**Key Stage 2 Years 5 & 6 Homework ‘The Vikings’ half term grid**

**EACH WEEK** the school expectation is foryour child to practise their spellings and times tables and have this noted in their homework books either by their parents/carers signing the table at the bottom of this page to confirm they have been practising or by creating a piece of work to show this i.e. times tables written in their book, a times tables poster, bubble writing some of their spellings, spellings poster or another piece of work showing that spellings and times tables have been practised.

In addition, we EXPECT your child to read at home throughout the week and have this clearly signed in their reading record by an adult (or older sibling) to help climb up the karate band ladder in class.

We also feel it is important for the children to have the opportunity to extend their topic learning through a creative/scientific/factual piece of work during the half term. This can be chosen from one of the boxes in the grid below. We are happy for at least one to be handed in at any stage during the half term.

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| **Research Skills/ICT** | **Creative** | **Literacy** | **Maths/Science** |
| Research when the Vikings invaded Britain. Create a PowerPoint to show these dates- you could draw a timeline to show the dates.  | Create a Viking longboat. You could make it 3d or 2d. If you make it 3d, can you make it float?  | Write a character description of a Viking warrior.  | Draw and label a diagram of a Viking longboat. Label the different parts of the boat and the materials including their properties.  |

Please sign in the boxes below to indicate when your child has practised their spellings and times tables.

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|  | **W/C 2nd March**  | **W/C 9th March**  | **W/C 16th March**  | **W/C 23rd March**  | **W/C 30th March**  |
| **Spelling** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Times Tables** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |