

Week (18.5.20 – 22.5.20) overview – Ancient Greece Olympics


NEXT PACK will be for 1.6.20 although some half-term suggestions will be on the website

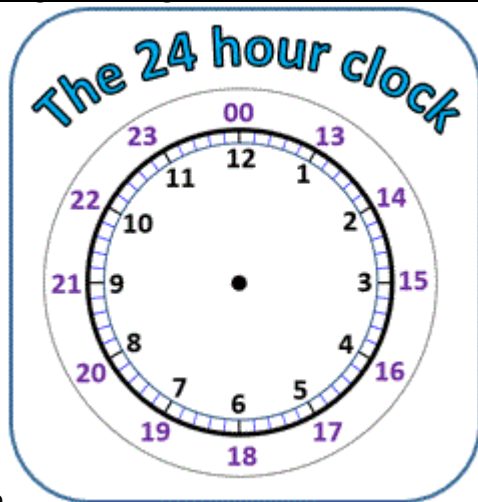
You know what's coming now we are in week 5 of this Summer Term! We hope you enjoy these learning opportunities, do let us know how you are getting on, thanks to those of you who are getting in touch with us.

Many thanks and best wishes, The Year 5 team

INTRODUCTION – This week the learning is themed around the origins of the Olympic Games in Ancient Greece.

Modern day Olympic games came from what started here. There a few obvious difference to how they are run (now with clothes) and the sports that are competed in. ALSO maths = time related learning

<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	Sports in the Ancient Olympics	<p><u>What were the sports that took place in the Ancient Olympic Games?</u></p> <p>Read either some of the website links below or the extracts we have included in the pack. Then see if you describe what the events with horses might have looked like</p> <p>MAKE A NOTE OF WORDS YOU DON'T KNOW AND ANY THINGS YOU WANT TO KNOW MORE ABOUT</p>
1	Reading (again but useful prior to the History below)	Similarities and differences list in pack	<p><u>Similarities and Differences between the Modern and Ancient Olympics</u> (From the sheet in the pack)</p> <p>Read through the list of things that are the same and things that are different. Find 5 words that you are unsure of and find out their meaning. Write the meaning on the sheet. If you do not have a dictionary, ask someone what they mean.</p>
1	History	Venn diagram sorting activity	<p><u>Can I compare Ancient Olympics with the modern day Olympics?</u></p> <p>Comparing Ancient Greek Olympics with modern day Olympics. Look at the Venn diagram further down the pack below, cut up the smaller squares with activities on and glue them (or write them) into the correct pace on the Venn diagram. Which sports do we still have today? (they will be in the centre of the two venn diagrams)</p>
1	History / Writing	What sport would I have chosen to do?	<p><u>Can I choose a preferred sport from the Greek Olympics and say why I would choose it?</u></p> <p>Look at the Greek Olympics word mat in the pack. Which of the sports would have been your choice to take part in?</p> <p>Write a paragraph on the enclosed sheet, saying which one you would have chosen and why. What interests you about it? Why might you have been good at it.</p>
1	Maths	Watch Man (NOT TF☹) then Hour Hero (TF☺)	<p><u>Read and tell time to one minute on an analogue clock</u> (reminder image here to help you)</p>  <p><u>Reading and telling time to the nearest minute on a digital clock</u></p>
2	Writing	KNOW YOUR ANCIENT GREEKS!	<p><u>Can I use what I know to work out what I don't yet know?</u></p> <p>They left their homes to go to the Olympics but what words did they use to describe these things? Could you then use these new words in your writing of your diary? Then lead into the next activity</p>

2	Writing	Writing a diary entry Template in pack	<u>Can I write a diary entry as if I was a competitor taking part in the Olympics?</u> Using the information you have read so far, write a short diary entry. Choose a day in the life of a Greek athlete																								
2	Writing / Reading	Word search, Ancient Olympics	<u>Can I find the hidden words about the Olympics in the wordsearch ?</u> Look at the word search in the pack below and see if you can find the hidden words.																								
2	Maths	Time Flies (TF☺)	<u>Convert time between analogue and digital 12 and 24-hour clocks</u>  Reminder to help you here																								
3	Maths	Time Bandit (TF☺)	<u>Solve problems involving converting units of time</u> Facts you should know by heart already: Converting between units of time <table><tr><td>There are:</td><td>Time Units</td><td>In this Time Unit</td></tr><tr><td>60</td><td>Seconds</td><td>in a Minute</td></tr><tr><td>60</td><td>Minutes</td><td>in a Hour</td></tr><tr><td>24</td><td>Hours</td><td>in a Day</td></tr><tr><td>7</td><td>Days</td><td>in a Week</td></tr><tr><td>About 30</td><td>Days</td><td>in a Month</td></tr><tr><td>365</td><td>Days</td><td>in a normal Year</td></tr><tr><td>366</td><td>Days</td><td>in a leap Year</td></tr></table>	There are:	Time Units	In this Time Unit	60	Seconds	in a Minute	60	Minutes	in a Hour	24	Hours	in a Day	7	Days	in a Week	About 30	Days	in a Month	365	Days	in a normal Year	366	Days	in a leap Year
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3	Reading	The mystery of the missing teacher (Ed city TF☺)	<u>Read the text and answer the questions and then ask some questions</u> A great fun and spooky / mysterious text to read. If you find asking the questions hard at the end, fear not and instead just see the answer sheet for the suggestions from Education city. Are you inspired to finish the story now? Will Mr Goggins get back to school? Have a go if you wish.																								
3	Writing / Grammar	Adventure Holiday (Ed city TF☺)	<u>Can I match the verb and tense correctly?</u> Basically does it sounds correct as you read it aloud – that's the skill you need for life. The details of how and why as well as knowing what the parts of a sentence are called are best looked at here: https://www.theschoolrun.com/what-are-subject-and-object and here is a little copy and paste to get you going if you are so inclined, and only if! What are the subject and object in a sentence? Many sentences contain subjects, verbs and objects. The subject is usually the thing or person who is carrying out an																								

