P7 - Home Learning Grid
Week Beginning 22nd February

Uploading to Teams;
1. Go the Edenside P7S teams page
2. Go to Files
3. Upload your document **with your name in the title** to the folder of the correct week

How will we plan for learning not just doing?

Motivate
Attend
Relate
Generate
Evaluate

Pose a question, provide a hook
Quality input on content to be learnt
Activate / ensure prior knowledge
High-quality but accessible tasks
Timely feedback on learning, 'quizzing'

Literacy 1	Literacy 2	Literacy 3	Literacy 4
Theseus and the Minotaur - Read - Plot the Journey - Character Web - Minotaur description	**Theseus and the Minotaur** - Read - Timeline - Metalinguistics Prediction	Grammar Speech	Spelling High Frequency Words Subject 6 - ICT **THIS DOES NOT NEED TO BE SUBMITTED**
Numeracy 1 Solving Addition and Subtraction Problems	**Numeracy 2** Solving Addition and Subtraction Problems	**Numeracy 3** Solving Real Life Addition and Subtraction Problems	**Numeracy 4** Solving Real Life Addition and Subtraction Problems **WEEKLY QUIZ**
Topic 1 **Homes** *Learning Intention: I am learning about housing in Ancient Greece* M – Look at the picture of Greek housing A – Homes in the Polis R – What do you need in your house? G – Create your ideal egalitarian house E – Reflection	**Topic 2** **Entertainment** *Learning Intention: I am learning about Ancient Greek plays and theatres* M – Look at the photo A – Life in Ancient Greece R – Watch the video G – Create your own Greek mask E – Sharing	**Topic 3** **Food** *Learning Intention: I am learning about traditional Greek food and ingredients* M – What are these? A – Watch the video R – What Greek food have you tried? G – Create your own Greek menu (optional cooking task) E – Draw your learning	**Topic 4** Greek Fashion Challenge
PE 1 PE with Mr Stobie	**PE 2** PE with Mr Stobie	**Health and Wellbeing 1** Be Kind to Others	**Health and Wellbeing 2** Growth Mindset

Learning Intention: I can analyse a piece of fiction text to create a character visualiser and to describe a minotaur using interesting openers and adjectives.

Reading – Read the Passages below

The Story of Theseus and the Minotaur

After the loss of his son, King Minos of Crete waged war against Athens. Periodically, he would use his large army to storm the city and wreak havoc. Wanting to prevent the attacks, King Aegeus of Athens eventually struck a deal with King Minos. Each year, he would send over seven Athenian boys and seven Athenian girls as an offering to King Minos's bloodthirsty beast – the Minotaur. In return, Minos would cease the attacks.

Theseus was ready: he had rehearsed the lines in his head a thousand times. He could almost feel the fate of Athens and the fate of defenceless children in his hands. The tyranny of Minos had gone on for long enough; it was time to take a stand. Gingerly, he knocked on the door of his father's study. Aegeus called him inside and looked up at the tall, muscular warrior his son had become. To say that he was proud of Theseus would have been an understatement.

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

Aegeus was aghast. He knew that his son was a fierce protector but to fight the Minotaur – a beast so fierce that it had to be guarded deep within a complex labyrinth – this was something else. Aegeus pleaded with Theseus to find another way; he couldn't bear to think of his son willingly throwing himself at such danger. Eventually, when his arguments had run dry, Aegeus relented.

"I will await the news of your success with bated breath," he told Theseus. "The moment that your ship materialises on the horizon, I want to know that you have won. Should you have been successful, replace your ship's black sails with white ones. I shall watch the sea from now until the moment I see those sails heading home." Theseus nodded and vowed that his sails would be white.

Later that day, the two embraced before Theseus climbed into the ship alongside 13 panic-stricken children. The journey to Crete was a smooth one and, before long, they had arrived. When the boat pulled up to the shore, they were met by Minos and his daughter, Ariadne. As Minos led the children to the palace to be cleaned and prepared, Ariadne pulled Theseus to one side. Desperate to escape from the world that her father had built, she offered to aid him in his quest in exchange for safe passage to Athens.

After promising her safe passage away from Crete, Theseus and Ariadne approached Daedalus – the inventor of the complex labyrinth which contained the Minotaur. Desperate to be a part of the heroic feat, Daedalus agreed to help. Later that night, the three met at the entrance to the labyrinth.

Revealing a ball of tightly-wound string, Daedalus explained his plan. "This labyrinth has been designed to be so complex that not even I can escape it. However, should you trail this string behind you, you will be able to retrace your steps. Ariadne and I will stay here to ensure that it stays secure and that nobody else enters. Good luck."

With that, the doors to the labyrinth slammed shut and Theseus set off to find the Minotaur. String trailing behind him, he searched the many lamp-lit passages until, at last, he was face to face with the beast. The Minotaur was stronger but Theseus was quicker and, in the low light of the maze, this proved to be more beneficial. After a mighty battle, Theseus emerged victorious: the Minotaur had been defeated.

