

Primary 7 Overview Week Beginning 1st March 2021

<p>Literacy 1 Book Week <i>Learning Intention: I can reflect on books I have read and create questions about them: using Who, What, When, Where, How, Why starters.</i> Learn Watch the video Task Create your own book quiz</p>	<p>Literacy 2 Book Week <i>Learning Intention: I can engage in a live event with an author and identify the people in my 'crew' and their special talents.</i> Learn Watch Katherine Rundell Task Create your own crew photo album</p>	<p>Literacy 3 Book Week <i>Learning Intention: I can create a book recommendation for my favourite book, detailing the reasons I enjoy it and using persuasive language to encourage others to try it.</i> Learn Watch the book recommendation Task Make, record and share a book recommendation for the class</p>	<p>Literacy 4 Book Week <i>Learning Intention: I can create a "Vegetopal" that looks like a character from a book I have read and share stand out qualities about their personality.</i> Learn Look at the vegetopal examples Task Create a 'vegetopal' of your favourite book character with a supporting Character Profile.</p>
<p>Numeracy 1 Skills Builder <i>Learning Intention: I can recall my times tables quickly and accurately</i> Times Table Practice</p>	<p>Numeracy 2 Half, Quarter, Third <i>Learning Intention: I can recognise the fractions of one half, one quarter and one third.</i> Learn Watch introductory video Task Complete follow up tasks that have been EMAILED TO YOU</p>	<p>Numeracy 3 Unit and Non-Unit Fractions <i>Learning Intention: I can recognise unit and non-unit fractions and understand how they are different.</i> Learn Watch introductory video Task Complete follow up tasks</p>	<p>Numeracy 4 What is a Fraction? <i>Learning Intention: I can recognise and write fractions clearly to show what fraction of a shape is shaded in, accurately showing the numerator and denominator in each case.</i> Learn Watch introductory video Task Complete follow up tasks WEEKLY QUIZ</p>
<p>Topic 1 Greek God <i>Learning Intention: I am learning about the Ancient Greek Gods and Goddesses</i></p>	<p>Topic 2 Mount Olympus <i>Learning Intention: I know what Mount Olympus is and the myths and legends that surround it.</i></p>	<p>Topic 3 Greek Mythology <i>Learning Intention: I am learning about an influential figure in Ancient Greek mythology</i></p>	<p>Topic 4 Greek Temples <i>Learning Intention: I am developing my understanding of Greek temples and</i></p>

<p>Learn Watch the video about Ancient Greek Gods.</p> <p>Task Create your Greek Gods top trumps card.</p>	<p>Learn Watch the video and read the articles about Mount Olympus Read the article and play the BBC game</p> <p>Task Answer the questions about Mount Olympus</p>	<p>Learn Learn and watch about Hercules, the son of Zeus</p> <p>Task Create your own 12 labours and your own Greek Crown</p>	<p>can create my own temple in a way of my choosing.</p> <p>Learn Read the article and play the BBC game</p> <p>Task Create your own Greek Temple</p>
<p>PE 1 PE with Mr Stobie</p>	<p>PE 2 PE with Mr Stobie</p>	<p>Health and Wellbeing 1 Be Kind to Others <i>Learning Intention: I am learning to understand that being unkind hurts ourselves and others</i></p> <p>Learn Watch and learn about unkindness</p> <p>Task What would you do?</p>	<p>Health and Wellbeing 2 Perseverance Peaks <i>Learning Intention: I am learning how to persevere when I am faced with challenges.</i></p> <p>Learn Watch and learn about perseverance</p> <p>Task Perseverance challenge</p>

Inspire's 30 Days of Creativity

The Inspire Team have created short videos to encourage you to be creative with your iPad. Why not have a go at creating your own colouring sheets from a photo, capture a time lapse video with your camera or create a picture of your name?

Click on the links below to have a go at being creative with your iPad:

- Day 1 - Personify Something <https://video.link/w/4SOVb>
- Day 2 - Capture a Time-Lapse Video <https://video.link/w/HSOVb>
- Day 3 - Make a Colouring Sheet <https://video.link/w/eSOVb>
- Day 4 - Picture Your Name <https://video.link/w/pSOVb>

Literacy 1 - Book Week

Learning Intention: I can reflect on books I have read and create questions about them: using Who, What, When, Where, How, Why starters.

Learn

<https://vimeo.com/515901438> Watch this video which will:

- Introduce World Book Day & why we celebrate it
- Give you a little book quiz to get you thinking
- Introduce your task
- Review the kind of questions which go into a quiz

Task

Think of one or some of your favourite books. They may be books you have read in class, books you enjoyed when you were younger or a book you have read yourself. It would be useful if they are books that you know others in the class have read.

Create 5 book questions that could be used in our Big Book Quiz on Friday.

Question Starters that will be useful - **Who, What, When, Where, Why, How.....?**

REMEMBER: these should be thin questions with only 1 possible correct answer, please make sure you provide this! You might want to provide 3 possible options to choose from like the quiz in your video (remember only 1 should be correct)

<u>Questions (& possible options)</u>	<u>Answers</u>
<u>1)</u>	
<u>2)</u>	
<u>3)</u>	
<u>4)</u>	
<u>5)</u>	

Email your 5 questions **and the answers** your teacher by the end of Wednesday.

Literacy 2 - Book Week

Learning Intention: I can engage in a live event with an author and identify the people in my 'crew' and their special talents.

Learn

Watch the Author Katherine Rundell talking about her books, characters and the relationships in her stories. You may also want to watch the second video of Katherine sharing an excerpt from her book, 'The Good Thieves'

<https://www.worldbookday.com/online-masterclasses/good-thieves-brave-adventures/>

Task - FINDING YOUR CREW

Katherine Rundell explains that she is fascinated by how people can 'set each other alight'. 'When you find your people,' she says, 'they allow you to be tough, to be brave, and to be yourself.'

In Katherine Rundell's *The Good Thieves*, Vita, Arkady, Samuel and Silk come together to create the perfect "crew".

Consider your own friendship group. How are you all different? How do you help to bring out the best in one-another? Create a Crew Photo Album with you in the middle. Include illustrations or images of your crew members, as well as information about everyone's particular strengths and talents.

Literacy 3 - Book Week

Learning Intention: I can create a book recommendation for my favourite book, detailing the reasons I enjoy it and using persuasive language to encourage others to try it.

Learn

<https://vimeo.com/516153808> Watch this video which will:

- Investigate why we recommend books to one another?
- Reflect on how we usually give and get recommendations?
- Go over your task & success criteria
- Provide you with a WAGOLL

Task

Think about a book that you have loved reading which you feel others in the class would also enjoy. It could be a book you have read in school or at home. Create your own book recommendation for a book that you would like to recommend to others.

Success Criteria

Your recommendation should include:

- Title and author of the book
- Genre of the book (adventure/fantasy/comedy etc)
- Overview of the book's plot (no spoilers!)
- Include information on **why** you enjoyed the book
- Use positive & persuasive language to convince others to give it a try

You might want to make a short recording of you speaking about your favourite book. Alternatively, you could make a written recommendation.

Literacy 4 - Book Week

Learning Intention: I can create a "Vegetepal" that looks like a character from a book I have read and share stand out qualities about their personality.









Learn

What is a Vegetepal?!

A vegetepal is a vegetable which has been "added to" to make it look like a character. It could be drawn on, painted, carved or have things added to it!

The following Vegetepals are famous book characters! Can you tell who they are?

 <p>1) <small>Article from missnelsons</small> <small>lit me with you</small></p>	 <p>2)</p>
 <p>3) <small>Adventures of</small></p>	 <p>4)</p>
 <p>5)</p>	 <p>6)</p>

Task

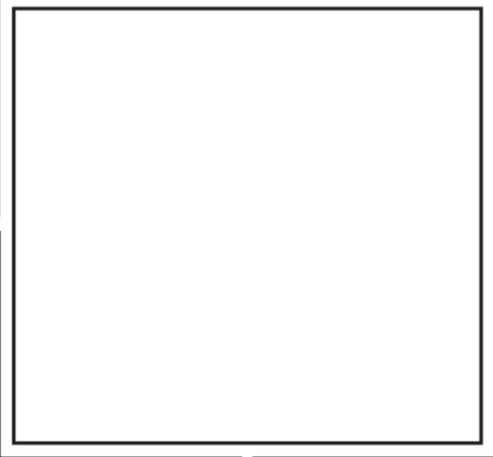
Create your own fruit or vegetable character from a book.

Create a character profile for the character with details about the character, their loves, hates, fears, hopes. Feel free to use the template below or create your own profile.

Post a photo of your creation & it's accompanying profile on our Teams page to share your creations with the class.

It might be fun to hide your character's name when you post and challenge others to guess the character.

Character Profile

My character looks like...	My character's actions are...	
My character's personality is...		My character changes because...

Hint: You may need to use your imagination and/or knowledge of your character to complete the profile.

Character Profile

1. What is your character's name?

2. My character loves...



3. My character hates...



4. My character's greatest fear is...



5. In the future, my character hopes to...



6. Write down six (6) adjectives that describe your character. Be imaginative!

7. Complete the following **character questionnaire** by circling the description which applies.

My character is:

male *female*

old *young*

confident *scared*

tall *short*

rude *polite*

human *superhuman*

poor *rich*

sad *happy*

popular *unpopular*

respected *not respected*

energetic *lazy*

smart *dumb*

caring *selfish*

Number 1 – Skills Builder

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

Learn

Knowing your multiplication facts and learning and understanding how they work can help to build your knowledge of other important mathematical concepts such as fractions and percentages.

Task

Spend time today and this week practising your times tables. You may want to spend 10-15 minutes each day or 20 minutes, 3 times this week. By Primary 7, you should know all of your times tables up to 12!

You can practise your tables through your Complete Maths profile, where your teacher can see your progress, or you may choose to use one of the interactive activities below.

<https://www.topmarks.co.uk/maths-games/hit-the-button>

Choose 'Times Tables' and then choose a particular table to work on or choose 'mixed' to work on them all! After 'Hit the Answer' why not really test your skills and challenge yourself to 'Hit the Question'

<https://www.timestables.co.uk/>

Number 2 – Half, Quarter, Third

Learning Intention: I can recognise the fractions of one half, one quarter and one third.

Learn

The following videos revise recognising a half, a quarter and a third. Please watch **all three videos all the way through** before having a go at the follow up tasks.

<https://vimeo.com/511155603>

<https://vimeo.com/511156539>

<https://vimeo.com/515212009>

Task

Complete the worksheets on recognising and finding one half, one quarter and one third that have been **EMAILED OUT TO YOU!**

*This looks like a lot of work but it is revision and should only take you 20-30 minutes!

Number 3 – Unit and Non-Unit Fractions

Learning Intention: I can recognise unit and non-unit fractions and understand how they are different.

Learn

Watch the following video on unit and non-unit fractions. You may wish to complete the follow up task along with the video or save it until the end.

<https://vimeo.com/502315136>

Task

Complete the worksheet 'Unit and Non-unit Fractions'.

Unit and non-unit fractions

1 Write fractions to complete the sentences.

a) of the counters are yellow.

b) of the counters are red.

2 Write fractions to complete the sentences.

a) of the tower is green.

b) of the tower is yellow.

c) of the tower is blue.

3 What fraction of each shape is shaded?

a)

b)

c)

b)

c)

d)

e)

Tick the unit fraction in each pair of shapes.
How did you know which was the unit fraction?

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4 a) Colour $\frac{1}{5}$ of each shape.

b) Colour $\frac{2}{5}$ of each shape.

What is the same and what is different about your answers?

5 a) Circle $\frac{1}{3}$ of the counters.

b) Circle $\frac{2}{3}$ of the counters.

What is the same and what is different about your answers?

6 Write the fractions in the table.

$\frac{1}{6}$	$\frac{2}{3}$	$\frac{3}{4}$	$\frac{1}{10}$	$\frac{1}{8}$
$\frac{3}{5}$	$\frac{1}{4}$	$\frac{1}{99}$	$\frac{6}{1}$	$\frac{1}{250}$

Unit fractions	Non-unit fractions

Write two more examples of your own in each column.

7 a) What is a unit fraction? What is a non-unit fraction?
Talk about it with a partner.

b) Complete the sentences.

An example of a unit fraction is

The numerator is always

An example of a non-unit fraction is

The numerator is always greater than

Zoom

Number 4 -

Learning Intention: I can recognise and write fractions clearly to show what fraction of a shape is shaded in, accurately showing the numerator and denominator in each case.

Learn

Watch the following video. You may wish to complete the follow up task along with the video or save it until the end.


<https://vimeo.com/502527306>


Task

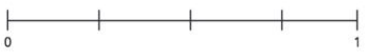
Complete the worksheet 'What is a fraction?'

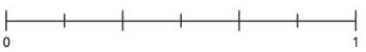
Complete Maths 'Weekly Review' Quiz

5 Draw an arrow to show the position of the fraction on the number line.


a) $\frac{1}{4}$ 

b) $\frac{3}{5}$ 

c) $\frac{1}{2}$ 


d) $\frac{1}{3}$ 

6 Draw an arrow to show the position of $\frac{5}{5}$ on the number line.

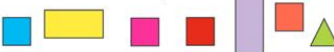


What do you notice?

7 Draw four different representations of $\frac{3}{4}$



8 Amir has drawn some 2D shapes.




a) What fraction of the shapes are triangles?

b) What fraction of the shapes are squares?

c) What fraction of the shapes have four sides?

d) Draw 2D shapes to match the description.
 $\frac{1}{5}$ are squares, $\frac{2}{5}$ are triangles, $\frac{3}{5}$ have more than 3 sides.




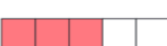
Compare shapes with a partner.
What is the same about your shapes? Is anything different?


What is a fraction?


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1 What fraction of each shape is shaded?


a) 


b) 


c) 


d) 

2 Shade each diagram to represent the fractions.

a)  $\frac{1}{6}$

b)  $\frac{5}{6}$

c)  $\frac{5}{8}$




d)  $\frac{5}{8}$



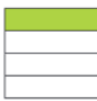
3 Circle the unit fractions.


$\frac{1}{3}$ $\frac{1}{5}$ $\frac{3}{5}$ $\frac{1}{8}$ $\frac{2}{3}$ $\frac{10}{11}$

How do you know which are unit fractions?

4 a) Tick the shapes with one third shaded.

A  D  F 

B  E  G 

C 

b) Complete the sentences to describe the shapes with one third shaded.

There are equal parts altogether.

out of equal parts is shaded.

of the shape is shaded.

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More Practise / Challenge Yourself

<https://www.coolmath4kids.com/math-help/fractions>

Fraction Match - https://phet.colorado.edu/sims/html/fractions-intro/latest/fractions-intro_en.html

Click on 'Game', you need to build the fraction and then drag it over to the correct notation at the right hand side. This activity gets increasingly more difficult as you work through it.

Fraction Fiddle - <http://www.scootle.edu.au/ec/viewing/L2801/L2801/index.html#>

Splashlearn Fraction games - <https://uk.splashlearn.com/fraction-games>

Try Year 4 - Identify Fractions and Model fractions.

Fair Feast - <https://nrich.maths.org/2361>

After solving the problem, can you create a similar problem/photo. Share it on your class Team for others to solve! Remember to tell us how many people are to share the picnic/feast!