			action. The object is the thing or person that is involved in an action, but does not carry it out. "The man ate a cream cake." The man is the subject because he is doing something (eating a cream cake). The word 'ate' is the verb. The cream cake is the object.
3	History	Design a Greek Vase	<p><u>Can I design a Greek Vase with an Olympic design?</u></p> <p>"Background information; As with most ancient civilisations, large amounts of pottery have survived from ancient Greece. Pottery is one of the most durable materials and even when broken, the pieces of a pot can usually be put together again. This means that pottery is one of the most important sources of evidence for ancient Greece, whether for contacts within the Greek world, artistic influences from other cultures or for dating archaeological sites. An added bonus of much Greek pottery is that it carries figure scenes which provide information about many aspects of Greek life." Taken from the British Museum Ks2 pots handout that is on our website if you are interested to know more...</p> <p>Look at the template in this pack and think about your chosen sport from the Ancient Olympics that you write about earlier this week. Draw an image of a competitor competing in that event to decorate the vase.</p>
4	Reading	Jolly Rogers Ed City	<p><u>Can I identify the audience and purpose of a text?</u></p> <p>Work through the online activity and then complete the sheet in the pack</p>
4	Writing	Spellings	<p><u>Can I identify and correct spelling mistakes?</u></p> <p>Complete the sheet in the pack to correct the spellings mistakes</p>
4	Maths	Multiplication Skills catch up	<p>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? Then use Mathletics or Education city (see below)</p> <p><u>Can I practice and area of learning I am finding hard?</u></p> <p>USE MATHLETICS FOR THIS – NOTHING IN THE PACK TO GO WITH THIS</p> <p>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.</p>
4	History/DT	Make an Olympic wreath/torch/medal	<p><u>Can I create an Olympic torch, Olive Wreath or medal?</u></p> <p>Either using the instructions included in this pack, or using your own ideas, have a go at making either an Olympic torch, medal or wreath (you could even have a go at making all three if you want to). You can then use these for your very own Olympics tomorrow!</p>
5	Reading	Friday Fun reading	<p>Take some time to read your reading book or whatever you are reading at present to anyone or anything you like: your teddy bear, your pet, your brother or sister. Could you call someone online and read to them over a video call? Remember to write in your reading record what you manage to do.</p>
5	Writing	Clue's in the Clause Ed City	<p><u>Can I identify main or subordinate clauses?</u></p> <p>Try the activity online and the worksheet in the pack.</p>
5	Maths	Time Drifts By Ed City (TF ☺)	<p><u>Can I convert units of time?</u></p> <p>Try the activity online and the worksheets in the pack to look at converting between minutes, seconds, hours and days. It might help to write out how many seconds are in a minutes, how many minutes in an hour, how many hours in a day etc.</p>
5	History / PE	Stay at Home Ancient Greek Olympics	<p><u>Can I record and organise data to hold an Ancient Greek Olympics?</u></p> <p>Hold your Ancient Greek Olympics, either inside the house or, if possible, in a garden. Think about the activities that you want to organise and start by recording your own times or records. Can you get your family involved or even friends over online chat programs. How will you find out your winners? Remember to use the Olympic first place, second place and third place if you can.</p>

Useful Websites to accompany the History learning

<u>Description</u>	<u>Useful Link</u>	<u>Tiny URL</u> – shorter link
The British Museum on ancient Greece – very good website as yet unshared in our packs to date	http://www.ancientgreece.co.uk/	https://tinyurl.com/77db7kr
Ancient Greece Olympic Games from British Museum	http://www.ancientgreece.co.uk/festivals/story/sto_set.html	https://tinyurl.com/c7sonaz
A digital library exhibiting The Ancient Olympics	http://www.perseus.tufts.edu/Olympics/	https://tinyurl.com/nl5ew
The real story of the Olympic games	https://www.penn.museum/sites/olympics/olympicorigins.shtml	https://tinyurl.com/zocbmlr
An explanation of the events from the Ancient Olympics	https://www.olympic.org/ancient-olympic-games/the-sports-events	https://tinyurl.com/gwxzusf
BBC bitesize, How did the Olympic games begin?	https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z36j7ty	https://tinyurl.com/uuloyln
Comparison of the ancient and modern Olympic games opening ceremony	https://ancientandmodernolympics.wordpress.com/2012/07/27/the-opening-ceremony-at-the-ancient-olympics/	https://tinyurl.com/ycbt2jn
British Museum – 100 items link to Ancient Greece - Brilliantly interesting, if you want 1 st hand sources from the actual time of the Ancient Greeks	http://www.teachinghistory100.org/browse/curriculum/7/	https://tinyurl.com/y83c78fb

How did the Olympic Games begin? From <https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z36j7ty>

The Greeks loved sport and the Olympic Games were the **biggest** sporting event in the ancient calendar.

The Olympic Games began over 2,700 years ago in Olympia, in south west Greece. Every **four years**, around 50,000 people came from all over the Greek world to watch and take part. The ancient games were also a religious festival, held in honour of **Zeus**, the king of the gods. There were no gold, silver and bronze medals. Winners were given a **wreath of leaves** and a **hero's welcome** back home. Athletes competed for the glory of their city and winners were seen as being touched by the gods.

A truce for the sacred games

Before the games began, **messengers** were sent out to announce a 'sacred truce' or a peace. This meant that any wars should be called off so that people could travel safely to Olympia. The entire games were dedicated to Zeus. Visitors flocked to see the Temple of Zeus. Inside stood a huge gold and ivory statue of the king of the gods himself. The main event at the Olympics was not a sporting event, but a **sacrifice**. On the third day of the games, 100 oxen were sacrificed and burnt on the Altar of Zeus. This altar was not made from stone. Instead it was made from the leftover ash of all the sacrificed oxen. By around 200AD, the mound of ash stood six meters high!

Women at Olympia

Only men, boys and unmarried girls were allowed to attend the Olympic Games. **Married women** were barred. Married women were not allowed at the Olympic Games. However, one story tells of a mother so keen to see her son compete that she broke the no-women rule and got in disguised as a man. If they were caught sneaking in, they could be thrown off the side of a mountain as punishment!

However, women could still own horses in the chariot races at the Olympics and unmarried women had their own festival at Olympia every four years. This was called the **Heraia** and was held in honour of Hera, Zeus's wife. Winners were awarded **crowns** of sacred olive branches, the same as men. But in ancient Greece, only Spartan women were really interested in sport.

Details of the Olympic Games from http://www.ancientgreece.co.uk/festivals/story/sto_set.html
- you need to enable Flash player to use this website

The festival at Olympia in honour of Zeus was the most important athletic event in the Greek world. From every region of Greece and its colonies, athletes came to Olympia to compete in a range of events over five days. To achieve victory at the Olympic Games brought the highest **honours** to an athlete.

