Spelling task – Spelling Rules

Learning Intention: I am learning to use the correct endings for plural nouns

Learn

In our last spelling lesson, we learned about 's' and 'es' plural endings. Today, we will continue to look at plurals, only this time we will be focusing on words that end with 'f' or 'fe.'

Firstly, let's remind ourselves of the difference between a singular and a plural.

A singular word proves that there is only one of something, but a plural shows us that there is more than that. For example:

flower (***singular***) ⟶ flowers (***plural***)

To create a plural, we add letters to the end of a word. These are known as plural endings. Not all words will end with the same letters, so there are rules we must follow to ensure we spell these correctly.

For most plurals, we simply add an ‘s’ to the noun. For example:

dog → dog***s***

For words that end in ‘f’ or ‘fe’ we must begin by changing the ‘f’ or ‘fe’ to a ‘v’ Once we have done that, we then add our plural ending ‘es’. For example:

wolf → wol*ves*

shelf → shel*ves*

calf → cal*ves*

half → hal*ves*

leaf → lea*ves*

knife → kni*ves*

loaf → loa*ves*

Use the following link to watch a video which explains these plural endings:
https://video.link/w/DCgYb

Task

Complete the worksheet by converting the singulars to plurals. *Please note that you will need to use your knowledge of ‘es’ and ‘ves’ endings to answer these questions.*

Singular & Plural Nouns

Name: _____ Date: _____

Convert each of these singular nouns to plural.

(1)	beach	(16)	bus
(2)	tax	(17)	dish
(3)	trench	(18)	fax
(4)	match	(19)	church
(5)	scarf	(20)	glass
(6)	leaf	(21)	bush
(7)	hex	(22)	thief
(8)	fox	(23)	shelf
(9)	wish	(24)	loaf
(10)	roof	(25)	half
(11)	sheaf	(26)	dwarf
(12)	nose	(27)	gas
(13)	hoof	(28)	kiss
(14)	branch	(29)	life
(15)	wife	(30)	lunch

Writing Task – Descriptive Writing

Learning Intention: I am learning to write a descriptive paragraph which is linked to a story I know

Learn

Read the passage below to learn about the Greek story 'Theseus and the Minotaur.'

The Story of Theseus and the Minotaur

King Minos was the king of Crete. He was angry and enjoyed attacking the city of Athens when they weren't expecting it. King Aegeus, who was the king of Athens, wanted to stop the attacks so he struck a deal with Minos. In return for peace, Aegeus would send over seven girls and seven boys to be offered to King Minos's terrifying beast – the Minotaur.

Theseus was fed up. Minos had been telling Athens what to do for nine years now and, tomorrow, 14 more children would be shipped off to meet the Minotaur. He went over the plan in his head and knocked on the door of his father's study.

Before Aegeus could even stand up to meet his son, Theseus had started talking. "This deal with Minos has gone on for too long. Families are terrified that their children will be picked next. We should be protecting our people – not feeding them to the Minotaur! Tomorrow, when the boat comes, I am going to take the place of one of the boys. Then, I will defeat the Minotaur and we can live in peace."

Aegeus was shocked. He knew that his son was strong and brave but the Minotaur was huge and fierce. In fact, it was so fierce that it had to be locked inside a complex maze. Aegeus begged Theseus to find another way but he had already made up his mind. Eventually, Aegeus had to agree.

"I will not be happy until I know that you are safe," he told Theseus. "The moment that I can see your ship, I want to know that you have won. If you have defeated the beast, replace your ship's black sails with white ones. Then, I will know that you are coming home safely." Theseus nodded and promised his father that his sails would be white.

Later that day, Theseus climbed into the ship alongside 13 shivering children. When the boat arrived in Crete, they were met by Minos and his daughter, Ariadne. As Minos led the children to the palace, Ariadne pulled Theseus to one side. She explained that she wanted to escape from her father and his unfair laws. As a result, she told Theseus that she would help him if he promised to take her away from Crete.

Theseus and the Minotaur

Agreeing to help, Theseus and Ariadne went to see Daedalus. He had invented the labyrinth that the Minotaur was being kept in. Wanting to be a hero, Daedalus agreed to help. Later that night, the three met at the entrance to the labyrinth.

Holding out a ball of string, Daedalus explained his plan. "This labyrinth has been designed to be so complicated that I can't even escape it. However, if you unravel this string behind you, you will be able to use it to find the entrance again. Ariadne and I will stay here to make sure that nobody else comes in. Good luck."

With that, the doors to the labyrinth closed and Theseus set off to find the Minotaur. Leaving the string behind him, he searched through the narrow passages until, at last, he was face to face with the beast. The Minotaur was stronger but Theseus was quicker and smarter. After a long battle, Theseus emerged victorious. The Minotaur had been defeated.

Theseus immediately made his way to the ship with Ariadne. He had done it! No more children would ever have to meet the Minotaur. Feeling tired but happy, Theseus hoisted the black sails of his ship and headed for home, forgetting all about the promise that he had made to his father.

Task

Write a paragraph that describes how Theseus defeated the Minotaur. The only details we have been given are that the "Theseus was quicker and smarter" and that it was "a long battle." The rest is up to you! How did he manage to defeat a beast so big?

Part 1

Before you start your paragraph, plan the main events and the descriptive language you might use.

Adjectives, verbs, adverbs and similes to describe Theseus and his actions:	**Adjectives or similes to describe where the battle took place:**

How did the battle end?	How did Theseus feel or react when he knew he had defeated the Minotaur?

Part 2
Write the eventful battle scene.

Success Criteria:

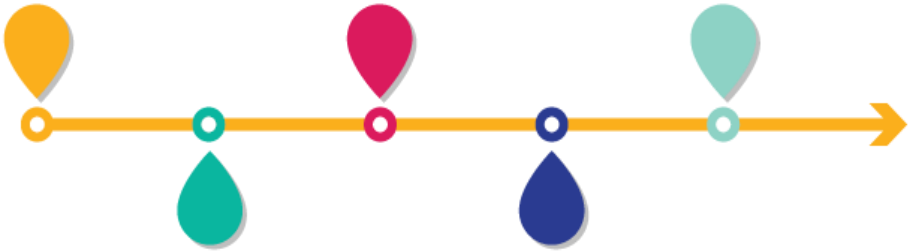
- Make the paragraph exciting to read.
- Make sure the action scene fits into this myth – ***Theseus must defeat the Minotaur.***
- Include lots of descriptive language to help the reader imagine the characters, setting and main event.
- Use punctuation so that your reader can understand the text.
- Include different sentence openers:
  - Time openers - ***The next minute, straight away, eventually.***
  - Place Openers - ***In the distance, just behind his left shoulder, from out of nowhere.***
  - Adverb openers – ***Surprisingly, strangely, luckily.***

When you are finished, use the Success Criteria to give yourself a "Green - good to be seen" comment and a "Pink - stop and think" comment.

Once you have completed this task, please upload your work to the folder entitled 'WC 8th March 2021' on One Note.

Reading Task 1 – Creating a Timeline

Learning Intention: I am learning to create a timeline which shows the main events of a story



Learn

Myths and legends have been passed between generations for many years. You will often find more than one version of each tale, as it is very unlikely that they would have been written down and read. They would have been told from memory, with different story tellers adding in their own details.

Use the following link to access an audio clip about a famous Greek myth. Listen to the end to learn all about Theseus and The Minotaur:
https://www.bbc.co.uk/teach/school-radio/ks2-primary-history-ancient-greece-theseus/zkvqkmn

Task

Part 1
As you listen to the audio clip, try to imagine Theseus in your head. What do you think he looks like?

Part 2

Create a timeline to show the main events in the story of Theseus and the Minotaur. You can decide on the layout of your work but please make sure it:

- Is in chronological order.
- Summarises the main events in the story – ***it should not contain descriptions or too much detail.***
- Is easy to read and follow.

You could complete your timeline on a piece of paper, or on your iPad. Please take a photo or screenshot of your work and upload it to the One Note folder entitled '8th March 2021.'

Reading Task 2 – Reading Wise

Learning Intention: I am learning to develop my decoding and comprehension skills

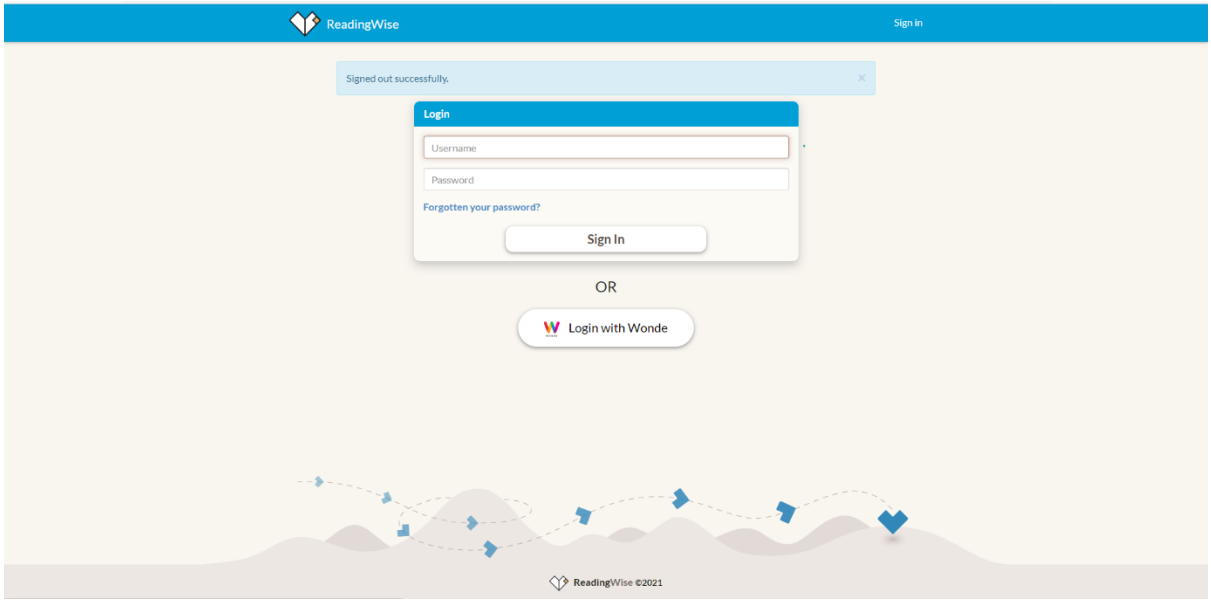
Task

Login to your Reading Wise account and spend one hour working through the programme assigned to you. ***You do not need to submit anything for this lesson. Your teacher will be able to see your progress.***

