

Tuesday 8th September

Morning Challenge

1) Use the column method to find the answer to each calculation.

a)

	3	4	3	7	8
+	7	8	4	3	5

b)

	7	8	9	4	2
-		9	4	7	2

c) $478\,392 + 4673$

d) $94\,837 - 76\,924$

3) Work out the missing digits.

	4	5		8	5	7
+		5	2	6		8
	8	0	3		0	5

4) A shop has £234 654 worth of stock. They sell £78 962 worth of stock in the first week and sell £129 875 worth of stock in the second week.

What is the value of the stock they have left?

Tuesday 8th September

TBAT: make inferences from the text.

September 20

It's five in the morning. I'm on watch in the cockpit and no one else is awake. We left Southampton ten days ago now. The Channel was full of tankers. There were dozens of them going up and down. So, either Mum or Dad took turns on watch the first two nights. They wouldn't let me. I don't know why not. There wasn't any fog, and I can see as well as they can. We were planning on sailing about 200 miles a day, that's about eight knots. But in the first week we were lucky if we made fifty miles a day.

Barnacle Bill warned us about the Bay of Biscay, so we were expecting it to be bad, and it was. Force 9 gale. Force 10 sometimes. We were slammed about all over the place. I thought we'd sink. really did. Once, when we came up on to the top of a wave, I saw the bow of the Peggy Sue pointing straight up at the moon. It was like she was going to take off. Then we were hurled down the other side so fast I was sure we were going to the bottom. It was bad. I mean it was horrible, really horrible. But the Peggy Sue didn't fall apart, and we made it to Spain.

Mum gets quite snappy with us sometimes when we don't do things right. Dad doesn't seem to mind, not out here, not at sea. He just winks at me and we get on with it. They play a lot of chess together, when it's calm enough. Dad's winning so far, five games to three. Mum says she's not bothered, but she is. I can tell.

Tuesday 8th September

TBAT: make inferences from the text.

1. Why does the narrator seem annoyed at not being allowed to take watch?

September 20

It's five in the morning. I'm on watch in the cockpit and no one else is awake. We left Southampton ten days ago now. The Channel was full of tankers. There were dozens of them going up and down. So, either Mum or Dad took turns on watch the first two nights. They wouldn't let me. I don't know why not. There wasn't any fog, and I can see as well as they can. We were planning on sailing about 200 miles a day, that's about eight knots. But in the first week we were lucky if we made fifty miles a day.

2. What does the description of the Bay of Biscay tell us about the journey?

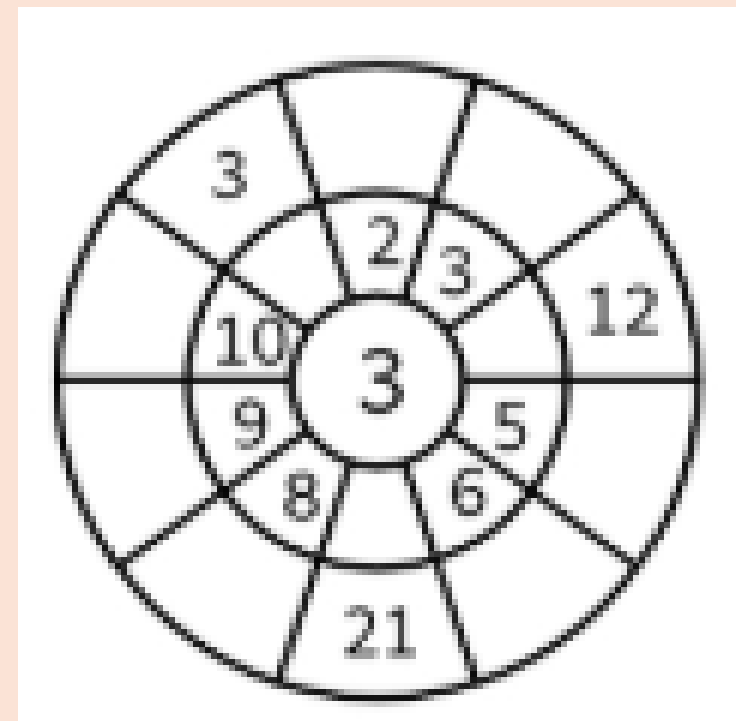
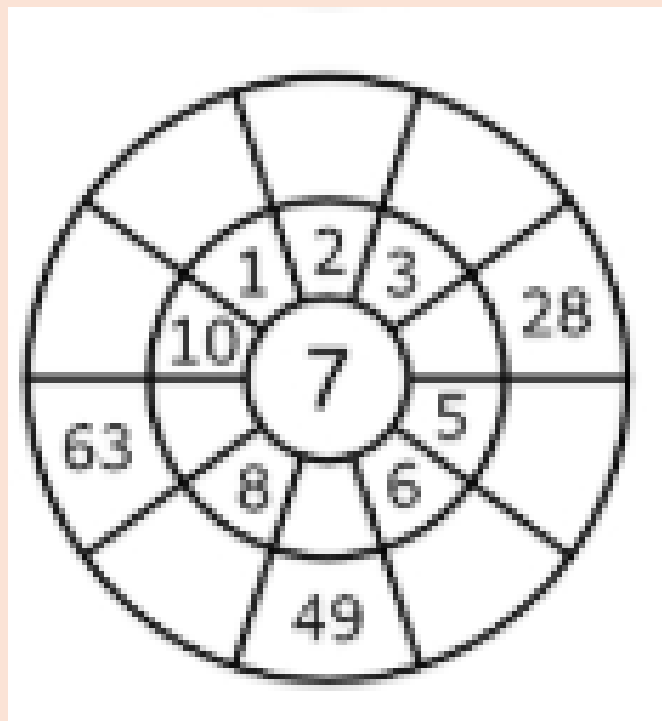
Barnacle Bill warned us about the Bay of Biscay, so we were expecting it to be bad, and it was. Force 9 gale. Force 10 sometimes. We were slammed about all over the place. I thought we'd sink. really did. Once, when we came up on to the top of a wave, I saw the bow of the Peggy Sue pointing straight up at the moon. It was like she was going to take off. Then we were hurled down the other side so fast I was sure we were going to the bottom. It was bad. I mean it was horrible, really horrible. But the Peggy Sue didn't fall apart, and we made it to Spain.

3. "I saw the bow of the Peggy Sue pointing straight up at the moon."

What picture does this create in your mind?

Mum gets quite snappy with us sometimes when we don't do things right. Dad doesn't seem to mind, not out here, not at sea. He just winks at me and we get on with it. They play a lot of chess together, when it's calm enough. Dad's winning so far, five games to three. Mum says she's not bothered, but she is. I can tell.

Times tables



08.09.26

TBAT: read, write and compare 1, 2 and 3-place decimal numbers.

3 in 3

1. $18 \times 11 =$

2. $3,456 - 457 =$

3. $\frac{4}{5} + \underline{\quad} = 1$

Use **each digit once** to make the **largest number** you can. Write down the number in **words**.



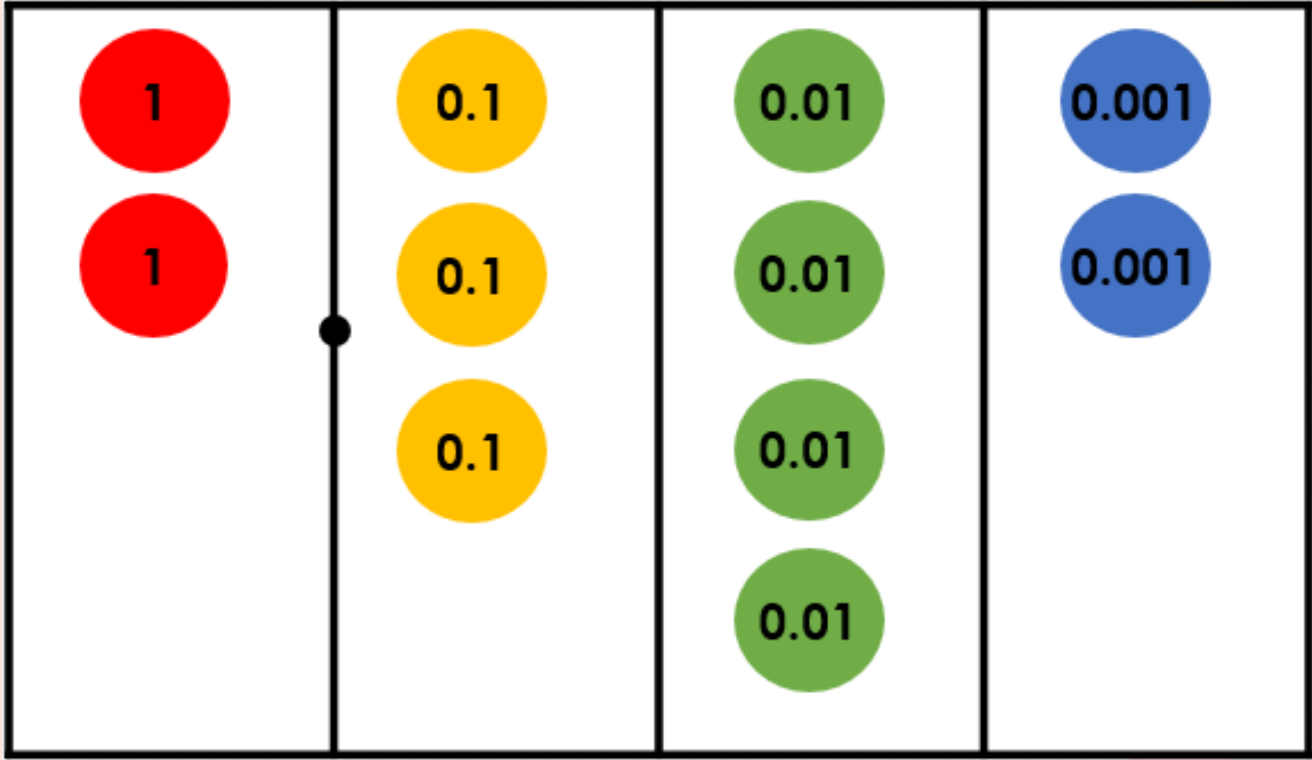
08.09.26

TBAT: read, write and compare 1-, 2- and 3-place decimal numbers.

Write a decimal number larger than this decimal.

Write a decimal number smaller than this decimal.

ones



What is the value of the underlined digits in the following

45. <u>1</u> 73	8.2 <u>8</u> 0	20. <u>6</u> 3	101.00 <u>3</u>
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08.09.26

TBAT: read, write and compare 1-, 2- and 3-place decimal numbers.

Use the digit cards to make the statements correct. You can only use the cards once.



A. $4.51 > 3.4 \square$

B. $6.08 < 6.0 \square$

C. $8.2 \square = 8.27$

Complete the statement
using $>$, $<$ or $=$ to make it
correct.

$3.59\text{km} \square 3.29\text{km} \square 3290\text{m}$

08.09.26

TBAT: read, write and compare 1-, 2- and 3-place decimal numbers.

Which rows of decimals are placed correctly in ascending order?

1.709	1.719	1.83	1.904	☐
3.48	3.5	3.508	3.099	☐
6.039	6.531	6.635	6.75	☐

Complete the statement using $>$, $<$ or $=$ to make it correct.

852cm	☐	8.491m	☐	8.49m
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08.09.26

TBAT: read, write and compare 1-, 2- and 3-place decimal numbers.

Jian is comparing numbers. He says,

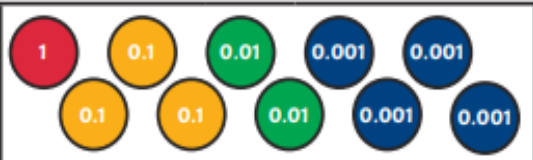


**I think that
 $9.218\text{km} > 9214\text{m}$**

Is Jian correct? Explain your answer.

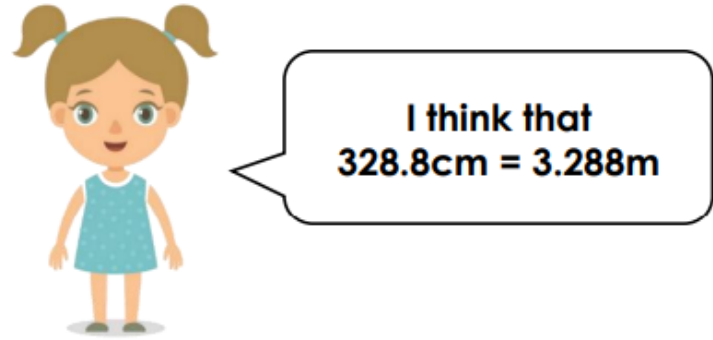
08.09.26

TBAT: read, write and compare 1-, 2- and 3-place decimal numbers.

		$1+0.3+0.03$
3.25km		3.204km
1.792		1.8
$1+0.5+0.05$		1 whole, 4 tenths and 5 hundredths
1.08		1 whole and 8 tenths

RP –
Sam writes 0 wholes, 3 tenths, 4 hundredths and 5 thousandths.
James writes 0 wholes, 3 tenths, 4 hundredths and 6 thousandths.
Write each number in numerals.
Which is bigger?

Emily is comparing numbers. She says,



Is Emily correct? Explain your answer.

Mastery Challenge

Sam made a number between $28.29 \div 10$ and 0.254×10 using counters on a place value chart.

1	0.1	0.01	0.001
			

Seven of the counters have fallen off.

List 3 possibilities of what Sam's number could be.

Mastery with Greater Depth

Using each digit card only once, find 5 possible solutions that complete this statement.

12233

2. 5 < 2.

TBAT: read, write and compare 1-, 2- and 3-place decimal numbers.

		$1+0.3+0.03$
3.25km		3.204km
1.792		1.8
$1+0.5+0.05$		1 whole, 4 tenths and 5 hundredths
1.08		1 whole and 8 tenths

08.09.26

TBAT: read, write and compare 1-, 2- and 3-place decimal numbers.

Challenge

Emily is comparing numbers. She says,



I think that
 $328.8\text{cm} = 3.288\text{m}$

Is Emily correct? Explain your answer.

Mastery Challenge

Sam made a number between $28.29 \div 10$ and 0.254×10 using counters on a place value chart.

1	0.1	0.01	0.001
● ●			

Seven of the counters have fallen off.

List 3 possibilities of what Sam's number could be.

Mastery with Greater Depth

Using each digit card only once, find 5 possible solutions that complete this statement.

1 2 2 3 3

2 . [] [] 5 < 2 . [] [] []

Tuesday 8th September

TBAT: revise word classes.

2 in 2

1. Identify three words in the sentence that need an apostrophe.

Since the accident, my Grans dog now only has three legs, so he cant run very quickly and doesnt chase squirrels anymore.

2. Read the sentences below and underline all the co-ordinating conjunctions.

I have a headache and I feel quite dizzy.

Hazim needed to eat his broccoli or he would not be allowed any dessert.
Charlie loved to dance but he didn't have the confidence to perform on stage.

Keywords

A noun is a naming word for people, places or things.

A verb is a being, a doing or a having word.

An adjective is a word that describes a noun.

An adverb is a word that can describe a verb or an adjective.

A determiner is a word that introduces a noun in a clause or phrase.

A **noun** is a naming word for people, places and things.
There are four different types of **noun**.

Common nouns
are **physical**
things:

- committee
- tissue
- vegetable
- yacht
- vehicle

Abstract nouns
have **no** physical
form:

- justice
- hope
- excellence
- opportunity
- curiosity

Proper nouns are
specific named things,
people or places:

- Spanish
- Houses of Parliament
- Mr Martinez
- France

Collective nouns
are names of
groups:

- swarm
- herd
- flock
- cast
- choir

Only **proper nouns** need capital letters.

Nouns are one type of word class we may see in a sentence.



Find the four **nouns** in each sentence.

a

He pulled a **muscle** in his **shoulder** when he played **rugby** on **Tuesday**.

b

The **cat** pondered its **existence**, thinking about some **criticism** it had received from a **mouse**.

c

The **controversy**, which had lasted many **days**, had caused a lot of **drama** and **confusion**.

A good way of spotting **nouns** is to look for **determiners**. These are the words that often come before **nouns** to introduce them.

quantifiers

- **some** fish
- **many** fish
- **a few** fish
- **no** fish
- **all** fish
- **three** fish

articles

- **a** belief
- **an** opinion
- **the** expectation

demonstratives

- **those** fish
- **these** fish
- **that** fish
- **this** fish

possessive pronouns

- **my** belief
- **your** opinion
- **his** expectation

If these words don't have a **noun** after them, they're not acting as **determiners**.

- Give me **that**! ✗
- Give me **that** hammer! ✓

Nouns don't always have a **determiner** in front of them.

- I want **fish**!



Find the **determiners** in each sentence.

a

You must complete **those** questions, or you will lose **some** minutes of **your** breaktime.

b

Our neighbours helped **my** dad fix **the** fence when it got knocked over by **that** storm.

c

Mr Martinez bought **forty** pencils, but **a few** children broke them, causing **a lot of** inconvenience.

In between **determiners** and **nouns**, we will often find **adjectives** - words that describe **nouns**.

- We had a **marvellous** day visiting a **nearby** castle.
- The **loud** sound of his **rumbling** stomach filled the **small** room.

Often, **adjectives** come **before** the **noun** they describe.

- That is **D** **A** **N**
That is **an** **excellent** **question!**

- **D** **A** **N**
Have **some** **delicious** **treats.**

Sometimes, however, **adjectives** come **after** the **noun** they describe.

- **D** **N** **A** **A**
The **road** **was** **long** **and** **rough.**

- **D** **N** **A**
His **voice** **is** **deafening.**



Find the **adjectives** in each sentence.

a

Our **local** environment has been damaged by a **serious** oil-spill in **recent** months.

b

Some **foreign** countries have very few **professional** doctors to help **sick** people.

c

She trudged down the **wide** street, thinking about how her day had been **long** and **difficult**.

In each sentence, label the **nouns**, **adjectives** and **determiners** that make up each **noun** phrase using the labels **N**, **A** and **D**.

- a) A determined person can achieve lots of incredible things.
- b) The vehicle, which was damaged and muddy, was speeding down these narrow lanes.
- c) When his old yacht ran aground, my wealthy uncle bought a new model.

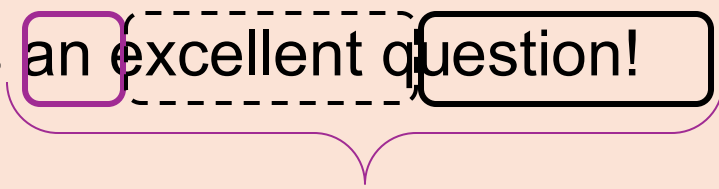
Here are the **determiners**.

Here are the **nouns**.

Here are the **adjectives**.

- a) A determined person can achieve lots of incredible things.
- b) The vehicle, which was damaged and muddy, was speeding down these narrow lanes.
- c) When his old yacht ran aground, my wealthy uncle bought a new model.

Together, the **noun** and any **adjectives** and **determiners** linked to it make a **noun phrase**.

- That is **D** **A** **N**

noun phrase

A **noun** phrase cannot contain a **verb** - a being, a doing or a having word.

- noun phrase**

D A N V

Phrases - such as **noun** phrases - never contain **verbs**.

However, all sentences include at least one clause that contains a **verb**.

- The committee **made** its decision.
- She **caused** a nuisance.
- The temperature **rises** when the sun **appears**.

In each sentence, identify the **verb** and the **noun** phrase.

a Suddenly, **noun phrase** several huge openings **V** appeared.

b **noun phrase** Those mysterious symbols **V** puzzled me.

c **V** I **noun phrase** gave him a firm guarantee.

Often, we have a main **verb** in a sentence paired with an auxiliary **verb**.

- She **was** **causing** a nuisance.

auxiliary
verb

main
verb

- They **have** **taken** the vehicle.

auxiliary
verb

main
verb

The auxiliary **verb** 'helps' the main **verb**.

One type of auxiliary **verb** is a modal **verb** - it comes before the main **verb**.

- You **can** shout, but I **won't** listen.
- We **have to** try, or we **will** lose.
- They **must** be defeated!

Modal **verbs** help us say how likely, possible or necessary something is.

- She **might** be an MP one day.
- She **should** be an MP one day.
- She **will** be an MP one day.

Which sentence uses a modal **verb** to show the highest likelihood (greatest certainty) of something happening?

- a** I **might** be able to get my dad's signature on the form tomorrow.
- b** You **should** have the opportunity to retake the test if you are disappointed in your score.
- c** We **will** ensure that the experiment is a fair test by controlling the variables carefully.



Sometimes, the same word in English can function as a **noun** and as a **verb**.

- Let's **play** cricket today!
- We went to see a **play** together.
- I don't like it when you **smirk**.
- I don't like your **smirk**.

If the word is something we do, it's a **verb**.

If it's a thing, it's a **noun** (and it may have a **determiner**).

The same root word can be used to create **nouns**, **verbs** and **adjectives**.

N

- I appreciate your **explanation**.

V

- He **explained** it perfectly.

A

- She gave me an **explanatory** note.

We have to think carefully about what the word is doing in the sentence in order to be sure of its **word class**.

Decide if the highlighted word in each sentence is acting as a **noun**, **verb** or **adjective**. Can you explain why?

a

We all composed our own **rhymes**, which we performed to the class.

We are talking about a thing we have composed - **nouns** are things.

b

If a poem **rhymes**, it can be easier to read.

We are saying something a poem does - doing words are **verbs**.

c

Although I love **rhyming** poetry, it can limit the ideas you can use in your poem.

This word describes the poetry - **adjectives** describe nouns.

Adverbs are often used to describe when, how, where or to what extent **verbs** are done.

- He runs **frequently**.
- He **never** runs.
- He ran **here**.
- She **nearly** won.
- She **almost** won.
- She lives **nearby**.
- They arrived **today**.
- It rained **heavily**.
- We fell down **hard**.

Adverbs can also describe **adjectives**.

- He lives **very** **close** to school.

adverb

adjective

- It was a **deliciously** creamy sauce.
- We were **really** concerned about it.
- They were **quite** angry with us.

Some words can be both **adverbs** and **adjectives**.

- I pushed him **hard**.
- It was a **hard** push.

We have to check - is it describing a **verb** or a **noun**?



Identify the two **adverbs** in each sentence.

a

We **often** ask the secretary questions and she **happily** answers them.

b

Sitting at home **yesterday**, Aisha practised her times tables **thoroughly**.

c

It was snowing **hard** and it settled **everywhere**.

Identify the word class of the highlighted word(s) in each sentence - is it an **adverb** or an **adjective**?

- a) We **rarely** watch that programme.
- b) We had a **rare** opportunity to see it.
- c) This profession isn't very **easy** to master.
- d) We **easily** managed to complete the task.
- e) The yacht departed **early**.
- f) He had an **early** meeting this morning.
- g) He was **very** angry after it happened.
- h) I don't think it's quite **ready** to eat.

Identify the word class of the highlighted word(s) in each sentence - is it an **adverb** or an **adjective**?

- | | |
|--|------------------|
| a) We rarely watch that programme. | adverb |
| b) We had a rare opportunity to see it. | adjective |
| c) This profession isn't very easy to master. | adjective |
| d) We easily managed to complete the task. | adverb |
| e) The yacht departed early . | adverb |
| f) He had an early meeting this morning. | adjective |
| g) He was very angry after it happened. | adverb |
| h) I don't think it's quite ready to eat. | adjective |

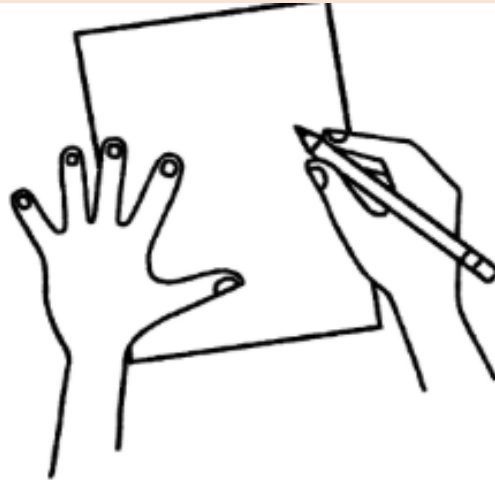
- a **noun** is a naming word for people, places or things; it is often introduced by a **determiner** and it can be described by an **adjective**
- a **verb** is a being, a doing or a having word; it can be paired with an auxiliary **verb** such as a modal **verb** that helps to show how likely, possible or necessary something is
- an **adverb** can modify a **verb** or an **adjective** to say more about when, where, how or to what extent it happens

Tuesday 8th September

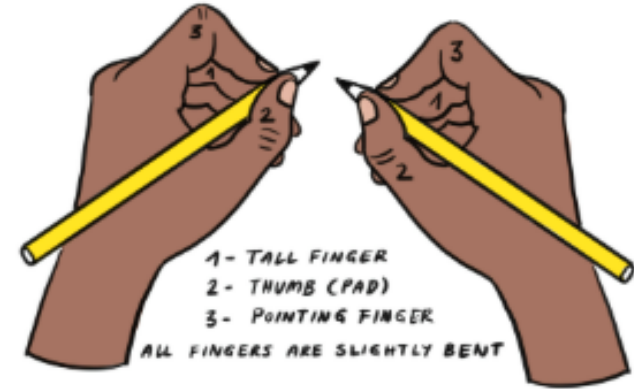
TBAT: write quickly and legibly, using cursive handwriting.



- sit on a chair at a table
- feet flat on the floor
- back against the chair



- angle your paper correctly
- non-writing hand supports



- hold your pencil in the tripod grip



Tuesday 8th September

TBAT: write quickly and legibly, using cursive handwriting.

Handwriting warm-up



Practising writing patterns helps us to prepare for writing and **joining** letters.



Practising writing patterns can help to strengthen our hands, making it easier to write faster and for longer.



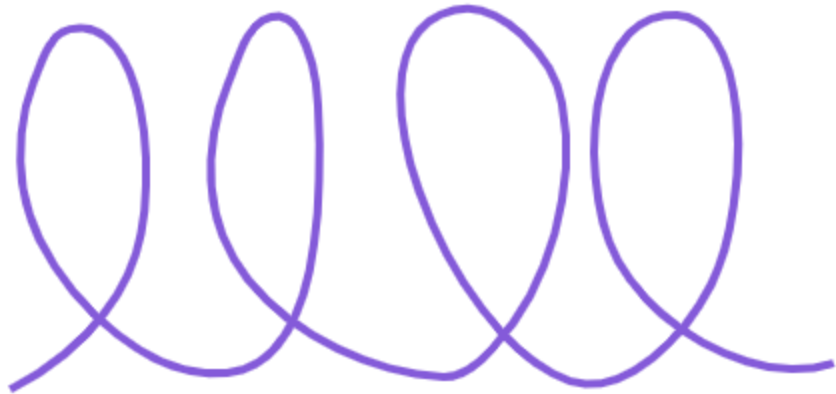
Tuesday 8th September

TBAT: write quickly and legibly, using cursive handwriting.

Handwriting warm-up



I do the writing pattern in the air
with my finger.



You do the writing pattern in the air
with your finger.



Tuesday 8th September

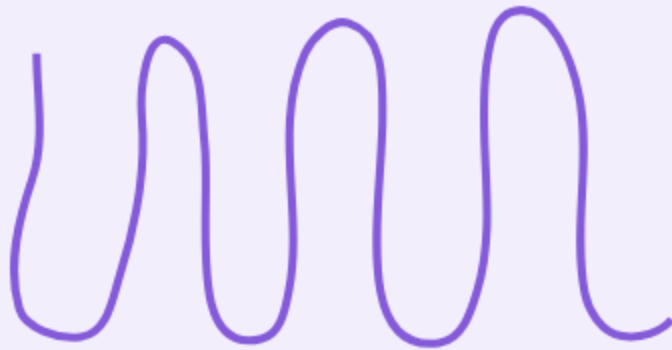
TBAT: write quickly and legibly, using cursive handwriting.

Task A Handwriting warm-up



Feedback

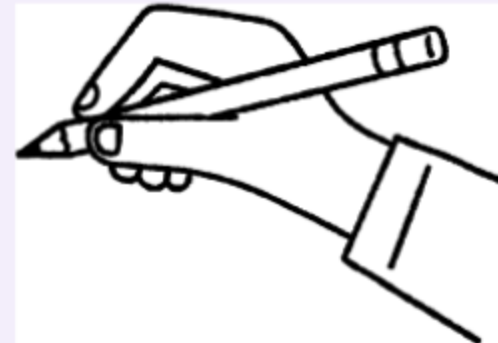
Copy and continue these patterns using your tripod grip.



Did you use your tripod grip?

Did you keep your pencil on the page?

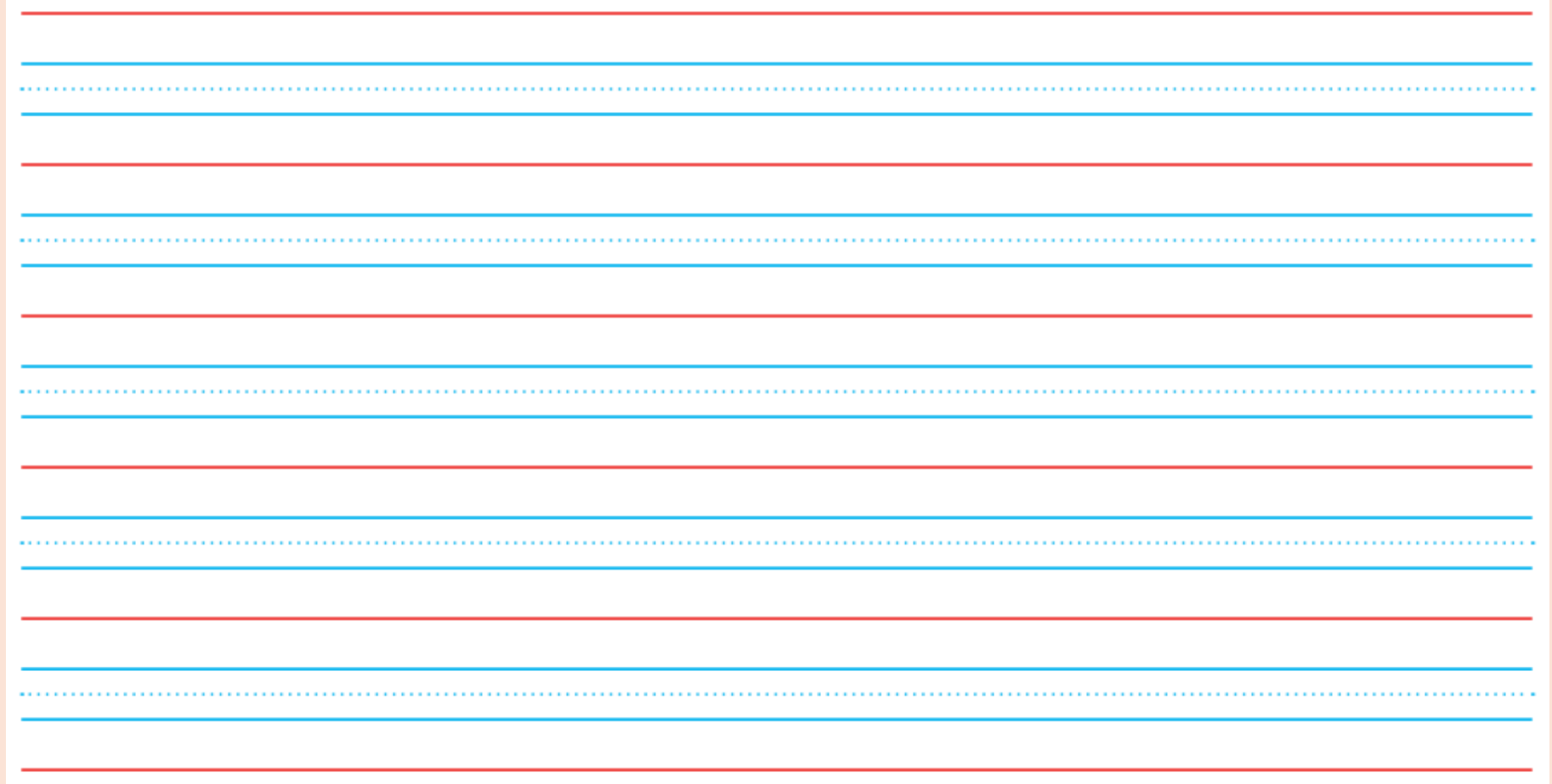
Was your movement smooth?



Tuesday 8th September

TBAT: write quickly and legibly, using cursive handwriting.

frantic
disastrous
calamitous
marvellous
spectacular

A series of ten horizontal lines for handwriting practice. Each line set consists of a solid red top line, a solid blue middle line, a dotted blue line just below the middle line, and a solid red bottom line.

Challenge – Use each word in a sentence containing brackets.

Tuesday 8th September

KQ: What can we learn about Viking life from 1972 discovery at Coppergate? ?

Knowledge Quiz

1 Where did the Vikings originate from?

- ☐ Scandinavia
- ☐ America
- ☐ Canada

2 What does invasion mean?

- ☐ to win a war against another country
- ☐ to steal things from a country
- ☐ to enter a country armed and capture it

3 How did the Vikings travel to Britain?

- ☐ aeroplane
- ☐ longboat
- ☐ on foot

4 The Vikings raided Britain for _____ and silver. Fill in the blank

5 Place these events in the order in which they happened, starting with the earliest. Use numbers to show the correct order

	Vikings first raided Britain.
	Modern archaeologists find evidence of Viking artefacts.
	Vikings travelled across the sea to Britain.
	Vikings settled in places like York.

6 How do we know the Vikings settled in Britain?

- ☐ Archaeologists have found Viking artefacts.
- ☐ Children have been told stories about Vikings.
- ☐ Viking houses are still standing today.

Keywords

To **excavate** is to remove earth carefully from an area to find buried remains.

When plants decay they sometimes make the soil **peaty**, which can preserve things for a long time.

When something is **preserved** it is protected from damage or loss.

Something that is **organic** is to do with, or has come from, living things.

How do archaeologists find out about Viking life?

An archaeologist is a person who studies human history and prehistory.



Archaeologists **excavate** sites and examine artefacts and other physical remains they find.

Photo of archaeologist
uncovering bones



So, how do archaeologists find out about Viking life?