Day 1: The Olympic Games begin

Today's Programme



Promises to Zeus
at the Bouleuterion



Sacrifices to Zeus
around the Altis



Leisure time
maybe visit the Temple of Zeus

The festival has begun, but most of the athletes won't compete today. This morning the athletes worship Zeus and later, they can relax with family and friends, before the competition gets underway tomorrow.



Day 2: Chariot and horse-racing and the pentathlon

Today's Programme



Chariot races
in the Hippodrome



Horse races
in the Hippodrome



Pentathlon
in the Stadium



Honouring an Olympic hero
at the Shrine of Pelops



Feasting
around the Altis

It's the second day of the Games and now the contest gets going. Up first, horse and chariot-racing and later, over in the stadium, the **pentathlon**. This evening the crowd honours the first Olympic hero, Pelops, and then it's time for feasting.



Day 3: Sacrifices to Zeus and running races

Today's Programme



Sacrifices to Zeus
around the Altis



Long-distance race
in the Stadium



Sprint race
in the Stadium



The banquet
at the Prytaneion

Today, Zeus is honoured with **sacrifices** and a procession. Later on, over in the stadium, it's the running races, including the all-important sprint race. And this evening, it's the big banquet to celebrate the victories so far.



<p>Day 4: The contact sports and the 'race in armour'</p> <p>Today's Programme</p> <div data-bbox="336 210 432 293"></div> <p>Wrestling in the Stadium</p> <div data-bbox="336 315 432 398"></div> <p>Boxing in the Stadium</p> <div data-bbox="336 421 432 504"></div> <p>Pankration (all-in wrestling) in the Stadium</p> <div data-bbox="336 526 432 609"></div> <p>Race in armour in the Stadium</p>	 <p>Contact sports take centre stage today, with wrestling, boxing and the pankration on offer. Over in the stadium, the race in armour will be contested this afternoon.</p>
<p>Day 5: The Games end and the celebrations of victory</p> <p>Today's Programme</p> <div data-bbox="336 714 432 797"></div> <p>Procession around the Altis</p> <div data-bbox="336 819 432 902"></div> <p>Olive leaf crowns at the Temple of Zeus</p> <div data-bbox="336 925 432 1008"></div> <p>Feasting and parties around the Altis</p>	 <p>It's the last day and time to acknowledge our winners. First up, the procession and then, the moment the victors have been waiting for, the presentation of olive leaf crowns. We end the day with feasting, singing and parties.</p>

What were the sports that took place in the Ancient Olympic Games?

The ancient Olympic Games were initially a one-day event until 684 BC, when they were extended to three days. In the 5th century B.C., the Games were extended again to cover five days. The ancient Games included running, long jump, shot put, javelin, boxing, pankration and equestrian events.

Pentathlon

The Pentathlon became an Olympic sport with the addition of wrestling in 708 B.C., and included the following:

Running

Running contests included:

the stade race, which was the test of speed, covering the Olympia track from one end to the other (200m foot race), the diaulos (two stades - 400m foot race), dolichos (ranging between 7 and 24 stades – 7 x 200m and 24 x 200m).

Jumping

Athletes used stone or lead weights called halteres to increase the distance of a jump. They held onto the weights until the end of their flight, and then jettisoned them backwards.

Discus throw

The discus was originally made of stone and later of iron, lead or bronze. The technique was very similar to today's freestyle discus throw.

Wrestling

This was highly valued as a form of military exercise without weapons. It ended only when one of the contestants admitted defeat.

Boxing

Boxers wrapped straps (himantes) around their hands to strengthen their wrists and steady their fingers. Initially, these straps were soft but, as time progressed, boxers started using hard leather straps.

Pankration

This was a primitive form of martial art combining wrestling and boxing, and was considered to be one of the toughest sports. Greeks believed that it was founded by Theseus when he defeated the fierce Minotaur in the labyrinth.

Equestrian events also took place. These involved horses. Write a sentence to describe what the event might have looked like (in a similar style to the descriptions above)

Similarities and Differences between the Modern and Ancient Olympics

Similarities:

- A sacred flame was lit at the altar of Zeus at the Ancient Olympics. Today, we have the **torch** race.
- **Preparing** for the Olympics took a whole year in Ancient Greece. Today preparations also go on for years.
- In both, the Olympic Committee does not give out **financial rewards**, just medals/crowns. However, at both events winning competitors would profit indirectly.
- Both held every **4 years**.
- We still use a lot of the same **language** that was used in Ancient Greece e.g. Nike, Athlete, Stadium.

Differences:

- **Only men** were allowed to compete in the Ancient Olympics. Zeus was a male God and the arena was seen as a special area for men only. Married women were not even allowed to spectate. Unmarried women had their own festival, held in honour of Hera, the wife of Zeus. Women who were caught spectating were thrown off cliffs. Women could own horses that ran in chariot races – in this way, they could be declared champions.
- Spectators were not allowed to wear **sunhats** in the Ancient Olympics out of respect for the Gods. Many spectators suffered from sunstroke. Thales, a famous scientist and astronomer, died of sunstroke.
- Competitors were **naked** in the Ancient Olympics. They originally wore shorts, but when a competitor lost his and won his running race in 760 BC, the fashion to compete naked began, according to legend. Possibly it was just the case that athletes were proud of their muscular, tanned bodies.
- There was **no Olympic village** in Ancient Greece. Athletes had to find their own accommodation.
- Competitors would oil their skin with **olive oil** before competing in Ancient Greece. This would prevent sunburn and stop dirt getting in their pores. It would be scraped off afterwards.
- In Ancient Greece a **truce** was held to allow the competition to go ahead. The modern Olympics has had to be cancelled due to war 3 times – 1916, 1940 and 1944.
- The Ancient Olympics was first and foremost a **religious** festival.
- The Ancient Olympics only lasted for **5 days**. London 2012 is lasting 16 days.
- Modern Olympics moves from place to place. Ancient Olympics always took place in **Greece**.
- In the Ancient Olympics, runners started from **standing**, rather than crouching.
- In the Ancient Olympics, **discus** throwers didn't turn a full circle.
- In the Ancient Olympics, Long-jumpers used **weights**.
- In the Ancient Olympics, some sports were more **violent** e.g. pankration. Sport was about preparing people for war.
- In the Ancient Olympics, **javelins** were held by a thong.

