

Week 2 (27.4.20 – 1.5.20) overview – The Ancient Greeks themed (ish)

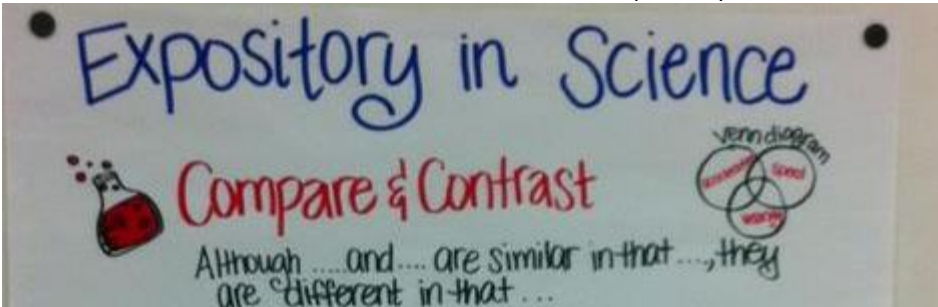
We've tried to create some learning here that requires less / no screens – amazing! So, if you wanted to go screen free completely for a day or more you could, nearly all the sheets enclosed can be done without using a screen. The use of the internet here will teach or clarify that's all. That said, doing the education city online task before the sheet here will, most likely, be most beneficial. If/when using Education city online, the tasks are also in the "My Classwork" folder ready and waiting to be used, no need to search for them this week.

Timetable & Printing tips

If there is an Education City task we've put "Ed City" in the Name of Activity box as well and shown if it is tablet friendly (TF ☺) – all of them are.

Don't be intimidated by this suggested timetable, it is merely a guide and you are free to do as much or as little as you wish. Re: printing, there are 29 sheets here and printing 2 per page might be advisable from page 5 – 29.

<u>Day</u>	<u>Subject</u>	<u>Name of Activity</u>	<u>What are we learning?</u> Description of what to do (only if needed – most of this is obvious from the sheet but look here if stuck)
1	Reading	By the Book Ed City (TF ☺)	<u>Read a passage and identify the different types of figurative language which the author has used, evaluating the impact that it has on the reader.</u> Use a RULER to match the descriptions to the definitions...do what you know first, you do not have to do them starting from the top
1	Writing	Been There, Dune That Ed City (TF ☺)	<u>Use the correct homophones</u> "Homo" means same and "phone" means sound so homophones are words that sound the same but have different meaning. Here you get to learn the correct word for the correct occasion. Some of the words are not homophones but are words that get confused or muddled by some children (are / our for example).
1	Maths	I Predict a Chariot Ed City (TF ☺)	<u>Identify the date written in Roman numerals and then place these dates into the correct order</u> Roman Numerals are like code breaking. TIPS – you can never have more than three of the same letter. You also have "one less than" for 4 or 9, 14, 19 the nearest 5 or 10. 99 is NOT 1 less than 100 but is 10 less than 100 and 1 less than 10 = XCIX . THINK CODE BREAKING and you'll find it enjoyable (probably!). This tip and the code are also on the sheet.
1	Geography / History	Where is Greece?	<u>Can I use a map to find places?</u> Using the enclosed map of countries that is blank and the map of countries that are already filled out, label up the countries on the map. Think about which countries are near to Greece as you label up the map ready for discovering more about who were the Ancient Greeks tomorrow.
2	History / Reading	Who were the Ancient Greeks?	<u>Can I discover some key ideas about the Ancient Greeks?</u> USE YOUR OWN PAPER FOR THIS – NOTHING IN THE PACK TO GO WITH THIS We would like you to discover all about Ancient Greece using any encyclopaedia at home or the websites suggested below – enjoy the reading but you won't need every piece of information you read so skim over some facts that you won't need. Create a poster with the facts you find out. Here are some of the areas you can research further: Clothing Housing Entertainment and leisure Religion – Gods Sea travel and warfare

			If you want to share your poster once you have completed it we can pop it on our website for the rest of the year group to see. If your parents are happy for you to be on the school website, you could ask them to take a photo of you holding it or alternatively you can just photograph the poster alone. There are some Year 3 examples up already in the gallery.
2	Reading	Who were the Ancient Greeks?	<u>Can I skim and scan to retrieve useful information?</u> USE YOUR OWN PAPER FOR THIS – NOTHING IN THE PACK TO GO WITH THIS Using Skimming (not reading every word but trying to capture the main ideas quickly) and Scanning (looking out just for key words in the area you are wanting to read) create a poster about the Ancient Greeks – see History box below for more information.
2	Writing	Layout challenge	<u>Can I use heading and sub-headings and other layout features to arrange my facts?</u> USE YOUR OWN PAPER FOR THIS – NOTHING IN THE PACK TO GO WITH THIS Use headings for MAIN ideas and sub-headings for smaller, secondary ideas, think carefully about your layout for your poster. You could use a different colour for headings, or shade over the top of headings in one colour with coloured pencils to make them all look the same and use CAPITAL LETTERS. Here is a brief example but your will be better! 
2	Maths	Free Choice	<u>Can I practice and area of learning I am finding hard?</u> USE MATHEMATICS FOR THIS – NOTHING IN THE PACK TO GO WITH THIS Use Mathematics to work on an area of learning you find challenging – fractions perhaps or converting measures – two areas that many of you find a challenge.
3	Reading	Alligator Alliteration Ed City (TF ☺)	Identify different poetic elements and devices – this is a task that will really challenge some so if you only do the online activity that is fine! You could use Monday's task to help you out. The suggestion to read some poetry at the end of the sheet has some great fun poems, try to read them aloud as if you were performing them. Reading them aloud will help you understand them the best too.
3	Writing	Jungle Dash Ed City (TF ☺)	<u>Identify the correctly punctuated sentence. Indicate where to add the correct punctuation in a sentence</u> Using dashes, semi-colons and colons. A challenge! TOP TIP – THEY WORK A BIT LIKE A COMMA WOULD, take a breath / pause is what they show. For the written activity we suggest you look at the answer sheet for the first one of each section to help you / give you a clue BUT you must also THINK about why it (-;:) was put where it was!
3	Maths	Below Zero Ed City (TF ☺)	<u>Solve problems involving negative numbers</u> Negative numbers practically are thermometers and colder temperatures below zero. To help with this activity sheet it is also useful to remember that < and > do not need to be remembered as to what they mean simply that the smaller number “eats” the larger number so an example would be $-1 < 3$ with < being like an open jaw eating 3. $=$ means is the same as so $3 = 3$ (3 is the same as 3) or $3 = 1 + 2$ (3 is the same as 1 add 2).
3	History	Mask time	<u>Can I create an Ancient Greek Mask?</u>

			Using the website https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zgpdjxs (or if typing in https://tinyurl.com/ybsyvlo9) discover more about Ancient Greek culture then using the sheet in the pack – Read the statement about Greek Masks then colour in the statements which are true. Then design a mask of your own if you wish.
4	Reading / History	Trireme fact finding	<u>Can I read and retrieve facts?</u> Either using the sheet in the pack (copied from the website) or using the website (links at the top of the activity sheet), read the information then answer the questions about the awesome Greek invention of the Trireme. EXTRA – if you like Minecraft there is a link to a video showing how to make one
4	Writing	Gorgon in 60 seconds Ed City (TF ☺)	<u>Recognise near-homophones (spelling)</u> Read the definition and write in the words
4	Maths	Counting in Ancient Greek	<u>Can I use Ancient Greek numbers?</u> A bit like the code breaking from yesterday but today using Ancient Greek numbers. No Answer sheet for this one as they will vary
4	History	Groovy Greek Grub	<u>Can I use information to recreate history?</u> Use the descriptors to create / draw a plate of food from Ancient Greek times... https://tinyurl.com/qndd8tu if typing or https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zc8yb9q if clicking has more information that might interest you
5	Reading	Sequencing King Midas	<u>Can I sequence?</u> First summarise the main events of the story, perhaps out loud to a parent. Then as time allows, retell in simple picture form the story of King Midas. You might just use a large crown to show the King and put a face upon it. A smaller crown for his daughter etc. Maybe use emojis!
5	Writing	Bad Hair Day Ed City (TF ☺)	<u>Recognise near-homophones and words that are often confused</u> Read the text and then underline the incorrectly spelt words that are all homophones or similar. Clue - 18 to find, 8 on the first page and 10 on the second Then & only optional remember, have a go at retelling the story from the point of view of Cyclops using the sheets provided immediately after the Bad Hair day sheets.
5	Maths	Free Choice	The Master and Master Master question sheets have been included in this pack – can you do them each correctly? Can you do them in less than 5 minutes? If you want more maths for today use Mathletics (see below) <u>Can I practice and area of learning I am finding hard?</u> USE MATHLETICS FOR THIS Use Mathletics to work on an area of learning you find challenging – fractions perhaps or converting measures – two areas that many of you find a challenge.
5	History	Greek Vase Jigsaw	<u>Can I uncover clues about the Ancient Greeks?</u> Carefully cut out the different pieces of this Greek vase jigsaw, then piece them back together for a fun puzzle and colour activity.

Useful Websites to accompany the History learning

<u>Description</u>	<u>Link</u> – easy to click on an onscreen copy, but if working from a paper copy the TinyURL will take you to the same place and is less complicated to type in	<u>Tiny URL</u> – shorter link, easier to type in if working from a paper copy
	<u>Websites to read</u>	
An overview of lots to do with Ancient Greek Life from the BBC	https://www.bbc.co.uk/bitesize/topics/z87tn39	https://tinyurl.com/y5n3fbln
Thorough written overview about the Ancient Greeks, top 10 facts, a timeline, did you know etc.	https://www.theschoolrun.com/homework-help/greek-life-and-culture	https://tinyurl.com/yb37jl8a
Detailed overview about the Ancient Greeks, broken down into different tabs for subject area	http://www.primaryhomeworkhelp.co.uk/Greece.html	https://tinyurl.com/zvn52ge
	<u>Websites with videos to watch</u>	
National Geographic overview of Ancient Greece – some grown up words used (Y5 children may not understand)	https://www.youtube.com/watch?v=6bDrYTXQLu8	https://tinyurl.com/ybmg3y2a
NOTE about these TED ed videos - Grown up language but worth a look with a parent (to help with the language). The suggested videos afterwards are about other ancient civilisations and have not been previewed by us		
TED talk animation Life of an Athenian	https://ed.ted.com/lessons/a-day-in-the-life-of-an-ancient-athenian-robert-garland	https://tinyurl.com/yawyekvh
TED talk animation about Sparta – a VERY different city state to Athens!	https://ed.ted.com/lessons/this-is-sparta-fierce-warriors-of-the-ancient-world-craig-zimmer	https://tinyurl.com/yalj8o27
TED talk animation about Music & the Ancient Greeks – interesting!	https://ed.ted.com/lessons/music-and-creativity-in-ancient-greece-tim-hansen	https://tinyurl.com/yapzq3ar

The More Open tasks for this week – check the year 5 area of the website for fun / alternative other learning opportunities:

<https://www.st-marys-jun.hants.sch.uk/page/?title=Year+5&pid=321> or <https://tinyurl.com/y766qujv>

If you've not looked recently do scroll back through the last week at some of the suggestions as well as this weeks.

