


<b>Subject:</b> English	<b>The Vikings:</b>		
<b>Class:</b> T	<b>Teacher:</b> Ben Corello	<b>Term:</b>	
<b>Key Vocabulary:</b>  Pronouns came from Vikings they them their Days of the week in honour of the Nordic gods;  <b>SPELLINGS:</b>	<b>Alternative Learning Environments</b>	<b>Resources:</b>  The saga of Erik the Viking: terry jones Viking Britain: Thomas Williams The Vikings: osprey bbc 4 the Viking sagas (introduction for background understanding) Viking sagas: (with accompanying bbc shorts) <ul style="list-style-type: none"> <li>• Odin creates the world</li> <li>• Freya and the Goblins</li> <li>• Thor and the giants</li> <li>• The apples of Iduna</li> </ul> <a href="https://www.bbc.co.uk/teach/class-clips-video/english-ks2-viking-sagas/zvrmy9q">https://www.bbc.co.uk/teach/class-clips-video/english-ks2-viking-sagas/zvrmy9q</a>  <a href="https://norse-mythology.org/tales/norse-creation-myth/">https://norse-mythology.org/tales/norse-creation-myth/</a>  short stories (in file)  advanced: Laxdaela saga	

Pupil	Pupil Asset Stage at start of term <u>Writing</u>	Pupil Asset Stage end of year target <u>Writing</u>	Pupil Asset Stage Start of term <u>Reading</u>	Pupil Asset Stage end of year target <u>Reading</u>


**Unit Aim:**

The aim of this unit is for pupils to begin to understand the difference between fairy tales and fractured fairy tales, identifying their features, similarities and differences. During this unit pupils will look in depth at characters feelings, emotions, points of view, setting, story structure, analysing stories and being able to plan, write and proof read. Pupils will use social skills to work in groups; developing their listening and speaking skills.

**Prior Learning:** Theseus and the minotaur: homophones, conventions of a newspaper; format structure, neutral language, objective language, quotations. Headlines, summaries, chronological descriptions, summary to show understanding of and refer to a text. Storyboards, understand how a story can be structured, word; definitions and synonyms. Descriptive writing and adjectives; To use the conventions of informative writing; role play and acting definitions of words.

**Future Learning:**

**Unit Expectations:**

**All:** will be able to identify the features of traditional tales and compare them to those of fractured fairy tales.

**Some:** will be able to use dictionaries to understand the meaning of words. Some pupils will be able to give their opinion on books and texts.

**A Few:** will be able to plan, create and evaluate a short film.

**Links with other subjects:**

**Art:**

**History:**

**Social Skills:**

**Media:**

<b>Pupil Asset Milestones to be achieved:</b>
<b>Subject English Reading</b>
<b>Stage ... 3</b>
Is beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and (with support) justifying inferences with evidence.
Participates in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. (Beginning to) discuss words and phrases that capture the readers interest and imagination.
<b>Stage ... 4</b>
Independently identifies main ideas drawn from more than one paragraph and summarises these accurately and concisely.
Independently identifies themes and conventions in a wide range of books.
Uses dictionaries to check the meaning of words that they have read.
<b>Stage ... 5</b>
Identifies how language, structure and presentation contribute to meaning. Shows general awareness of writer's craft
Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
Makes comparisons within and across books, commenting on similarities and differences between texts, with some explanation

