

# Week 6 (LKS2 pack - SEN)

Home Learning	
<p>This pack is an SEN pack (Lower Key Stage 2 Level). It provides alternative activities if you are finding your year group pack a little bit tricky. There is a suggested length of time for each activity. Please feel free to spend more or less time on each activity to suit you and your child. In your pack there are all the resources you need for each day. We are available to contact should you have any questions on <b>your class e-mail address</b> or you can call the school office on 0116 2413444 where somebody will be able to help you.</p>	
Monday 8 <sup>th</sup> February	
30 mins	<p style="text-align: center;"><b>Get active / wake up shake up</b></p> <p>Type 'PE with Joe' into google. Click on the video for today (you may want to watch an older one if you cannot find the video from today).</p>
10 mins	<p style="text-align: center;"><b>Handwriting</b></p> <p style="text-align: center;"><b>Common exceptions:</b> talk, two, world, work, poor, great, break, steak, busy, clothes</p>
40 mins	<p style="text-align: center;"><b>Maths</b></p> <p style="text-align: center;">Arithmetic: Complete page 1 of 'Ultimate Times Tables Daily Practice Booklet 16'.</p> <p><u>WALT: Can I solve problems involving division?</u></p> <p>We have learned how to divide bigger numbers. Can you solve problems that involve that skill? Have a go at your worksheet. If you need to, remind yourself of how to do it by watching the videos again.</p>
20 mins	<p style="text-align: center;"><b>Writing Time</b></p> <p style="text-align: center;"><b>Get it rite!</b></p> <p>Read the given passage and see if you can correct all the errors- they may be spelling errors, punctuation errors, errors of tense or even errors of standard English. I wonder.... will you find them all?</p>
30 mins	<p style="text-align: center;"><b>Literacy</b></p> <p>Look through the Greek mythical creatures power point to get to know other mythical creatures from other mythical tales. What do they all have in common? How are they similar or different from animals you know well? Today you are going to explore Greek myth monster language for 4 different mythical creatures- Minotaur, Medusa, Hydra and Chimera. Can you describe what different creatures each one is made up of? Once you have completed the first section, move onto the next and really challenge yourself to think about the best adjectives you could use to describe each monster. Can you use alliteration such as <u>horrendous Hydra horrifies hordes of heroes</u>? What verbs could describe what each creature does and can you use adverbs to describe these actions? For example Monstrous Medusa <u>stares menacingly</u> at its victims.</p>
15 mins	<p style="text-align: center;"><b>Reading</b></p> <p>Read the book in your book bag, or any other book that you like, Read for 15mins. If you can, ask an adult or older brother or sister to listen to you read.</p>
15 mins	<p style="text-align: center;"><b>Wellbeing</b></p> <p>Complete the 'hello sunshine' page in your pack. Draw in the faces of your sunshine people and write down their names. Sunshine people are people who you like to spend time with because they make you feel good or happy!</p>
30 mins	<p style="text-align: center;"><b>Non-Core (PSHE)</b></p> <p>Today we are going to think about feelings and emotions. Think about each emotion and draw the face onto each image to show each emotion. See sheet in your pack.</p>
10 mins	<p style="text-align: center;"><b>Gratefulness</b></p> <p>Complete 'The Good Stuff' grid. You started this activity last week so it should be starting to fill up now! Add two or three ideas each day. Today you may want to add food to your 'Good Stuff' grid.</p>
15 mins	<p style="text-align: center;"><b>Storytime</b></p> <p>Listen to a story. An adult could read you a story or you can listen to one online.</p>

# Common Exception Word Handwriting

Practise your Common Exception Words using neat handwriting.

talk

two

world

work

poor

great

break

steak

busy

clothes

## Day 1 Challenge

$4 \times 3 =$	$1 \times 4 =$	$7 \times 8 =$
$2 \times 4 =$	$5 \times 3 =$	$6 \times 3 =$
$8 \times 8 =$	$3 \times 4 =$	$9 \times 8 =$
$7 \times 3 =$	$4 \times 4 =$	$1 \times 8 =$
$27 \div 3 =$	$24 \div 4 =$	$72 \div 8 =$
$24 \div 3 =$	$48 \div 4 =$	$88 \div 8 =$
$33 \div 3 =$	$20 \div 4 =$	$96 \div 8 =$
$21 \div 3 =$	$8 \div 4 =$	$40 \div 8 =$

**My score:**

24

## Maths Day 6

### WALT: Can I solve problems involving division?

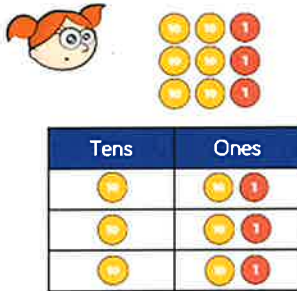
1. Teddy answers the question  $44 \div 4$  using place value counters.



Is he correct?  
Explain your reasoning.

2. Dora thinks that 88 sweets can be shared equally between eight people. Is she correct? Explain your answer.

3. Alex uses place value counters to help her calculate  $63 \div 3$



She gets an answer of 12.  
Is she correct?

4. Compare the statements using  $>$ ,  $<$  or  $=$

$$48 \div 4 \quad \bigcirc \quad 36 \div 3$$

$$52 \div 4 \quad \bigcirc \quad 42 \div 3$$

$$60 \div 3 \quad \bigcirc \quad 60 \div 4$$

Get it rite!

*Read through the following sentences and see how many mistakes you can spot. Highlight and correct any you find. What do you think the missing section should say? Finish the passage.*

It were late one evening jenny were getting ready for bed wen she heard a peculyar noise from the street out side She went over to the window and cautiously looks out. At first she coud not see nothing but as her eyes adjusted to the darknes jenny spotted tow strange figures lurkng at the bottom of her garden.

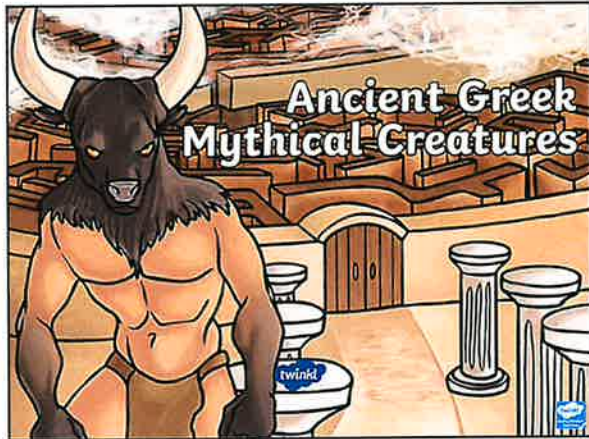
“Come quikly and looks at at this she calls to her brother There was someones in the garden! I can sea them now” Okay, okay I was there in a minute replied Nick “Im just getting change”

Jenny kept looks out at the misterious figures, all is now silent but she was sure she can see them moving

Nik came in. “right let me look.” Then He laughts, “ Oh you sill

There only the new bushes Dad planting today moving in the wind. If you go out in the morning you saw that I am rite Then Jeny herd the strange noise again “Whats that then.she askd

Nick pointed See it is just



### Ancient Greek Mythical Creatures

Here are some famous mythical creatures. There are terrifying monsters, one-eyed giants, sea creatures, cave dwellers, peace lovers and flying beasts. Click on a picture to discover more.

**Thinking Time**  
Click here for a challenge when you've explored all of the creatures.

### Ancient Greek Myths

**What Is a Greek Myth?**

Greek myths and legends are a collection of traditional stories that were told by the ancient Greeks to help explain the existence of the world.

They are captivating tales of fantasy, often featuring adventure and danger.

**Which Greek myths do you know?**

**Back**

### Medusa

**Appearance**  
Medusa was a gorgon. She had woman's body and face but her head was full of snakes, instead of hair.

**Special Abilities**  
Medusa was a dreadful and fearsome creature with a piercing gaze. One look into her eyes would turn you to stone!

**Medusa in Greek Mythology**

- Medusa had once been a very beautiful woman. She angered the goddess Athena with her boastfulness so Athena transformed her into a vicious monster.
- Medusa was killed by Perseus while she was asleep. He approached her using the reflection in Athena's bronze shield to guide him so he didn't risk being turned to stone by looking into her eyes.
- He cut off Medusa's head with his sword and then used it as a weapon to help him escape.

### Ancient Greek Myths

**What Are Greek Mythical Creatures?**

In Greek mythology, the storyline often involves the hero having to fight or overcome some sort of creature.

Sometimes, the creatures assist the hero in their quest.

Unlike the people or animals you might meet in real life, these mystical creatures are imaginative, supernatural and sometimes frightening.

**Back**

### Chimera

**Appearance**  
The chimera had the complete body of a female lion. From between her shoulder blades grew the head of a goat and her tail morphed into a snake.


**Special Abilities**  
The chimera had a fearsome weapon - she was able to breathe fire. This, combined with her lion's strength, goat's cunning and snake's venom, made her nearly invincible.

**Chimera in Greek Mythology**

- The chimera lived in Lycia, where she terrorised the people and ravaged the land with her fire breath. For a long time, she was considered unbeatable.
- Bellerophon was challenged to kill the chimera by King Iobates. He succeeded in his quest with the help of Pegasus - the winged horse. Bellerophon rode on Pegasus' back and fired arrows at the chimera from above.

**Back**

## Pegasus



**Appearance**  
Pegasus was a beautiful, pure white horse, with feathered wings on his back. He sometimes wore a magical, golden bride.


**Special Abilities**  
Pegasus could fly and also had an array of supernatural powers. He could pass between the mortal and immortal realms and create springs of water with his hooves. His wings clapped like thunder if he was angry.

**Pegasus in Greek Mythology**

- Pegasus was Medusa's son and lived by a spring he created beside Mount Helicon.
- Pegasus wore Athena's enchanted golden bride while Bellerophon rode him into battle with the chimera.
- Zeus gave Pegasus the responsibility of carrying his lightning bolts.

**Back**

## Hydra



**Appearance**  
The Hydra was a fearsome, snake-like monster with many heads. The exact number of heads varied but is often said to be nine.


**Special Abilities**  
One of Hydra's heads was immortal and if any of its other heads were cut off, two more would grow in its place. It was also highly venomous.

**The Hydra in Greek Mythology**

- Hydra is a girl's name, meaning 'water serpent'.
- It lurked in the swamps around Lake Lerna, claiming many lives.
- Hercules defeated Hydra as the second of his impossible tasks, during the 'Twelve Labours of Hercules.' He cut off the Hydra's immortal head with a golden sword, given to him by Athena.

**Back**

## Cyclopes



**Appearance**  
Cyclopes were enormous, lumbering giants. They had a single, round eye in the centre of their forehead.


**Special Abilities**  
Cyclopes' main ability was a powerful strength that made them impressive warriors. They were also known to be talented blacksmiths and stonemasons.

**Cyclopes in Greek Mythology**

- The word 'cyclops' meant 'round eye'.
- Cyclopes are included in a variety of Greek myths. In early mythology, they were said to have created Zeus' thunderbolt, Hades' helmet of invisibility and Poseidon's trident. Later mythology often describes them as being cannibals.
- The most famous Cyclops was Polyphemus, who featured in 'The Odyssey' and other stories. He was stabbed in the eye by Odysseus, which blinded him.

**Back**

## Centaur



**Appearance**  
Centaur's had the body of a horse and the torso, arms and head of a human. In Cyprus, centaurs had horns. They possessed human intelligence and had the ability to speak.


**Special Abilities**  
Centaur's would live for 300-500 years. They were considered to have extraordinary strength and stamina and could use their hooves as weapons.

**Centaur's in Greek Mythology**

- The most well-known centaur in Greek mythology was Chiron.
- He was said to be more modest and civilised than other centaurs and was known for his teaching abilities and medicinal skills.
- Chiron served as a tutor to some notable mythical characters, including Achilles and Asclepius.

**Back**

## Griffins



**Appearance**  
Griffins had the body of a lion and the head of an eagle. Sometimes, they were shown to have wings.


**Special Abilities**  
They combined the strength and power of a lion and the keen eyesight of an eagle. Winged griffins could fly.

**Griffins in Greek Mythology**

- Griffins were majestic creatures that represented wisdom, strength and cunning.
- They were believed to hoard gold and riches, which they fiercely protected.
- A tribe of the griffins guarded gold in the mountains of northern Skythia. They warred constantly with the Arimaspians (a group of one-eyed men), battling them for this treasure.

**Back**

## Minotaur




**Appearance**  
The Minotaur was a terrifying creature, with the head of a bull and the body of a man. He walked upright on the legs of a bull.

**Special Abilities**  
The Minotaur was extremely strong, powerful and fierce. He had a keen sense of smell and could understand human speech.

**The Minotaur in Greek Mythology**

- The Minotaur lived on the island of Crete, in a vast underground maze - known as the labyrinth.
- He is one of the most famous and gruesome of Greek mythological creatures. Every few years, he was fed 14 young men and women.
- The Minotaur was eventually killed by the Athenian hero, Theseus, who was helped by Princess Ariadne. Theseus laid a trail of thread to help him escape the labyrinth after killing the Minotaur.

**Thinking Time**




Tell the person beside you a fact about this creature.

Back Next




**Thinking Time**



Write a question you have about this creature.  
What else would you like to learn?

Back Next

**Thinking Time**

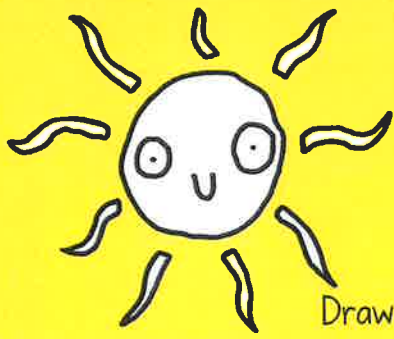


If you were a Greek mythological hero, how would you defeat the chimera?

Back

WALT: Can I gather good ideas from other writers I like?

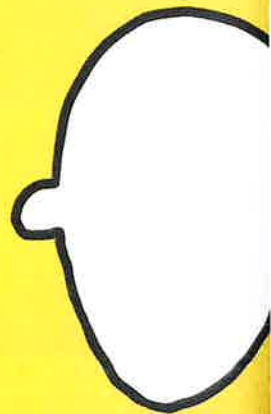
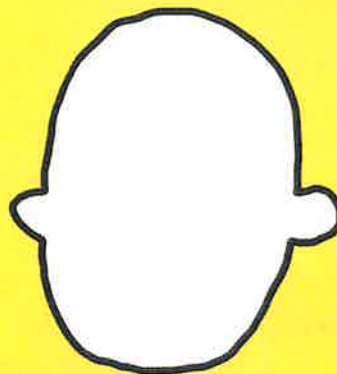
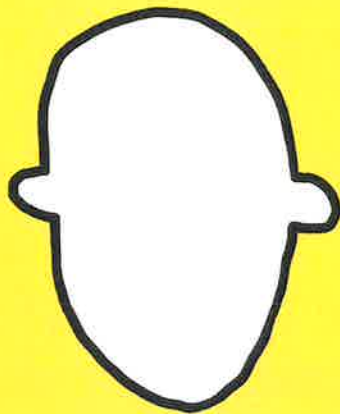
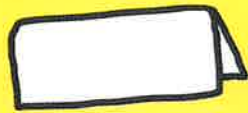
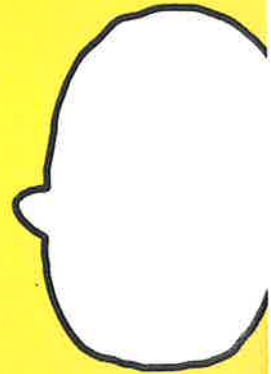
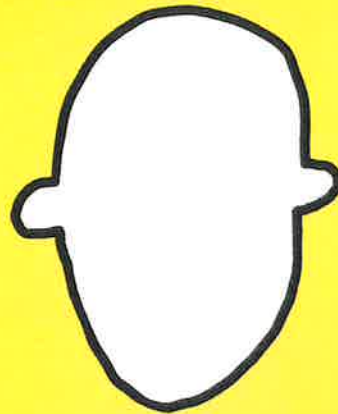
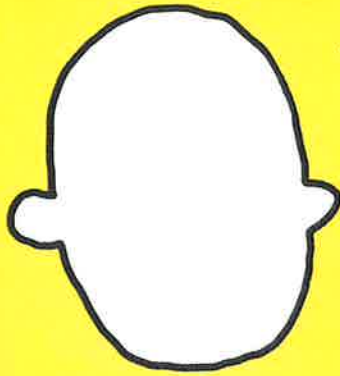
<b>Name of Greek Mythical Creature</b>	<b>What animals is the creature made up of?</b>	<b>Powerful WOW Language</b> Adjectives, alliteration, similes, adverbs and verbs
Minotaur		
Medusa		
Hydra		
Chimera		



# HELLO, SUNSHINE!

Some people are like sunsh  
Spend more time with  
these people.