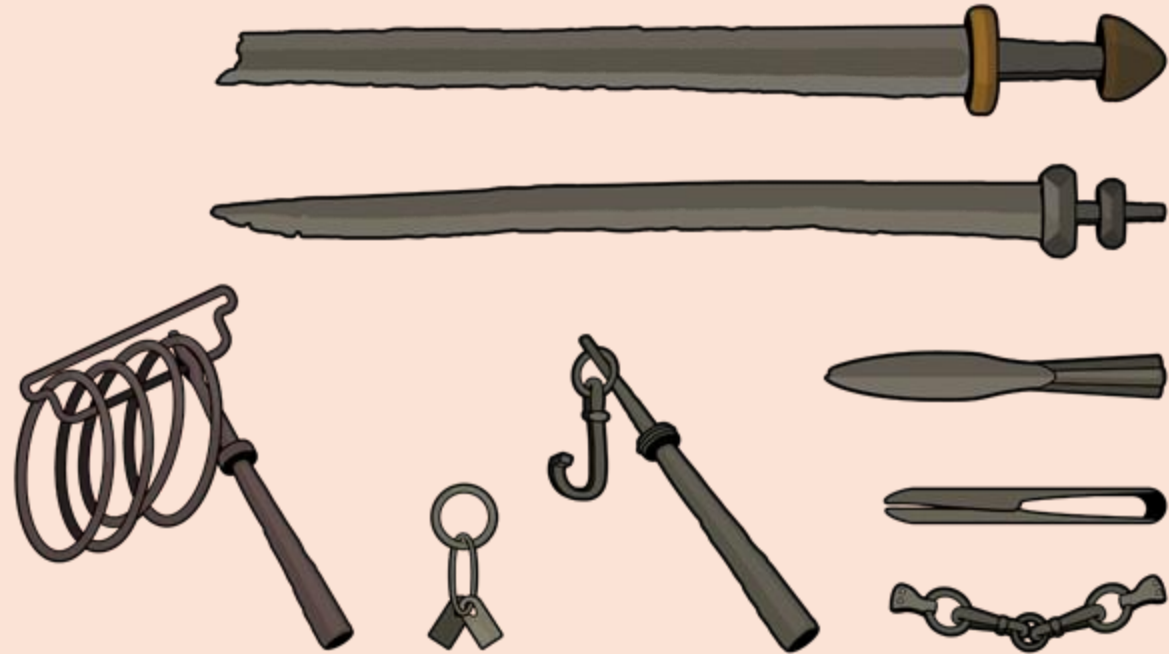


Illustration of Viking artefacts

Until the 1970s, the only archaeological finds from the Viking period were items dug up by chance.

Excavation is an important way for archaeologists to gain information, but there are other ways they can find out about the past.



Field walking is a careful search of the land to find artefacts brought to the surface through farming.

Photo of archeologists field walking

Surveying helps archaeologists find archaeological sites underground.



Photo of an archaeologist surveying

How do archaeologists find out about Viking life?



Explanation



Aerial photo of York

By using aerial photography, archaeologists can find sites that are only visible from the air.

True or false?

Excavation is the only way archaeologists find out about the past.



True



False



Justify your answer

a

There are other ways to find out about the past such as field walking.



b

There are no other ways to find out about the past.

Match the image to the description of the archaeological method.

Aerial photography

Field walking

Surveying

a



b



c



Finding artefacts brought to the surface through farming

Finding underground archaeological sites

Finding archaeological sites that are only visible from the air

Match the image to the description of the archaeological method.

Aerial photography

Field walking

Surveying

a



b



c



Finding archaeological sites that are only visible from the air

Finding artefacts brought to the surface through farming

Finding underground archaeological sites

Partner discussion -

Explain to your learning partner how archaeologists have found out about Viking life.

Include in your answer the different methods archaeologists use to discover artefacts:

- excavating
- field walking
- surveying
- aerial photography

Explain to your learning partner how archaeologists have found out about Viking life.

Your answer could include:

Archaeologists have found out about Viking life through many different methods. For example, through **excavating** sites to examine artefacts and by **field walking** to carefully search for artefacts brought to the surface through farming. Archaeologists can also find out about Viking life by **surveying**, which helps them find archaeological sites underground and by using **aerial photography**, which helps them find archaeological sites that are only visible from the air.

Imagine you are a builder and you are hoping to build a new shopping centre in the area of Coppergate in York in 1972. The buildings have been demolished and the area is clear.

An unexpected discovery stops you in your tracks ...

What do you think they found?



What was the Coppergate excavation?

The archaeologists were called in to **excavate** the area as they were beginning to dig up huge amounts of Viking objects in the ground below the streets of York!



Photo of Coppergate excavation site

As the archaeologists surveyed the site, they could barely believe their eyes!



Photo of archaeologists excavating Coppergate

Small areas were **excavated** and this uncovered a whole host of treasures from the Viking Age!

This became known as the Coppergate excavation.

Describe what happened in Coppergate in 1972 to your partner.

You may want to use the words below:

excavate builders Viking objects archaeologists

Describe what happened in Coppergate in 1972 to your partner.

Your answer could include:

In 1972, **builders** creating a new shopping centre in York were stopped in their tracks. **Archaeologists** were called in to **excavate** the area as **Viking objects** were being dug up. This became known as the Coppergate excavation.

What was the Coppergate excavation?



The excavation by York Archaeological Trust was only small but three exciting discoveries were made:



- 1) There were 9 metres of archaeological layers dating mostly to the Viking Age.

Photo of archaeologists excavating
Coppergate



- 2) The soil was both moist and **peaty** which **preserved** the **organic** remains of things which normally rot away.
- 3) The moist **peaty** soil had **preserved** seeds, insect remains, plants, animal bones and pollen.



Photo of archaeologists uncovering **organic** remains

True or false?

The soil was moist and **peaty** which **preserved** the remains.

T True ✓

F False

Justify your answer

a

Peaty soil can preserve things for a long time.



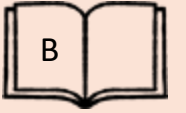
b

The remains were there for a long time.

What was the Coppergate excavation?



Explanation



The initial small area provided so many **organic** remains that the excavation area was extended to cover 1000 square metres.

Archaeologists were able to work their way through 2000 years of history between 1976 and 1981!



