

MONDAY - What did Viking children wear? (part one)

Draw a picture of yourself as a Viking child. Use the pictures below to help. You could also research other pictures from books or the internet. Label your drawing to explain/describe each piece of clothing.



TUESDAY - What did Viking children wear? (part two)

Using your drawing of yourself as a Viking child, write a short description about what you are wearing. Try to include some of the following writing elements in your description:

- noun phrases (one or two adjectives and a noun)
- adverbs
- a sentence of three
- conjunctions to extend sentences
- fronted adverbials
- a subordinate clause (a sentence starting with a conjunction) - **CHALLENGE!**
- a drop in clause (extra information added in the middle of a sentence) - **SUPER CHALLENGE!!**

Can you spot those writing elements in the example below?

I am wearing long trousers, a white shirt and a woollen tunic which feels really scratchy against my skin. Because it is cold outside, I am wearing my fluffy, woolly hat with soft fur sewn carefully around the edge. My long boots, which my mother and sister stitched together for me, are made from brown leather and held tightly on my feet by string. Loosely tied around my waist, I have a leather belt with a little bag attached to hold my tools.

WEDNESDAY – What did Viking children do during the day and what did they eat?

Activity 1

Read through the 'Viking Child Information Pack' and explore the following website to find out about life as Viking:

<https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/ztqbr82>

- Make a list of some of the things you might do during the day as a Viking child.
- What chores might you have to do?
- Who would you do them with?
- What would you do in the evening?

Activity 2

Read through the 'Viking Child Information Pack' and carry out your own research using books or the internet to find out some facts about Viking food.

Some questions you could answer:

- What types of food did Viking children eat?
- What food did the Vikings grow?
- What animals did they catch or farm for food?
- What might a Viking child eat for breakfast or dinner?

THURSDAY - Plan a diary entry for the day in the life of a Viking Child

Your challenge is to imagine you are a child in Viking times and tomorrow you are going to write a diary entry about your day. Today you need to PLAN your diary entry (3 different paragraphs).

Use the facts you have already found out about life as a Viking child and answer the following questions to guide your plan:

PARAGRAPH 1 - What you did in the morning:

- What time did you wake up today?
- How did you feel when you woke up?
- What clothes did you put on?
- What did you eat for breakfast and what was it like?

PARAGRAPH 2 - What you did in the middle of the day:

- What chores did you have to do today?
- Who did you do your chores with?
- Did you learn something new today?
- How did you feel when you were doing your chores or when you had finished?

PARAGRAPH 2 - What you did in the evening (after work):

- What did you eat for dinner this evening?
- Who did you eat dinner with?
- What did you do after dinner?
- How did you feel at bedtime?

ACTIVITY 5 - Write a diary entry for the day in the life of a Viking child.

Do you remember the writing features of a diary that we practised at school?

- Dear Diary... (write informally, as if you are writing to a friend)
- Written using first person pronouns - *I, we, my, our*
- Write about events that have already happened
- Written in the 'past tense' - *I walked, we ate, I slept*
- Write about how you feel
- Write in paragraphs

Using your plan from yesterday, write your diary entry in your book. Write 3 paragraphs with a line left between each one. Use the success criteria to guide your writing and make it as interesting and as detailed as possible. When you have finished, read through your work to edit and improve it; adding in any missing success criteria.

Success criteria for your writing

- noun phrases (one or two adjectives and a noun)
- adverbs
- a sentence of three
- conjunctions to extend sentences
- fronted adverbials
- a subordinate clause (a sentence starting with a conjunction)
- a drop in clause (extra information added in the middle of a sentence) – **CHALLENGE!**
- write in paragraphs (one for each part of the day) – **SUPER CHALLENGE!!**

Friday 1st May 820

Dear Diary

This morning, I woke up at...