As always – do email in any learning that you are really pleased with or any feedback that you have that might help.

Many thanks and best wishes,

The Year 5 team



Name: _____ Class: _____

Connect each statement with the correct figure of speech.

1 The wooden bridge groaned loudly under the weight of the marching boots.

Onomatopoeia

2 The old lady's front room became a prison when she hurt her leg and couldn't go out anymore.

Sensory language

3 His hair was as soft and golden as dripping honey.

Oxymoron

4 Eating eggs gave Emily lots of energy.

Personification

5 She tried to act naturally when she entered the restaurant.

Alliteration

6 The pony went clip clop down the road towards her stable.

Metaphor

7 The rider felt the reins being painfully tugged from her fingers as her horse galloped across the open field.

Simile

Connect each statement with the correct sense it is appealing to.

8 The smooth hard pebble felt cold in her hand, unlike the ridged rough shell she found washed up on the beach.

Sight

9 The sky was a swirling mixture of pink and orange, fighting against the approaching blanket of the inky black night's sky.

Touch

10 In the distance, the thundering sound of hooves pounding on the dry, parched ground was followed by birds squawking in anger at the disturbance.

Taste

11 The familiar comforting flavour of the soup immediately reminded her of home.

Smell

12 The ancient tractor's fumes enveloped the yard, evoking memories of times gone by.

Sound





Been There, Dune That

Activity Sheet



EducationCity

Name: _____ Class: _____

Read each of the cryptic clues and then underline the correct pair of homophones that match the riddle.

1	Letters and parcels sent by post, but only to boys.	be bee	bare bear	mail male
2	Told to go and get a perfume.	scent sent	leak leek	sail sale
3	The sheep were very noisy.	waste waist	see sea	heard herd
4	A story on the end of a horse.	tail tale	no know	sight site
5	Feeling weary and impatient with a flat piece of wood.	board bored	urn earn	him hymn
6	Will it be rainy or dry, will it be sunny or cloudy?	rain reign	whether weather	key quay
7	Pay to borrow something to take up the mountain.	heel heal	ewe you	higher hire
8	They were selling things from under the house.	cellar seller	bye buy	beech beach
9	Propel something with force through the air, and between the posts.	week weak	threw through	stair stare
10	Be aware of through observation of the goods being sold.	new knew	reign rain	leak leek

Write the correct word to complete the sentence.

11	They couldn't wait to go home to _____ new house.	their	there
12	"_____ coming back for tea today?" asked Mum.	Whose	Who's
13	Dad had a new _____ fitted to his car to help him park.	devise	device
14	"Am I _____ an apple in my packed lunch?" asked Manu.	allowed	aloud
15	He _____ the birds singing in the trees.	herd	heard



I Predict a Chariot

Activity Sheet

Name: _____

I = 1 V = 5 X = 10 L = 50 C = 100
D = 500 M = 1000

EducationCity

See the tips at the bottom of this sheet

Write the year that is written in Roman numerals.

- | | |
|--------------------|-------------------|
| 1 CLXXIV = _____ | 2 CCCLXIX = _____ |
| 3 CDXIX = _____ | 4 DIV = _____ |
| 5 CMXXXVII = _____ | 6 CMXCIX = _____ |
| 7 CCIX = _____ | 8 DCXL = _____ |
| 9 DCCLI = _____ | 10 CXLI = _____ |

Draw a line to match the dates.

Queen Victoria came to the throne.
1837

MCMLXIX

The first man walked on the moon.
1969

MCMLXXXI

First car
1885

MDLXIV

Blenheim Palace completed.
1724

MDCCCXXXVII

Queen Elizabeth I dies.
1603

MCMXVIII

Olympics held in Sydney, Australia.
2000

MCMLXXVII

First laptop
1981

MM

End of World War I
1918

MDCCCLXXXV

First Star Wars film released.
1977

MDCIII

William Shakespeare was born.
1564

MDCCXXIV

TIPS – you can never have more than three of the same letter. You also have “one less than” for 4 or 9, 14, 19 the nearest 5 or 10. 99 is NOT 1 less than 100 but is 10 less than 100 and 1 less than 10 = XCIX

Can I use a map to find where places are?