Fractional Triangles - <https://nrich.maths.org/2124>

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

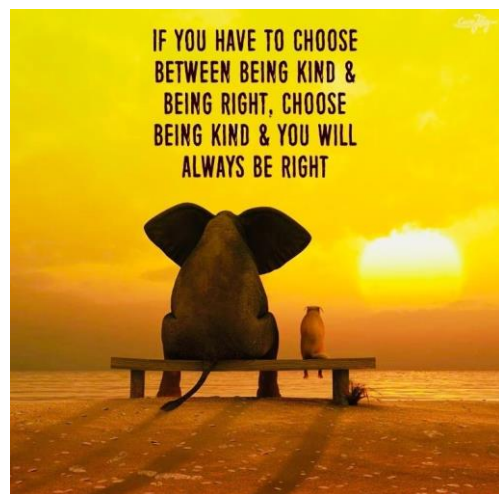
This week's PE learning and challenge from Mr Stobie can be found here www.edensidelearners.wordpress.com Just follow the link and find the lesson for P5, P6 & P7 - Week 6 - Lesson 2

Health and Wellbeing 1 - Being Kind to Others

Learning Intention: I am learning to understand that being unkind hurts ourselves and others

Learn:

Last week, we started thinking about compassion and what that means. We know that we all have a responsibility to be considerate towards other people and that there are many ways in which this can be achieved. Let's begin our lesson by reminding ourselves of what it means to be kind.



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. If we are kind to others, we have the potential to have a positive, lasting impact on their life. However, if we are unkind, we can have a significant negative effect on them instead.

If someone is unkind to you, it can make you feel a range of negative emotions. You may experience sadness, annoyance, anxiety or even loneliness. Unkindness may involve:

- Insulting someone.
- Calling someone names.
- Being rude to people.
- Not offering help when others need it.
- Excluding someone from a game or conversation.
- Mocking or making fun of another person.
- Laughing at someone when they talk or make a mistake.

Often, people say things they don't mean because they are angry. However, it is important to remember that anger eventually disappears, but hurt feelings may not. What individuals choose to do after they have been unkind is what truly matters. Being kind to other people can make a difference to how they feel, but it can also change how you feel, too. If you show compassion to someone, you become more hopeful

when you are feeling worried or uncertain. We should always offer to help people in need, even if we are not the person responsible for causing them distress. If you are kind to someone, it encourages them to be kind to those around them, too. How many lives would be affected in a positive way if we all chose to perform one small act of kindness every day?

Use the following link to watch a video about the science of kindness: <https://vimeo.com/516332558> **Reflect on what you see by discussing kindness with someone at home.**


Watch this video to understand the impact kindness can have: <https://vimeo.com/516346045>

Task:

Put what you have learned to the test by providing answers for the four scenarios below. If you saw someone being unkind to another person, what would you do to help? Read each of the suggestions and use the text boxes below the images to record your answers.

Unkind Behaviour Scenario Cards

Lily walks to school by herself every day. Each morning she walks past the same group of girls from the other Year 6 class and every morning they shout unkind names at her.



Unkind Behaviour Scenario Cards


Ayesha has been invited to a football game by Claude who has invited four other friends.

Ayesha can't go and now the group of friends going to the football match aren't talking to her and walk away every time she comes near them.



Unkind Behaviour Scenario Cards

Someone gave Juno's number to all the children in the other year 6 class and one girl has sent her a message every day saying that she has no friends.



HWB Task 2 – Perseverance Peaks

Learning Intention: I am learning how to persevere when I am faced with challenges.



Learn

We all know what it is like to experience joy and happiness. When we achieve a goal, we feel a sense of accomplishment but sometimes things aren't always easy or straightforward. It is only natural for us to have 'good days' and 'bad days' and situations often seem complicated when we encounter challenges. It can be hard to persist and overcome obstacles, especially when there are a lot of them. When this happens, it is important for us to realise that **every problem has a solution** when we **persevere**. What does that mean though and what does it look like?

Perseverance

Perseverance is the determination to accomplish a goal and the ability to achieve success despite difficulties, mistakes and problems. Adopting a growth mindset is essential when you are faced with challenges. It gives you the belief that you can achieve anything and allows you to see failure as an opportunity for developing new capabilities. **Remember, it's not what you are born with that's important; it's your mindset that matters!** If you are to succeed, it is important for you to:

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

It is also important to remember:

- Not to be too critical of yourself - ***we learn by making mistakes!***
- It can be difficult to maintain motivation - ***it's okay to take small steps as long as you're still moving forward.***
- Being tired and having a lack of energy can impact your motivation - ***ask yourself why you are feeling this way.***