Wanting to put as much distance between himself and King Minos as possible, Theseus made his way to shore with Ariadne. He had done it! No more children would have to cower in fear at the idea of meeting the Minotaur. At last, Athens had been freed from Minos's grasp. Tired from the fight and feeling the contentment of a job well done, Theseus hoisted the black sails of his ship and headed for home, forgetting all about the promise that he had made to his father.
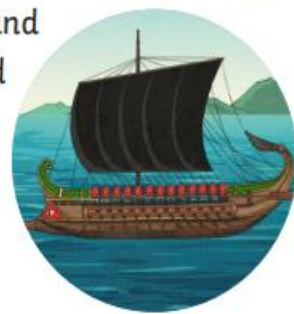
Visualisation – Plot the Journey

Use the map of Greece below to track the passage from Athens (Attica) to Crete. You will need to find the two cities on the map and then show the sea passage between them.

Visualisation – Character Web

Create a character web with Theseus in the middle. Add the other characters and how they are linked to Theseus. (King Minos, King Aegeus, Ariadne, Daedalus)

Visualisation - Minotaur

A minotaur is described as a "fabulous monster of Crete that had the body of a man and the head of a bull."

Draw your own Minotaur below (this can be done using the Sketches app or on paper). Write a descriptive paragraph to describe your minotaur. Focus on using adjectives and ISPACE openers.

Evaluate

Go back and highlight all your ISPACE openers BLUE and your adjectives YELLOW.

Literacy 2 – Theseus and the Minotaur

Learning Intention: I can analyse a piece of fiction text to identify the main events and predict what will happen next.

Reading
Read the story through again.

Visualisation - Timeline
Create a timeline of the story. Remember to only include the main ideas. Use bullet points for each new event and **write in your own words.**

Metalinguistics
Using the following metalinguistics strategies, identify the meanings of the words in the text.

RB – read back   RO – read on   FW – familiar word
PD – partner discussion   RW – replace word

Word	Steps	Meaning
Gingerly		
Aghast		
Labyrinth		
Bated breath		

Prediction
What do you think will happen next in the story? Write a paragraph, including your core targets, about what you think will be the next part of the story. Include what you think will happen when Theseus' father sees the black sails when he returns. What do think King Minos will do when he finds his Minotaur has been slayed?

Use the core targets below to evaluate your work and give yourself a green and pink comment.

Spell most common and tricky words correctly	
Confidently and accurately use a wide range of punctuation	
Join sentences using a wide variety of connectives to link ideas and join sentences.	
Use paragraphs to separate events/ideas/facts	
Use a wide variety of and sentence beginnings	
With increasing confidence, use more complex sentence structures	
With increasing accuracy and independence proof read and edit writing	
Present all work neatly using joined, legible handwriting and include features to make it attractive (headings, labelled diagrams/charts)	

Green Comment	
Pink Comment	

Literacy 3 – Grammar – Speech

Learning Intention: I can express speech accurately in my writing.

Motivate and Attend

Watch the following video to start: https://vimeo.com/511040697

Relate

Have you ever listened to someone read a book? (live or an audio book) Perhaps you've listened to the computer trying to read out some text in a dull, robotic voice!? Well, the way in which the 'dialogue' is written gives the instruction to the reader on how the world and people they're describing should been seen and hear- even if we are reading 'on our heads'. Isn't wonderful to read a rich and varied bit of speech?

Generate

There are two parts to this generate section.

1/ Insert the text below and the 'marking key' into the 'Whiteboard' app. Identify and 'mark up' the text to show your understanding of written speech.

Marking key	
New line- new speaker.	
Inverted commas/ speech marks.	
Reporting clause Beginning	
Middle	
End	
Something other than 'said'	

2/ Write a short section of speech yourself with reported clauses in different places and with word other than 'said' used in them at times. Use one of the pictures below as inspiration.

Success criteria	
New line, new speaker.	
Speech marks included.	
Punctuation before the end of speech.	
Reporting clauses in various positions.	
Words other than 'said' used,	

Include your writing here:

Evaluate
How do you think you've done compared to the last grammar lesson? Did you enjoy writing speech and making a scene come alive?

Literacy 4 – Spelling - THIS DOES NOT NEED TO BE SUBMITTED
Learning Intention: I can use active spelling strategies to help me learn common and tricky words.

Go to the class teams page and find your High Frequency Word list. Use the list Subject 6 – ICT. If possible, ask an adult to test you on your words before you start. Use the spelling menu to practice your words *3 times per week. (if you usually do NESSY instead of HFW, use this application instead)*

Number 1 – Solving Addition and Subtraction Problems

<mark>Learning Intention: I can use subtraction strategies to subtract 2-digit numbers using column subtraction.</mark>

Motivate – Number Talk   672 + 265

Before you work this out **in your head**, think about the answer you are expecting:
- Use rounding to help to find an approximate answer
- Will your answer be odd/even?
- How many units/ones?

Give reasons why some of the following are not possible answers
- 1000
- 936
- 940
- 937
- 8137

Which is the most likely answer?

Now solve the sum in your head, like we would do in school. How did you work it out?
Talk through your approach/strategy by explaining to someone how you did it.