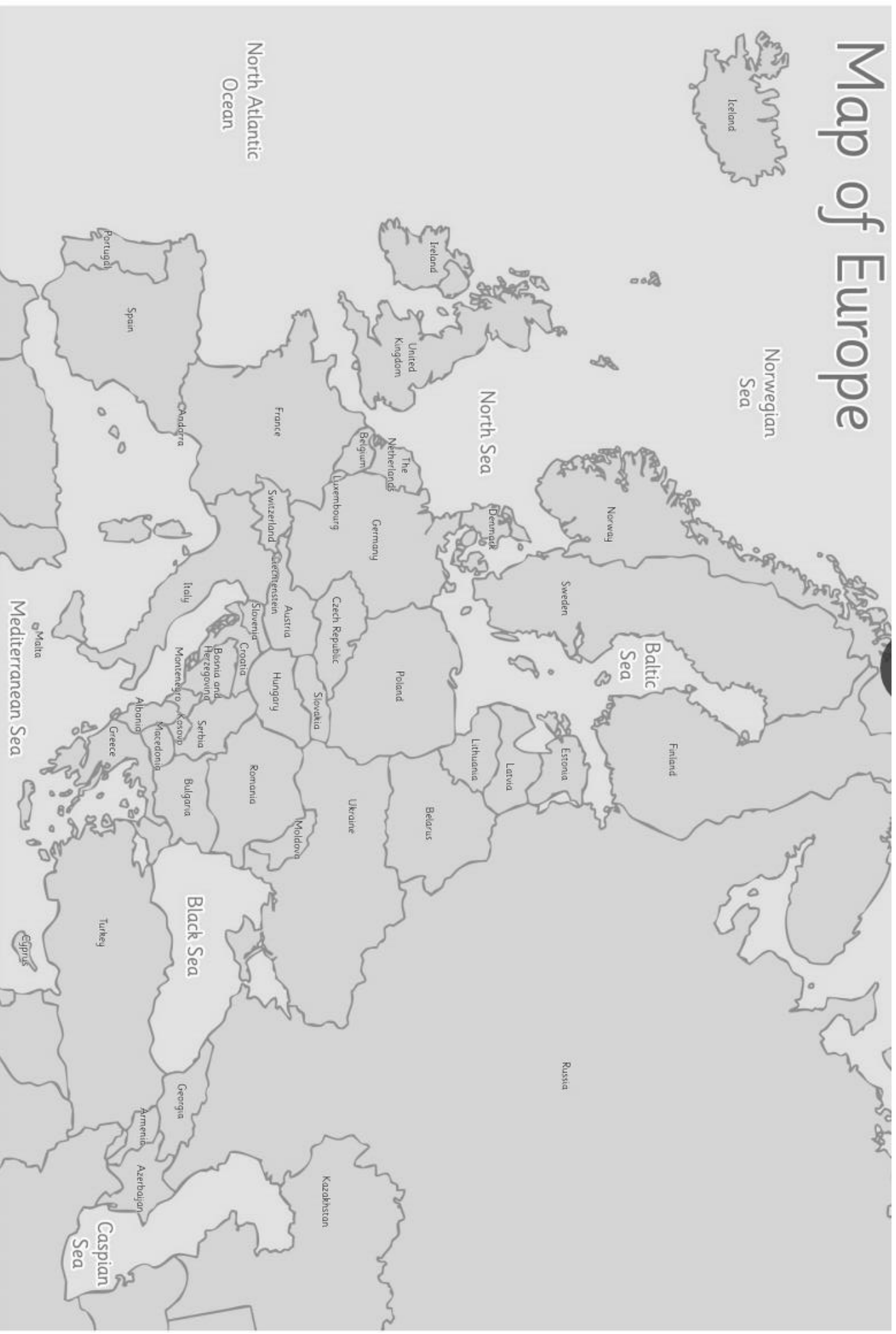
Use the next sheet and label up the following by adding colour to each country listed below. No need to write on the map.

NOT a fan of colouring in? Simply draw around the outside edge (border) of the country instead or use cross hatching (draw straight lines across the country) in the colour instead.

Colour Used							
Country	UK	Greece	Spain	Italy	Turkey	Mediterranean Sea	Black Sea



Map of Europe





Name: _____ Class: _____

Write a description, and give an example for each of these poetic devices.

simile	
personification	
rhyme	
alliteration	
onomatopoeia	
metaphor	
rhythm	
repetition	



Name: _____ Class: _____

assonance	
hyperbole	
irony	
cliché	
pathos	

Now read some well known poetry, and see if you can identify any poetic devices that the poet has used.

Here are some well-known poems that you could read :

"Now we are six" by AA Milne
"The owl and the pussycat" by Edward Lear
"The Quangle Mangle's Hat" by Edward Lear
"The Crocodile" by Lewis Carrol
"The Highwayman" by Alfred Noyes
"On the Ning Nang Nong" By Spike Milligan





Name: _____ Class: _____

Choose the sentence that has been punctuated correctly.

- 1 **a** The group got up early for the birdwatch – it was going to be a long day.
b The group got up – early for the birdwatch it was going to be a long day.
c The group got up early – for the birdwatch it was going to be a long day.
- _____

- 2 **a** The menu looked very inviting all the group were – ready for dinner.
b The menu looked very inviting – all the group were ready for dinner.
c The menu – looked very inviting all the group were ready for dinner.
- _____

- 3 **a** There were animal – noises coming from the dense forest Stig was worried.
b There were animal noises – coming from the dense forest Stig was worried.
c There were animal noises coming from the dense forest – Stig was worried.
- _____

- 4 **a** There were plenty of activities: available kayaking, mountain biking and water rafting.
b There were plenty of activities available: kayaking, mountain biking and water rafting.
c There were: plenty of activities available kayaking, mountain biking and water rafting.
- _____

- 5 **a** The menu had lots of variety: curry, fish stew and Piri piri chicken.
b The menu: had lots of variety curry, fish stew and Piri piri chicken.
c The menu had lots of variety curry: fish stew and Piri piri chicken.
- _____



Name: _____ Class: _____

6 a Klara: had two choices stay at the lodge, or go on the trip.

b Klara had two choices: stay at the lodge, or go on the trip.

c Klara had two choices stay at the lodge: or go on the trip.

7 a The forest was dense; there was vegetation everywhere.

b The forest was dense there was vegetation; everywhere.

c The forest; was dense there was vegetation everywhere.

8 a Klara and Stig were late; for the plane they hoped they wouldn't miss their flight.

b Klara and Stig; were late for the plane; they hoped they wouldn't miss their flight.

c Klara and Stig were late for the plane; they hoped they wouldn't miss their flight.

9 a There were plenty of activities: available kayaking, mountain biking and water rafting.

b There were plenty of activities available: kayaking, mountain biking and water rafting.

c There were: plenty of activities available kayaking, mountain biking and water rafting.





