

**Week (15.6.20 – 19.6.20) overview – Ancient Greek Mythical Beasts (Design & Technology and Art and Design focus)**

Hello Year 5!

We hope you are all keeping busy and keeping well even though the sunshine seems to have left us for a little while. It has been lovely to hear from so many of you recently with emails and sending us pictures of your learning. Please keep doing this, we love to hear from you. Even though we are teaching Year 6, we are still here for you. This week's home learning is based around mythical beasts and some art and modelling work for you. We hope you enjoy being creative and using imaginations.

Again we've tried to create some learning here that requires less / no screens. Nearly all the sheets enclosed can be done without using a screen. That said, the use of the internet here will teach more or clarify. This week we have added some tasks on Mathletics for you to try and some Mathletics sheets, so you will need this log in alongside some English tasks on Education City. As always, the sheets are below so if you struggle to get online, you can always use the pack instead or email us if we can help.

The artwork on Monday is particularly for a project set by the Diocese, so Ms Welch would love these pictures to be emailed through to the office at school on:

[admin@st-marys-jun.hants.sch.uk](mailto:admin@st-marys-jun.hants.sch.uk)

Many thanks and best wishes, The Year 5 team

<b><u>Day</u></b>	<b><u>Subject</u></b>	<b><u>Name of Activity</u></b>	<b><u>What are we learning?</u></b> <i>Description of what to do (only if needed – most of this is obvious from the sheet but look here if stuck)</i>
1	Reading	Theseus and the Minotaur	<b><u>Can I clarify and summarise what I have read?</u></b> Read through Theseus and the Minotaur and underline any words that you do not know. Find out what these words mean. Write a summary of what you have read.
1	Writing	Mythical creature description	<b><u>Can I use descriptive words to describe a mythical beast?</u></b> Make a mind map of descriptive words and phrases to describe a mythical beast
1	Maths	<b>Mathletics</b> Mental Methods Multiplication – doubling strategy	<b><u>Can I use doubling and halving to solve multiplication calculations mentally?</u></b> Try the online mathletics task that has been assigned to you and then try the sheets in the pack
1	Art	Superhero artwork based on Banksy	<b><u>Can I express my gratitude to real life superheroes through art?</u></b> A whole school project for you to work on this week – please send your finished pieces to <a href="mailto:adminoffice@st-marys-jun.hants.sch.uk">adminoffice@st-marys-jun.hants.sch.uk</a>
2	Art / DT	Mythical beast	<b><u>Can I plan and draw my own mythical beast?</u></b> When drawing your beast, if you wanted to trace across an idea <b>you do NOT need tracing paper</b> and instead shade evenly with pencil on the back of the picture you want to trace, then put the picture on top of the paper you want your finished piece on. Finally, press hard with a ball point pen (or similar) and draw over the lines of the original picture and this will push the pencil lead from the back onto the paper underneath, leaving an outline for you to then go over and add more detail to. Hey presto & incredible!
2	Reading	Theseus and the Minotaur Questions	<b><u>Can I answer retrieval and inference questions?</u></b> Answer the questions based on the reading from yesterday.
2	Writing	Mythical Beast fact file	<b><u>Can I write a descriptive paragraph?</u></b> Using your words and phrases from yesterday to write a descriptive paragraph of a mythical beast of your choice
2	Maths	<b>Mathletics</b> Mental Methods Multiplication – split strategy	<b><u>Can I use partitioning to solve multiplication calculations mentally?</u></b> Try the online mathletics task (the same as yesterday – can you improve your score?) that has been assigned to you and then try the sheets in the pack
3	Reading	Swamp Stories Ed City (TF ☺)	<b><u>Can I identify key details that help to summarise the main ideas ?</u></b> Try the education city activity online if you can, and then read through identify the main points on the sheets in the pack
3	Writing	Spelling practice	<b><u>Can I identify and correct incorrect spellings?</u></b>

3	Maths	<b>Mathletics</b> Mental division strategies – use multiplication facts	<b><u>Can I use my multiplication facts to calculate division questions mentally?</u></b> Try the online mathletics task on mental division that has been assigned to you and then try the sheets in the pack
3	Art / DT	Mythical Beast Model design	<b><u>Can I plan how to make my own mythical beast?</u></b>
4	Reading	Drawing Conclusions Ed City (TF ☺)	<b><u>Can I summarise the main ideas of a text?</u></b> Try the education city activity online if you can, or complete the task on the sheets in the pack
4	Writing	My Mythical Beast	<b><u>Can I write using my imagination?</u></b> Write a story or a fact file of your mythical beast that you have created. You can choose how you would like to do this, perhaps as a story or as a non-fiction piece of writing all about your beast. Use the templates in the pack to help.
4	Maths	Factors and Multiples Game	<b><u>Can I make connections between addition, subtraction and multiplication?</u></b> Watch the video at <a href="http://www.iseemaths.com/maths-games/">http://www.iseemaths.com/maths-games/</a> - scroll down the screen to the game called factors and multiples. Then try the game for yourself which are included in the pack (choose which board you would prefer to use) or you can click on the links on the isee maths website.
4	Art / DT	Mythical Beast model making	<b><u>Can I make my own mythical beast model?</u></b> Finishing your mythical beast model. Photograph your model in its favourite hiding place & send it in to us! Where would your beast live?
5	Reading	Teddy time reading	Take some time to read your reading book or whatever you are reading at present to your teddy bear / pet / relative over an online chat / someone at home.
5	Writing	ISPACE sentence openers	<b><u>Can I use a variety of sentence openers?</u></b> Play the game – you will need a dice.
5	Maths	Multiplication  Skills catch up	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) <b><u>Can I practice an area of learning I am finding hard?</u></b> <b>USE MATHLETICS FOR THIS – NOTHING IN THE PACK TO GO WITH THIS</b> Use Mathletics to work on an area of learning you find challenging – dividing by 10, 100 and 1000 as an example (measures).
5	Art / DT	Mythical Beast mobile	<b><u>Can I make a mobile of the mythical beasts I have learnt about this week?</u></b> Creating a mobile of all you have learnt about this week.