Find 5 words that you are unsure of and find out their meaning; e.g. thong – thin piece of leather

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____



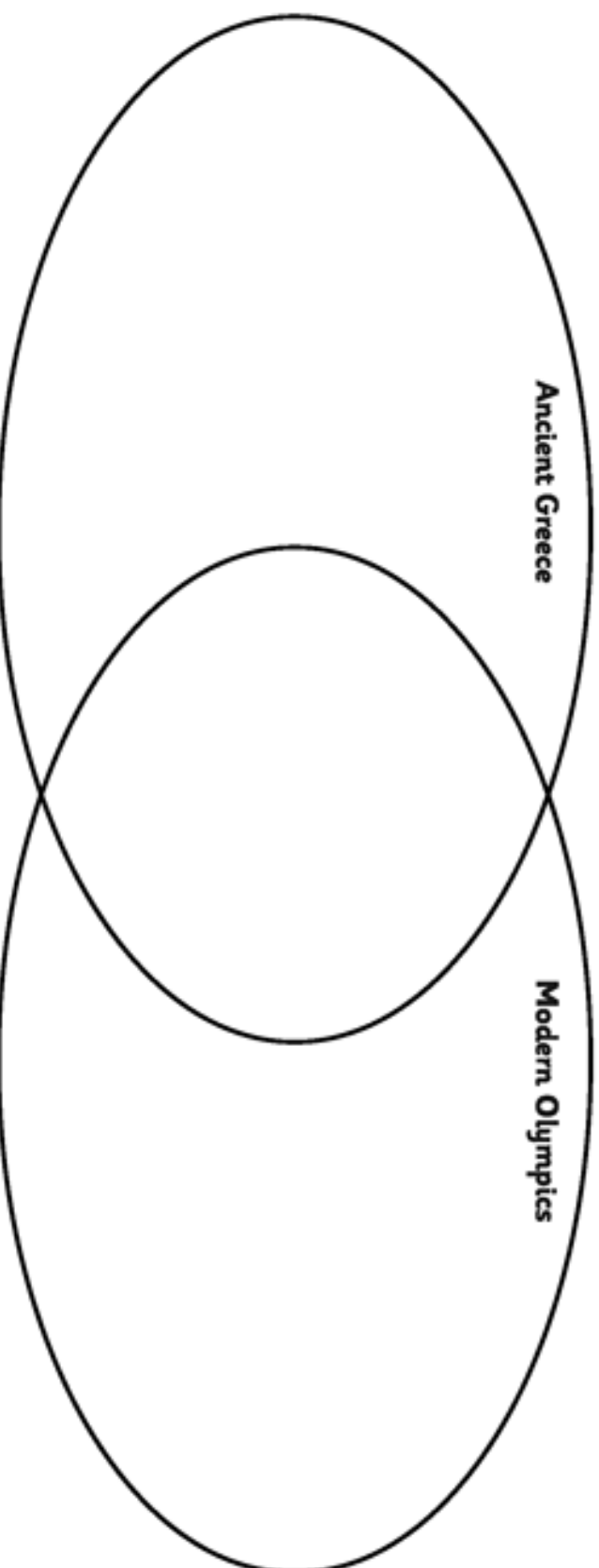
Ancient and Modern Olympics

















I can learn about the past from sources including art

I can explain how the Olympics have changed over time and how they have stayed the

SAME

Stick in the events from the Ancient Greek Games and the modern Olympics. If the event is in both, stick it in the middle.



 running	 jumping	 gymnastics	 archery	 wrestling	 canoeing	 discus	 javelin throw
 boxing	 swimming	 cycling	 chariot racing	 parkration	 basketball	 Taekwondo	
				 volleyball			

Can I choose a preferred sport from the Greek Olympics and say why I would choose it?

Look at the Greek Olympics word mat below. Which of the sports would have been your choice to take part in? Why would you have chosen this sport?

What skills do you have which would make you good at this sport? What skills would you need to learn?

Is your choice of sport still in the Olympics today? If not, why do you think that it isn't? If it is, how is it slightly different today from in history?





Name: _____ Class: _____



Draw a line to match each clock to its written time.



1 1:53 AM

2 5:39 PM

3 8:19 AM

4 4:27 PM

5 12:14 PM

6 10:42 AM



Write the time shown on the clock.

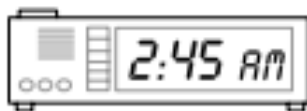
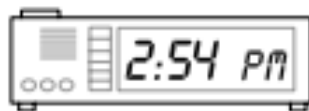
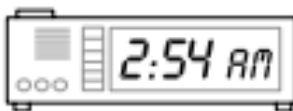




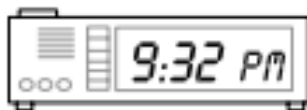
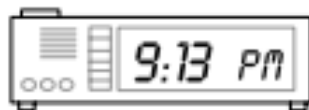
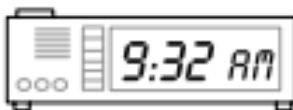
Name: _____ Class: _____

Circle the clock that shows the correct time.

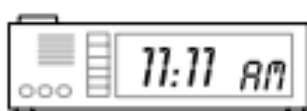
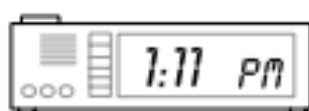
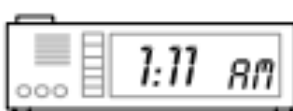
- 1** Two fifty-four
in the afternoon



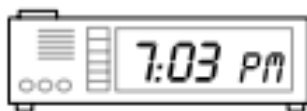
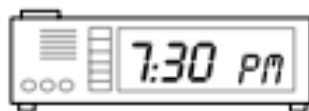
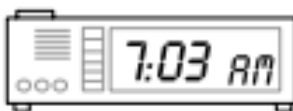
- 2** Nine thirty-two
in the evening



- 3** One eleven
in the morning

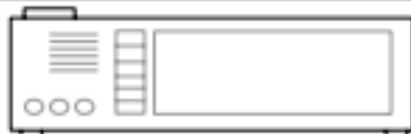


- 4** Three minutes
past seven in
the evening



Write the following times in digital clock form.

- 5** Two minutes
after ten in the evening.



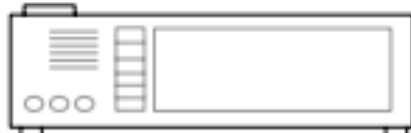
- 6** Six minutes
after three in the morning.



