

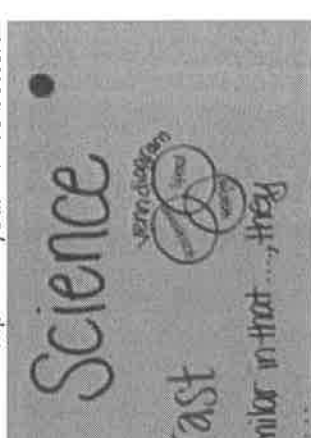
Week 2 (27.4.20 – 1.5.20) overview – The Ancient Greeks themed (ish) – SLIGHTLY EASIER

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 Classroom" folder ready and waiting to be used, no need to search for them this week.

Timetable

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 ☺). 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.

<u>Day</u>	<u>Subject</u>	<u>Name of Activity</u>	<u>Description of what to do (only if needed – most of this is obvious from the sheet but look here if stuck)</u>	<u>What are we learning?</u>
1	Reading	Ed City (TF ☺) Crunch time		Making predictions based upon what we have read
1	Writing	Ed City (TF ☺) Survive a shower		Identifying adverbs
1	Maths	Ed City (TF ☺) All Ears		Rounding 2 and 3 digit numbers
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.
Can I discover some key ideas about the Ancient Greeks?				
USE YOUR OWN PAPER FOR THIS – NOTHING IN THE PACK TO GO WITH THIS				
2	History / Reading	Who were the Ancient Greeks?		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
2	Reading	Who were the Ancient Greeks?		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. <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	<p><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</p> <p>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!</p> 
2	Maths	Free Choice	<p><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</p> <p>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.</p>
3	Reading	Ed City (TF 😊) Savvy stories	Identifying the main ideas of a text
3	Writing	Ed City River deep	Using full stops and capital letters
3	Maths	Ed City (TF 😊) The scampi happening	Identifying numbers based on place value
3	History	Mask time	<p><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/ybsv1o9) 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.</p>
4	Reading / History	Trireme fact finding	<p><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 Describing settings using our senses.</p>
4	Writing	Ed City (TF 😊) The plot thickens	

4	Maths	Counting in Ancient Greek	<p>Can I use Ancient Greek numbers?</p> <p>A bit like the code breaking using Ancient Greek numbers. No Answer sheet for this one as they will vary</p> <p>Can I use information to recreate history?</p> <p>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/zc8yb9g if clicking has more information that might interest you</p>
4	History	Groovy Greek Grub	
5	Reading	Sequencing King Midas	<p>Can I sequence?</p> <p>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!</p> <p>Prepositions</p>
5	Writing	Ed City (TF ☺) Amazing words	
5	Maths	Free Choice	<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? If you want more maths for today use Mathematics (see below)</p> <p>Can I practice and area of learning I am finding hard?</p> <p>USE MATHEMATICS FOR 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.</p> <p>Can I uncover clues about the Ancient Greeks?</p> <p>Carefully cut out the different pieces of this Greek vase jigsaw, then piece them back together for a fun puzzle and colour activity.</p>
5	History	Greek Vase jigsaw	

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
An overview of lots to do with Ancient Greek Life from the BBC	<u>Websites to read</u> 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/yb37ll8a
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
National Geographic overview of Ancient Greece – some grown up words used (Y5 children may not understand)	<u>Websites with videos to watch</u> 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/yalj8o2Z
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 week's.

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: _____

Read the text extracts and answer the questions.

Growing in the middle of the bare field was a single red rose, it grew tall and proud in solitude. Nothing had grown on the land for as long as they could remember. As they approached the rose, they noticed that it was giving off a warm glow like nothing they had ever seen before. "Be careful, Tom," Sally whispered cautiously, "I don't think you should touch it."
"It's ok," Tom replied, slowly walking forwards.

1 Predict what happened next.

The man in the moon looked down on the group of friends trekking through the forest. He was out earlier than usual but he knew they were in danger. They were heading straight for the creek; it was dark and they would not see the drop. The clouds were drawing in; he could try to convince the clouds to slow down so he could shine a little brighter and warn the friends in time but the clouds were being particularly difficult this week. Claudia, a wisp of a cloud, glided over and asked lazily, "Why are you so tense, man in the moon?"
He explained the situation and asked for her help. "Sure thing," she replied, "leave it with me." Claudia floated off towards the other clouds.