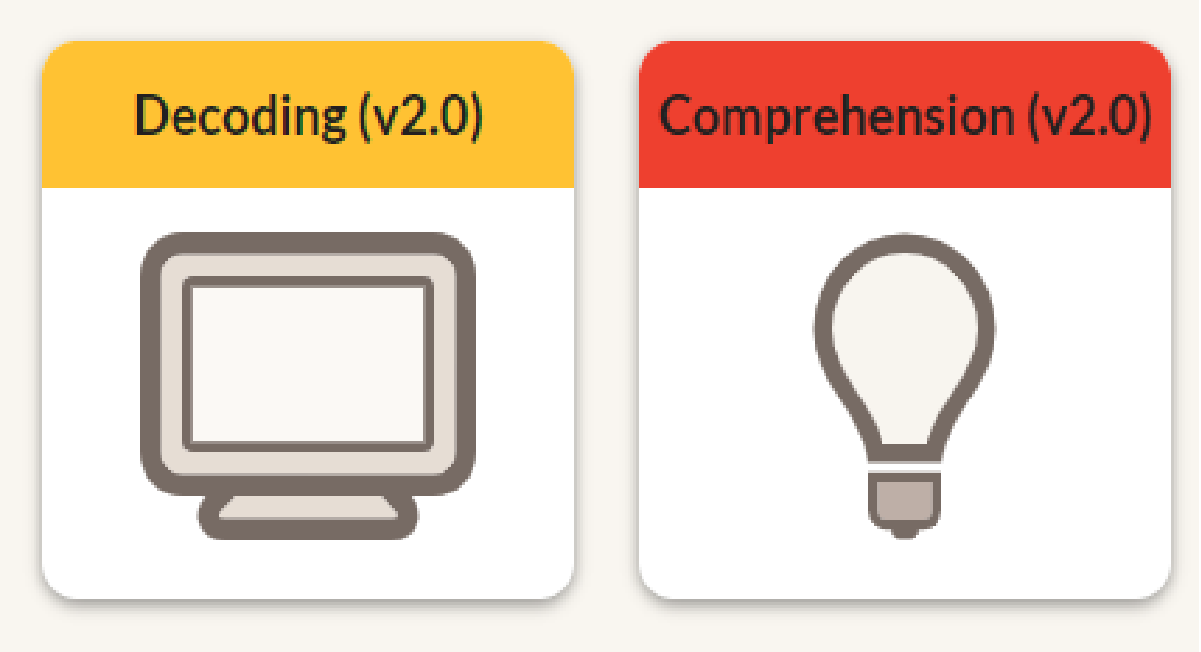
1. Use the following address to access Reading Wise: https://readingwise.com.

This is an image of the correct website:

2. Enter your login details to access your account.



3. Select from the decoding or comprehension options to begin your session. ***If you are unsure which one you should choose, please ask Miss Pennington.***



Numeracy Task 1 - Column Subtraction

Learning Intention: I am learning to subtract two-digit numbers using column subtraction

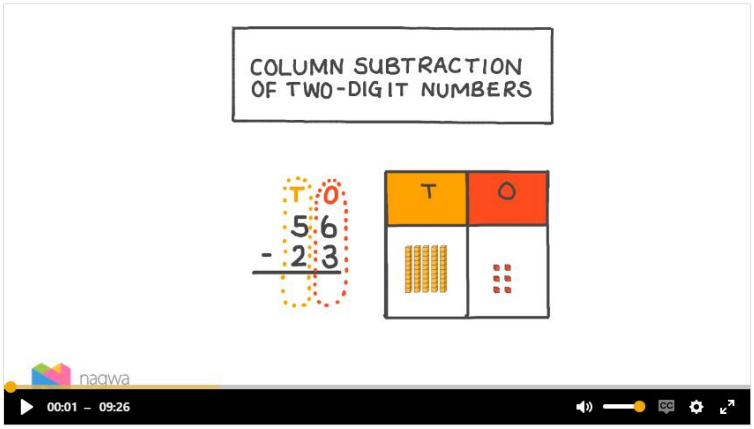
Complete Maths Objective:

OBJECTIVE
Subtracting with 2-digit Numbers

Learn

This week, your maths will focus on column subtraction. Remember, subtraction is the inverse of addition so your answer will always be smaller than the number you started with. As with addition, written subtraction can be completed using the column method.

Watch this video to learn how to use the column method of subtraction:
https://www.nagwa.com/en/videos/203153184780/



Remember for column subtraction, like with our addition, ***we start with subtracting the ones THEN move onto the tens.***

There are few key words we've heard recently:

Exchanging

- This is when you change 1 ten into 10 ones, or 1 hundred into 10 tens.

Regrouping

- This is when you change 10 ones into 1 ten, or 10 tens into 1 hundred.

Carrying

- This is how you show you have exchanged or regrouped in column sums.
- It is written as a small 1.

Task

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

- Bell Pepper Task: two-digit subtraction with no exchanging.
  The following video from White Rose Maths will help you complete your worksheet:
  https://vimeo.com/468561808

- Jalapeno Task: two-digit subtraction with exchanging.
  The following video from White Rose Maths will help you complete your worksheet:
  https://vimeo.com/468562834

- Scotch Bonnet Task: two-digit subtraction with exchanging.
  This task includes a missing number challenge at the end.

Optional Extra

Please note that this is an optional extra. You do not have to complete this task.

If you would like an extra addition and subtraction challenge, look at the word problems below. Each one has two steps, meaning that you will need to do two separate sums before you provide an answer. Use the completed example to help you.

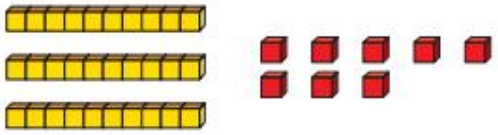
No.	Question	Calculation required (Do brackets first!)	Method	Answer
e.g.	The cinema has 700 seats – 113 adults and 276 children come to see the film. How many empty seats are there?	700 – (113 + 276)	113 + 276 = 389 700 − 389 = 311	311 empty seats

Once you have finished the task, upload a photo of your work to the folder entitled 'WC 8th March 2021' on One Note.

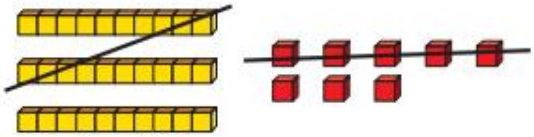
Bell Pepper Task: two-digit subtraction with no exchanging.

Subtract 2-digit numbers (1)

1 Complete the sentences to describe each step of the subtraction.



First the number is ☐



Then ☐ is crossed out.

Now the number is ☐

☐ − ☐ = ☐

2 Draw base 10 to represent the number 35

Now cross out 12

What number is left?

35 – 12 = ☐

3 Use base 10 to complete the subtractions.

a) 7 – 2 = ☐

b) 30 – 10 = ☐

c) 37 – 12 = ☐

d) 47 – 12 = ☐

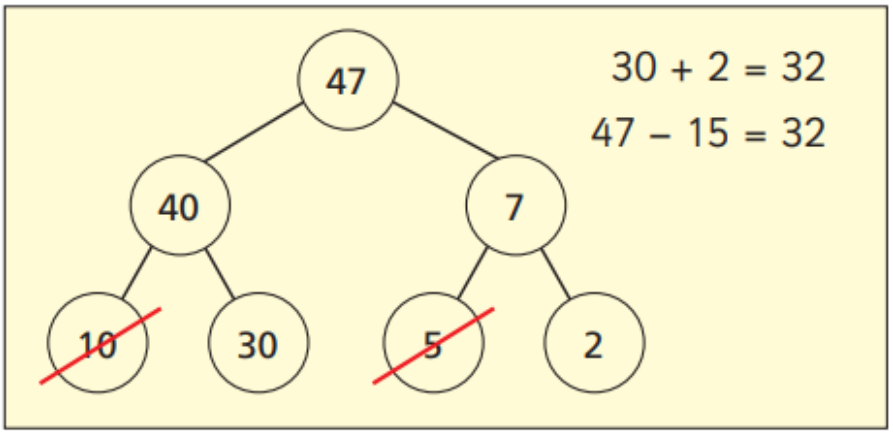
e) 48 – 11 = ☐

f) 27 – 16 = ☐

g) 63 – 61 = ☐

h) 45 – 33 = ☐

4 Jack is working out 47 – 15



Talk about Jack's method with a partner.

