

WB 22.2.21

Maths Lesson 1

Learning Intention: I can subtract two numbers together in my head.

Complete Maths Objective:



Learn

Watch the video where Miss McManus explains four different mental strategies you can use to subtract numbers in your head. Remember Miss McManus has written these down to demonstrate the thinking process, hopefully you can try and do these in your head without needing to write anything down. <https://vimeo.com/510189608>

1. Rounding and adjusting (start)
2. Partitioning (3.27)
3. Finding the difference (counting on) (6.45)
4. Bridging (9.25)

Your Task

Choose your challenge! Using one or a few of the strategies shown to you in the video can you use your knowledge to mentally calculate the answers to the chilli challenges. (Challenges can be found in the lesson folder)

Remember you should be working out the answers in your head (although using your fingers is allowed).

- Bell Pepper subtraction up to 50
- Jalapeno subtraction up to 100
- Scotch Bonnet subtraction up to 1000

For extra challenge time yourself. Complete the task on your iPad, use the answers (on split screen) to mark it then complete the challenge again another day. Can you beat your time?

Upload a photo of your completed task here or on Complete Maths.

Tuesday Problem

Can you solve the problem? In our afternoon live session on Tuesday 9th February will discuss the different answers to the problem. Remember to attend the live session to find out if you are right.

Make 37

Four bags contain a large number of 1s, 3s, 5s and 7s.

Can you pick ten numbers from the bags that add up to 37?

nrich.maths.org

The graphic shows four bags of numbers: one with 1s, one with 3s, one with 5s, and one with 7s. A small sack of numbers is also shown at the bottom left.

Name _____

Date _____



Subtraction Worksheet to 50

Created by the Math Salamanders www.math-salamanders.com

1) $23 - 20 = \underline{\quad}$

2) $46 - 22 = \underline{\quad}$

3) $43 - 27 = \underline{\quad}$

4) $48 - 34 = \underline{\quad}$

5) $22 - 17 = \underline{\quad}$

6) $10 - 4 = \underline{\quad}$

7) $29 - 2 = \underline{\quad}$

8) $45 - 8 = \underline{\quad}$

9) $8 - 6 = \underline{\quad}$

10) $32 - 24 = \underline{\quad}$

11) $35 - 5 = \underline{\quad}$

12) $45 - 12 = \underline{\quad}$

13) $42 - 12 = \underline{\quad}$

14) $30 - 27 = \underline{\quad}$

15) $48 - 27 = \underline{\quad}$

16) $42 - 5 = \underline{\quad}$

17) $36 - 16 = \underline{\quad}$

18) $30 - 25 = \underline{\quad}$

19) $28 - 12 = \underline{\quad}$

20) $17 - 1 = \underline{\quad}$

21) $15 - 13 = \underline{\quad}$

22) $8 - 2 = \underline{\quad}$

23) $44 - 41 = \underline{\quad}$

24) $25 - 24 = \underline{\quad}$

25) $24 - 21 = \underline{\quad}$

26) $44 - 5 = \underline{\quad}$

27) $43 - 16 = \underline{\quad}$

28) $31 - 12 = \underline{\quad}$

29) $47 - 24 = \underline{\quad}$

30) $41 - 19 = \underline{\quad}$

Name : _____

Score : _____

Teacher : _____

Date : _____

1) $90 - 62 =$

2) $50 - 40 =$

3) $47 - 39 =$

4) $75 - 32 =$

5) $95 - 29 =$

6) $38 - 21 =$

7) $92 - 79 =$

8) $69 - 43 =$

9) $69 - 62 =$

10) $18 - 14 =$

11) $63 - 49 =$

12) $64 - 13 =$

13) $85 - 15 =$

14) $91 - 56 =$

15) $68 - 62 =$

16) $97 - 77 =$

17) $83 - 39 =$

18) $30 - 16 =$

19) $91 - 70 =$

20) $87 - 68 =$

21) $84 - 66 =$

22) $39 - 24 =$

23) $88 - 70 =$

24) $68 - 10 =$

25) $77 - 72 =$

26) $94 - 52 =$

27) $90 - 46 =$

28) $86 - 10 =$

29) $73 - 24 =$

30) $70 - 21 =$



Name : _____

Score : _____

Teacher : _____

Date : _____

1) $90 - 62 = 28$

2) $50 - 40 = 10$

3) $47 - 39 = 8$

4) $75 - 32 = 43$

5) $95 - 29 = 66$

6) $38 - 21 = 17$

7) $92 - 79 = 13$

8) $69 - 43 = 26$

9) $69 - 62 = 7$

10) $18 - 14 = 4$

11) $63 - 49 = 14$

12) $64 - 13 = 51$

13) $85 - 15 = 70$

14) $91 - 56 = 35$

15) $68 - 62 = 6$

16) $97 - 77 = 20$

17) $83 - 39 = 44$

18) $30 - 16 = 14$

19) $91 - 70 = 21$

20) $87 - 68 = 19$

21) $84 - 66 = 18$

22) $39 - 24 = 15$

23) $88 - 70 = 18$

24) $68 - 10 = 58$

25) $77 - 72 = 5$

26) $94 - 52 = 42$

27) $90 - 46 = 44$

28) $86 - 10 = 76$

29) $73 - 24 = 49$

30) $70 - 21 = 49$





Subtraction Worksheet to 1000

Created by the Math Salamanders www.math-salamanders.com

1) $468 - 215 =$ _____

2) $274 - 23 =$ _____

3) $276 - 91 =$ _____

4) $693 - 390 =$ _____

5) $113 - 73 =$ _____

6) $863 - 750 =$ _____

7) $825 - 689 =$ _____

8) $450 - 208 =$ _____

9) $625 - 385 =$ _____

10) $765 - 351 =$ _____

11) $461 - 92 =$ _____

12) $309 - 69 =$ _____

13) $421 - 391 =$ _____

14) $692 - 376 =$ _____

15) $361 - 168 =$ _____

16) $559 - 66 =$ _____

17) $613 - 488 =$ _____

18) $980 - 250 =$ _____

19) $527 - 399 =$ _____

20) $673 - 22 =$ _____

21) $896 - 170 =$ _____

22) $620 - 468 =$ _____

23) $801 - 540 =$ _____

24) $714 - 507 =$ _____

25) $891 - 140 =$ _____

26) $488 - 50 =$ _____

27) $777 - 389 =$ _____

28) $858 - 137 =$ _____

29) $436 - 160 =$ _____


30) $488 - 36 =$ _____

WB 22.2.21



Maths Lesson 2

Learning Intention: I can subtract 1 and 10 to a 2, 3 or 4-digit number.

Complete Maths Objective:



OBJECTIVE
Subtracting 1 and 10

DOWNLOAD  EXPAND 

Learn

Watch Miss McManus explain how we can subtract 1, 10 or a multiple of 1 and 10.

<https://vimeo.com/510652482>

Task

Please could everyone complete the task part 1 which is the White Rose Maths Worksheet. There are both addition and subtraction questions. Then select a chilli challenge for the task part 2 problems.

Task parts 1 and 2 can be found in the lesson folder along with the answers.

You might want to use the White Rose Maths video to help you work your way through the task part 1. <https://vimeo.com/461777711>

Please note the task sheet is a PDF so you will need to either print it or take a screen shot and use mark up.

Please upload either a photo of your completed work tasks 1 and 2 to this document or onto Complete Maths.



1 Dora makes a number on a place value chart.

Th	H	T	O

- a) What number has Dora made?
- b) Add 3 ones to Dora's number.
What number do you have?
- c) Add 2 tens to Dora's number.
What number do you have now?
- d) Subtract 2 hundreds from Dora's number.
What number do you have now?
- e) Add 5 thousands to Dora's number.
What number do you have now?

2 Complete the calculations.

Use the place value chart to help you.

1,000s	100s	10s	1s
5	3	7	8

- a) $5,378 + 200 =$ e) $5,378 - 60 =$
- b) $5,378 + 20 =$ f) $5,378 - 3,000 =$
- c) $5,378 + 2,000 =$ g) $300 + 5,378 =$
- d) $5,378 - 6 =$ h) $5,378 - 300 =$

3 Complete the calculations.

- a) $6,058 + 1 =$ b) $6,058 + 20 =$
- $6,058 + 2 =$ $6,058 + 30 =$
- $6,058 + 3 =$ $6,058 + 40 =$
- $6,058 + 4 =$ $6,058 + 50 =$
- $5 + 6,058 =$ $60 + 6,058 =$

4 Mo is going to add 100 to each number.

Circle the numbers where the 1,000s will change.

2,450 3,928 4,180 5,905 972

What do you notice?



5 Mr Hall has £1,342 in the bank.



a) Mr Hall puts in £500 more.

How much money does he have in the bank now?

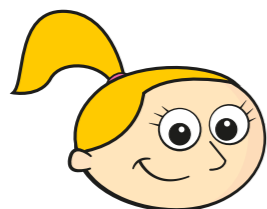
b) Then he puts in £600 more.

How much money does Mr Hall have in the bank now?

c) Then Mr Hall takes out £60

How much money does he have in the bank now?