Draw in the faces of your sunshine people and write down their



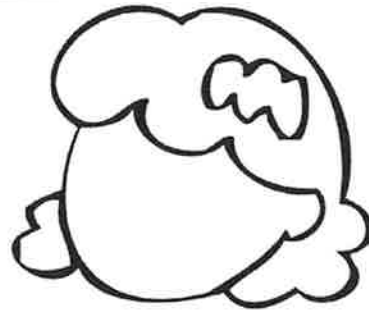
# Emotions

My name is \_\_\_\_\_

## Draw the faces



I'm happy



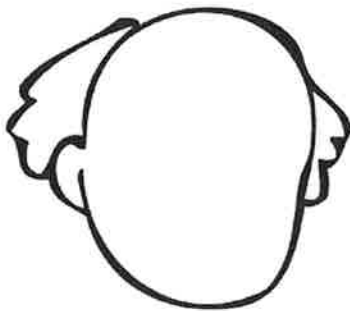
I'm sad



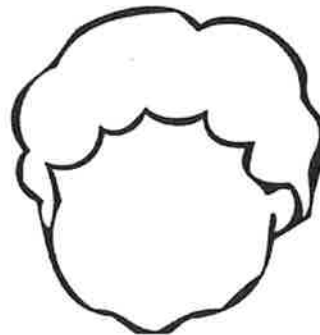
I'm sleepy



I'm afraid



I'm angry



I'm hot

Tuesday 9 <sup>th</sup> February	
30 mins	<p><b>Get active / wake up shake up</b></p> <p>Type 'PE with Joe' into google. Click on the video for today (you may want to watch an older one if you cannot find the video from today).</p>
10 mins	<p><b>Handwriting</b></p> <p>Common exceptions: whole, Easter, again, most, only, both, please, use, money, parents</p>
40 mins	<p><b>Maths</b></p> <p>Arithmetic: Complete page 2 of 'Ultimate Times Tables Daily Practice Booklet 16'.</p> <p><u>WALT: Can I divide 100 into 2, 4, 5 and 10 equal parts?</u></p> <p>Watch and follow along the video below to remind you if you need to, pause it as you go along and answer any questions that pop up. You will have the starter activity on your sheet so have a go at it first. We will then be using some different tasks as well, so do what you can from the video then try the other questions on here.</p> <p>Divide 100 into 2, 4, 5 and 10 equal parts</p> <p><a href="https://whiterosemaths.com/homelearning/year-3/spring-week-2-number-multiplication-division/">https://whiterosemaths.com/homelearning/year-3/spring-week-2-number-multiplication-division/</a></p> <p>Now do the tasks on your worksheet.</p>
Break	
20 mins	<p><b>Writing Time</b></p> <p><b>Idioms</b></p> <p>Read each idiom and see if you can match them to their meaning on the opposite side of the page. I wonder how many you already know and how many are new to you! If you have time, put each idiom into a sentence of your own.</p>
30 mins	<p><b>Literacy</b></p> <p>Look at the sheet entitled My mythical creature. Think back to and look at the work you did yesterday about mythical creatures. Today you are going to use all you know about Hydra, Minotaur, Chimera and Medusa to design your very own scary mythical creature! Start with the first sheet and brainstorm quickly what you may call your creature-remember, it is Greek so you may want to google Greek translations to help! Where may your creature live? Think about a menacing place it would lurk, waiting to pounce on its victims! Now, around the edges, use adjectives to describe your creature-again, remember to magpie ideas from yesterday's work if necessary! Once you have completed this sheet, move onto the more detailed one and really challenge yourself to add further details about what it might sound like, feel like and smell like. This is the perfect place to show off your knowledge of similies!</p>
Lunch	
15 mins	<p><b>Reading</b></p> <p>Complete the activity called 'Emma's puppy problem'.</p>
15 mins	<p><b>Wellbeing</b></p> <p>Complete the 'You did it' page in your pack. Remind yourself of your achievements no matter how big or small. This could be things that have made you feel proud, excited or even just something you don't really like doing but you did it anyway.</p>
30 mins	<p><b>Non-Core (Computing)- Safer Internet Day</b></p> <p>Last week, you watched this last week and then created your 'true or false' statements.</p> <p>Today you are going to be looking at 'Fake News' and how to spot it!</p> <p>Read this information (you may need an adult to read it to you) <a href="https://www.bbc.co.uk/newsround/38906931">https://www.bbc.co.uk/newsround/38906931</a></p> <p>Then complete this quiz: <a href="https://www.bbc.co.uk/cbbc/quizzes/real-or-fake-news-quiz">https://www.bbc.co.uk/cbbc/quizzes/real-or-fake-news-quiz</a></p> <p>You may want to make a 'fake news' poster when you have finished warning others about fake news and how to spot it.</p>
Break	
10 mins	<p><b>Gratefulness</b></p> <p>Complete 'The Good Stuff' grid. Today you may want to add experiences to your 'Good Stuff' grid.</p>
15 mins	<p><b>Storytime</b></p> <p>Listen to a story. An adult could read you a story or you can listen to one online.</p>

# Common Exception Word Handwriting

Practise your Common Exception Words using neat handwriting.

whole

Easter

again

most

only

both

please

use

money

parents

## Day 2 Challenge

$7 \times 3 =$	$4 \times 4 =$	$1 \times 8 =$
$2 \times 8 =$	$8 \times 3 =$	$5 \times 4 =$
$6 \times 4 =$	$3 \times 8 =$	$9 \times 3 =$
$10 \times 3 =$	$7 \times 4 =$	$10 \times 8 =$
$21 \div 3 =$	$8 \div 4 =$	$40 \div 8 =$
$24 \div 3 =$	$44 \div 4 =$	$80 \div 8 =$
$36 \div 3 =$	$36 \div 4 =$	$48 \div 8 =$
$27 \div 3 =$	$24 \div 4 =$	$72 \div 8 =$

**My score:**

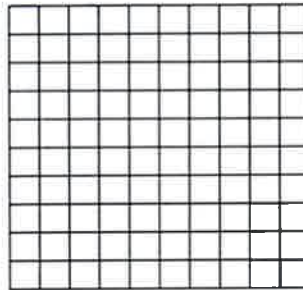
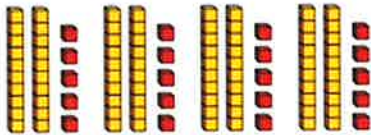
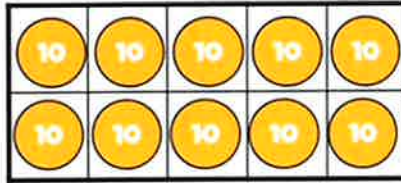
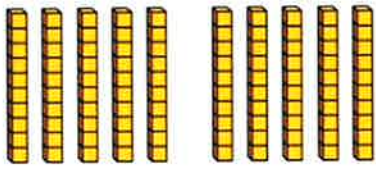
24

## Maths Day 7

WALT: Can I divide 100 into 2, 4, 5 and 10 equal parts?

Starter activity

Which representations show 100?

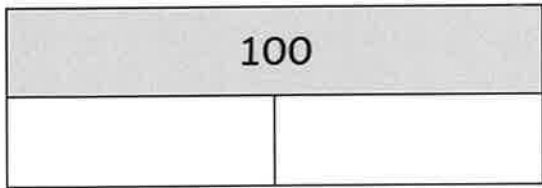


1. Can you think of 4 different ways to represent 100? Draw your ideas in the boxes.


Maths Day 7

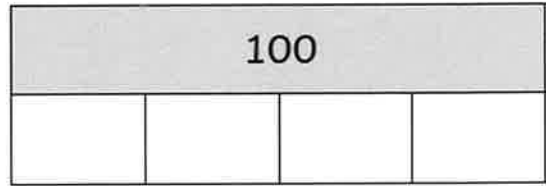
2. Use the bar model to divide 100 by 2, 4, 5 and 10. Complete the bar model and the calculations above.

$100 \div 2 =$



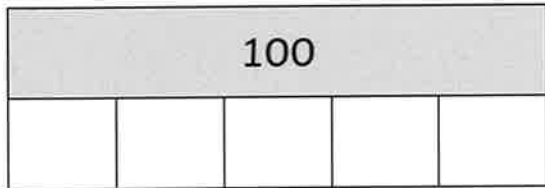
**Counting in 50s**

$100 \div 4 =$



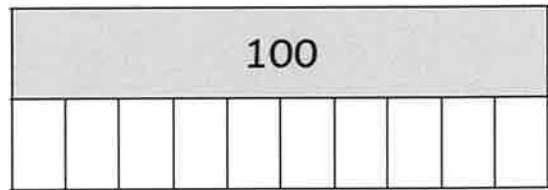
**Counting in 25s**

$100 \div 5 =$



**Counting in 20s**

$100 \div 10 =$



**Counting in 10s**

# Idioms

Match the idioms to their correct meanings and write out the matching pairs.

## Idioms

She's burning the candle at both ends.

He's pulling the wool over her eyes.

He's leading you up the garden path.

It's raining cats and dogs.

I've got a bone to pick with you!

I can smell a rat.

They paid through the nose for it.

He has turned over a new leaf.

## Meanings

I want a word with you (about a problem)

It's pouring with rain.

I suspect something is wrong.

He has made a fresh start.

He's trying to fool you.

They paid too much money for it.

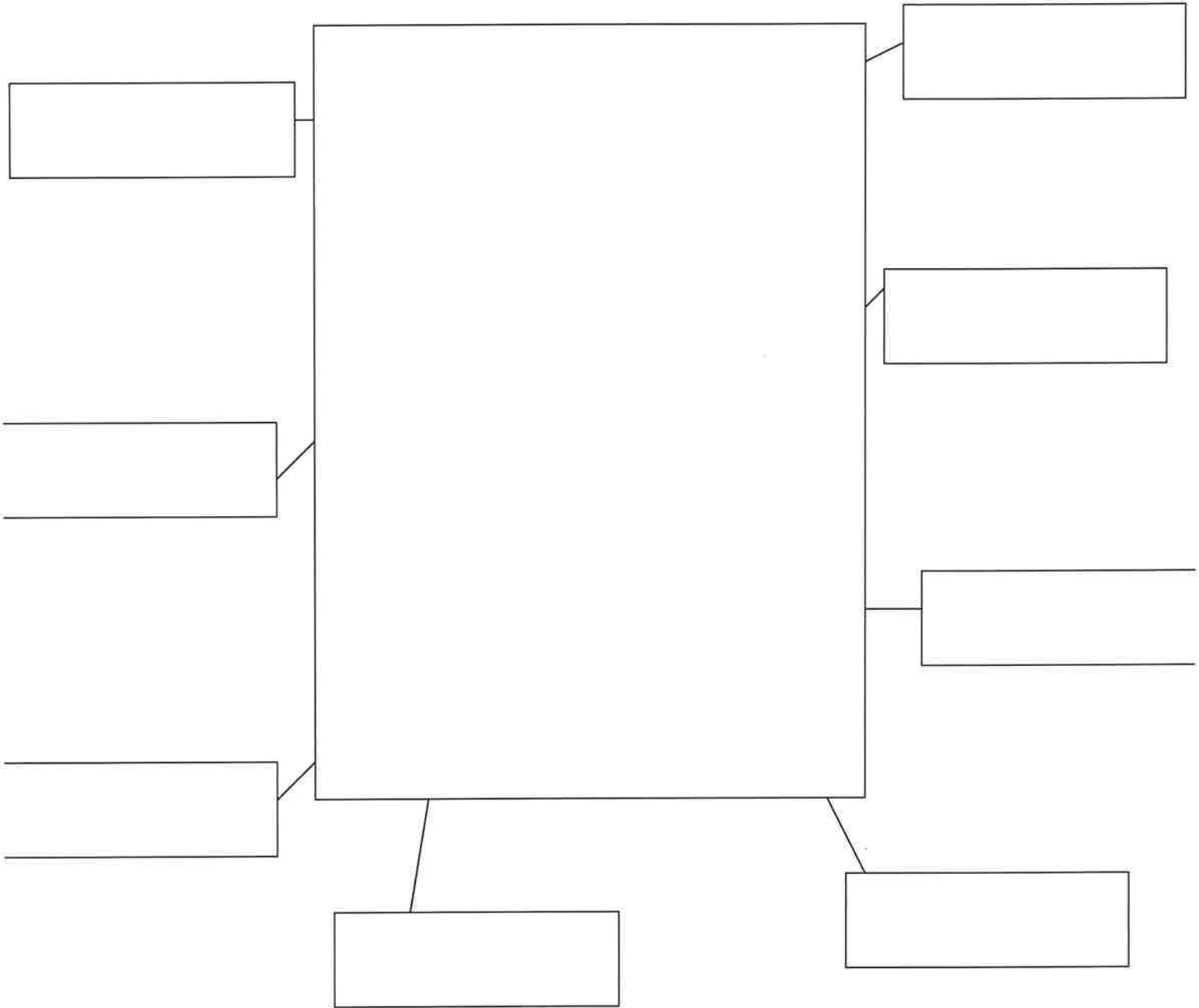
She's working day and night.

He's keeping a secret from her.

Now write some sentences containing these idioms.

