



## St Margaret's-at-Cliffe CP School



### Weekly Timetable Class 5

Dear Class 5,

As you know, our last week of this term will now look a little different from usual. Below is the timetable of lessons and activities that I would like you to complete from home. Please keep in daily contact with me via the class 5 email address - [c.class5@st-margarets-dover.kent.sch.uk](mailto:c.class5@st-margarets-dover.kent.sch.uk) Parents - I am happy to receive emails from yourselves or directly from the children if you are happy for them to do so. I will be sitting at home with my laptop open all day every day! As in the first lockdown, there is no expectation for you to be printing things. Any work can be completed either on a Word document or on paper and then a photo sent to me please. If you are typing up on an iPad, could I please request that the notes document be converted to a PDF before sending as I'll be working from my laptop, which struggles to open iPad notes pages. Please do get in touch with any queries or concerns that you may have. I look forward to hearing from you all throughout the week ☺

Mr Oliver

Week	Monday	Tuesday	Wednesday	Thursday	Friday
14 <sup>th</sup> Dec	14 <sup>th</sup> December	15 <sup>th</sup> December	16 <sup>th</sup> December	17 <sup>th</sup> December	18 <sup>th</sup> December
Vocab Ninja	Ninja Word of the day starting with Shinobi words for year 5 can be found <a href="#">here</a> . Children first Look, Say, Cover and finally write the word five times. After writing the definition and example sentence they must underline the featured word. Now use the word to create your own super descriptive compound sentence. You can also look at synonyms, antonyms, prefixes and suffixes associated with the word and could challenge themselves by creating a complex sentence using one of these.				

<p>English</p>	<p><u>WALT: be able to discuss audience and purpose of writing to help select the appropriate form of writing</u></p> <p>Task</p> <p>We are looking at writing to inform and writing to entertain. Look at the examples below and circle the features used in each purpose. What sort of audience are these two pieces written for? Think about our class story; Malamander. What audience has that been written for? Is it succeeding? Why do you think it has?</p>	<p><u>WALT:be able to plan a tourist pamphlet</u></p> <p>We have been looking at the amazing attractions we have all around our local area where we live.</p> <p>Your task is to plan out which of these places could be included in your top 5 places to see around St Margaret's at Cliffe.</p> <p>Think of pictures and descriptions to really persuade someone to visit.</p>	<p><u>WALT:be able to write a tourist pamphlet.</u></p> <p>Today your task is to begin to draw out and write out the details of your top 5 places to see around St Margaret's at Cliffe.</p> <p>Remember those pictures and descriptions to really persuade someone to visit.</p>	<p><u>WALT: be able to meanings of a Christian festival</u></p> <p>Discuss meanings of the Christingle and follow instructions to construct them. (see below for instructional text)</p> <p><b>Draw and label the Christingle.</b></p> <p><u>WALT: be able to write instructions.</u></p> <p>Your task is to write a set of instructions to make a Christingle. You could illustrate your instructions too.</p>	<p><u>WALT Be able to develop comprehension with scanning through a text.</u></p> <p>Complete the Christmas Tree Comprehension questions below.</p>
	<p><b>PE</b></p> <p>Ball skills</p> <p><u>WALT: be able to throw and catch effectively</u></p> <p>Look at this link to try different ball skills linked to cricket from The Chance to Shine Team.</p>		<p><b>Maths</b></p> <p><u>WALT be able to solve problems</u></p> <p>Try the Christmas Code Breaker questions below</p>	<p><u>Computing</u></p> <p><u>WALT: be able to debug and improve coding</u></p> <p>Using the coding Purple Mash complete castle coding</p> <p>What tips would you recommend to your friends when completing this latest task.</p>	<p><b>PE</b></p> <p>Ball skills</p> <p><u>WALT: be able to throw and catch effectively</u></p> <p>Look at this link to try different ball skills linked to cricket from The Chance to Shine Team.</p>

	<a href="#">Staying active during the COVID-19 outbreak   Chance to Shine</a>				<a href="#">Staying active during the COVID-19 outbreak   Chance to Shine</a>
	<p><b>5 in 10</b>            These are 5 mixed calculations that revisit previous learning.  <math>824 \times 9</math>            13 squared add 4 cubed  <math>92043 \text{ subtract } 2929</math>  <math>2782 \text{ divide by } 12</math>            Sum of 107480 and 24849</p> <p><b>Maths</b>  <u>WALT be able to solve problems</u>            Try the Lost Christmas Present questions below</p>	<p><b>5 in 10</b>            These are 5 mixed calculations that revisit previous learning.  <math>76 \times 8</math>            10 squared subtract 4 cubed  <math>10762 \text{ subtract } 9729</math>  <math>586 \text{ divide by } 9</math>            Sum of 81912 and 2848</p> <p><b>History</b>  <u>WALT: be able to develop understanding of how England decided who was the rightful heir to the throne.</u>            First watch this short clip by clicking the link here:  <a href="https://www.youtube.com/watch?v=1sK4JX0co8I">https://www.youtube.com/watch?v=1sK4JX0co8I</a>              In 1066 Edward the Confessor, King of England, died childless leaving no direct heir.</p>	<p><u>WALT: be able to solve problems</u>            Complete the Christmas quiz. Day One as there are 20 questions; you should aim to do 10 today. There are lots of problem solving style questions and you will need pen and paper to show your calculations. Find it <a href="#">here</a>.</p>	<p><u>WALT: be able to solve problems</u>            Complete the Christmas quiz. Day Two complete the final 10 questions today There are lots of problem solving style questions and you will need pen and paper to show your calculations. Find it <a href="#">here</a>.</p>	<p><b>5 in 10</b>            These are 5 mixed calculations that revisit previous learning.  <math>86 \times 8</math>            12 squared subtract 3 cubed  <math>56262 \text{ subtract } 9929</math>  <math>846 \text{ divide by } 7</math>            Sum of 6992 and 6328</p>