Week	Session 1	Session 2	Session 3
1	<p><b>Topic: Creation of the world</b></p> <p><b>Watch</b> bbc 'odin creates the world' video'. Loki relates how Odin creates the Viking world: Asgard (for the gods), Midgard (for humans) and Jotunheim (for the giants). NB: this is a shortened version of the full Norse creation myth and emphasises Odin's role in creating the physical settings that the characters in these stories inhabit.</p> <p><b>Comprehension:</b> The big question(s) • Is Loki jokey by nature? • What are you by nature? Complete the sentence for yourself: • _____ by name _____ by nature. • Do you think the best stories were passed on by</p>	<p><b>Topic: Creation of the world</b></p> <p><b>Reading:</b> what do you remember? Retrieval and inference skills Questions to ask after watching the video. These may be used as a whole-class session or children could complete these independently. 1. Where was Loki when Odin created the world? 2. What did Odin call the land for giants? 3. Look at the description of the giants' land. Find two pieces of evidence that proves Odin did not like the giants. 4. According to the story, how did Odin make the first man and woman? 5. What did Odin say will happen to Asgard: • In</p>	<p><b>Topic: Creation of the world</b></p> <p><b>Bringing the text to life</b></p> <ul style="list-style-type: none"> <li>• Prepare pupils to interview 'Odin.'</li> <li>• What questions would you like to ask him? Encourage pupils to verbally rehearse questions related to the content of the story.</li> <li>• Display some words that can be used to start questions: Can, How, Why, Did, Do, When, What, Should, etc.</li> <li>• Remind pupils that we can use question tags after a statement to create a different style of question - eg 'You created the world, didn't you?'</li> </ul>

	<p>word of mouth?</p> <ul style="list-style-type: none"> <li>• Was Odin fair when he created the world?</li> <li>• Why do you think he used a rainbow to join Asgard and Midgard?</li> </ul> <p><b>Vocabulary</b> to discuss: Story-teller, Vikings, puzzled, frost, muttered.</p>	<p>the day _____ • In the night _____</p> <p>6. What was Odin's final touch?</p>	
2	<p><b>Topic: Creation of the world</b></p> <p><b>Grammar, Punctuation &amp; Spelling</b> There are four types of nouns: common nouns (palaces, giants, humans); collective nouns (herd, swarm, flock); abstract nouns (love, pride, happiness) and proper nouns (Asgard, Odin, Loki). Display the four different types of nouns and examples. What is a collective noun? Encourage pupils to work in pairs and define each type of noun. Teachers can scribe further examples. 3 Viking Sagas Loki relates how Odin creates the Viking world: Asgard (for the gods), Midgard (for humans) and Jotunheim (for the giants). NB: this is a shortened version of the full Norse creation myth and emphasises Odin's role in creating the physical settings that the characters in these stories inhabit.</p> <p><b>Focus on proper nouns.</b> Activity • Challenge pupils to think of as many proper nouns they can. Give headings to support them generating ideas. This can be done in small groups or pairs. Headings could include: brands, countries, names of people, religions, nationalities and languages. • Challenge pupils to create some new place names - just like Odin does.</p>	<p><b>Topic: Creation of the world</b></p> <p><b>Main writing activity:</b></p> <p><b>Descriptive writing</b></p> <ul style="list-style-type: none"> <li>• Write the the place names on the board: Jotunheim, Asgard and Midgard.</li> <li>• Use the text to pull out and scribe any language that gives us an idea of what life was like in each place.</li> <li>• Recap the senses and ask children to choose a place from the board and discuss what might be seen / heard / smelt / tasted or touched.</li> <li>• Explore what writing features we use when we are writing descriptively (noun phrases, prepositional phrases, commas in a list sentences, adverb starters).</li> <li>• In pairs or groups give pupils time to imagine what else might be in these three places. Encourage children to use their imaginations and think creatively.</li> <li>• Ask children to choose a place - Jotunheim, Asgard or Midgard - and write a description.</li> </ul>	<p><b>Topic: Creation of the world</b></p> <p><b>Proof-reading / Editing</b></p> <p>Find the mistakes Look at the sentences below and point to / correct the mistakes.</p> <ul style="list-style-type: none"> <li>• Look for correct punctuation</li> <li>• Look at the spellings</li> <li>• Look to check that the sentences make sense</li> </ul> <ol style="list-style-type: none"> <li>1. odin made a Home for his enemys first.</li> <li>2. The home for HUMANS had trees flowers rivers and people?</li> <li>3. Loki was surprised becoz midgard was so beautifull.</li> <li>4. As quick as a flash odin joined the to places whith a rainbow bridge</li> </ol>
	<b>Topic: Creation of the world</b>	<b>Topic: Creation of the world</b>	<b>Topic: Creation of the world</b>