6 Is Eva correct?



If I keep taking ten away from the number 2,562 only the tens will change.



7 Write the missing numbers.

a) $6,951 - \square = 6,921$ c) $1,706 + \square = 1,766$

$6,951 - \square = 6,881$ $1,706 - \square = 906$

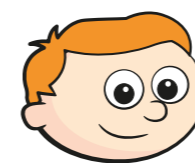
b) $6,421 - 700 = \square$ d) $3,500 - \square = 2,700$

$6,421 + 700 = \square$ $3,500 - \square = 3,430$

Which calculations were easy to work out?

Which were more difficult to work out?

8



To add 3,812 and 1,400 together, you can add 1,000 to 3,812 and then add 400

a) Use Ron's method to work out $3,812 + 1,400$

Could you have worked this out mentally?

b) Use Ron's method to complete the calculations.

$1,780 + 2,200 = \square$

$3,084 + 720 = \square$

$591 + 2,820 = \square$

Learning Intention: I can subtract 1 and 10 to a 2, 3 or 4-digit number.

Task Part 2

Bell Pepper

- 1) How many 10s would I need to subtract from 286 before my number is less than 300?
- 2) How many 1s would I need to subtract from 243 before my number is less than 240?
- 3) Always, sometimes or never. When I subtract 10 or a multiple of 10 my ones number will never change. Is this true always, sometimes or never? Explain your choice. [Share your answer on our Maths Lesson 2 Task Sharing page.](#)

Jalapeno

- 1) How many 10s would I need to subtract from 2986 before my number is less than 3000?
- 2) How many 1s would I need to subtract from 2543 before my number is less than 2540?
- 3) Always, sometimes or never. When I subtract 10 or a multiple of 10 my ones number will never change. Is this true always, sometimes or never? Explain your choice. [Share your answer on our Maths Lesson 2 Task Sharing page.](#)

Scotch Bonnet

- 1) How many 10s would I need to subtract from 22,986 before my number is less than 30,000?
- 2) How many 1s would I need to subtract from 21,543 before my number is less than 21,540?
- 3) Always, sometimes or never. When I subtract 10 or a multiple of 10 my ones number will never change. Is this true always, sometimes or never? Explain your choice. [Share your answer on our Maths Lesson 2 Task Sharing page.](#)

Answers on next page

Bell Pepper

- 1) 0 because 286 is already less than 300!
- 2) 4 because $243 - 4 = 239$ and 239 is the first number that is less than 240
- 3) Answer will be shared on Task Sharing Page.

Jalapeno

- 1) 0 because 2986 is already less than 3000!
- 2) 4 because $2543 - 4 = 2539$ and 2539 is the first number that is less than 2540
- 3) Answer will be shared on Task Sharing Page.

Jalapeno

- 1) 0 because 22,986 is already less than 30,000!
- 2) 4 because $2543 - 4 = 2539$ and 21,539 is the first number that is less than 21,540
- 3) Answer will be shared on Task Sharing Page.



WB 22.2.21

Maths Lesson 3

Learning Intention: I can subtract 100 from a 2, 3 or 4-digit number.

Complete Maths Objective:

OBJECTIVE
Subtracting 100

DOWNLOAD  EXPAND 

Learn

Watch either of these videos to learn the different ways we can subtract 100 or a multiple of 100. Hopefully YouTube is now working on your ipads.

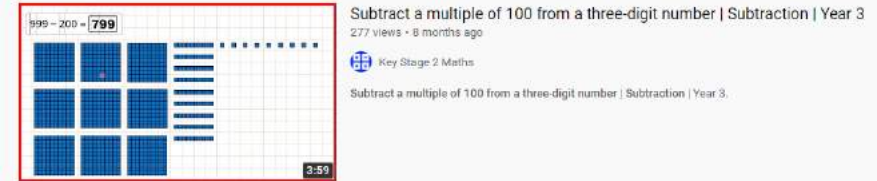


993 - 700 = 293

Subtract a multiple of 100 from a three-digit number
1K views • 3 years ago
Key Stage 2 Maths
Visit KeyStage2Maths.com for more.

3:07

<https://www.youtube.com/watch?v=Q29WTopX8qM>



999 - 200 = 799

Subtract a multiple of 100 from a three-digit number | Subtraction | Year 3
277 views • 8 months ago
Key Stage 2 Maths
Subtract a multiple of 100 from a three-digit number | Subtraction | Year 3.

3:59

<https://www.youtube.com/watch?v=JqdM8QltahA>

Task

Number ladders and number line task. Last time you completed the ladders by starting at the bottom and working up by adding 100 each time. This time can you start at the top and work your way down subtracting 100 each time.

Use the examples to help you.

Please use the Lesson 3 Task Sheet to find the ladders and the number line questions.

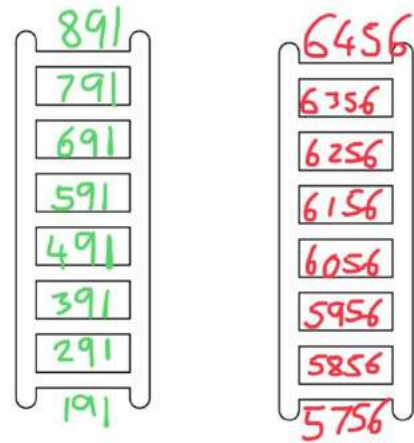
- Bell Pepper (2 and 3-digit numbers)
 - 895
 - 982
 - 891
 - 1234
 - 1481
 - 2000

- Jalapeno (3 and 4-digit numbers)

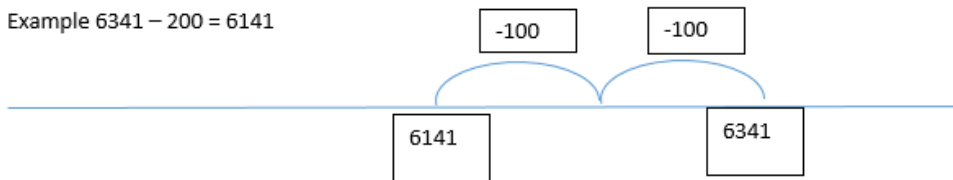
- 1234
- 1481
- 2000
- 7 215
- 2 451
- 6 800

- Scotch Bonnet (4 and 5-digit numbers)

- 7 215
- 2 451
- 6 800
- 26 256
- 35 473
- 48 582



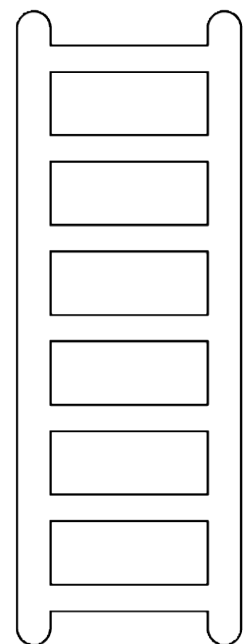
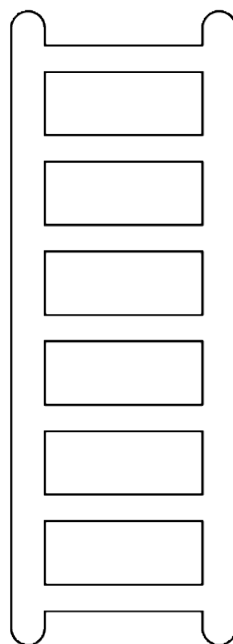
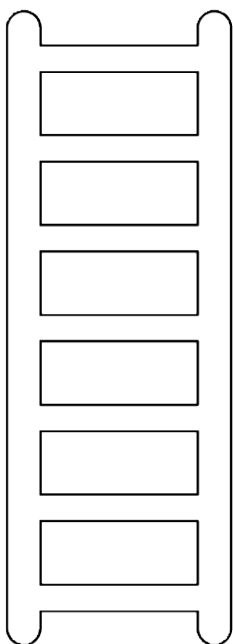
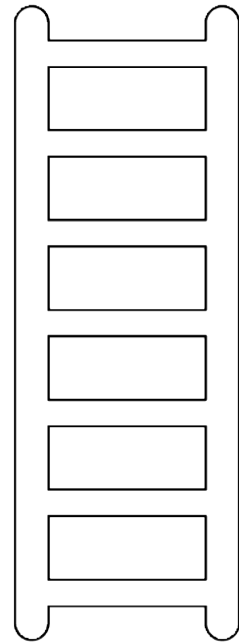
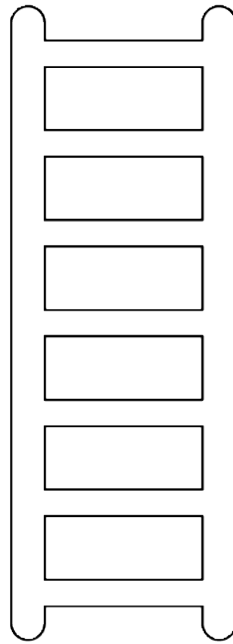
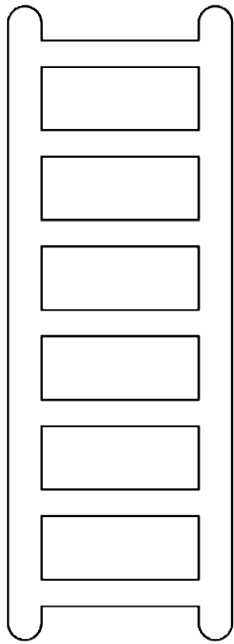
Example $6341 - 200 = 6141$



Upload a photo of your completed ladders and number lines to this document or Complete Maths.