See how Mrs Brown did it here:
https://vimeo.com/509473743/4c7ee59aeb

Attend
Work on you mental addition and subtraction using the Daily 10 game here:
https://www.topmarks.co.uk/maths-games/daily10

Try 10 minutes on each; addition and subtraction. What level can you get to?

Relate
It's probably been a while since you've been in the shops buying stuff and getting change! Using money is certainly a way in which we need to be familiar with basic addition and subtraction to solve problems. What other situations do you find you need to use those skills?

Generate
Watch the video from Mr Wood to get started: https://vimeo.com/511107960
Complete one of the subtraction word problem activities on the next page.

Evaluate
- Are you happy with representing a number problem visually?
- Are you confident at rounding and making an estimate/ guesstimate?
- Are you solid with the column method of subtraction?

Subtraction Word Problems

1. Miss Arthur has 37 pairs of socks. She throws 12 pairs away. How many are left?

2. There are 38 children at a party. Only 23 children are left in a game.
   How many children are no longer in the game?

3. A teacher has 45 pencils. She gives out 28 to the new children in her class.
   How many are left?

4. Janine buys a packet of crisps for 63p. She paid with 80p.
   How much change will she get?

5. A florist has 72 roses. She sells 37 in one day.
   How many are left?

6. Marcel has 48 sweets. He shares 23 between his friends.
   How many does he have left?

7. A farmer has 84 cows. He takes 46 to a new field.
   How many are left behind?

8. A class has a target of raising £75 for a local charity. So far, they have raised £49.
   How much more do they need to raise to reach their target?

9. A teacher has 64 books to mark. He has marked 36.
   How many has he got left to mark?

10. A teacher prints 64 copies of a worksheet and only 27 are used.
    How many worksheets are left?

Subtraction Word Problems

1. Miss Arthur has 37 pairs of socks. She throws some pairs away. There are 19 pairs left.
   How many pairs did she throw away?

2. There are 58 children at a party. 12 children do not join in with the game.
   Half way through, 17 children leave the game. How many children are left playing?

3. A teacher has 95 pencils in a cupboard. She gives out 28 to the new children in her class, puts
   34 in a tray and the rest back in the cupboard. How many are put back in the cupboard?

4. Janine buys a packet of crisps for 53p. She paid with a 50p and 20p coin.
   How much change will she get?

5. A florist has 72 roses. In one day, 33 are sold and 13 are thrown away. How many are left?

6. Marcel has 48 sweets. He shares 23 between his friends and eats 9.
   How many does he have left?

7. A farmer has 84 cows. He takes 36 to a new field and 17 to a barn. How many are left behind?

8. A class has a target of raising £100 for a local charity. So far, they have raised £49, and
   another £29 is promised. How much more do they need to raise to reach their target?

9. Two teachers have 94 books to mark. One has marked 36 and the other has marked 27.
   How many books are left to mark?

10. A teacher prints 64 copies of a worksheet. At the end, the teacher finds there are 17 left
    unused and 28 have been handed in to mark. How many of the worksheets are missing?

Number 2 – Solving Addition and Subtraction Problems
Learning Intention: I can use subtraction strategies to subtract 2 and 3-digit numbers using column subtraction.

Motivate – Fact Families
Based on yesterday's number talks problem, can you think of 2 subtraction sums that you could do to check your answer? Were you correct?

If you are not sure, the information below on fact families might help you.

A fact family is a group of calculations that are created using the **same three numbers**. For example, here is a fact family that uses the numbers **2** , **4** and **6**.

2 + 4 = 6
4 + 2 = 6
6 – 2 = 4
6 – 4 = 2

More practise can be found here:
https://www.topmarks.co.uk/number-facts/number-fact-families

Attend
Practise more Fact Families here: https://www.topmarks.co.uk/number-facts/number-fact-families

Relate
Ever unsure about what to do- add or subtract when presented with a number problem? Does making a 'bar model' or similar visual representation help you?

Generate
Watch this video before you start: https://vimeo.com/511157844
Complete the Problem Solving Challenge Questions below

Addition and Subtraction Problem Solving   18

Matthew collects cat figurines. He has a total of 78 in all. He bought 41 of them, found 13 of them and the rest were gifts. How many figurines were gifts?

Addition and Subtraction Problem Solving   19

Alexia needs 100 ribbons for a project. Alexia cut 61 of the ribbons, her sister cut 12 of the ribbons. Her mom cut the rest. How many ribbons did Alexia's mum cut?

Addition and Subtraction

Problem Solving

Challenge Cards

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1

Addition and Subtraction Problem Solving

James and Theresa are shopping for new school clothes. James spends £40. Theresa spends £55. How much money do they spend in all on new school clothes?

2

Addition and Subtraction Problem Solving

Anna rode 17 kilometres on her bike this week. Brandon rode 24 kilometres on his bike this week. How many kilometres did they ride altogether?

3

Addition and Subtraction Problem Solving

Joey baked 24 chocolate cupcakes and 12 strawberry cupcakes for the school bake sale. How many cupcakes did he bake in all?

4

Addition and Subtraction Problem Solving

Maddie practices piano every day for 25 minutes. How many minutes does she practice in 2 days?

5

Addition and Subtraction Problem Solving

Diana drank 600 millilitres of water on her way up a mountain and 300 millilitres on her way down. How many millilitres did she drink in total?