2 Predict what happened next.

As they walked into the room, they saw it. It was impossible to miss. Maybe because the description was etched in their memory and were aware of its importance or maybe because it was an object of such beauty that, no one could fail to see it. They walked over to the painting; it hung on the wall in all its glory. Lizzie took out the overlay; if it did not align correctly, they would not be able to decipher the code. They were limited for time; the raiders had been hot on their heels the entire journey. As Lizzie found the overlay in her bag, Ben stood watch by the door. Lizzie held the overlay up against the painting but as she did, she noticed the overlay was damaged; she would need more time to work it out. Suddenly Ben shouted, "Quick Lizzie, hide!"



Name: _____

Class: _____

Read the text extracts and answer the questions.

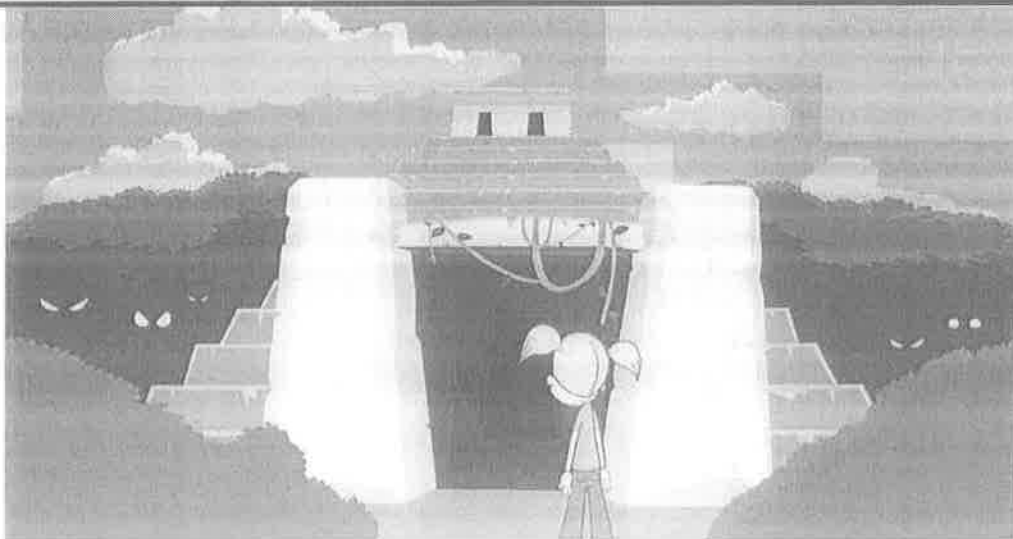
3 Why do you think Ben shouted to Lizzie to hide?

It looked like the bubbles were coming from the ground. Why would bubbles be coming from the ground? Klara thought her eyes were playing tricks on her. She walked over to the hole and sure enough, there was a hole in the middle of the field with bubbles floating out from the center.

Klara looked round to see if anyone else was there and could offer an explanation but she was alone. She edged closer to the hole, as she did so she heard a tiny voice shouting for help.

4 Predict what happened next.

Look at the picture and discuss the questions with a partner.



- 1** Describe the scene.
- 2** How does the scene make you feel?
- 3** How would you describe the sprites?
- 4** If you were the girl, what would you do?
- 5** What will happen next?



Survive a Shower

Activity Sheet

Name: _____

Class: _____

Rewrite each of the sentences, including adverbs to add description.

1 The alligator swam downstream.

2 The river twisted and turned through the jungle.

3 The waterfall flowed into the lake.

4 The fish swam down the river.

5 The pool filled with water.

6 The boy ate the fish.

7 The old man made a net.

8 The bird hunted at night.

9 The fruit grew in the summer.

10 The man lost his hat in the river.





Survive a Shower

Activity Sheet

Name: _____

Class: _____

Make your way across the jungle maze by colouring the adverbs.



runner

jungle

held

gently

bridge

challenge

moved

best

speedily

take

way

neatly

angrily

rudely

shone

loudly

helpfully

led

everyone

people

brilliantly

snake

interrupted

was

advised



Name: _____

Class: _____

so look at the tens column.