#### **Useful Websites to accompany the learning for this week**

<b><u>Description</u></b>	<b><u>Link</u></b> – 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	<b><u>Tiny URL</u></b> – shorter link, easier to type in if working from a paper copy
Mythical Beasts - brief but useful	<a href="https://en.wikipedia.org/wiki/List_of_Greek_mythological_creatures">https://en.wikipedia.org/wiki/List_of_Greek_mythological_creatures</a>	<a href="https://tinyurl.com/pdtnvng">https://tinyurl.com/pdtnvng</a>
Mythical beasts listed - more detailed	<a href="http://www.ducksters.com/history/ancient_greece/monsters_and_creatures_of_greek_mythology.php">http://www.ducksters.com/history/ancient_greece/monsters_and_creatures_of_greek_mythology.php</a>	<a href="https://tinyurl.com/crlfzrn">https://tinyurl.com/crlfzrn</a>
A game to match the names to mythical creatures	<a href="https://learnenglishkids.britishcouncil.org/word-games/mythical-creatures">https://learnenglishkids.britishcouncil.org/word-games/mythical-creatures</a>	<a href="https://tinyurl.com/yde4jf4r">https://tinyurl.com/yde4jf4r</a>
A useful website to find out more about your favourite mythological creature	<a href="https://kids.kiddle.co/Legendary_creature">https://kids.kiddle.co/Legendary_creature</a>	<a href="https://tinyurl.com/ybtlpppo">https://tinyurl.com/ybtlpppo</a>

# The Story of Theseus and the Minotaur

King Minos of Crete, who believed that Athens was responsible for the loss of his son, would periodically attack the city. Wanting to prevent the attacks, the King of Athens, Aegeus, struck a deal with King Minos. Each year, he would send over seven Athenian boys and seven Athenian girls as an offering to King Minos's bloodthirsty beast – the Minotaur. In return, Minos would leave Athens alone.



Hands shaking, Theseus walked towards the door and went over the speech in his head. The days of Minos telling Athens what to do had gone on for long enough; it was time to take a stand. Hesitantly, he knocked. Aegeus called him inside and looked up proudly at the tall, muscular warrior his son had become.

Before Aegeus could greet him, Theseus began his speech. "This pact with Minos has gone on for long enough. Families are terrified that their children will be picked next. It's no way to live! We should be protecting our people – not offering them to a beast! Tomorrow, when the boat comes, I am going to take the place of one of the boys. Then, I will slay the Minotaur and put an end to this nightmare."



Aegeus was shocked. He knew that his son was strong but the Minotaur was so fierce that it had to be guarded deep within a complex maze. Aegeus pleaded with Theseus to find another way but he had already made up his mind. Eventually, Aegeus had to admit defeat.

"I will not rest until I know that you are safe," he told Theseus. "The moment that your ship crosses the horizon, I want to know that you have won. If you are successful, replace your ship's black sails with white ones. Then, I will know that you are coming home safely. I shall watch the sea from now until the moment I see those sails heading home." Theseus nodded and promised that his sails would be white.

Later that day, Theseus climbed into the ship alongside 13 panic-stricken children. The journey to Crete was smooth and, before long, they had arrived. When the boat pulled up to the shore, they were greeted by Minos and his

daughter, Ariadne. As Minos led the children to the palace to be prepared for the Minotaur, Ariadne pulled Theseus to one side. Desperate to escape from her father's anger, she told Theseus that she would help him if he promised to take her away from Crete.

Agreeing to help, Theseus and Ariadne approached Daedalus - the inventor of the labyrinth that the Minotaur was being kept in. Seeking a chance to be a hero, Daedalus agreed to help. Later that night, the three met at the entrance to the labyrinth.

Revealing a ball of string, Daedalus explained his plan. "This labyrinth has been designed to be so complicated that I can't even escape it. However, if you trail this string behind you, you will be able to use it to retrace your steps. Ariadne and I will stay here to secure it and ensure that nobody else enters. Good luck."



With that, the doors to the labyrinth closed and Theseus set off to find the Minotaur. Trailing the string behind him, he searched through the narrow, dim passages until, at last, he was face to face with the beast. The Minotaur was stronger but Theseus was quicker and smarter. After a mighty battle, Theseus emerged victorious: the Minotaur had been defeated.

Theseus immediately made his way to the shore with Ariadne. He had done it! No more children would ever have to meet the Minotaur. At last, Athens had been freed from Minos's deal. Feeling tired but content, Theseus hoisted the black sails of his ship and headed for home, forgetting all about the promise that he had made to his father.

**Can I summarise what I have read?**

Read through Theseus and the Minotaur story (see previous page) carefully. Underline and clarify any words that you do not know the meaning of. Write a brief summary of the story in your own words to tell someone what the story is about

You could use these sentence starters to help you...

*Theseus went to Crete to...*

*The king's daughter Ariadne helped him by...*

*Making a plan to get around the maze, Theseus...*

*Finally, the Minotaur was defeated and...*

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## Can I use descriptive words to describe a mythical beast?

Choose one of the mythical beast below and mind map different ways of describing the beast.

Try to include:

- Powerful adjectives and adverbs
- Similes (as \_\_\_ as \_\_\_)
- Metaphors (e.g. the forest of fire)
- Alliteration

You might like to use a thesaurus to help you find some more interesting words.



Chimera - a fire-breathing three-headed monster with one head of a lion, one of a snake, and another of a goat, lion claws in front and goat legs behind, and a long snake tail.



Cerberus - the three-headed giant hound that guarded the gates of the Underworld



Sphinx - has the haunches of a lion, the wings of a great bird, and the face of a woman / man.