6

Addition and Subtraction Problem Solving

Mike started school supply shopping with £100. He left the first store and only had £35 left. How much money did he spend in the first store?

7

Addition and Subtraction Problem Solving

Will bought a bag of 75 marbles. He lost 31 of them. How many marbles does he have left?

8

Addition and Subtraction Problem Solving

Jane did homework for 35 minutes. Lily did homework for 50 minutes. How many more minutes did Lily spend on her homework than Jane?

9

Addition and Subtraction Problem Solving

Vikram wants to run 100 kilometres this month. He has already run 64 kilometres. How many more does he need to run in order to reach his goal?

10

Addition and Subtraction Problem Solving

Tom baked 45 cookies for the bake sale. His sister ate 7 of them. How many cookies are left?

11

Addition and Subtraction Problem Solving

Valerie hiked 7 kilometres on Monday, 14 kilometres on Tuesday and 9 kilometres on Wednesday. How many kilometres did she hike in all?

12

Sean bought 15 pencils, 24 markers, and 18 crayons. How many writing utensils did he buy in all?

13

The students at Oak Primary School spend 30 minutes in reading groups, 45 minutes in math class and 25 minutes at break time. How much time do they spend on these three activities altogether?

14

Emma spends 40 minutes getting ready for school. She spends 15 minutes eating breakfast, 10 minutes in the shower and the rest of the time is spent getting dressed. How much time does she spend getting dressed?

15

Zoe exercises every day for 60 minutes. She spends 19 minutes warming up, 11 minutes cooling down and the rest of the time is spent on her main activity for the day. How much time does she spend on her main activity for the day?

16

Jack has 17 pens. Jon has 5 less than Jack. How many pens do the boys have in all?

17

Sarah has 98 football cards in her collection. 29 of them were a gift from her grandfather. How many cards were not a gift from her grandfather?

Evaluate

Are you able to easily identify when you need to add and when you need to subtract from the 'challenge cards'?

Number 3 – Solving Real-life Addition and Subtraction Problems

Learning Intention: I can use subtraction strategies to subtract 3-digit numbers using column subtraction.
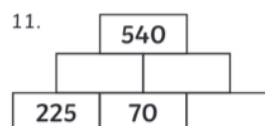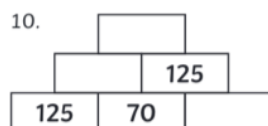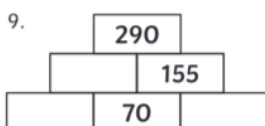
Motivate – Addition Pyramids

Look at the addition pyramid below. Can you see how it works?

1.

	150	
80		70
50	30	40
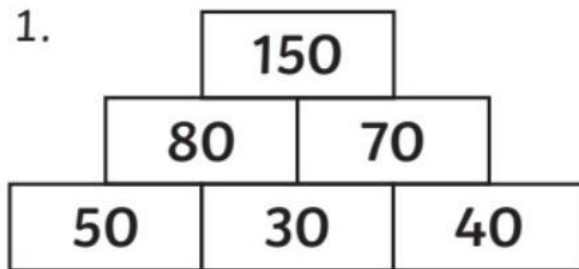
Use addition and subtraction to complete the pyramids on the sheet (choose one tasks with either 1 star, 2 stars or 3 stars)

Addition Pyramids

Use addition calculations to complete these pyramids. The first one has been done for you.

1.

	150	
80		70
50	30	40

2.

100		110
60		70

3.

140		110
	60	50

4.

	270	
		150
30	90	

5.

170		
	50	30

6.

	450	
		200
120		

7.

270		
	50	130

8.

	200	
		95
35		

9.

	290	
	155	
	70	

10.

		125
125	70	

11.

	540	
225	70	

12.

	490	
260		
	175	55

Addition Pyramids

Use addition calculations to complete these pyramids. The first one has been done for you.

1.
865
470 | 395
320 | 150 | 245

2.
340
210 | 315

3.
815
105 | 265

4.
340 | 375
205 | 135

5.
810
345
120

6.
1120
595
280

7.
635
440 | 260

8.
415
710 | 135

9.
1590
635
580

10.
1900
835
365 | 470

11.
755
180 | 435

12.
1345 | 1155
380

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Addition Pyramids

Use addition calculations to complete these pyramids. The first one has been done for you.