Look at the numbers below.

Place them in one of the boxes below by rounding them to the nearest 100.

325

401

445

367

279

336

389

432

307

372

413

421

282

Clue:

*5 or more
ROUND UP*

*4 or less
ROUND
DOWN*

Round to 300

325

Round to 400

401

* On the back of the sheet, round each of the numbers to the nearest 10. *

Look at the ones column to help you.

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



Norwegian Sea

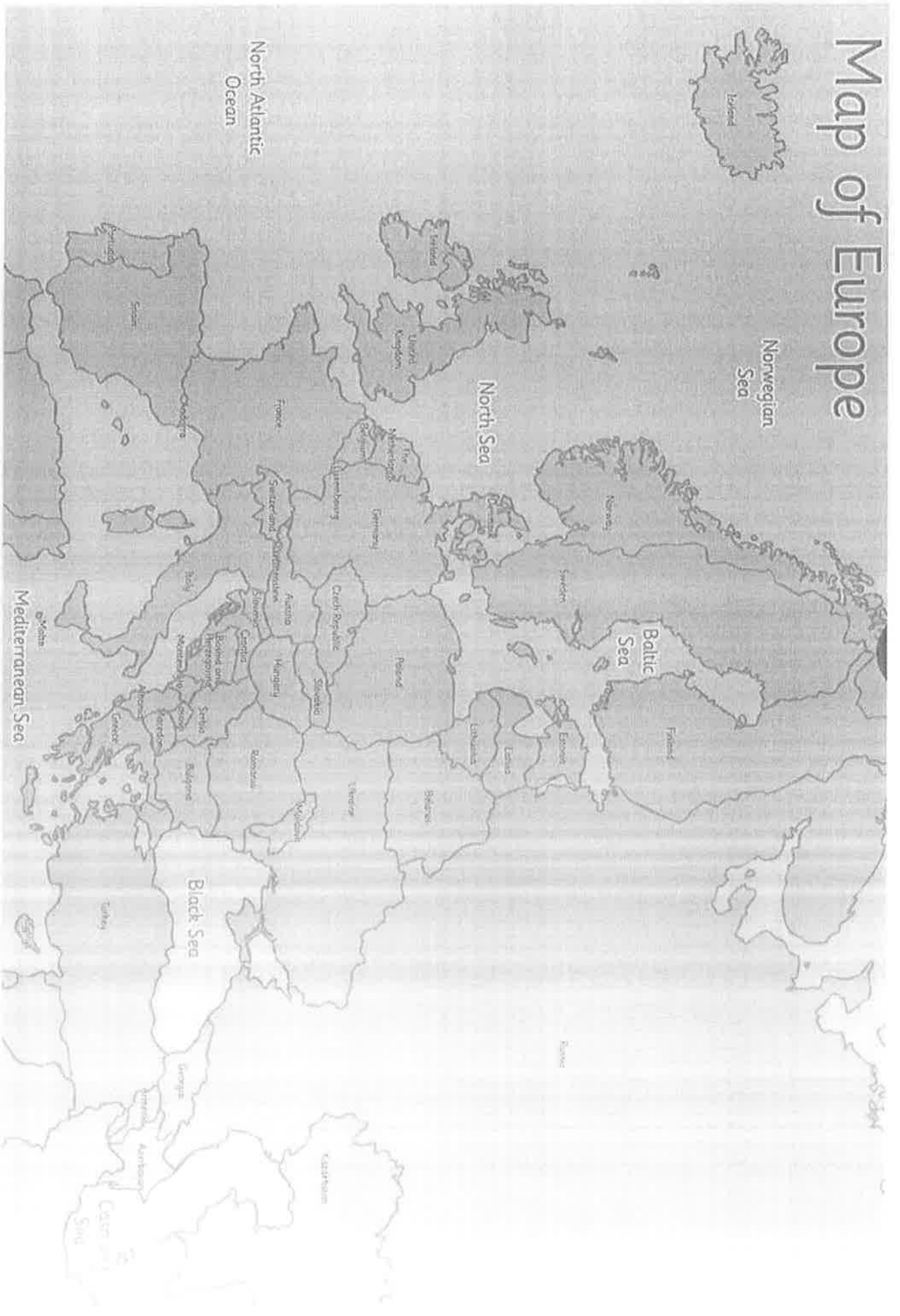
North Sea

Baltic Sea

North Atlantic Ocean

Mediterranean Sea

Black Sea





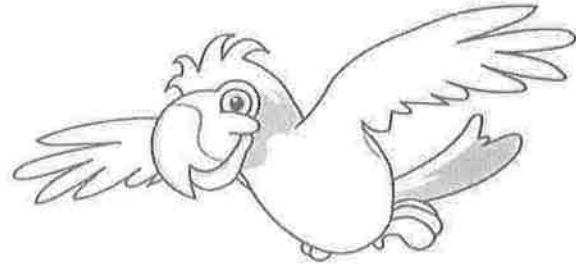
Name: _____

Class: _____

Listen as your teacher reads the passage.

Some pirate ships had pets. Cats were popular pets because they kept mice away from food. Another favourite pet was a dog. The dogs guarded the ships. Other ships even had parrots as pets. Some parrots can talk.

What do you think might happen if a parrot overheard where the treasure was?



1 What is the subject or main topic?

parrots

pets

2 Circle the key fact below.

Parrots like crackers.

Cats kept mice away.

3 Circle the key fact below.

Dogs guarded the ships.

Cats like pirates.

4 Which question would you ask to find out more key facts?

What other pets are found on ships?

Where did the pirates sleep?

Draw pictures that illustrate two of the other key facts.



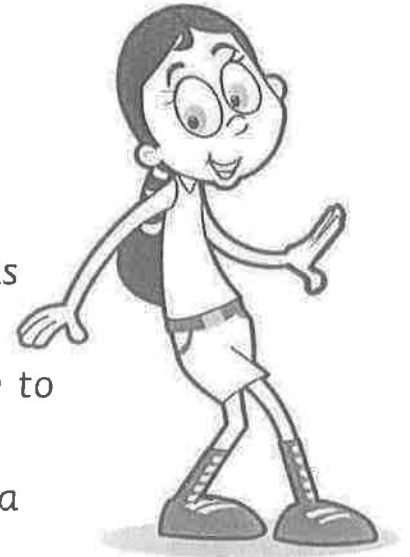


Name: _____

Class: _____

Put commas and full stops in the correct places in these sentences.