Name \_\_\_\_\_ Date \_\_\_\_\_

# My Mythical Creature



My mythical creature is called \_\_\_\_\_

You might find my mythical  
creature \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# My Mythical Creature

My mythical creature is called \_\_\_\_\_

It lives \_\_\_\_\_

It sounds like:

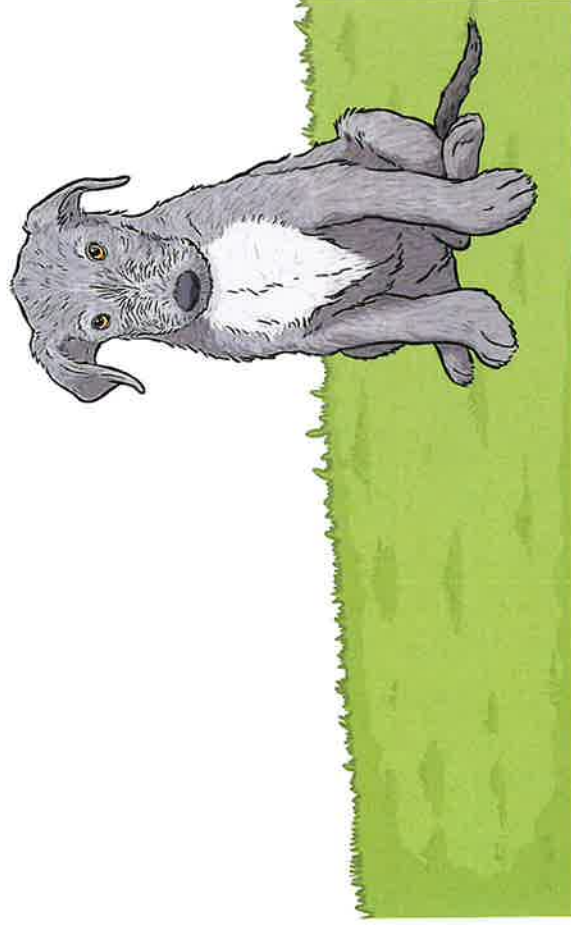
It looks like:

It feels like:

It smells like:

# Emma's Puppy Problem

11 As soon as she turned eight years old, Emma knew that  
21 she was old enough for the responsibility of looking after  
33 a puppy. She had even promised to start doing all of the  
46 things you would do with a dog to prove to her boring dad  
58 that she could. Emma knew she had to go on long walks  
70 twice a day, although she did not get out of bed before  
80 midday. She watered the plants in the house every day  
89 to prove that she could keep something alive, although  
100 she watered them a bit too much. Emma also knew one  
110 thing for certain: she would not be picking up anything  
122 that the dog left in the back garden. Not once. Not ever.  
127 That was her dad's job.



# Quick Questions



1. Who is stopping Emma from getting a puppy?  
\_\_\_\_\_



2. Why do you think that the author describes dad as 'boring'?  
\_\_\_\_\_  
\_\_\_\_\_



3. What makes you think that Emma is not ready to get a puppy? Use evidence from the text.  
\_\_\_\_\_  
\_\_\_\_\_

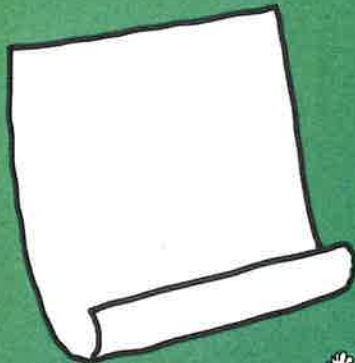


4. Summarise the main point of this story in 20 words or less.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

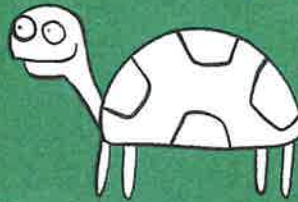
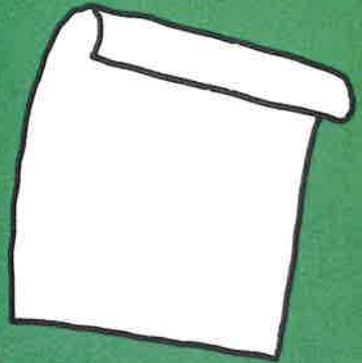
# YOU DID IT!

Fill in these notes to remind yourself of times when something felt too difficult but you were brave and did it anyway.

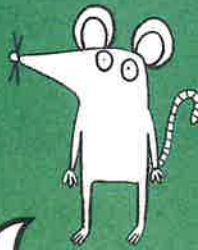
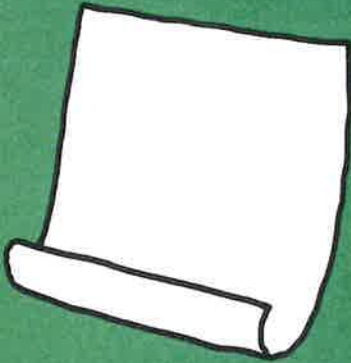
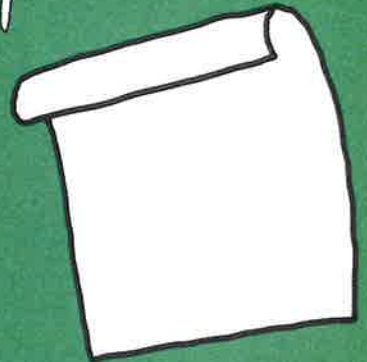
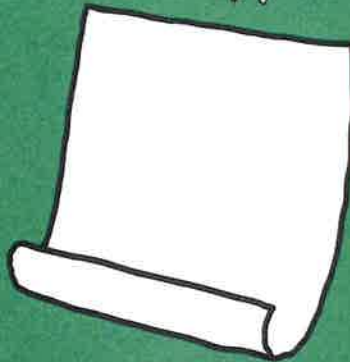
Why not write these down on sticky notes and put them up somewhere so that you'll see them every day?



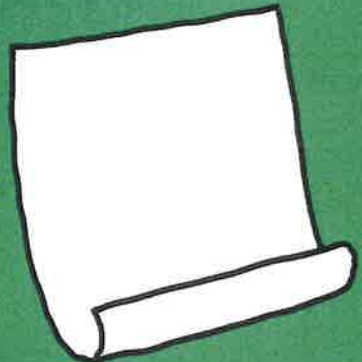
**GO  
ME!**



**FEEL THE  
FEAR AND  
DO IT  
ANYWAY!**



**BRAVE SAVES  
THE DAY!**



Wednesday 10<sup>th</sup> February

30 mins	<p><b>Get active / wake up shake up</b></p> <p>Type 'PE with Joe' into google. Click on the video for today (you may want to watch an older one if you cannot find the video from today).</p>
10 mins	<p><b>Handwriting</b></p> <p><b>Common exceptions:</b> every, everybody, pretty, beautiful, England, Ireland, always, after, everyone, mouse</p>
40 mins	<p><b>Maths</b></p> <p>Arithmetic: Complete page 3 of 'Ultimate Times Tables Daily Practice Booklet 16'.</p> <p><u>WALT: Can I solve multiplication and division word problems?</u></p> <p>It's time to use your multiplication and division skills. Read each question on your worksheet carefully and work out the answer.</p> <p>You can do it!:)</p>
Break	
20 mins	<p><b>Writing Time</b></p> <p>Palindromes are words that will say the same thing when read from right to left or left to right. For example Anna, madam, racecar and so on. Look at the given clues to work out the palindromes and then write a <u>simple</u> sentence that reads the same forwards as it does backwards.</p>
30 mins	<p><b>Literacy</b></p> <p>Today you will turn HERO for the day and apply for the job you've seen advertised to eliminate the deadly Hydra! To help you, Spiderman's previous application letter has been included. Use this and the question prompts to help you write your own application letter to King Aegeus stating why you are the perfect hero for the job. Who knows, you may get a huge reward or even marry a beautiful princess/ handsome prince!</p>
Lunch	
15 mins	<p><b>Reading</b></p> <p>Read the book in your book bag, or any other book that you like, Read for 15mins. If you can, ask an adult or older brother or sister to listen to you read.</p>
15 mins	<p><b>Wellbeing</b></p> <p>Complete the 'Memory Puzzle' page in your pack. The instructions are on the sheet. After that, you can complete the colouring sheet to relax.</p>
30 mins	<p><b>Art</b></p> <p>You are going to be completing a self-portrait with a twist! One half of your face is going to be your 'outer self' this is what you look like on the outside. The other side is going to be your 'inner self' there is an example. Your inner self could be anything from your hobbies, things you like, feelings or animals you like to make the features of your face. We can't wait to see your version!</p>
Break	
10 mins	<p><b>Gratefulness</b></p> <p>Complete 'The Good Stuff' grid. Today you may want to add items to your 'Good Stuff' grid.</p>
15 mins	<p><b>Storytime</b></p> <p>Listen to a story. An adult could read you a story or you can listen to one online.</p>

# Common Exception Word Handwriting

Practise your Common Exception Words using neat handwriting.

every

everybody

pretty

beautiful

England

Ireland

always

after

everyone

mouse

## Day 3 Challenge

$10 \times 3 =$	$7 \times 4 =$	$10 \times 8 =$
$11 \times 8 =$	$11 \times 3 =$	$8 \times 4 =$
$9 \times 4 =$	$12 \times 8 =$	$12 \times 3 =$
$1 \times 3 =$	$10 \times 4 =$	$4 \times 8 =$
$12 \div 3 =$	$48 \div 4 =$	$88 \div 8 =$
$6 \div 3 =$	$32 \div 4 =$	$56 \div 8 =$
$15 \div 3 =$	$40 \div 4 =$	$24 \div 8 =$
$33 \div 3 =$	$20 \div 4 =$	$96 \div 8 =$

**My score:**

24

## Maths Day 8

### WALT: Can I solve multiplication and division word problems?

1. A troop of 32 monkeys at a zoo are each given 4 bananas every day. How many bananas are given out in total each day?



2. There are 14 tables in the dinner hall. 4 chairs can fit around each table. How many chairs are there in total in the dinner hall?
3. The Waltzer ride at the local fairground can hold 5 people at one time. How many Waltzers are needed so that 100 people can all go on the ride at once?



4. Helen's mum buys a big box of 69 chewy sweets to put in party bags for her friends. There are only 3 children coming to the party. How many sweets will each of them get?



5. Challenge: This question requires careful reading and thinking. Hint - there are 3 calculations needed.

Tickets to the theatre cost £11 for adults and £8 for children. A family of 3 adults and 4 children buy tickets. How much will the family spend on tickets altogether?



# Palindromes

Palindromes are words that are spelled the same no matter whether you go from left to right or right to left. For example; a girls name – HANNAH.

## **Exercise One:**

Here are some clues to palindromes. Remember the answers are all words that can be spelled the same forwards and backwards.

1. You see with it. \_\_\_\_\_
2. A female sheep. \_\_\_\_\_
3. Twelve o'clock midday. \_\_\_\_\_
4. A method of tracking aeroplanes. \_\_\_\_\_
5. How you address a lady. \_\_\_\_\_
6. Quite flat. \_\_\_\_\_
7. A baby wears it at feeding time. \_\_\_\_\_
8. A short word for the time between afternoon and night. \_\_\_\_\_

**Use these words to answer Exercise One. You may find some words left over!!!**

ewe          noon          level          eve          eye          I          madam  
                bib          radar          dad          did          Bob

## **Consider these sentences:**

(a) Was it a rat I saw?

(b) Did dad say as Dad did?

Can you make up some palindrome sentences of your own?

---

---

---

---

---

Name \_\_\_\_\_ Date \_\_\_\_\_

Use the pronouns - to replace the underlined words - then rewrite the sentence underneath, they can be used more than once.

she	her	hers	he	his	him
my	we	our	us	its	me

That book belongs to Lucy. The book is Lucy's.

---

That book belongs to Joe. Is that book Joe's? Is it Joe's book?

---

---

That old car belongs to Mrs. Potter. Is that old car Mrs Potter's? Is it Mrs Potter's car?

---

---

Lucy hit Joe on Joe's head.

---

Joe ran after Joe's dad.

---

Jennie wanted Jennie's doll for bedtime.

---

Name \_\_\_\_\_ Date \_\_\_\_\_

The rabbit hopped into the rabbits hole.

---

The teacher gave the pupils homework every day, the teacher made the pupils lives miserable.

---

---

WALT: write a letter of application, applying for a job as a hero.

**WANTED:**

Hero needed to rid the city of Athens of the nine snake headed monster called the Hydra. Applicants must be able to fight and defeat a most evil monster which has super strength, poisonous venom and the ability to re-grow its heads if they are chopped off. Letters of application should be sent to King Aegeus of Athens stating why you are suitably qualified for the job of 'hero'. Rewards will include money, fame and the optional marriage to a beautiful princess.

To help you here is an example of a letter of application from Spiderman:

Spiderman  
New York City  
USA

Wednesday, June 05, 2013

Dear Sir

I am writing to apply for the position of chief crime fighter in New York City. I saw your advert in the New York Times on the 1<sup>st</sup> June 2013 and thought that my skills and abilities would be ideal for the position.

My name is Spiderman, I am afraid that I can't tell you my real name as it is my secret identity! I am currently employed full time as a photographer but whenever danger is near I assume my other job as a super hero.

I am really interested in the job you advertised as my current boss is not very nice to me and does not appreciate my talents, he also hates Spiderman, which is quite difficult, especially if he found out about me. In the past I have brought to justice many super villains including the Hobgoblin, Dr Octopus and the Lizard, all of these were intent on destroying New York so I have already helped the city in my spare time.

I have many powers and abilities which make me qualified for the job, I have super strength and agility which allow me to defeat even the strongest villains. I am also a brilliant scientist which has allowed me to invent web shooters which I can use to swing through the city as well as capture crooks. My Spidersense allows me to realize when danger is around and helps me to be a better crime fighter. I can also stick to walls and ceilings which again helps me in the fight against evil.

If you require any more information about my skills or why I am qualified for the job you can contact Nick Fury at S.H.I.E.L.D. HQ or Professor Xavier at the Centre for Mutant Studies, both of these people are prepared to offer me a reference.

Yours sincerely

Your Friendly Neighbourhood Spiderman.

*Your character's name and address*

*Date*

*Dear*

*Why are you applying for the hero job? Where did you see the advert?*

*Who are you? What job are you doing at the moment?*

*Why do you want the job? What have you done in the past that makes you qualified for the hero job?*

*What makes you special? What skills or powers do you have that are important for the job?*

*Who can be contacted who will tell us about your skills? (Who are your references?)*

*Yours sincerely,  
Sign your name.*

### **Useful phrases for a powerful letter!**

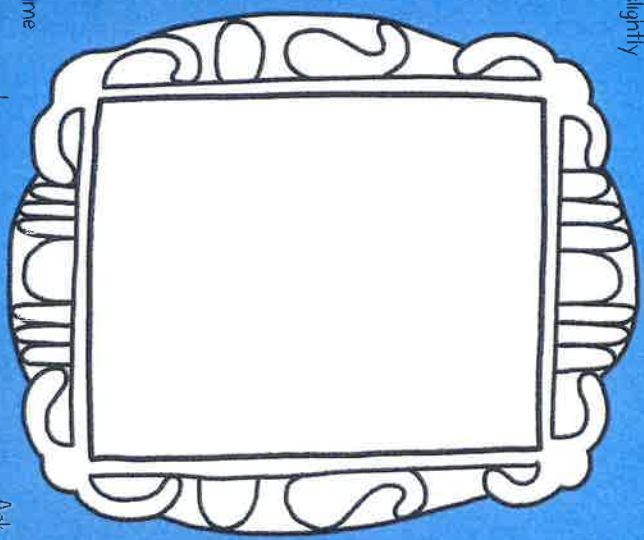
Dear Sir or Madam  
I am writing to:  
inform you that  
introduce myself  
to explain  
to describe  
describe my skills and qualities

There are several reasons.....  
Firstly  
Secondly  
Thirdly  
Finally  
In addition/ To add to this  
To conclude/ In conclusion

# MEMORY PUZZLE

Memory is stored in separate parts of your brain in tiny fragments.