Use Jack's method to complete the calculations.

a) 47 – 16 = ☐

b) 36 – 22 = ☐

c) 37 – 15 = ☐

d) 57 – 31 = ☐

5 Complete the subtractions.

a)

		T	O	
		5	2	
	–	1	1	

b)

		T	O	
		1	5	
	–	1	2	

c)

		T	O	
		8	7	
	–	3	4	

d)

		T	O	
		6	3	
	–	5	2	

6 Rosie has 25 balloons.

Scott has 11 fewer balloons than Rosie.

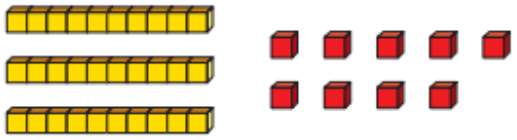
How many balloons does Scott have?

How many balloons do they have altogether?

Jalapeno Task: two-digit subtraction with exchanging

Subtract 2-digit numbers (2)

1 **a)** What number is represented?

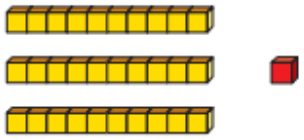


Subtract 12

What number is left?

____ – 12 = ____

b) What number is represented?



Subtract 12

What number is left?

____ – 12 = ____

What is the same about your answers?

What is different?

2 Use base 10 to complete the subtractions.

a) 23 – 6 = ☐

b) 33 – 7 = ☐

c) 33 – 17 = ☐

d) 45 – 26 = ☐

e) 63 – 35 = ☐

f) 82 – 24 = ☐

3 Tommy is working out 43 – 5

		T	O
		$\cancel{3}^{\cancel{4}}$	$^{1}3$
	–		5
		3	8

Talk about Tommy's method with a partner.

4 Complete the subtractions.

a)

		T	O	
		2	3	
	–		6	

b)

		T	O	
		3	3	
	–		7	

c)

		T	O	
		3	3	
	–	1	7	

d)

		T	O	
		4	5	
	–	2	6	

e)

		T	O	
		6	3	
	–	3	5	

f)

		T	O	
		8	2	
	–	2	4	

5 Dexter has 33 bricks.

Rosie has 19 bricks.

a) How many bricks do Dexter and Rosie have altogether?

b) How many more bricks does Dexter have than Rosie?

Scotch Bonnet Task: two-digit subtraction with exchanging

Subtracting 2-Digit Numbers from 2-Digit Numbers - with Exchanging

LO: To use column addition and subtraction.

Calculate the answer to the following:

75 - 16 _____	41 - 25 _____	72 - 57 _____	73 - 38 _____
20 - 16 _____	62 - 44 _____	41 - 33 _____	82 - 67 _____
31 - 26 _____	82 - 55 _____	64 - 47 _____	91 - 53 _____

Challenge: Complete the following calculations:

_2 - 3_ 16	7_ - _4 49	_1 - 6_ 24

Optional Extra

Solving Two-Step Addition and Subtraction Word Problems

No.	Question	Calculation required (Do brackets first!)	Method	Answer
e.g.	The cinema has 700 seats – 113 adults and 276 children come to see the film. How many empty seats are there?	700 – (113 + 276)	1 1 3 + 2 7 6 = 3 8 9 ; 7 0 0 - 3 8 9 = 3 1 1	311 empty seats
1.	Dorothy is saving her money for a new bike costing £286. If she has already saved £39 and is then given £59 for her birthday, how much more does she need to save?			
2.	A study of 900 people found that 687 were right handed, 174 were left handed and the remainder were ambidextrous (could use either hand). How many were ambidextrous?			

3.	The crisp factory needs to make 875 bags an hour. If a machine breaks down and the factory only makes 323 bags in one hour, how many does it need to make in the next hour to catch up?			
4.	Dave earns £1485 a month as a bus driver and his wife earns £1760 as a teacher. If Dave gets a pay rise of £217 a month how much less than his wife does he earn?			
5.	If William Shakespeare was born in 1564 and lived to be 52 years old, how many years ago did he die?			

Numeracy Task 2 – Subtracting Numbers of Different Values

Learning Intention: I am learning to subtract 2-digit and 3-digit numbers using the column method of subtraction

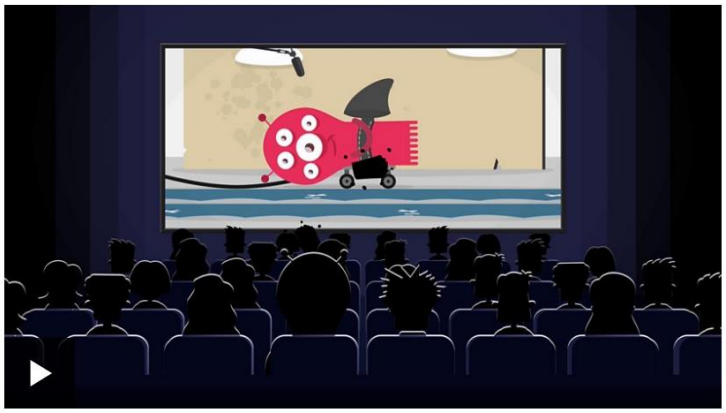
Complete Maths Objective:

OBJECTIVE

Subtracting with 2-digit and 3-digit Numbers

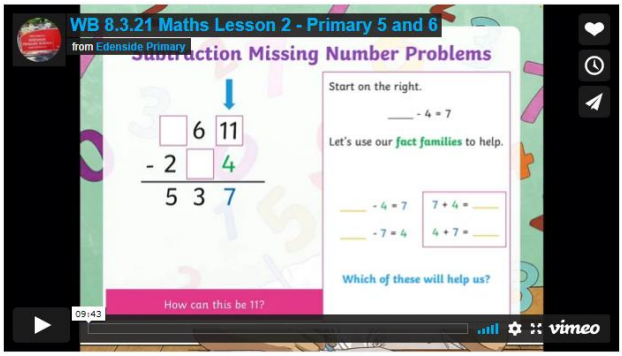
Learn

Watch this video to remind yourself how to use the column method of subtraction:
https://www.bbc.co.uk/bitesize/topics/zy2mn39/articles/zc78srd



Watch this video which investigates how to find missing numbers in a column sum:

https://vimeo.com/518589407/c1bb495f16



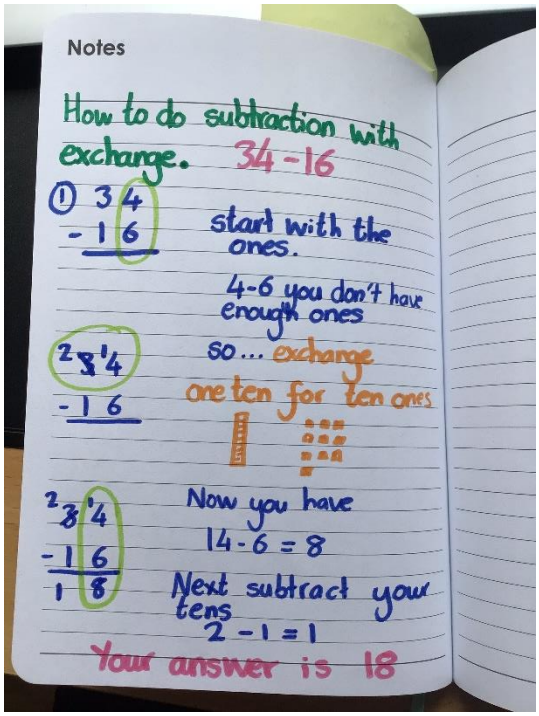
WB 8.3.21 Maths Lesson 2 - Primary 5 and 6

Task

Part 1

Make a video or a poster explaining how to use the column method of subtraction. The example you will provide is 55-38.

Look at Miss McManus' example below for ideas on how to do this. You will need to watch the instructional video, too: https://vimeo.com/518548005/37d5964430



Part 2

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

- Bell Pepper: subtracting 2-digit numbers with a little exchanging.
- Jalapeno: subtracting 2-digit numbers with exchanging.
- Scotch bonnet: subtracting 3-digit numbers with exchanging.

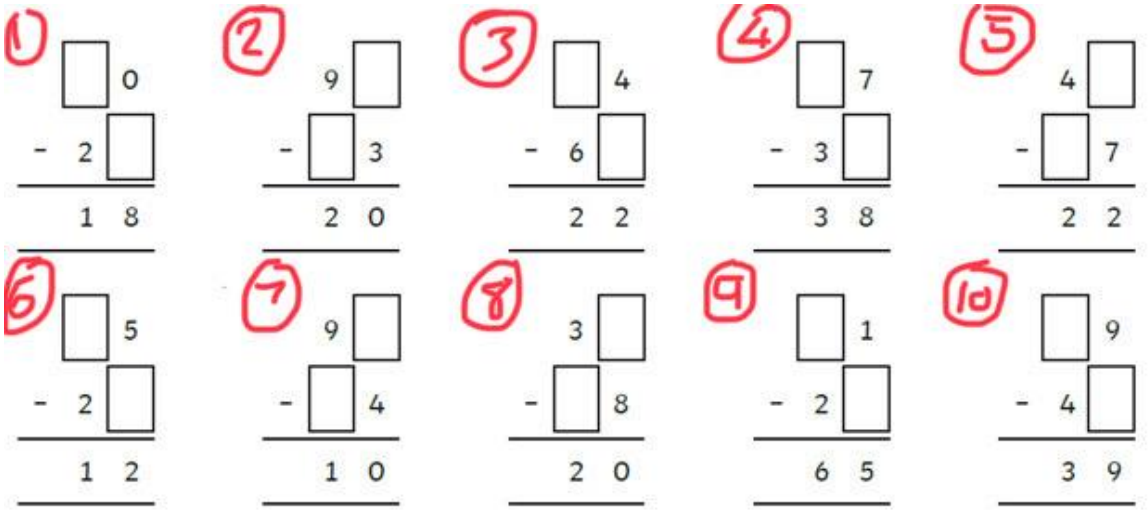
All three options are on the same document. Once you have completed both tasks, take pictures of your work and upload these to the folder entitled 'WC 8th March 2021' on One Note.