- 1 After the party had finished Stig went home to walk the dog
- 2 While looking for her purse Klara found the necklace she lost last week
- 3 Stig couldn't find his friends anywhere even though he had searched all over the school
- 4 Klara waited and waited for the bus but it was clear that she had missed it
- 5 While she waited for her favourite programme to start Klara saw a funny advert for dog food
- 6 After the rain had stopped the boys went for a game of football



Look at these sentences and put a tick by the ones where the commas and full stops are used correctly.

- | | |
|--|--------------------------|
| a Klara smiled sweetly at the teacher, hoping that she would not get told off for forgetting her homework. | <input type="checkbox"/> |
| b It was a long drive to the country park Manu and Sten were really bored. | <input type="checkbox"/> |
| c Soon after the game had started Stig was injured, and had to go off. | <input type="checkbox"/> |
| d While mum cooked the dinner, the children played in the garden. | <input type="checkbox"/> |
| e If only Klara had waited to buy the new shoes, she would have got them half price | <input type="checkbox"/> |



On the back of the sheet try to write some of your own sentences with a comma and full stop in the correct place



This Scampi Happening

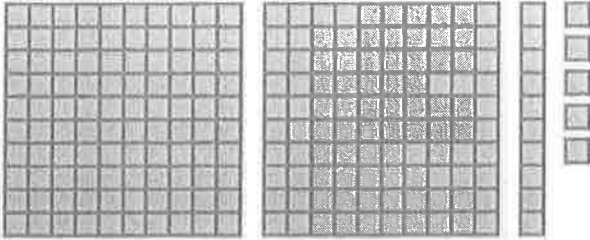
Activity Sheet

Name: _____

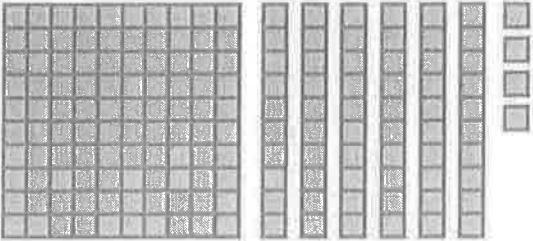
Class: _____

Identify the number.