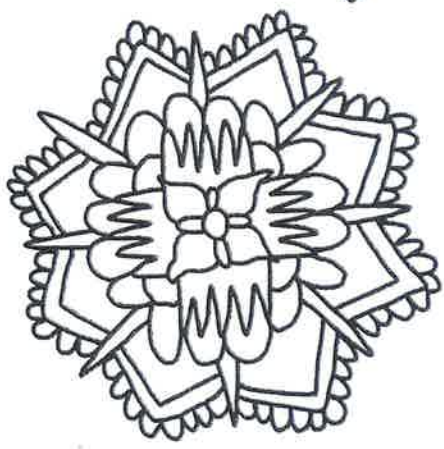
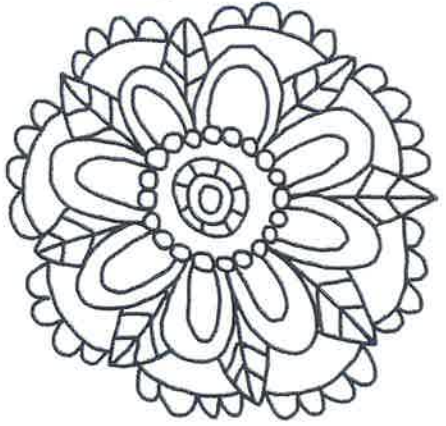
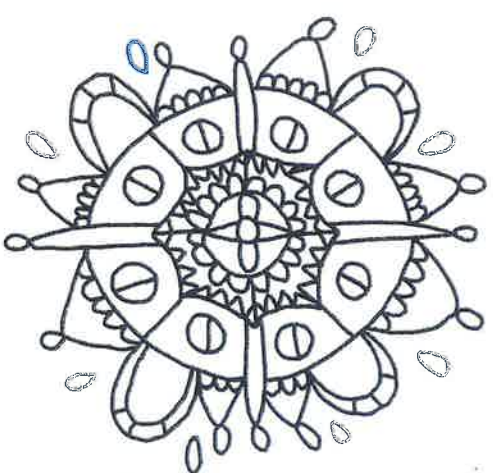
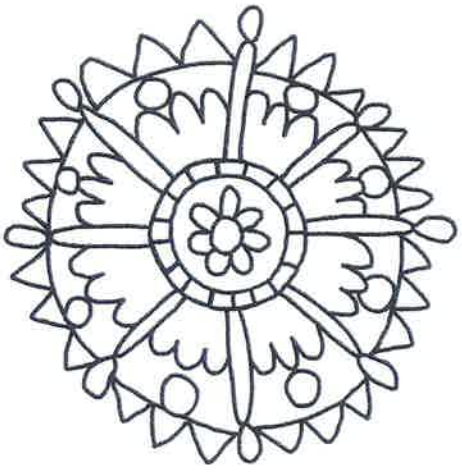
People often remember the same event in a slightly different way, depending on what was important to them.



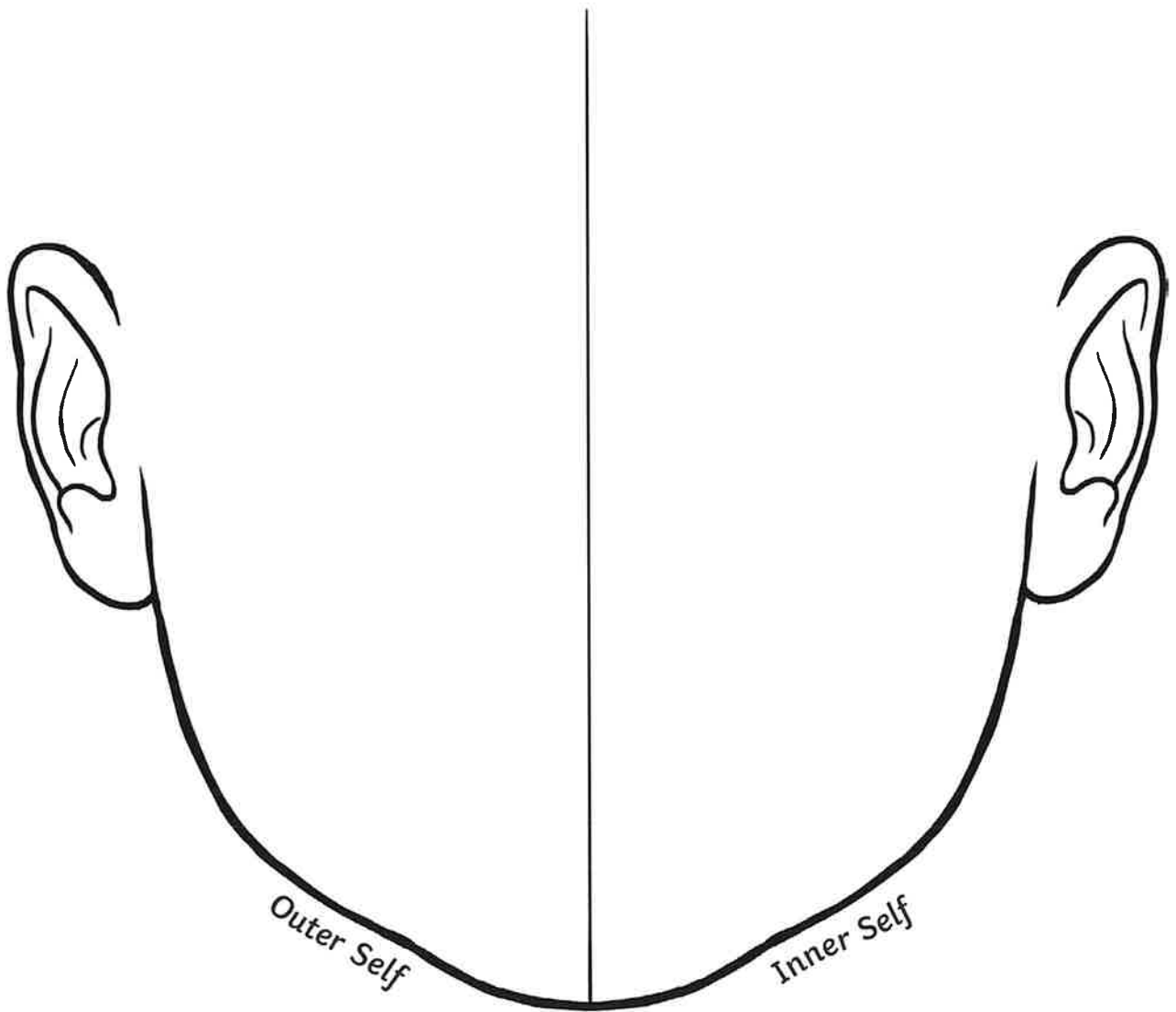
Think of a fun time you had with someone and draw or stick a photo of it here. Write down two things you remember about it.

Memories are not exact recordings.

Ask the other person to remember two things about the same event without letting them see what you've written. Are there any differences?



COLOUR THESE IN



Draw and color what you look like on the Outer Self side of the face.  
Draw and color your hobbies, emotions, thoughts, and feelings on the  
Inner Self side of the face. See the sample picture for ideas.



Thursday 11 <sup>th</sup> February	
30 mins	<p><b>Get active / wake up shake up</b></p> <p>Type 'PE with Joe' into google. Click on the video for today (you may want to watch an older one if you cannot find the video from today).</p>
10 mins	<p><b>Handwriting</b></p> <p><b>Common exceptions:</b> four, eight, aunt, father, prove, improve, hour, move, sure, sugar</p>
40 mins	<p><b>Maths</b></p> <p>Arithmetic: Complete page 4 of 'Ultimate Times Tables Daily Practice Booklet 16'.</p> <p><u>WALT: Can I divide numbers with remainders?</u></p> <p>Watch and follow along the video below to remind you if you need to, pause it as you go along and answer any questions that pop up. You will have the starter activity on your sheet so have a go at it first. We will then be using some different tasks as well, so do what you can from the video then try the other questions on here.</p> <p>Divide with remainders activity</p> <p><a href="https://whiterosemaths.com/homelearning/year-3/spring-week-3-number-multiplication-division/">https://whiterosemaths.com/homelearning/year-3/spring-week-3-number-multiplication-division/</a></p> <p>Now do the tasks on your worksheet.</p>
Break	
20 mins	<p><b>Writing Time</b></p> <p><b>Pronouns:</b> Pronouns are words such as his or her that replace nouns in sentences to avoid repetition. Can you replace the underlined nouns with an appropriate pronoun from the box to indicate whether you are talking about a male, female or an inanimate object?</p>
30 mins	<p><b>Literacy</b></p> <p>Your first task will help you to start thinking about play scripts and their features. Look at the play script anticipation sheet and decide whether each statement is true or false, writing T/F in the left hand column. Now read the simple Theseus play script example which has changed the mythical tale into a play. Circle all the features that make it a typical play script. Now go back to your first task and see if you have changed your mind about whether the statements are true or false. Scroll down to check your responses on the answer sheet and talk about what you have learned about play scripts today, ready for tomorrow's work.</p>
Lunch	
15 mins	<p><b>Reading</b></p> <p>Read 'Mythical Stories' and complete the questions.</p>
15 mins	<p><b>Wellbeing</b></p> <p>Complete the 'Tip the scales' sheet in your pack. This will help you identify the character muscles that you have. It may also help you to recognise which character muscles you might want to work a little more!</p>
30 mins	<p><b>Science</b></p> <p>Find ten items around your house that your parents/carers do not mind getting wet. You are going to make a prediction for each of them. You are going to say whether you think they are going to 'sink' or 'float'. You may need to research the definition of these words first! When you have made your prediction, start your experiment. Fill a washing up bowl/the sink with cold water. Drop each item in the water one by one. Remember to ask an adult if the objects you have chosen are allowed to be dropped into the water. Record whether they sink or float. Were your predictions correct?</p>
Break	
10 mins	<p><b>Gratefulness</b></p> <p>Complete 'The Good Stuff' grid. Today you may want to add places to your 'Good Stuff' grid.</p>
15 mins	<p><b>Storytime</b></p> <p>Listen to a story. An adult could read you a story or you can listen to one online.</p>

# Common Exception Word Handwriting

Practise your Common Exception Words using neat handwriting.

four

eight

aunt

father

prove

improve

hour

move

sure

sugar

## Day 4 Challenge

$1 \times 3 =$	$10 \times 4 =$	$4 \times 8 =$
$4 \times 3 =$	$1 \times 4 =$	$7 \times 8 =$
$7 \times 3 =$	$4 \times 4 =$	$1 \times 8 =$
$10 \times 3 =$	$7 \times 4 =$	$10 \times 8 =$
$18 \div 2 =$	$30 \div 5 =$	$90 \div 10 =$
$8 \div 2 =$	$8 \times 4 =$	$110 \div 10 =$
$22 \div 2 =$	$25 \div 5 =$	$120 \div 10 =$
$14 \div 2 =$	$80 \div 8 =$	$9 \times 3 =$

**My score:**

24

## Maths Day 9

### WALT: Can I divide numbers with remainders?

#### Starter activity

- 1) Circle the multiples of 5

12 35 40 57 95 70

- 2) Here are 15 cubes.



How many groups of 3 are there?

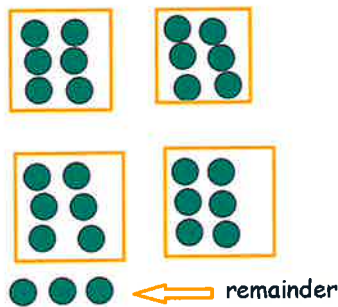
- 3) Here is an array.



How many groups of 4 are there?

#### Fluency

1. Use the counters (draw them) to help you divide the numbers. Look how I did it.



$$27 \div 4 = 6 \text{ r } 3$$

It's your turn.

$$34 \div 8 =$$

$$45 \div 6 =$$

$$23 \div 5 =$$

$$19 \div 2 =$$

$$53 \div 5 =$$

Name \_\_\_\_\_ Date \_\_\_\_\_

Use the pronouns - to replace the underlined words - then rewrite the sentence underneath, they can be used more than once.

she	her	hers	he	his	him
my	we	our	us	its	me

That book belongs to Lucy. The book is Lucy's.

---

That book belongs to Joe. Is that book Joe's? Is it Joe's book?

---

---

That old car belongs to Mrs. Potter. Is that old car Mrs Potter's? Is it Mrs Potter's car?

---

---

Lucy hit Joe on Joe's head.

---

Joe ran after Joe's dad.

---

Jennie wanted Jennie's doll for bedtime.

---

Name \_\_\_\_\_ Date \_\_\_\_\_

The rabbit hopped into the rabbits hole.

---

The teacher gave the pupils homework every day, the teacher made the pupils lives miserable.

---

---

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

## Play Script Anticipation Guide

1. Read the statements in the middle column.
2. In the left column, write if each statement is true or false.
3. After the lesson, write if each statement is true or false in the right column.

Before the lesson	Statement	After the lesson
	1. Stage notes and directions are shown in brackets ( ).	
	2. Characters' names are always written in CAPITAL LETTERS.	
	3. Characters' names come on the line before their speech	
	4. A new line is always started for each speaker.	
	5. Speech marks show what is to be said by the characters.	
	6. The narrator does not interact with the other characters on stage.	
	7. The written text for a play is called the script.	

**Extension:** Correct the false statements, making them true in the right column.

### Exit Pass

Write a sentence about one new thing you learned today about play scripts.

---

---

---

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

## Play Script Anticipation Guide

1. Read the statements in the middle column.
2. In the left column, write if each statement is true or false.
3. After the lesson, write if each statement is true or false in the right column.

Before the lesson	Statement	After the lesson
	1. Stage notes and directions are shown in brackets ( ).	True
	2. Characters' names are always written in CAPITAL LETTERS.	False- although for professional theatre this is preferred
	3. Characters' names come on the line before their speech	False- to the left with a gap between
	4. A new line is always started for each speaker.	True
	5. Speech marks show what is to be said by the characters.	False
	6. The narrator does not interact with the other characters on stage.	True- they develop the setting, introduce characters, and develop the plot
	7. The written text for a play is called the script.	True

**Extension:** Correct the false statements, making them true in the right column.

### Exit Pass

Write a sentence about one new thing you learned today about play scripts.

---

---

---

### Theseus and the Minotaur Scene 1

King Aegeus sits looking sad in his chair.

Theseus: Why are you sad dad?

Aegeus: It's that time again.

T: What time?

A: Time to send the children to the Minotaur

T: You mean we have to send 7 boys and 7 girls to King Minos to stop him attacking us?

A: Yes

T: I'll go!

A: No - you are my only son!

T: I will go because I am the best hero ever from Athens. I'm going to kill that Minotaur!

### Scene 2

The boat is loaded up with 6 boys and Theseus along with 7 girls. They put up a black sail. King Aegeus is there to wave them off.

King A: Don't forget to change the sail if you survive!

T: Of course I won't forget - I am a hero!

They set sail. The journey is uneventful.

Child A: I'm going to be sick!

Child B: Land at last!

They get out of the boat and the King is there to meet them.

King Minos: Aha! the victims are here. My pet Minotaur is feeling hungry!

(They hear roaring in the background)

Theseus: I will go first and sort him out.

KM: Of course you can go first, but you won't survive. It's that way. Guards, take them away!

Scene 3: The terrified children and Theseus are in a dark dungeon. They are scared. Suddenly -

Ariadne: Psst!

T: Did you hear a snake?

A: Psst! Over here!

T: Who are you?

A: I'm Ariadne, the King's daughter. Here have this sword to kill the Minotaur.

T: Thanks, Minotaur here I come!

A: Wait, there's more, you need this.

T: Some string?

A: It's a big maze, you will get lost otherwise.

T: Thanks - you will make a good wife for someone one day.

