

## Reading Task – Retelling a Story

**Learning Intention: I am learning to retell and recreate a famous legend**



**Before you begin this lesson, please read the extract ‘A Miscellany of Magical Beasts,’ which can be found in the reading folder on Teams.**

### **Learning Activity**

Use the following link to watch a video about retelling a story:

<https://vimeo.com/510650065>

This video will:

- Show you the Giant’s Causeway in Northern Ireland.
- Share two versions of the legend which explain the formation of the Giants Causeway.
- Study the characters in the story.
- Look at the success criteria for **retelling** a story.
- Introduce the independent task.

*Remember, you can pause or rewind the video as many times as you like.*

## Independent Task

### Metalinguistics

To ensure you fully understand the story, use metalinguistic strategies to find the meaning of the following words:

<u>Word</u>	<u>Metalinguistic Strategy</u>	<u>Definition</u>
hurling		
retreated		
causeway		
torn		
challenging		

### **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 made sense.

**Discussion (D)** – I had a discussion with a friend or someone at home.

**Familiar Word (FW)** – The word is similar to a word I know.

***As this is your individual working document, you can record your answers in the table above.***

### **Retell and Recreate**

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

You might want to:

- Write a script for a puppet show.
- Act out the story.
- Write a diary entry from the perspective of one of the characters.
- Create a comic strip to tell the full story.
- Recreate the story in any way of your choice!

Remember that your version of the story ***should include all the characters and events from the famous legend.*** You might want to start by making a timeline of the events so you can use this as your plan. You are being asked to retell the story, not summarise it. Use details which will help the reader understand the story and characters.

***If you have created a video for this task, please upload it into your individual folder. Alternatively, please add a photo of your finished work here:***

## **Writing Task – Creative Writing**

**Learning Intention: I am learning to write about a mythical creature I have created**



Before you begin this lesson, please read the extract of 'A Miscellany of Magical Beasts,' which can be found in the reading folder on Teams.

### **Learning Activity**

Use the following link to watch a video about mythical creatures:

<https://vimeo.com/511255211>

This video:

- Investigates some famous mythical creatures.
- Provides a WAGOLL for a character plan and a descriptive paragraph.
- Explains the success criteria for the task.

*Remember, you can pause or rewind the video as many times as you like.*

### **Independent Task**

Create your own mythical creature using a medley of different animal parts. Use this plan to list all the creatures it is made from, how it looks and how it acts. Remember to give it its own name!

Creature's name (including a picture of it):

Different animals it's made from:

Descriptive words, phrases or similes to describe how it looks:

Descriptive words, phrases or similes to describe how it moves:

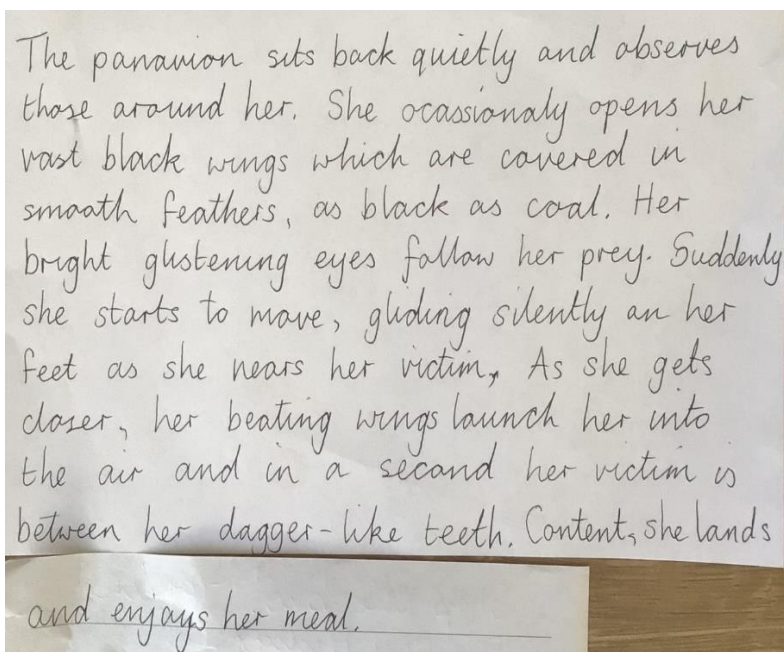
Descriptive words, phrases or similes to describe its personal qualities:

**As this is your individual working document, you can record your ideas in the table above.**

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

- Choose one tense and use it consistently throughout the paragraph – *Past or present*.
- Use punctuation to make sure your paragraph can be read easily.
- Fill your paragraph with descriptive language - *Adjectives, adverbs or similes*.
- Try out different sentence openers – *“Strangely, all along its spine...”*
- Read over your work to make sure it makes sense.

**Please see the WAGOLL below:**

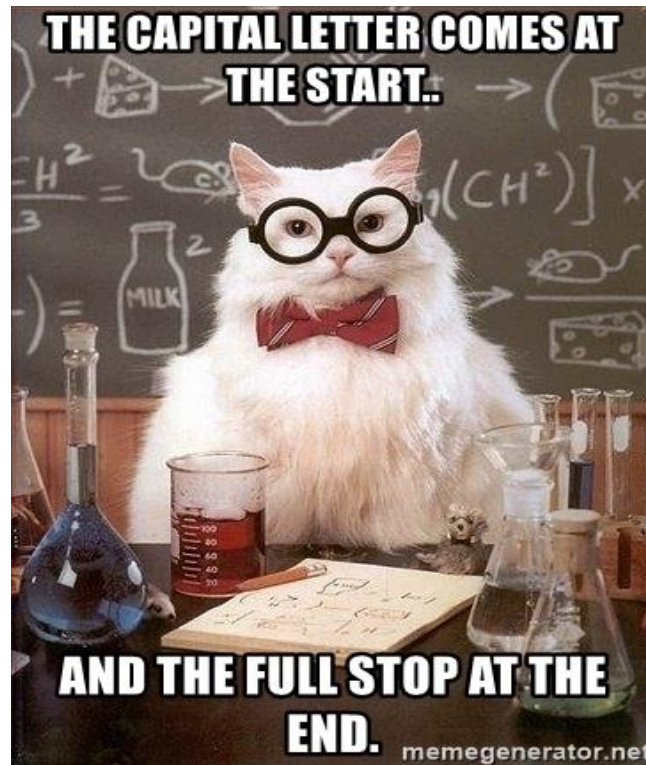


The panavian sits back quietly and observes those around her. She occasionally opens her vast black wings which are covered in smooth feathers, as black as coal. Her bright glistening eyes follow her prey. Suddenly she starts to move, gliding silently on her feet as she nears her victim. As she gets 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.