1.
1319
681 | 638
254 | 427 | 211

2.
442
400 | 42 | 178

3.
645 | 233
43

4.
231 | 752
37

5.
389
199 | 211

6.
899
610
111

7.
325
37 | 209

8.
797
273 | 113

9.
1564
743
534

10.
1076
709
244

11.
1083 | 641
122

12.
922
456 | 101

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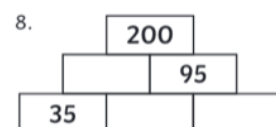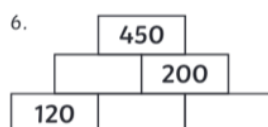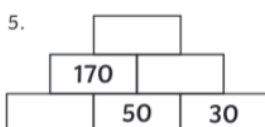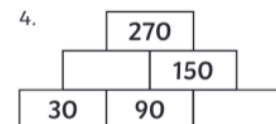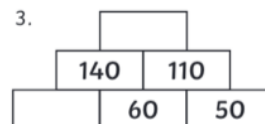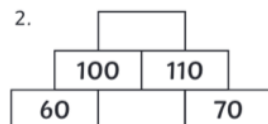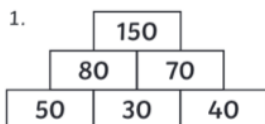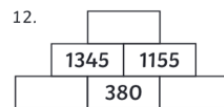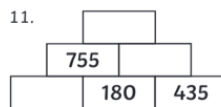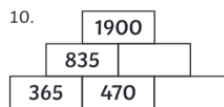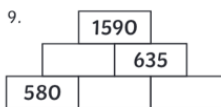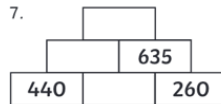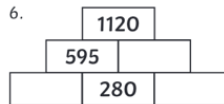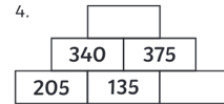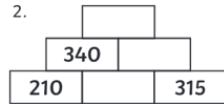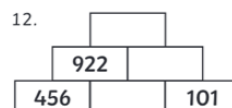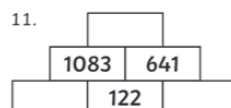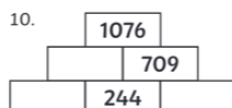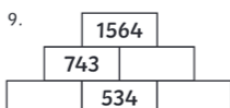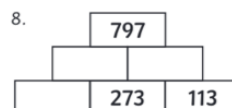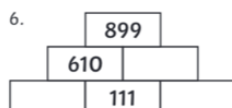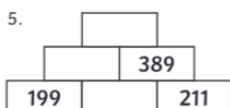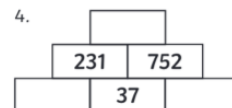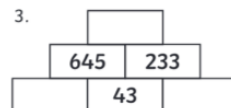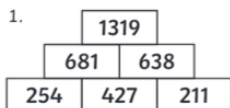
Attend

Can you solve the missing numbers on these column sums?

https://www.mathplayground.com/brain_workouts/brain_workout_01_addition.html

Solve the example questions below.

Typical Question ⬈
Ollie had his car fixed at the garage for £425. He had another part fitted for £234. What was the total amount to fix the car?
Worked Solution ⌄

Probing Question ⬈
Josh and Lucy received some some pocket money at Christmas. Josh got a multiple of £50 more than Lucy. If Lucy received £450 show that it is possible for Josh to receive less than Lucy, the same as Lucy, or more than Lucy?
Worked Solution ⌄

Generate

Watch the videos and complete the follow up written task

Mild
https://vimeo.com/458470714

Add two 4-digit numbers – one exchange

1 Complete the calculations.
Use the place value charts to help you.

a) 3,117 + 2,542 = ☐

b) 3,117 + 2,544 = ☐

c) What do you notice about the calculations in part a) and part b)?

Which did you find easier and why?

d) What happens when you have more than 10 counters in one column?

_____

_____

5

A £1,208   B £1,510   C £625   D £587

Mr Robson has £2,100 to spend on a mobile phone and a laptop.

What combinations of laptops and phones can he afford to buy?

Subtract two 4-digit numbers – one exchange

1

Th	H	T	O
1,000 1,000	100 100	10 10	1 1
1,000 1,000	100 100	10	1 1
1,000			1

a) Use the place value chart to complete the calculation.

5,435 − 3,215 = ☐

b) Use the place value chart to complete the calculation.

5,435 − 3,216 = ☐

2 Complete the sentences.

1 ten can be exchanged for ☐ ones.

1 hundred can be exchanged for 10 _____.

1 thousand can be exchanged for ☐ _____.

7 A car costs £8,716

A motorbike costs £2,341 less than the car.

How much does the motorbike cost?

☐

8 Jack is thinking of two 4-digit numbers.

The greater number is 6,410
The difference between the two numbers is 3,107

What is the sum of the two numbers?

Spicy

Add two 4-digit numbers – more than one exchange

1 Complete the calculation.

Th	H	T	O
1,000 1,000	100	10 10	1 1
		10 10	1 1
		10 10	
		10	
1,000 1,000	100 100	10 10	1 1
1,000	100 100	10 10	1 1
		10	1 1
			1 1

+

	Th	H	T	O
		2	1	7	6
+		3	4	5	8

5 Dexter is playing a computer game.

The table shows the number of points he gets in each round.

Round	1	2	3
Number of points	3,550	2,175	1,895

a) How many points does Dexter have at the end of Round 2?

☐

b) He needs 8,000 by the end of Round 3 to win the game.

Does Dexter win the game? _____

Show your workings.

2 Use the place value chart to complete the subtractions.

H	T	O
100 100 100 100 100	10 10 10 10 10 10 10	1 1 1 1

a) 564 − 354 = ☐   c) 564 − 365 = ☐

b) 564 − 355 = ☐

Look at your calculations in parts a), b) and c).

What is the same? What is different?