		<p>Look at the information below and think about which of the possible heirs should take over the country to be our King.</p> <p>Bullet point reasons behind your reasons.</p> <p>Who actually became king?</p>			
Afternoon	<p><b>RE</b> <u>WALT: retell the Christmas story</u></p> <p>Read through and refresh your memory of the Christian Christmas story <a href="#">here</a>.</p> <p>TASK: Can you create a comic strip to tell the Christmas story? Remember, comic strips tend to have few words; more of the detail is in the pictures, perhaps with the characters adding some speech or some sound effects.</p> <p>You can create your own comic strip. Think about how many boxes you will need in order to tell the story.</p>	<p><b>History</b> <u>WALT: be able to compare Anglo Saxon settlements to those of the Vikings.</u> <a href="#">Anglo-saxons - Bing video</a></p> <p><b>Task</b> Use this information below and the video clip to explain the differences between Anglo Saxons and the Vikings. You may choose how to present your work.</p> <p><b>2pm</b> <b>Live stream Christmas concert by i-rock</b> You too can watch this live stream starting at 2pm but they advise you to click the link about 5 minutes before. Click <a href="#">here</a>.</p>	<p><b>Watching virtual School Christmas performances by classes</b></p> <p>Each of the classes in school have prepared a Christmas performance which is now on the website so everyone can watch it.</p> <p>You can watch them too! Find them on the school website.</p>	<p>General Knowledge quiz. Think of at least 20 general knowledge questions that you could use to play you're your family. Remember you need to write the question first and then include the correct answer. Try to make the questions not too hard for your family to answer.</p>	<p>Golden time Relax with a movie and enjoy a well-earned Golden Time!</p> <p><b>Wishing you all a very Happy Christmas</b></p>

## Christmas Trees

Many of those who celebrate Christmas believe that the Christmas tree is an essential part of the festivities. Trees of different shapes, sizes and varieties are put on display in anticipation of Christmas Day. Christmas trees can be decorated using coloured baubles, lights, tinsel, ribbons, beads or bunting and are traditionally topped with a star or angel. Christmas presents are placed under the tree ready to open on Christmas Day morning.



Villages, towns and cities may have their own Christmas tree. These trees are usually decorated with lights and are much larger than those bought for the home.

Decorating evergreen trees during winter time began thousands of years ago. These trees stayed green all winter, which symbolised everlasting life and the hope that spring would come again next year.

Germany is believed to be responsible for the Christmas tree tradition that we know today. In the 16th century, Christians bought real trees into the home and decorated them. They were first lit up with candles on the branches. (Don't try this at home as this is a major fire risk!) During the 18th and 19th centuries, decorations included paper ornaments, fruit or sweets. Queen Victoria's husband, Prince Albert, made owning a Christmas tree in the home very fashionable in England. Glass baubles became popular and the use of the newly invented electric lights were a much safer alternative to candles.



The invention of the artificial tree meant that you could reuse it every year and you wouldn't have to worry about it losing all its needles before Christmas Day. Today, fibre optic Christmas trees can also be spotted at this time of year; some rotate and play music. In recent years, black or pink artificial trees have become very fashionable. You might even own a Christmas tree which hangs from the ceiling or a 'half tree'.

Some people prefer a real Christmas tree in the house at Christmas as they can give off a beautiful woodland scent. Varieties include fir and spruce trees. There are different varieties of fir tree such as the balsam and noble fir trees.

Many families have a Christmas colour theme for their tree such as silver, red or gold.

### Did you know?

- London has a famous Christmas tree which sits in Trafalgar Square. It is given as a gift by the people of Norway every year.
- The National Christmas Tree in Washington has been a tradition since 1923.
- The world's largest floating Christmas tree can be found in Rio de Janeiro, Brazil.
- The Rockefeller Centre Christmas tree in New York is typically a Norwegian spruce. The tree is covered in thousands of lights and has appeared in many Christmas films. In 2015, it was 78 feet high!

# Christmas Trees **Questions**

1. List three things commonly used to decorate Christmas trees.

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2. Why was it important a long time ago to have an evergreen tree inside the home during winter?

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3. Where do people believe the Christmas tree tradition that we know today originated from?

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4. Why were candles used to light up a Christmas tree in the 16th century? Why was this a major fire risk?

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5. Explain why people might have thought it was a good idea to own a Christmas tree upon hearing that royalty owned one too?

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6. Who might want to buy a 'half tree'?

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7. Why do some people prefer a real Christmas tree in their home?

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8. Which do you think is the best type of Christmas tree? Explain your answer.