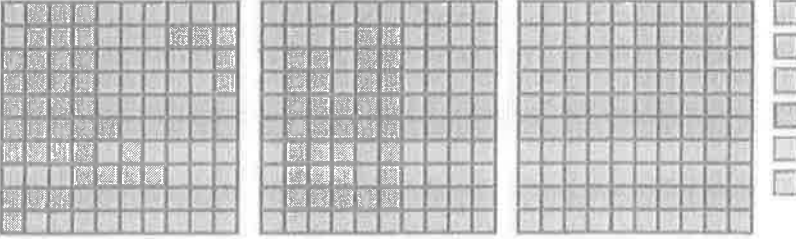
1



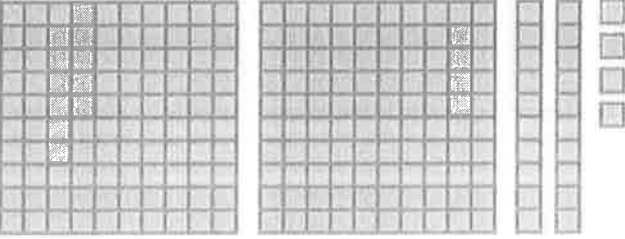
2



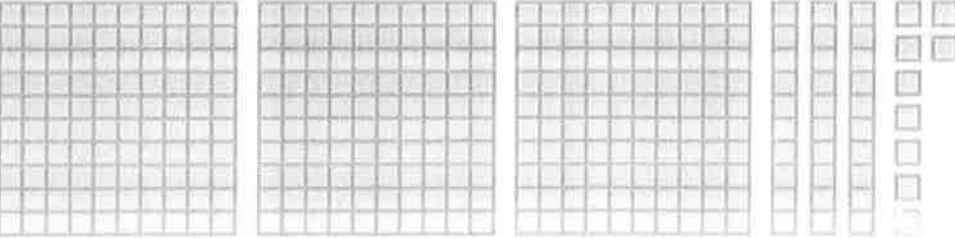
3



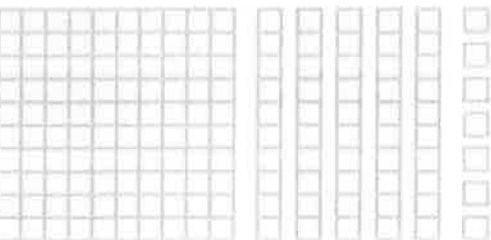
4



5



6





This Scampi Happening

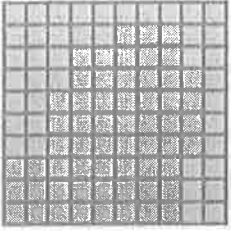
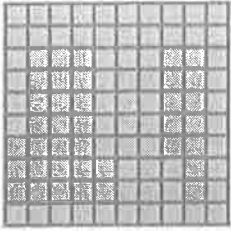
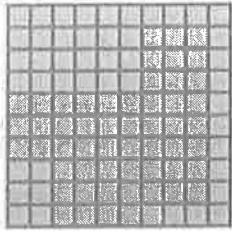
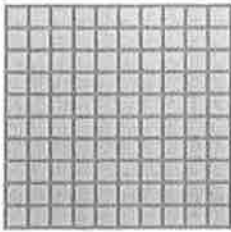
Activity Sheet

Name: _____

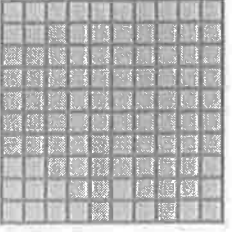
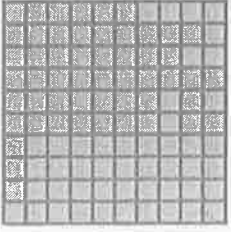
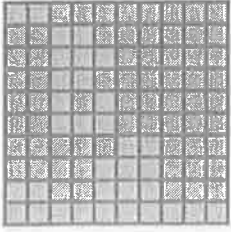
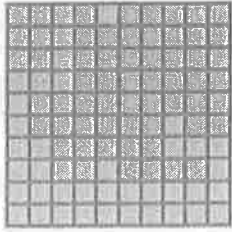
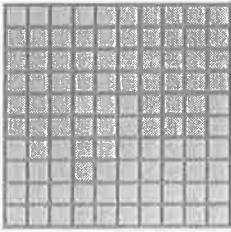
Class: _____

Identify the number.