**Please use the space below to write your paragraph:**

## Grammar Task – Full Stops and Capital Letters

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



### Learning Activity:

#### 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?

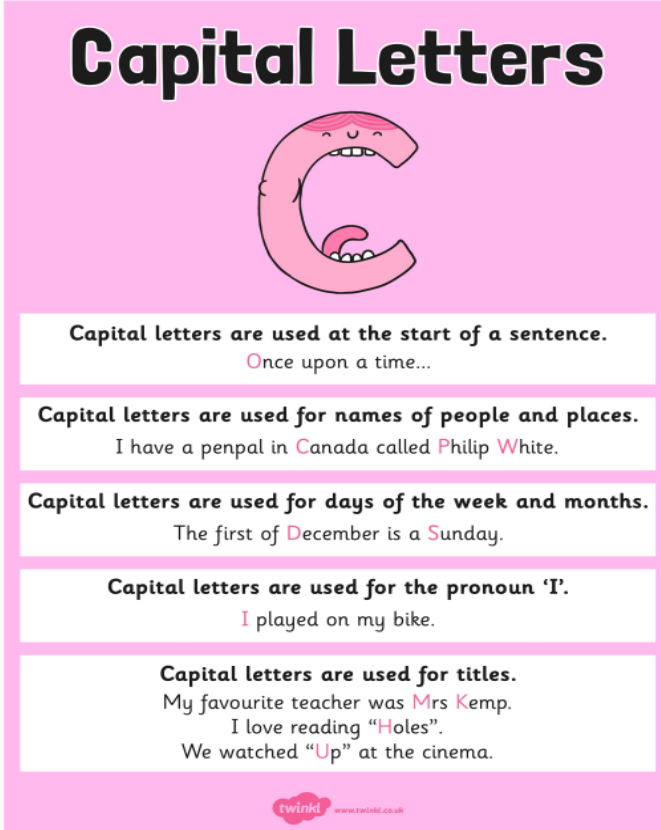
*“ruth edged closer to the colossal, smouldering volcano fear gripped her as it began spitting dense, grey ash and molten, glowing lava into the blackened sky she stood, frozen to the spot and wondered why emma had suddenly disappeared”*

**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](http://www.twinkl.co.uk)



## Independent Activity:

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.

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**

**of crowns and caverns**

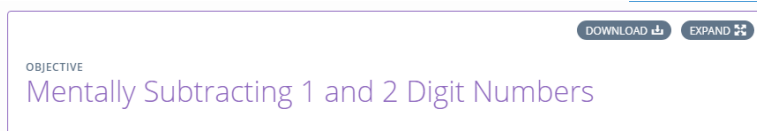
guster the dragon lay in the mouth of his cave he itched his back itched and his belly itched his fingers and his toes itched even his eyes and ears and nose itched it was unbearable guster felt like this every autumn while the leaves on the trees flushed into their autumn finery guster's green summer 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'*

## Numeracy Task 1 – Mental Subtraction

**Learning Intention: I am learning to subtract two numbers together in my head**

### Complete Maths Objective:



### Learning Activity

Use the link to watch a video about mental subtraction. Miss McManus explains four different strategies you can use to subtract numbers in your head.

<https://vimeo.com/510189608>

### The strategies mentioned in the video are:

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

*Remember, Miss McManus has written these down to demonstrate the thinking process. Hopefully, you can try to do these in your head without needing to write anything.*

### Independent Task

Complete the Chilli Pepper Challenge by choosing one of the following options:

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

Using the strategies from the video, apply your knowledge of mental subtraction to answer the questions. *Remember, you should be working out the answers in your head, although using your fingers is allowed.*

## Bell Pepper - subtraction up to 50

Name \_\_\_\_\_

Date \_\_\_\_\_



### Subtraction Worksheet to 50

Created by the Math Salamanders [www.math-salamanders.com](http://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)  $41 - 19 = \underline{\quad}$

**Jalapeno - subtraction up to 100**

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

Teacher : \_\_\_\_\_ Date : \_\_\_\_\_

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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)  $70 - 21 =$

## Scotch Bonnet - subtraction up to 1000



### Subtraction Worksheet to 1000

Created by the Math Salamanders [www.math-salamanders.com](http://www.math-salamanders.com)

1)  $468 - 215 = \underline{\quad}$

2)  $274 - 23 = \underline{\quad}$

3)  $276 - 91 = \underline{\quad}$

4)  $693 - 390 = \underline{\quad}$

5)  $113 - 73 = \underline{\quad}$

6)  $863 - 750 = \underline{\quad}$

7)  $825 - 689 = \underline{\quad}$

8)  $450 - 208 = \underline{\quad}$

9)  $625 - 385 = \underline{\quad}$

10)  $765 - 351 = \underline{\quad}$

11)  $461 - 92 = \underline{\quad}$

12)  $309 - 69 = \underline{\quad}$

13)  $421 - 391 = \underline{\quad}$

14)  $692 - 376 = \underline{\quad}$

15)  $361 - 168 = \underline{\quad}$

16)  $559 - 66 = \underline{\quad}$

17)  $613 - 488 = \underline{\quad}$

18)  $980 - 250 = \underline{\quad}$

19)  $527 - 399 = \underline{\quad}$

20)  $673 - 22 = \underline{\quad}$

21)  $896 - 170 = \underline{\quad}$

22)  $620 - 468 = \underline{\quad}$

23)  $801 - 540 = \underline{\quad}$

24)  $714 - 507 = \underline{\quad}$

25)  $891 - 140 = \underline{\quad}$

26)  $488 - 50 = \underline{\quad}$

27)  $777 - 389 = \underline{\quad}$

28)  $858 - 137 = \underline{\quad}$

29)  $436 - 160 = \underline{\quad}$


30)  $488 - 36 = \underline{\quad}$



## **Numeracy Task 2 – Subtracting Values of 1 and 10**

**Learning Intention: I am learning to subtract values of 1 and 10 from a 2, 3 or 4-digit number**

### **Complete Maths Objective:**

DOWNLOAD  EXPAND 

OBJECTIVE  
Subtracting 1 and 10

### **Learning Activity**

Use the link to watch a video which explains how to subtract values of 1 or 10:

<https://vimeo.com/510652482>

### **Independent Task**

Your task consists of two parts:

- An 'activity part 1' worksheet
- An 'activity part 2' worksheet

Please complete the 'activity part 1' worksheet first. This is the one entitled 'White Rose Maths.' As addition and subtraction are inverse relationships, it is important to combine your knowledge of both. These questions allow you to apply your understanding of the two, so please attempt all of these. Then, complete the Chilli Pepper Challenge by selecting one of the tasks on the 'activity part 2' document.