3	<p>Diff lesson: Completing outstanding work</p> <p><b>Additional writing activities</b></p> <ul style="list-style-type: none"> <li>Imagine you are Odin. Write a speech instructing the giants how they should live their lives.</li> </ul>	<p>Diff lesson: Completing outstanding work</p> <p><b>Additional writing activities</b></p> <ul style="list-style-type: none"> <li>Write a short speech in role as a giant, a human and a god. What will each say to Odin?</li> </ul>	<p>Diff lesson: Completing outstanding work</p> <p><b>Additional writing activities</b></p> <ul style="list-style-type: none"> <li>Create a new land. You could draw it first. Use arrows and labels to show what your new land is made up of. Don't forget to give your new land a name</li> </ul>
4	<p><b>Odin's Eye</b></p> <p><b>Comparing text</b> Play all videos: Discuss similarities and differences</p> <p><a href="#">Video link:</a> norge narrator</p> <p><a href="#">Video link short.</a> Female narrator</p> <p><a href="#">Video recap</a></p>	<p><b>Odin's Eye</b></p> <p>Read script</p> <p>Answer in full sentences.</p> <p>What was Odin the god of? Where did Odin live? Why was Odin prepared to lose an eye? Describe how did Odin lose his eye?</p> <p>Describe what Odin wore when he visited earth.</p> <p>Describe Sleipnir in 4 sentences.</p> <p>Explain wisdom and why it is desirable</p>	<p><b>Odin's Eye</b></p> <p>Tell the story of how and why Odin lost his eye in your own words</p>
5	<p><b>Golden hair of Sif</b></p> <p><a href="https://www.youtube.com/watch?v=-RVY5qgWwRk">https://www.youtube.com/watch?v=-RVY5qgWwRk</a> pt1</p>	<p><b>Golden hair of Sif</b></p> <p><a href="https://www.youtube.com/watch?v=xMxxgDWPAv0">https://www.youtube.com/watch?v=xMxxgDWPAv0</a> pt2</p>	<p><b>Golden hair of Sif</b></p> <p><a href="#">Short video</a> loki cuts off sifs hair</p> <p><a href="https://www.storynory.com/sif-and-her-golden-hair/">https://www.storynory.com/sif-and-her-golden-hair/</a></p>

6	<p><b>Golden hair of Sif</b></p> <p><b>Reading</b></p> <p>what do you remember? Retrieval and inference skills Questions to ask after listening to and reading the story. These may be used as a whole-class session or children could complete these independently.</p> <p>Who was Sif married to? What did Thursday mean to the Vikings? (Thor's day; parties loud etc What was Sif responsible for? (growing crops) What did Thor like most about Sif? Why did Loki cut off Sif's hair? Highlight the text that describes Thor's reaction to Sif after her hair has been cut off. How did Loki trick the dwarfs?</p>	<p><b>Golden hair of Sif</b></p> <p><b>Bring text to life: Persuasive speech</b></p> <p>Students are to structure a convincing argument to achieve an end. Imagine you are Loki, how will you convince the dwarfs/ gnomes to make the hair for you? Think about the words that you will use. The tone of your voice and reasons why they should help you? Consider how the story tells you Loki managed to convince the dwarfs and use it to help you</p>	<p><b>Golden hair of Sif</b></p> <p><b>Grammar punctuation</b></p> <p>More on proper nouns</p>
7	<p><b>Golden hair of Sif</b></p> <p><b>Descriptive writing</b></p> <p>Imagine you are Sif.</p> <p>Describe your feelings when you wake up and somebody has cut off all your hair Use quotes from the text to help you.</p> <p><b>Or Instructions: how to make golden hair</b></p>	<p><b>Golden hair of Sif</b></p> <p><b>Proof-reading / Editing</b></p> <p>Find the mistakes Look at the sentences below and point to / correct the mistakes.</p> <ul style="list-style-type: none"> <li>• Look for correct punctuation</li> <li>• Look at the spellings</li> <li>• Look to check that the sentences make sense</li> </ul> <p>Write some awful sentences and have students correct them.</p>	<p><b>Reviewing work:</b></p> <p>Green pen your PEA Sp = spelling mistake WW = wrong word used ^ = word missing C = capital letter (missing or not needed) // = new paragraph T = tense H = homophone</p> <p><b>Re-read EBI</b> <b>Choose one section to re-write in your books putting your target into action</b></p>
8	<p><b>Topic: Vanity: at what cost?</b> Freya and the Goblins pt1</p>	<p><b>Topic: Vanity: at what cost?</b> Freya and the Goblins pt1</p>	<p><b>Topic: Vanity: at what cost?</b> Freya and the Goblins pt1</p>