Chilli Pepper Challenge

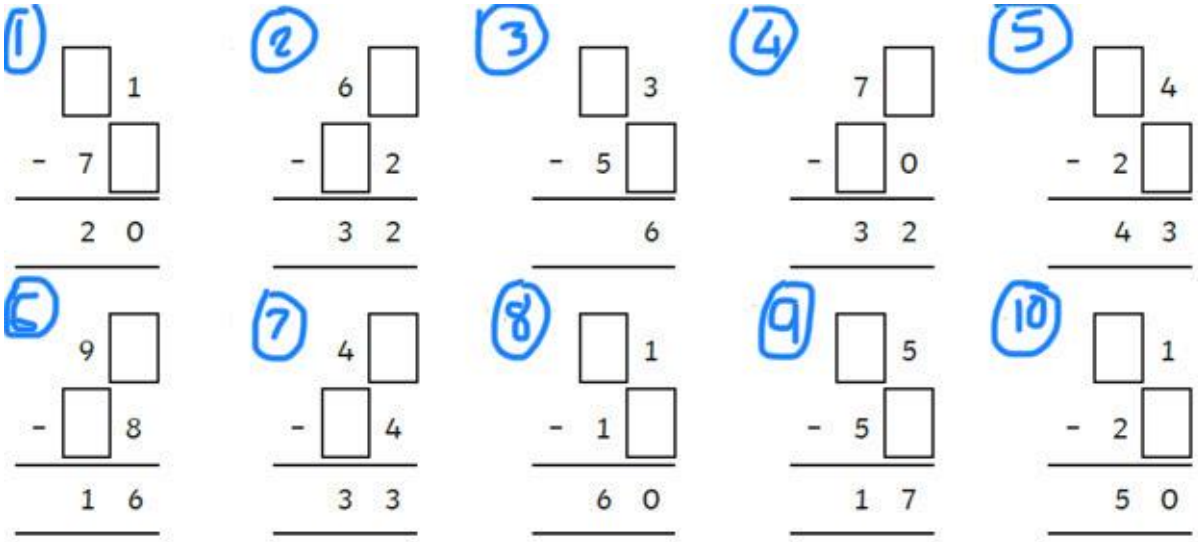
Activity 2

Calculate the missing digits in these calculations.

Bell Pepper

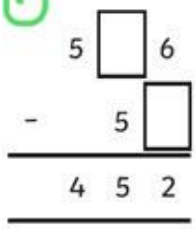


Jalapeno



Scotch Bonnet

1



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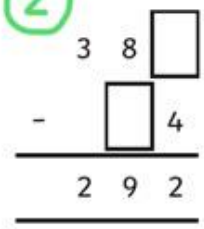

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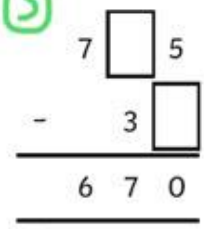

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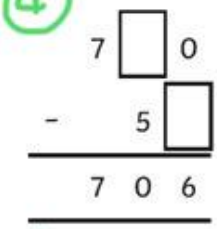

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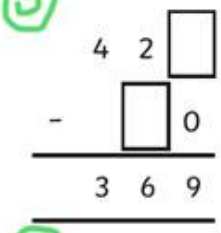

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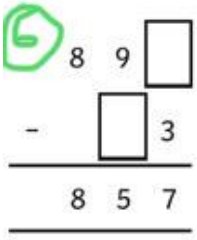

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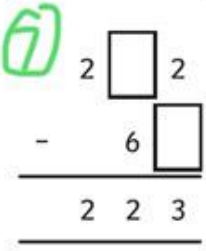

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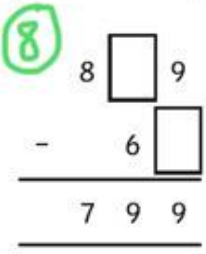

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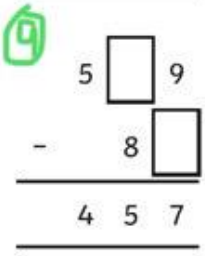

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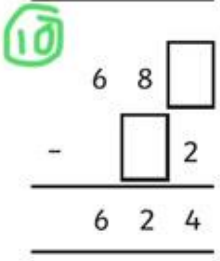


Numeracy Task 3 – Subtracting 3-digit Numbers

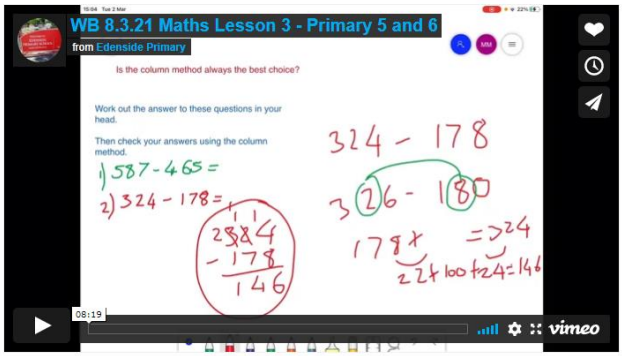
Learning Intention: I am learning to subtract 3-digit numbers

Complete Maths Objective:

OBJECTIVE
Subtracting with 3-digit Numbers

Learn

Once we keep practising column subtraction, we often feel that it easy to use. However, is it always the best option? Watch this video with Miss McManus to find out more:
https://vimeo.com/518637983/3b67ec4a85



WB 8.3.21 Maths Lesson 3 - Primary 5 and 6

Task

In this activity, you are going to be practising your written and mental subtraction. Some of the questions are set out as a column sum, but don't be afraid to answer these in a different way. Complete the task by choosing one of the following options:

- Bell Pepper: 3-digit subtraction with no exchanging.
  You can use the White Rose Maths video to help you complete the worksheet:
  https://vimeo.com/466580214

- Jalapeno: 3- digit subtraction with exchanging.
  You can use the White Rose Maths video to help you complete the worksheet:
  https://vimeo.com/466609834

- Scotch Bonnet: 4-digit subtraction with exchanging.

Once you have finished the task, upload a photo of your work to the folder entitled 'WC 8th March 2021' on One Note.

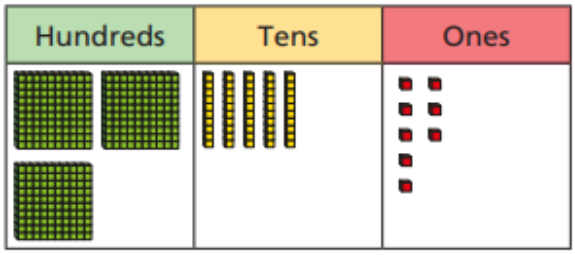
Bell Pepper: 3-digit subtraction with no exchanging

Subtract 3-digit numbers from 3-digit numbers – no exchange

White Rose Maths

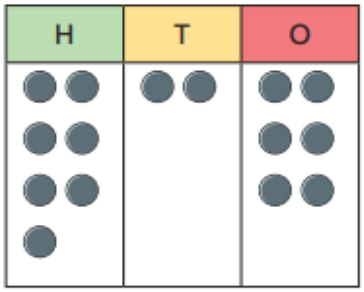
1 Complete the column subtractions.

a) 358 – 226



		H	T	O	
		3	5	8	
	–	2	2	6	

b) 726 – 303



		H	T	O	
		7	2	6	
	–	3	0	3	

2 Complete the subtractions.

a)

		H	T	O	
		6	7	2	
	–	4	7	1	

b)

		H	T	O	
		5	6	3	
	–	1	5	1	

3 Ron is working out 785 – 257

		H	T	O	
		2	5	7	
	–	7	8	5	

Do you agree with the way Ron has set out the subtraction?

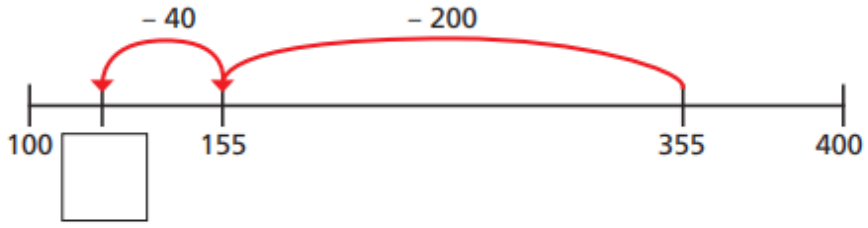
Why?

_____

_____

4 Use the number line to work out the subtraction.

a) 355 – 240 = ☐



b) 835 – 501 = ☐

5 A TV costs £120 less than this computer.

How much does the TV cost?

6 There are 849 people at a concert.

There are 625 adults at the concert.

a) How many children are at the concert?

b) How many more adults than children are at the concert?