7



8



Use your dienes to make the following numbers:

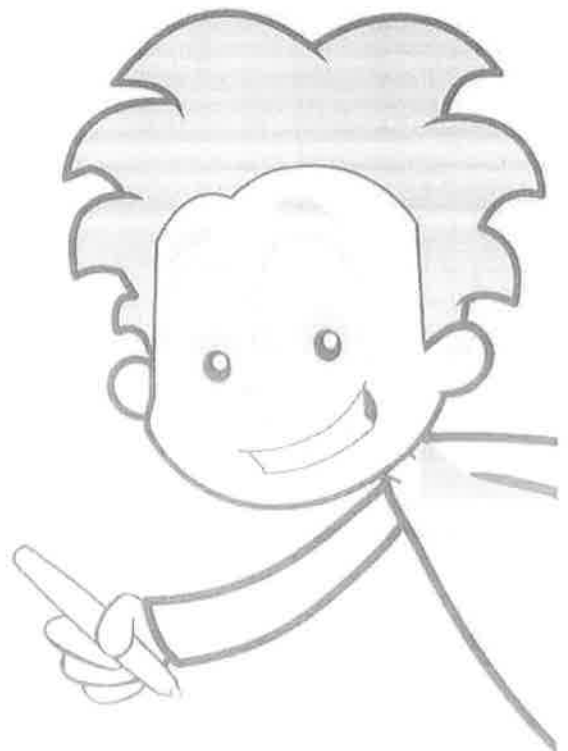
9 389

10 145

11 251

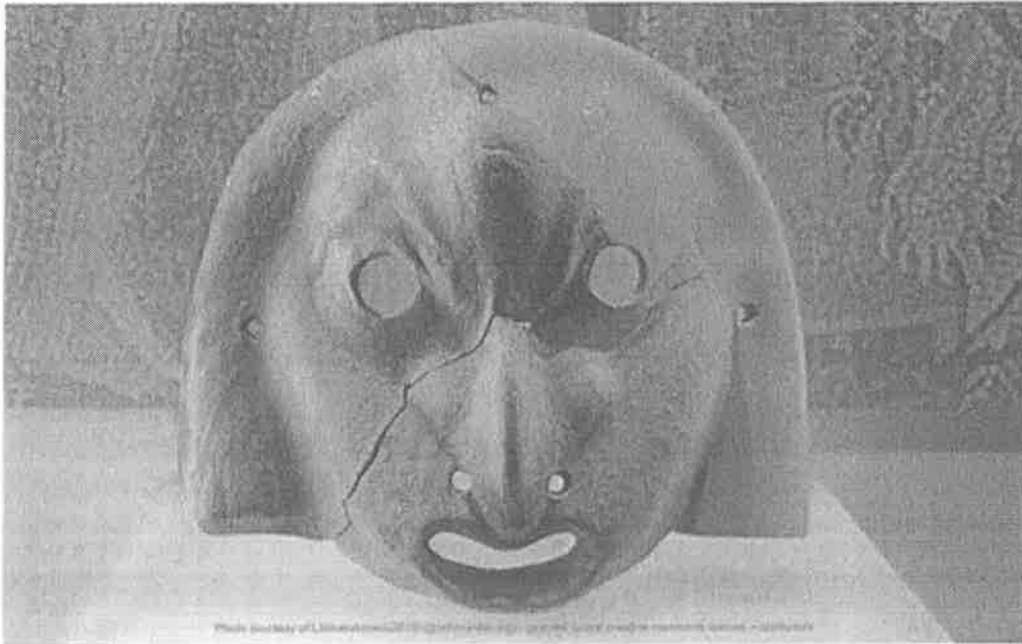
12 436

13 883



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?