# Christmas Trees Answers

1. List three things commonly used to decorate Christmas trees.

**Answers will include three of the following: coloured baubles, lights, tinsel, ribbons, beads, bunting, a star or an angel.**

2. Can you explain why it was important to have an evergreen tree inside the home during winter?

**It was important to have an evergreen tree inside the home as these trees stayed green all winter which symbolised everlasting life and the hope that spring would come again next year.**

3. Where do people believe the Christmas tree tradition that we know today originated from?

**Many people believe the Christmas tree tradition that we know today originated from Germany.**

4. Why were candles used to light up a Christmas tree in the 16th century? Why was this a major fire risk?

**Candles were used to light up Christmas trees in the 16th century as this was before the invention of the electric lights. This was a major fire risk as the candles could have fallen over, setting the branches on fire.**

5. Explain why people might have thought it was a good idea to own a Christmas tree upon hearing that royalty owned one too?

**Various answers.**

6. Who might have to buy a 'half tree'?

**Various answers.**

**Someone who didn't have much space in their home might have to buy a 'half tree'.**

7. Why do some people prefer a real Christmas tree in their home?

**Some people prefer a real Christmas tree in their home as they can give off a beautiful woodland scent.**

8. Which do you think is the best type of Christmas tree? Explain your answer.

**Various answers.**

Discover the answers to these below

# Christmas Trees Answers

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**Various answers.**

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7. Why do some people prefer a real Christmas tree in their home?

**Some people prefer a real Christmas tree in their home as they can give off a beautiful woodland scent.**

8. Which do you think is the best type of Christmas tree? Explain your answer.

**Various answers.**



# The Mystery of the Lost Christmas Present

It is Christmas Eve and Father Christmas is hurriedly delivering presents to children all around the world. After delivering the presents on Santa Avenue, he returns to his sleigh and sees one remaining gift. Oh no, who could it possibly belong to? To make matters worse, the gift tag has fallen off!

Can you help Father Christmas work out who the gift belongs to before Christmas morning?

Solve the clues to discover who the gift belongs to.



Good luck!

## The Mystery of the Lost Christmas Present

Name	Boy or Girl	Stocking Colour	Age	House Number	Location of Stocking
Amelie	girl	red	4	5	fireplace
Bryan	boy	blue	7	18	bed
Caleb	boy	green	9	6	tree
Delia	girl	yellow	2	2	stairs
Eli	boy	white	3	27	bed
Florence	girl	pink	6	19	kitchen
Graham	boy	red	10	25	fireplace
Harvey	boy	blue	11	6	tree
Ingrid	girl	green	4	29	bed
Jenny	girl	yellow	7	14	stairs
Kevin	boy	pink	8	18	fireplace
Leroy	boy	white	3	15	tree
Martin	boy	blue	9	28	bed
Nigella	girl	red	10	14	fireplace
Ophelia	girl	yellow	3	9	tree
Peter	boy	pink	6	7	stairs
Qasim	boy	red	9	6	kitchen
Rabiya	girl	green	11	15	bed
Sheena	girl	blue	5	22	bed
Trent	boy	yellow	7	21	fireplace
Una	girl	pink	10	14	tree
Veronica	girl	white	10	17	bed
Wanda	girl	red	3	18	stairs
Xavier	boy	yellow	8	25	fireplace
Yasmin	girl	yellow	7	4	kitchen
Zach	boy	green	11	7	tree

## The Mystery of the Lost Christmas Present































### Clue 1

Find the next three numbers in each negative number sequence.

Find the final number in each sequence in the grid below and colour it in.

The one remaining box will give you a clue about who the gift belongs to.



 -17	 -11	 -5			
 -23	 -18	 -13			
 -24	 -15	 -6			
 18	 11	 4			
 9	 5	 1			

13 red	2 blue	4 yellow
21 green	-17 white	-11 pink

Clue: The recipient's stocking isn't \_\_\_\_\_.

## The Mystery of the Lost Christmas Present

### Clue 2

Find a path through the maze by colouring in the correctly written Roman numerals.

The path will reveal a clue about the age of the child that the gift belongs to.



START	10 = X	6 = IV	50 = IL	5 = L
100 = LL	50 = L	15 = XIII	28 = XXVIII	12 = XII
10 = V	18 = XVIII	15 = VX	39 = LVIII	24 = XXV
45 = XLV	43 = XLIII	21 = XXI	45 = XLV	60 = LX
80 = LXX	39 = XXXIX	31 = VVVI	27 = XXVII	27 = XXVII
50 = L	5 = V	29 = XXIX	43 = LIII	17 = XVII
The recipient is not 8 years old.	The recipient is not 3 years old.	The recipient is not 11 years old.	The recipient is not 6 years old.	The recipient is not 10 years old.

Clue: The child that the gift belongs to is not \_\_\_\_\_ years old.

## The Mystery of the Lost Christmas Present

### Clue 3

Find the answers to these questions in the grid and cross them off.