- 7** Twenty-eight minutes
after two in the afternoon.



- 8** Ten minutes
after nine at night.



- 9** Eighteen minutes
after midnight.



- 10** Thirty-three minutes
after noon.





Name: _____ Class: _____

Convert the time shown into seconds.

- 1 3 minutes and 14 seconds = _____ seconds
- 2 1 minute and 38 seconds = _____ seconds
- 3 2 minutes and 58 seconds = _____ seconds
- 4 5 minutes and 32 seconds = _____ seconds
- 5 4 minutes and 22 seconds = _____ seconds

Convert the time shown into minutes.

- 1 1 hour and 53 minutes = _____ minutes
- 2 2 hours and 25 minutes = _____ minutes
- 3 1 hour and 49 minutes = _____ minutes
- 4 3 hours and 17 minutes = _____ minutes
- 5 4 hours and 8 minutes = _____ minutes

Convert the time shown into months.

- 1 2 years and 7 months = _____ months
- 2 6 years and 3 months = _____ months
- 3 5 years and 5 months = _____ months
- 4 9 years and 2 months = _____ months
- 5 8 years and 11 months = _____ months

Convert the time shown into days.

- 1 7 weeks and 6 days = _____ days
- 2 1 week and 3 days = _____ days
- 3 5 weeks and 4 days = _____ days
- 4 8 weeks and 6 days = _____ days
- 5 6 weeks and 2 days = _____ days

Convert the time shown into hours.

- 1 1 day and 7 hours = _____ hours
- 2 3 days and 6 hours = _____ hours
- 3 2 days and 14 hours = _____ hours
- 4 5 days and 5 hours = _____ hours
- 5 4 days and 10 hours = _____ hours



KNOW YOUR ANCIENT GREEKS!

They left their homes to go to the Olympics but what words did they use to describe these things?

Words:

Myth

Chanters

Chiton

Tragedy

Oracle

Archons

Deity

Acropolis

Strigil

Aristocracy

Agora

_____ : A rocky hill, highest point in a city-state.

_____ : An outdoor market where shopping and meetings were held.

_____ : Judges in the government of Athens.

_____ : Ruling class of nobles.

_____ : Women through which the gods communicated; could tell the future

_____ : The singers in a chorus who helped tell the story in plays.

_____ : A garment in ancient Greece.

_____ : A god or goddess.

_____ : A flat scraping tool used by ancient Greeks to remove olive oil and dirt from their bodies.

_____ : A type of play developed by the ancient Greeks, in which life is treated seriously; usually has a sad ending.

_____ : A story about the gods and goddesses of a particular people.

Can I write a diary entry as if I was a competitor taking part in the Olympics?

The Day I entered the Olympics

Word bank / suggested ideas / sentence openers and use the language from previous activity:

The feeling inside of me was... Looking at the crowds made me... Surprised by...I decided to...
The sun was.... The sound of the crowd was... As the sun set I
As I ran I felt... Had the training paid off? What would my Think of me if....?
Under my bare feet the ground felt... as I ... I will never forget

Or use this writing frame and fill in the blanks and add your own details

Dear Diary,

Glorious! That is the only word to describe this never-to-be-forgotten day! As I am writing this now, my body is still pumping with adrenaline. I still can't believe I got to witness the first ever Greek Olympic games! I feel as ecstatic as Zeus is when he is playing with his thunderbolts.

It all started when I first opened my eyes to discover today was the day!

Glorious! That is the only word to describe this never-to-be-forgotten day!

When I first opened my eyes, I was quite _____.

Feeling _____, I put on my best _____ and made my way to Olympia.

When I arrived, _____

Then you'll never guess what? _____.

This made me feel _____

Even though _____

Whilst _____

I can't believe that _____

After _____

Eventually, _____

Hopefully, _____

Tomorrow morning/ next week / in the future, I will _____

Who does he think he is?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Draw a picture:

Draw a picture:

Ancient Olympics Word Search

e m l p o q j x a l a j
r o r w r e a t h o w r
u a l b e o v y u n d p
n o d a i n e h p g i b
n l i j p s l r g j s o
i y t g e m i e f u c x
n m j f a h n n e m u i
g p c o m p e t e p s n
j i z h w u d d n i y g
k c w r e s t l i n g c
k s p e c t a t o r j l
p a n k r a t i o n k m

Olympics
spectator
wreath
discus

javelin
compete
running
wrestling

boxing
pankration
long jump



Name: _____ Class: _____

Look at the times on the 12-hour analogue clocks and write their matching time on the 24-hour digital clocks.

1

PM



4

AM



2

AM



5

PM



3

AM



6

PM



Look at the times on the 24-hour digital clocks and write their matching time on the 12-hour analogue clocks.

7

09 : 13



10

14 : 54



8

15 : 55



11

06 : 35



9

18 : 11



12

12 : 22





The Mystery of the Missing Teacher

Activity Sheet

Name: _____ Class: _____

Read the text and answer the following questions.

Mr Goggins was cycling down the path, late for school, feet pedaling furiously up and down, and his coat flapping behind him. The alarm hadn't gone off, he couldn't find his shoes and his bike had had a puncture. Altogether, these things were unheard of for Mr Goggins, and had contributed to making him late. He hated being late.

"Oh no, it's the school bus!" thought Mr Goggins, as he heard the noise of the old engine droning slowly past him. He looked up and saw the steamed up windows of the old bus, and the marks of where children had drawn letters and pictures with their fingers in the condensation.

He caught sight of William, one of his pupils, at the front of the bus. Their eyes briefly connected, and he wondered why William suddenly had a shocked expression on his face. At exactly that moment, something grabbed him from the side. He felt his bicycle fall away from him, but didn't feel any pain or a sensation of falling. Before he had time to think or wonder what was happening, he found himself transported into a small, dark room, completely alone. Where was he? Where was his bike? One minute he was riding along the path, the bus struggling up the hill next to him, the next he was here?

His first thoughts were for his class. They would be waiting for him, and they would be wondering where he was. But that was the point, he had no idea. How was it possible that one minute he was riding his bicycle, and the next he was here? Where was here? Fear took hold of him, like a hand clutching at his chest.