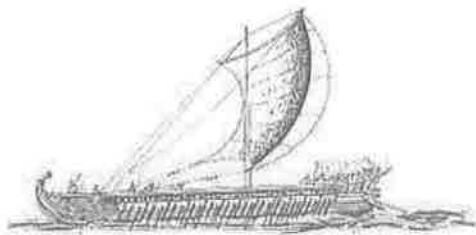
Why were they so fast in the water?

What other vessels at that time could catch them?

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

Trireme facts for kids from <https://kids.kiddle.co/Trireme>

Kids Encyclopedia Facts



A Greek trireme.

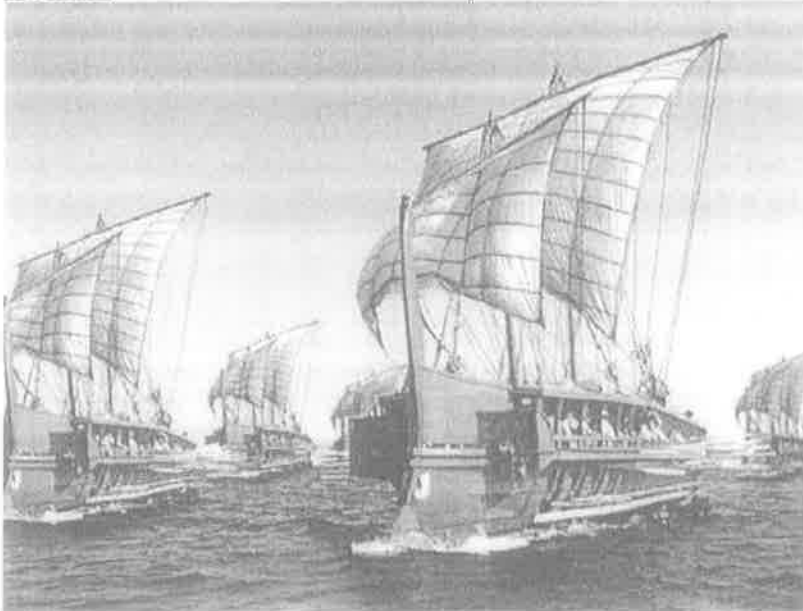
A **Trireme** is an ancient oar-driven warship powered by about 170 oars men. It was long and slender, had three tiers of oars and one sail. On the bow was a battering ram that was used to destroy enemy ships. The tip of the ram was made of bronze and could easily slice through the side of a wooden ship.

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*



The Plot Thickens

Activity Sheet

Name: _____

Class: _____

The picture below shows a tree house in the forest. Imagine this is the setting for your story. Plan the language you will use to describe the setting. Remember to use lots of adjectives and adverbs that appeal to the senses.



1. What can you see in your setting?

2. What can you hear in your setting?



The Plot Thickens

Activity Sheet

Name: _____

Class: _____

3. What can you taste in your setting?

4. What can you smell in your setting?

5. What can you feel in your setting?

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	I ι	K κ	Λ λ	M μ	N ν	Ξ ξ
9	10	20	30	40	50	60
Omicron	Pi	Rho	Sigma	Tau	Upsilon	Phi
O ο	Π π	P ρ	Σ σ ς	T τ	Υ υ	Φ φ
70	80	100	200	300	400	500
Chi	Psi	Omega	Digamma	Stigma	Koppa	Sampi
X χ	Ψ ψ	Ω ω	Ϝ	Ϛ	Ϟ	Ϸ
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. Would this be a difficult task?

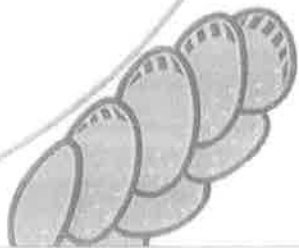
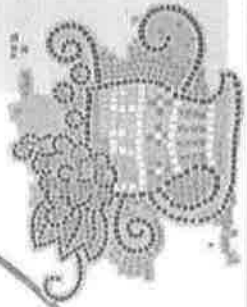
Ancient Greeks ate:

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.



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

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

Master Master Challenge

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

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