	<p>Freya enters the cave of the Goblins and pays a high price for a necklace</p> <p><b>Watch</b> bbc 'freya and the goblins' part one video'. The big question(s)</p> <ul style="list-style-type: none"> <li>• Can beauty be on the inside as well as the outside?</li> <li>• Is anything 'priceless'?</li> <li>• Does everything in this world 'have a price'?</li> </ul> <p><b>Vocabulary to discuss:</b> Command, magnificent, mould, shimmering, groped, diamonds, rubies, emeralds, shovels, goblins. Pupils may benefit from seeing photographs of diamonds, rubies and emeralds.</p>	<p>Give students transcript of video</p> <p><b>Reading:</b> what do you remember? Retrieval and inference skills Questions to ask after watching the video. These may be used as a whole-class session or children could complete these independently.</p> <ol style="list-style-type: none"> <li>1. What role did Odin give to Freya?</li> <li>2. What is Freya's husband called?</li> <li>3. Why did Freya decide to go to Midgard?</li> <li>4. What did the cave smell of?</li> <li>5. According to the text, what did the goblins look like?</li> <li>6. 'Oh dear! How wrong she was!' Using what you have read, what do you think will happen next?</li> </ol>	<p><b>Bringing the text to life</b></p> <p>Go into the cave with Freya!</p> <ul style="list-style-type: none"> <li>• Take pupils into an open space and imagine that they are about to go into the cave.</li> <li>• Read the description of the cave again and encourage pupils to move around the open space as if they are about to go into the cave.</li> <li>• Discuss body shape; body language; different ways to move and some use of language.</li> <li>• How will pupils react once inside 'the cave'?</li> <li>• Choose some pupils to be goblins. Re-enact scenes from the saga.</li> </ul>
9	<p><b>Topic: Vanity: at what cost?</b> Freya and the Goblins pt1</p> <p>Grammar, Punctuation &amp; Spelling Joining sentences with 'because', 'if' and 'when' A main clause makes sense by itself. A subordinate clause includes a subordinating conjunction and does not make sense by itself. A subordinate clause can be at the beginning of a sentence or after the main clause.</p> <p>Freya went to Midgard because she wanted a new piece of jewellery. Because she wanted a new piece of jewellery, Freya went to Midgard. The subordinate clause is underlined in the sentences above. Activity</p> <ul style="list-style-type: none"> <li>• Share the three conjunctions - 'because', 'if' and 'when' - and recap that they are all subordinating conjunctions.</li> <li>• Explain how a subordinating clause can be moved in the sentence.</li> <li>• Challenge pupils to write a sentence using these conjunctions in the context of the saga.</li> </ul>	<p><b>Topic: Vanity: at what cost?</b> Freya and the Goblins pt1</p> <p><b>Main writing activity</b> Freya's diary</p> <ul style="list-style-type: none"> <li>• Talk about what a diary is: somewhere we can write about our thoughts and what has happened to us - our news.</li> <li>• If we are writing Freya's diary, we have to pretend that we are actually her.</li> <li>• Use the Resource Sheet below to plan the diary.</li> <li>• Write in the first person: use a capital 'I' as you are writing as Freya.</li> <li>• Use the past tense: you are writing about something that has already happened.</li> <li>• Think about what happened in the episode of the story. Choose which parts you will retell.</li> <li>• Plan your diary first and then write it.</li> </ul>	<p><b>Topic: Vanity: at what cost?</b> Freya and the Goblins pt1</p> <p><b>Proof-reading / Editing</b></p> <p>Improve these sentences Read the sentences below. Improve them, using everything you know about sentence structure. Add extra details and make the sentences more interesting to read.</p> <ol style="list-style-type: none"> <li>1. Odin invited Freya to his palace.</li> <li>2. Freya wanted a new necklace.</li> <li>3. The cave was very smelly.</li> <li>4. The goblins were horrible</li> </ol>