3 Use the place value chart to complete the subtractions.

Th	H	T	O
1,000 1,000 1,000 1,000 1,000	100 100 100 100	10 10 10	1 1 1 1 1

a) 5,435 − 2,036 = ☐

b) 5,436 − 2,036 = ☐

c) 5,437 − 2,036 = ☐

Look at your calculations in parts a), b) and c).

What is the same? What is different?

Hot

5 The table shows the number of home and away fans attending three football matches.

Match	Home fans	Away fans
1	53,640	12,930
2	42,630	18,340
3	35,480	32,490

Which match had the greatest total attendance?

5 A jug contains 1,500 ml of juice.

The juice is poured into 2 glasses.
Each glass holds 258 ml of juice.
How much juice is left in the jug?

7 Arrange all the digit cards to make a possible subtraction for each description.

0	1	2	3	4	5	6	7
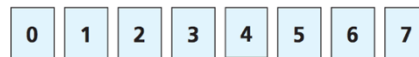
a) There are two exchanges.
The answer is
less than 2,000

b) There are two exchanges.
The answer is
greater than 4,000

c) There are three exchanges.

Add whole numbers with more than 4 digits (column method)

1 Complete the calculations.

a)

Th	H	T	O

	2	1	6	4
+	3	2	1	3

b)

Th	H	T	O

	4	2	7	5
+	2	6	4	3

3 A family has £22,658 in the bank.

They spend £3,600 on a holiday.

How much money do they have left?

4 It is 10,553 miles from London to Sydney.

It is 9,929 miles from New York to Sydney.

How much further away is Sydney from London than from New York?

Evaluate

8 Teddy and Jack are playing a computer game.

Teddy scores 55,890 points.

Jack scores 36,475 points fewer than Teddy.

a) How many points does Jack score?

b) How many points do they have altogether?

9 Here are some digit cards.

1	5	8	9

Ron makes a 4-digit number with the cards.

Eva makes a 4-digit number with the cards.

The difference between their numbers is between 1,000 and 3,000

What numbers could Ron and Eva have made?

Plenary
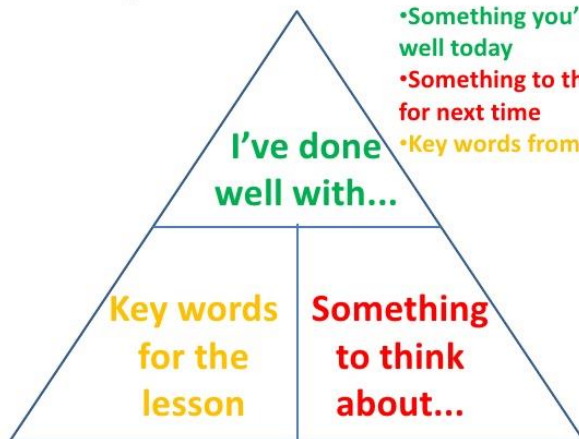
Draw a triangle into your book, like the one below. Fill in each section with:
- **Something you've done well today**
- **Something to think about for next time**
- **Key words from the lesson**

I've done well with...

Key words for the lesson

Something to think about...

Number 4 – Solving Real-life Addition and Subtraction Problems
Learning Intention: I can use subtraction strategies to solve subtraction problems.

Motivate – The 1089 Maths Trick
Maths is like magic, except better!

Pick three different single digit, positive whole numbers.	e.g 7, 4 & 8
Now write those numbers in order, from largest to smallest to make a new 3-digit number.	874 (A)
Take this number and call it A. Then take A and reverse is so the numbers run smallest to largest and call it B.	478 (B)
Now take B away from A and call it C	874 478 – 396 (C)
Now reverse C just like before, to get a new number D	693 (D)
Finally add C and D	396 693 + ???

What number do you get?

Try this using 3 different sets of single digit numbers to start.

Attend
Try to solve these subtraction sums mentally. Choose the option 'Up to 100'
https://www.topmarks.co.uk/maths-games/subtraction-grids

Relate
Solve the real life problem below.

Workers in a factory make toys.

- On Monday they make 2,350 toys.
- On Tuesday they make 235 more toys than they did on Monday.

By Wednesday they have to make 7,500 toys in total.

How many toys do they need to make on Wednesday to make 7,500 in total?

Bank Statement

Fill in the missing information on this bank statement.

Account Details
Name: Miss J. Twinkl
Sort code: 85 – 92 – 00
Date: June 2018
Account No: 011 526 8192

DD = Direct Debit	**CR** = Credit
CH = Charges	**DC** = Debit Card
CQ = Cheque	**ATM** = Cash Withdrawal
SO = Standing Order	

Transactions					
Date	**Code**	**Details**	**Out (£)**	**In (£)**	**Balance (£)**
		Balance brought forward			455.00
1 Jun	DD	Water Company	35.00		
5 Jun	ATM	Cash withdrawal			380.00
14 Jun	CQ	Cheque paid in		22.00	
15 Jun	DD	Broadband	40.00		362.00
17 Jun	ATM	Cash withdrawal			212.00
19 Jun	DD	Mobile phone	18.00		
23 Jun	SO	Savings	50.00		144.00
26 Jun	CR	Salary		1130.00	
26 Jun	ATM	Cash withdrawal			1154.00
26 Jun	DD	Gym	32.00		1122.00
26 Jun	CR	Refund from supermarket			1145.00
26 Jun	DC	Petrol	35.00		
26 Jun	DC	Restaurant	60.00		1050.00
30 Jun	ATM	Cash withdrawal	180.00		