His eyes tried to adjust to the darkness, and he strained to look around and take in his environment. The room was almost pitch black with no windows, and just a slight trickle of light filtering through the gap under the door facing him. Panic was building in Mr Goggins' mind. He moved slowly to the side wall and stretched his arms out, using them as his eyes to touch the walls that were enclosing him. Shuffling slowly, he moved along, feeling the damp, rough bricks under his trembling fingertips as he went. His heart was beating out of his chest, and his mouth was as dry as stone. He came to the door, found the handle and tried to open it. It was locked. His ears picked up a noise. He made out the sound of slow footsteps approaching the door. He took two hurried steps back, as he heard a key turn slowly in the lock...



Name: _____ Class: _____

Answer the following questions about the text.

- 1 In the first paragraph, which word is closest in meaning to contributed in this text?

caused, developed, competed, recommended

- 2 What does the author mean when they say, 'these things were unheard of for Mr Goggins'?

- 3 Why was Mr Goggins concerned when he saw the school bus?

- 4 In the first paragraph, which word is closest in meaning to **droning** in this text?

accompanying, communicating, rumbling, moving

- 5 What were Mr Goggins' first thoughts when he first found himself in the dark room?

- 6 What type of teacher do you think Mr Goggins was and why?



The Mystery of the Missing Teacher

Activity Sheet



EducationCity

Name: _____ Class: _____

7 Why does the author sometimes use short sentences?

8 Can you find an example of a metaphor or a simile in the text?

9 Number the events 1-5 to show the order in which they happened.

The door handle turned.	
Mr Goggins' bike had a puncture.	
Mr Goggins' and William's eyes connected	
Mr Goggins used his fingers to feel his way around the room.	
Mr Goggins found himself alone.	

10 Tick one box in each row to show whether each statement is true or false.

	True	False
Mr Goggins hurt himself, falling from the bike.		
All the children on the bus saw what happened to Mr Goggins.		
Mr Goggins couldn't see where he had been taken to.		
Mr Goggins didn't know who had captured him.		



The Mystery of the Missing Teacher

Activity Sheet



EducationCity

Name: _____ Class: _____

Write down five questions you could ask, to help you improve your understanding of the text.

1

2

3

4

5



Can you now complete Mr Goggin's story? Email it to your teacher for some feedback / add to the website



Name: _____ Class: _____

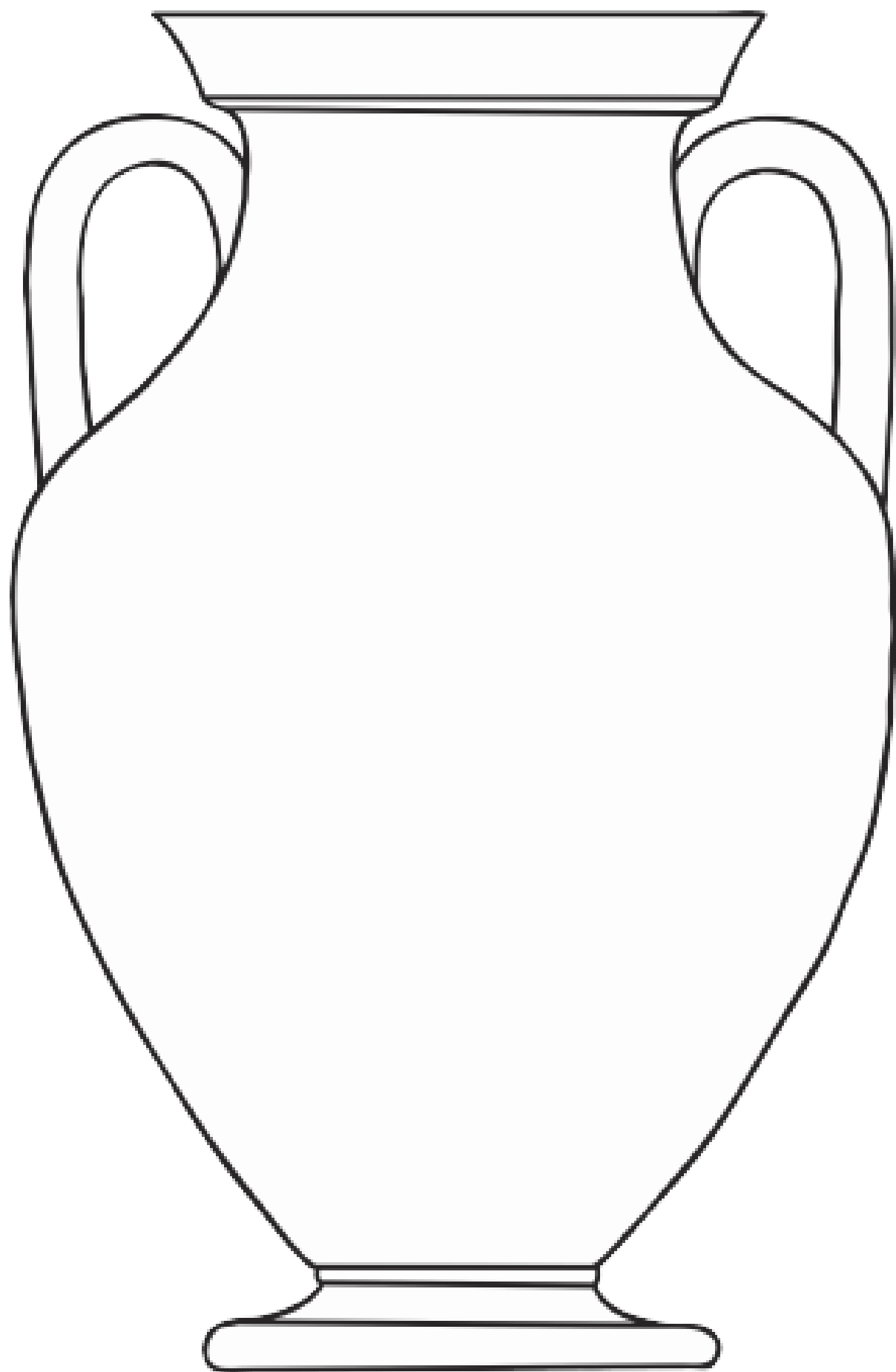
Underline the correct verb, and circle the subject in the sentence.

- 1 Klara climbed/climbing up the ladder.
- 2 Stig plants/planted the seeds in the garden yesterday.
- 3 Manu built/builds a raft when he went on holiday.
- 4 The children runs/ran along the track.
- 5 Sten find/found the treasure.
- 6 The players were/was all focused during the match.