1. 100 Number Ladders

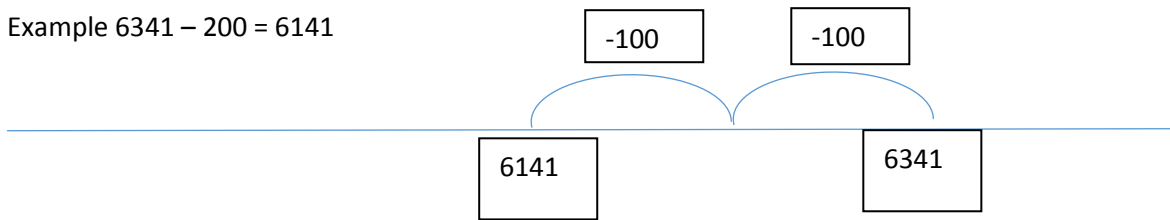
Each step on the number ladder is 100. Use the numbers from your chilli challenge on the task document to start at the bottom of the ladder and fill in the steps all the way down to the bottom. Remember you are going down in 100s.



2. Subtracting 100 Number Lines

Use the number lines below to draw the following sums and answers. (Pay close attention to the question for e)

Example $6341 - 200 = 6141$



a) $984 - 300 =$



b) $856 - 500 =$



c) $5842 - 300 =$



d) $9461 - 800 =$



e) $2514 - 2000 =$



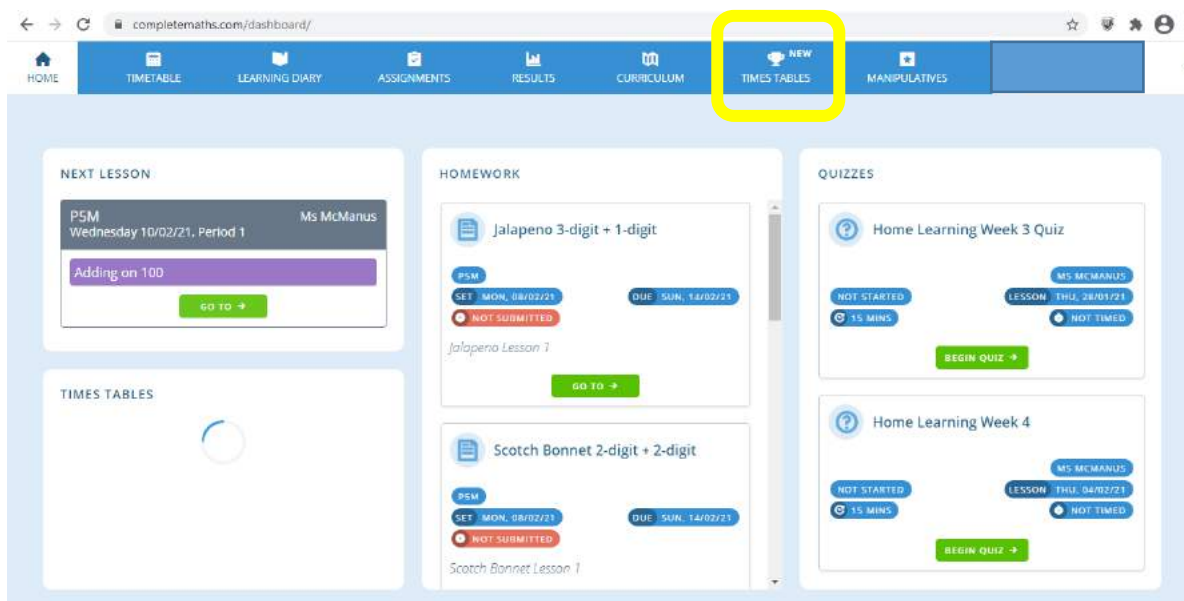
WB 22.2.21

Maths Lesson 4

Learning Intention: I can recall my times tables quickly and accurately

Login to your Complete Maths account and spend 20 minutes, 2 times this week practising your times tables skills. You don't need to submit anything for this lesson. Your teacher will be able to see how you are getting on through their Complete Maths account.

1. To get onto your times tables click times tables at the top of your screen.



2. Click on Quiz me to begin.



WB 22.2.21

Reading Lesson

Learning Intention: I can retell & recreate a famous legend.



Before this lesson please read the 'A Miscellany of Magical Beasts' extract - **Giants** in WB 22.2.21 in your Literacy Folder.

Learn

<https://vimeo.com/510650065> Watch this video which will:

- Show you the Giant's Causeway in Northern Ireland
- Share two versions of the legend that gives a story to explain the formation of the Giants Causeway
- Study the characters in the story
- Look at the success criteria for **retelling** a story
- Introduce the generate task

Remember you can pause or skip back to watch parts of the video as many times as you like.

Task

(Please complete **both parts 1 and 2** of the task)

1. Metalinguistics

In order to ensure you fully understand the story, use metalinguistic strategies to work out the meaning of the following words:

Metalinguistic Strategies:

Read on – RO – I read on and found a clue that helped me to work out the meaning

Read back – RB – I read back and found a clue that helped me to work out the meaning

Replace word – RW – I replaced the word with one I already knew and read over the sentence to check it would make sense

Discussion – D – I had a discussion with a friend or someone at home

Familiar Word – The word is similar to a word I know

Word	Metalinguistic Strategy Used (and how you used it)	Meaning of the word
Hurling		

retreated		
causeway		
torn		
challenging		

2. Retell & recreate

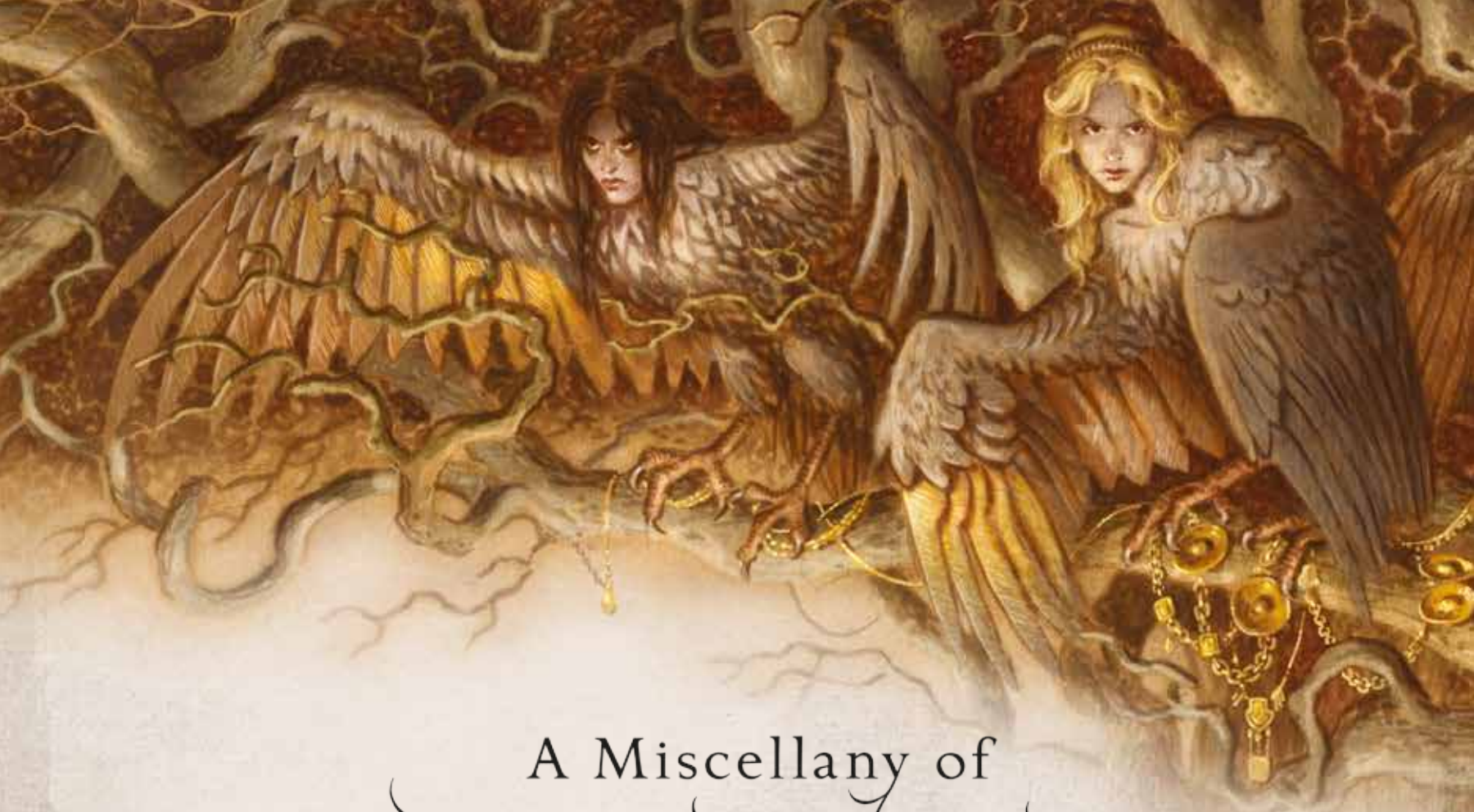
Now retell & recreate the story of Finn McCool & Benandonner.