Photo of Coppergate excavation site

What was the Coppergate excavation?

Over five years, York Archaeological Trust identified and recorded around 40,000 finds!

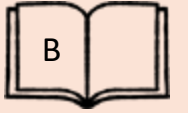


Photo of Coppergate excavation site.

That is a lot of evidence which can tell historians about Viking life!



Sam and Andeep were talking about the Coppergate excavation.
Who do you agree with and why?

The Coppergate excavation was extended because the small area uncovered so many **organic** remains.



Sam

The beginning of the Coppergate excavation uncovered 40,000 finds.



Andeep

What was the Coppergate excavation?



Check



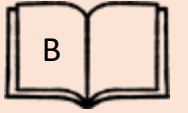
Sam

Sam is correct. The Coppergate excavation was extended to 1000 square feet because the small area uncovered so many **organic** remains. Over five years, the archaeologists uncovered 40,000 finds!

What was the Coppergate excavation?



Explanation



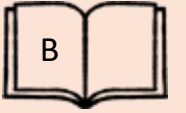
From the fascinating Coppergate excavation, many items were uncovered which showed archaeologists what life was like in Viking York.

What do you think they found that told them about Viking life?



Photo of Coppergate excavation site

What was the Coppergate excavation?



The archaeologists **excavated** many items like this.



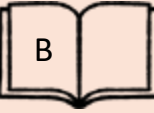
Do you know what this might have been used for?



Photo of woven wattles

Woven wattles were a type of building material that the Vikings would have used to make walls, pathways and screens.

What was the Coppergate excavation?



Other items archaeologists **excavated**:



Photo of seeds



Photo of leather

What do you think these items tell us about Viking life?



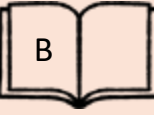


Photo of seeds



Seeds showed archaeologists what kinds of fruits and vegetables the Vikings grew and ate in York.



Leather items were evidence of the kinds of clothes and accessories the Vikings wore and made in York.

Photo of leather

What was the Coppergate excavation?

Other items archaeologists **excavated**:

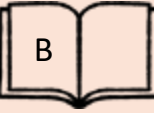


Photo of oyster shells



Photo of pottery

What do you think these items tell us about Viking life?



What was the Coppergate excavation?



Explanation

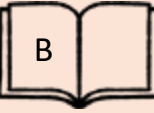


Photo of oyster shells



Hundreds of oyster shells were found. This was a cheap and common food in York at the time.

Photo of pottery



Pieces of pottery showed where pots were made in Viking York and what they were used for.

What was the Coppergate excavation?



Check

Discuss these questions with your partner:

- 1) What did the archaeologists find that told them what the Vikings ate?
- 2) How do the archaeologists know what the Vikings wore?

Discuss these questions with your partner:

- 1) What did the archaeologists find that told them what the Viking ate?

They found seeds and oyster shells in the **peaty** soil.

- 1) How do the archaeologists know what the Vikings wore?

They uncovered leather which was evidence of what clothes and accessories the Vikings wore.

Explain what was discovered at the Coppergate excavation.

You may want to include the following:

- the date of the excavation
- how many remains were discovered
- examples of the **organic** remains found
- why so many artefacts were found
- what the remains tell us about Viking life

Key Vocabulary

- 1972
- moist, peaty soil
- preserved items
- Excavate
- Organic

Create a poster describing what was discovered at the Coppergate excavation. Your answer could include:

Major Viking Discovery!

The first fascinating finds of the Coppergate excavation were uncovered in 1972. The moist, peaty soil preserved items that would normally rot away which means that archaeologists have managed to excavate around 40,000 remains! Organic items such as seeds and oyster shells tell us about how the Vikings may have lived. They also uncovered leather which was evidence of what clothes and accessories the Vikings wore. This important discovery has changed what we know about the Vikings in York.

In 1972, builders constructing a new shopping centre in the Coppergate area of York made a discovery.

They were beginning to dig up huge amounts of Viking objects so archaeologists were called in to **excavate** the area. This became known as the Coppergate excavation.

The archaeologists discovered layers of moist and **peaty** soil that had **preserved** various **organic** remains such as textiles, leather and seeds. These items have provided clues about what life was like in Viking York.

Tuesday 8th September

KQ: What can we learn about Viking life from 1972 discovery at Coppergate? ?

Exit Quiz

1 Excavation is the only way archaeologists find out about the past. Tick **1** correct answer

- ☐ True
☐ False

2 When did the Coppergate excavation begin? Tick **1** correct answer

- ☐ 1970
☐ 1972
☐ 1980
☐ 1982

3 What were the important discoveries made by York Archaeological Trust? Tick **3** correct answers

- ☐ 9 metres of archaeological layers
☐ a Viking longboat
☐ moist, peaty soil
☐ organic remains
☐ a Viking house

4 How many years did the Coppergate excavation last for? ...

5 What did the Coppergate excavation tell us about Vikings in York? Tick **2** answers

- ☐ what their names were
☐ how old they were
☐ what they ate
☐ what they wore

6 Match the keyword to the definition. Write the correct letter in each box

a	excavate
b	peaty
c	preserved
d	organic

	to do with, or has come from, living things
	remove earth carefully from an area to find buried remains
	soil that preserves things for a long time
	something is protected from damage or loss

mardi 8 septembre

TBAT: improve French pronunciation.

[Dashboard](#)
[\(languageangels.com\)](#)

Chat

Frog

Chien

Horse

Cheval

Bird

Cochon

Sheep

Oiseau

Fish

Mouton

Cat

Poisson

Dog

Grenouille

Pig

Match each animal to its English equivalent.

mardi 8 septembre

TBAT: improve French pronunciation.

□ □ □ □ □

□ □ □ □ □ □

□ □ □ □ □ □

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Write down each French word by listening to the letter given.

Challenge – can you find the missing letters for these words and write their English equivalent.

1)  p _ _ re

2)  _ _ ien

3)  b _ _ jour

4)  s _ _ ris