10	<p><b>Topic: Vanity: at what cost?</b> Freya and the Goblins pt1</p> <p>Additional writing activities</p> <ul style="list-style-type: none"> <li>• Create the invitation that Odin sent to Freya and her husband Odur. Remember it was for a feast at his palace. What information would need to be on the invitation?</li> </ul>	<p><b>Topic: Vanity: at what cost?</b> Freya and the Goblins pt1</p> <p>Additional writing activities</p> <ul style="list-style-type: none"> <li>• What will happen next? Using what you know so far, what might happen next to Freya?</li> </ul>	<p><b>Topic: Vanity: at what cost?</b> Freya and the Goblins pt1</p> <p>Additional writing activities</p> <ul style="list-style-type: none"> <li>• Design a new necklace. Draw it first and then explain the design. You could also explain the materials used.</li> </ul>
11	<p><b>Topic: Vanity: at what cost?</b> Freya and the Goblins Part 2</p> <p>Loki steals the necklace from Freya but is caught and must return it to Odin. <b>Watch</b> bbc 'freya and the goblins' part two video'.</p> <p>The big question(s)</p> <ul style="list-style-type: none"> <li>• Did Loki do the right thing by helping Freya?</li> <li>• Do you think Freya has learned her lesson at the end?</li> <li>• Freya did nothing wrong. Do you agree or disagree with this statement?</li> </ul> <p>Vocabulary to discuss Dared, shame, mighty, ashamed, shape-changer, nifty, vain, nabbed.</p>	<p><b>Topic: Vanity: at what cost?</b> Freya and the Goblins Part 2</p> <p>Give students transcript of video</p> <p><b>Reading:</b> what do you remember? Retrieval and inference skills</p> <p>Questions to ask after watching the video. These may be used as a whole-class session or children could complete these independently. Can you remember what happened?</p> <ul style="list-style-type: none"> <li>• Think about the episode of the story - you could watch it again.</li> <li>• What happened at the beginning? The middle? The end?</li> <li>• You will need to use the Resource Sheet below and record five events that you think are important.</li> <li>• Choose one event from the beginning; three from the middle and one from the ending.</li> <li>• Share your work with somebody else and see if you have any similarities and differences.</li> </ul>	<p><b>Topic: Vanity: at what cost?</b> Freya and the Goblins Part 2</p> <p><b>Bringing the text to life</b></p> <p>Being a shape-changer!</p> <ul style="list-style-type: none"> <li>• Discuss how Loki was able to change shape. Recap what he did.</li> <li>• Ask pupils to think about what they would change into if they could shape-change. Pupils can come to the front and mime their shapechange. Others can try to identify what they are.</li> <li>• Offer pupils the option to give some clues - like a riddle - if they do not want to act.</li> </ul>
12	<p><b>Topic: Vanity: at what cost?</b> Freya and the Goblins Part 2</p> <p><b>Grammar, Punctuation &amp; Spelling</b></p> <p>The apostrophe is used for two reasons:</p>	<p><b>Topic: Vanity: at what cost?</b> Freya and the Goblins Part 2</p> <p><b>Main writing activity</b> Loki's conscience</p> <ul style="list-style-type: none"> <li>• Play the episode again or read up the point</li> </ul>	<p><b>Topic: Vanity: at what cost?</b> Freya and the Goblins Part 2</p> <p><b>Proof-reading / Editing</b></p> <p>Change the sentence in different ways Share the sentence below and ask pupils to add more words and create a new version of the</p>