A: Oh, he loves me!

Theseus sets off with his sword and string, winding his way around the labyrinth (audience). He can hear roaring from the Minotaur.

He finds the Minotaur, they fight, eventually, the Minotaur dies.

Theseus returns, winding the string behind him.

T: You can have your string and sword back.

A: Oh Theseus, you are so brave and clever, take me with you. Maybe now we can get married!

T: Er, I suppose so.

#### Scene 4

They get back in the boat, putting up the black sail.

Child A: I feel sick.

Ariadne: Let's stop at that island. I will get him something to drink.

They stop at an island. Ariadne gets off the boat.

Child B: I don't like her, let's go

Theseus: Good idea, I don't want to marry her anyway.

They sail home.

Ariadne: Wait for me!

Theseus: Sail faster!

King Aegeus is watching from a cliff.

King A: Oh no, the sail is black, Theseus must be dead.

Aaaaaaaaaaaaah! (falls on to the floor)

The ship arrives.

Theseus: Oh no, I forgot to change the sail. Dad, what have you done?

Theseus ruled wisely for many years and called the sea the Aegean Sea in memory of his dad.

The end.

## Mythical Stories from Different Cultures: The Story of Arachne

A long time ago, in ancient Greece, there lived a young girl called Arachne. She was the daughter of a shepherd and, from a young age, she taught herself how to weave using wool. For years, Arachne wove pictures of animals and landscapes, taking inspiration from her home. By the time she was an adult, Arachne's work was so famous that people would travel for thousands of miles to see it.

As Arachne became more and more talented, people began to tell her how amazing she was. Not only were people impressed by her work but they had also begun to compare her to the gods. Every day, people would flock to Arachne and tell her that she was more brilliant than any

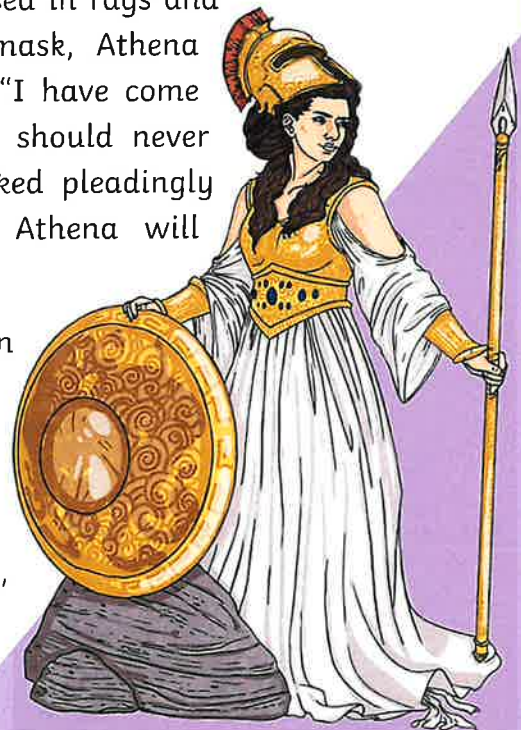
god. The more praise she was given, the more Arachne believed that she was the best.



Meanwhile, on Mount Olympus, the goddess Athena had heard about a girl who was claiming to be a god. Angered by the idea that someone would say they were more talented than a god, Athena hatched a plan to confront Arachne.

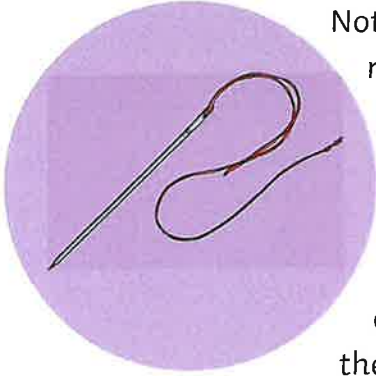
A few days later, dressed in rags and wearing a convincing mask, Athena knocked on Arachne's door. "I have come to warn you, my child," Athena rasped. "You should never have compared yourself to the gods." She looked pleadingly at Arachne. "Say your apologies now and Athena will forgive you."

Initially, Arachne was shocked by the sudden appearance of such a strange figure but soon a small smile appeared on her face. "Pah!" she laughed. "Beg for forgiveness? Why should I? You've seen my tapestries; I'm better than any human or any god. If Athena wants an apology, she can come down here and challenge me for it."



## Mythical Stories from Different Cultures: The Story of Arachne

Anger swept through Athena as she pulled off the mask and revealed herself. Now, at full height, her magnificent and ominous form threw a shadow over Arachne. "I accept your challenge," she whispered in a cold voice.



Not put off by the sudden appearance of a god in her room, Arachne got to her feet right away and began to gather the finest threads she had. Both women started immediately and, for hours, the only noise that could be heard was the gentle sound of working hands.

Several hours into the night, Athena declared that the duel was over and demanded that Arachne bring her the finished piece. With tired, blistered fingers, Arachne held her tapestry up to the lamplight. Her scene was beautiful. It showed gods being mean to humans and not being punished. Even in the low light, it was clear to see that this was a masterpiece. Athena's work, which showed the gods punishing humans who misspoke about them, was nowhere near as fine.

Athena was furious that she had lost and immediately tore Arachne's work into hundreds of tiny pieces. Arachne screamed at her to stop but it was too late; the tapestry was ruined. She fell to the floor and sobbed, wondering how she could have been so foolish as to enter into a competition she would never have been allowed to win. Nobody would ever buy work from her again.

However, Athena was still furious with Arachne and withdrew a small bag of poisonous herbs from her pocket. She sprinkled them over the weeping Arachne, who stopped crying at once. Suddenly, her legs began to shake and change until eight thin, sharp legs were growing from her instead. Her body was now covered in a thin layer of black hair and a small thread hung from her abdomen.

"Well, you can now weave all day long!" cried Athena; power danced in her eyes as she looked at the hideous beast before her. "You, a spider, better than the gods? I don't think so."



# Questions

1. What did Arachne's **final** tapestry show? Tick one.

- A creature with eight thin legs.
- The gods going unpunished for being mean to humans.
- Humans being punished by the gods for misspeaking.
- Animals, flowers and landscapes.

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

	Arachne realised that she had been a fool.
	The old lady revealed herself to be Athena.
	Arachne produces a masterpiece.
	Arachne grew more and more talented.

3. Tick one word to complete the sentence.

When Athena tore up her work, Arachne was \_\_\_\_\_.

- angry
- distraught
- confused
- weaving

4. Draw four lines to match each character with their action.

the shepherd
Arachne
Athena
crowds of people

became angered by Arachne's claims
told Arachne she was brilliant
had a daughter named Arachne
taught herself how to weave

5. Look at the paragraph beginning: **Meanwhile, on Mount Olympus...**  
Find and copy the group of words that mean 'thought of an idea'.

## Mythical Stories from Different Cultures: The Story of Arachne

6. What does Athena do to punish Arachne for beating her?

---

7. **With tired, blistered fingers...**

Explain why the author has used this phrase.

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8. Some people believe that Athena's reaction was extreme. Imagine that you are Athena. How would you have reacted to Arachne winning the competition?

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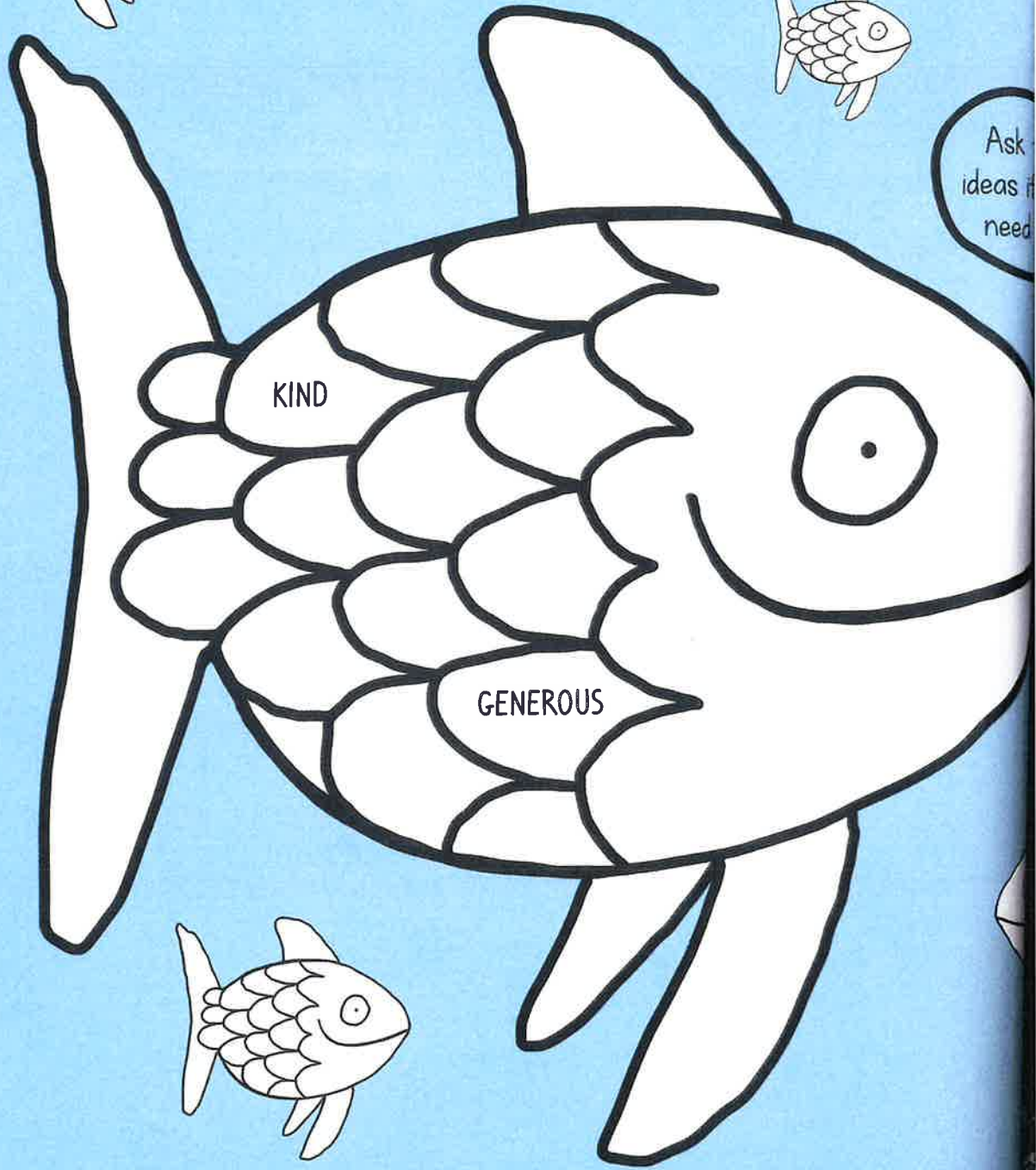
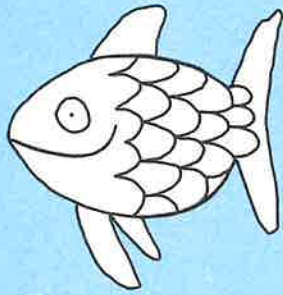
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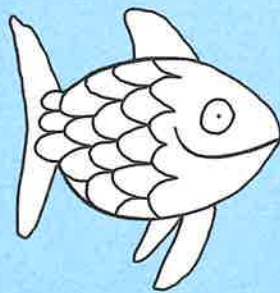
# TIP THE SCALES

You are unique.

Fill in the scales on this fish with the qualities that make you special both other people and to yourself. Be c



Ask  
ideas if  
need



Friday 12<sup>th</sup> February

30 mins	<p><b>Get active / wake up shake up</b></p> <p>Type 'PE with Joe' into google. Click on the video for today (you may want to watch an older one if you cannot find the video from today).</p>
10 mins	<p><b>Handwriting</b></p> <p>Common exceptions: half, quarter, straight, weight, caught, daughter, forty, area, heard, early</p>
40 mins	<p><b>Maths</b></p> <p>Arithmetic: Complete page 5 of 'Ultimate Times Tables Daily Practice Booklet 16'.</p> <p><u>Mental Maths</u></p> <p>Have a go at the questions on your worksheet. Remember, you need to work out the answers mentally, which means- in your head!:)</p>
Break	
20 mins	<p><b>Writing Time</b></p> <p>Read the examples of simple and complex sentences. Can you spot the difference between them? What are they? Write some <u>simple</u> sentences of your own. Can you now add an adverbial (sometimes called a subordinate clause) or a fronted adverbial to give us more information about what you have written in your simple sentence? I'm sure you can!</p>
30 mins	<p><b>Literacy</b></p> <p>Today you get to choose your activity! The first activity is a bit of drama-read the story of Medusa or Theseus and the Minotaur and either rope in your siblings or stuffed animals to be actors with you to act out the story from beginning to end. Or you can choose to write the mythical tale of Medusa or Theseus and the Minotaur in play script form using the play script checklist provided. To finish off, you can read any of the myths you have not read. Enjoy the scare fest!</p>
Lunch	
15 mins	<p><b>Reading</b></p> <p>Read a book to an adult, older sibling or to yourself.</p>
15 mins	<p><b>Wellbeing</b></p> <p>Complete the 'Big and Little fish' page in your pack and then complete the colouring sheet that is next to it. This is a fun activity where you can turn all of your loved ones into creatures!</p>
30 mins	<p><b>PE</b></p> <p>Complete one of the 'Volleyball' or 'Colour and Shapes' activities in your pack. Make sure you have a big space to do this in and permission of an adult if your activity involves throwing. Have fun!</p>
Break	
10 mins	<p><b>Gratefulness</b></p> <p>Today is the final day of your 'Good Stuff' grid- it should be nearly full! Today you may want to add people to your 'Good Stuff' grid. When you have finished, look back at all of the things you have added. How grateful do you feel?</p>
15 mins	<p><b>Storytime</b></p> <p>Listen to a story. An adult could read you a story or you can listen to one online.</p>

# Common Exception Word Handwriting

Practise your Common Exception Words using neat handwriting.

half

quarter

straight

weight

caught

daughter

forty

area

heard

early

## Day 5 Challenge

$1 \times 3 =$	$10 \times 4 =$	$4 \times 8 =$
$5 \times 8 =$	$2 \times 3 =$	$11 \times 4 =$
$12 \times 4 =$	$6 \times 8 =$	$3 \times 3 =$
$4 \times 3 =$	$1 \times 4 =$	$7 \times 8 =$
$33 \div 3 =$	$20 \div 4 =$	$96 \div 8 =$
$3 \div 3 =$	$4 \div 4 =$	$8 \div 8 =$
$30 \div 3 =$	$28 \div 4 =$	$32 \div 8 =$
$21 \div 3 =$	$8 \div 4 =$	$40 \div 8 =$

**My score:**

24

## Maths Day 10

### Mental Maths

Read the questions and do the calculations mentally - do not use pen and paper! Give it your best!:)

1. Add together 40p and 30p.

2. What is the total of 15 and 14?

3. Lauren was given some money for her birthday. Her brother gave her £2.50 and her grandma gave her £5.00. How much did she get in total?

4. Omar collects 50 bus tickets and 35 train tickets. How many tickets does he have in total?

5. What is the sum of 36, 50 and 14?

6. Luigi buys two chocolate bars - a Caramel Snap costs 84p and a Fudge Chunk costs 33p. How much does he spend in total?

7. A postman delivered 14 letters on Tuesday and 19 letters on Wednesday. How many did he deliver altogether?

8. Two sacks of potatoes were delivered to a shop - one weighed 35kg and the other weighed 19kg. How much did they weigh altogether?