The one remaining box will give you a clue about the recipient's stocking location.



$$\begin{array}{r} 5\ 6\ 9\ 9\ 3 \\ +\ 6\ 0\ 6\ 0 \\ \hline \end{array}$$

$$\begin{array}{r} 3\ 1\ 4\ 8\ 6 \\ -\ 4\ 3\ 5\ 2 \\ \hline \end{array}$$

$$\begin{array}{r} 7\ 2\ 5\ 5\ 9 \\ +\ 1\ 7\ 5\ 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5\ 6\ 5\ 0\ 5 \\ -\ 3\ 7\ 7\ 0 \\ \hline \end{array}$$

$$\begin{array}{r} 8\ 6\ 1\ 0\ 1 \\ -\ 9\ 9\ 9\ 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6\ 7\ 6\ 5\ 7 \\ +\ 8\ 0\ 2\ 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8\ 1\ 9\ 0\ 6 \\ -\ 7\ 0\ 1\ 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7\ 5\ 7\ 4\ 3 \\ +\ 1\ 6\ 0\ 2 \\ \hline \end{array}$$

<b>75 679</b> The stocking is not found by the bed and kitchen.	<b>74 893</b> The stocking is not found by the kitchen and fireplace.	<b>27 134</b> The stocking is not found by the tree and stairs.
<b>78 612</b> The stocking is not found by the bed or fireplace.	<b>63 053</b> The stocking is not found by the kitchen and stairs.	<b>76 104</b> The stocking is not found by the stairs and bed.
<b>74 313</b> The stocking is not found by the bed and tree.	<b>77 345</b> The stocking is not found by the tree and bed.	<b>52 735</b> The stocking is not found by the kitchen and tree.

Clue: The stocking isn't found by the \_\_\_\_\_ or \_\_\_\_\_.

## The Mystery of the Lost Christmas Present

### Clue 4

In each row, colour the number that is the value of the underlined digit.

The column with the most correct answers will tell you if the gift belongs to a boy or a girl.



564 <u>9</u> 78	900	9000	90 000	90
3 <u>8</u> 5 902	80	80 000	8000	800
54 <u>1</u> 672	10 000	100	1000	100
<u>9</u> 76 598	900	9000	90	900 000
812 <u>9</u> 01	90	90 000	9	900
<u>5</u> 41 767	40 000	400 000	4000	400
451 3 <u>9</u> 5	90 000	9000	90	900
<u>1</u> 04 523	10 000	100	1000	100 000
802 56 <u>9</u>	90 000	9	900	90
	boy	girl	boy	girl

Clue: The gift belongs to a boy / girl.

## The Mystery of the Lost Christmas Present

### Clue 5

Check if these maths statements are correct or incorrect. If it is right, put a tick. If it is wrong, put a cross.

Count the number of ticks and crosses.

If there are more ticks than crosses, the gift's owner lives in a house with an odd number.

If there are more crosses than ticks, the gift's owner lives in a house with an even number.



	✓	✗
283 561 rounded to the nearest 10 is 283 600		
378 239 rounded to the nearest 100 is 378 200		
478 298 rounded to the nearest 1000 is 478 300		
775 309 rounded to the nearest 10 000 is 770 000		
672 341 rounded to the nearest 100 000 is 700 000		
763 652 rounded to the nearest 100 is 763 700		
231 563 rounded to the nearest 100 000 is 200 000		
569 937 rounded to the nearest 1000 is 560 000		
398 235 rounded to the nearest 10 000 is 400 000		
Total		

Clue: The owner of the gift lives in a house with a number that is odd / even.

(Circle the correct answer.)

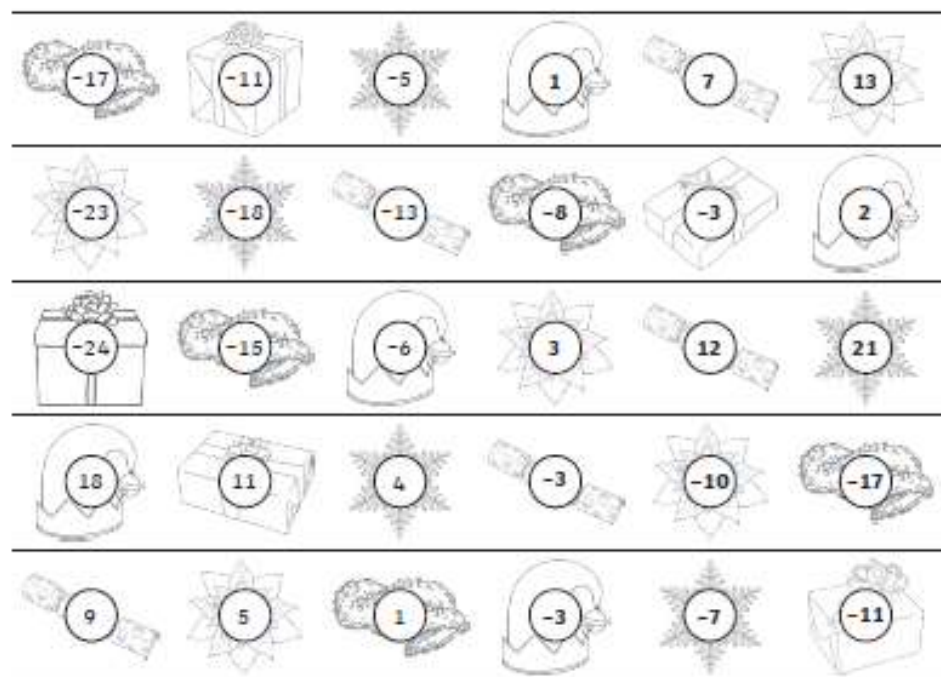
The gift belongs to \_\_\_\_\_

Answers to the Lost Christmas present below:



# The Mystery of the Lost Christmas Present **Answers**

## Clue 1



13 red	2 blue	4 yellow
21 green	-17 white	-11 pink

Clue: The recipient's stocking isn't **yellow**.