7 What are the values of each of the shapes?

a)

	6	★	8
−	★	▲	▲
	●	1	5

★ = ☐ ▲ = ☐

● = ☐

b)

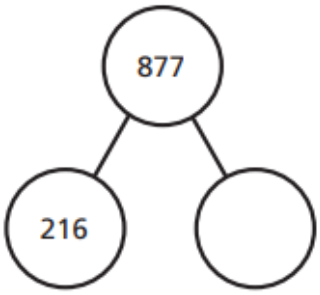
	9	✚	◆
−	✚	4	⬟
	◆	⬟	◆

✚ = ☐ ⬟ = ☐

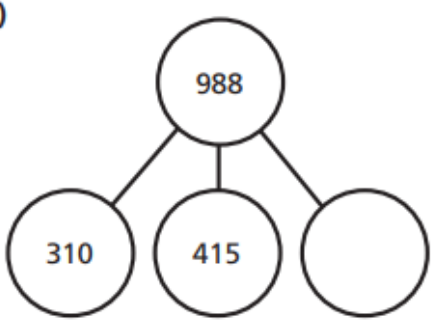
◆ = ☐

8 Complete the part-whole models.

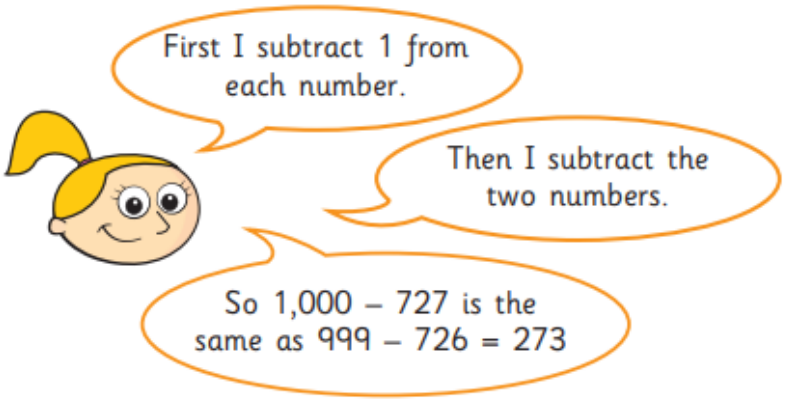
a)



b)



9 Eva is subtracting 727 from 1,000



Why does Eva's method work?

Talk about it with a partner.

Use Eva's method to complete the subtractions.

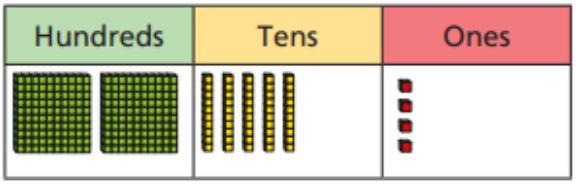
1,000 – 285 = ☐ 800 – 636 = ☐

Jalapeno: 3- digit subtraction with exchanging

Subtract a 3-digit number from a 3-digit number – exchange

1 Complete the column subtractions.

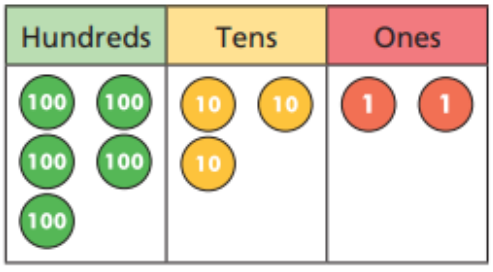
a) 254 – 126



		H	T	O	
		2	5	4	
	–	1	2	6	

What exchange did you have to make?

b) 532 – 281



		H	T	O	
		5	3	2	
	–	2	8	1	

What exchange did you have to make?

2 Which of these calculations need an exchange?
Tick your answers.

		H	T	O	
		6	5	8	
	–	1	4	4	

		H	T	O	
		3	2	3	
	–	1	1	7	

		H	T	O	
		4	2	9	
	–	1	7	2	

How do you know?

3 Work out the subtractions.

a) 735 – 218

		H	T	O	
		7	3	5	
	–	2	1	8	

c) 415 – 179

		H	T	O	
		4	1	5	
	–	1	7	9	

b) 428 – 163

		H	T	O	
		4	2	8	
	–	1	6	3	

d) 382 – 194

		H	T	O	
		3	8	2	
	–	1	9	4	

4 Talk about the mistake that has been made.

$$\begin{array}{r} 546 \\ -\ 283 \\ \hline 343 \end{array}$$

5 Complete the subtractions.

a)

		H	T	O	
		7	0	0	
	−	5	4	6	

b)

		H	T	O	
		8	0	5	
	−	1	7	9	

6 Work out the missing digits in these subtractions.

a)

		H	T	O	
		7		5	
	−	3	4		
			7	3	

b)

		H	T	O	
			2	0	
	−	1		8	
		2	9		

7 Two points are marked on a number line.

What is the difference between the two points?

8 Fill in the missing numbers.

a) 179 + ☐ = 595

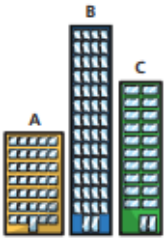
c) 95 + ☐ + 138 = 870

b) 718 − ☐ = 348

d) ☐ − 446 = 503

9 Here are 3 buildings.

- A is 150 m tall
- B is 317 m taller than A
- C is 223 m shorter than B



How much taller is C than A?

10 Aisha buys these items.

How much change does she have from £1,000?

Scotch Bonnet: 4-digit subtraction with exchanging

4-Digit Subtraction Activity Sheet

a) 4 7 6 4 − 2 6 3 0 = _____

b) 5 8 2 3 − 1 6 1 1 = _____

c) 9 3 7 6 − 2 2 5 4 = _____

d) 8 7 5 9 − 3 7 2 6 = _____

e) 7 5 3 9 − 5 4 1 8 = _____

f) 8 6 2 5 − 3 5 1 5 = _____

g) 6 9 7 9 − 4 6 2 1 = _____

h) 6 9 7 9 − 6 8 5 7 = _____

a) 9572 - 4461 = _____

b) 7491 - 6350 = _____

c) 9576 - 8451 = _____

d) 8849- 6313 = _____

e) 8462 - 8251 = _____

f) 9375 - 1272 = _____

g) 9869- 2537 = _____

h) 6893 - 2681 = _____

i) 9559 - 8415 = _____

4-Digit Subtraction Activity Sheet

a) 6 ~~8~~ 3 9
- 3 7 4 9
= ☐☐☐☐

b) ~~5~~ 8 9 ~~2~~
- 2 9 7 3
= ☐☐☐☐

c) 7 8 ~~4~~ 2
- 3 9 3 3
= ☐☐☐☐

d) ~~7~~ ~~5~~ ~~3~~ 6
- 5 9 3 3
= ☐☐☐☐

e) 6 8 ☐ 4
- 2 ☐ 1 ☐
= ☐ 3 2 1

f) 8 4 ☐ ☐
- ☐ 2 5 1
= 3 ☐ 4 1

g) 7 ☐ ~~8~~ ~~9~~ 11
- ☐ 3 7 ☐
= 2 1 ☐ 9

h) ~~7~~ ~~8~~ 16 ~~7~~ 13 8
- ☐☐☐☐
= 2 9 7 1

a) A shop assistant buys 8572 chocolate bars for the week. At the end of the week, 1683 chocolate bars are left. How many chocolate bars were sold?

b) At a rugby match, 5726 people support the blue team and 2967 people support the yellow team. What is the difference in the number of supporters?

Numeracy Task 4 – Online Addition and Subtraction

Learning Intention: I am learning to improve my accuracy of addition and subtraction

Learn

Over the last four weeks, we have been working on our addition and subtraction skills. Fast and accurate recall of number facts gives us the confidence to solve questions using larger values. The best way to achieve this is by regularly using your addition and subtraction knowledge.

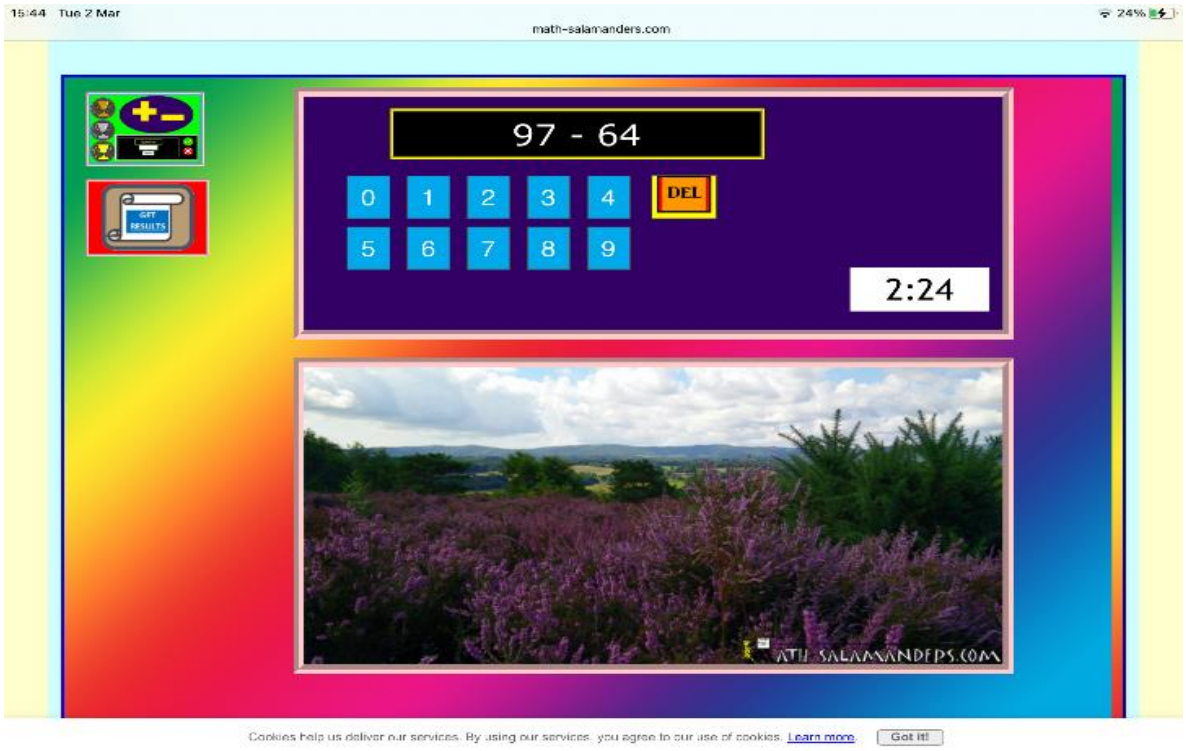
Today we are going to use the addition and subtraction practice zone on Maths Salamander to help us learn. You can access the resource by following this link: https://www.math-salamanders.com/addition-subtraction-practice.html#zoneArea1