9.  $46 + 5 = 36 + ?$

10. Chocolate wafers come in packets of 2. How many wafers would there be in 47 packets?

A simple sentence has one main clause.



The dog growled at the cat.

A complex sentence contains a main clause and a **subordinate clause**. The **subordinate clause** gives us some extra information but could not be a sentence on its own.

The dog, **which was brown**, growled at the cat.



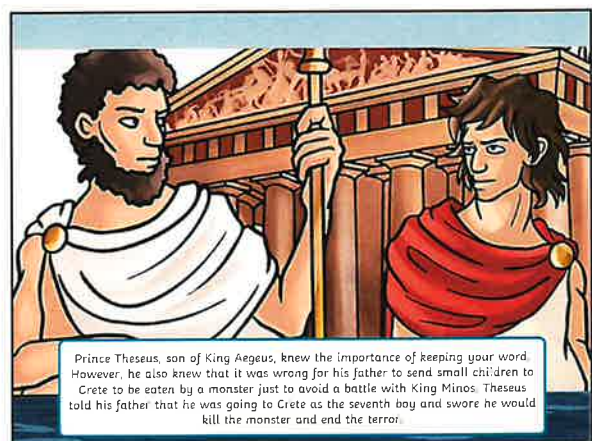
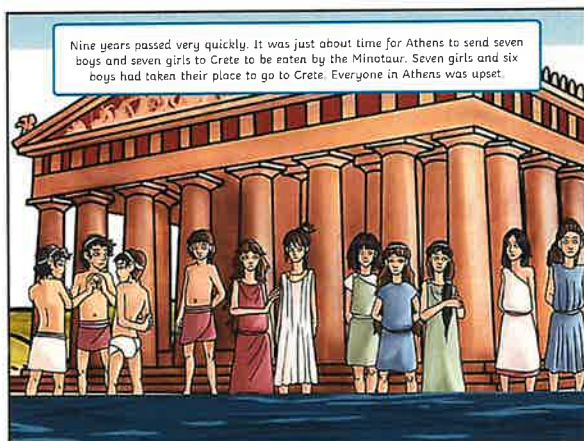
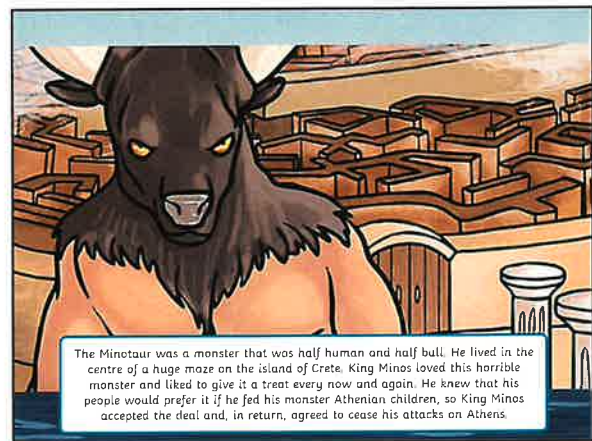
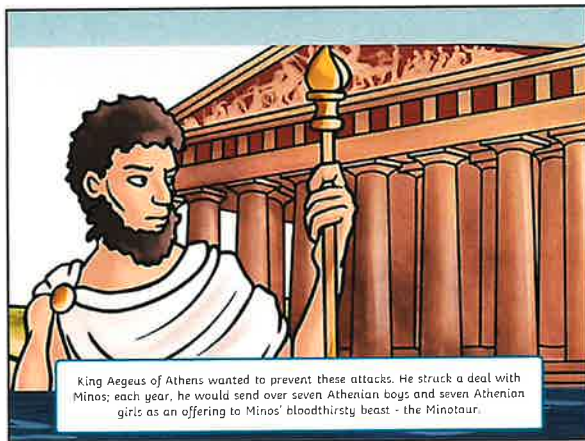
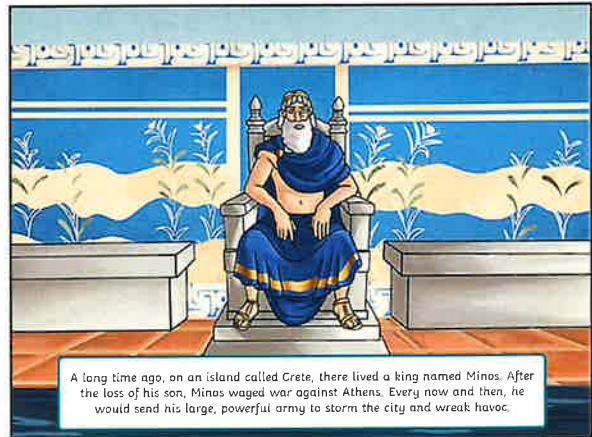
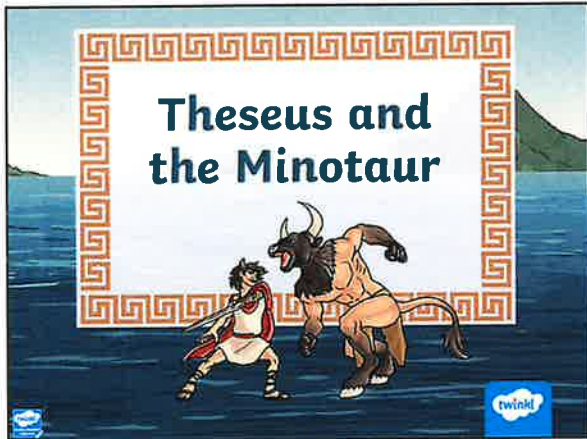
The **subordinate clause** does not have to be in the middle of the sentence.

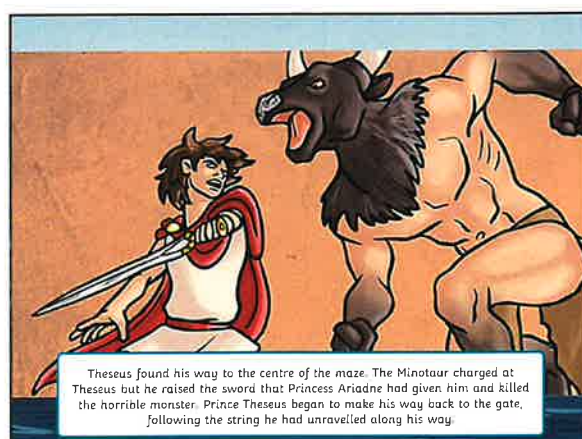
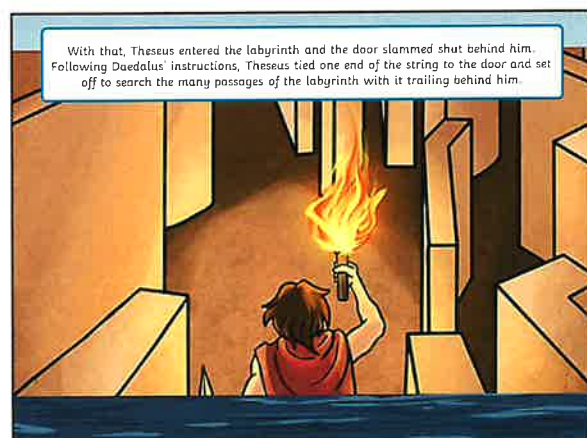
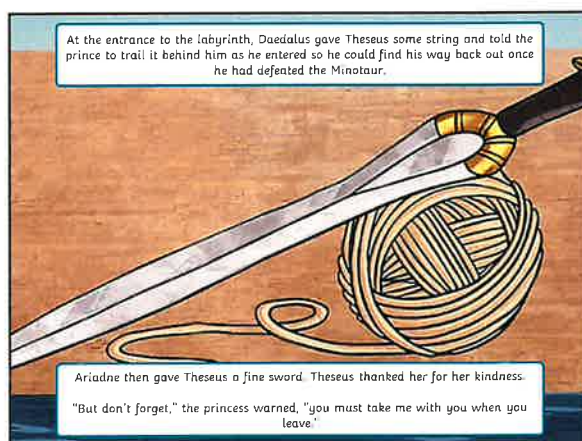
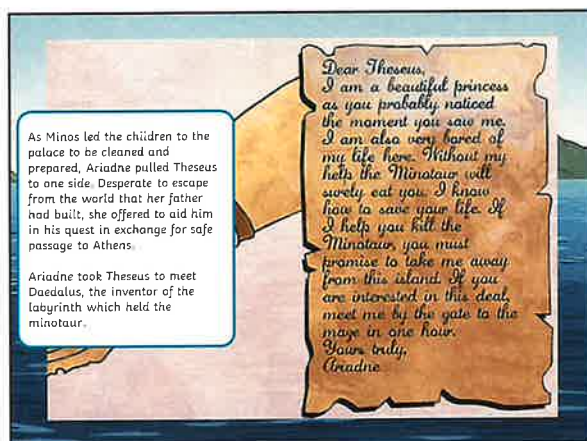
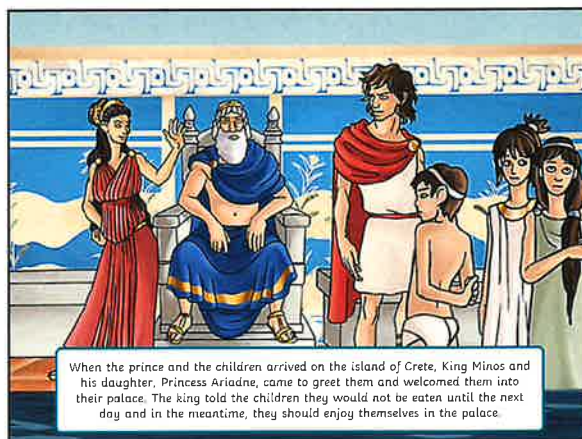
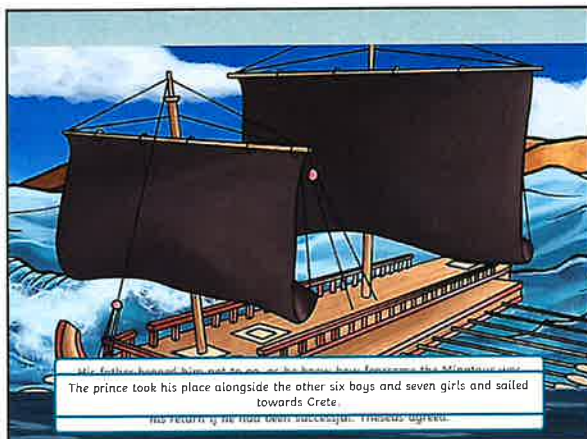
**When I grow up**, I want to be a vet.

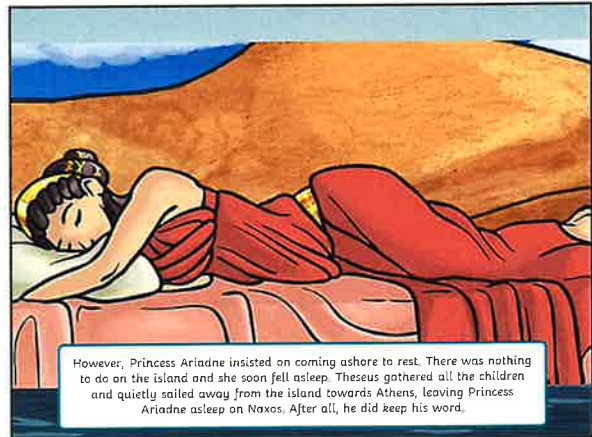
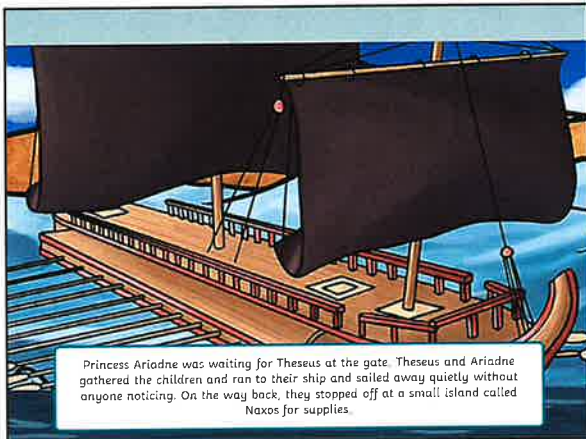
The children always work hard, **especially in literacy**.

What is the subordinate clause in this complex sentence?

The teacher, Mrs Walls, thinks her class is wonderful.







# Theseus and the Minotaur

A long time ago, on an island called Crete, there lived a king named Minos. King Minos had a powerful navy, a beautiful daughter and huge palace. However, King Minos still grew bored. Whenever he got bored, he took his navy across the sea to attack a town called Athens.

The King of Athens grew tired of King Minos attacking his town, and in desperation made a deal with him. If Minos would leave Athens alone, Athens would send seven Athenian girls and seven Athenian boys to Crete every nine years to be eaten by the Minotaur.

The Minotaur was a monster that was half human and half bull. He lived in the centre of a huge maze on the island of Crete. King Minos loved his horrible monster and liked to give it a treat every now and again. He knew that his people would prefer it if he fed his monster Athenian children, so King Minos accepted the deal.

Nine years passed very quickly. It was just about time for Athens to send seven boys and seven girls to Crete to be eaten by the Minotaur. Seven girls and six boys had taken their place to go to Crete, everyone in Athens was upset.

Prince Theseus of Athens knew the importance of keeping your word. However, he also knew that it was wrong of his father to send small children to Crete to be eaten by a monster, just to avoid a battle with King Minos. Theseus told his father that he was going to Crete as the seventh Athenian boy. He swore that he would kill the monster and end the terror.

His father begged him not to go, but the prince did not listen. Theseus took his place as the seventh Athenian boy. Along with the six other Athenian boys and seven Athenian girls, Prince Theseus sailed towards Crete.

When the prince and the children arrived on the island of Crete, King Minos and his daughter, the Princess Ariadne came to greet them and welcomed them into their palace. The king told the children they would not be eaten until the next day, and in the meantime they should enjoy themselves in the palace.

Later on that night, Princess Ariadne wrote Prince Theseus a note and slipped it under his bedroom door. The note read;

Dear Theseus,

*I am a beautiful princess as you probably noticed the moment you saw me. I am also very bored of my life here. Without my help the Minotaur will surely eat you. I know how to save your life. If I help you kill the Minotaur, you must promise to take me away from this island. If you are interested in this deal, meet me by the gate to the maze in one hour.*

*Yours truly,  
Ariadne*

Prince Theseus decided that this was a fair deal, so he slipped out of the palace and waited patiently by the gate to the maze. Princess Ariadne finally showed up a few minutes later. In her hands she carried a sword and ball of string.

Ariadne gave the sword and the ball of string to Prince Theseus. "Hide these inside the entrance to the maze. Tomorrow, when you and the other Athenian children enter the maze, wait until the gate is closed, then tie one end of the string to the door. Unravel it as you move through the maze. When you reach the Minotaur, kill it with this sword. Then find your way back again by following the unravelled string." Theseus thanked her for her kindness. "But don't forget," the princess warned, "you must take me with you."

The next morning, Prince Theseus and the Athenian children were taken to the maze and shoved inside. The door was locked firmly behind them. Following Ariadne's instructions, Theseus tied one end of the string to the door. He told the children to stay by the door so that they could make sure the string stayed tied, so that Theseus could make his way back. He took the sword and started to make his way through the maze, unravelling the string as he went.