Griffin - a creature that combines the body of a lion and the head and wings of an eagle



Hydra - a many-headed, serpent-like creature that guarded an Underworld entrance beneath Lake [Lerna](#)



Manticore - having the body of a red lion and a human head with three rows of sharp teeth



Minotaur - a monster with the head of a bull and the body of a man;



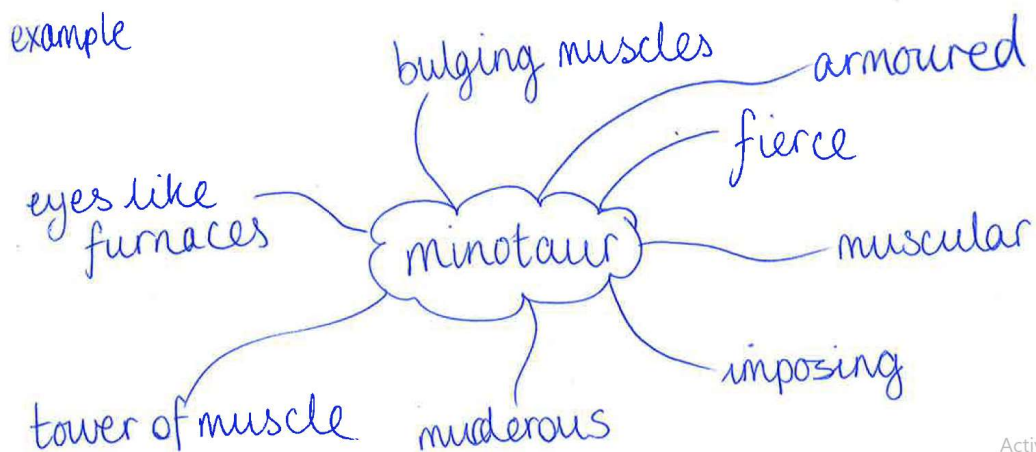
Cyclops - a race of one-eyed giants.



Gorgons - female monsters depicted as having snakes on their head instead of hair, and sometimes described as having tusks, wings and brazen claws



Crocotta - creature with the body of a stag, a lion's neck, cloven hooves, and a wide mouth with a sharp, bony ridge in place of teeth. It is as brave as a lion, as swift as a horse, and as strong as a bull. It cannot be overcome by any weapon of steel.



# Mental multiplication strategies – doubling strategy

Doubling is a useful strategy to use when multiplying.

To multiply a number by four, double it twice.

$$15 \times 4 \text{ double once} = 30$$

$$\text{double twice} = 60$$

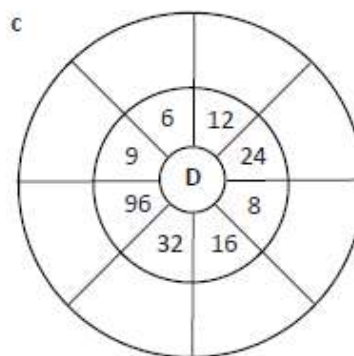
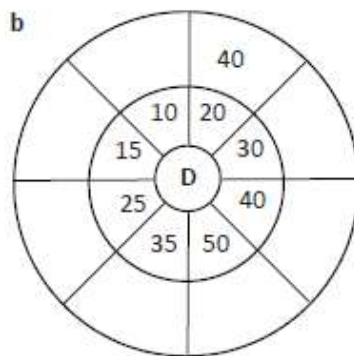
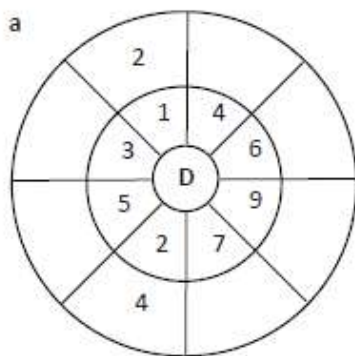
To multiply a number by eight, double it three times.

$$13 \times 8 \text{ double once} = 26$$

$$\text{double twice} = 52$$

$$\text{double three times} = 104$$

## 1 Warm up with some doubling practice:



## 2 Finish the doubling patterns:

a	4	8	16		64	
b	3					96
c	5			40		
d	25	50				
e	7		28			224
f	75		300			

## 3 Choose a number and create your own doubling pattern. How high can you go? What patterns can you see within your pattern?

## 4 Two sets of twins turn 12. They decide to have a joint birthday party with 1 giant cake but they all want their own candles. How many candles will they need?



## Mental multiplication strategies – doubling strategy

- 5 Use the doubling strategy to solve these:

	$\times 2$	$\times 4$
a $13 \times 4$	26	52
b $16 \times 4$	_____	_____
c $24 \times 4$	_____	_____
d $25 \times 4$	_____	_____
e $32 \times 4$	_____	_____
f $21 \times 4$	_____	_____
g $35 \times 4$	_____	_____

To multiply by 4, double twice. To multiply by 8, double three times.



**REMEMBER**

- 6 Use the doubling strategy to solve these:

	$\times 2$	$\times 4$	$\times 8$
a $12 \times 8$	24	_____	96
b $14 \times 8$	_____	_____	112
c $25 \times 8$	_____	_____	_____
d $21 \times 8$	_____	84	_____
e $13 \times 8$	_____	_____	_____
f $16 \times 8$	32	_____	_____

- 7 Work out the answers in your head using the appropriate doubling strategy. Use a table like the one above if it helps.

a  $18 \times 4 =$

b  $16 \times 4 =$

c  $26 \times 4 =$

d  $24 \times 8 =$

e  $15 \times 8 =$

f  $22 \times 8 =$

- 8 Nick's dad offered him two methods of payment for helping with a 5 week landscaping project.

Method 1: £24 a week for 5 weeks.

Method 2: £8 for the first week, then double the payment each week.

Which method would earn Nick the most money? Why?