## The Mystery of the Lost Christmas Present **Answers**

### Clue 2

START	10 - X	6 - IV	50 - IL	5 - L
100 - LL	50 - L	15 - XIII	28 - XXVIII	12 - XII
10 - V	18 - XVIII	15 - VX	39 - LVIII	24 - XXIV
45 - XLV	43 - XLIII	21 - XXI	45 - XLV	60 - LX
80 - LXXX	39 - XXXIX	31 - XXXI	27 - XXVII	27 - XXVII
50 - L	5 - V	29 - XXIX	43 - XLIII	17 - XVII
The recipient is not 8 years old.	The recipient is not 3 years old.	The recipient is not 11 years old.	The recipient is not 6 years old.	The recipient is not 10 years old.

Clue: The child that the gift belongs to is not **10** years old.

## The Mystery of the Lost Christmas Present Answers

### Clue 3

$$\begin{array}{r} 5\ 6\ 9\ 9\ 3 \\ +\ 6\ 0\ 6\ 0 \\ \hline 6\ 3\ 0\ 5\ 3 \end{array}$$

$$\begin{array}{r} 3\ 1\ 4\ 8\ 6 \\ -\ 4\ 3\ 5\ 2 \\ \hline 2\ 7\ 1\ 3\ 4 \end{array}$$

$$\begin{array}{r} 7\ 2\ 5\ 5\ 9 \\ +\ 1\ 7\ 5\ 4 \\ \hline 7\ 4\ 3\ 1\ 3 \end{array}$$

$$\begin{array}{r} 5\ 6\ 5\ 0\ 5 \\ -\ 3\ 7\ 7\ 0 \\ \hline 5\ 2\ 7\ 3\ 5 \end{array}$$

$$\begin{array}{r} 8\ 6\ 1\ 0\ 1 \\ -\ 9\ 9\ 9\ 7 \\ \hline 7\ 6\ 1\ 0\ 4 \end{array}$$

$$\begin{array}{r} 6\ 7\ 6\ 5\ 7 \\ +\ 8\ 0\ 2\ 2 \\ \hline 7\ 5\ 6\ 7\ 9 \end{array}$$

$$\begin{array}{r} 8\ 1\ 9\ 0\ 6 \\ -\ 7\ 0\ 1\ 3 \\ \hline 7\ 4\ 8\ 9\ 3 \end{array}$$

$$\begin{array}{r} 7\ 5\ 7\ 4\ 3 \\ +\ 1\ 6\ 0\ 2 \\ \hline 7\ 7\ 3\ 4\ 5 \end{array}$$

<b>75 679</b> The stocking is not found by the bed and kitchen.	<b>74 893</b> The stocking is not found by the kitchen and fireplace.	<b>27 134</b> The stocking is not found by the tree and stairs.
<b>78 612</b> The stocking is not found by the bed or fireplace.	<b>63 053</b> The stocking is not found by the kitchen and stairs.	<b>76 104</b> The stocking is not found by the stairs and bed.
<b>74 313</b> The stocking is not found by the bed and tree.	<b>77 345</b> The stocking is not found by the tree and bed.	<b>52 735</b> The stocking is not found by the kitchen and tree.

Clue: The stocking isn't found by the **bed** or **fireplace**.

## The Mystery of the Lost Christmas Present Answers

### Clue 4

564 <u>9</u> 78	<b>900</b>	9000	90 000	90
3 <del>8</del> 5 902	80	<b>80 000</b>	8000	800
54 <del>1</del> 672	10 000	100	<b>1000</b>	100
<u>2</u> 76 598	900	9000	90	<b>900 000</b>
812 <u>9</u> 01	90	90 000	9	<b>900</b>
5 <del>4</del> 1 767	<b>40 000</b>	400 000	4000	400
451 3 <del>2</del> 5	90 000	9000	<b>90</b>	900
<u>1</u> 04 523	10 000	100	1000	<b>100 000</b>
802 56 <u>9</u>	90 000	<b>9</b>	900	90
	boy	girl	boy	<b>girl</b>

Clue: The gift belongs to a boy / **(girl)**

(Circle the correct answer.)



## The Mystery of the Lost Christmas Present **Answers**

### Clue 5

	✓	X
283 561 rounded to the nearest 10 is 283 600		X
378 239 rounded to the nearest 100 is 378 200	✓	
478 298 rounded to the nearest 1000 is 478 300		X
775 309 rounded to the nearest 10 000 is 770 000		X
672 341 rounded to the nearest 100 000 is 700 000	✓	
763 652 rounded to the nearest 100 is 763 700	✓	
231 563 rounded to the nearest 100 000 is 200 000	✓	
569 937 rounded to the nearest 1000 is 560 000		X
398 235 rounded to the nearest 10 000 is 400 000	✓	
<b>Total</b>	<b>5</b>	<b>4</b>

Clue: The owner of the gift lives in a house with a number that is odd / even.