Account Summary
Total paid in (£): _____ Total paid out (£): _____
Opening balance (£): _____ Closing balance (£): _____

PE 1
This week's PE learning and challenge from Mr Stobie can be found here www.edensidelearners.wordpress.com Just follow the link and find the lesson for P5, P6 & P7 – Week 6 - Lesson 1

PE 2
This week's PE learning and challenge from Mr Stobie can be found here www.edensidelearners.wordpress.com Just follow the link and find the lesson for P5, P6 & P7 – Week 6 - Lesson 2

Health and Wellbeing 1 – Being Kind to Others

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

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.

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, crossing off 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 with your classmates by posting your completed
table to your Teams page on Friday.

Pick something up for someone else.	Give someone a compliment.	Help someone with something.	Use kind words.
Offer a hug to someone.	Offer to help an adult make dinner.	Do a favour for someone.	Write a thank-you note to 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.	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

When you approach life with a **growth mindset**, you understand abilities can be developed.

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.

GROWTH MINDSET

Is Freedom

Persevere in the face of failures

Effort is required to build new skills

Find inspiration in others success

Embrace challenges

Accept criticism

Desire to learn

Build abilities

FIXED MINDSET

Is Limiting

Avoid challenges   Give up easily

Threatened by others success

Desire to look smart

Effort is fruitless

Ignore feedback

Fixed abilities

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 (search Yoga For The Classroom - Yoga With Adriene in the YouTube search bar)

As you watch, think about how you could incorporate some of these statements into your exercises:

- I work hard.
- I am a creative person.
- I am always focused.
- I have an open mind.
- I care about others.
- I enjoy learning and discovering.
- I am trying my best.

Why not repeat a new statement each time you use a different stretch? Ask someone to take a picture of your pose and share your creativity on your class Teams page!

I Believe In My Selfie!

If you do not feel comfortable completing the Grow Ga task, why not try this instead? Use the document below to write a goal and how you are going to achieve it. Then, either take a selfie and paste your face onto the phone template or use the mark-up function on your iPad to draw a self-portrait. *Share your selfie to your Teams page and remember, it's not what you are born with that's important; it's your mindset that matters!*

Topic 1 – Homes in Ancient Greece

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

Motivate:

What's going on in this picture?

In the picture 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.

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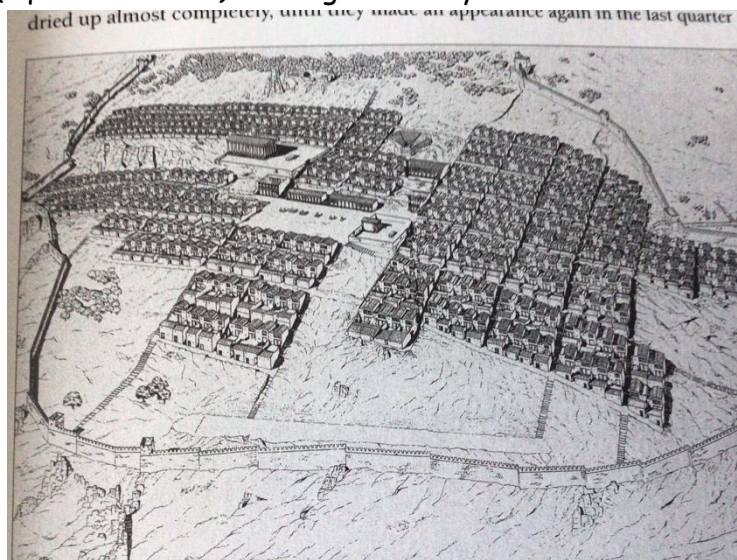
They worked together to build everyone's homes and they made an extra effort to build special buildings that were for everybody to use- like the theatre, temple and the Agora (the open market space).

Circle the Theatre, Temple and Agora in the picture above. (Use mark up on your iPad).

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. https://vimeo.com/510424443

Relate:

What do you need in your house? Fill in the table below.