To set the game up, follow these instructions:

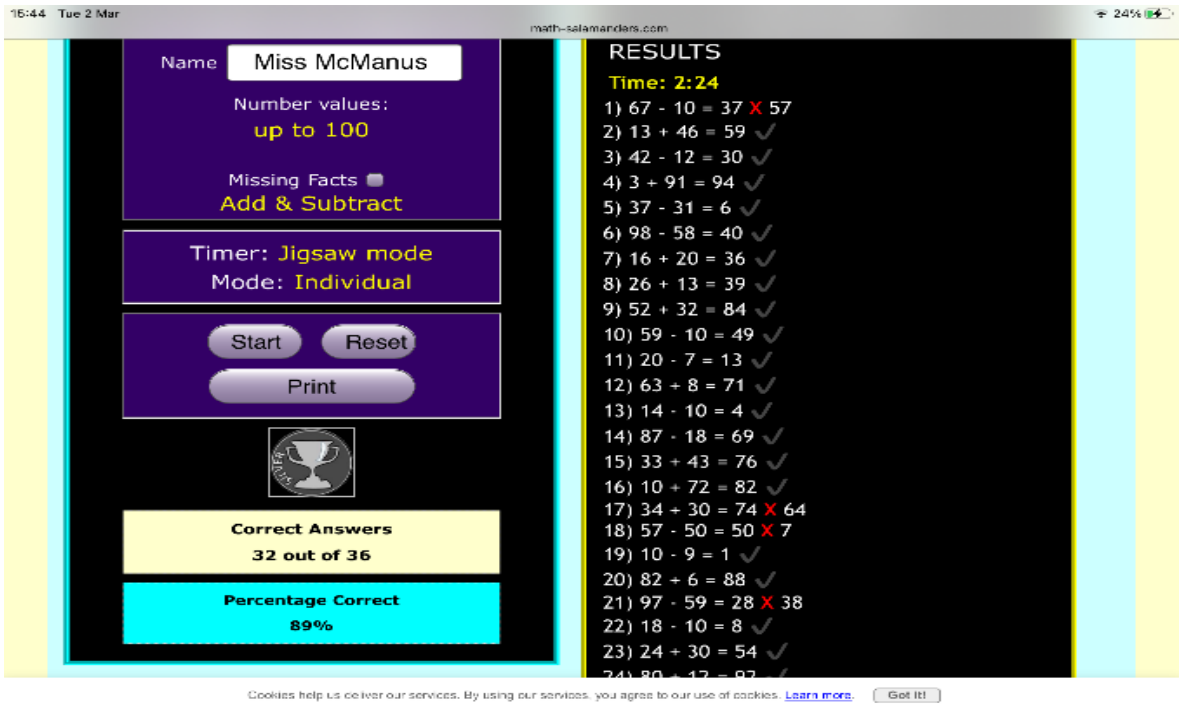
- Type your name into the blank space.
- Select number values ‘up to 100.’
- Ensure add and subtract are selected.
- Check you are on the ‘jigsaw’ and ‘individual’ modes.
- Press start to begin.

Task

Once you have completed these steps, you are ready to play the game. For this task, you are being asked to complete the jigsaw at least twice. Your first effort will give you the time and accuracy percentage you are aiming to beat on your next attempts. You are working to reduce the time it takes you to complete the puzzle or improve your accuracy.



Click on the results to view your time and accuracy after each attempt.



Take a screen shot of the results page. Make sure the time and accuracy can be seen in your photo.

Upload a photo of your first attempt, then your best improvement. You can have as many goes as you like to try and beat your first score.

Once you have finished the task, upload a photo of your work to the folder entitled 'WC 8th March 2021' on One Note.

Task 1 – Being Kind to Others

Learning Intention: I am learning about the importance of being kind to myself

Learn

Over the last few weeks, we have been learning about kindness. More specifically, we have been focusing on how we can be kind to other people. We have discovered that our actions can have a lasting impact on a person's life, so it is essential that we treat those around us with compassion and respect. However, it is also important for us to care for ourselves in the same way.

Often, we are our own worst critics and can find it hard to recognise and appreciate our positive attributes. Nevertheless, it is just as important for us to show compassion towards ourselves as it is to respect other people. '***Self-kindness***' generates feelings of care and comfort, so instead of being self-critical we learn to accept our flaws and imperfections. We also begin to appreciate that it is completely acceptable to fail and make mistakes.

To be compassionate towards ourselves we must remember to:

- Do something we love and enjoy every day.
- Stop being so critical of ourselves and what we are capable of.
- Remind ourselves of what we are good at.
- Turn negative experiences into positive opportunities.

- See failures as opportunities for growth.
- Remember that it is never too late to learn and make changes.
- Be your own best friend. ***There is no-one else in this world like you!***

To understand what self-kindness looks like, watch this video: https://video.link/w/YRXXb

Watch this video to discover 'How to Feel Awesome About Being You: https://video.link/w/jQXXb

Task

Ten Things I Love About Me

Often, we are extremely critical of ourselves and our abilities. We rarely take the time to appreciate our unique qualities. What makes you, YOU? What do you admire about yourself?

Reflect on what you have learned about self-kindness and compassion. You are going to recognise your strengths by listing 'ten things you love about you.'

You could complete this task in one of three ways:

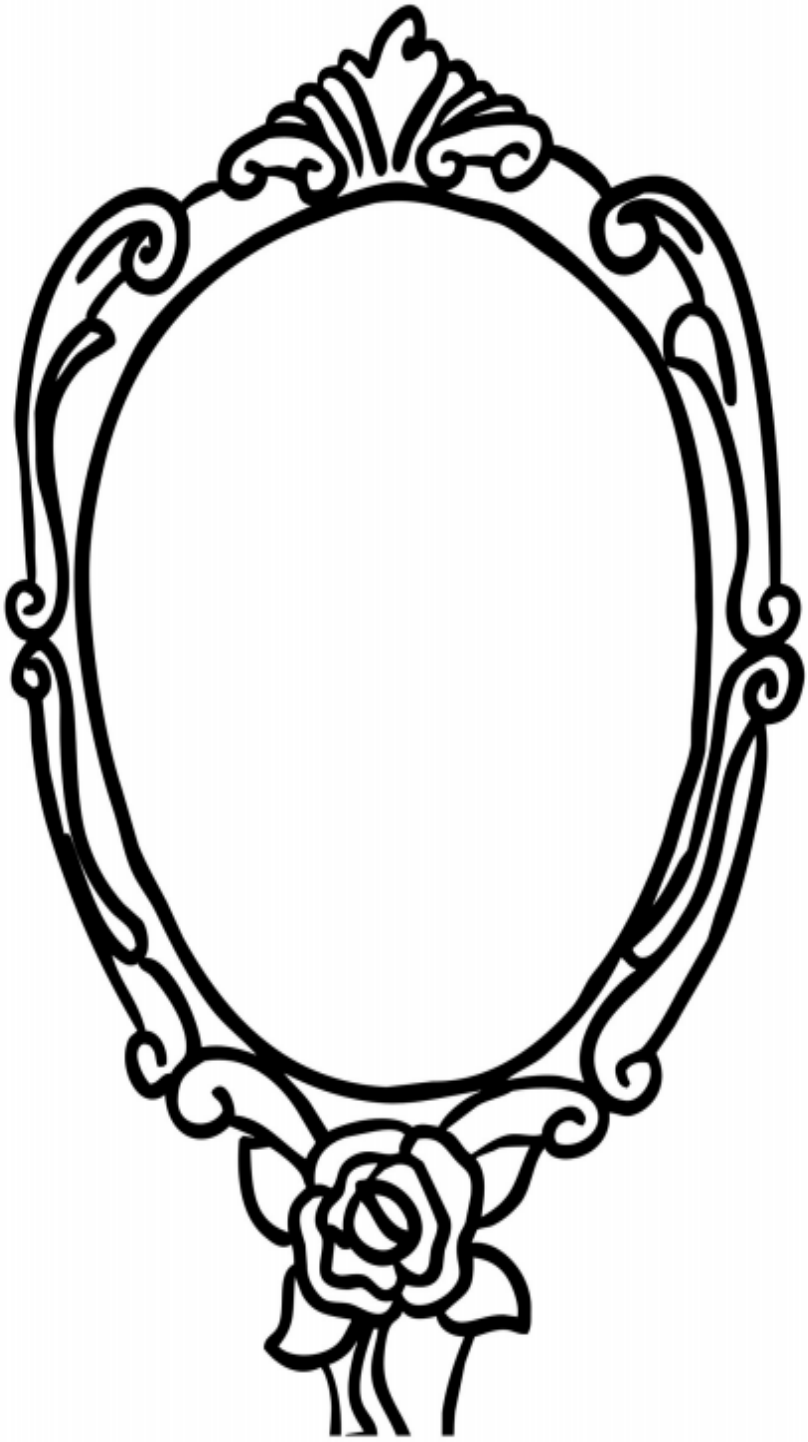
- Draw a picture of yourself and list ten of your admirable qualities.
- Attach a selfie to the template provided and use the space surrounding the image to record ten things you love about yourself.
- Use the Clips app on your iPad to make a poster showing why you are so amazing!

