research Roman, [Anglo-Saxon](#) and [Viking](#) settlement suffixes and what they mean. Find examples of these in modern-day England. What type of name is 'Ashford'? Would you expect to find Anglo-Saxon names in a particular region of Britain? Why?

## RE / PSHE

It can take some time to adjust to a new routine and this can be scary or worrying for lots of us. Keep a 'Gratitude Journal'. At the end of each day record 3 things that you are grateful for.

Continue to look at Jesus' teachings from last term. Complete the tasks in bold on the [RE Guidance Sheet](#).

## Learning Adventure

### Science Skills

Use the [Materials Guide Page](#) to help you with these tasks on understanding materials & separating mixtures.

Investigation 1: Place a teaspoon of salt in 20ml of water and mix. Leave the solution somewhere safe in your house and make regular observations. How long does it take for the materials to separate so you are left with just salt? What do you think has happened?

Investigation 2: Separate salt and pepper using the method found [HERE](#)

Investigation 3: Ask someone at home to create a mixture similar to those found [HERE](#). It is your challenge to work out how to separate it. You could use sieves and colanders to separate larger materials. Instead of having scientific filter paper, you could use kitchen towel or other materials (such as a nylon tights!).

Choose how to best present your findings.

Don't forget, you can expand or add to these tasks. They are just the starting point.