Name: _____ Class: _____

Correct the sentence, by adding punctuation.

Add a semicolon.

- 10 A safari is a great holiday full of exciting animals.
- 11 Klara was a little clumsy she dropped her dinner.
- 12 The rhino walked across their path it was a magnificent beast.

Add a dash.

- 13 The wildlife was amazing there was so much to see.
- 14 The sun rose from behind the mountains the wildlife stirred in the trees.
- 15 Fireflies flew in the twilight they were an incredible sight.

Add a colon.

- 16 Stig spotted creatures at the fruit feeders toucans, squirrels and humming birds.
- 17 There was water all around them waterfalls, rivers and pools.
- 18 Stig was missing his friend Sten.



Below Zero

Activity Sheet



EducationCity

Name: _____ Class: _____

Compare the numbers.

Write the correct symbol to complete the number sentences: $<$, $=$ or $>$.

1 $-5,523,984$ $5,523,984$ 2 $215,387$ $251,387$

3 $-384,635$ $-348,635$ 4 $448,478$ $-516,894$

5 $-216,650$ $-498,354$ 6 $254,651$ $-583,212$

7 $-1,863,684$ $1,984,643$ 8 $651,654$ $-660,612$

9 $-18,961$ $5,631$



Write the numbers in order from largest to smallest.

10

153,981	-247,315	71,832	135,000	-43,715	-372
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Largest

Smallest

--	--	--	--	--	--

11

-986,510	846,632	12,847	-6,508	-83,899	-712,986
----------	---------	--------	--------	---------	----------

Largest

Smallest

--	--	--	--	--	--



Ancient Greek Mask Activity

Read the statements about Greek masks, research the information and colour in the statements which are true.



Greek masks had large mouths to help project sound all around the theatre.

Many masks have survived so we know what they looked like.

Masks were made to be comical or grotesque, depending on the role.

They were made from hair, wood, linen and cork.

The use of masks came about from worshipping the god, Zeus.

Masks were usually small that only the people sitting at the front could see the facial expressions.

The use of masks meant actors could play more than one role.

Now, on a separate piece of paper can you design an Ancient Greek mask, label the features and materials used and explain the purpose of them?

Can I read and retrieve facts?

Triremes were part of the legacy of the Ancient Greeks, but what were they?

<https://kids.kiddle.co/Trireme> if clicking on screen or <https://tinyurl.com/ybl3p4k9> if typing in to see all the pictures

Look at the site and read through what a Trireme was and why it was important in Greek life (a copy of it is on the next page if you are limiting screen time).

EXTRA

https://www.youtube.com/watch?v=qf_sgORMG0c if clicking on screen or <https://tinyurl.com/y7xpw64j> if typing in

For those Minecraft fans, see how to construct your own Trireme trying to construct your own version out of paper and send us a photograph to put on the website.

Can you find out: Why Triremes were so important in Greek life?

How long they were in use for?

Why were they so fast in the water?

What other vessels at that time could catch them?

How many men rowed on a Trireme and were they slaves of Greece?

[Kids Encyclopedia Facts](#)



A Greek trireme.

A **Trireme** is an ancient [oar](#)-driven [warship](#) powered by about 170 oars men. It was long and slender, had three tiers of oars and one sail. On the bow was a battering ram that was used to destroy enemy ships. The tip of the ram was made of [bronze](#) and could easily slice through the side of a wooden ship.

The Trireme was used by people of the [Mediterranean Sea](#) from the 7th to the 4th century BC and gets its name from its three rows of oars on each side, manned with one man per oar. The rowing men were not [slaves](#), but were free men who were paid to row. In [Ancient Greece](#), soldiers (called [Hoplites](#))) had to buy their own armour and weapons so men too poor to afford them became trireme rowers in wartime. They had to have a lot of practice at rowing as, during a battle, the ship had to be able to stop, start and turn very quickly.

As well as the rowing men, there were 30 others on a trireme. Some of these were sailors who worked the sail, others were soldiers who shot arrows and tried to get onto enemy ships, to attack their crews with swords and spears. The man who steered the trireme was called a *kubernete* by the Greeks. From this we get the English word [Governor](#), for a person who leads a state.

Because there were many men crowded onto a small ship, triremes could not stay at sea very long. Often, they came to land each evening. The crew would pull the trireme out of the water and then sleep next to it on the beach.

Before a battle, the mast and sail were taken off and left on the shore. In battle, triremes would attempt to ram or board each other. Some triremes had [catapults](#) and [ballistas](#) on them, but they were hard to use in battle. Many ancient sea battles involved hundreds of triremes. In the [Battle of Salamis](#), there were around 360 ships on the Greek side and 600 to 800 ships on the Persian side.



Fleet of triremes made up of photographs of the modern full-sized replica *Olympias*



WORDS: fair, fare, idle, idol, week weak, plain, plane, route, root, waist, waste, guessed, guest, hall, haul, peace, piece, proceed, precede

Write the correct homophone for each of the definitions:

- 1 To go in front of: _____
To go forward or onward: _____
- 2 A state of harmony between people: _____
A portion or part that has been separated from a larger section: _____
- 3 To avoid work: _____
A greatly loved or admired person: _____
- 4 Having little physical strength or energy: _____
A period of seven days: _____
- 5 Something that is simple in style: _____
A vehicle with wings that flies through the air: _____
- 6 The way to get from one place to another: _____
The part of the plant that grows underground: _____
- 7 Part of the human body above the hips, and below the ribs: _____
Unwanted or unusable material: _____
- 8 To have concluded something without sufficient information: _____
A person staying at a hotel: _____
- 9 A corridor or passageway in a building: _____
To pull or drag something that is heavy: _____
- 10 To treat people equally: _____
The money paid for a journey on public transport: _____



Can you think of 5 more sets of homophones?