Theseus found his way to the centre of the maze. The Minotaur charged at Theseus, and he raised the sword that Princess Ariadne had given him and killed the horrible monster. Prince Theseus began to make his way back to the gate, following the string he had unravelled along his way.

Princess Ariadne was waiting for Theseus at the gate. Theseus and Ariadne gathered the children and took them to their ship, and sailed away quietly without anyone noticing. On the way back, they stopped off at a small island called Naxos for supplies.

However, Princess Ariadne insisted on coming ashore to rest. There was nothing to do on the island, and soon she fell asleep. Theseus gathered all the children and quietly sailed away from the island towards Athens, leaving Princess Ariadne asleep on Naxos. After all, he did keep his word.

## **The story of Medusa and the Greek goddess Athena**

A myth submitted to the site by Shainuja

Many years ago there was a beautiful woman called Medusa. She lived in a place called Athens in Greece. She was a very kind and she obeyed her Greek gods and goddesses. There were pretty girls there, and Medusa was one of them.

Every single day Medusa always boasted about herself. She tells every person she meets that she is the prettiest out of everyone in the whole wide world.



On Sunday, Medusa told the miller that her skin is more beautiful than fresh white snow. On Monday, she babbled to the cobbler that her hair is brighter than the sun. On Tuesday, she commented to the blacksmith's son that her eyes are greener than Aegean sea. On Wednesday, she boasted to the public that her lips are redder than the reddest rose in the world.

When Medusa wasn't busy, she would boast about herself while looking in a mirror. She thought she was the prettiest woman in the whole wide world. She admired herself.

On and on Medusa went about her beauty to anyone and everyone who stopped long enough to hear her. Until one day Medusa and her friends went to the Parthenon. It was Medusa's first time going to the Parthenon. The Parthenon was the biggest temple in Greece. In the Parthenon was the goddess of wisdom and beauty and that was Athena. There were statues of most of the gods and goddesses in the Greek culture. All the people who went there obeyed Athena, all except Medusa.

Medusa saw all the statues and she whispered "Whoever did this statue did do a good job, but it would look better if I was the statue."

When Medusa reached the altar she sighed happily and said, "My, this is a beautiful temple. It is a shame it is wasted on Athena for I am much prettier than she is. Perhaps one day people will build an even grander temple to my beauty."

Then Medusa's friend grew pale. The priestesses heard what Medusa said and they gasped. The rumor spread quickly through the whole temple, and everyone started to leave. Everyone knew Athena will get angry if anyone compared her to someone else.

Before long the temple was empty of everyone except Medusa, who was so busy gazing proudly at her reflection in the large bronze doors that she hadn't noticed the fast departure of everyone else. While Medusa was gazing the figure changed. The figure changed into goddess Athena.

"Vain and foolish girl," Athena shouted angrily, "You think you're a prettier girl than me. While other people are working, playing or learning you just boast about yourself. Medusa, there is more to life than beauty alone you see."

Medusa tried to point out that her beauty was an inspiration to those around her and that she made their lives better by simply looking so lovely, but Athena silenced her with an angry wave.

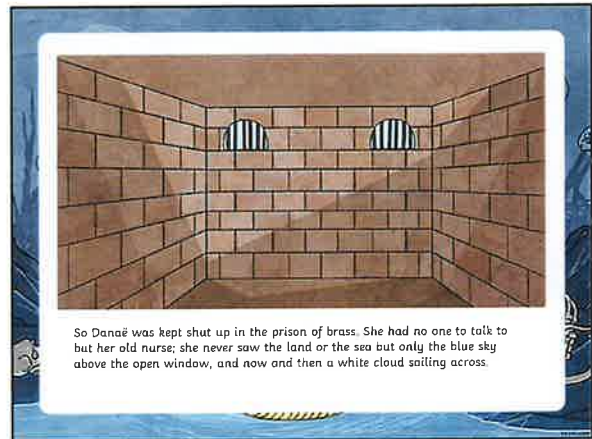
"Nonsense," screamed Athena "One day beauty will fade away. But I will make it fade away now, and all your loveliness will be gone forever."

When Athena uttered those words Medusa turned into a terrible monster. Her hair thickened into hissing snakes, and her body turned into a snake.

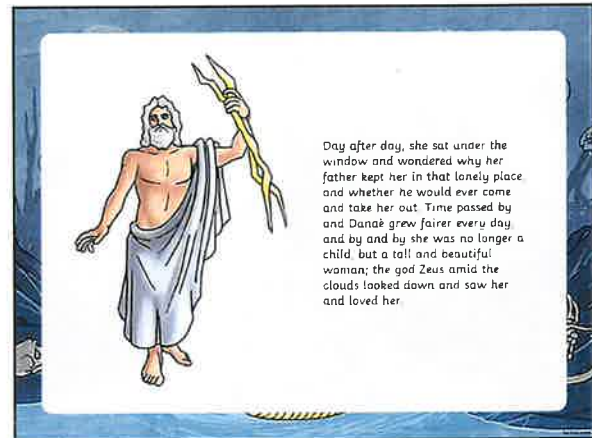
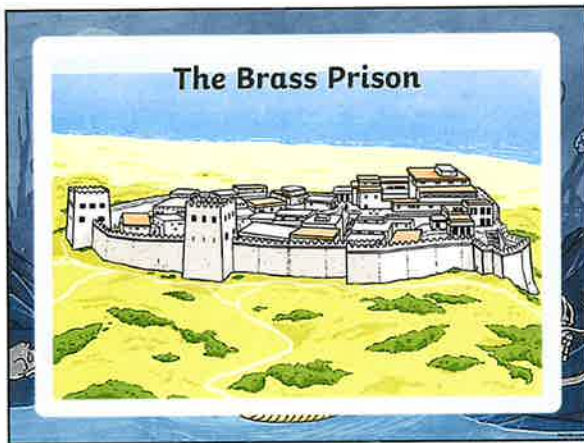
"Are you happy for what I have done? Now anyone who looks in your eyes will now turn into stone and no one will be able to save them," snapped Athena, "Even you, Medusa, should you see your reflection, will turn to rock the moment you see your face."

Athena then sent Medusa with her hair of snakes to live with the blind monsters, the gorgon sisters, at the end of the earth, so that no innocent people would be turned to stone at the sight of her by accident.

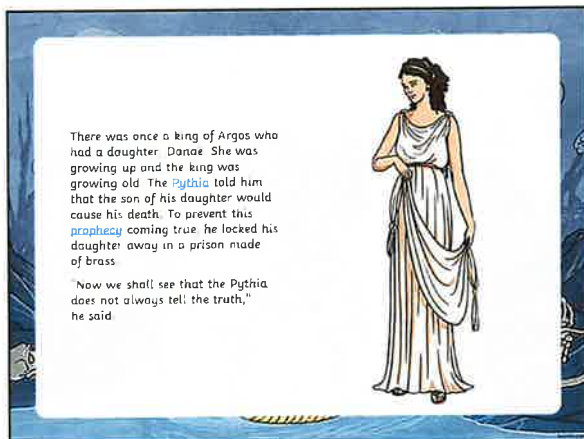
*The story above is the PDF version of the myth recorded on the website below. Click the link to see the text in its original format.*  
<http://myths.ezbn.org/mythsandlegends/userstory18970-the-story-of-medusa-and-the-greek-goddess-athena.html>



So Danaë was kept shut up in the prison of brass. She had no one to talk to but her old nurse; she never saw the land or the sea but only the blue sky above the open window, and now and then a white cloud sailing across.

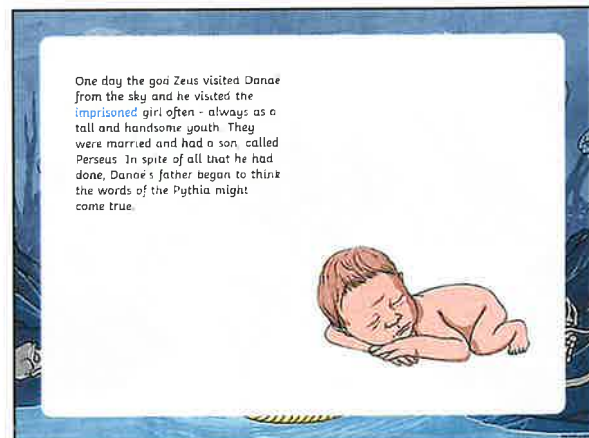


Day after day, she sat under the window and wondered why her father kept her in that lonely place and whether he would ever come and take her out. Time passed by and Danaë grew fairer every day and by and by she was no longer a child but a tall and beautiful woman; the god Zeus amid the clouds looked down and saw her and loved her.





There was once a king of Argos who had a daughter Danaë. She was growing up and the king was growing old. The Pythia told him that the son of his daughter would cause his death. To prevent this prophecy coming true he locked his daughter away in a prison made of brass.

"Now we shall see that the Pythia does not always tell the truth," he said.




One day the god Zeus visited Danaë from the sky and he visited the imprisoned girl often - always as a tall and handsome youth. They were married and had a son, called Perseus. In spite of all that he had done, Danaë's father began to think the words of the Pythia might come true.

So, Danae and her son Perseus were put to sea in a wooden chest. The king thought that if they died together, the prophecy couldn't come true. But they didn't die. After several days at sea, they drifted ashore on a distant island and found by a kind man who sheltered and cared for them for many years.





Without weapons or any idea where to find Medusa, Perseus went to the shore to plan his quest. Two mysterious people told him where to set off on his journey and that he must get directions from the Grey Sisters, and collect three things from the Maidens of the West before challenging Medusa. He realised the people were the gods Athena and Hermes, although he didn't understand why they were helping him.


### The Magic Sandals



### The Grey Sisters




The cruel king of the island wanted to marry the beautiful Danae and when she refused, he plotted to send Perseus away in revenge. He challenged Perseus to bring him the head of the Medusa. She was one of three monster sisters, with the bodies and faces of women, but with golden wings and terrible brass claws and snakes for hair. Anyone who looked at their faces was instantly turned to stone.



Hermes's winged sandals flew Perseus to the sisters. These three creatures were so old that they had forgotten their own age, and nobody could count the years that they had lived. The long hair which covered their heads had been grey since they were born, and they had between them only a single eye and a single tooth which they passed back and forth from one to another.




Perseus heard them mumbling and crooning in their dreary home and he stood very still and listened. Tricking them, Perseus made the old women tell him where to travel to find the Western Maidens




Perseus went forward and spoke to the Maidens. Once they heard his plight, they willingly agreed to help him, but they offered not three but four things to help him kill Medusa: a sword, a shield, a magic pouch and a magic cap of invisibility.



Once more, he put on the magic slippers and flew off to find Medusa and her gorgon sisters.



### The Western Maidens




### The Dreadful Gorgons

Once more, Perseus put on his winged slippers and set off. When he arrived in the Western Lands, he saw the three maidens of the west guarding a tree which was full of golden apples, and singing as they danced. The tree belonged to Hera, the queen of earth and sky; it had been given to her as a wedding gift, and it was the duty of the maidens to care for it and see that no one touched the golden apples.

With the sharp sword at his side and the bright shield upon his arm, Perseus flew bravely onward in search of the dreadful gorgons, but he had the cap of invisibility upon his head, making him as invisible as the wind.





Cleverly using the shiny shield as a mirror, Perseus saw the reflection of the hideous snake-haired monsters while they slept. Very **stealthily**, he went nearer and nearer, always with his back towards the monsters and always looking into his bright shield to see where to go. He drew his sharp sword and dashing quickly, struck a blow, so sure, so swift that the head of Medusa was cut from her shoulders and the black blood gushed like a river from her neck.

As Perseus made his way home over the vast oceans, he came across a strange sight. He saw a beautiful girl chained to a rock by the seashore, and far away a huge sea beast swimming towards her to **devour** her. Quick as blink, he flew down and spoke to her; but, as she could not see him for the cap of invisibility which he wore, his voice only frightened her.



Quick as a thought, he thrust the terrible head into his magic pouch and leaped again into the air, and flew away with the speed of a lightning flash. Escaping under his invisibility cap and with the help of his magic slippers, Perseus left the **originated** screams of Medusa's sisters behind him as he made his way to safety.



"Oh, save me! Save me!" she cried as she reached out her arms towards him.

Perseus could see the sea monster coming closer, so he took the Gorgon's head out of his magic pouch, held it up high and the **inevitable** happened.


## The Great Beast




Then Perseus slipped the Gorgon's head back into the pouch and **hastened** to speak with the young girl whom he had saved. She told him that her name was Andromeda, and that she was the daughter of the king and queen of that land. Andromeda told Perseus that she was being sacrificed to the sea monster as a punishment for her mother's **vanity**.





As the pair talked, the king and queen and many people of the land came to see what was happening. As a reward for saving his daughter, the king agreed to let his daughter marry Perseus. Forgetting his quest, Perseus stayed happily with Andromeda and her family for many months.



Now, the wicked king of that land had never ~~tried~~ trying to persuade Danae to become his wife, but she would not listen to him, and the more he pleaded and threatened, the more she disliked him. At last when he found that she could not be made to marry him, he ~~declared~~ that he would kill her, and on this very morning he had started out, sword in hand, to take her life.





### The Timely Rescue

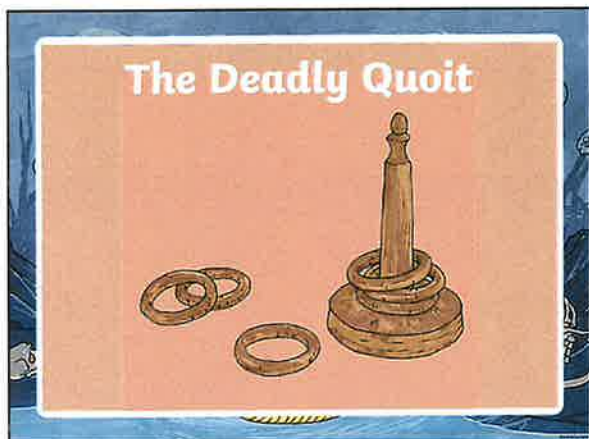



So, as Perseus and Andromeda came into the town, they were greeted with the scene of his mother fleeing to the safety of the altar of Zeus, and the king following after ~~intent~~ on killing her. When Perseus saw the king rushing like a madman after his mother, he again took the head of Medusa from his magic pouch.

But Perseus had not forgotten his mother; and so, one fine summer day, he and Andromeda sailed in a beautiful ship to his own home; for the winged slippers could not carry both him and his bride through the air. The ship came to land at the very spot where the wooden chest had been cast so many years before; Perseus and his bride walked through the fields towards the town.

"I promised to bring you a present, and here it is!" he cried. The king saw it, and was turned into stone, just as he stood, with his sword ~~uplifted~~ and a terrible look of anger and passion in his face. His mother safe, Perseus decided that they should all return home to Argos, so the three of them set sail the following day.



A while later, Perseus was taking part in challenges and games with neighbouring kingdoms. He threw a heavy **quoit** a great deal further than any had been thrown before. It landed in the crowd of spectators and **struck** a stranger who was standing there. As Perseus ran to help him, he saw that he was dead. The man was none other than Danae's father, the old king of Argos. He had fled from his kingdom to save his life, and in doing so had only met his death.

When Danae's old father, the king of Argos, heard that a strange ship was coming over the sea with his daughter and her son on board, he was in great **distress**, he remembered what the Pythia had **foretold** about his death. So, without waiting to see the **voyage**, he left his palace in great haste and fled.

"My daughter's son cannot kill me if I keep out of his way," he said.



Perseus was overcome with grief and had no wish to continue as ruler of the kingdom, so he and Andromeda left the country and lived happily in the neighbouring kingdom of Mycenae for many years.



But Perseus had no wish to harm him and was **distracted** when he heard what the old man had done. With his grandfather gone, the people of the kingdom wanted Perseus to rule over them, which he did willingly in memory of the man he had never known.



## Glossary

Click on your word again to return to the page you were reading.

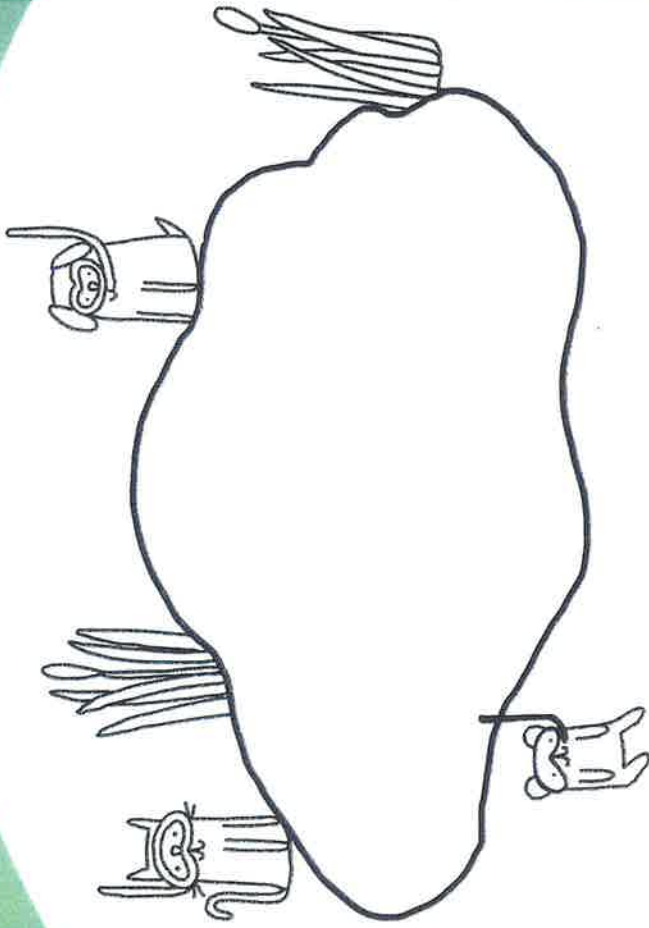
- quilted** - high priestess of the temple of Athena
- distress** - a prediction
- foretold** - held captive
- voyage** - fleeing or escaping
- alight** - difference or difficulty
- distracted** - customarily or carefully
- anguished** - distressed
- descent** - gotten
- unavoidable** - expected
- hastened** - rushed
- vanity** - pride
- quoit** - a game with a wooden
- casual** - ended
- descent** - stated
- deduced** - determined to do something
- united** - raised
- distraught** - predicted
- whip** - whip
- distracted** - very upset
- quoit** - a small throwing hoop
- struck** - hit
- overwhelmed** - overwhelmed

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

Playscript Checklist	
Does my playscript have:	
a Scene heading	
an introduction	
a Narrator	
2 characters	
words characters say	
colons after characters' names	
brackets ( ) to show what actors are doing	
full stops	
capital letters	
a question mark	
an exclamation mark	

# BIG POND, LITTLE FISH

Who belongs in your safe and sunny pond?  
Turn your loved ones into underwater creatures and get splashing about together.



Make sure you include everyone who supports you and helps you, even pets and favourite soft toys.

COLOUR THIS IN HOWEVER YOU WANT TO.



# I AM

# NOT

# ALONE

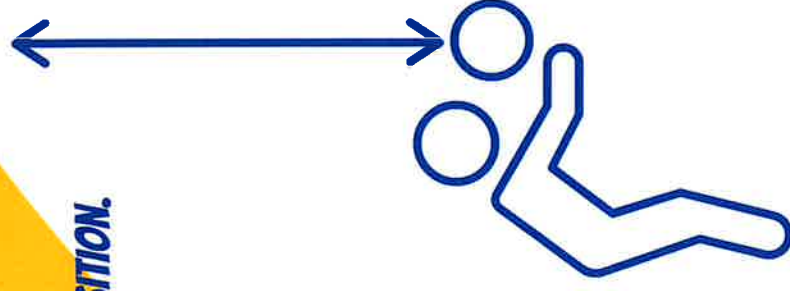
## OBJECTIVES

- ★ IMPROVE HAND-EYE CO-ORDINATION.
- ★ TRACK THE OBJECT AND MOVE HAND INTO POSITION.



## INSTRUCTIONS

-  ROLL UP A PAIR OF SOCKS TO MAKE A BALL OR USE A BALLOON.
-  A PLAYER MUST USE ONE OR TWO HANDS TO HIT THE SOCK BALL IN THE AIR TO THEMSELVES WITHOUT LETTING THE BALL HIT THE GROUND.
-  PLAYERS CAN USE THE SAME HAND MORE THAN ONCE OR HIT / USE THEIR OTHER HAND.



## CHANGE IT UP



ADD MORE SOCKS TO THE BALL TO INCREASE THE SIZE.



ALTERNATE HANDS EVERY TIME.



CREATE PATTERN. RIGHT HAND TWICE, LEFT HAND ONCE AND REPEAT ETC.

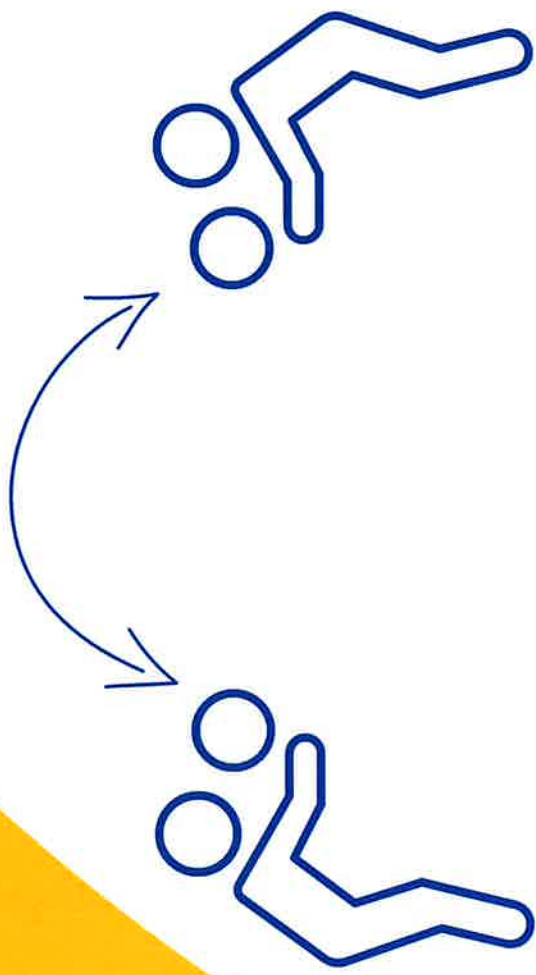
## OBJECTIVES

- ★ IMPROVE HAND-EYE CO-ORDINATION.
- ★ TRACK THE OBJECT AND MOVE HAND INTO POSITION.



## INSTRUCTIONS

- ✓ ROLL UP A PAIR OF SOCKS TO MAKE A BALL OR USE A BALLOON.
- ✓ AGAINST A PARTNER, PLAYERS USE THEIR HANDS TO HIT THE SOCK BALL, WITH IT GOING BACK AND FORTH UNTIL THE SOCK BALL HITS THE GROUND.
- ✓ PLAYERS SCORE POINTS BY MAKING THE BALL HIT THE GROUND NEAR THEIR OPPONENT.



## CHANGE IT UP



ADD MORE SOCKS TO THE BALL TO INCREASE THE SIZE.



USE WEAK HAND ONLY.



ALLOW EACH PLAYER TO HAVE TWO HITS BEFORE SENDING THE BALL TOWARDS THEIR PARTNER.

## OBJECTIVES

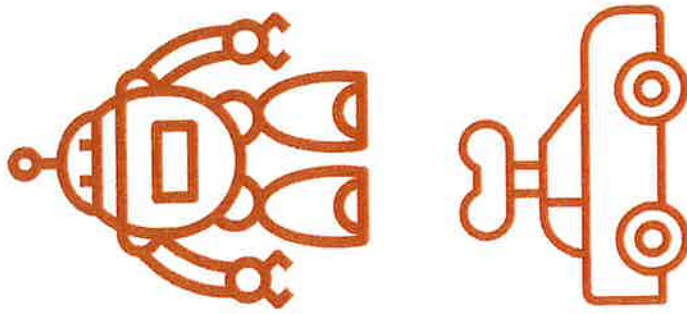
- ★ UNDERSTAND THE SHAPE AND NAME OF CERTAIN OBJECTS.
- ★ IMPROVE SPEED.

**COLOURS AND  
SHAPES**



## INSTRUCTIONS

-  LAYOUT SEVERAL TOYS IN AN AREA.
-  WHEN THE NAME OF A TOY IS CALLED OUT THE PLAYER MUST TOUCH THAT TOY AS QUICKLY AS POSSIBLE.
-  CAN BE PLAYED IN A SMALL OR LARGE AREA.



## CHANGE IT UP



THE SHAPE OF THE TOY IS CALLED OUT INSTEAD OF THE NAME.

THREE TOYS ARE CALLED OUT AND THEY MUST REMEMBER THE ORDER THEY MUST FOLLOW.

MOVE THE TOYS AROUND INTO DIFFERENT PLACES.




# COLOURS AND SHAPES

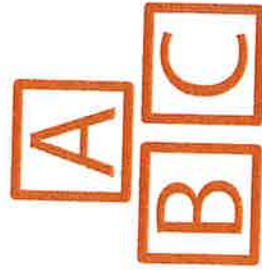
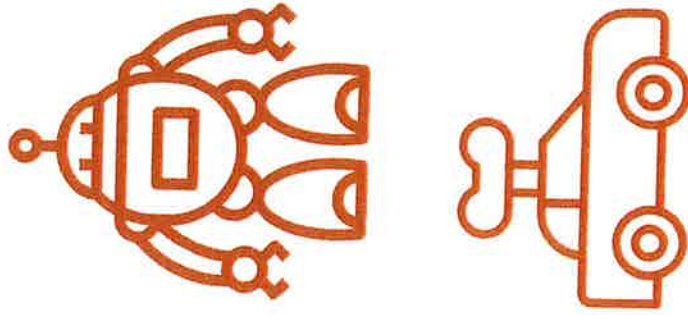


## OBJECTIVES

- ★ UNDERSTAND THE COLOUR OF CERTAIN OBJECTS.
- ★ IMPROVE QUICKNESS AND SPEED.

## INSTRUCTIONS

-  LAYOUT SEVERAL TOYS IN AN AREA.
-  WHEN THE COLOUR OF A TOY IS CALLED OUT THE PLAYER MUST TOUCH THAT TOY AS QUICKLY AS POSSIBLE.
-  CAN BE PLAYED IN A SMALL OR LARGE AREA.



## CHANGE IT UP



WHEN TOUCHING THE TOY THEY MUST SPELL OUT THE COLOUR THE TOY IS.



WHEN TOUCHING THE TOY THEY MUST SPELL OUT THE NAME OF THE TOY.



MOVE THE TOYS AROUND INTO DIFFERENT PLACES.

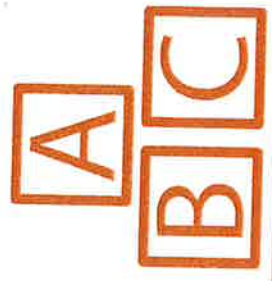
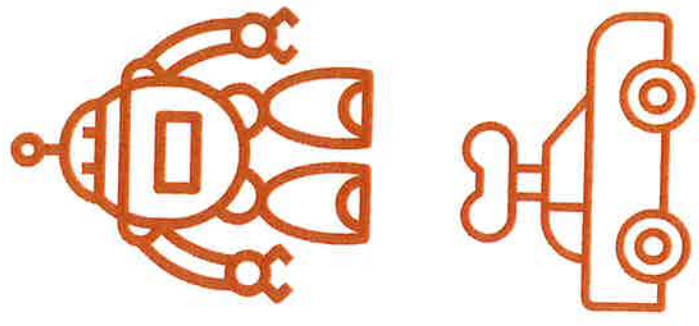
**OBJECTIVES**

- ★ UNDERSTAND THE SIZE AND TEXTURE OF CERTAIN OBJECTS.
- ★ IMPROVE QUICKNESS AND SPEED.



**INSTRUCTIONS**

-  LAYOUT SEVERAL TOYS IN AN AREA.
-  WHEN THE SIZE OF A TOY IS CALLED OUT THE PLAYER MUST TOUCH THAT TOY AS QUICKLY AS POSSIBLE.
-  CAN BE PLAYED IN A SMALL OR LARGE AREA.



**CHANGE IT UP**



CALL OUT THE TEXTURE OF CERTAIN TOYS (SOFT, HARD, PLASTIC ETC)

CALL OUT DIFFERENT SIZES OF TOYS IN THE SAME TURN (SMALL - BIG - SMALL)

MOVE THE TOYS AROUND INTO DIFFERENT PLACES.

## OBJECTIVES

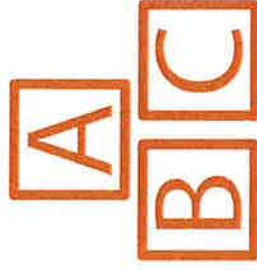
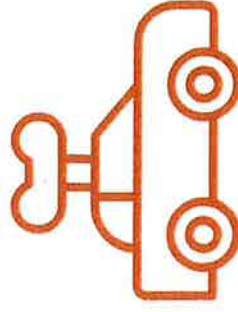
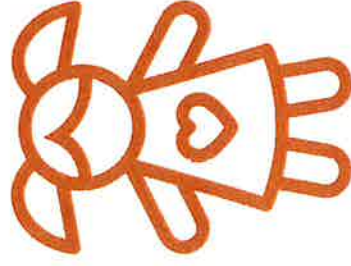
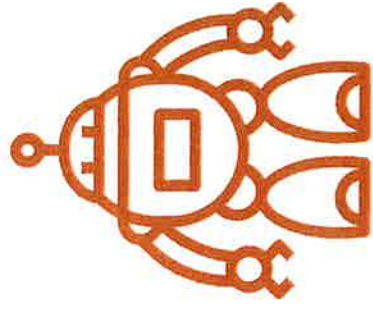
- ★ ORGANISE OBJECTS INTO GROUPS BASED ON CERTAIN CATEGORIES.
- ★ IMPROVE QUICKNESS AND SPEED.

# COLOURS AND SHAPES



## INSTRUCTIONS

- ✓ LAYOUT SEVERAL TOYS IN AN AREA.
- ✓ CALL OUT DIFFERENT SIZES, COLOURS, MATERIALS, NAMES AND SHAPES OF TOYS. THEY THEN ARE ORGANISED INTO GROUPS BASED ON THAT CATEGORY.
- ✓ CAN BE PLAYED IN A SMALL OR LARGE AREA.



## CHANGE IT UP



CAN THE TOYS BE ARRANGED FROM SMALLEST TO LARGEST?



CAN THE TOYS BE ARRANGED FROM SOFTEST TO HARDEST?



CAN THE TOYS BE ARRANGED IN ALPHABETICAL ORDER?