Once you have finished the task, take a photo of your work and upload it to your individual One Note folder entitled 'WC 8th March 2021.'

Things I Like About Me

Mirror, mirror on the wall, who's the nicest child of all?

Can you write or draw as many things as you can that you like about yourself. For example, you might write: I like my hair; or I like my brown eyes; or I am funny.



HWB Task 2 – Embrace Challenge Edge

Learning Intention: I am learning to understand that challenges provide opportunities for growth and development

Learn

Over the last few weeks, we have been learning about the importance of having a positive mindset. We now know that perseverance is the determination to accomplish a goal and the ability to achieve success despite difficulties or mistakes. Adopting a growth mindset is essential when you are faced with problems. It gives you the belief that you can do anything and it allows you to see failure as an opportunity for developing new capabilities. 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. Remember, it's not what you are born with that's important; it's your mindset that matters!***

Let's think about the word '***challenge'*** and what it really means. A challenge can be defined as being a task, issue or problem that may present difficulties and provoke thought. You may see a situation as being challenging when:

- You have a problem with a close friend.
- You encounter difficulties on social media.
- You experience a lack of motivation to complete a task.
- You are feeling stressed, worried or anxious.
- You lack self-confidence.
- You start a new school or class and need to make new friends.
- You find it intimidating speaking in front of others.

We all encounter challenges in our lives, but how we choose to respond to them is what truly matters. For some, challenging situations can evoke feelings of hurt, confusion, worry or even anger. For others, however, they provide an opportunity for learning, expansion and development.

Use the following link to watch a video about boosting confidence and embracing challenges: https://video.link/w/LoVXb

To watch a video about an inspirational girl called Adalia Rose, please use the following link: https://video.link/w/suVXb

Task

Achieving goals and accomplishing your objectives can help you grow and develop. Often, you will succeed despite the challenges that you are faced with. Home learning has been a very difficult situation for everyone, for various reasons. Think about what you saw in the videos and reflect on your own experience of the last two months. What difficulties did you face? How did you overcome them?

There are lots of ways for you to share your achievements and celebrate them with others. One easy and enjoyable way to do this is by creating an 'accomplishment jar.'

Accomplishment Jar

Find an empty jar or container and some scrap pieces of paper. Every time you realise a goal or finish a task, make a note of it and place it in your 'jar of success.' Keep adding to it over the course of the week. On Friday, reflect on all your accomplishments and remind yourself of what you achieved, despite the challenges you faced. *Take a picture of your 'weekly wins' and share your image on the 'Examples of Work' channel on Teams.*

Here are some examples of an accomplishment jar:

IDL Task 1 – The Olympic Games

Learning Intention: I am learning about the origins of the Olympic Games

Learn

The first Olympic games started in the year 776 BCE and were held every four years until 393AD. The Greeks loved competitions of all varieties, especially sporting ones. ***The Olympics were not the only contests*** held in ancient Greece, but they were the most popular.

The competitions were hosted in the city state of Olympia and they were created to honour the mighty god, Zeus. Women were not allowed to enter the contests, so the only participants were young, athletic, Greek men.

The Greeks took the games quite seriously. Nearly all the cities sent teams to participate in the ancient Olympics. If two or more city-states were at war with each other when they began, the conflict was halted for the duration of the competition.

The winners of the games were considered heroes, so everyone wanted their city-state to be victorious. Successful competitors were given olive branches to wear on their heads and often received large sums of money for their hometowns.

At first, the games were made up of foot races. However, other sports were gradually added. The competitions included:

- Foot races
- Horse races
- Chariot races
- Boxing
- Wrestling
- Running
- Long Jump
- Discus
- Javelin

Use the following link to watch a video about the origins of the Olympic Games:
https://video.link/w/7oeYb

Use the following link to learn more about the sporting events at the ancient games. Simply click on the athletes to read information about the different competitions.
https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z36j7ty

To learn more about the Olympic Games in Ancient Greece, use the following websites:
https://www.ducksters.com/history/ancient_greek_olympics.php
https://greece.mrdonn.org/olympics.html
https://www.historyforkids.net/ancient-greek-olympics.html
https://kids.nationalgeographic.com/history/article/first-olympics

Task

Host your own Olympic Games! Use resources you have at home to create competitions for all the family. You could include:

- Obstacle courses
- Discus contests (using paper plates)
- Running races
- High jump contests
- Long jump contests
- Foot races

You could also think about having a mascot, opening and closing ceremonies, a medal presentation and even food! *Please try to take photos of your day and share them to the 'Examples of Work' channel on Teams.* ***Remember to ask permission to share images if someone else has been included in these.***


Make your own Olympics hoop game

Access this website for hints and tips about opening ceremonies and medal presentations: https://www.activityvillage.co.uk/holding-your-own-olympic-games

IDL Task 2 – Government and Democracy

Learning Intention: I am learning to understand that Ancient Greece influenced our democracy and government

Learn

Democracy in Ancient Greece served as one of the first forms of a self-ruling government. The systems and ideas used by the Greeks have had a big impact on our world today.

The Ancient Greeks were the first to create a democracy. It was the idea that citizens should take an active role in the government, managing the country directly or through elected representatives.

The first known democracy in the world was in Athens. Athenian democracy developed around the fifth century B.C. The Ancient Greek idea was different from present day policy because all adult men were required to take an active part in the government. If they did not fulfil their duty, they would be fined and sometimes marked with red paint. ***Women, children and slaves were not considered citizens and therefore could not vote.***

500 names were chosen annually from a list of men living within ancient Athens. Those citizens had to actively serve in the government for one year. During that time, they were responsible for making new laws and controlled all parts of the political process. When new legislation was proposed, all the inhabitants of Athens had the opportunity to vote. To do this, they had to attend the assembly on the day the vote took place. This form of government was called ***direct democracy***.

The United Kingdom has a representative democracy. ***Representative democracy*** is a government who creates and changes legislation, instead of citizens voting on the laws themselves.

Then: This is where anyone could stand up and talk to people who were going to vote in Athens. DIRECT DEMOCRACY	**Now:** This is the place where a few people who have been elected vote on our laws. REPRESENTATIVE DEMOCRACY
	

To learn more about democracy, watch the following video: https://vimeo.com/518937338
Please note that we do currently have a Queen in our country, but she has no power to tell us what to do.

Task

Your task consists of two parts:

- Matching a description to the correct form of government.
- Making an ostraka.

Match the descriptions to the correct form of government

Read the statements below and match them to the correct form of government.

Once you have completed this task, please upload your work to the folder entitled 'WC 8th March 2021' on One Note.

Name of government	Description
Oligarchy/ Aristocracy	All adults get to vote on the laws and how people live.
Direct Democracy	A child is born into a family and eventually becomes a King or Queen who gets to rule over everyone else.
Representative Democracy	A small group of rich and powerful people get to make all the rules and decide what happens.
Monarchy	All the adults vote for a few people who then decide how things should be run.

Make an ostraka

You could complete this task by using the sketches app on your iPad. To learn how to make an ostraka, watch this video: https://vimeo.com/518953756

You will need to use the Greek alphabet below:

Here is an example of a WAGOLL:

Once you have completed this task, please upload your work to the folder entitled 'WC 8th March 2021' on One Note.

IDL Task 3 – Ancient Greek Education

Learning Intention: I am learning about Ancient Greek educational discoveries

The Greek Legacy: How the Ancient Greeks shaped modern mathematics

Learn

Watch the video about Ancient Greek mathematical discoveries: https://video.link/w/09KXb

Read the information about scientific and technological discoveries: https://www.ducksters.com/history/ancient_greece/science_and_technology.php

Ancient Greece
Science and Technology

History >> Ancient Greece

The Ancient Greeks made many advancements in science and technology. Greek philosophers began to look at the world in different ways. They came up with theories on how the world worked and thought that the natural world obeyed certain laws that could be observed and learned through study.

Mathematics

The Greeks were fascinated with numbers and how they applied to the real world. Unlike most earlier civilizations, they studied mathematics for its own sake and developed complex mathematical theories and proofs.

One of the first Greek mathematicians was Thales. Thales studied geometry and discovered theories (such as Thale's theorem) about circles, lines, angles, and triangles. Another Greek named Pythagoras also studied geometry. He discovered the Pythagorean Theorem which is still used today to find the sides of a right triangle.

Perhaps the most important Greek mathematician was Euclid. Euclid wrote several books on the subject of geometry called *Elements*. These books became the standard textbook on the subject for 2000 years. Euclid's *Elements* is sometimes called the most successful textbook in history.