- If something goes wrong, pick yourself up and try again - ***you will learn how to do it right over time.***
- If you're passionate about something and work hard, ***you can achieve anything!***

To learn more about perseverance, watch the following video: <https://www.bbc.co.uk/bitesize/articles/z7n8scw>

Use the following link to watch a llama do everything he can to reach his goal: <https://vimeo.com/516437080>

Why not sing along to this song by Bruno Mars? <https://vimeo.com/516444146>

Task:

Put your perseverance to the test by trying one of the following challenges:

- Keep on Trying Wiggle
- Perseverance Paper Puzzle

Keep on Trying Wiggle

To complete this challenge, you will need either a ball, balloon, toilet roll or pair of socks. Stand face-to-face with a parent or sibling and place the item between you, ensuring that it is supported by both of your stomachs. The goal is for you to move to the other side of the room without dropping the ball. This can be done any way you like. However, you are not allowed to touch the item with your hands. Can you make it to the other side? Take a picture or video of you completing this task and share it on your class Teams page. ***Remember to ask permission to share the photo or video if someone else is in it.***

Perseverance Paper Puzzle

To complete this challenge, you will need a piece of paper and a pencil. Draw a picture and when you are finished, tear it into pieces. Set a timer for one minute and try to put the image back together again. You could do this alone or you could work with someone at home. Why not compete against each other to see who is the fastest? Take a picture or video of you completing this task and share it on your class Teams page. ***Remember to ask permission to share the photo or video if someone else is in it.***

Topic 1 - The Greek Gods and Goddesses.

Learning Intention: I am learning about the Ancient Greek Gods and Goddesses.

Learn:

The Ancient Greeks believed that gods and goddesses watched over them. These gods were a bit like humans, but they lived forever and were much more powerful. They felt human emotions, like love, anger and jealousy, and they did not always behave themselves.

The Greeks thought the gods lived high above Mount Olympus, in a palace in the clouds. From here, they kept an eye on life below. From time to time, they would interfere in what was going on. They could send storms if they were angry and decide who was victorious in wars. Sometimes they even played tricks on humans too.

Watch the video to get started: <https://vimeo.com/515934474>

Tasks:

Watch the video below about the tasks: <https://vimeo.com/515966404>

TASK 1 GETTING TO KNOW THE GODS A BIT BETTER.

Use the table below to match the correct Greek God or Goddess to their description.

Name of God/ Goddess	What do you think describes them best- use the blue letter.	Answer- the correct answer is already in the box below- it's just written in white! So- when you've completed the task select the whole box and change the colour of the text to black to reveal the answer.
EXAMPLE	EXAMPLE	EXAMPLE
DEMETER	N	N
ZEUS	D	D
POSIEDON		E
ARES		F
APHRODITE		A
HERMES		B
HADES		C
ATHENA		L
HERA		M
DIONYSUS		K
HESTIA		J
APOLLO		G
ARTEMIS		H
HEPHAESTUS		I



Zeus



Poseidon



Ares

A

The goddess of love and beauty.

She is shown as a beautiful woman and often with her symbols, which include doves, apples, scallop shells and mirrors.

B

The messenger of the gods.

He was the fastest god and wore special winged shoes. He was also known to be a trickster among the gods.

C

The god of the underworld.

The brother of Zeus and Poseidon. He wore a helmet that could make him invisible and had a three-headed dog called Cerberus, who guarded the entrance to the underworld.



Aphrodite



Hermes



Hades

D

The most powerful of all the gods and the king of Olympus.

His temper affected the weather and he threw thunderbolts when he was unhappy. He was also able to transform his shape.

E

The god of the sea.

He was the brother of Zeus and lived in a beautiful palace under the sea. He caused earthquakes when angry.

F

The god of war.

The son of Zeus and Hera. His symbols included the vulture and the dog and he is often shown carrying a spear.



Athena



Hera



Demeter

G

The god of the sun, music, poetry and art.

He was the son of Zeus and twin brother of Artemis. He played music for the other gods on a golden lyre. He also taught mankind the art of medicine.

