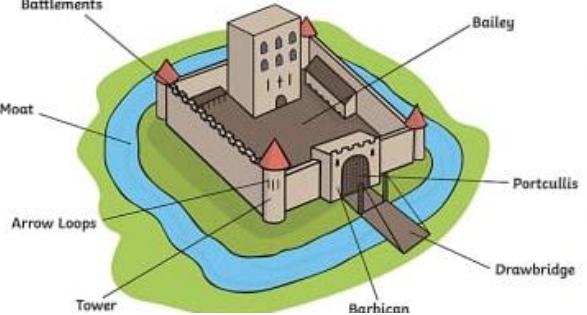


## Timetable Monday 6<sup>th</sup> April

<b>Reading Mission:</b> 30 minutes	<p><b>Children to read or support them to read this short piece of information:</b></p> <p><b>Fun Facts!</b> • A castle is where a lord or noble, such as a prince, lives. • Castles have some similarities with palaces and fortresses. • They used to use earth and timber to build castles, but now stone is used.</p> <p><b>Features of a Castle</b> • The main castle gate or door was hard to break through because it was usually made from thick, iron-studded wood. • Moats surround the castle and are usually filled with water. They were there to make it harder for enemies to tunnel underground and enemies could be spotted easily trying to swim or row across. • Drawbridges could be pulled up to stop enemies getting across. • Gate towers were useful for shooting down from. • The high ground that castles were built on meant the defenders could have a clear view of the surrounding area. • The high walls of the castle made it difficult for enemies to climb. • The curtain walls around the castle were tall and thick, to shield the castle. • The flanking towers built in the curtain walls, were where defenders could view and attack enemies from</p> <p><b>After they can answer these questions, these can be verbal answers or they could be written down or typed. Children could even draw their responses.</b></p> <ol style="list-style-type: none"><li>1. Who lives in a castle?</li><li>2. What were castles made from originally and after that?</li><li>3. What was the main castle gate or door made from?</li><li>4. Where are moats?</li><li>5. What could drawbridges do?</li><li>6. Where was it useful to shoot down from?</li><li>7. What did the high walls make it difficult to do?</li><li>8. What is the name of the two types of towers?</li></ol> <ol style="list-style-type: none"><li>1. <i>Lords and nobles live in castles</i></li><li>2. <i>Earth and timber were used to build castles</i></li><li>3. <i>The main castle gate was usually made from thick iron studded wood.</i></li><li>4. <i>Moats surround the castles and are usually filled with water.</i></li><li>5. <i>Drawbridges could be pulled up to stop enemies getting across</i></li><li>6. <i>Gate towers were useful to shoot down from</i></li><li>7. <i>The high walls made it difficult to climb into the castle</i></li><li>8. <i>Gate tower and flanking tower</i></li></ol>
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<b>Writing Mission:</b> 30 minutes	<p>Can you draw and label a castle?  Here is an example below.</p> <p style="text-align: center;"><b>Parts of a Castle</b></p>  <p>Afterward practise spelling the labelled words using look, say, cover, write and check.</p>																																																								
<b>Say, cover, write and check</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>look</th> <th>say</th> <th>cover</th> <th>write</th> <th>check</th> <th>correction</th> </tr> </thead> <tbody> <tr> <td>Battlements</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Moat</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Arrow loops</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>tower</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>barbican</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>drawbridge</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Bailey</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		look	say	cover	write	check	correction	Battlements							Moat							Arrow loops							tower							barbican							drawbridge							Bailey						
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<b>Maths Mission:</b> 30 minutes	<p><u>Adding and subtracting – Do these in your head or use a numberline or drawings to help.</u></p> <ol style="list-style-type: none"> <li>1. <math>15 + \boxed{\quad} = 20</math></li> <li>2. <math>20 - \boxed{\quad} = 15</math></li> <li>3. <math>25 + \boxed{\quad} = 35</math></li> <li>4. <math>25 - \boxed{\quad} = 15</math></li> <li>5. <math>\boxed{\quad} + 70 = 100</math></li> <li>6. <math>\boxed{\quad} - 40 = 60</math></li> <li>7. <math>\boxed{\quad} + 10 + 10 = 30</math></li> <li>8. <math>5 + 5 + 5 = \boxed{\quad}</math></li> <li>9. <math>50 - \boxed{\quad} = 40</math></li> <li>10. <math>20 + 20 + 20 = \boxed{\quad}</math></li> </ol> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p style="text-align: center;"><b>Mastery Problem</b></p> <table style="margin: auto;"> <tr> <td></td> <td><math>= 5</math></td> <td></td> <td><math>= 10</math></td> </tr> <tr> <td></td> <td><math>= 2</math></td> <td></td> <td><math>= 3</math></td> </tr> <tr> <td>1) </td> <td><math>+ \quad</math></td> <td></td> <td><math>= \boxed{\quad}</math></td> </tr> <tr> <td>2) </td> <td><math>+ \quad</math></td> <td></td> <td><math>= \boxed{\quad}</math></td> </tr> <tr> <td>3)</td> <td></td> <td><math>+ \quad</math></td> <td></td> <td><math>+ \quad</math></td> <td></td> <td><math>= \boxed{\quad}</math></td> </tr> </table> </div>		$= 5$		$= 10$		$= 2$		$= 3$	1)	$+ \quad$		$= \boxed{\quad}$	2)	$+ \quad$		$= \boxed{\quad}$	3)		$+ \quad$		$+ \quad$		$= \boxed{\quad}$																																	
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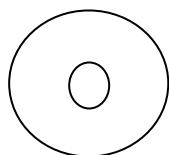
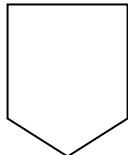
**Topic Mission:  
Day 1**

By the end of this mission the children will have designed their own shield.

Things to consider:

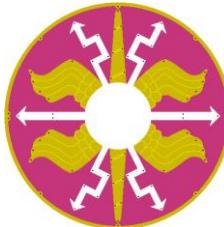
Shield shape; This depended on which time in history you would like your knight to come from.

They were generally round or kite shaped.



Pictures used to show coats of arms (the family emblem) or pictures of things they had defeated – you could draw a dragon, or an ogre.

Background was normally one solid colour. Red was the color of a warrior and nobility. Other colors included blue for truth and sincerity, black for piety and knowledge, and green for hope and joy.



These Missions have been designed to be accessible, using little resources and most importantly fun for your children to complete. Please use what you can, any resources you do not have could be substituted for something else and suggestions have been made for this where possible.