You may want to use the White Rose Maths video to help you with the activity part 1:

<https://vimeo.com/461777711>

## ACTIVITY PART 1



# 1s, 10s, 100s, 1,000s

- I 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?

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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.

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

$3,084 + 720 = \square$

$591 + 2,820 = \square$

## ACTIVITY 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.

### **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.

### **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.

## Numeracy Task 3 – Subtracting Values of 100

**Learning Intention: I am learning to subtract values of 100 from a 2, 3 or 4-digit number**

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### Complete Maths Objective:



### Learning Activity

Watch these videos to learn how to subtract values of 100 from different numbers.

*You should now be able to access YouTube on your iPad, but please use another device if you cannot.*



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



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

### Independent Task

Last time, you completed the ladder task by using your knowledge of addition. This week, you will use your understanding of subtraction to attempt it. Once you have decided on a challenge, choose one of the numbers listed and use it to complete a ladder. Start at the top and subtract values of 100 from each step until you reach the bottom.

Please choose one of the following challenges to complete the number ladders:

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

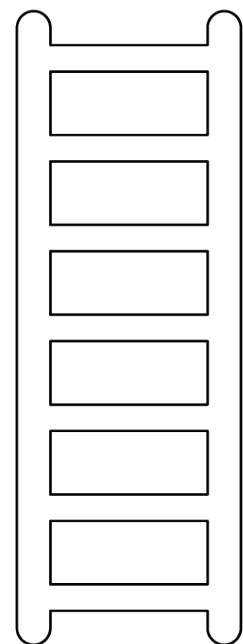
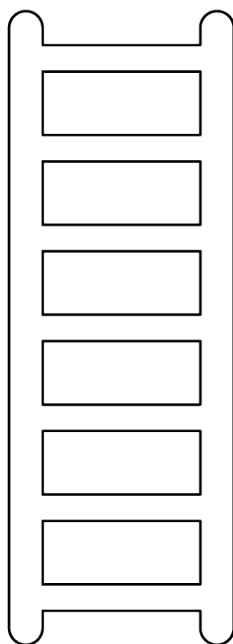
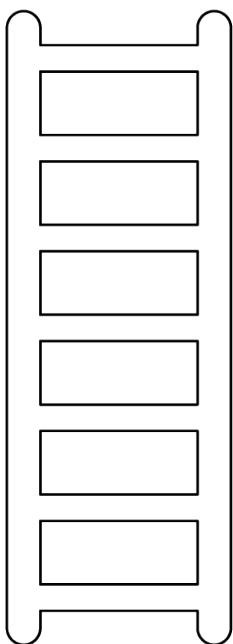
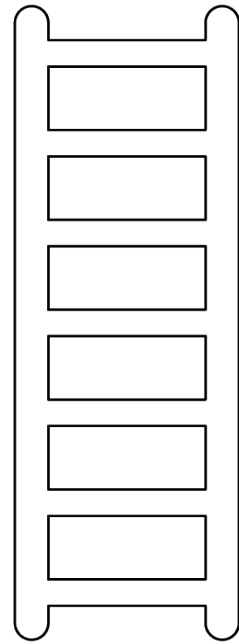
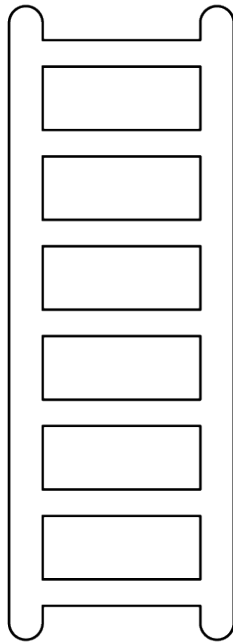
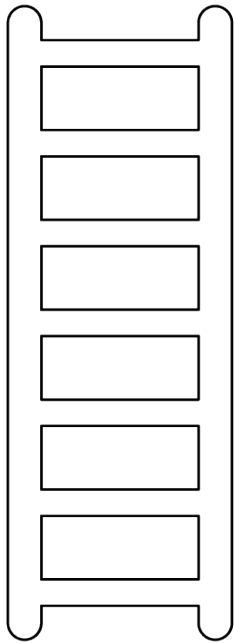
This is an example of a WAGOLL:





## 100 Number Ladders

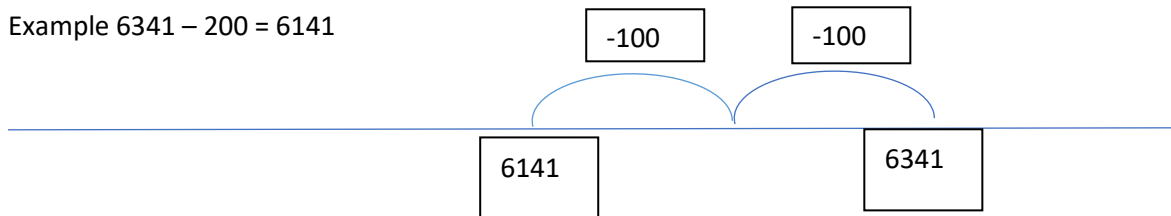
Once you have decided on your challenge, choose one of the numbers listed and use it to complete a ladder. Start at the top and subtract values of 100 from each step until you reach the bottom. When you have finished, choose another number and use this to complete a new ladder. Repeat this until all your ladders have been filled.