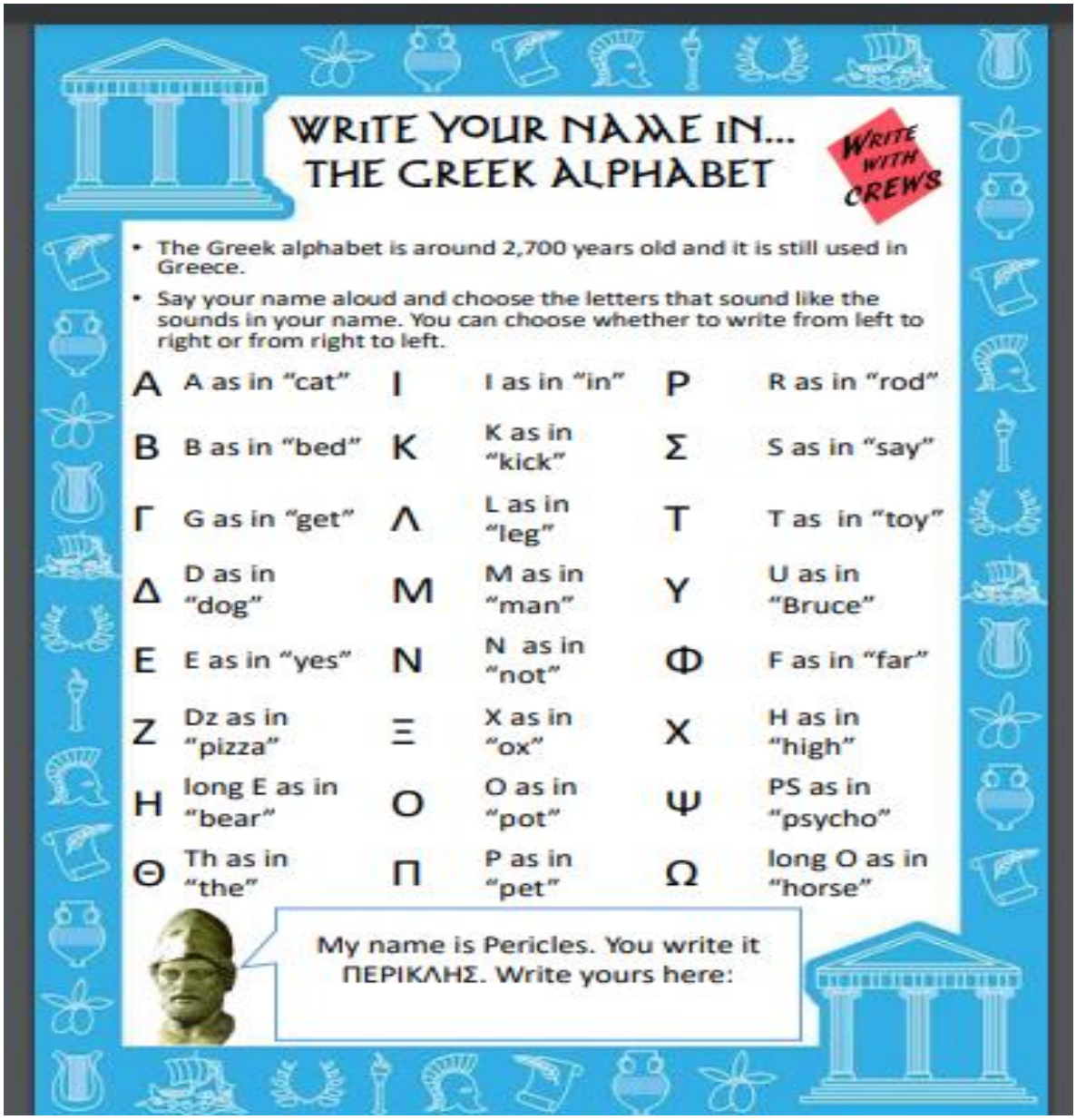
Astronomy

Once you've read the information, try completing the quiz to see how much you can remember.

https://www.ducksters.com/history/ancient_greece/science_and_technology_questions.php

Task

The Ancient Greeks also had their own alphabet system. Use the information on the poster below to write your name.



Remember, the Greek alphabet doesn't translate exactly to English so you might have a few letters missing. If this happens, try to select sounds that might match your name.

Write the symbol for the Greek Letters in the boxes next to the words. Use the alphabet song to help you: https://video.link/w/CjeYb

The Greek Alphabet					
Alpha		Iota		Rho	
Beta		Kappa		Sigma	
Gamma		Lambda		Tau	
Delta		Mu		Upsilon	
Epsilon		Nu		Phi	
Zeta		Xi		Chi	
Eta		Omicron		Psi	
Theta		Pi		Omega	

IDL Task 4 – Summary Challenge

Learning Intention: I am learning to summarise my understanding of Ancient Greece

Learn

Over the last few weeks, we have been exploring Ancient Greece. We have travelled back in time to learn about its city states, Alexander the Great and how the Greeks won the Trojan War.

We have investigated entertainment, fashion, food and temples. Last week, we also thought about Greek mythology and the different gods and goddesses.

Take some time to reflect on what you have learned over the last few weeks. What surprised you? What did you find particularly interesting? What did you really enjoy? You may also want to look back at some of the videos the teachers created.

Geography of Greece: https://video.link/w/x9MWb
What did the Greeks do for us? https://vimeo.com/164710802
City States of Greece: https://vimeo.com/508763884
Alexander the Great: https://video.link/w/fFMWb
The Trojan War: https://www.bbc.co.uk/teach/school-radio/history-ks2-ancient-greece-the-trojan-war-troy/zhbdd6f
Ancient Greek philosophers: https://vimeo.com//507996393
Housing in Ancient Greece: https://vimeo.com/510424443
Ancient Greek theatre: https://vimeo.com/164710800
The Diet of Ancient Greece: https://video.link/w/3JMWb

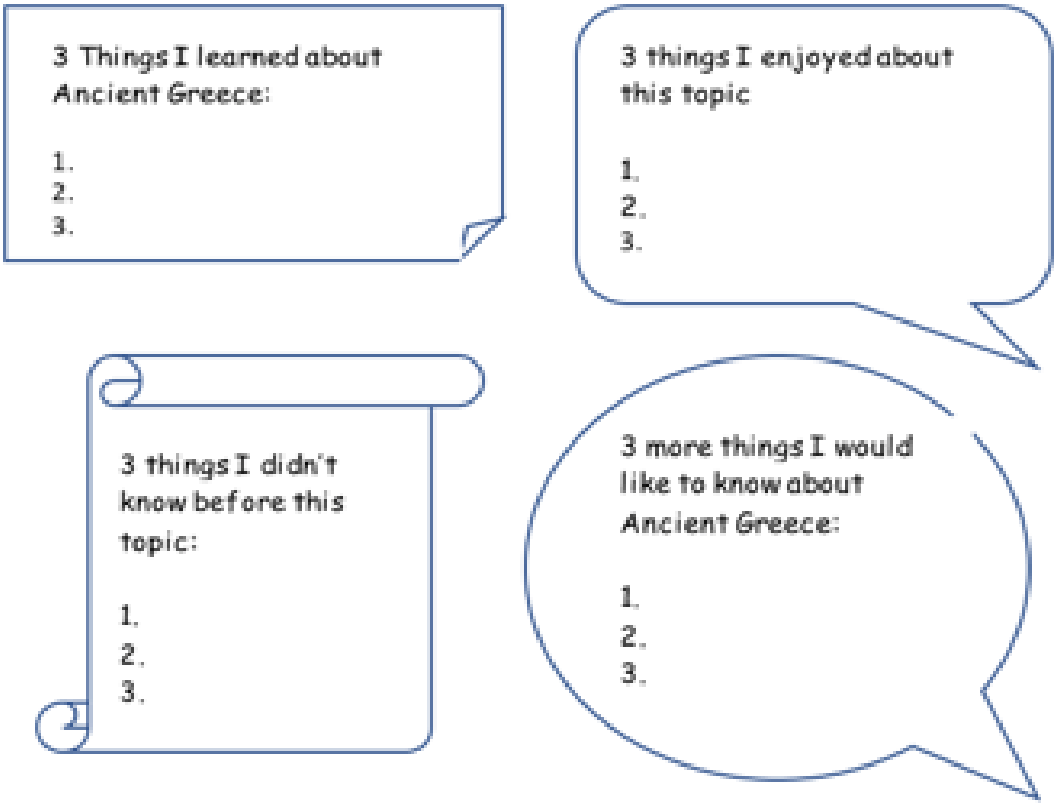
Greek fashion: https://vimeo.com/511084712/ce4282a30e
Greek Gods: https://vimeo.com/515934474
Mount Olympus: https://video.link/w/eXdVb
Hercules: https://video.link/w/Fi1Vb

Task

You are being asked to summarise your learning from the past few weeks. We want you to get your creative juices flowing and present your understanding of Ancient Greece in any way you choose. You could consider:

- Using Book Creator to make a book about Ancient Greece.
- Using iMovie to create a movie or trailer about your learning.
- Using Keynote to create an interactive or animated presentation.
- Creating a Clips movie using posters, text, post-its or images.
- Creating a poster using the Sketches or Whiteboard app.
- Using Flipgrid to create an interactive summary video.

What should be included?
In your summary try to answer the following questions:



Once you have completed this task, please upload your work to the folder entitled 'WC 8th March 2021' on One Note.