- 11 _____ , _____
- 12 _____ , _____
- 13 _____ , _____
- 14 _____ , _____
- 15 _____ , _____

Ancient Greek numbers

Alpha	Beta	Gamma	Delta	Epsilon	Zeta	Eta
A α	B β	Γ γ	Δ δ	E ε	Z ζ	H η
1	2	3	4	5	7	8
Theta	Iota	Kappa	Lamda	Mu	Nu	Xi
Θ θ	Ι ι	Κ κ	Λ λ	Μ μ	Ν ν	Ξ ξ
9	10	20	30	40	50	60
Omicron	Pi	Rho	Sigma	Tau	Upsilon	Phi
Ο ο	Π π	Ρ ρ	Σ σ ς	Τ τ	Υ υ	Φ φ
70	80	100	200	300	400	500
Chi	Psi	Omega	Digamma	Stigma	Koppa	Sampi
Χ χ	Ψ ψ	Ω ω	Ϝ	Ϛ	Ϟ	Ϡ
600	700	800	6	6	90	900

Can you use the Ancient Greek number system to write:

1. your age?
2. the date of your birthday?
3. the number of people living in your house?
4. the number of children in your class?
5. the number of children in the school?
6. the age of a parent?
7. the number 550?
8. the number 443?
9. the number 824?

Finally, try doing ten arithmetic problems using this system. Why is this a difficult task?

King Midas and the Golden Touch

King Midas was a greedy man. He collected gold and even counted it in his sleep.

King Midas had a daughter and she wished she could spend more time with her father but he was always busy with his collections of gold.



One day, a strange creature came to see the King. He was half man and half goat and he was called a Satyr. The King allowed the Satyr to pick some of his fruit and because of this the Satyr was very pleased. He told the King that he could wish for anything he wanted and his wish would come true.

Of course, the King wished for more gold. He asked the Satyr to make everything he touched turn to gold. The wish was granted. Sure enough, everything that the King touched did turn to gold.

The trouble was, when the King got hungry, he could not touch his food because it too, became gold. The King began to feel worried. His daughter came to see him and he was afraid to touch her in case she changed to gold.



The King ran to find the Satyr and begged him to take the spell away from him. He said that he was sorry for being so greedy and that he had learned his lesson. The Satyr told the King to bathe in the river. The King did as he was asked and the spell was lifted.

Immediately, the King ran to his daughter and hugged her. All of a sudden, he knew the meaning of happiness!

Now use simple drawings to show the sequence of events in the story

Ancient Greeks ate:

bread olives figs
cheese dried fish fruit
vegetables soups salads
garlic onions



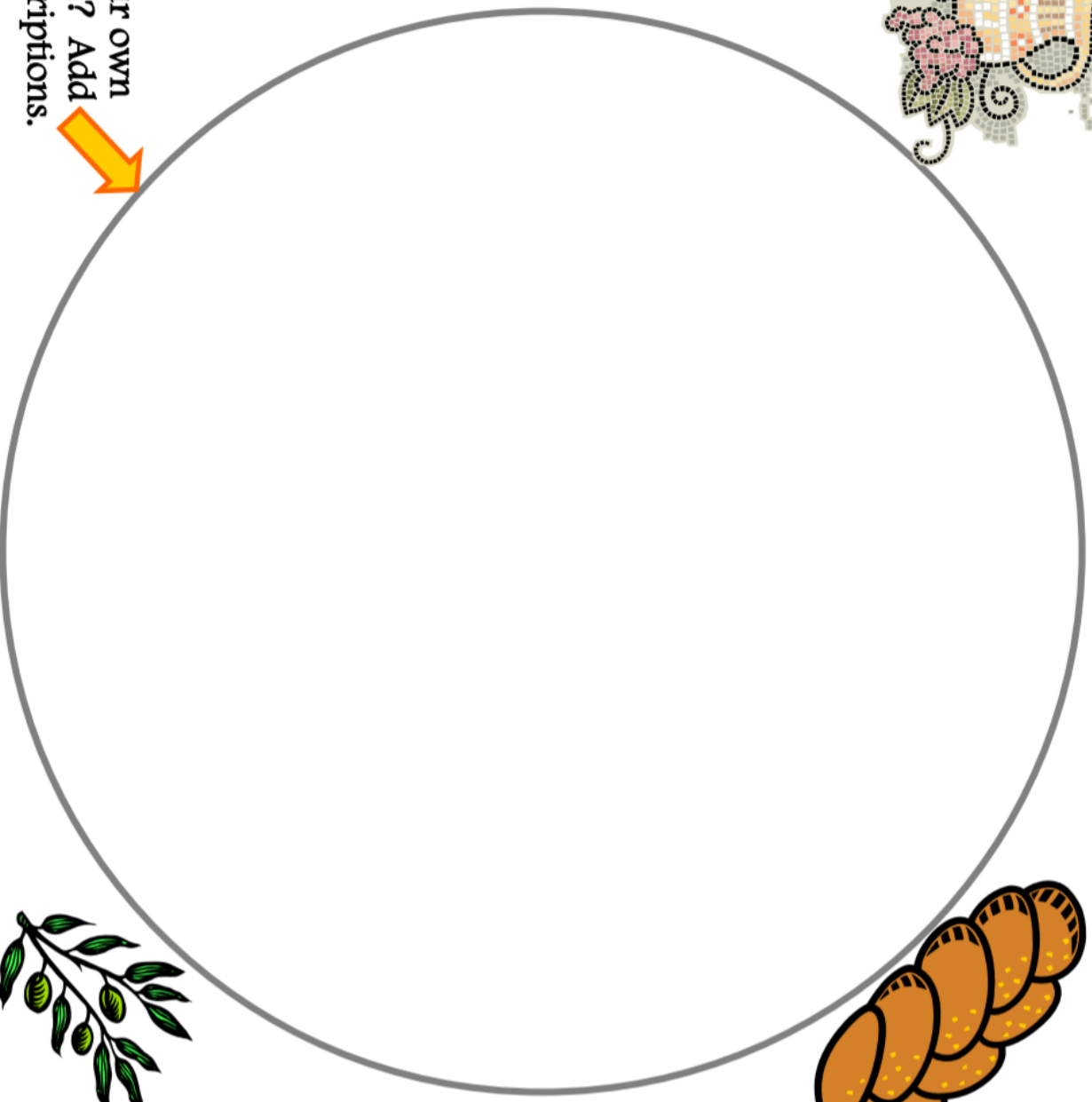
They also drank wine. There was no sugar in Ancient Greece but they added honey to sweeten their dishes.