### Can I express my gratitude for real life superheroes through art?

The Dioceses would like to set up an Art display, using children's responses to Banksy's work.

This week your task is to produce your own piece of art under the theme 'Everyday Heroes' – this could involve refuse collectors, bus drivers, shop keepers, paramedics, charity workers – the list goes on as we show our gratitude for those embodying the values that we all promote in our school every day.

The artwork needs to be: no bigger than A4 on paper, plastic, card, wood, stone, slate or anything that is available! It can be 2D or 3D, and in any media.

We would love to see photographs of your finished art work. Send your photographs into school and we will make a gallery of them on the school website and send some onto the Diocese.

[adminoffice@st-marys-jun.hants.sch.uk](mailto:adminoffice@st-marys-jun.hants.sch.uk)



This is a piece of artwork by the artist Banksy. Banksy's latest artwork called 'Game Changer' was put on display in a corridor at Southampton University Hospital.

Banksy left a note for workers saying: *Thanks for all you're doing. I hope this brightens the place up a bit, even if it's only black and white.* It is very different to Banksy's normal artwork – it was put behind glass in a frame!

It does, however, mean that everyone in the hospital can safely view it, and take a moment in their busy lives to pause, reflect and appreciate this piece of art. It will be put on public display later and then sold at auction to raise money for the NHS.

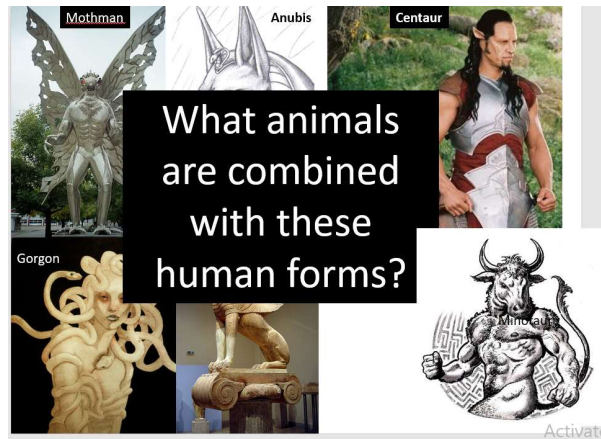
## Can I plan and draw my own mythical beast?



Create your own mythical creature

- Draw 3 or more different animal parts from the slides.

Combine the animals to create your own creature



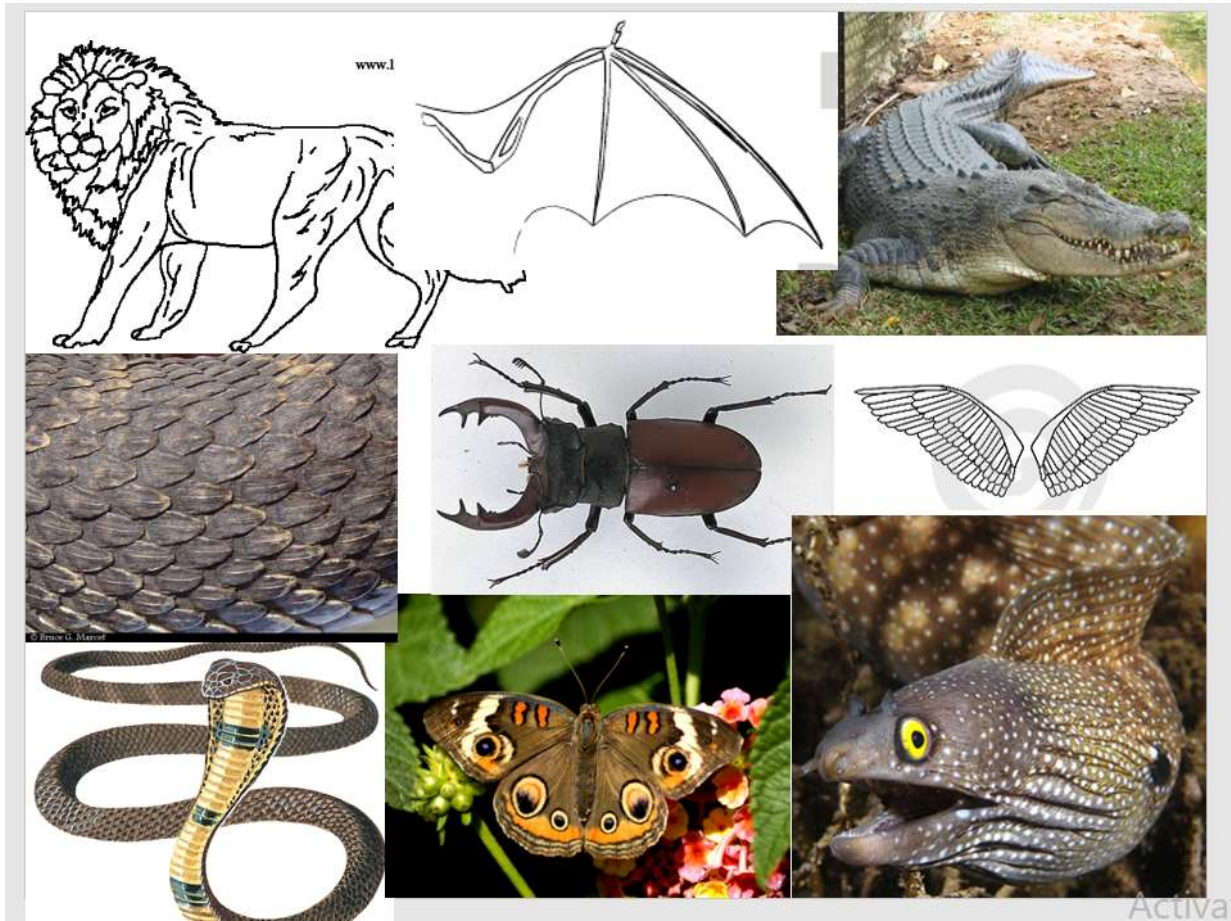
Think about:

- Three animals to combine together
  - What does it eat?
  - Where does it live?
  - What does it sound like?
- What is its skin / fur / feathers like?