## Subtracting 100 Number Lines

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

Example  $6341 - 200 = 6141$



a)  $984 - 300 =$

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b)  $856 - 500 =$

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c)  $5842 - 300 =$

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d)  $9461 - 800 =$

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e)  $2514 - 2000 =$

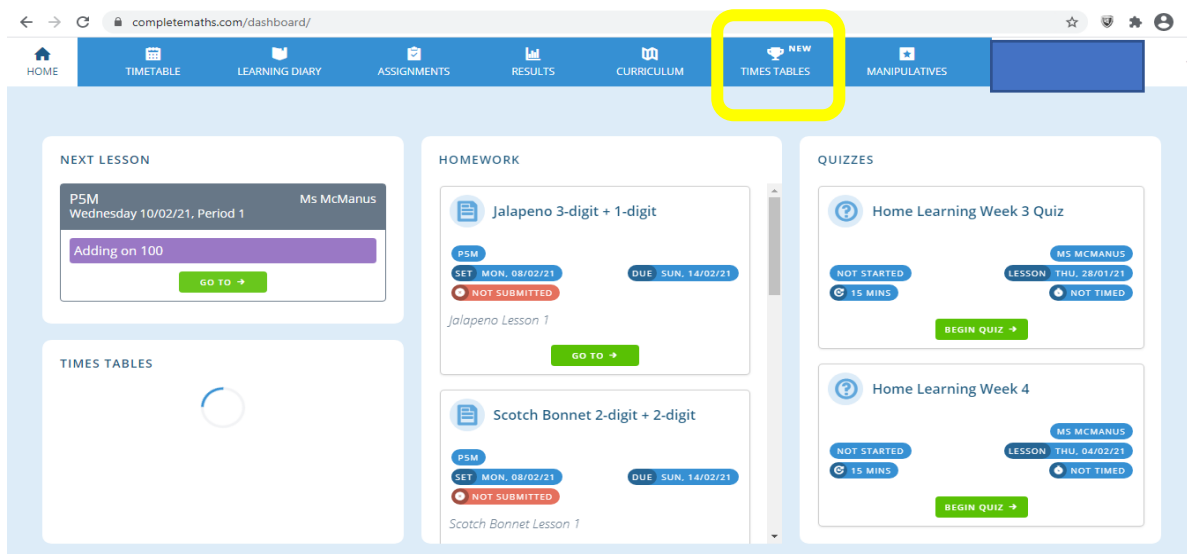
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## Numeracy Task 4 – Times Tables

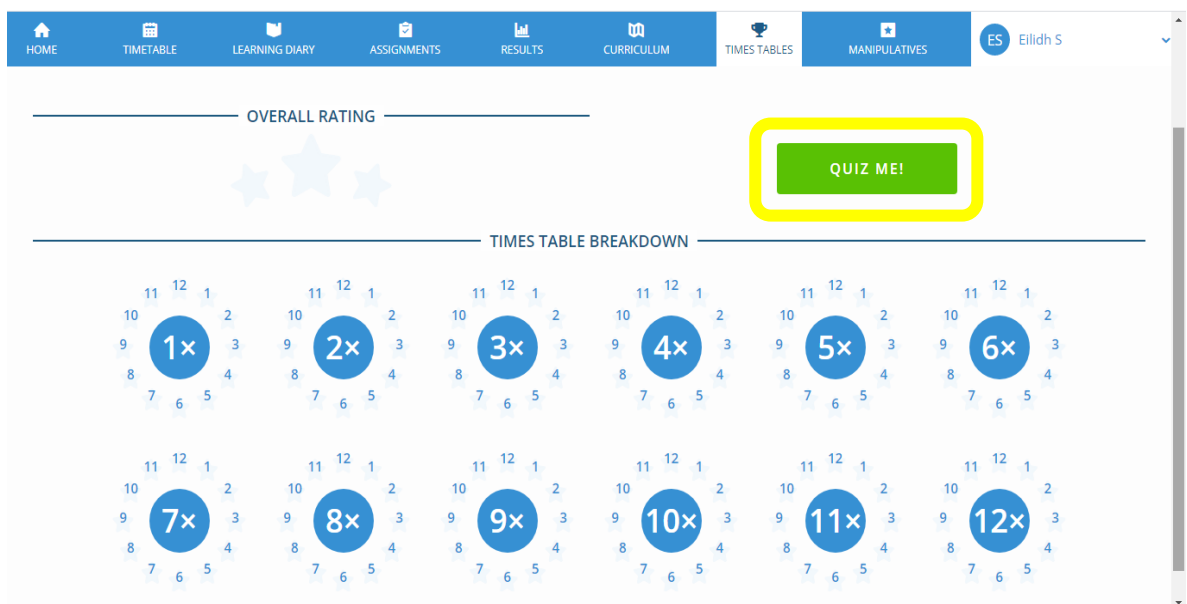
**Learning Intention: I am learning to recall my times tables quickly and accurately**

Login to your Complete Maths account and spend 40 minutes practising your times tables. You do not need to submit anything for this lesson. Your teacher will be able to see your progress.

1. Login to your Complete Maths account and click times tables at the top of your screen.



2. Click on 'quiz me' to begin.



## HWB Task 1 – Being Kind to Others

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



### **Learning Activity:**

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 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.

### **Independent Task:**

Put what you have learned to the test by going on a scavenger hunt! 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.



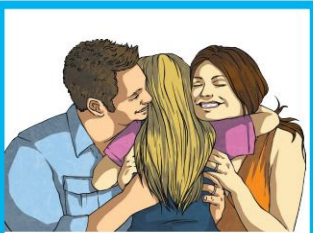
Pick something up for someone else.



Give someone a compliment.



Help someone with something.



Offer a hug to someone.



Offer to help an adult make dinner.



Do a favour for someone.



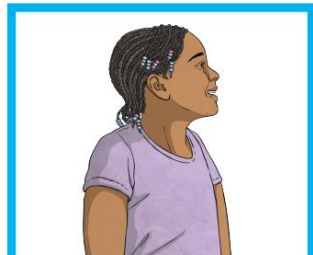
Cheer up a family member that is sad or upset.



Pick up litter and put it in the bin. (Wash your hands after.)



Say 'thank you' to someone.



Use kind words.



Write a thank-you note to someone.



Do something kind for a family member.



## HWB Task 2 – Growth Mindset Gully

**Learning Intention: I am learning to understand that a growth mindset can have a positive effect on my development**



### **Learning Activity:**

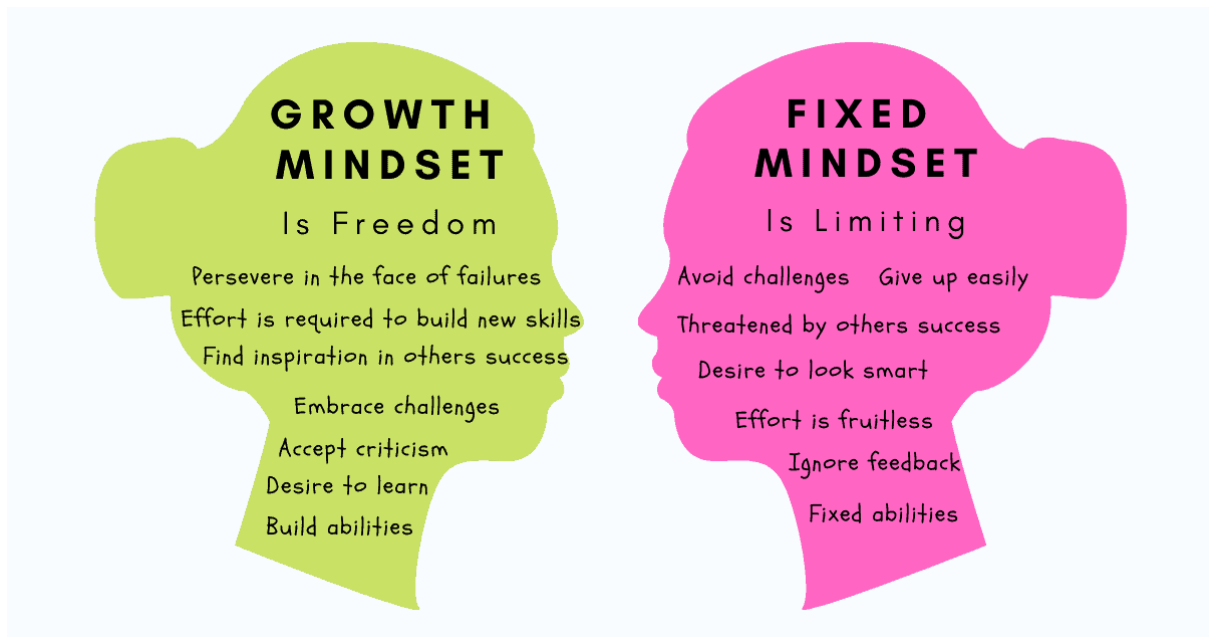
**What is a mindset and what does it look like?**

A mindset is a mental attitude that determines how you will interpret and respond to situations. As we get older, we can find it hard to remain positive and try new things. Making mistakes can hurt our feelings. If we think we cannot do something, we often stop ourselves from trying and in doing so, we fail to learn. This is often referred to as a '**fixed mindset.**' What then, is a growth mindset?

A **growth mindset** is the belief that we can achieve anything. It thrives on challenge and allows us to see failure as an opportunity for developing new capabilities. Did you know that the brain is like a muscle? It gets stronger and works better the more it is exercised. Every time you work hard, stretch yourself and learn something new your brain forms connections and over time you retain this information. **We now know that it's not what you are born with that's important; it's your mindset that matters!** Look at the images below to understand the differences between fixed and growth mindsets:

Fixed Mindset: Intelligence and ability are fixed traits that cannot be changed.

Growth Mindset: Intelligence and ability are qualities that can be changed and developed.



If you have a growth mindset, you will:

- Focus on effort and persist, despite setbacks.
- Choose difficult tasks.
- Focus on strategies.
- Reflect on different strategies that work and do not work for you.
- Focus on learning and improving.
- Seek challenges.
- Work hard.

To learn more about growth mindset, watch the following video:

<https://vimeo.com/manage/videos/511097897>

### Independent Task:

#### Grow Ga!

It's time for some 'Grow Ga!' Combine some relaxing yoga with some growth mindset statements. Use the link to watch a short instructional video:

<https://www.youtube.com/watch?v=Td6zFtZPkJ4> As you watch, think about how you could incorporate some of these statements into your exercises:

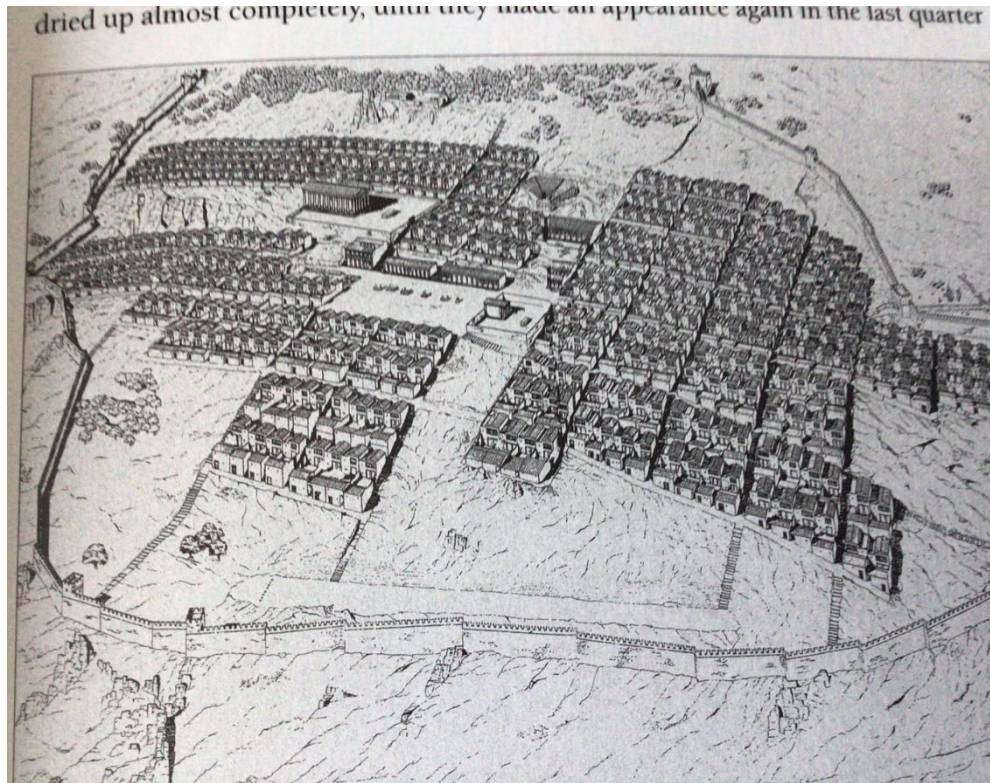
- I work hard.





## IDL Task 1 – Housing in Ancient Greece

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



### **Learning Activity**

Last week, we learned about the living conditions within the city states of Ancient Greece. We already know that Greek homes would have looked very different to what we have today, but just how dissimilar were they?

The picture above shows how one city state tried to make 'egalitarian' housing for every citizen. This meant each person had the same style of house, ensuring that they were all treated equally.

The Greeks living with that city state worked together to build everyone's homes and made an extra effort to construct special buildings that were for general use. This included things like the theatre, temple and agora (the open market space).

Housing in the 'Polis' was very often egalitarian. They tried to reduce inequality so that people could work and get along well with each other. This was important because if they did not cooperate with one another, they would not have been able to compete against the other city states.

There were some familiar features inside the houses. Use the following link to watch a video about a typical house in an Ancient Greek polis: <https://vimeo.com/510424443>



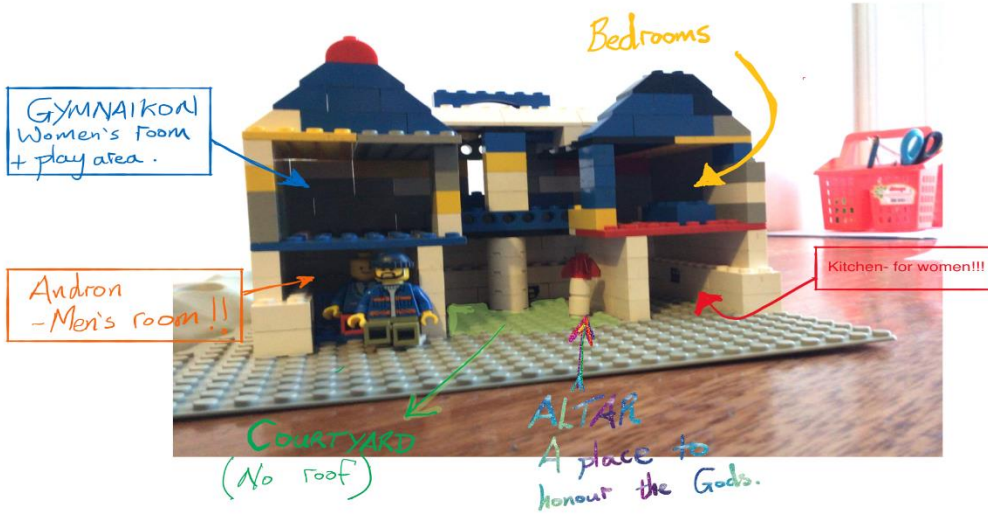
## Independent Task

Decide what your ideal 'egalitarian' house would be, then create your own! You could use Lego, Playdough or any materials you have at home to do this. Alternatively, you could sketch it on the iPad, or simply draw your design on a piece of paper. Once you have finished, take a photo of your creation and annotate the image to highlight the main features of an Ancient Greek house.

Here is one example of a WAGOLL:



# A house in Ancient Greece.





## IDL Task 2 – Ancient Greek Entertainment

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



### **Learning Activity:**

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>

### Independent Activity:

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

### 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](https://www.youtube.com/watch?v=zAiLFHakq_o) *If you cannot access YouTube on your iPad, 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.









### IDL Task 3 - Food

**Learning intention: I am learning about traditional Greek food and ingredients.**



### **Learning Activity**

Life in Ancient Greece was very different to life nowadays. In Monday's lesson we learned about housing in city states, but have you thought about what people would have eaten then? Use the following link to watch a video about food in Ancient Greece:



<https://www.youtube.com/watch?v=QyUtsrY1j1A> *If you cannot access YouTube on your iPad, please use another device to view this content.*

### **Independent Task**

Have you ever tasted any Greek food? Things like hummus, tzatziki, pitta bread and olive oil are all examples of products you would eat in Greece. Use the table below to list any you have tried and what you thought about them.

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

Plan a pretend 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?

<input type="checkbox"/> _____ <input type="checkbox"/>	<input type="checkbox"/> _____ <input type="checkbox"/>
<b>Wild Mushroom Cream Soup 7.00</b> A variety of hand-picked mushrooms, cooked to perfection, mixed in with velvety cream and served with freshly chopped scallions	<b>Mushroom Soup 7.00</b> Wild mushrooms, sour cream, scallions
<input type="checkbox"/> _____ <input type="checkbox"/>	<input type="checkbox"/> _____ <input type="checkbox"/>
<b>Redneck Pulled Pork 18.00</b> Slow cooked, hand-pulled juicy pork meat piled high in a fresh bun, topped with homemade coleslaw and Chef Bob's special BBQ sauce	<b>Pulled Pork 18.00</b> roasted pork meat, coleslaw, bbq sauce, bun
<input type="checkbox"/> _____ <input type="checkbox"/>	<input type="checkbox"/> _____ <input type="checkbox"/>
<b>Chocholic's Cheesecake 11.00</b> Creamy chocolate cheesecake nested in a dark, moist brownie, sprinkled with chocolate flakes	<b>Chocolate Cheesecake 11.00</b> Dark chocolate cheesecake with chocolate flakes
<input type="checkbox"/> _____ <input type="checkbox"/>	<input type="checkbox"/> _____ <input type="checkbox"/>
 <b>CORRECT</b>	 <b>WRONG</b>

Now, have a go at making some Greek food. Use the links below to find some easy recipes:

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/>

## IDL Task 4 -Ancient Greek Fashion

**Learning Intention: I am learning to describe the clothing worn by Ancient Greeks**



### **Learning Activity**

Over the last few days, we have been learning about housing, entertainment and food in Ancient Greece. People who lived in city states during that time did not have access to the things that we do nowadays, so life was very different. Another characteristic which was very dissimilar was fashion. Use the following link to watch a video about the clothing in Ancient Greece: <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/>