(Circle the correct answer.)

The gift belongs to Florence.

# Christmas Stocking Code Breaker

## Amazing Christmas Stocking Stories

The origin of the Christmas stocking is possibly from a story about St Nicholas, upon whom Father Christmas is partly based.

In the story, a poor man doesn't have enough money to get his three daughters married. St Nicholas finds out about the man's plight, and he throws three bags of gold through an open window. In some versions of the story, the bags fall into three stockings hanging above the fireplace.

- In the twelfth century, inspired by the story of St Nicholas, French nuns would leave stockings full of fruit and nuts at the houses of the poor. The toe would contain an apple and the heel a tangerine.
- Some say the stockings are hung over the fireplace to catch any gold thrown down the chimney by Father Christmas.

## Challenge

Solve the maths calculations on the following pages to spell out some Christmas stocking presents, the traditional names of Father Christmas's reindeer from the nineteenth century poem (see below) and where some people hang their stocking.

A	B	C	D	E	F	G	H	I	J	K	L	M
25	5	3	10	24	17	9	16	1	19	23	6	15

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
21	26	22	2	11	18	12	4	8	20	7	14	13

You might also want to find out about:

The number of Christmas stockings used to celebrate Christmas in different countries.

The poem written in the early nineteenth century telling the story of St Nicholas and the stockings which begins, "Twas the night before Christmas.."



## Christmas Stocking Code Breaker Present Challenge

1.	Answer	Letter
105 - 87		
115 - 95		
101 - 77		
106 - 82		
111 - 99		
106 - 88		

Present: \_\_\_\_\_

2.	Answer	Letter
208 - 196		
209 - 183		
211 - 197		
209 - 191		

Present: \_\_\_\_\_

3.	Answer	Letter
304 - 287		
310 - 299		
301 - 297		
300 - 299		
305 - 293		

Present: \_\_\_\_\_

4.	Answer	Letter
503 - 481		
502 - 498		
509 - 496		
506 - 493		
501 - 495		
503 - 479		
509 - 491		

Present: \_\_\_\_\_

5.	Answer	Letter
701 - 687		
710 - 684		
707 - 693		
712 - 686		
715 - 697		

Present: \_\_\_\_\_



## Christmas Stocking Code Breaker Present Challenge

6.	Answer	Letter
802 - 799		
807 - 791		
802 - 776		
801 - 798		
816 - 790		
805 - 799		
810 - 785		
808 - 796		
812 - 788		
801 - 798		
807 - 781		
800 - 799		
811 - 790		
806 - 788		

Present: \_\_\_\_\_

7.	Answer	Letter
1006 - 997		
1004 - 998		
1000 - 999		
1005 - 995		
1013 - 989		
1004 - 993		

Present: \_\_\_\_\_



Answers to these Code Breaker problems below:

### Christmas Stocking Code Breaker Present Challenge Answers

1.	Answer	Letter
105 - 87	18	S
115 - 95	20	W
101 - 77	24	E
106 - 82	24	E
111 - 99	12	T
106 - 88	18	S

Present: sweets

2.	Answer	Letter
208 - 196	12	T
209 - 183	26	O
211 - 197	14	Y
209 - 191	18	S

Present: toys

3.	Answer	Letter
304 - 287	17	F
310 - 299	11	R
301 - 297	4	U
300 - 299	1	I
305 - 293	12	T

Present: fruit

4.	Answer	Letter
503 - 481	22	P
502 - 498	4	U
509 - 496	13	Z
506 - 493	13	Z
501 - 495	6	L
503 - 479	24	E
509 - 491	18	S

Present: puzzles

5.	Answer	Letter
701 - 687	14	Y
710 - 684	26	O
707 - 693	14	Y
712 - 686	26	O
715 - 697	18	S

Present: gogos

### Christmas Stocking Code Breaker Reindeer Challenge Answers

7.	Answer	Letter
$1 \times 10$	10	D
$13 \times 2$	0	O
$10.5 \times 2$	21	N
$7 \times 3$	21	N
$2 \times 12$	24	E
$55 \div 5$	11	R

Reindeer: Donner

8.	Answer	Letter
$20 \div 4$	5	B
$24 \div 4$	6	L
$4 \div 4$	1	I
$48 \div 4$	12	T
$26 \div 2$	13	Z
$24 \times 1$	24	E
$84 \div 4$	21	N

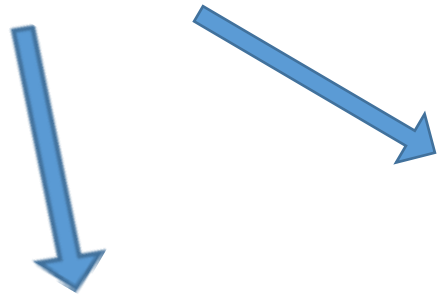
Reindeer: Blitzen



## History

### Task

Look carefully at this historical research below.. What do you notice?:



Harold Godwinson	William of Normandy	Harald Hardrada
Anglo-Saxon Earl of Wessex, one of the most powerful men in England. Harold's sister was married to King Edward. Harold was a brave and respected soldier with a tough streak. The Witan, wanted Harold to be the next king. Edward promised the throne to William on his deathbed.	Norman Duke of Normandy, France. William came from a fighting family. He was a brave soldier. Edward's cousin. Edward had lived in Normandy from 1016-1042. Edward had supposedly promised that William should become King of England. Harold had promised to support William.	Viking King of Norway. Vikings had ruled Britain before. Most feared warrior in Europe – Hardrada means 'hard ruler' and his nickname was 'the Ruthless'. Harald was supported by Tostig, Harold Godwinson's brother who wanted revenge.