Underline the correct verbs, and circle the objects in the sentence.

- 7 Klara running/ran through the woods, watching/watches the sun go down.
- 8 Looking/looked through his binoculars, Manu see/saw the leopard.
- 9 Emma leaned/lean forward and opened/open the door.
- 10 The boys warmed/warming their hands around the blaze/blazing camp fire.
- 11 Manu dug/digs a deep hole in the sand, and filled/filling it with sea water.
- 12 The children liked/like going to the zoo yesterday and enjoyed/enjoys the day very much.



Each sentence below has one word that is incorrect. Write the correct spelling of the word in the box.

1. How could Sarah perswad her mum to stay out later?
2. The school trip was to an anshient temple.
3. Mohammad really wanted to win the compitishion.
4. Loki, the dog, hated thunder and litening.
5. There was a worrying sound coming from the vehcle.
6. It won't be nesesary.
7. The tempracher in the classroom was increasing
8. The lady next door was being a newsance.

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

1. The hotel was too small to acomodate the large party.
2. They lived in a friendly comunatey.
3. "Mum, you always egagerate" shouted James.
4. Year 5 fregentle got all of their spellings correct.
5. They were asked to leave imediately.
6. The ugly sisters would always critsise Cinderella.
7. Dad hurt a leg musle whilst jogging.
8. They had a marvelus first day at school.



Name: _____ Class: _____

Read the passages. Answer the questions following each passage.



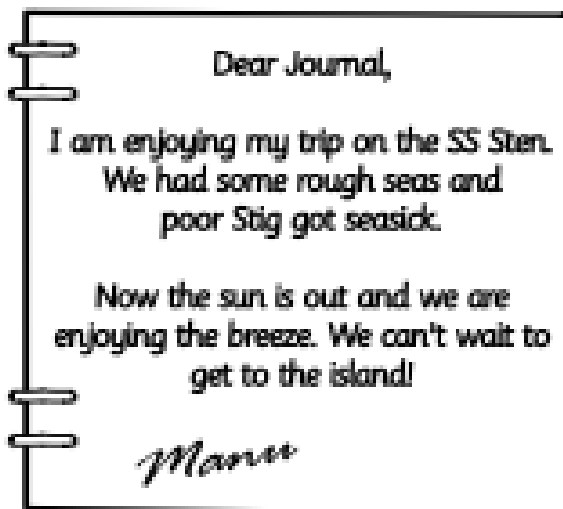
① Who is the audience for this ad?

mothers soldiers cooks

② What is the purpose of this ad?

to explain to persuade to inform

③ How would this ad be different if they were advertising for a teacher position?



④ Who is the audience for this journal entry?

Manu's family Manu's teacher Manu



⑤ What is the purpose of this journal entry?

to explain to share feelings
and thoughts to inform

⑥ How would this be different if Manu were trying to convince other people to go on the cruise?



It's your turn. Write a letter to a fellow captain persuading him to join you as a partner. Remember your audience and purpose when you choose your words.



Can I create an Olympic torch, Olive Wreath or medal?

To prepare for your very own Olympic games, have a go at making one of these to bring your games to life! If you wish to, you can always have a go at making more than one item. You may need to be creative with some of the things you use to make them as we appreciate you may not have all of these things at home. Do your best and send us some pictures of what you come up with.

How to make an Olympic Torch

You will need:

A large cone or roll of card,
Tissue paper
Sequin sheets (punchinealla)
Glue and tape

Cover the tube with yellow tissue paper. Glue this one.

Wrap the punchinealla around the cone and secure with tape.

The 2012 Olympic Games had a torch with 8,000 circles on it, representing the 8,000 torchbearers who would carry the flame around the UK before it reached London for the Opening Ceremony. Push tissue into the end as flames.



If you don't have the punchinealla sheets (not many people will!!) try using bubble wrap or just some other colour paper.

Make an Olympic Medal

Here is a quick and easy way to make your own "gold" medal for the Olympic games!



You will need:

- Slice of stale bread
- Round pastry cutter
- Gold paint (or silver, or bronze)
- Ribbon

Instructions: Cut a circle out of the bread with the pastry cutter. Make a small hole near the edge of the circle. Bake the bread in a low temperature oven until it is hard (about 30 minutes). When cool, paint with gold paint. Leave to dry. Thread the ribbon through the hole, and wear proudly!

How to make an Olive Leaf wreath

You will need:

- A strip of card
- Green paper
- Scissors
- Glue or tape

Measure your head with a strip of card and secure it so it fits your head.

Take a piece of green paper. Cut out leaf shapes. One easy way to do this is to fold the piece of green paper in half. Rub your finger along the crease so it's a nice clean fold.

Cut a half leaf shape out along the fold, so that when you open your leaf it's symmetrical (the same on both sides) with a fold down the centre.

Repeat this process until you have a lot of leaves.

Glue them onto your paper strip.