Draw your mythical beast (choose three different animals to combine together). Label with what the animal has.



More ideas to help:





## Can I answer retrieval and inference questions?

Re-read the Theseus and Minotaur story from yesterday. Answer the questions below...

### Questions

1. Which word best describes Theseus's journey to Crete? Tick one.

- ☐ rough
- ☐ gentle
- ☐ unsettled
- ☐ rocky

2. Number the events from 1-4 to show the order that they occurred.

- ☐ Minos began attacking the city of Athens.
- ☐ Theseus promised to take Ariadne away from Crete.
- ☐ Theseus set sail for Athens.
- ☐ Aegeus struck a deal with Minos.

3. Look at the paragraph beginning **Aegeus was shocked**.

Find and copy one word or phrase which shows that Aegeus had given up.

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4. Why did Ariadne help Theseus?

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5. Name one way in which Theseus was better than the Minotaur.

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6. Summarise Theseus's plan using 20 words or fewer.

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7. Compare the characters of Theseus and Aegeus.

How are the two different?

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8. ...**forgetting all about the promise that he had made to his father.**

Why do you think that the author has chosen to end the story like this? Explain your answer.

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9. Do you think that Theseus was right to go and slay the Minotaur? Explain your answer fully.

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## Can I write a descriptive paragraph of a mythical beast?

Decide whether you would like to write about a beast from yesterday or your beast that you have drawn today. (there is an example one on the next page)

Write a paragraph describing the beast. Where does it live? What does it sound like? What does it eat? Try to use the same rich language that you thought about yesterday.

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



## The Minotaur

Over 2000 years ago, an irregular, intimidating, imperious minotaur dwelled in a twisted labyrinth. Eagerly, the perilous creature anticipates the arrival of a young Athenian who comes shuffling round the corner ever so cautiously, their shaking arms stretched to their full potential, and then they feel it. Worily, their trembling, sweaty palms brush against the wiry, shaggy body of the of the revolting monster. In a matter of seconds, they

comprehend the fact that they soon will be taking their last gasp, blinking their last blink, thinking their last thought...

The minotaur bears a pair of menacing horns, thundering hooves, and is as strong as 100 men! His long, bushy coat suffocates his figure (obviously, it never gets cut!) and his prickly fur molts very easily so it leaves a trail wherever he travels



## Mental multiplication strategies – split strategy

Sometimes it's easier to split a number into parts and work with the parts separately.

Look at  $64 \times 8$

Split the number into 60 and 4

Work out  $(60 \times 8)$  and then  $(4 \times 8)$

Add the answers together  $480 + 32 = 512$

1 Use the split strategy to answer the questions:

a  $46 \times 4$

$(40 \times 4) + (6 \times 4)$

$\underline{\hspace{1cm}} + \underline{\hspace{1cm}}$   
 $= \boxed{\hspace{1cm}}$

b  $74 \times 5$

$(\underline{\hspace{1cm}} \times \underline{\hspace{1cm}}) + (\underline{\hspace{1cm}} \times \underline{\hspace{1cm}})$

$\underline{\hspace{1cm}} + \underline{\hspace{1cm}}$   
 $= \boxed{\hspace{1cm}}$

c  $48 \times 4$

$(\underline{\hspace{1cm}} \times \underline{\hspace{1cm}}) + (\underline{\hspace{1cm}} \times \underline{\hspace{1cm}})$

$\underline{\hspace{1cm}} + \underline{\hspace{1cm}}$   
 $= \boxed{\hspace{1cm}}$

d  $37 \times 7$

$(\underline{\hspace{1cm}} \times \underline{\hspace{1cm}}) + (\underline{\hspace{1cm}} \times \underline{\hspace{1cm}})$

$\underline{\hspace{1cm}} + \underline{\hspace{1cm}}$   
 $= \boxed{\hspace{1cm}}$

e  $62 \times 8$

$(\underline{\hspace{1cm}} \times \underline{\hspace{1cm}}) + (\underline{\hspace{1cm}} \times \underline{\hspace{1cm}})$

$\underline{\hspace{1cm}} + \underline{\hspace{1cm}}$   
 $= \boxed{\hspace{1cm}}$

f  $91 \times 5$

$(\underline{\hspace{1cm}} \times \underline{\hspace{1cm}}) + (\underline{\hspace{1cm}} \times \underline{\hspace{1cm}})$

$\underline{\hspace{1cm}} + \underline{\hspace{1cm}}$   
 $= \boxed{\hspace{1cm}}$

2 Use the split strategy to answer the questions. This time see if you can do the brackets in your head:

a  $48 \times 8 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \boxed{\hspace{1cm}}$

b  $52 \times 7 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \boxed{\hspace{1cm}}$

c  $9 \times 43 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \boxed{\hspace{1cm}}$

d  $8 \times 29 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \boxed{\hspace{1cm}}$

e  $86 \times 7 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \boxed{\hspace{1cm}}$