Did you know?

- Ancient Greeks never ate meat unless it had been sacrificed to a god first.
- Ancient Greeks used their bread to scoop up soups and then used it as a napkin to clean their hands afterwards!



Can you create your own Ancient Greek dish? Add drawings and descriptions.





Name: _____ Class: _____

Underline the incorrect homophones in this passage.

Odysseus and the Cyclops

Odysseus was sailing home from Troy with 12 of his men, when, after many adventures, he came upon an island. The island was beautiful and green, but what Odysseus didn't no, was that the island was inhabited by vicious, one-eyed giants, the cyclopes.

They landed and discovered a cave with baskets of food in it. Their was also a herd of sheep living in the cave. The men wanted to eat, but Odysseus didn't want to steel the food, and said they should wait to meat the owner of the cave to ask permission from whoever it was that dwelled there. Unfortunately, the cave belonged to a vicious, man-eating cyclops called Polyphemus.

When Polyphemus returned, the men fled too the back of the cave, and the cyclops rolled a huge boulder across the entrance of the cave, trapping the men inside. On finding the men, the cyclops became enraged, and immediately ate two of them, and then fell asleep. Odysseus didn't dare do anything to the cyclops, since only the huge cyclops was strong enough to move the stone away from the mouth of the cave.

The next morning, the cyclops woke and eight two more men for breakfast. He then tuck the stone away from the entrance of the cave, and drove his heard of sheep out to graze, and rolled the stone back, leaving the other men still imprisoned.





Name: _____ Class: _____

Odysseus devised a plan. Odysseus and his men, then took a large piece of timber, and carved the end to a sharp point. Later that night, when the cyclops returned, Odysseus offered the cyclops some strong wine he had brought with him. Thanking Odysseus, Polyphemus asked him his name. Odysseus told him his name was "No man".

Polyphemus, who had never drunk wine before, drank it and very quickly fell into a deep sleep. Odysseus heated the end of the long piece of wood in the fire, and with all their strength, the men pushed the red-hot poker into the eye of the cyclops. The cyclops woke up and bled with pain, but he was now blind. The other cyclopes, who lived on the island, came running, but when they asked Polyphemus who had done this to him, he replied "No man!" and the other cyclopes all returned home laughing.

In the morning, the cyclops let the sheep out of the cave to graze, but he hadn't seen that Odysseus had tied each of his men to the underneath of the sheep. As the sheep passed through the entrance of the cave, the cyclops felt them to make sure it wasn't the men leaving. Odysseus grabbed onto the fleece of the last sheep's belly, and escaped through the mouth of the cave. When Polyphemus realised what had happened, he chased after the men.

Odysseus and his men made their way back to their ship and hurriedly pushed out to sea. As they sailed away from the harbour, Odysseus, couldn't believe his luck and called out to Polyphemus, laughing at him and telling him that it was not "No Man", but he, Odysseus, who had blinded him and fooled him.

Learning objective: To tell a familiar story from a different point of view.

Imagine that you are the Cyclops. Write the story of your encounter with Odysseus. Fill in the gaps in the word frame to help you.



I had been out tending to my sheep in the hot summer sun. I was exhausted after a hard day and came back to rest in my cave. Imagine my surprise

when I returned and found

I was hungry and annoyed so I decided to eat two of the men as a snack. They tasted very One of the men offered me some to drink. I asked his name and he said that he was called As he had been so kind I decided to eat him last.

Then I was so tired that I needed to sleep. I had been sleeping peacefully for a while when

I screamed in agony.



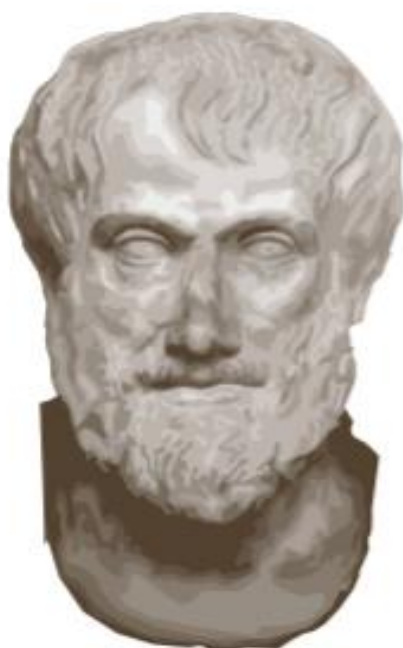
An encounter with Odysseus

I heard the voice of my friend asking me what had happened so I
replied, "
..... "

To my surprise he said that it must have been an accident and left me.