5 Jan	Edward the Confessor died. The Witan elected Harold Godwinson to be the next king of England.
6 Jan	Harold was crowned as king of England, probably at Westminster Abbey.
20 Sep	Harald Hardrada and Tostig invaded, with more than 10,000 men in 200 long ships. Anglo-Saxon Earls Edwin and Morcar were defeated at Battle of Fulford.
25 Sep	Harold Godwinson travelled north to fight Harald Hardrada. In four days he marched 180 miles to surprise Hardrada and Tostig, east of York. Godwinson defeated Hardrada but his army was tired and badly reduced in size.
27 Sep	William Duke of Normandy set sail with almost 700 ships. His soldiers landed at Pevensey and made a small castle. The Normans pillaged and burned the surrounding area, in order to force Harold to come south. Having heard of William's landing while at York, he raced his army down the old Roman road of Ermine Street.
12 Oct	Harold arrives at London, to recruit more troops.
14 Oct	Battle of Hastings—death of King Harold.



## English WALT; be able to discuss audience and purpose of writing

### Writing to Inform

Read through this informative recount about a class trip to a chocolate factory and underline the features in the colours shown.

Subordinating Conjunctions	Relative Clauses	Fronted Adverbials	Sub-Headings
These are used to add more detail about important information.	These are used to inform the reader by adding in extra detail.	These can be used to tell your reader when, where or how something happened.	These are used to add more detail about important information.

#### Our Class Trip to the Chocolate Factory

Last Wednesday, our class went on a trip to a chocolate factory as part of our topic on chocolate. The trip was amazing! We got to sample different flavours of chocolate, which was delicious, and we were able to make our own chocolate shapes.

##### Arriving at the Factory

When we first arrived at the factory, I was surprised because it was a lot smaller than I expected. The owner, who met us off the coach, told us that we had to wear a funny hat and gloves before we could go into the room that made the chocolate. As soon as we went into the room, everyone gasped at the smell; it was so sweet and delicious.

##### Making Chocolate

The first thing the owner showed us was a machine which tempered chocolate. It looked like a chocolate waterfall. We were told that tempering the chocolate helps to make it shiny when it sets. After that, we each had a go at pouring some of the tempered chocolate into moulds, although some of us found that easier than others. Mr McAlister got more chocolate on the table than in the mould!

##### Home Time

We were all very sad when it was time to leave as we had really enjoyed our visit. Just before we left, the factory owner handed us a bag of chocolate each. They were from the moulds that we had used earlier. Everyone was really excited to finally taste the chocolate since we had been smelling it all day.



### Writing to Inform Answers

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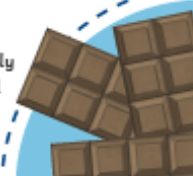
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## Writing to Entertain

Writing to entertain means that you want your reader to be entertained by what you've written. They might be entertained because they find something funny, because it is frightening or because they're desperate to find out what happens next.

There are different ways of writing to entertain, such as:

- poetry;
- narratives;
- character or setting descriptions.

Can you think of something that you've read recently which you really enjoyed? What made it so entertaining?



## Features of Writing to Entertain

The most important part of writing to entertain is being able to keep your reader engaged. To do this effectively, you'll need to use a range of different features.

### Subordinate Clauses

Subordinate clauses can be used to add more detail or vital information. Try varying their location within a sentence.

**As it was nearly time to leave Earth for good,** Billy decided that now was the moment to say goodbye.

### Carefully Chosen Adjectives

Use powerful adjectives which match the genre of your text.

The **tall, gnarled** oak trees provided relief from the **relentless** downpour.

### Adverbials

Use adverbials to engage your reader with the text and to give them extra important information.

**Between the tall trees,** Kacey noticed a strange figure.  
**Scared and alone,** the boy trudged through the undergrowth.

### Parenthesis

Use parenthesis to add in extra information. Parenthesis can be punctuated using commas, dashes or brackets.

Captain Flake – **a disappointingly mediocre hero** – attempted to douse the flames using

Which features can you spot in this poem and this narrative to make them entertaining? Circle the examples.

## Poetry

### An Extract from 'The Jumblies' by Edward Lear

They went to sea in a sieve, they did;  
in a sieve, they went to sea.  
In spite of all their friends could say,  
on a winter's morn, on a stormy day,  
in a sieve they went to sea.  
And, when the sieve turned round and round,  
and every one cried, "You'll all be drowned!"  
They called aloud, "Our sieve ain't big  
but we don't care a button; we don't care a fig!  
In a sieve, we'll go to sea!"  
Far and few, far and few, are the lands where the Jumblies live:  
their heads are green and their hands are blue and they went to sea in a sieve.