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

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

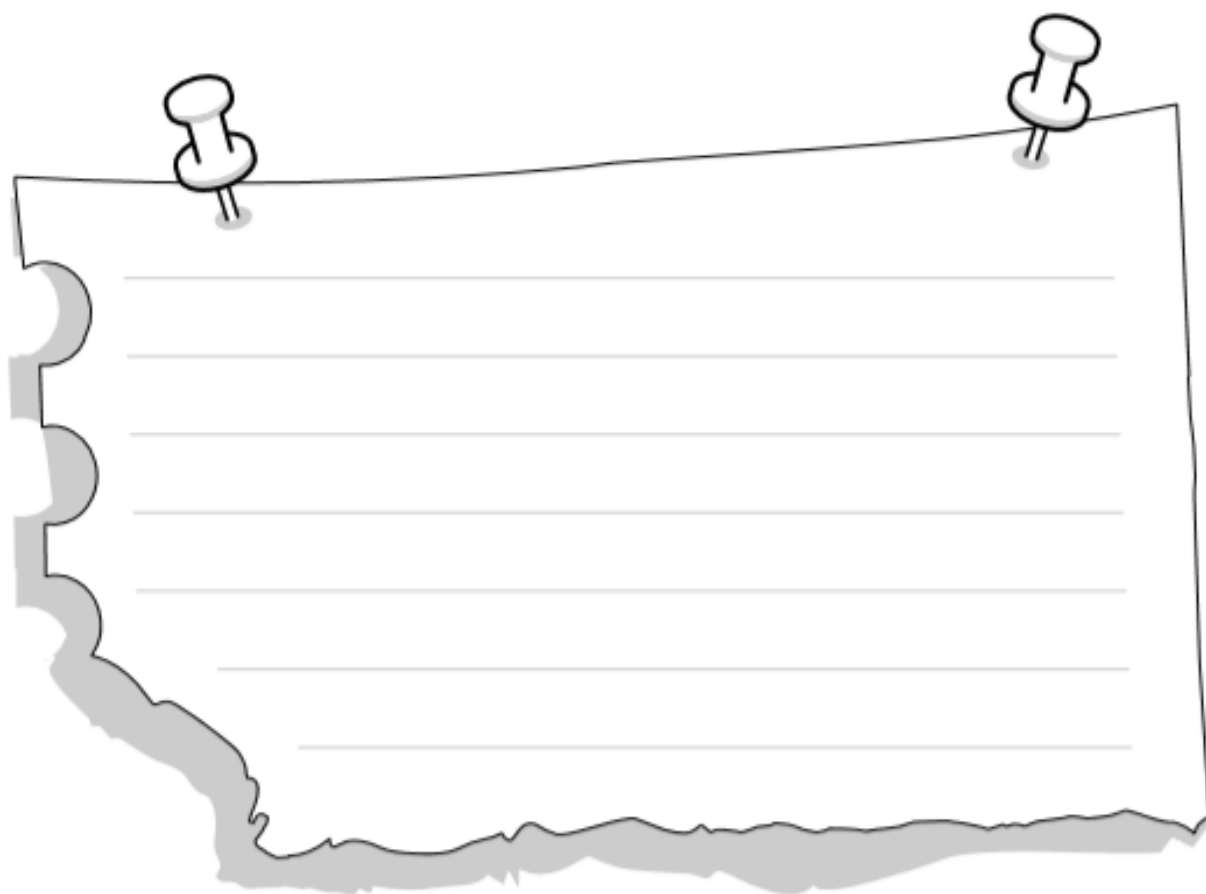


Clue's in the Clause

Activity Sheet

Name: _____ Class: _____

List some conjunctions you could use when starting a sentence with a subordinate clause.

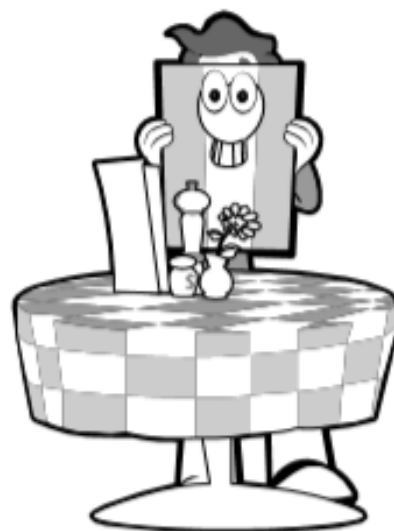


Choose three conjunctions and use them to write sentences below with both a main clause and a subordinate clause.
Think about whether you need a comma or not!

1

2

3





Name: _____

Class: _____

Answer the questions, by converting the units of time.

- 1** It takes Klara 9 hours and 24 minutes to design a new part for the engine on the spacecraft.

How long is this in minutes?

- 2** It takes Manu 6 hours and 47 minutes to plan the journey into space.

How long is this in minutes?

- 3** The instruments in the spacecraft stopped working.
It took Stig 4 hours and 13 minutes to fix them.

How long is this in minutes?

- 4** The satellite takes 8 minutes and 19 seconds to be attached to the spacecraft.

How many seconds does this take?

- 5** It takes 16 minutes and 29 seconds to make sure the satellite is working correctly.

How many seconds does this take?

- 6** It takes 8 minutes and 28 seconds to load the spacecraft with food packages for the journey.

How many seconds does this take?

- 7** It takes 3 days and 11 hours to load the oxygen tanks.

How many hours does this take?

- 8** The telescope lenses need replacing.
It takes 2 days and 13 hours to replace them all.

How many hours does it take?



Time drifts

Activity Sheet



EducationCity

Name: _____ Class: _____

- 9** It takes Manu 4 days and 17 hours to load the storage units.

How many hours does it take? _____

- 10** Stig and Sten have 8 weeks and 4 days of basic training.

How long is this in days? _____

- 11** The Mission Control Room is having new equipment.
It will be ready for use in 6 weeks and 4 days.

How long is this in days? _____

- 12** The next flight is due to take place in 12 weeks and 7 days.

How long is that in days? _____

- 13** It takes 67 days to plan a space mission.

How long is this in weeks and days? _____

- 14** The team finished their training in 74 days.

How long is this in weeks and days? _____

- 15** It took 43 days for a new piece of equipment to be tested.

How long is this in weeks and days? _____



Name: _____ Class: _____

Draw the correct time on the clocks.



The flight training started at 8:15am,
and lasted for 6 hours and 35
minutes.
What time did it end?



The safety briefing started at
11.40am, and lasted 2 hours and 25
minutes.
What time did it finish?



The test flight takes 4 hours and 10
minutes.
It takes off at 1:10pm.
What time does it finish?



Solve the following word problems.

- 19** The engineers came to service the engines.
They started at 10:05am and it took them 4 hours and 15 minutes.
What time did they finish? _____
How long is this in minutes? _____

- 20** The planning meeting started at 6:30am and lasted for 3 hours and 45 minutes.
What time did it end? _____
How long is this in minutes? _____

- 21** Manu and Sten went home at 7:00pm.
They came back 12 hours and 30 minutes later.
What time did they arrive back? _____
How long is this in minutes? _____

Run your own Ancient Greek Olympics, either in the house or garden. Could you think of some Olympic events to include in your games? Please check with an adult and consider how you can make your events safe each time.

Possible events might include:

- jumping over a broom handle as a speed bounce – how many can you do in 30 seconds?
- throwing and catching a ball – how many times can you throw a ball in the air and catch it in 30 seconds?
- running on the spot – who can run on the spot for the longest?
- target practice – set up some rings on the ground or buckets or bowls to throw balls into. Have a starting line and then score each ball with different points.
- Squats – who can hold a squat position for the longest?

Think about how you will decide who your 1st place, 2nd place and 3rd place will be for each activity. you might need to draw a table to help organise the results.

Activity Names				
<u>Overall Winners</u>	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.