You might want to

- Write a script for a make a puppet show or act out the story
- Write a diary entry of the events from the perspective of one of the characters
- Create a comic strip to tell the full story
- Recreate the story in another create way of your choice!

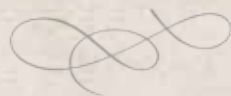
Remember that your version of the story should include all of the characters and events from the famous legend. You might want to start by making a timeline of the events so that you can use this as your plan. This is retelling the story NOT summarising – we want details which help the reader to understand the story & characters.

Please upload a photo of your work or complete your work into this document. Remember to check your completed work is in your file.



A Miscellany of
**MAGICAL
BEASTS**

SIMON HOLLAND



Illustrated by
GARY BLYTHE • DAVID DEMARET
NELSON EVERGREEN • JOHN HOWE
MIKE LOVE • KEV WALKER
HELEN WARD • DAVID WYATT



BLOOMSBURY
LONDON UXTOND NEW YORK NEW DELHI SYDNEY

Contents

The Phoenix 4–5

Illustrated by David Wyatt

Giants 6–7

Illustrated by Mike Love

Fearsome Giants 8–9

Illustrated by Mike Love

Harpies 10–11

Illustrated by David Wyatt

Unicorns 12–13

Illustrated by Gary Blythe

Centaurus 14–15

Illustrated by Kev Walker

The Basilisk 16–17

Illustrated by Helen Ward

Trolls 18–19

Illustrated by Gary Blythe

Merpeople 20–21

Illustrated by Helen Ward

Dragons 22–23

Illustrated by David Wyatt

Guide to Dragons 24–25

Illustrated by David Wyatt

Werewolves 26–27

Illustrated by David Wyatt

How to Outwit a Werewolf 28–29

Illustrated by David Wyatt

The Chimera 30–31

Illustrated by Mike Love

Sphinx 32–33

Illustrated by Gary Blythe

Cerberus 34–35

Illustrated by David Demaret

Fearsome Gatekeepers 36–37

Illustrated by David Demaret

The Griffin 38–39

Illustrated by David Wyatt

Pegasus 40–41

Illustrated by David Wyatt

Elves 42–43

Illustrated by Nelson Evergreen

Elvish Spells and Tricks 44–45

Illustrated by Nelson Evergreen

Magical Words 46–47

A World of Magical Beasts




elcome to an enchanted world of strange and magical beasts. For many

hundreds of years, people have told stories about creatures that lurk in mysterious places that are beyond our control, such as caves, mountains, rivers, lakes, the air and the ocean. Legends give us the idea that supernatural beings can weave their magic in all these places. Watch out for a fairy who might bring bad fortune, give you nightmares or make food go bad, or an angry giant who carves out valleys and scatters mountains across the land. Or perhaps you might meet a dragon or a magical serpent

who can simply conjure rain, sleet, snow and storms from the air?

The many exotic beasts you'll meet in this book have human features, or are part-human and part-animal. Some of them are a medley of different animal parts. There is the terrifying basilisk, part-serpent and part-cockerel; the noble griffin, part-lion, part-eagle; and the mighty centaur, half-man, half-horse. There are alluring selkies, beautiful creatures who switch from human to seal, and mischievous werewolves, who shift their shape from human to wolf and back again. Prepare to be enchanted, frightened and amazed, all at the same time, when you dare to enter this spellbinding realm.





*“Glorious phoenix,”
cried the Sun [god].
“You shall be my bird
and live forever!”*

*The immortal phoenix
is a powerful symbol of
hope – the triumph
of new life over death.*

The Phoenix

Fantastically beautiful birds often appear in mythological stories connected to ideas of death, rebirth and immortality. The phoenix is one such bird, from the Middle East. Every five or six centuries, the bird senses it is time to die, and it builds a ‘funeral nest’ out of sweet-smelling sticks and herbs from Arabian spice groves. The phoenix then lies down to rest and sings an enchanting song, as the Sun rises and sets fire to the nest. Both the bird and the nest are turned to ashes – but a seed of life remains...

A tiny worm crawls from the ashes and grows into a new young phoenix. This chick collects the ashes into an egg made from myrrh, a gum-like material that comes from trees. According to some versions of the legend, the phoenix takes to the sky – surrounded by other birds – and carries the egg to Heliopolis, the Egyptian City of the Sun. Here, the egg is delivered to priests at a temple, where the ashes may be buried. The bird is now free to return to Arabia and begin its new life.

*The true home of
the phoenix is Paradise.
In our world, only one
such bird can live at
any one time.*

In ancient Egyptian mythology, the phoenix is a female firebird, with dazzling, red-and-gold feathers, that lives for either 500 or 1,461 years. This bird is sometimes pictured as a heron, or a flamingo-like bird from East Africa, and can also regenerate itself if wounded by an enemy. In ancient Greek and Roman legends, the bird looks more like a peacock or an eagle. Most of the phoenix stories feature a Sun god, riding across the sky in a horse-drawn chariot, who stops to listen to the bird’s haunting song.

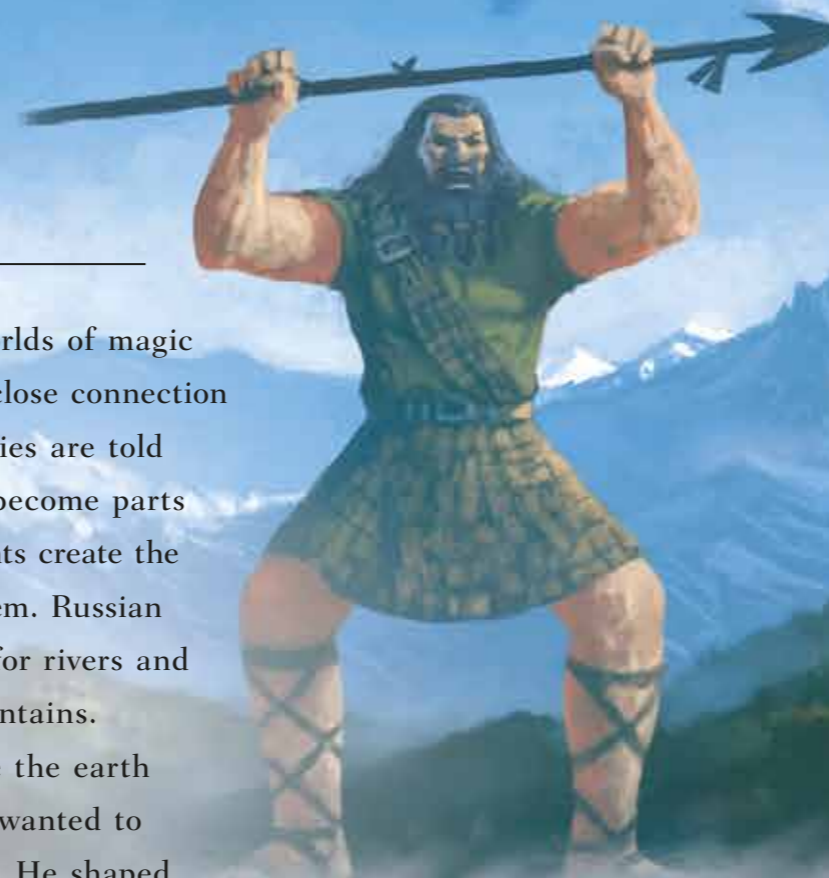
Giants

Giants are all around us in the worlds of magic and mythology. They often have a close connection with nature. In some cultures, stories are told of giants who build mountains or become parts of the living landscape. In Scandinavia, frost giants create the highlands and carve out the valleys in between them. Russian giants, known as the Asilky, dig out huge spaces for rivers and lakes, then pile up the earth and rocks into mountains.

These giants of folklore have battles that make the earth shake. Once, an Irish giant called Finn McCool wanted to pick a fight with his enemies the Scottish giants. He shaped the coastline by picking up great chunks of the landscape and hurling them into the sea, towards the Scottish giant Benandonner. His aim was to form a pathway so that he could march over to the other giant and fight. Finn retreated when he saw how massive his opponent was, but Finn's wife saved the day by playing tricks on Benandonner – so that he ran back home. The two giants then tore up the causeway, hurling rocks at each other and into the sea.

It is said that the Giant's Causeway, a natural stone pavement in Northern Ireland, is what's left of the path built and then torn up by giants.

The giant Finn McCool (or Fionn mac Cumhail) calls out to his enemy across the water, challenging him to fight.





Benandonner is so huge that his advance across the Causeway makes the earth tremble and Finn shake with fear.

Fearsome Giants

Giants are powerful forces of nature. They do battle with gods by hurling immense pieces of the landscape at them, or cause great alarm to human beings by fighting amongst themselves. Huge rocks or standing stones are sometimes said to be the leftovers of a skirmish between two giants, who argued and threw boulders at one another. Other stories tell of giants who shape or turn into parts of the natural world – or who use the winter weather to travel from place to place while altering their physical shape.



CYCLOPS

The one-eyed Cyclops of Greek myths were skilled blacksmiths who forged weapons for gods to use in their war against their fellow giants, the Titans.



ASILKY

The Asilky, mighty frost giants from Russia, designed and put up the mountains on Earth. They had to be destroyed when, having become too proud, they rose against the gods.



WINDIGO

In southern Canada, the Algonquin people have told stories of the Windigo, an evil being that can take the form of a tree-sized man or a giant timber wolf. He uses blizzards and winds to travel without being seen, so that he can harm humans.

WB 22.2.21

Writing Lesson

Learning Intention: I can create and write about a mythical creature.



Before this lesson if you haven't already please read the 'A Miscellany of Magical Beasts' extract. The text for the reading lesson in your literacy folder.

Learn

<https://vimeo.com/511255211> Watch this video which will:

- Investigate some famous mythical creatures, including a quiz
- Provide a WAGOLL for character description plan & paragraph
- Go over Success Criteria for the task

Remember you can pause or skip back to watch parts of the video as many times as you like.

Task

Please complete all three parts of the task for this lesson. This follows the format we use in school, Tuesday to plan, Wednesday to write and Friday to assess. You might wish to complete the different parts of this task over the three days like we do in school. 😊

Part 1 - Plan

Create your own mythical creature which is a medley of animal parts. Use this plan to think about what creatures it is made from, how it looks and its personal qualities (how it acts). Remember to give it its own name!

Mythical Creature's name & picture:

--

Animals it's made from:	Descriptive words, phrases, similes to describe how it looks.
Descriptive words, phrases, similes to describe how it moves.	Descriptive words, phrases, similes to describe how its personal qualities.

Part 2 – Write

Now use your plan to help you write a descriptive paragraph to introduce your mythical creature. Remember to:

Success Criteria

- Choose 1 tense to write in and stick to it throughout the paragraph (past, present)
- Use punctuation to make sure your paragraph can be read easily
- Fill your paragraph with descriptive language (adjectives, adverbs, similes)
- Try out different sentence openers (eg. Strangely... All along its spine...)
- Read over your work to make sure it makes sense.

Please upload a picture or ensure you type your finished paragraph into this document and check it has saved.

WAGOLL

The panamon sits back quietly and observes those around her. She occasionally opens her vast black wings which are covered in smooth feathers, as black as coal. Her bright glistening eyes follow her prey. Suddenly she starts to move, gliding silently on her feet as she nears her victim. As she gets closer, her beating wings launch her into the air and in a second her victim is between her dagger-like teeth. Content, she lands and enjoys her meal.

Part 3 – Self Assess Your Writing

Take some time to self-evaluate your writing. Look at the success criteria & think What is Green – Good to be Seen? What is Pink – Stop & think?

Green – Good to be Seen	
Pink – Stop & Think	

WB 22.2.21

Literacy Lesson 3 Skill Builder

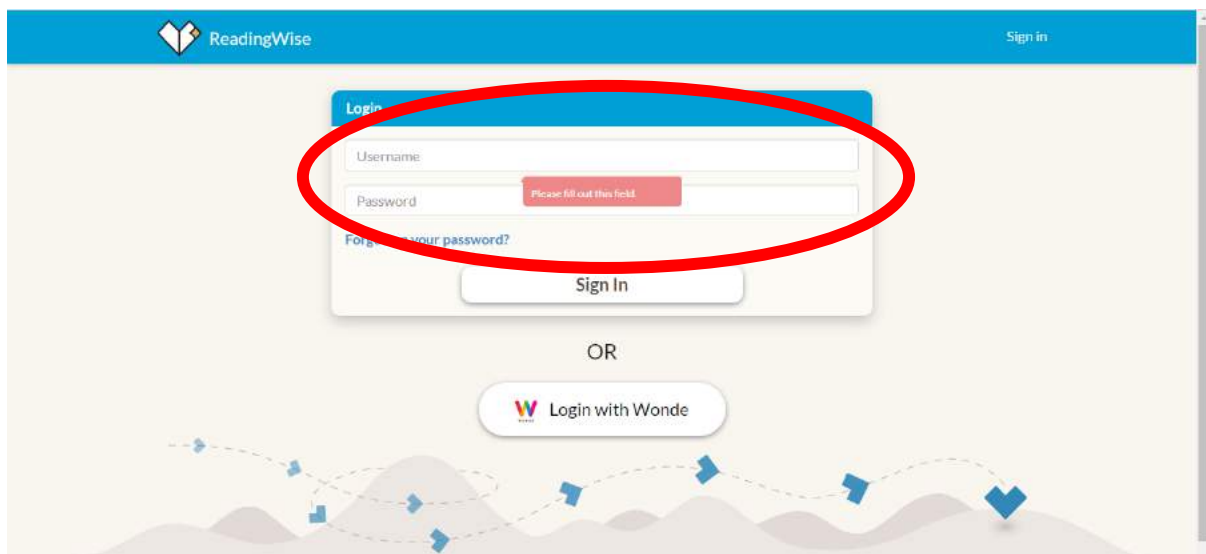
Learning Intention: I am learning different methods to improve my decoding skills.

Learn

Login to ReadingWise. <https://app.readingwise.com/>

Your logins can be found in the teams files. General>Home Learning> Readingwise logins.

For this lesson, you are going to be practising your decoding skills. Decoding is your ability to apply your knowledge of letter-sound relationships to correctly pronounce and read unfamiliar words.



Your Task

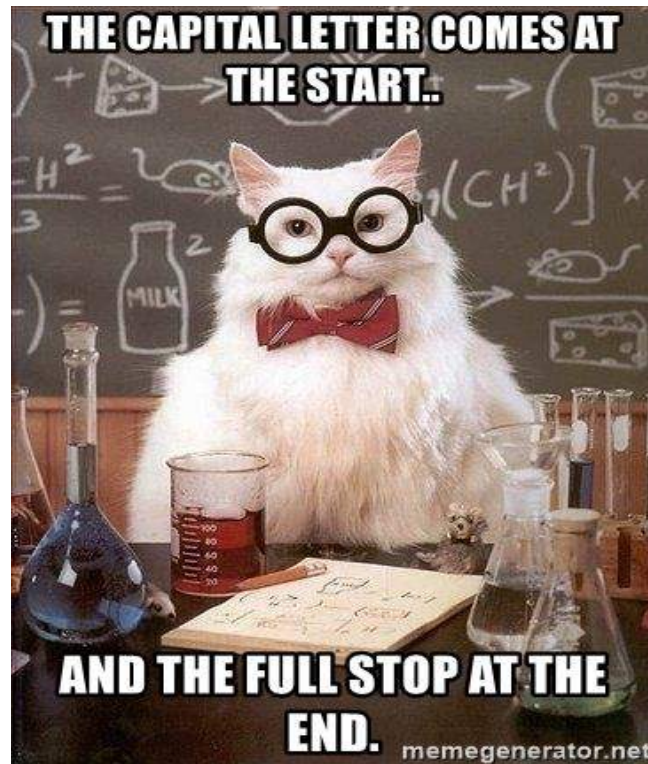
When you are logged in please click on decoding and spend 1 hour this week working on your decoding skills (You might wish to do this as 3 x 20 minute sessions). You do not need to submit anything for this lesson, your teacher can see your progress on their ReadingWise account.



WB 22.2.21

Literacy - Grammar Lesson

Learning Intention: I am learning to use full stops and capital letters correctly so that I can improve the quality of my writing.



Learn

Why do we use capital letters and full stops?

Capital letters and full stops are very important. They ensure that a piece of writing flows but they also provide information that readers need to understand a text.

A **full stop** is a punctuation mark used to separate sentences. Its purpose is to let the reader know that the sentence, or a complete thought, has ended.

Capital letters show us:

- The start of a new sentence
- The names of people and places
- The days of the week and the months of the year
- The pronoun 'I'
- Titles of people, events, books or films

Look at the sentence below. Does it make sense? If not, why do you think that is?

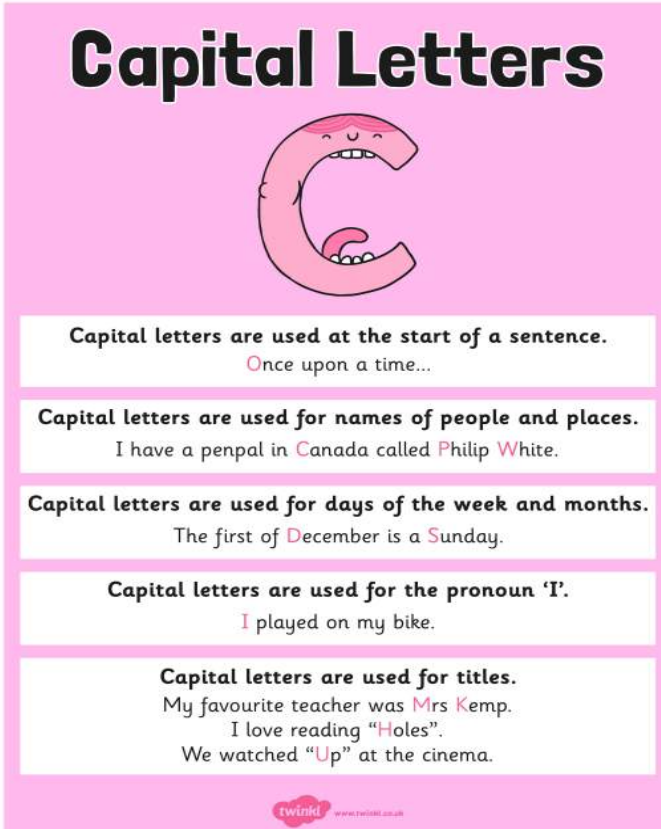
“ruth edged closer to the colossal, smouldering volcano fear gripped her as it began spitting dense, grey ash and molten, glowing lava into the blackened sky she stood, frozen to the spot and wondered why emma had suddenly disappeared”

The sentence above is not grammatically correct because it is missing full stops and capital letters. This makes it very difficult to read and as a result, it loses the impact the author is trying to create. Let’s add the correct punctuation and compare the two:


*“**R**uth edged closer to the colossal, smouldering volcano. **F**ear gripped her as it began spitting dense, grey ash and molten, glowing lava into the blackened sky. **S**he stood, frozen to the spot, and wondered why **E**mma had suddenly disappeared.”*

By using full stops and capital letters, the author has created a passage which flows and makes sense, ultimately improving the quality of the writing.

Look at the image below which identifies the correct use of capital letters:



Capital Letters



Capital letters are used at the start of a sentence.
Once upon a time...

Capital letters are used for names of people and places.
I have a penpal in Canada called Philip White.

Capital letters are used for days of the week and months.
The first of December is a Sunday.

Capital letters are used for the pronoun 'I'.
I played on my bike.

Capital letters are used for titles.
My favourite teacher was Mrs Kemp.
I love reading "Holes".
We watched "Up" at the cinema.

twinkl www.twinkl.co.uk

Task

Use what you have learned to complete one of the following tasks:

- Correct the sentences by inserting the missing full stops and capital letters.
- Correct the passage by inserting the missing full stops and capital letters.
- Correct the passage by inserting all the missing punctuation.

To complete one of these tasks, you could take a screenshot of the picture and use the mark-up function on your iPad to record your answers. Alternatively, you could rewrite the sentences or paragraph using the word app.

Upload a photo of your completed chosen task or retype the tasks correctly into this document.

Correct the sentences by inserting the missing full stops and capital letters.

Correct the Sentence Punctuation

Write the correct sentence underneath by adding in capital letters, full stops and question marks.

1. my brother's dog is called tess

2. on sunday she went to the park

3. the titanic sank in 1912

4. toby and mark are going to spain in march

5. martha took her children to the zoo yesterday

6. when i go to the shop i will get some crisps

7. sameera and i are going to town on friday

8. did you sell buns at the fair

9. my mum has a cat he is called tom

10. have you got a dress for the prom

Correct the passage by inserting the missing full stops and capital letters.

Punctuating Sentences

All of the full stops and capital letters have been removed from the extract below.

chapter one

of crowns and caverns

guster the dragon lay in the mouth of his cave he itched his back itched and his belly itched his fingers and his toes itched even his eyes and ears and nose itched it was unbearable

guster felt like this every autumn while the leaves on the trees flushed into their autumn finery, guster's green summer scales slowly changed to copper this was a mountain dragon trick which kept them safe from human eyes humans couldn't spot green scales against the grass, red scales against autumn leaves or white scales against snow guster thought that humans must be very stupid

guster rolled on the rocky ground he scratched his back and scraped his shoulders his head wriggled and his legs flailed it did no good if only there were some way to soothe his scaly skin

guster twisted to his feet "ma?" he yelled into the darkness "i'm going swimming"

Extract from Twinkl Original story 'The Wyrmostooth Crown'

Correct the passage by inserting all the missing punctuation.

Punctuating Sentences

All of the punctuation has been removed from the extract below.

chapter one

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Extract from Twinkl Original story 'The Wyrmostooth Crown'

WB 22.2.21

HWB 1 Ozzie Organiser

Learning Intention: I am learning to ask fat questions which move my learning forward.



Learn

<https://vimeo.com/511310080> Watch this video which will:

- Introduce The Questionator
- Investigate why we ask questions
- Look at the difference between fat questions & skinny questions
- Introduce your task

Remember you can pause or skip back to watch parts of the video as many times as you like.

Task

Mark the following Home Learning questions that a teacher or learner might ask to show if they are fat (F) or thin (T)

Who has finished their Reading task?	
Can anyone explain to me where to find the files for this week?	
Which lesson did you find the most enjoyable?	
Can you explain which part of the writing lesson you found most challenging and why?	
Why do you think we need to learn this?	
When is the next live meeting?	
What could you do if you need help with your home learning?	
How are you managing your time to complete lessons at home?	

Over the next couple of weeks, can you be the questionator and try to ask at least one question in a live chat or on the Teams threads. Can you make your question **fat** so that you get more information from you teachers / classmates. We will recognise the "Questionators" in our teams discussion on Fridays.

WB 22.2.21

HWB Kindness

Learning Intention: I am learning to understand that kindness makes a difference to myself and others.



Learn

Over the last few weeks, we have been learning how to be respectful online, but let's take a minute to really stop and think about what that means. What is **kindness**? How do you know if you know if someone is being nice to you?

Kindness, by definition, is a type of behaviour recognised by acts of generosity, compassion or concern for others without the expectation of praise or reward. It is witnessed every day by the words we use and the actions we take. You may see this when:

- Someone is given a compliment.
- A stranger smiles at you when you pass them on a street.
- Someone holds the door open for others.

- Someone offers their seat to another person on the bus.
- Someone helps people who are upset or distressed.

There are many ways we can show kindness and we all have a responsibility to be considerate towards others. Our words and actions have the potential to have a positive, lasting impact on someone’s life. It is also important to understand that being kind can make a difference to how you feel. Showing compassion to others can help you become more hopeful when you are feeling worried or uncertain.



Use the following link to watch a short video about compassion:

<https://vimeo.com/510893277?activityReferer=1> Reflect on what you see by discussing kindness with someone at home.

Task

Put what you have learned to the test by completing the kindness challenge! The table below shows twelve different acts of kindness. Can you help someone who is struggling with something? Will you manage to give someone a compliment? Try to make your way through each of the suggestions, placing a tick in the boxes as you go. If you perform an act of kindness that isn’t listed in the table, make a note of it on the side of the page.

Share your success by putting a tick next to all the different acts of kindness you complete this week on this document.

 <p>Pick something up for someone else.</p> <input data-bbox="520 1581 571 1626" type="checkbox"/>	 <p>Give someone a compliment.</p> <input data-bbox="927 1581 978 1626" type="checkbox"/>	 <p>Help someone with something.</p> <input data-bbox="1329 1581 1380 1626" type="checkbox"/>
 <p>Offer a hug to someone.</p> <input data-bbox="520 1995 571 2040" type="checkbox"/>	 <p>Offer to help an adult make dinner.</p> <input data-bbox="919 1995 970 2040" type="checkbox"/>	 <p>Do a favour for someone.</p> <input data-bbox="1329 1995 1380 2040" type="checkbox"/>



Learning Intention: I am learning about housing in Ancient Greece.

Learn

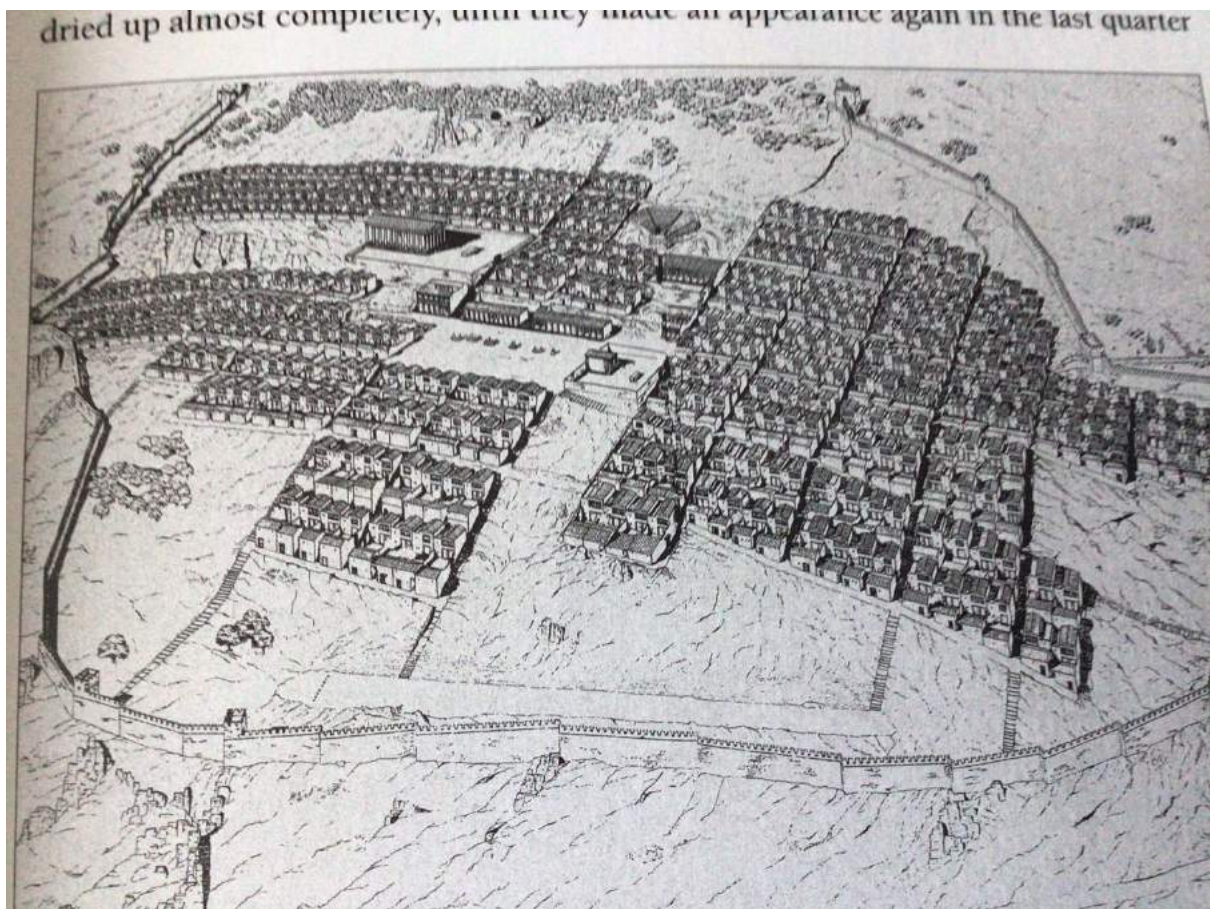
Let us think about what is going on in this picture.

In the picture above you can see two different areas. The housing on the left is a bit run down and the housing on the right seems rather well, luxurious (more than needed) with swimming pools and balconies.



Homes in the Polis (City-State)

The picture below is one example of how one city state tried to make 'egalitarian' (equal- the same) housing for every citizen.



They worked together to build everyone's homes and they made an extra effort to build special buildings that were for everybody to use- like the theatre, temple and the Agora (the open market space).

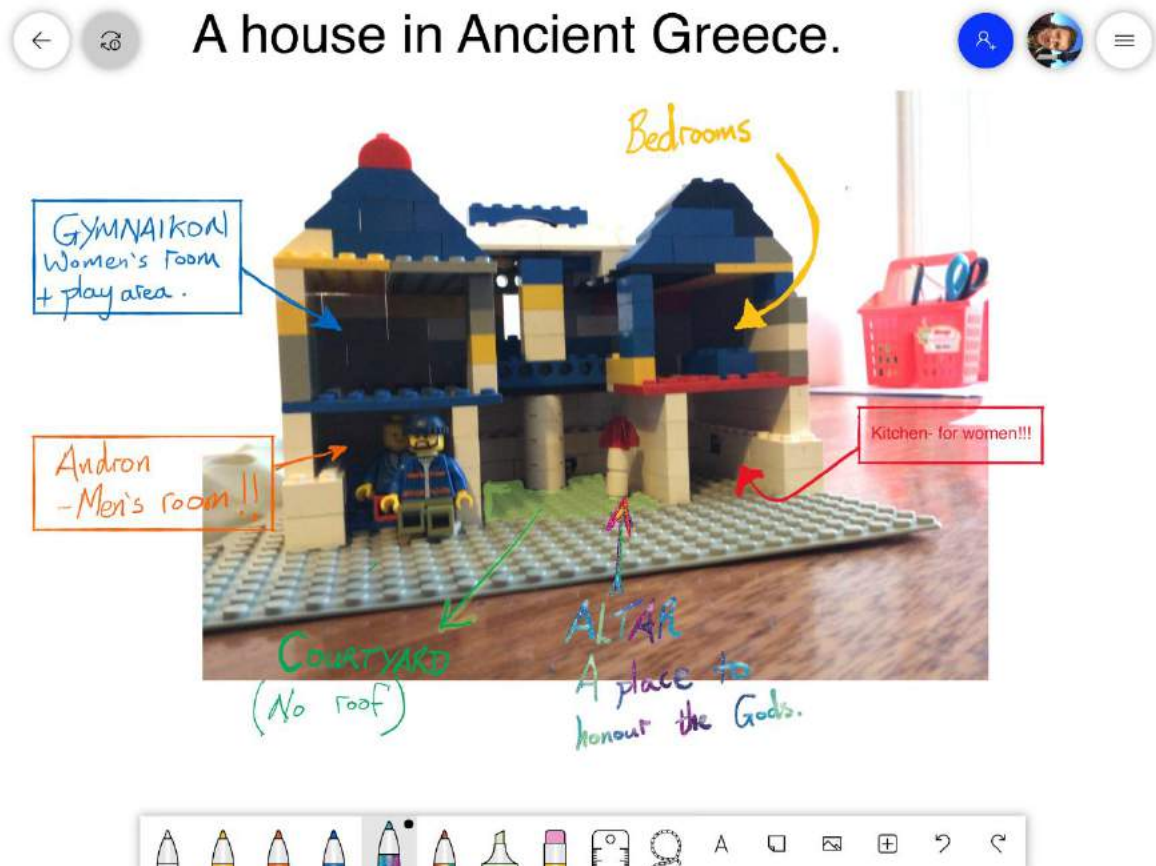
What were houses like in Ancient Greece?

Housing in the Polis was often planned- sometimes to be egalitarian (so that everybody lived in a similar type of house). They tried to reduce inequality so that people could work and get along well with each other; if they didn't work well and get on then they wouldn't be able to compete against the other City-States.

Inside the houses there were some familiar features- watch the video about the inside of a typical/ normal house in an Ancient Greek polis. [A house in Ancient Greece.](#)

16:56 Wed 10 Feb

66%



Your Task

Make or make a plan of your ideal 'egalitarian' house. Take a screen shot of a house you've made in Minecraft. Make a Lego house. Draw your Ancient Greek house. Take a screen shot and annotate the image to include the main features of an Ancient Greek house.

Look at the example above for an idea of how to annotate your house.

Upload an annotated photo of your Greek home to this document.

Learning Intention: I can describe the clothing Ancient Greeks would likely have worn.

Learn

Watch the video from Miss McManus to find out more about Greek fashion.

<https://vimeo.com/511084712/ce4282a30e>

If you want to learn more, these websites have lots more information.

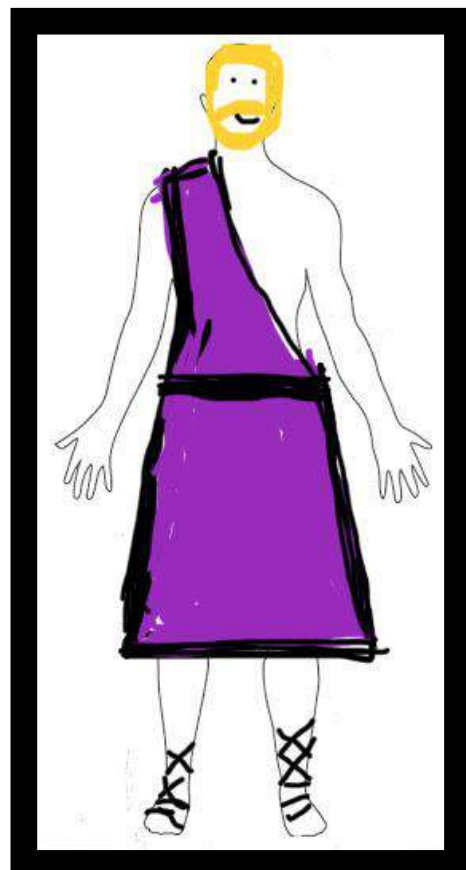
- DK Find out - <https://www.dkfindout.com/uk/history/ancient-greece/ancient-greek-clothes/>
- Primary Homework help - <http://www.primaryhomeworkhelp.co.uk/greece/clothes.htm>
- Ducksters History - https://www.ducksters.com/history/ancient_greece/clothing.php
- History for kids - <https://www.historyforkids.net/greek-clothing.html>

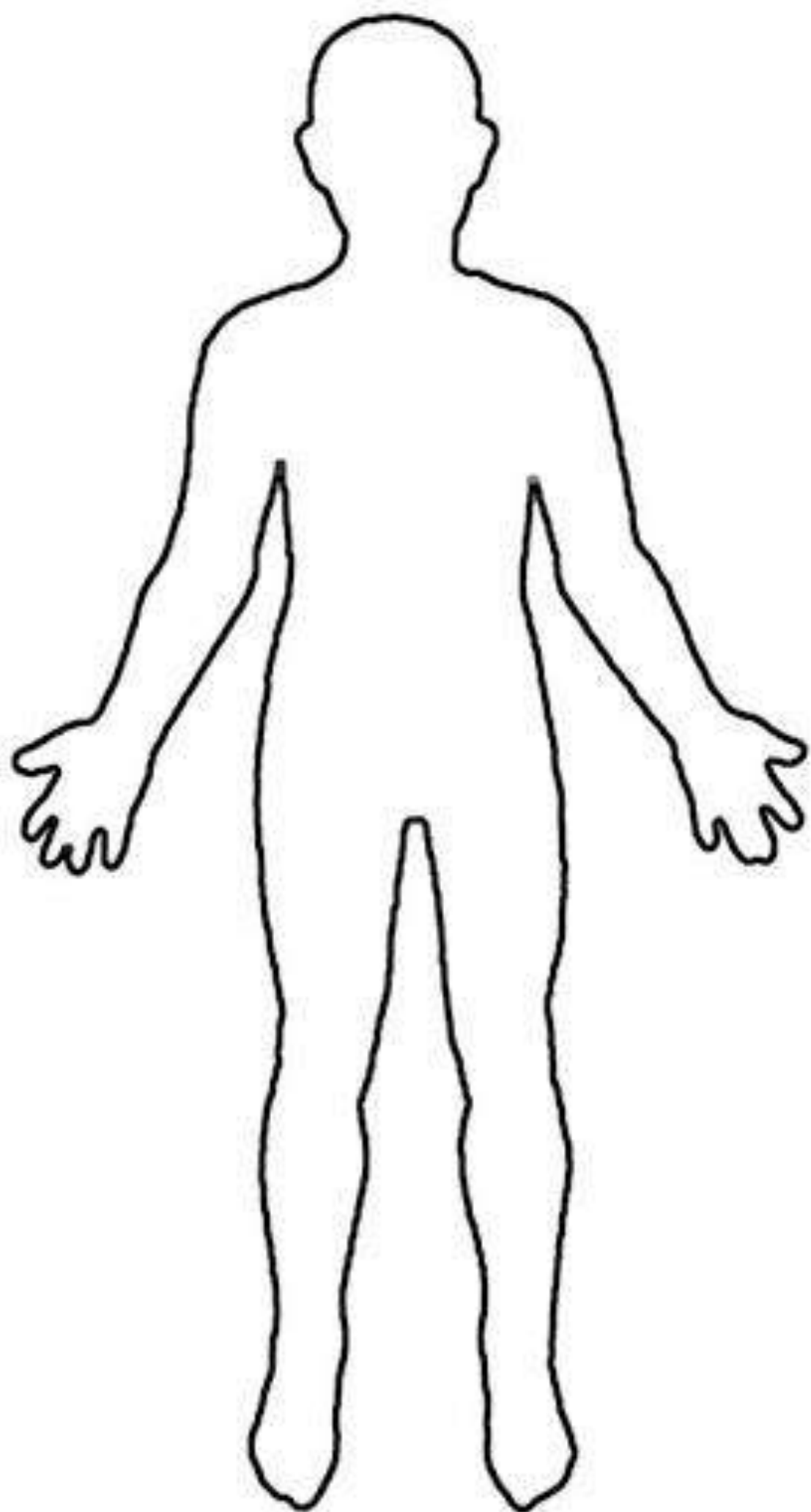
Your Challenge

Can you either dress like a Greek or design a Greek outfit?

You are welcome to use the person outline on the next page to help with your outfit design. **Share your photo or design on our class task sharing page.**

See the examples from Miss McManus below.



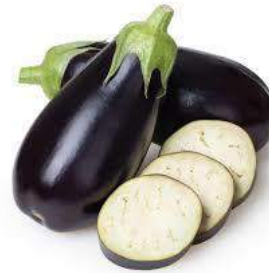


IDL Lesson 3 WB 22.2.21

Learning intention - I am learning about traditional Greek food and ingredients

Learn

Have a look at the photos below. Can you name the Greek ingredients?



Watch this video about the diet in Ancient Greece
<https://www.youtube.com/watch?v=QyUtsrY1j1A>

You might need to watch this on a non-school device. Search "the ancient Greek diet pepper and pine" in the YouTube search bar.



Have you tried any Greek food? Things like hummus, tzatziki. Pitta bread and olive oil are all Greek.

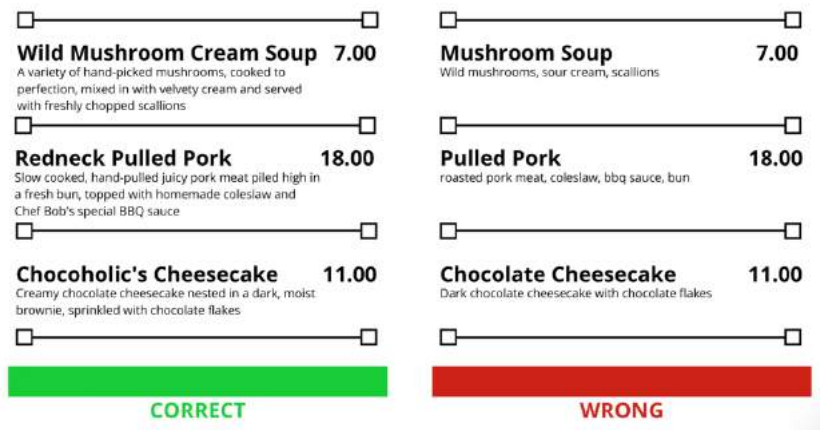
You might want to list any Greek food you have tried and what you thought about them below.

<u>Greek Food</u>	<u>Your review</u>

Your Task

1. Plan a pretend (or real if you wish) Greek menu with a starter, main and dessert. Have a look at the WAGOLL which shows the importance of adding description to your dishes. Can you use mouth-watering adjectives to make your food sound delicious?

Upload a picture of your menu to this document.



2. Have a go at making some Greek food. Some easy recipes are linked below to help you:

Tzatziki and Pitta bread - <https://www.bbcgoodfood.com/recipes/tzatziki>

Greek salad - <https://www.bbcgoodfood.com/recipes/greek-salad>

Baklava - <https://www.allrecipes.com/recipe/20287/easy-baklava/>

Melomakarona - <https://www.nigella.com/recipes/members/harry12345s-melomakarona>

Hummus - <https://www.jamieoliver.com/recipes/vegetable-recipes/simple-houmous/>

Share a photo of some of your food creations on our class task sharing page.

Learning Intention: I am learning about Ancient Greek plays and theatres.



Learn

Life in Ancient Greece was very different to life nowadays. People lived in city states and they did not have access to the medicine, food, housing or clothing we do today. They also did not have electricity or technology which meant that they had to source their own entertainment. One way they did this was through the construction of open-air theatres.

Almost every Greek city had a theatre where people could go to watch plays, ceremonies or festivals. They were built on hillsides and could often hold more than 18,000 spectators. The theatres were open-air and were formed in a semi-circle with rows of stone seating around them. The shape gave everyone in the audience an excellent viewing point and also meant they could hear the actors, regardless of where they were sitting.

The Greeks enjoyed singing and dancing, so in the centre of the theatre was a circular dancing floor. Plays were also staged there and were performed by speaking or singing in rhymes. The actors were always men who wore brightly coloured clothing and large masks that exaggerated facial features and expressions. Greek plays often fell into two categories: comedies or tragedies. Tragedies were written to depict events in the past, whereas

comedies tended to be about more current or everyday Greek affairs. In the image below, you will see many different examples of the masks worn during play performances:



To learn more about Ancient Greek theatre, watch the following video:

<https://vimeo.com/164710800>

Task

Design your own Greek theatre mask! You could choose to do this by either:

- Watching a step-by-step tutorial to draw a mask
- Using the template provided to create your own real-life mask

Upload a photo or picture of your mask to this document. You can also upload a photo to the teams sharing page if you'd like to share your mask with your classmates.

Drawing Tutorial

Please use the following link to watch a tutorial about drawing an Ancient Greek theatre mask: https://www.youtube.com/watch?v=zAiLFHakq_o *You might not be able to access YouTube from your iPad, so please use another device to view this content.*



You will need a piece of paper, a pencil, a rubber and colouring materials. The video is a step-by-step guide for drawing a mask. Please pause the video as often as you need. Once you have completed your wonderful piece of art, post a photo to your class Teams page.

Mask Template

Use the template below to create your own Greek theatre mask. Simply colour it in, cut it out and attach a string to the sides to secure it in place!

Look at the images and pay particular attention to the colours that have been used. Consider how to replicate this by only selecting suitable shades. ***Please ask an adult to help you measure and cut the string.*** Ask someone to take a picture of you wearing the mask and post it to your class Teams page.