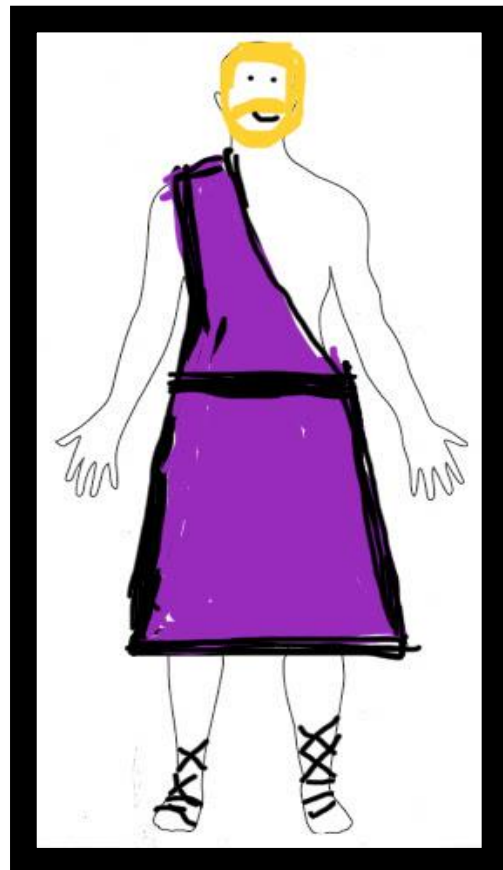
- Primary Homework Help - <http://www.primaryhomeworkhelp.co.uk/greece/clothes.htm>
- Ducksters History - [https://www.ducksters.com/history/ancient\\_greece/clothing.php](https://www.ducksters.com/history/ancient_greece/clothing.php)
- History For Kids - <https://www.historyforkids.net/greek-clothing.html>

