

**English – Myths and Legends**

**Reading**

We'd like you to have a go at a comprehension this week to support your history learning. The link can be found on the second page of this document. Just like in school remember the number of stars relates to how challenging the reading and questions are: 1 star = mild, 2 stars = medium, 3 stars = spicy!

**Writing**

You have now read and learned about lots of Greek Myths. This week you are going to be planning your own Greek Myth. Think about the following:

**Characters**

- Who is going to be your hero/heroine?
- Who is going to be your mythical beast?
- Will a God/Goddess be involved in your story?

Draw a picture of both of them, label their key features and **write a character description** to match your picture. Remember to think about their appearance, personality, special powers, special object that they might possess, where he/she lives etc.

**Setting**

Your story may be set in several different places. Create a piece of artwork to show these different places. Write a setting description, thinking about all of your senses.

**Spelling – Apostrophes to combine words**

Over the next two weeks we are going to be revising the use of apostrophes. This week we will concentrate on using apostrophes for contractions. Watch the video clips and complete the activities in the following website:

<https://www.bbc.co.uk/bitesize/articles/zhgfy9q>

You will revisit the second video clip next week as well.

Remember that you must not use joined up writing below the apostrophe – leave a gap underneath it to make sure that it is clear that you understand how to use it.



**Maths - Division**

So far, we have explored using a range of representing methods to solve divisions and we've begun to explore the Bus Stop method. For a reminder about using the Bus Stop method, watch this clip: <https://www.youtube.com/watch?v=fq2UXvSMWfs>  
First off, let's practise some divisions where the divisor fits into the number we're dividing exactly:

1.	7	7	7																	
2.	7	9	8																	
3.	4	6	4																	
4.	7	9	1																	
5.	7	1	5	4																
6.	3	2	0	4																

This isn't always the case, sometimes we may have part of the number left over. This is called a **remainder**. Here's an explanation of how the Bus Stop method (short division) works with remainders: <https://www.youtube.com/watch?v=FapcidAhnRY>. Try these examples, the first one

1)	3	5	2																	
2)	5	4	8																	
3)	6	8	9																	
4)	4	9	8																	
5)	3	9	7																	
6)	7	5	9																	

**Reasoning & Problem-solving**

Use the Bus Stop method to help you work out the problems below.

Remember to explain/show your ideas.

- 1) Eva has 96 sweets. She shares them into equal groups. She has no sweets left over. How many groups could Eva have shared her sweets into?

2)

37 sweets are shared between 4 friends. How many sweets are left over?

Four children attempt to solve this problem.

- Alex says it's 1
- Mo says it's 9
- Eva says it's 9 r 1
- Jack says it's 8 r 5

Can you explain who is correct and the mistakes other people have made?

For more activities, check the links on the next page.

**Theme - Ancient Greece Key Question 6: What were the beliefs of the Ancient Greeks?**

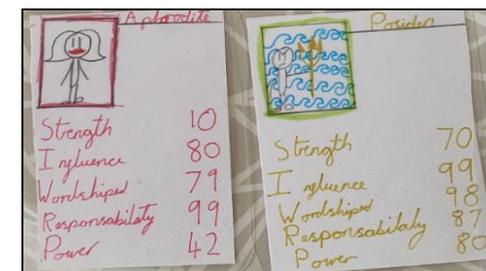
The Ancient Greeks believed in many different gods and goddesses. As we have seen in the myths and legends for our English work, they believed the gods and goddesses often interfered in the lives of mortals, had favourites and did not always behave themselves very well!

We would like you to find out about the religious beliefs of the Ancient Greeks, focusing on the gods and goddesses. You could make **fact files** for a few different gods, make a **Greek Gods Top Trumps card game**, write an **information text** or come up with your own wonderful way to demonstrate everything you have learnt about the gods and goddesses.

You may notice that a lot of them are really similar to the Roman gods and goddesses but with different names. That is because the Roman Empire came after the Ancient Greeks and the Romans adopted their own versions of the Greek beliefs.

There are some useful websites on the next page to help you.

Here is an example of what a Top Trumps game could look like:



## Links to support this learning

### English

#### Reading Comprehension

<https://www.twinkl.co.uk/resource/lks2-mythical-stories-from-different-cultures-the-story-of-icarus-ancient-greece-differentiated-reading-comprehension-activity-t-e-1000>

#### Writing – planning sheets

You can use one of the below, or create your own.

<https://www.twinkl.co.uk/resource/t-l-6156-story-mountain-activity-sheet-1>  
<https://www.twinkl.co.uk/resource/t2-e-4930-story-mapping-boxes-activity-sheet>

### Maths

Bus Stop Method activities without remainders (3 different levels):

<https://www.twinkl.co.uk/resource/short-division-without-remainders-activity-sheets-t2-m-4847>

Bus Stop method including remainders:

Mild	Warm	Spicy
1) $35 \div 2$	1) $51 \div 6$	1) $855 \div 7$
2) $58 \div 3$	2) $34 \div 8$	2) $382 \div 9$
3) $62 \div 5$	3) $83 \div 6$	3) $417 \div 6$
4) $94 \div 4$	4) $53 \div 7$	4) $273 \div 5$
5) $79 \div 6$	5) $75 \div 8$	5) $979 \div 8$
6) $91 \div 3$	6) $751 \div 8$	6) $858 \div 7$
7) $87 \div 4$	7) $491 \div 3$	7) $331 \div 4$
8) $59 \div 5$	8) $574 \div 4$	8) $553 \div 7$
9) $83 \div 4$	9) $591 \div 5$	9) $456 \div 6$
10) $47 \div 3$	10) $127 \div 4$	10) $330 \div 8$

### Theme

<https://www.twinkl.co.uk/resource/ancient-greek-gods-t2-h-070>  
<https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zgt7mp3>

## Supporting Information for parents

### English

<https://www.theschoolrun.com/what-is-an-apostrophe>

#### Apostrophes to show contraction or omission

If we put two words together and miss out some letters, we need to add an apostrophe where the missing letters are. For example: 'do not' would change to 'don't', the contracted form.

I am - I'm  
do not - don't  
cannot - can't  
I would - I'd  
we would - we'd