## Narrative

The following is an adaptation of the beginning of Lewis Carroll's book, 'Alice's Adventures in Wonderland'.

Alice was considering (as well as she could given that it was hot and she was sleepy) whether making a daisy chain would be worth the effort of getting up and picking the daisies when, suddenly, a white rabbit with pink eyes ran past her.

There was nothing very surprising about that nor did Alice think it odd that the rabbit was talking to himself about being late. When she thought back to it later, she did think that she ought to have found it strange but, at the time, a talking rabbit seemed perfectly natural. Just then, the rabbit – who was, oddly, wearing a waistcoat – stopped and took a watch out of its pocket.

Burning with curiosity, Alice got up and began to follow him.



RE

A Christingle

How to make a Christingle

A Christingle meaning 'Christ Light' is a symbol of the Christian Faith.

A growing number of churches hold Christingle services at or around Christmas. The services derive from a custom of distributing lighted candles to children on Christmas Eve in order to celebrate Christ, the Light of the world.

A Christingle is made up of an orange representing the world with a red ribbon around it representing the blood of Jesus. Raisins and sweets (usually dolly mixtures) are skewered on 4 cocktail sticks which are pushed into the orange representing the fruits of the earth and the four seasons. Finally a candle is pushed into the centre of the orange representing Christ, the light of the world. The Christingle can then be lit .

Making a Christingle

Fasten a piece of red sticky tape or ribbon around the middle of the orange.

Cut a small cross in the top of each orange (place it on a tray to catch the juice) and lay a square of silver foil (8cm squared ) over the cross. Place a candle on top and wedge it firmly into the orange. The foil will help prevent hot wax running onto a child's hand. Load four cocktail sticks with raisins, sultanas, cherries or soft sweets and insert them into the orange around the base of the candle.



## HISTORY

TASK: Use this information and the video clip to explain the differences between Anglo Saxons and the Vikings.

### Saxons vs Vikings

- Saxons were a Germanic tribe to arrive in England from Denmark, and they invaded and settled in East Anglia, in the year 410 AD as the Romans left the area.
- Vikings were also Germanic tribe that invaded England in the 9th century, in the year 840 AD, in East Anglia.
- Vikings were pirates and warriors who invaded England and ruled many parts of England during 9th and 11th centuries.
- Saxons led by Alfred the Great successfully repulsed the raids of Vikings.
- Saxons were more civilized and peace loving than the Vikings.
- Saxons were Christians while Vikings were Pagans.
- Vikings were seafaring people while the Saxons were farmers.
- Vikings had tribal chiefs while Saxons had lords.

### What early beliefs did they have?

Like the Vikings and the Greeks, the Anglo-Saxons believed in many gods and had many superstitions.

The king of the Anglo-Saxon gods was Woden, a German version of the Scandinavian god Odin, who had two pet wolves and a horse with eight legs.



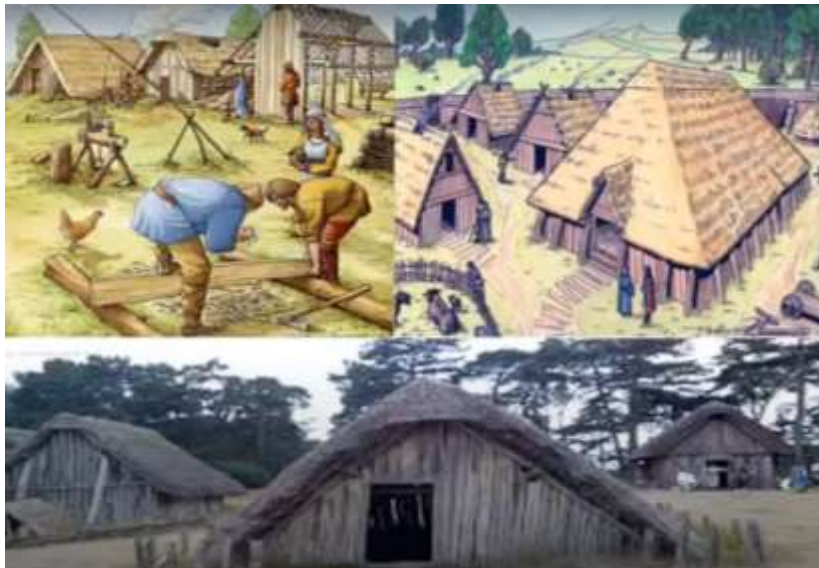
Other gods were Thunor, god of thunder; Frige, goddess of love; and Tiw, god of war. These four Anglo-Saxon gods gave their names to the days of the week. **Tiw became Tuesday, Woden - Wednesday, Thunor - Thursday and Frige - Friday. As you already know we discovered Moon day and Sun day .**

However Saturday is actually named after the Roman god and planet Saturn and is the only day of the week that retained its Roman origin in English.

Anglo-Saxons were superstitious and believed in lucky charms. They thought that rhymes, potions, stones and jewels would protect them from evil spirits or sickness.

**Fascinating fact:** Our word cake gets its name from the Old Norse "kaka," which is what the Vikings used to describe a little cake.

Look at these pictures of Anglo-Saxon Villages and compare them to a typical Viking settlement.



Anglo-Saxon Villages



## Viking settlements