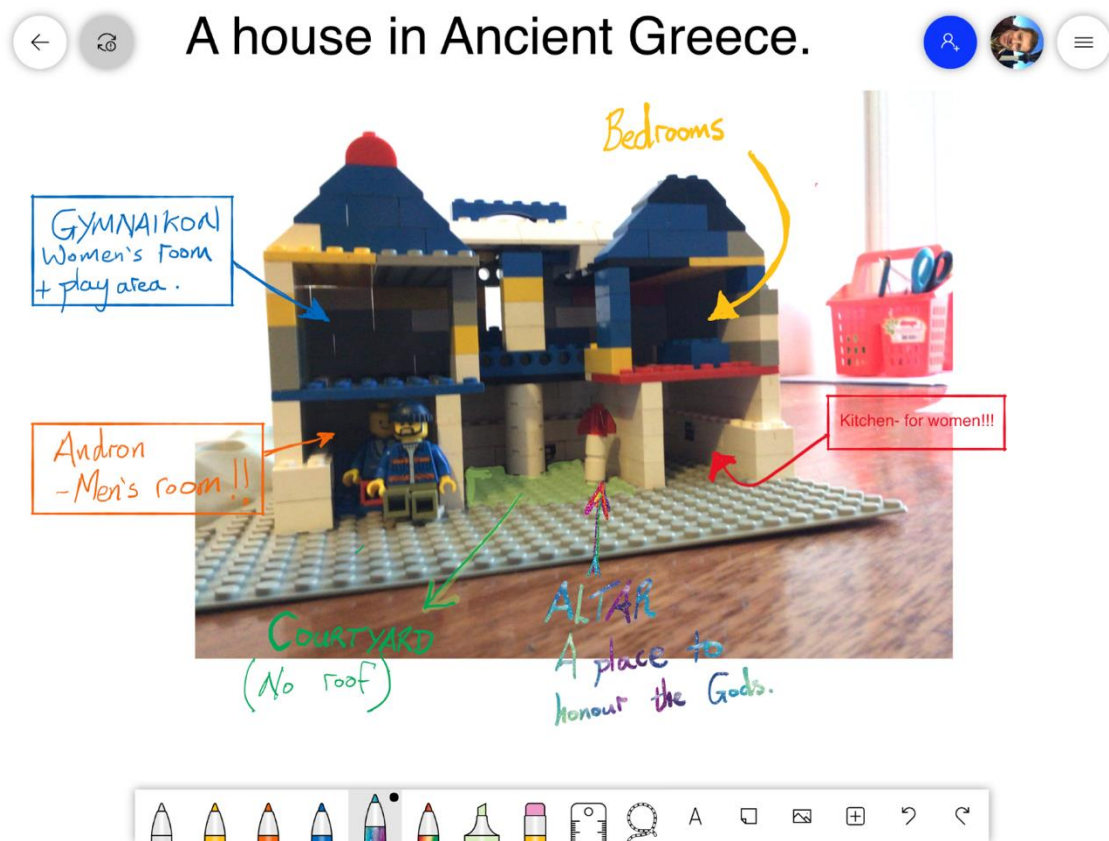| Things the same as my house.	Things different in an Ancient Greek House.

Generate:

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.
Here is one example of WAGOLL:

A house in Ancient Greece.

Bedrooms

GYMNAIKON Women's room + play area.

Andron – Men's room !!

Kitchen- for women!!!

COURTYARD (No roof)

ALTAR A place to honour the Gods.

Evaluate:

What do you think about the idea of women and men having different parts of the house to live in?

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-circular 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

Design your own Greek theatre mask! You could choose to do this by either:
- Watching a step-by-step tutorial for drawing 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 *You will not be able to access YouTube from your iPad, search "How to Draw an Ancient Greek Theatre Mask Real Easy" in the YouTube search.*

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. Ask someone to take a picture of you wearing the mask and post it to your class Teams page.

Topic Lesson 3 – Food
Learning intention – I am learning about traditional Greek food and ingredients.

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

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

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

Relate
Have you tried any Greek food? Things like hummus, tzatziki. Pitta bread and olive oil are all Greek.
List any Greek food you have tried and what you thought about them below.

Greek Food	Your review

Generate
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?

Wild Mushroom Cream Soup   7.00
A variety of hand-picked mushrooms, cooked to perfection, mixed in with velvety cream and served with freshly chopped scallions

Redneck Pulled Pork   18.00
Slow cooked, hand-pulled juicy pork meat piled high in a fresh bun, topped with homemade coleslaw and Chef Bob's special BBQ sauce

Chocoholic's Cheesecake   11.00
Creamy chocolate cheesecake nested in a dark, moist brownie, sprinkled with chocolate flakes

CORRECT

Mushroom Soup   7.00
Wild mushrooms, sour cream, scallions

Pulled Pork   18.00
roasted pork meat, coleslaw, bbq sauce, bun

Chocolate Cheesecake   11.00
Dark chocolate cheesecake with chocolate flakes

WRONG

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/

Evaluate

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

Draw a detailed picture
about something you
learned today.

Topic 4 – Fashion Challenge
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 Task

Can you either dress like a Greek or design a Greek outfit? See the examples from Miss McManus below.
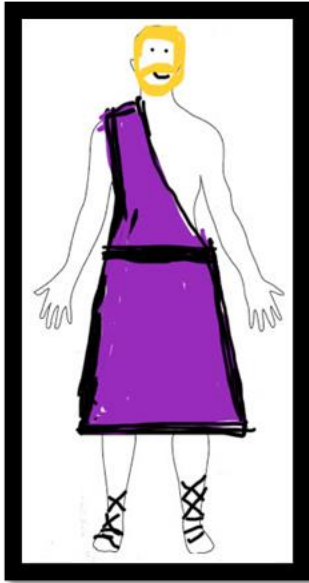
You are welcome to use the person outline below to help with your outfit design. Share your photo or design on our class task sharing page.