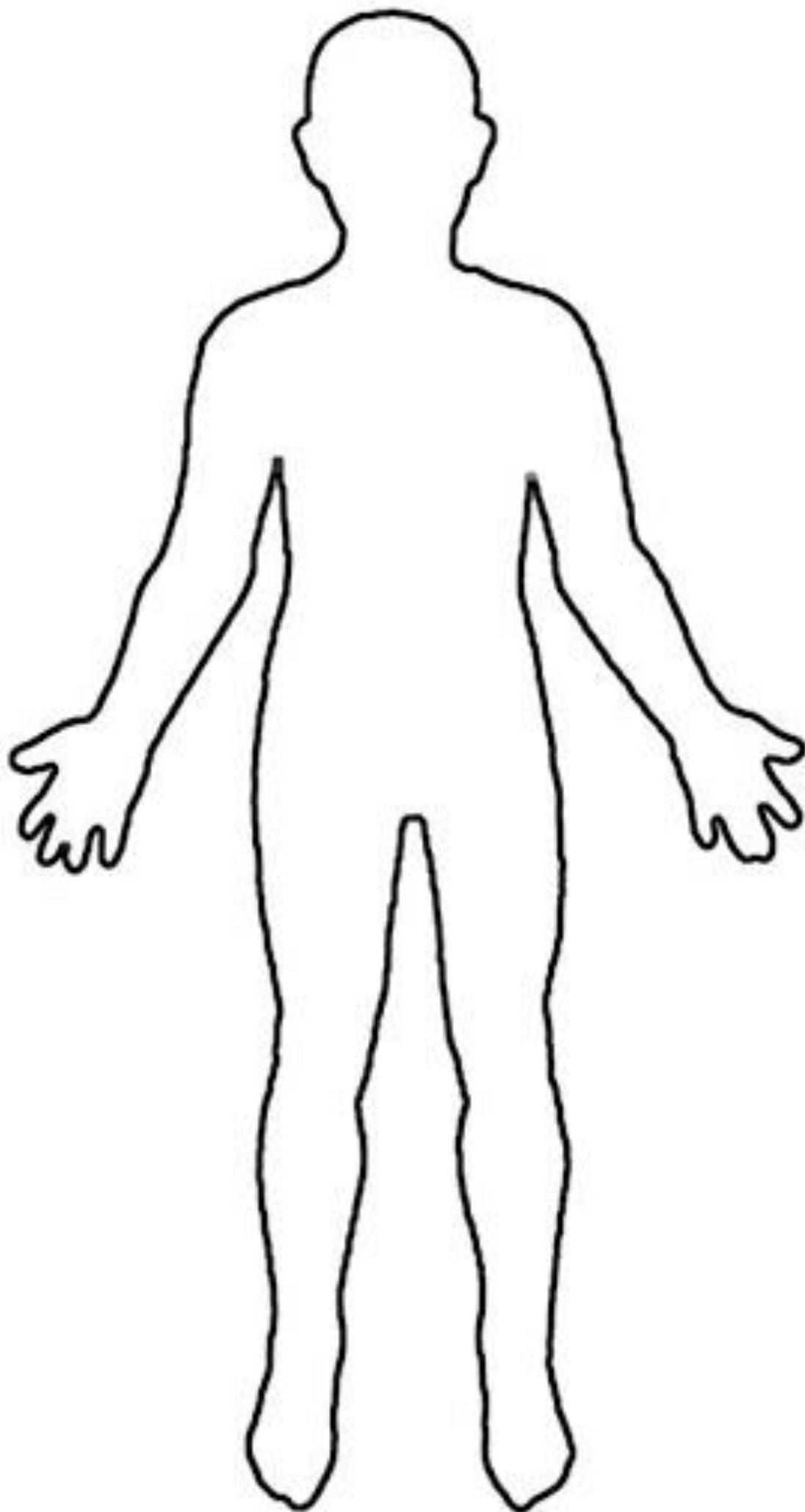
## Independent Task

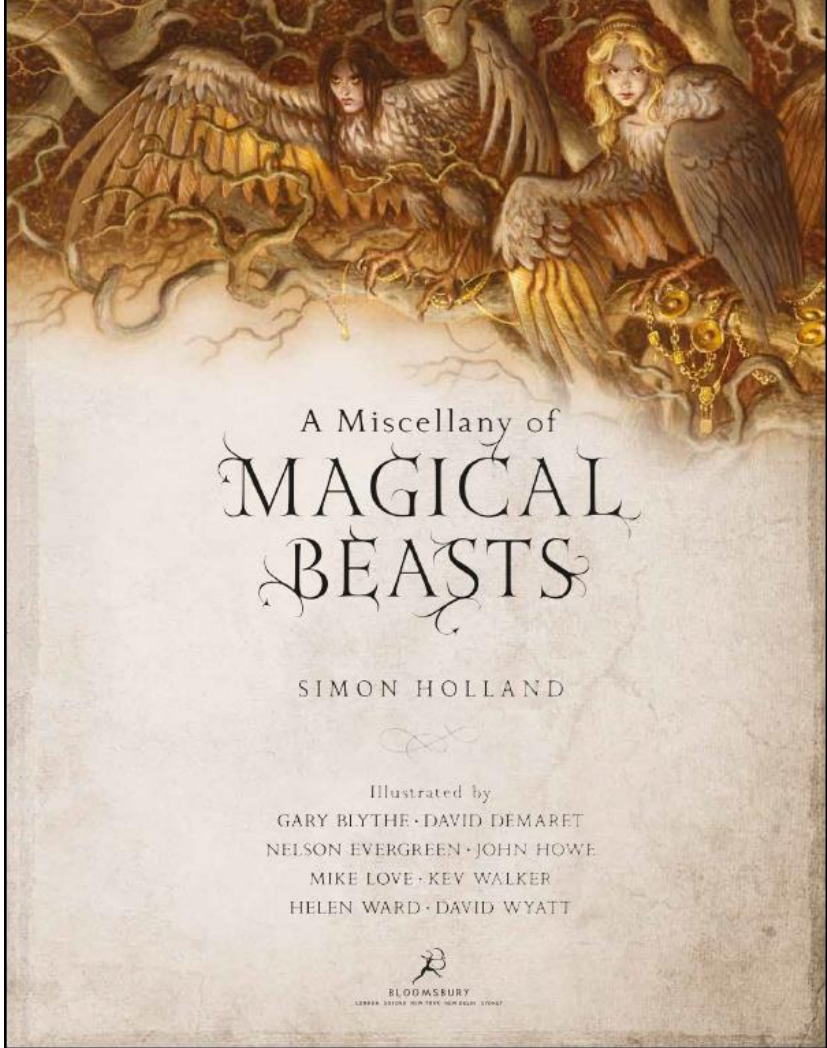
Now it's your turn to dress like an Ancient Greek citizen! To complete this task, you can choose from the following options:

- Create and model your own Greek outfit
- Use the template provided to design a Greek outfit

**Look at the images below to see an example of a WAGOLL:**







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 LONDON NEW YORK NEW DELHI SYDNEY



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## A World of Magical Beasts




Welcome 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

**F**antastically 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.



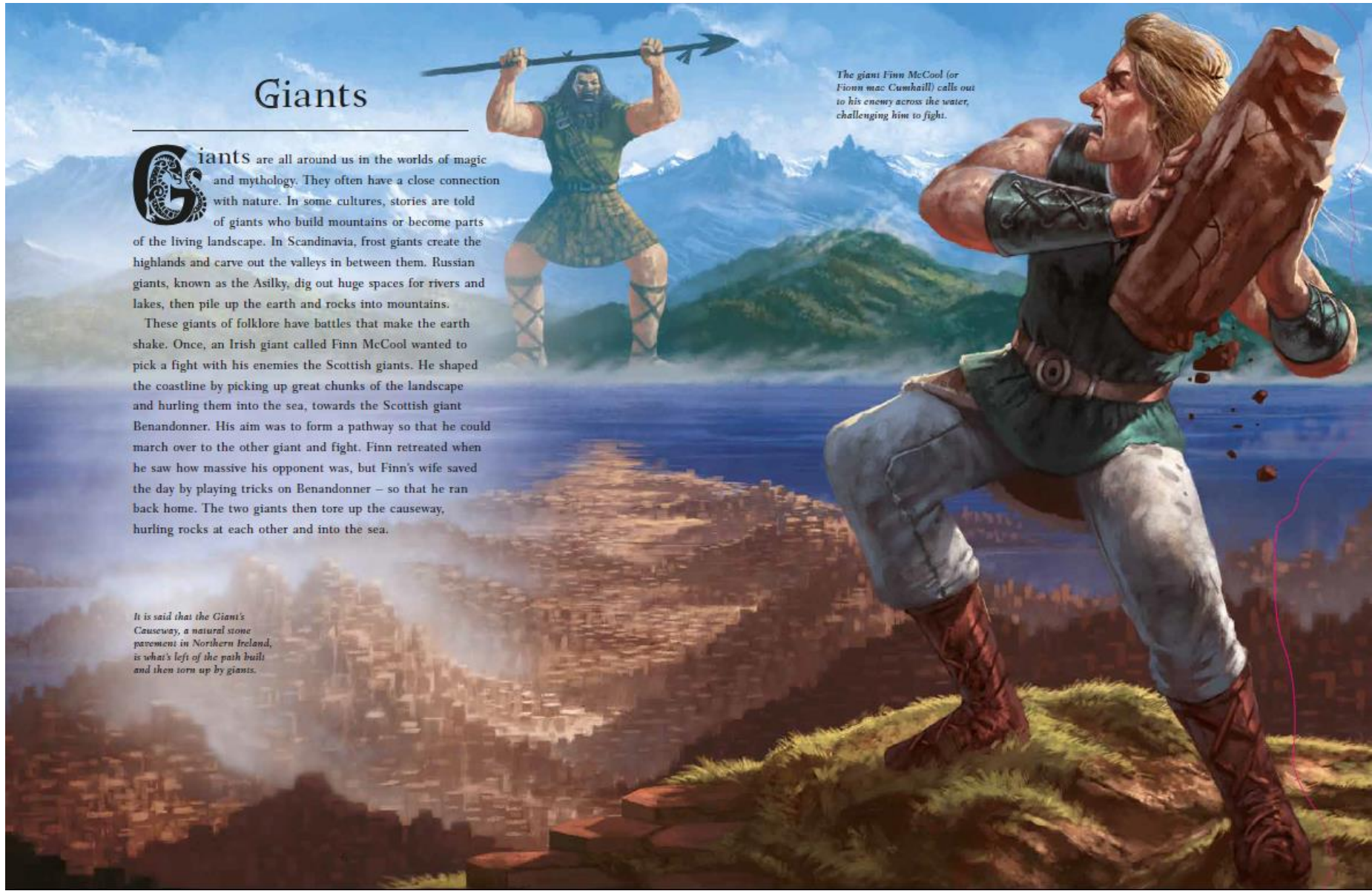
## Giants

**G**iants 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.*







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

## Fearsome Giants

**G**iants 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.



### 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.*



### 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.*



### 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.*