	<p>1. To show possession, when somebody / something owns something - eg Amrit's coat; the dog's tail and the boys' coats.</p> <p>2. To show contraction, when two words have been shortened to create a new word - eg I'm; can't; don't and wouldn't.</p> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look in the text (pdf) version of the story for as many examples of words with apostrophes as they can find (it's; isn't; aren't; hadn't; couldn't; there's; that's; I'd; you'll; wasn't and Freya's). Pupils could highlight or annotate the examples.</li> <li>• In pairs, ask pupils to decide if the apostrophe has been used for possession or contraction. If it has been used for contraction, ask them to write the long version of the word next to the contraction - eg you'll = you will.</li> <li>• To extend this activity ask pupils to write in role as each character from this extract and to include at least one example of a word with an apostrophe.</li> </ul>	<p>where Loki says: 'I couldn't bear to see it - so I decided to help her. How?'</p> <ul style="list-style-type: none"> <li>• Loki has a decision to make. Should he help Freya or not?</li> <li>• Share the Resource Sheet below with pupils: reasons why Loki should help Freya and reasons why Loki shouldn't help her.</li> <li>• Generate a good class discussion and model pupils giving reasons to support their views.</li> <li>• Model writing in role as Loki using some language such as: on one hand...; but on the other hand...; however; alternatively; whereas and initially.</li> <li>• Ask pupils to write as if they are Loki at that point in the story, imagining he battles with his conscience about what to do</li> </ul>	<p>sentence.</p> <p>The teacher could model some examples of how to do this: Loki changed into a bird.</p> <ul style="list-style-type: none"> <li>• Loki changed into a bird so he could help Freya.</li> <li>• Because he needed to open the clasp, Loki changed into a bird.</li> <li>• When he landed on the pillow, Loki changed into a bird.</li> <li>• Loki changed into a bird with a sharp beak.</li> <li>• Suddenly, Loki changed into a bird.</li> <li>• Loki changed into a bird really quickly.</li> </ul> <p>After collecting ideas from pupils and scribing the sentences (or displaying the above), ask them which sentence they like most and encourage them to explain why</p>
13	<p><b>Topic: Vanity: at what cost?</b> Freya and the Goblins Part 2</p> <p>Additional writing activities</p> <ul style="list-style-type: none"> <li>• Choose a character and write a diary entry for them. Which event will you recount?</li> </ul>	<p><b>Topic: Vanity: at what cost?</b> Freya and the Goblins Part 2</p> <p>Additional writing activities</p> <ul style="list-style-type: none"> <li>• Do some research about precious stones like diamonds, rubies and emeralds. Create some fact files explaining where these stones are found; what they look like and why they are so expensive.</li> </ul>	<p><b>Topic: Vanity: at what cost?</b> Freya and the Goblins Part 2</p> <p>Additional writing activities</p> <ul style="list-style-type: none"> <li>• Create a thank you letter from Freya to Loki. Explain why you are thanking Loki and describe how grateful you are.</li> </ul>
14	<p><b>Topic: Vanity: at what cost?</b> Freya and the Goblins Part 2</p> <p>Additional writing activities</p> <ul style="list-style-type: none"> <li>• What does Heimdall think? Write a speech in role as Heimdall. Is he satisfied with Odin's response at the end?</li> <li>•</li> </ul>	<p><b>Topic: Vanity: at what cost?</b> Freya and the Goblins Part 2</p> <p>Additional writing activities</p> <p>Create a magical spell of your own. Think about what magical trait you would like to have. Also think about what you would say to conjure up your spell.</p>	

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16	<b>Character focus Thor and Loki</b> <a href="https://www.youtube.com/watch?v=49525PlcObc">https://www.youtube.com/watch?v=49525PlcObc</a>	<b>Character focus Thor and Loki</b> <a href="https://www.youtube.com/watch?v=Uu4qHURgSz4">https://www.youtube.com/watch?v=Uu4qHURgSz4</a>	<p>Our days of the week are named in honor of Norse gods.</p> <p>Sunday: For Sol, goddess of the sun, Sun's day  Monday: for Mani, goddess of the moon, Mani's day  Tuesday: For Tyr, god of war, Tyr's day  Wednesday: For Odin, the Raven God, sometimes known as Woden, Woden's day  Thursday: For Thor, god of strength and storms, Thor's day  Friday: For Frigg, goddess of marriage, Frigg's day  Saturday: Saturday did not come from the Vikings. It came from the ancient Romans - Saturn's day</p>
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