I still had to take my sheep out to graze even though I was blind. I put
my hand on the back of the sheep to check that the men weren't on
their backs
.....

Then I heard a voice saying, "If anyone asks who blinded you tell them
it was Odysseus." I felt
and thought that Odysseus was



MASTERS CHALLENGE 2 x 2 =	24 ÷ 6 =	10 x 9 =
8 x 7 =	44 ÷ 4 =	8 x 12 =
3 x 3 =	3 x 4 =	8 x 8 =
5 x 4 =	4 x 4 =	54 ÷ 9 =
1 x 1 =	5 x 3 =	40 ÷ 8 =
48 ÷ 6 =	3 x 8 =	6 x 3 =
28 ÷ 4 =	60 ÷ 12 =	6 x 12 =
3 x 6 =	36 ÷ 3 =	3 x 6 =
4 x 7 =	4 x 11 =	4 x 12 =
4 x 5 =	3 x 5 =	9 x 5 =
9 x 7 =	9 x 11 =	9 x 12 =
42 ÷ 7 =	4 x 8 =	8 x 9 =
45 ÷ 5 =	12 x 11 =	12 x 12 =
5 x 6 =	9 ÷ 1 =	10 ÷ 5 =
3 x 7 =	10 x 3 =	6 x 6 =
2 x 9 =	9 x 9 =	90 ÷ 10 =
36 ÷ 9 =	8 x 3 =	10 x 10 =
121 ÷ 11	72 ÷ 9 =	10 x 3 =
1 x 7 =	66 ÷ 6 =	48 ÷ 4 =
8 x 4 =	1 x 10 =	54 ÷ 6 =
99 ÷ 9 =	6 x 5 =	108 ÷ 9 =
5 x 7 =	5 x 11 =	5 x 12 =
9 x 2 =	2 x 8 =	8 x 10 =
7 x 7 =	7 x 11 =	7 x 12 =
11 x 7 =	11 x 11 =	11 x 12 =
6 x 10 =	63 ÷ 7 =	3 x 9 =
3 x 7 =	3 x 11 =	3 x 12 =
8 x 5 =	4 x 10 =	18 ÷ 2 =
2 x 11 =	6 x 9 =	10 x 10 =
8 x 7 =	60 ÷ 5 =	12 ÷ 1 =
4 x 7 =	84 ÷ 7 =	9 x 7 =
88 ÷ 8 =	10 x 11 =	72 ÷ 6 =
10 x 7 =	10 x 11 =	10 x 12 =
3 x 12 =	120 ÷ 12 =	36 ÷ 3 =

Master Master Challenge

$72 \div 8 =$	$6 \div 1 =$	$56 \div 7 =$	$18 \div 2 =$
$64 \div 8 =$	$18 \div 3 =$	$24 \div 3 =$	$40 \div 8 =$
$28 \div 7 =$	$30 \div 6 =$	$8 \div 8 =$	$56 \div 7 =$
$9 \div 9 =$	$32 \div 8 =$	$12 \div 4 =$	$24 \div 6 =$
$54 \div 9 =$	$12 \div 4 =$	$35 \div 7 =$	$12 \div 2 =$
$40 \div 8 =$	$18 \div 6 =$	$15 \div 3 =$	$9 \div 1 =$
$1 \div 1 =$	$16 \div 8 =$	$56 \div 8 =$	$35 \div 7 =$
$63 \div 9 =$	$2 \div 2 =$	$36 \div 4 =$	$42 \div 6 =$
$27 \div 9 =$	$36 \div 4 =$	$9 \div 1 =$	$15 \div 5 =$
$16 \div 2 =$	$54 \div 6 =$	$12 \div 6 =$	$6 \div 1 =$
$7 \div 1 =$	$72 \div 9 =$	$36 \div 9 =$	$9 \div 9 =$
$12 \div 3 =$	$14 \div 2 =$	$30 \div 5 =$	$24 \div 6 =$
$27 \div 3 =$	$24 \div 4 =$	$6 \div 1 =$	$45 \div 5 =$
$10 \div 2 =$	$30 \div 6 =$	$48 \div 6 =$	$8 \div 4 =$
$16 \div 4 =$	$45 \div 9 =$	$2 \div 2 =$	$7 \div 1 =$
$3 \div 3 =$	$16 \div 4 =$	$21 \div 7 =$	$9 \div 9 =$
$18 \div 3 =$	$21 \div 7 =$	$9 \div 3 =$	$30 \div 5 =$
$40 \div 5 =$	$81 \div 9 =$	$30 \div 6 =$	$32 \div 4 =$
$32 \div 4 =$	$16 \div 2 =$	$14 \div 2 =$	$12 \div 3 =$
$24 \div 4 =$	$35 \div 5 =$	$56 \div 8 =$	$63 \div 9 =$
$45 \div 5 =$	$49 \div 7 =$	$36 \div 4 =$	$24 \div 8 =$
$40 \div 5 =$	$54 \div 9 =$	$18 \div 9 =$	$25 \div 5 =$
$20 \div 4 =$	$15 \div 3 =$	$20 \div 5 =$	$32 \div 4 =$
$48 \div 6 =$	$20 \div 5 =$	$24 \div 8 =$	$36 \div 9 =$
$54 \div 6 =$	$28 \div 7 =$	$24 \div 4 =$	$48 \div 8 =$

Cut out the pieces and and make a vase. Colour it in when you have stuck it together.