H

The goddess of the hunt and wild animals.

The daughter of Zeus and twin sister of Apollo. She used her bow to hunt alongside her hunting dogs. Bears and stags were her sacred animals and it was believed she would punish people for hurting them.

I

The god of metal, fire and sculpture.

The son of Zeus and Hera and married to Aphrodite. He was the blacksmith for the gods on Olympus and had a forge underneath a volcano. When volcanoes erupted, it was thought he was working.



Dionysus



Hestia

J

The goddess of hearth and home.

She was the sister of Zeus, Poseidon, Hades and Demeter. Newborn children were presented to Hestia to honour her and receive her blessing.

K

The god of wine and theatre.

The son of Zeus. He taught humans how to grow vines and make wine. It is believed he was at his happiest during the harvest time.



Apollo



Artemis



Hephaestus

L

The goddess of wisdom. She was the daughter of Zeus and is said to have sprung from his head. Her symbols include owls, snakes and olive trees.

M

The queen of the gods and goddess of marriage, families and birth. She was the wife of Zeus. She was also the protector of married women. She had a chariot pulled by a pair of peacocks.

N

The goddess of agriculture and the harvest. She controlled the seasons and how well the crops grew. She also taught mankind how to grow corn. Farmers pray to her to ask for a good harvest.

TASK 2- CREATING WITH YOUR NEW KNOWLEDGE:

Create a TOP TRUMP card of your favourite God or Goddess.

Blank 'Top Trumps' card for your favourite Ancient Greek God or Goddess.


God or Goddess ZEUS

Key facts:

- The King of the Gods.
- He could change shape.

Special Skill	Throwing Thunderbolts	9
Trustworthiness!!!	He's a King	8
Strength	Very strong	10
Speed	In Bird form	5

Below is an example - but you might draw one on paper or use another method to make one.

God or Goddess ZEUS		
		
Key facts: The King of the Gods. He could change shape. The weather changes when he's angry! He had lots of children.		
Special Skill	Throwing Thunderbolts	9
Trustworthiness!!!	He's a King	8
Strength	Very strong	10
Speed	In Bird form	5

Insert your 'TOP TRUMP' below:

Topic 2 - Mount Olympus

Learning Intention: I know what Mount Olympus is and what the myths are that surround it.

Learn

From your lesson earlier in the week about the Greek Gods you will have learned that Mount Olympus was the home of the Ancient Greek Gods and Goddesses. Did you know it also a real place too?


Watch this video to introduce you to Mount Olympus. <https://video.link/w/eXdVb>

For more information and to help you with your task there is lots more information on these websites:

- <https://greece.mrdonn.org/greekgods/mountolympus.html>
- <https://kids.britannica.com/students/article/Mount-Olympus/276183>
- https://kids.kiddle.co/Mount_Olympus
- <https://easyscienceforkids.com/mount-olympus/>

Task

Your task for this lesson is to answer the questions about the real Mount Olympus and the mythical Mount Olympus on the next page. You might need to do some research to find the answers to some of the questions. Use the information from the video, the websites listed above or websites you find to help you.

<u>The Real Mount Olympus</u>	<u>The Mount Olympus of Greek Mythology</u>
<u>Insert a picture of what Mount Olympus looks like.</u> 	<u>Draw or insert a picture of how Greek Mythology perceives Mount Olympus.</u>
<u>Where is Mount Olympus?</u> <u>Mark on the map where Mount Olympus is</u> 	<u>How many Olympian Gods was there and who were they?</u>
<u>How high is Mount Olympus?</u> 	<u>What were the God's homes like on Mount Olympus?</u>
<u>How many peaks does Mount Olympus have?</u> 	<u>Did anybody else live on Mount Olympus with the Gods?</u>
<u>Share something else you found interesting about Mount Olympus</u> 	<u>Why do you think the Ancient Greek Gods choose to make the top of a mountain their home?</u>

Can you think of one similarity and one difference between the real Mount Olympus and the mythical Mount Olympus?