**THINK**

3 These problems have been worked out incorrectly. Circle where it all went wrong.

a  $37 \times 6$

$(30 \times 6) + (7 \times 6)$

$180 + 13$

$= 193$

b  $17 \times 5$

$(10 \times 5) + (7 \times 5)$

$70 + 35$

$= 105$

c  $32 \times 9$

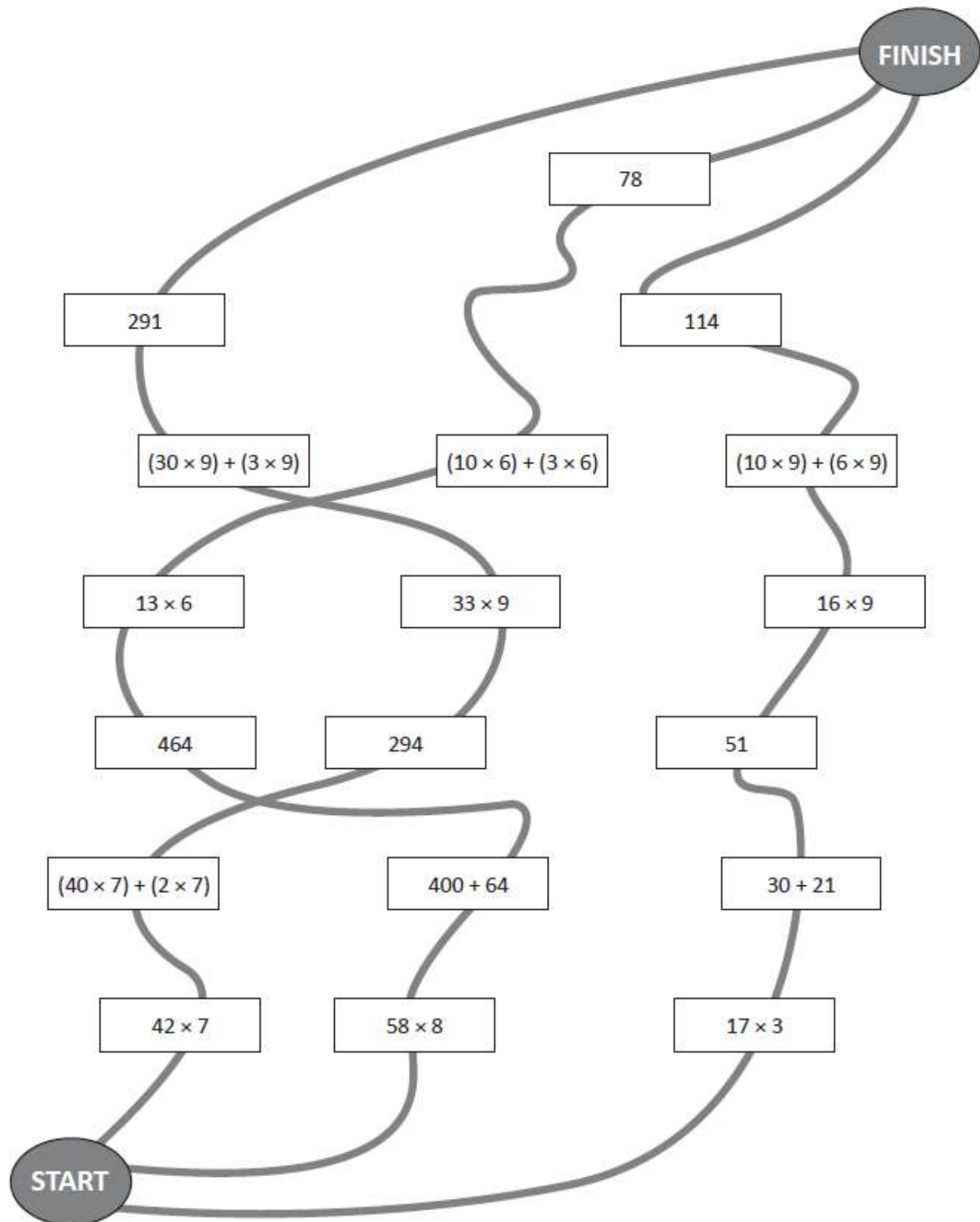
$(30 \times 9) + (2 \times 9)$

$27 + 18$

$= 45$

## Mental multiplication strategies – split strategy

- 4 Each trail contains 2 multiplication problems and steps to solve them. Only one trail has been solved correctly. There are errors in the other two. Find and colour the winning trail.



Can I identify key details that help to summarise the main ideas?

Read the passage. Think about the key details that support the theme.  
Look at the question and choose the correct answer.

**The Fox and the Stork**

A rather large bird arrived in the forest looking a little lost; it had long thin legs, a long thin neck and very long bill for eating. The bird was a stork and he was looking for new friends, when he bumped into a very fine looking fox. The small birds, however, advised him not to make friends with the cunning, mischievous fox.

"Don't make friends with him," chirped the birds. "He's a bit of a joker."

The stork ignored their advice and soon he was laughing and chatting with the fox, as if they had known each other for ages. The fox asked the stork if he would like to come round for supper.

"It's a trick!" the birds twittered. "Don't go!"

But once again, the stork ignored their advice and gladly accepted the invitation. He arrived at the fox's house smelling a lovely aroma of soup. To his surprise and disappointment, the stork saw that the soup was in a flat plate. The poor stork could not eat any of the soup with his long bill, but the fox easily licked the delicious liquid from the plate.

"How is your soup? Don't you like it?" enquired the fox with a smirk.

"I had a rather large tea before I came, and now I'm not that hungry." The stork responded. "Why don't you come to my house for tea tomorrow night?"

"That sounds wonderful," replied the fox.

The stork flew home with a heavy heart and the birds all tweeted at his return. "We warned you, we warned you!" they chorused.

"I know my so-called friend tricked me," replied the stork, "but I may well have the last laugh."

The following night, the fox arrived at the door of the stork's house, sniffing hungrily at the delicious smells coming from inside.

"Come in, I've cooked roast rabbit," called the stork.

"Mmm, my favourite," replied the fox, as the stork carried the meal in on a tray. But then the fox saw in disappointment, that the wonderful food had been served in a tall, narrow jar, impossible for him to reach. The fox watched in frustration as the stork dipped his long bill into the jar and gobbled up the delicious food inside.

"Is everything ok?" asked the stork.

The fox stuck his nose as far as possible down the jar, but eventually he got his snout stuck. The birds watching through the window chirped "Serves you right!"

The fox couldn't answer back and the stork, very kindly, had to pull the jar off the fox's snout.

"I suppose I deserved that," said the fox sheepishly.

**1** Which detail should be in the summary?

- a** The stork made friends with the fox.
- b** The birds advised the stork not to make friends with the fox.
- c** The stork was a bird with long legs, a long neck and a very long bill.

**2** Which detail should be in the summary?

- a** The stork ignored the birds' advice.
- b** The stork went round to the fox's house for supper.
- c** The fox made delicious soup.

**3** Which detail should be in the summary?

- a** The stork wasn't hungry.
- b** The fox licked the soup from the plate.
- c** The stork couldn't eat the soup from the shallow plate because his bill was too long.



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**4** Which detail should be in the summary?

- a** The stork was very disappointed.
- b** The fox was amused.
- c** The stork invited the fox back to his house for tea.

**5** Which detail should be in the summary?

- a** Stork served the meal in tall, narrow jars.
- b** Roast rabbit is the fox's favourite meal.
- c** The birds watched through the window.

**6** Which sentence best describes how the fox feels when his snout is stuck in the jar?

- a** The fox didn't care.
- b** The fox was cross.
- c** The fox was embarrassed.

**7** What is the theme of the story?

- a** Treat others as you would want to be treated.
- b** Make sure you use suitable dishes when eating.
- c** Try and make lots of friends.

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### Can I identify and correct incorrect spellings?

## Correct the Spelling Mistake

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

1. Shaun loved playing football (according) to his best friend.
2. There were no more (available) cinema times for that evening.
3. The princess didn't (recognise) the prince.
4. The (foreign) exchange student loved her new school.
5. Andrew loved reading books (especially) before bedtime.
6. Mum (sincerely) apologised for being late.
7. "It's lovely to meet you," whispered the boy with an (or) keyword smile.
8. Grandpa cooked a delicious (vegetable) soup for dinner.


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

1. How could Sarah persuade her mum to stay out later?
2. The school trip was to an ancient temple.
3. Mohammad really wanted to win the competition.
4. Loki, the dog, hated thunder and lightning.
5. There was a worrying sound coming from the vehicle.
6. It won't be necessary.
7. The temperature in the classroom was increasing
8. The lady next door was being a nuisance.

[illegible]

## Mental division strategies – use multiplication facts

Knowing our multiplication facts helps us with division as they do the reverse of each other. They are inverse operations.

$$3 \times 5 = 15$$

$$15 \div 5 = 3$$

1 Use your knowledge of multiplication facts to help answer these division questions:

- a  $56 \div 7 \rightarrow \underline{8} \times 7 = 56 \rightarrow 56 \div 7 = \boxed{\phantom{00}}$
- b  $121 \div 11 \rightarrow \underline{\phantom{00}} \times 11 = 121 \rightarrow 121 \div 11 = \boxed{\phantom{00}}$
- c  $72 \div 8 \rightarrow \underline{\phantom{00}} \times 8 = 72 \rightarrow 72 \div 8 = \boxed{\phantom{00}}$
- d  $49 \div 7 \rightarrow \underline{\phantom{00}} \times 7 = 49 \rightarrow 49 \div 7 = \boxed{\phantom{00}}$
- e  $36 \div 9 \rightarrow \underline{\phantom{00}} \times 9 = 36 \rightarrow 36 \div 9 = \boxed{\phantom{00}}$
- f  $64 \div 8 \rightarrow \underline{\phantom{00}} \times 8 = 64 \rightarrow 64 \div 8 = \boxed{\phantom{00}}$
- g  $108 \div 12 \rightarrow \underline{\phantom{00}} \times 12 = 108 \rightarrow 108 \div 12 = \boxed{\phantom{00}}$

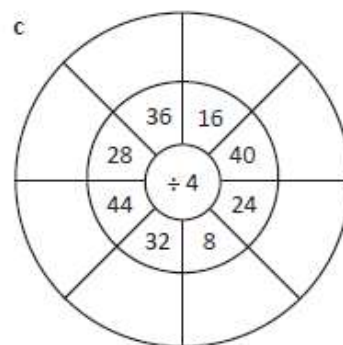
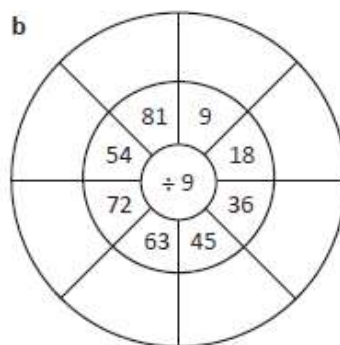
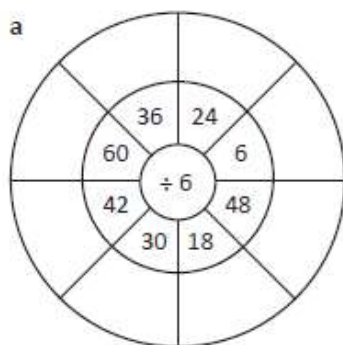
2 Now try these:

- a  $81 \div 9 = \boxed{\phantom{00}}$
- b  $40 \div 5 = \boxed{\phantom{00}}$
- c  $21 \div 3 = \boxed{\phantom{00}}$
- d  $54 \div 6 = \boxed{\phantom{00}}$
- e  $42 \div 7 = \boxed{\phantom{00}}$
- f  $63 \div 9 = \boxed{\phantom{00}}$
- g  $36 \div 4 = \boxed{\phantom{00}}$
- h  $45 \div 9 = \boxed{\phantom{00}}$
- i  $39 \div 3 = \boxed{\phantom{00}}$
- j  $24 \div 6 = \boxed{\phantom{00}}$



Doing maths without knowing your multiplication facts is hard. Learning them makes your life much easier. It's worth persevering to conquer them!

3 Fill in the division wheels. Use multiplication facts to help you.



## Mental division strategies – use multiplication facts

Knowing our families of facts is also helpful.

$3 \times 5 = 15$

$5 \times 3 = 15$

$15 \div 5 = 3$

$15 \div 3 = 5$

- 4 Complete the following patterns. How many more multiplication and division facts can you find, given the first fact?

a  $7 \times 8 = 56$

$8 \times 7 = \square$

$56 \div \square = 8$

$\square \div 8 = 7$

b  $8 \times 9 = 72$

$9 \times 8 = \square$

$72 \div \square = 9$

$\square \div 9 = 8$

c  $7 \times 9 = 63$

$9 \times 7 = \square$

$63 \div \square = 9$

$\square \div 9 = 7$

- 5 Write down another multiplication fact and two division facts for each question.

a  $6 \times 7 = 42$

b  $5 \times 9 = 45$

c  $9 \times 6 = 54$

d  $17 \times 8 = 136$

e  $12 \times 8 = 96$

f  $11 \times 21 = 231$

- 6 Look at these two division facts:  $20 \div 5 = 4$  and  $20 \div 4 = 5$

Imagine you're explaining to a younger child how they're related yet different. How would you do it?  
What would you say/write/draw?



**Can I plan and create a mythical beast from junk modelling?**

Using your ideas from your writing this week, design and make a mythical beast model. You could do this from any materials that you might have at home; lego, junk materials, cardboard or paper, natural materials from outside, or anything else you might find.

Make sure you take a photograph of your models and send them to us!

Here are some ideas for you:



Name : \_\_\_\_\_

Class: \_\_\_\_\_

Read these facts about Athens and then try to summarise what you have read in two sentences.

- ☀ Athens is the capital of Greece.
- ☀ It is one of the oldest cities in the world.
- ☀ It was named after the goddess Athena.
  - ☀ People have been living in Athens for at least 3000 years.
  - ☀ The Acropolis is in Athens.
- ☀ This is a sacred hill with many temples.
- ☀ The Parthenon sits on the Acropolis and was first built around 2500 years ago.




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Can I use factors and multiples?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Can I write using my imagination?

# Fact File



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Can I write using my imagination?



A set of handwriting practice lines. It consists of a vertical line on the left and a series of horizontal lines. A gray dot is placed on the vertical line, approximately one-third of the way down from the top, to serve as a starting point for writing.



A second set of handwriting practice lines, identical to the first. It features a vertical line on the left and horizontal lines. A gray dot is positioned on the vertical line, about one-third of the way down from the top, indicating the starting point for writing.



<b>MASTERS CHALLENGE</b> $2 \times 2 =$	$24 \div 6 =$	$10 \times 9 =$
$8 \times 7 =$	$44 \div 4 =$	$8 \times 12 =$
$3 \times 3 =$	$3 \times 4 =$	$8 \times 8 =$
$5 \times 4 =$	$4 \times 4 =$	$54 \div 9 =$
$1 \times 1 =$	$5 \times 3 =$	$40 \div 8 =$
$48 \div 6 =$	$3 \times 8 =$	$6 \times 3 =$
$28 \div 4 =$	$60 \div 12 =$	$6 \times 12 =$
$3 \times 6 =$	$36 \div 3 =$	$3 \times 6 =$
$4 \times 7 =$	$4 \times 11 =$	$4 \times 12 =$
$4 \times 5 =$	$3 \times 5 =$	$9 \times 5 =$
$9 \times 7 =$	$9 \times 11 =$	$9 \times 12 =$
$42 \div 7 =$	$4 \times 8 =$	$8 \times 9 =$
$45 \div 5 =$	$12 \times 11 =$	$12 \times 12 =$
$5 \times 6 =$	$9 \div 1 =$	$10 \div 5 =$
$3 \times 7 =$	$10 \times 3 =$	$6 \times 6 =$
$2 \times 9 =$	$9 \times 9 =$	$90 \div 10 =$
$36 \div 9 =$	$8 \times 3 =$	$10 \times 10 =$
$121 \div 11$	$72 \div 9 =$	$10 \times 3 =$
$1 \times 7 =$	$66 \div 6 =$	$48 \div 4 =$
$8 \times 4 =$	$1 \times 10 =$	$54 \div 6 =$
$99 \div 9 =$	$6 \times 5 =$	$108 \div 9 =$
$5 \times 7 =$	$5 \times 11 =$	$5 \times 12 =$
$9 \times 2 =$	$2 \times 8 =$	$8 \times 10 =$
$7 \times 7 =$	$7 \times 11 =$	$7 \times 12 =$
$11 \times 7 =$	$11 \times 11 =$	$11 \times 12 =$
$6 \times 10 =$	$63 \div 7 =$	$3 \times 9 =$
$3 \times 7 =$	$3 \times 11 =$	$3 \times 12 =$
$8 \times 5 =$	$4 \times 10 =$	$18 \div 2 =$
$2 \times 11 =$	$6 \times 9 =$	$10 \times 10 =$
$8 \times 7 =$	$60 \div 5 =$	$12 \div 1 =$
$4 \times 7 =$	$84 \div 7 =$	$9 \times 7 =$
$88 \div 8 =$	$10 \times 11 =$	$72 \div 6 =$
$10 \times 7 =$	$10 \times 11 =$	$10 \times 12 =$
$3 \times 12 =$	$120 \div 12 =$	$36 \div 3 =$

## Master Master Challenge

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

Can I make a mobile of the mythical beasts I have learnt about this week?



Using everything you have learnt this week about mythical beasts to create a mobile to hang pictures, written descriptions or facts about Ancient Greek Mythical beasts.

Perhaps you could create unicorn mobile or a minotaur mobile.

You can hang string from two straws or sticks tied together or an old coat hanger to hang the string from.

As always, take some photographs to send us your creations