Topic 3 - Greek Mythology

Learning intention: I am learning about an influential figure in Ancient Greek mythology

Learn

Throughout history, myths have played a significant role across the world. They are unique to each country and are passed from generation to generation, intertwining to form a rich tapestry of culture. **Myths** are sacred tales created to teach people about something important and meaningful. They answer timeless questions and are often used to teach people about events they do not always understand such as illness, earthquakes and floods. They are as relevant to us today as they were to ancient civilisations.



Ancient Greek mythology was centred around gods and goddesses who, they thought, had control over every part of people's lives. The Greeks believed that they had to pray to them for help and protection and they had a different god for almost everything. They did not view them as a perfect entity, but rather as people. Although Greek myths focussed heavily on these, they also featured unique creatures and brave heroes. One such character was Hercules.

Hercules was the son of Zeus, king of the gods, and the mortal woman Alcmene. A half-god of superhuman strength, Hercules was famed for his bravery in the ancient world, which he protected from various monsters and villains. He is undoubtedly one of the most influential and iconic figures in Greek mythology.

Use the following link to learn more about Hercules:

<https://video.link/w/Fi1Vb>

Hercules is famous for completing the '12 labours' which saw him:

- Defeating the Nemean lion who terrorised the Greek people.
- Defeating the nine-headed venomous snake.
- Capturing the stag of Arcadia.
- Capturing the wild boar of Mount Erymanthus.
- Cleansing the cattle stables of King [Augeas](#) of Elis in a single day.
- Defeating the man-eating birds of the Stymphalian marshes.
- Capturing the mad bull that terrorised the island of Crete.
- Defeating the man-eating mares of the Bistones.
- Seizing an item of clothing from [Hippolyte](#), queen of the Amazons.
- Capturing the cattle of the three-bodied giant, Geryon.
- Rescuing the golden apples kept by the [Hesperides](#).
- Rescuing the triple-headed dog [Cerberus](#).

To read more about Hercules, please use this website: https://www.ducksters.com/history/ancient_greece/hercules.php

Task

Put your knowledge to the test by completing the following challenges:

- 12 New Labours
- Creating a Greek crown

12 New Labours

Hercules was a strong and brave half-god, famous for completing the 12 labours above. In doing so, he protected the Ancient Greeks from harmful monsters. If Hercules were alive today, what impossible tasks would you ask him to do?

Use the table below to invent 12 new labours, recording your answers in each of the boxes. Remember, Hercules was incredibly strong and he fought mythological beasts, so be creative!

Labour 1	Labour 2
Labour 3	Labour 4
Labour 5	Labour 6
Labour 7	Labour 8
Labour 9	Labour 10
Labour 11	Labour 12

Creating a Greek Crown

Ancient gods and goddesses wore traditional Greek clothing, including a headpiece. Design a crown for Hercules and take a picture of you modelling your wonderful creation. To complete this task, you could use coloured paper and glue. Alternatively, you could source some natural materials on your next walk. Share your ideas with your class by uploading your image to your Teams page. Use the following link to watch a video which explains how this can be done: <https://vimeo.com/516680341>

Here are some examples of a Greek crown:



Topic 4 - What Were Greek Temples Like?

Learning Intention: I am developing my understanding of Greek temples and can create my own temple in a way of my choosing.

Learn

The Greeks built temples to their gods and goddesses. Some temples were small, while others were very grand and beautiful with amazing decorations. Every city in Greece had a 'patron' god or goddess. People believed patron gods protected them from harm.

When people needed help from the gods, they went to the temple to pray. They might go if they were feeling sick, going on a journey or worried about the harvest on the farm.

The most famous temple in Greece was the Parthenon in Athens. Inside stood a giant statue of Athena, the patron goddess of the city.



Play the Argo Odyssey game where you have to solve the mystery while answering questions about Greek gods, temples, myths and culture.

<https://www.bbc.co.uk/bitesize/topics/z7nrydm/articles/z2ngf82>

Task

Create your own Greek Temple in whatever way you would like (Minecraft, Lego, junk modelling, clay etc) and post your creation on the class TEAMS page.

The examples below may give you inspiration:



